

**A meeting of the Education & Communities Committee will be held on Tuesday 8 May 2018 at 2pm within the Municipal Buildings, Greenock.**

**Please note that consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.**

GERARD MALONE  
Head of Legal and Property Services

**BUSINESS**

**\*\*Copy to follow**

1. Apologies, Substitutions and Declarations of Interest	Page
<b><u>COMMUNITIES</u></b>	
<b>PERFORMANCE MANAGEMENT</b>	
2. <b>Communities 2017/18 Revenue Budget– Period 11 to 28 February 2018</b> Report by Chief Financial Officer and Head of Inclusive Education, Culture & Communities	p
3. <b>Communities Capital Programme 2017 – 2020 Progress</b> Report by Head of Environmental & Public Protection and Chief Financial Officer	p
<b>NEW BUSINESS</b>	
4. <b>Delegated Powers: Authorisation of Officers</b> Report by Head of Environmental & Public Protection	p
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6. <b>Extension of Opening of Gourock Outdoor Pool</b> Report by Head of Environmental & Public Protection	p
7. <b>Vehicle Emissions Enforcement</b> Report by Head of Environmental & Public Protection	p

8.	<b>White Ribbon Campaign – Addressing Violence Against Women</b> Report by Head of Environmental & Public Protection and Head of Inclusive Education, Culture & Communities	p
9.	<b>Our Digital Rights – 5rights For Children and Young People</b> Report by Head of Environmental & Public Protection and Head of Inclusive Education, Culture & Communities	p
10.	<b>Grants to Under 19s Sports Groups</b> Report by Head of Environmental & Public Protection and Head of Inclusive Education, Culture & Communities	p
11.	<b>Grants to Voluntary Organisations</b> Report by Head of Environmental & Public Protection and Head of Inclusive Education, Culture & Communities	p
12.	<b>Community Facilities in Ward 7</b> Report by Head of Environmental & Public Protection	p
13.	<b>Birkmyre Park Pitch Improvements</b> ** Report by Head of Environmental & Public Protection	
14.	<b>Update on the Beacon Arts Centre: The Greenock Arts Guild Limited – Litigation Matter</b> ** Report by Head of Legal & Property Services	
<b><u>EDUCATION</u></b>		
<b>PERFORMANCE MANAGEMENT</b>		
15.	<b>Education 2017/18 Revenue Budget – Period 11 to 28 February 2018</b> Report by Chief Financial Officer and Head of Education	p
16.	<b>Education Capital Programme 2017 – 2020 Progress</b> Report by Head of Education and Chief Financial Officer	p
17.	<b>Education &amp; Communities Corporate Directorate Improvement Plan 2016/19 – Final Progress Report 2017/18</b> Report by Head of Inclusive Education, Culture & Communities	p
18.	<b>Audit Scotland National Report: Early Learning and Child Care – February 2018</b> Report by Head of Education	p
19.	<b>Education Services Standards and Quality Report March 2017 – March 2018 and Improvement Plan 2018 – 19</b> Report by Head of Education	p
20.	<b>Report on the Scottish Government Interim Evaluation of Years 1 and 2 of the Attainment Scotland Fund</b> Report by Head of Education	p

<b>NEW BUSINESS</b>		
21.	<b>Placing Requests for Academic Year 2018/19</b> Report by Head of Education	p
22.	<b>Outcome of Statutory Consultation to Address Minor Anomalies in the Current School Catchment Areas</b> Report by Head of Education	p
23.	<b>School Clothing Grants 2018/19</b> Report by Head of Education	p
The documentation relative to the following items has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in the paragraphs of Part I of Schedule 7(A) of the Act as are set opposite each item.		
<b><u>COMMUNITIES</u></b>		
<b>NEW BUSINESS</b>		
24.	<b>Clune Park Regeneration Plan Progress Report: Update on Current Actions</b> Report by Head of Environmental & Public Protection providing an update on the current actions to implement the Council's decisions on the Clune Park Estate	Paras 6, 9, 12 & 13 p
25.	<b>Inverclyde Leisure Spend to Save Proposals</b> Report by Head of Environmental & Public Protection seeking approval of the Inverclyde Leisure business plans for Boglestone Community Centre and Lady Octavia Sports Centre	Para 6 p
<b><u>EDUCATION</u></b>		
<b>NEW BUSINESS</b>		
26.	<b>School Transport Contracts (Mainstream) – Result of Tenders for Contracts 2018/19, 2019/20, 2020/21 and 2021/22</b> Report by Head of Education seeking approval to accept the tenders for mainstream school transport contracts due for renewal from the start of school session 2018/19	Para 6, 8 & 9 p

Enquiries to - **Sharon Lang** - Tel 01475 712112

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Chief Financial Officer and Head of Inclusive Education, Culture &amp; Communities</b>	<b>Report No:</b>	<b>FIN/44/18/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Communities 2017/18 Revenue Budget Report- Period 11 to 28 February 2018</b>		

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## 1.0 PURPOSE

- 1.1 To advise Committee of the 2017/18 Revenue Budget position at Period 11 (28 February 2018.)

## 2.0 SUMMARY

- 2.1 The total Communities budget for 2017/18, excluding Earmarked Reserves, is currently £8,550,300. This is a decrease of £53,960 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an underspend of £193,000 (2.3%), an increase of £61,000 since the last Committee.
- 2.3 The main variances to highlight for the 2017/18 Revenue Budget are –
- (a) Projected underspend of £140,000 for Safer Communities employee costs due to vacant posts within the Service. Much of these relates to posts due to be deleted as part of the 18/19 Budget. This is an increase of £37,000 since the last Committee.
  - (b) Projected underspend of £23,000 for Housing employee costs due to vacant posts within the Service. This is an increase of £2,000 since the last Committee.
  - (c) Projected overspend of £65,000 for CCTV line rental due to delay in tendering process for new contract, the same as previously reported to Committee.
  - (d) Projected underspend of £17,000 for Environmental Health sampling. This is a decrease of £6,000 since the last Committee.
  - (e) Projected underspend of £18,000 for Grants to Voluntary Organisations, a reduction of £2,000 since the previous Committee.
  - (f) Projected over recovery of £29,000 for Registration of Private Landlords income.
- 2.4 Earmarked Reserves for 2017/18 total £2,844,000 of which £1,077,000 is projected to be spent in the current financial year. By 28<sup>th</sup> February expenditure of £253,000 (23.5%) has been incurred. The spend to 28<sup>th</sup> February per profiling was expected to be £375,000, therefore there is slippage of £122,000 or 32.5%. The majority of the slippage is due to delays with Clune Park Regeneration.



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### **3.0 RECOMMENDATIONS**

- 3.1 That the Committee notes the current projected underspend of £193,000 for the 2017/18 Revenue Budget as at 28 February 2018.

**Alan Puckrin**  
Chief Financial Officer

**Grant McGovern**  
Head of Inclusive Education,  
Culture & Communities

## **4.0 BACKGROUND**

- 4.1 The purpose of this report is to advise Committee of the current position of the 2017/18 Revenue Budget as at Period 11 to 28 February 2018 and highlight the main variances contributing to the projected underspend of £193,000.

## **5.0 2017/18 PROJECTION**

- 5.1 The current Communities budget for 2017/18 is £8,550,300. This is a decrease of £53,960 from the approved Revenue Budget. Appendix 1 provides details of the budget movements responsible for this decrease.
- 5.2 The main issues to highlight in relation to the projected underspend of £193,000 for the 2017/18 Revenue Budget are :-

### Libraries & Museum: Projected Overspend £35,000

An overspend of £17,000 is projected for Libraries employee costs, mainly due to the non-achievement of turnover savings. The balance relates mainly to overspends on various resources budget lines.

### Safer Communities: Projected Underspend £150,000

Employee Costs are projected to underspend by £140,000 due to a number of vacant posts within the Service, an increase of £37,000 since the last Committee.

As previously reported to Committee, the CCTV Line Rental costs are projected to overspend by £65,000 due to delays in the tender process.

The projected underspend of £23,000 previously reported for Environmental Health sampling has reduced to an underspend of £17,000 due to an increase in demand lead sampling since the last Committee.

Registration of Private Landlords Income is projected to over recover by £29,000, an increase of £12,000 since the last Committee. There has been an increase in income collected compared to the prior year.

### Housing: Projected Underspend £23,000

The Housing Employee Costs budget is projected to underspend by £23,000 due to a number of vacant posts within the Service. This is an increase of £2,000 since the last Committee.

### Community Halls: Projected Underspend £37,000

Employee Costs are projected to underspend by £17,000 due to vacant posts and the Halls Waivers budget is projected to underspend by £15,000, the same as previously reported to Committee.

### Grants to Voluntary Organisations Underspend £18,000

The budget for Grants to Voluntary Organisations is currently £244,190 and the latest projection is an underspend of £18,000, a reduction of £2,000 since the previous Committee.

## 6.0 EARMARKED RESERVES

6.1 Earmarked Reserves for 2017/18 total £2,844,000 of which £1,077,000 is projected to be spent in the current financial year. Expenditure of £253,000 (23.5%) has been incurred by 28<sup>th</sup> February. Whilst profiling was expected to be £375,000, there is slippage of £122,000 or 32.5%. The majority of the slippage is due to delays with Clune Park Regeneration.

## 7.0 VIREMENTS

7.1 There are no virements this Committee cycle.

## 8.0 IMPLICATIONS

### 8.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

### 8.2 Legal

There are no specific legal implications arising from this report.

### 8.3 Human Resources

There are no specific human resources implications arising from this report.

### 8.4 Equalities

There are no equalities issues within this report.

### 8.5 Repopulation

There are no repopulation issues within this report.

## 9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Education, Communities and Organisational Development Directorate.

## 10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

**Communities Budget Movement - 2017/18****Period 11 - 1st April 2017 to 28th February 2018**

Service	Approved Budget	Movements			Revised Budget	
	2017/18 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2017/18 £000
Libraries & Museum	1,485	16	(1)	4		1,504
Sport & Leisure	1,687		(171)			1,516
Safer Communities	3,373	39	1	12		3,425
Housing	690	2		1	(35)	658
Community Halls	1,126	3	87	1	(14)	1,203
Grants to Voluntary Organisations	243		1			244
Totals	<u>8,604</u>	<u>60</u>	<u>(83)</u>	<u>18</u>	<u>(49)</u>	<u>8,550</u>

**Movement Details**

£000

**External Resources****Inflation**

Pay Award

60

60**Virement**

GTVO for Building Rent - from Env &amp; Regen

1

Letting Officers Saving - to P&amp;R

(50)

Inflation Contingency - to P&amp;R

(33)

NDR Virement - to P&amp;R

(8)

IT Line rental - from P&amp;R

7

(83)**Supplementary Budget**

Apprentice Levy

18

18(5)

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 11 -1st April 2017 to 28th February 2018**

<u>Out Turn</u> <u>2016/17</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2017/18</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>28-Feb-18</u> <u>£000</u>	<u>Projection</u> <u>2017/18</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
	<b>Safer Communities</b>						
2,774	Employee Costs	2,992	2,567	2,453	2,852	(140)	(4.7%)
132	CCTV Line Rental	45	41	94	110	65	144.4%
(55)	Reg Private Landlords Income	(34)	(31)	(57)	(63)	(29)	85.3%
	<b>Housing</b>						
238	Employee Costs	165	141	118	142	(23)	(13.9%)
	<b>GTVO</b>						
252	GTVO Payments	244	244	224	226	(18)	(7.4%)
<b>Total Material Variances</b>						<b>(145)</b>	

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 11 - 1st April 2017 to 28th February 2018**

2016/17 Actual £000	Subjective Heading	Approved Budget 2017/18 £000	Revised Budget 2017/18 £000	Projected Out-turn 2017/18 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,238	Employee Costs	4,274	4,354	4,182	(172)	(4.0%)
656	Property Costs	891	847	846	(1)	(0.1%)
1,700	Supplies & Services	1,553	1,505	1,503	(2)	(0.1%)
36	Transport Costs	35	35	39	4	11.4%
255	Administration Costs	85	119	182	63	52.9%
4,144	Other Expenditure	2,170	2,172	2,119	(53)	(2.4%)
(2,453)	Income	(404)	(433)	(465)	(32)	7.4%
8,576	TOTAL NET EXPENDITURE	8,604	8,599	8,406	(193)	(2.2%)
	Earmarked Reserves	0	(49)	(49)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,604	8,550	8,357	(193)	

2016/17 Actual £000	Objective Heading	Approved Budget 2017/18 £000	Revised Budget 2017/18 £000	Projected Out-turn 2017/18 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,510	Libraries & Museum	1,485	1,504	1,539	35	2.3%
1,706	Sports & Leisure	1,687	1,516	1,516	0	-
3,355	Safer Communities	3,373	3,425	3,275	(150)	(4.4%)
593	Housing	690	693	670	(23)	(3.3%)
1,160	Community Halls	1,126	1,217	1,180	(37)	(3.0%)
252	Grants to Vol Orgs	243	244	226	(18)	(7.4%)
8,576	TOTAL COMMUNITIES	8,604	8,599	8,406	(193)	(2.2%)
	Earmarked Reserves	0	(49)	(49)	0	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2017/18</u>	<u>Phased Budget Period 11 2017/18</u>	<u>Actual Period 11 2017/18</u>	<u>Projected Spend 2017/18</u>	<u>Amount to be Earmarked for 2018/19 &amp; Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Support for Owners	Martin McNab	772	0	0	772	0	Scottish Government approval was granted to c/f funding from previous year. Work now completed and invoices received before 31.03.18.
Renewal of Clune Park	Martin McNab	1,684	269	163	200	1,484	The projected expenditure relates to Legal Fees and Professional fees for Surveyors and Structural Engineers.
Investment Fund for Council Owned Bowling Clubs	Martin McNab	150	0	5	5	145	Additional £65k funding was allocated as part of the budget process. Further assessment and work will take place into 18/19. £5k of expenditure in 2017/18 is the cost of Engineering Assessment.
GTVO - Community Ownership	Martin McNab	150	0	0	15	135	Report being prepared on Community Empowerment & areas of spend. September Education & Communities Committee allocated £15k to Auchmountain Volunteer Group to fund Feasibility Study for the Auchmountain Glen Heritage Project.
Summer Playschemes	Martin McNab	38	56	35	35	3	£17k allocated to Play4All and £39k allocated to IL to maintain prices at £2.50 and keep facilities open. IL actual payment was £18k with Play4All costing £17k. Now completed.
Grants to Vol Orgs	Martin McNab	50	50	50	50	0	Spending now complete - allocated to Round 1 claims in April 2017.
<b>Total</b>		<b>2,844</b>	<b>375</b>	<b>253</b>	<b>1,077</b>	<b>1,767</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection and Chief Financial Officer</b>	<b>Report No:</b>	<b>EDUCOM/54/18/MM</b>
<b>Contact Officer:</b>	<b>Martin McNab</b>	<b>Contact No:</b>	<b>714246</b>
<b>Subject:</b>	<b>Communities Capital Programme 2017 - 2020 Progress</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Communities Capital Programme and to highlight the overall financial position.

## 2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall the Committee is projecting to contain the costs of the 2017-2020 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.
- 2.4 Expenditure at 31<sup>st</sup> March 2018 is 54.12% of the 2017/18 approved budget (91.42% of the revised projection) subject to the final year end accounting process and accruals. Slippage of £1,430m (40.81%) is projected. This is a movement of £202K (5.76%) from the net slippage reported to the last Committee and is linked to the actual progress on site of the Watt Complex Refurbishment project as outlined in 6.1 and the revised projection for the New Broomhill Community Facility reflecting outstanding works noted in 8.1.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress with the specific projects as detailed in Appendix 1.

Martin McNab  
Head of Environmental &  
Public Protection

Alan Puckrin  
Chief Financial Officer



## **4.0 BACKGROUND**

4.1 This report shows the current position of the approved Communities Capital Programme.

## **5.0 HOUSING SCHEME OF ASSISTANCE (SOA)**

5.1 The Scheme of Assistance provides statutory housing assistance for the improvement and repair of private sector housing within Inverclyde. There is a 3-strand approach to delivery, namely Advice & Information, Practical Assistance and Financial Assistance. In order to meet the objectives of the Local Housing Strategy, repairs and improvements for the following areas are given priority – work to meet needs of disabled persons, houses which fail the tolerable standard, tackling fuel poverty, replacement of lead drinking water pipes and communal Scottish Housing Quality Standard works. Funding for SOA in the period 2017 to 2020 is £3.907m. Detail on the current position regarding the scheme of assistance is attached at Appendix 2. Slippage of £164K is projected from 2017-18 into future years. The Scheme of Assistance is a demand led budget and therefore is difficult to project accurately until near to the year end.

## **6.0 WATT COMPLEX REFURBISHMENT**

6.1 The current funding is being prioritised to address essential repairs to the external envelope, ensuring that the building is wind, watertight and safe. As previously reported to Committee, the following advance / preparatory works have been carried out and completed to date:

- Advance contract for dry rot works was carried out and completed in 2016.
- Emergency works to stonework addressing priority pinnacles and towers.
- Phase 1 priority stone repair works.
- Renewal of existing fire and intruder alarm installations funded from the Core Property Services allocation (Fire Risk / Statutory Compliance budgets) as reported to the Environment & Regeneration Committee.
- Racking and temporary artefact protection measures.
- Exhibit removal/relocation including storage of fine art works and removal of wet specimens.

Work on the main contract commenced on site in November 2017 to complete by August 2018. The current position with the works is as follows:

- All scaffolding erected and surveys completed.
- Stonework: Cutting out for indent repair in progress but behind programme and holding back other works.
- Leaded Windows: Removed and offsite repair in progress.
- Timber Windows: Removed and installation held back by stonework.
- Slate Work: Stripping out and redressing in progress. Re-slatting to follow on.
- Lead Works: Removal and replacement in progress.
- Internal Lift: Fabrication almost complete with installation to follow on.
- Toilets: Temporary toilets installed and stripping out of existing toilets in progress.

## **7.0 WOODHALL COMMUNITY FACILITY**

7.1 Works now completed.

## **8.0 NEW COMMUNITY FACILITY BROOMHILL**

- 8.1 The remaining spend against this budget concerns the re-siting of equipment and greenhouses from Caddlehill Street and Environmental works which will be completed in 2018-19.

## **9.0 BIRKMYRE PARK PITCH IMPROVEMENTS**

- 9.1 The current budget for Birkmyre Park pitch improvements is £350k. The estimated cost of the works based on the previous tender exercise was £414K which includes a £50k contribution from St Columba's School. A capital funded from current revenue (CFCR) contribution of £14K virement was approved at the September 2017 Committee. Formal planning approval has been granted and the legal agreements concerning access through neighbouring land in connection with the works have been concluded. As previously reported to Committee, the tender acceptance period expired and the project has been retendered. This tender exercise came in lower than previous with the total cost of the project now estimated at £320K. There is a separate report to this Committee on this matter.

## **10.0 CCTV RENEWAL**

- 10.1 The original provision of £321K in the Capital Programme had previously been moved to 2017/18 for renewal of the Public Space CCTV infrastructure. As previously reported to Committee, given the budget timetable, spend on this project will proceed in 2018/19 following the budget decision to retain the system. The current estimate for capital reported the Policy & Resources Committee is now £201K.

## **11.0 FUTURE PROJECTS**

- 11.1 A number of decisions were taken regarding capital projects in the March 2018 Council budget. These are not included in this report but will be reported to future committees.

## **12.0 IMPLICATIONS**

### **Finance**

- 12.1 The expenditure at 31<sup>st</sup> March 2018 is £1.896m compared to an approved budget of £3.504m. This is expenditure of 54.12% of the approved budget subject to the final year end accounting process and accruals. The Committee is projecting to spend £2.074m with net slippage of £1,430m (40.81%) being reported.

Slippage of £1.228m (35.05%) has previously been reported on the Watt Complex project (£486K – 13.87%); the CCTV renewal project (£321K – 9.16%); Birkmyre Park project (£246K – 7.02%) and the Scheme of Assistance (£164K – 3.34%).

Further slippage of £202K (5.76%) is now being reported reflecting the following:

- Revised projection for Scheme of Assistance (+£11K – 0.31%)
  - Review of the actual expenditure against progress on site for the Watt Complex Refurbishment project (-£55K – 1.57%).
  - Revised projection for New Broomhill Community Facility (-£158K – 4.51%).
- 12.2 The current budget of £9.664m is made up of £3,907K for Housing / Scheme of Assistance (SOA), £1m for Clune Park and £4,577 for Cultural & Sports projects. The Current Projection is £9.664m.

12.3	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
	Total Housing	4,907	4,907	-	
	Total Cultural & Sports	4,757	4,757	-	
	<b>Total</b>	<b>9,664</b>	<b>9,664</b>	-	

### Legal

12.4 There are no legal issues.

### Human Resources

12.5 There are no human resources issues.

### Equalities

12.6 Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. See below.

Individual projects consider DDA issues as part of the development of the detailed designs and Building Standards approval (where required). There are no equalities issues.

### Repopulation

12.7 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

## 13.0 CONSULTATION

13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.

13.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.

13.3 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

## 14.0 LIST OF BACKGROUND PAPERS

14.1 Communities Capital Programme Technical Progress Reports April 2018. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

COMMUNITIES CAPITAL REPORT

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	Status
	Est. Total Cost	Actual to 31/03/17	Approved Budget 2017/18	Revised Est 2017/18	Actual to 31/03/18	Est 2018/19	Est 2019/20	Future Years	Start Date	Original Completion Date	Current Completion Date	
	£000	£000	£000	£000	£000	£000	£000					
<b>Housing</b>												
Clune Park Regeneration	1,000	0	0	0	0	0	1,000	0				
Scheme of Assistance	3,907	850	889	725	651	725	900	707				
	4,907	850	889	725	651	725	1,900	707				
<b>Cultural &amp; Sports</b>												
Watt Complex Refurbishment	1,850	321	986	445	375	905	179	0				
Community Facilities Investment Woodhall Balance	3	0	24	3	3	0	0	0				
New Community Facility Broomhill	1,747	800	897	739	739	208	0	0				
Contribution to Birkmyre Park Pitch Improvements	414	13	262	16	16	360	25	0				
CCTV Upgrade	201	0	321	0	0	201	0	0				
Lady Octavia MUGA Lifecycle works	80	0	70	70	63	10	0	0				
Indoor Sports Facility For Tennis	350	0	0	0	0	0	350	0				
Complete On Site (Inverkip)	112	0	55	76	49	36	0	0				
	4,757	1,134	2,615	1,349	1,245	1,720	554	0				
<b>Communities Total</b>	9,664	1,984	3,504	2,074	1,896	2,445	2,454	707				

APPENDIX 2 SCHEME OF ASSISTANCE SUMMARY

COMMITTEE: EDUCATION & COMMUNITIES

	Budget 2017/18 £000	Revised Est. 2017/18 £000	Actual to 31/03/18 £000	Projection 2017/18 £000	(Under)/ Over Budget £000	Percentage Over / (Under) £000
<b><u>Assistance To Support Independent Living</u></b>						
Care & Repair (including Small Repair Service)	195		195	195	0	0.0 %
Grant Assistance - Adaptions	694		456	530	(164)	(23.6)%
<b>Total Scheme of Assistance</b>	<b>889</b>	<b>725</b>	<b>651</b>	<b>725</b>	<b>(164)</b>	<b>(18.4)%</b>

Care and Repair	20		20	20	0	0.0 %
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Empty Homes	90		13	90	0	0.0 %
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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental and Public Protection</b>	<b>Report</b>	<b>EDUCOM/55/18/MM</b>
<b>Contact Officer:</b>	<b>Martin McNab</b>	<b>Contact No:</b>	<b>4246</b>
<b>Subject:</b>	<b>Delegated Powers: Authorisation of Officers</b>		

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## **1.0 PURPOSE**

- 1.1 To update the delegated powers of officers following the first phase of the management restructure pending a full review of delegated powers.

## **2.0 SUMMARY**

- 2.1 Powers were delegated to the Head of Safer & Inclusive Communities to authorise officers under a number of Acts and Statutory Instruments. In order to avoid any issues in the short term, these powers should be transferred to the Head of Environmental & Public Protection pending a full review of Delegated Powers.
- 2.2 In addition to the legislation referred to above, under Section B 7 of Inverclyde Council's Scheme of Delegation for Officers, the Head of Safer & Inclusive Communities has delegated powers to grant authorisations for directed (covert) surveillance permitted under sections b 6 and 7 of the Regulation of Investigatory Powers (Scotland) Act 2000. As in 2.1, these powers require to be transferred to the Head of Environmental & Public Protection.
- 2.3 Under the Housing (Scotland) Act 1987 the Corporate Director Education, Communities & Organisational Development has delegated authority to make, serve and revoke Closing Orders in respect of property below the tolerable standard. Once again for operational reasons these powers require to be granted to the Corporate Director Environment & Regeneration.

## **3.0 RECOMMENDATIONS**

- 3.1 That the Head of Environmental & Public Protection be granted delegated powers to authorise officers under the Acts contained in Appendix 1 and regulations made thereunder.
- 3.2 That the Head of Environmental & Public Protection be granted delegated powers to grant authorisations for directed (covert) surveillance permitted under sections b 6 and 7 of the Regulation of Investigatory Powers (Scotland) Act 2000.
- 3.3 That the Corporate Director Environment & Regeneration be granted delegated powers to make, serve and revoke Closing Orders under the Housing (Scotland) Act 1987 in respect of BTS property.

## 4.0 BACKGROUND

- 4.1 Powers were delegated to the Head of Safer & Inclusive Communities to authorise officers under a number of Acts and Statutory Instruments. In order to avoid any issues in the short term, these powers require to be transferred to the Head of Environment & Public Protection Services pending a full review of Delegated Powers.
- 4.2 Under Section B 7 of Inverclyde Council's Scheme of Delegation for Officers, the Head of Safer & Inclusive Communities has delegated powers to grant authorisations for directed (covert) surveillance permitted under sections b 6 and 7 of the Regulation of Investigatory Powers (Scotland) Act 2000. As in 2.1 these powers require to be transferred to the Head of Environmental & Public Protection. As in 4.1 above, this would avoid any possible legal challenge in the short term and would again be covered by a forthcoming full review of Delegated Powers necessitated by the Council's management restructure.
- 4.3 Under the Housing (Scotland) Act 1987, the Corporate Director Education, Communities & Organisational Development has delegated authority to make, serve and revoke Closing Orders in respect of property below the tolerable standard. Once again, for operational reasons, these powers require to be granted to the Corporate Director Environment & Regeneration. Once again, this would be subject to the review of Delegated Powers.

## 5.0 IMPLICATIONS

### Finance

#### 5.1 Financial Implications:

None

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

#### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

### Legal

- 5.2 The Head of Legal & Property Services has been consulted on this report. The proposals are all interim measures to maintain operational capability pending approval of a new Scheme of Delegation for Officers in due course.

### Human Resources

- 5.3 None

### Equalities

- 5.4 Has an Equality Impact Assessment been carried out?

X

YES (see attached appendix)

NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### **Repopulation**

5.5 None.

### **6.0 CONSULTATIONS**

6.1 The Head of Legal & Property Services has been consulted on this report.

### **7.0 BACKGROUND PAPERS**

7.1 Scheme of Delegation for Officers

7.2 Delegated Authority: Service of Closing Orders under the Housing (Scotland) Act 1987  
Education & Communities Committee 9 September 2014 EDUCOM/58/14/DH



# *Authorisation Delegated to the Head of Environment and Public Protection Services*

**Inverclyde Council delegates powers to authorise officers under the undermentioned legislation and any relevant regulations made thereunder to the Head of Safer Communities. The list is correct as of 13/04/2018 .**

<b><u>Act</u></b>	<b><u>Delegated Powers</u></b>	<b><u>Committee Date</u></b>
Agriculture (Miscellaneous Provisions) Act 1968	<input checked="" type="checkbox"/>	11/01/2007
Animal Boarding Establishments Act 1963	<input checked="" type="checkbox"/>	11/01/2007
Animal Health Act 1981	<input checked="" type="checkbox"/>	11/01/2007
Animal Health and Welfare (Scotland) Act 2006	<input checked="" type="checkbox"/>	11/01/2007
Animal Health and Welfare Act 1984	<input checked="" type="checkbox"/>	11/01/2007
Antisocial Behaviour etc. (Scotland) Act 2004	<input checked="" type="checkbox"/>	11/01/2007
Breeding of Dogs Act 1973	<input checked="" type="checkbox"/>	11/01/2007
Breeding of Dogs Act 1991	<input checked="" type="checkbox"/>	11/01/2007
Building Scotland Act 2003	<input checked="" type="checkbox"/>	19/10/2006
Business Names Act 1985	<input checked="" type="checkbox"/>	11/01/2007
Cancer Act 1939	<input checked="" type="checkbox"/>	11/01/2007
Caravan Sites and Control of Development Act 1960	<input checked="" type="checkbox"/>	11/01/2007
Children and Young Persons (Protection from Tobacco) Act 1991	<input checked="" type="checkbox"/>	11/01/2007
Chronically Sick and Disabled Persons Act 1970	<input checked="" type="checkbox"/>	20/01/2015
Civic Government (Scotland) Act 1982	<input checked="" type="checkbox"/>	11/01/2007
Clean Air Act 1993	<input checked="" type="checkbox"/>	11/01/2007
Climate Change (Scotland) Act 2009	<input checked="" type="checkbox"/>	20/01/2015
Companies Act 1985	<input checked="" type="checkbox"/>	11/01/2007
Consumer Credit Act 1974 (as amended)	<input checked="" type="checkbox"/>	11/01/2007
Consumer Credit Act 2006	<input checked="" type="checkbox"/>	11/01/2007
Consumer Protection Act 1987	<input checked="" type="checkbox"/>	11/01/2007
Consumer Rights Act 2015	<input checked="" type="checkbox"/>	19/01/2016
Consumers, Estate Agents and Redress Act 2007	<input checked="" type="checkbox"/>	05/05/2009
Control of Dogs (Scotland) Act 2010	<input checked="" type="checkbox"/>	06/03/2012
Control of Pollution Act 1974	<input checked="" type="checkbox"/>	11/01/2007
Copyright, Designs and Patents Act 1988	<input checked="" type="checkbox"/>	11/01/2007
Copyright, Designs and Patents Act 1988	<input checked="" type="checkbox"/>	11/01/2007

<b><i>Act</i></b>	<b><i>Delegated Powers</i></b>	<b><i>Committee Date</i></b>
Customs and Excise Management Act 1979	<input checked="" type="checkbox"/>	23/03/2010
Dangerous Dogs Act 1991	<input checked="" type="checkbox"/>	11/01/2007
Dangerous Wild Animals Act 1976	<input checked="" type="checkbox"/>	11/01/2007
Decriminalised Parking Enforcement	<input checked="" type="checkbox"/>	01/09/2014
Development of Tourism Act 1969	<input checked="" type="checkbox"/>	11/01/2007
Dog Fouling (Scotland) Act 2003	<input checked="" type="checkbox"/>	11/01/2007
Dogs Act 1871	<input checked="" type="checkbox"/>	11/01/2007
Education Reform Act 1988	<input checked="" type="checkbox"/>	11/01/2007
Enterprise Act 2002	<input checked="" type="checkbox"/>	11/01/2007
Environmental Protection Act 1990	<input checked="" type="checkbox"/>	11/01/2007
Estate Agents Act 1979	<input checked="" type="checkbox"/>	11/01/2007
European Communities Act 1972	<input checked="" type="checkbox"/>	11/01/2007
Explosives Acts 1875 & 1923	<input checked="" type="checkbox"/>	11/01/2007
Factories Act 1961	<input checked="" type="checkbox"/>	11/01/2007
Fair Trading Act 1973	<input checked="" type="checkbox"/>	11/01/2007
Farm and Garden Chemicals Act 1967	<input checked="" type="checkbox"/>	11/01/2007
Fireworks Act 2003	<input checked="" type="checkbox"/>	11/01/2007
Food and Environment Protection Act 1985	<input checked="" type="checkbox"/>	11/01/2007
Food Safety Act 1990	<input checked="" type="checkbox"/>	11/01/2007
Forgery and Counterfeiting Act 1981	<input checked="" type="checkbox"/>	11/01/2007
Guard Dogs Act 1975	<input checked="" type="checkbox"/>	11/01/2007
Hallmarking Act 1973	<input checked="" type="checkbox"/>	11/01/2007
Health and Safety at Work etc Act 1974	<input checked="" type="checkbox"/>	11/01/2007
Housing (Scotland) Act 1987	<input checked="" type="checkbox"/>	11/01/2007
Housing (Scotland) Act 2006	<input checked="" type="checkbox"/>	11/01/2007
Knives Act 1997	<input checked="" type="checkbox"/>	11/01/2007
Licensing (Scotland) Act 2005	<input checked="" type="checkbox"/>	01/05/2008
Medicines Act 1968	<input checked="" type="checkbox"/>	11/01/2007
Motor Cycle Noise Act 1987	<input checked="" type="checkbox"/>	11/01/2007
Motor Vehicles (Safety Equipment for Children) Act 1991	<input checked="" type="checkbox"/>	11/01/2007
National Lottery etc. Act 1993	<input checked="" type="checkbox"/>	11/01/2007
Nurses (Scotland) Act 1953	<input checked="" type="checkbox"/>	11/01/2007
Olympic Symbol etc. (Protection) Act 1995	<input checked="" type="checkbox"/>	11/01/2007

<b><i>Act</i></b>	<b><i>Delegated Powers</i></b>	<b><i>Committee Date</i></b>
Performing Animals (Reg.) Act 1925	<input checked="" type="checkbox"/>	11/01/2007
Pet Animals Act 1951	<input checked="" type="checkbox"/>	11/01/2007
Petroleum (Consolidation) Act 1928	<input checked="" type="checkbox"/>	11/01/2007
Petroleum (Transfer of Licences) Act 1936	<input checked="" type="checkbox"/>	11/01/2007
Poisons Act 1972	<input checked="" type="checkbox"/>	11/01/2007
Prevention of Damage by Pests Act 1949	<input checked="" type="checkbox"/>	11/01/2007
Prices Acts 1974 and 1975	<input checked="" type="checkbox"/>	11/01/2007
Property Misdescriptions Act 1991	<input checked="" type="checkbox"/>	11/01/2007
Public Health etc. (Scotland) Act 2008	<input checked="" type="checkbox"/>	02/09/2008
Refuse Disposal (Amenity) Act 1978	<input checked="" type="checkbox"/>	11/01/2007
Registered Designs Act 1949	<input checked="" type="checkbox"/>	11/01/2007
Sewerage (Scotland) Act 1968	<input checked="" type="checkbox"/>	11/01/2007
Smoking Prohibition (Children in Motor Vehicles) (Scotland) Act 2016	<input checked="" type="checkbox"/>	08/03/2016
Smoking, Health & Social Care (Scotland) Act 2005	<input checked="" type="checkbox"/>	11/01/2007
Telecommunications Act 1984	<input checked="" type="checkbox"/>	11/01/2007
Tobacco Advertising and Promotion Act 2002	<input checked="" type="checkbox"/>	11/01/2007
Tobacco and Primary Medical Services (Scotland) Act 2010	<input checked="" type="checkbox"/>	30/03/2010
Tobacco Products Duty Act 1979	<input checked="" type="checkbox"/>	23/03/2010
Trade Descriptions Act 1968	<input checked="" type="checkbox"/>	11/01/2007
Trade Marks Act 1994	<input checked="" type="checkbox"/>	11/01/2007
Trading Representations (Disabled Persons) Act 1958 and 1972	<input checked="" type="checkbox"/>	11/01/2007
Unsolicited Goods and Services Acts 1971 and 1975	<input checked="" type="checkbox"/>	11/01/2007
Video Recordings Act 1984 & 1993	<input checked="" type="checkbox"/>	11/01/2007
Water (Scotland) Act 1980	<input checked="" type="checkbox"/>	11/01/2007
Water Services etc. (Scotland) Act 2005	<input checked="" type="checkbox"/>	11/01/2007
Weights and Measures Act 1985	<input checked="" type="checkbox"/>	11/01/2007
Weights and Measures Etc. Act 1976	<input checked="" type="checkbox"/>	11/01/2007
Zoo Licensing Act 1981	<input checked="" type="checkbox"/>	11/01/2007

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental and Public Protection</b>	<b>Report No:</b>	<b>EDCOM/45/18/DH</b>
<b>Contact Officer:</b>	<b>Drew Hall</b>	<b>Contact No:</b>	<b>7214272</b>
<b>Subject:</b>	<b>The Scottish Government's new Private Residential Tenancy</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the introduction of the Scottish Government's new Private Residential Tenancy

## 2.0 SUMMARY

- 2.1 The tenancy system establishes the legal agreement between tenant and landlord, and helps ensure that the private rented sector functions well. The Private Housing (Tenancies) (Scotland) Act 2016 commenced on 1 December 2017 and introduced the new 'Private Residential Tenancy'. The new Private Residential Tenancy replaces assured and short assured tenancy agreements for all new private tenancies created from 1 December 2017 onwards; any existing assured and short assured tenancy agreements will continue unless renewed.
- 2.2 All landlord and tenant disputes will be heard in a new specialist tribunal and from January 2018, all letting agents will be required to register and adhere to a code of practice. The new tenancy will provide tenants with indefinite security of tenure, subject to the grounds for eviction, meaning an end to 'no-fault' evictions.
- 2.3 The private rented sector plays an important role in the housing system in Scotland. There has been a marked increase in private rented accommodation across Scotland and in Inverclyde the sector now comprises 10% of all households. As the strategic housing authority, the Council is responsible for ensuring that the sector assists in providing a sustainable housing option and is fit for purpose.
- 2.4 There is evidence to suggest that lower income households are sometimes unable to access either the social rented sector or owner occupation and are increasingly turning to the Private Rented Sector (PRS) to meet their housing needs. The Scottish Government's new Private Residential Tenancy aims to ensure that the PRS provides good quality homes and high management standards, inspires consumer confidence, and encourages growth through attracting increased investment.

## 3.0 RECOMMENDATION

- 3.1 That the Committee notes the introduction of the Scottish Government's new Private Residential Tenancy and the implications it may have on the private rented sector in Inverclyde.

**Martin McNab**  
**Head of Environmental and Public Protection.**

## 4.0 BACKGROUND

- 4.1 The Scottish Government publication 'A place to stay, a place to call home: a strategy for the private rented sector in Scotland' contained an action to review the current tenancy regime to ensure it was fit for purpose and met the growing demand for private rented housing from a range of different household types, including families. In September 2013, a stakeholder-led group was established to review private tenancies.
- 4.2 The group made one main recommendation, namely that the current assured tenancy regime be replaced for all future private sector lets. The group also agreed that the new system should provide clarity, simplicity, ease of use and flexibility.
- 4.3 Ministers accepted the recommendation and consulted widely with stakeholders during the development of the new tenancy.
- 4.4 To improve standards across the private rented sector, the Scottish Government are:
  - bringing greater security for tenants, balanced with appropriate safeguards for landlords, through the **Private Residential Tenancy**.
  - **Increasing regulation to the sector** by introducing a framework for the regulation of letting agents and new guidance to assist with landlord registration, whilst maintaining the licensing of houses in multiple occupation.
  - providing **support with dispute resolution**.
  - introducing **rent pressure zones**.

## 5.0 PRIVATE RESIDENTIAL TENANCY

- 5.1 The tenancy will provide security, stability and predictability for tenants and appropriate safeguards for landlords, lenders and investors. The new tenancy commenced on 1 December 2017 and will:
  - be an open-ended tenancy, which means a landlord will no longer be able to ask a tenant to leave simply because the fixed term has ended
  - provide more predictable rents and protection for tenants against excessive rent increases
  - include the ability to introduce local rent caps for rent pressure areas
  - provide comprehensive and robust grounds for repossession that will allow landlords to regain possession using one (or more) of 18 grounds for eviction.
- 5.2 Any existing short assured and assured tenancies will continue, but new tenancies granted in the private rented sector from December 2017 will be private residential tenancies.
- 5.3 The Scottish Government have developed guides on their website for landlords and tenants about the Private Residential Tenancy along with an online Private Residential Tenancy agreement form.
- 5.4 **Regulating the sector**

Various measures regulate the private rented sector to ensure letting agents, landlords and properties meet certain standards

  - **letting agents registration**

- **landlord registration**
- **licensing of homes in multiple occupancy (HMOs)**

## 5.5 Letting Agents Registration

Letting Agents play an important role assisting the private rented sector in being professional and well managed; and providing good-quality homes which people need. A new Letting Agents Code of Practice came into effect on 31 January 2018. Any letting agent must register, meeting a fit and proper person test, and complete relevant training. It will provide a route of redress for tenants and landlords to resolve complaints against letting agents for breaches of the Code.

The Scottish Government has introduced a framework for the regulation of letting agents to help improve customer service and professionalism within the industry.

This framework includes:

- a statutory **letting agent code of practice** which comes into force on 31 January 2018. It sets out the service standards that letting agents must meet and will give tenants and landlords the ability to challenge poor practice.
- mandatory **registration of letting agents** – applicants will be required to be assessed as 'fit and proper' to undertake letting agency work and meet minimum training standards to be admitted to the letting agent register.
- a new means of redress to the **First-tier Tribunal for Scotland (Housing and Property Chamber)** - landlords, tenants and Scottish Ministers will be able to go to the tribunal where there has been a breach of the code of practice. Where an agent has failed to comply with the code, the tribunal must issue an enforcement order setting out the steps the letting agent must take to rectify the problem.
- **powers for Scottish Ministers** to obtain information and powers of inspection, to assist in monitoring compliance.

These measures will give landlords and tenants confidence in the standard of service they should expect from a letting agent and give them the means to challenge poor practice where this arises.

It will be a criminal offence to do letting agency work without being on the register and could result in a maximum fine of £50,000 or 6 months imprisonment or both. Letting Agents must have submitted an application by 1 October 2018.

## 5.6 Landlord Registration

Private landlords must register with their local authority and ensure they meet the legal requirements for letting houses. Local authorities are responsible for enforcing landlord registration. They must be satisfied that the landlord is a fit and proper person to let houses before they can be entered on the register. Operating as a landlord without being registered or having applied to be registered is a criminal offence, subject to a maximum £50,000 fine and suspension of rent payments.

The landlord registration scheme:

- provides a register of all private landlords for public inspection (with the added assurance that the council has conducted a 'fit and proper person' test).
- provides a regularly updated register that can be used to help communication between councils and landlords and other interested parties, for example in assisting with repairs.
- ensures that landlord registration enforcement action is focused on tackling the worst landlords in the sector, including those who fail to act to minimise their tenants' anti-social behaviour.

Landlords have a legal duty to pay any tenancy deposit they receive into an approved tenancy deposit scheme to protect deposits until they are due to be repaid. Landlords also have a legal duty to provide new tenants with a tenant information pack (revised December 2016).

## 5.7 **Houses in Multiple Occupation Licensing**

Mandatory licensing applies to houses or flats occupied by three or more unrelated people, who share bathroom or kitchen facilities. HMOs must meet physical standards set by the licensing local authority under the Housing (Scotland) Act 2006, part 5. The owner of an HMO must have a licence from the local authority where the property is situated. Licensing helps ensure that accommodation is safe, well managed and of good quality.

Before granting a licence the local authority must be satisfied that:

- the owner and any manager of the property is 'fit and proper' to hold a licence.
- the property meets required physical standards the property is suitable for use as an HMO (or could be made so by including conditions in the licence).

HMOs are also covered by fire safety legislation.

The local authority sets the standards required and also sets the fees charged for a licence application. Scottish Ministers have issued guidance to local authorities on the licensing of HMOs.

It is a criminal offence to operate an HMO without a licence. The maximum fine is £50,000. Local authorities have a range of other enforcement options, including power to vary the terms of a licence or revoke it. An HMO licence can also be revoked if the owner or agent, or the living accommodation, is no longer suitable.

## 5.8 **Dispute Resolution**

Determinations of rent or repair issues in private sector housing as well as assistance in exercising a landlord's right of entry are dealt with by the First-tier Tribunal for Scotland (Housing and Property Chamber). The Chamber also provides relatively informal and flexible proceedings to help resolve issues between homeowners and property factors. The Council also plays a role in matters such as ensuring any disrepair is addressed.

The Tribunal's functions replaced those of the Private Rented Housing Panel and the

Homeowner Housing Panel on 1 December 2016. From 1 December 2017, the chamber I assumed jurisdiction from the sheriff courts for civil cases relating to the private rented sector (criminal cases will remain with the sheriff courts). It will also hear cases related to new private residential tenancies and the new letting agents regime.

## 5.9 Rent Pressure Zones

From 1 December 2017, local councils can apply to Scottish Ministers to have an area designated as a 'rent pressure zone' (RPZ) if they can prove that:

- rents in the area are rising too much.
- the rent rises are causing problems for the tenants.
- the local council is coming under pressure to provide housing or subsidise the cost of housing as a result.

A rent pressure zone will only apply to rent increases for tenants with a Private Residential Tenancy. Rent increases for tenants with a short assured or assured tenancy will not be affected.

If an area is designated as an RPZ, it means a cap (maximum limit) is set on how much rents are allowed to increase for existing tenants with a Private Residential Tenancy each year in that area. Scottish Ministers must consult landlords' and tenants' representatives before they make any area a rent pressure zone.

## 6.0 **IMPLICATIONS**

### 6.1 Financial Implications

There are no direct financial implications arising from the new Private Residential Tenancy at present.

### 6.2 Legal Implications

In acknowledging this report, the Committee and the Council agree to uphold The Private Housing (Tenancies) (Scotland) Act 2016.

### 6.3 Human Resources Implications

Currently being met and will continue to be met within existing staffing.

### 6.4 Equalities Implications

When delivering services to our customers, full cognisance is taken of equality and diversity processes and procedures.

	YES (see attached appendix)
X	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### 6.5 Repopulation Implications

The new legislation aims to ensure that the private rented sector functions well by improving the legal agreement between tenant and landlord. This should positively impact on both the quality of housing stock and the perception of the private rented sector. The



new Private Residential Tenancy is key to retaining the existing population and may help attract new residents into the Inverclyde Council area.

## **7.0 CONSULTATIONS**

7.1 None

## **8.0 LIST OF BACKGROUND PAPERS**

8.1 Members will recall receiving 'Member Briefing Note - Private Residential Tenancy' in Appendix 1 February 2018, please find this attached at Appendix 1.

**Member Briefing Note – Private Residential Tenancy**  
**The Private Housing (Tenancies) (Scotland) Act 2016 – Main Points**

The Private Housing (Tenancies) (Scotland) Act 2016 commenced on 1 December 2017 and introduced the new 'Private Residential Tenancy' which replaces assured and short assured tenancy agreements for all new private tenancies created from 1 December 2017 onwards; any existing assured and short assured tenancy agreements will continue unless renewed.

The new tenancy will provide tenants with indefinite security of tenure, subject to the grounds for eviction, meaning an end to 'no-fault' evictions.

All landlord and tenant disputes will be heard in a new specialist tribunal; and from January 2018, all letting agents are now required to register and adhere to a code of practice.

The private rented sector plays an important role in the housing system in Scotland. There has been a marked increase in private rented accommodation across Scotland and in Inverclyde the sector now comprises 10% of all households. As the strategic housing authority, the council is responsible for ensuring that the sector assists in providing a sustainable housing option and is fit for purpose.

The Scottish Government's new Private Residential Tenancy aims to ensure that the private rented sector provides good quality homes and high management standards, inspires consumer confidence, and encourages growth through attracting increased investment.

In summary, to improve standards across the private rented sector, the Scottish Government are:

- bringing greater security for tenants and appropriate safeguards for landlords
- Increasing regulation to the sector
- providing support with dispute resolution
- introducing rent pressure zones

For more information on the changes to the private rented sector please visit the Housing section of the Inverclyde Council website, <https://www.inverclyde.gov.uk/housing>

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**Report To:** Education & Communities Committee    **Date:** 8 May 2018

**Report By:** Head of Environmental & Public Protection    **Report** EDUCOM/46/18/MM

**Contact Officer:** Martin McNab    **Contact No:** 4246

**Subject:** Extension of Opening of Gourock Outdoor Pool

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the extension of the opening of Gourock Outdoor Pool in September 2017.

## 2.0 SUMMARY

- 2.1 Members will recall that the August meeting of the Policy and Resources Committee approved the extension of the opening of Gourock Outdoor Pool for the month of September after a petition on the subject was received by Inverclyde Leisure and by Gourock Community Council. This was funded on a one-off basis in order to gauge the actual costs of opening the pool for an extra month and to assess the demand for this service.
- 2.2 The report made a commitment that the costs would be reported to Members in due course. This report gives details of the costs and attendance levels in order that a reasonable comparison can be made with the proposed extension in September 2018.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the costs of opening Gourock Pool and the attendance levels in September 2017.

**Martin McNab**  
Head of Environmental  
& Public Protection

**Grant McGovern**  
Head of Inclusive Education, Culture  
& Communities

## 4.0 BACKGROUND

- 4.1 Gourrock Outdoor Pool traditionally opens for the season between the end of May and the beginning of September. Members agreed the funding of an extension in opening for the month of September at the August 2017 Policy & Resources Committee in order to gauge both the costs and uptake in doing so.
- 4.2 At the August Committee a spend of up to £15K was approved to fund a single-shift extension for seven days a week. These costs were based on Inverclyde Leisure's estimate of £13-£15K for the month. Actual opening hours were agreed as 12 – 7 p.m. to allow for post school and work swims.
- 4.3 Appendix 1 gives a breakdown of actual costs. As can be seen, the vast majority of these are staffing costs. These included lifeguards and shift leaders together with reception staff, additional maintenance hours and a small management allowance. Of the other costs by far the greatest proportion are utilities and chemical costs.
- 4.4 Appendix 2 shows the attendances. The overall value of these at the turnstiles was £3,391. This figure was lower than expected, however a third of the swims (947) were over 60s free swims. By comparison there were only 92 under 16s free swims. This may have been due to the fairly poor weather at the weekends in September 2017. Of the adult swims a further 1079 were by Inverclyde Leisure members with only 577 being full pay as you go. The likelihood is that the members swims were either additional or displacement from other facilities. Inverclyde Leisure reported a net membership reduction of only 3 in September and 1 in October so there is no evidence of a loss of members who were only interested in swimming in Gourrock.
- 4.5 The overall net costs therefore were £16,452 which is £1,452 above the original budget requested, the value of free swims being just short of £4,000 for the period. A better estimate of the likely long term cost of extended opening will be able to be made following the September 2018 trial at which the implications of the removal of Over 60s free swimming will be clearer.

## 5.0 IMPLICATIONS

### Finance

#### 5.1 Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
Sport & Leisure Management	Inverclyde Leisure Basic contract	2017-18	16.45	EMR – Rankin Park Bike Trail – School use	£15K authorised at August P & R. Additional £1.45K will be contained in service budget.

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

### Legal

5.2 None

### Human Resources

5.3 None

### Equalities

5.4 Has an Equality Impact Assessment been carried out?

YES (see attached appendix)

NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

5.5 None.

## 6.0 CONSULTATIONS

6.1 The Chief Financial Officer has been consulted on this report.

## 7.0 BACKGROUND PAPERS

7.1 Extension of Opening of Gourock Outdoor Pool, Policy & Resources Committee  
08/08/2017 PR/19/17/MM

Appendix 1 - Gourock Outdoor Pool September 2017 Costs

Employment costs (including on costs)*	£14,290.58
Chemicals	£1,062.05
Radio Hire	£142.28
Utilities**	£4,248.04
Sundries	£100
<b>Total</b>	<b>£19,842.95</b>

\* Includes Lifeguards, Shiftleaders, reception, maintenance and additional management

\*\* Arrived at by subtracting the utility costs for a typical month when the pool is closed from the September 2017 costs

Appendix 2 - Attendances & Income

Category	Total	PAYG	Income
60+ Free Swim	947		
Under 16s Free Swim	92		
Adult Swim	1656	577	£2,420.10
Concession Swim	246	246	£639.60
Family Swim	44	11	£150.70
Juvenile Swim	49	49	£176.40
Spectator	2	1	£4.20
<b>Total income</b>			<b>£3,391.00</b>

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection</b>	<b>Report No:</b>	<b>EDUCOM/58/18/MM</b>
<b>Contact Officer:</b>	<b>Martin McNab</b>	<b>Contact No:</b>	<b>4246</b>
<b>Subject:</b>	<b>Vehicle Emissions Enforcement</b>		

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## **1.0 PURPOSE**

- 1.1 To seek Committee approval for the adoption of the Road Traffic (Vehicle Emissions) (Fixed Penalty) (Scotland) Regulations 2003.

## **2.0 SUMMARY**

- 2.1 The Road Traffic (Vehicle Emissions) (Fixed Penalty) (Scotland) Regulations 2003 allows Councils to address problems associated with fumes emanating from vehicle engines running unnecessarily, however Councils require to adopt the new legislation through a formal process to allow them to use the powers. The formal process involves an application being made in writing to the Scottish Ministers to be a designated local authority. The regulations are made under section 87 of the Environment Act 1995.
- 2.2 Until recently there were no particular problems reported to Safer & Inclusive Communities regarding problems associated with fumes from idling engines, however over the past 6 months there have been a number of complaints concerning this issue. The complaints are about both vehicles and buses that are idling at certain locations within the district. To date, these incidents have been dealt with informally.
- 2.3 The Head of Safer & Inclusive Communities currently has delegated powers to authorise officers under the Environment Act 1995 and regulations made thereunder. There is a separate report to this Committee regularising the position following the management restructure.

## **3.0 RECOMMENDATION**

- 3.1 That the Committee approves that an application be made to the Scottish Ministers to make Inverclyde Council a designated local authority under the Road Traffic (Vehicle Emissions) (Fixed Penalty) (Scotland) Regulations 2003.

**Martin McNab**  
**Head of Environmental**  
**& Public Protection**



## 4.0 BACKGROUND

- 4.1 The Road Traffic (Vehicle Emissions) (Fixed Penalty) (Scotland) Regulations 2003 allow Councils to address problems associated with fumes emanating from vehicle engines running unnecessarily, however Councils require to adopt the new legislation through a formal process to allow them to use the powers. These regulations are made under section 87 of the Environment Act 1995.
- 4.2 Until recently there were no particular problems reported to Safer & Inclusive Communities regarding problems associated with fumes from idling engines, however over the past 6 months there have been a number of complaints concerning this issue. The complaints are about both vehicles and buses that are idling at certain locations within the district. To date, these incidents have been dealt with informally.

## 5.0 PROPOSALS

- 5.1 To enable the Service to be suitably equipped to deal with situations which cannot be resolved informally, there is a need for the Road Traffic (Vehicle Emissions) (Fixed Penalty) (Scotland) Regulations 2003 to be implemented. It is a requirement in the guidance accompanying this legislation that prior to implementation and any enforcement activity taking place, a suitable publicity campaign must be undertaken within the Council area.
- 5.2 Implementation of these regulations will allow authorised officers to issue a Fixed Penalty notice in relation to an offence of engine idling which will result in a fine of £20. It is intended that these powers will be used sparingly and in response to complaints.

## 6.0 IMPLICATIONS

### 6.1 Financial Implications

None – it is not expected that these proposals will involve significant cost or raise significant revenue.

#### One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

#### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

### 6.2 Legal Implications

Legal Implications are as noted in the body of the report.

### 6.3 Human Resources Implications

None

### 6.4 Equalities Implications

Has an equalities assessment been carried out?

	YES (see attached appendix)
X	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

6.5 Repopulation Implications

None

**7.0 CONSULTATIONS**

7.1 N/A

**8.0 LIST OF BACKGROUND PAPERS**

8.1 None

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**Report To:** Education and Communities Committee      **Date:** 08 May 2018

**Report By:** Head of Environmental & Public Protection and Head of Inclusive Education, Culture & Communities      **Report No:** EDUCOM/52/18 HS

**Contact Officer:** Hugh Scott      **Contact:** 01475 715459  
Service Manager: Community Learning & Development, Community Safety & Resilience and Sport

**Subject:** White Ribbon Campaign - Addressing Violence Against Women

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## 1.0 PURPOSE

- 1.1 To update the Education & Communities Committee regarding the White Ribbon Campaign and to outline how the campaign would operate in Inverclyde.

## 2.0 SUMMARY

- 2.1 White Ribbon Scotland is a campaign to involve men in tackling Violence Against Women (VAW). It is an initiative made up of individuals and groups of men around Scotland and part of the international White Ribbon Campaign, the largest effort in the world of men working to end VAW, with campaigns in over 55 countries.
- 2.2 Priority 1 in the Inverclyde Violence Against Women Multi Agency Partnership Strategy Action Plan 2017-2022, states that "Communities in Inverclyde embrace equality and mutual respect, and reject all forms of violence against women and girls." One way to achieve this is for 'Ongoing opportunities...' to be taken '... to develop work in the community to deliver messages on Violence Against Women' through the White Ribbon Campaign.
- 2.3 A report was endorsed by the Women's Forum on 27<sup>th</sup> February 2018 with agreement that it be submitted to Education and Communities Committee for approval.
- 2.4 Appendix 1 contains details of the campaign.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee considers whether it wishes to develop a White Ribbon Campaign in Inverclyde with a view to achieving White Ribbon Status.

**Martin McNab**  
Head of Environment &  
Public Protection

**Grant McGovern**  
Head of Inclusive Education,  
Culture & Communities

## **4.0 BACKGROUND**

- 4.1 The White Ribbon Campaign in Scotland was launched in 2006 following a conference where there was overwhelming support for men across the country joining women's organisations in campaigning to end VAW. White Ribbon Scotland (WRS) achieved charitable status in 2010 (SC041385) and contributes to ending VAW by engaging men and boys in taking action on the issue. We do this by raising awareness, promoting discussion and providing information and resources to support personal and collective action among men. WRS aims to:
- Endorse and clearly state the vital role of non-perpetrating men in challenging and stopping violence against women
  - Identify, create and promote opportunities for non-perpetrating men to be involved in the campaign to Stop Violence Against Women in Scotland
  - Increase the capacity of men in Scotland to engage in the campaign to Stop Violence Against Women, through examination and dissemination of best practice from the UK and abroad
- 4.2 WRS is first and foremost a grass roots campaign, relying on the skills, experience and action of men in Scotland. They educate and inspire other men to campaign against VAW. Both individuals and organisations are crucial in work to change attitudes in society and challenge gender inequality and violent and abusive perceptions of masculinity. The organisation accepts the Scottish Government's definition of VAW and is committed to playing its part in the delivery of the 'Equally Safe' strategy. WRS acknowledges that VAW is a gendered issue and a cause and consequence of gender inequality.

## **5.0 WHITE RIBBON STATUS**

- 5.1 WRS has supported and assessed local Council areas to achieve White Ribbon Status. The award requires areas to commit to developing projects, supported by WRS staff, resulting in them taking ownership and receiving recognition for their commitment to involving men in addressing VAW issues. The aim is that after a successful first year the notion of involving men would become an integral, but not dominating, part of the local VAW delivery plan, thereby ensuring that the ongoing involvement of men in this human rights issue becomes the legacy of achieving white ribbon Status. If the Inverclyde area decides to work towards achievement of White Ribbon Status in 2018/2019, support from WRS volunteers and staff contributions would be provided.
- 5.2 On successful conclusion of the project, a tangible award would be presented recognising the work carried out and Inverclyde having achieved White Ribbon Status, a local Steering Group would be set up to oversee delivery. This would typically include representatives from Council services (particularly those made up of predominantly male employees or those that provide a service that would contribute to the success of the project), Police, Prison Service, Fire and Rescue, youth and local groups and charities (which, not necessarily exclusively, involve men e.g. local football clubs).
- 5.3 A representative from WRS would sit on the steering group as an advisor to assist with issues such as: setting up a small local group of WRS volunteers (mostly local non-perpetrating men but which can include women who can reach a male audience); increasing the number of local men who have taken the WRS Pledge; some involvement in the education arena; local branding; social and traditional media campaigning; and activity directed by the trained volunteers to reach the men of Inverclyde and influence their attitudes and behaviour related to the factors which tend to contribute to or condone VAW. The extents to which additional activities are undertaken to support an area's efforts to obtain White Ribbon Status are only limited by resources and imagination. WRS will provide training, advice and volunteer support to encourage a successful outcome.
- 5.4 Association with and affiliation to WRS demonstrates an area's intention to tackle VAW in

every way possible. Achieving White Ribbon Status sends a clear signal to the general public in the area (and men in particular), that if everyone plays their part in demonstrably changing attitudes and behaviour there can be a real positive difference in levels of VAW.

- 5.5 Previously White Ribbon Status has been awarded to Councils in Stirling, Fife, Glasgow, Dumfries and Galloway and Glasgow Kelvin College.

## 6.0 IMPLICATIONS

### Finance

- 6.1 The cost of delivering White Ribbon varies widely depending on local aims. However a recurring budget of £500 for materials to cover ongoing campaigns is required. This will be achieved by using the Core Community Safety.

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A	Not Known	Not known	£5	N/A	

### Legal

- 6.2 None.

### Human Resources

- 6.3 None.

### Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO -This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

- 6.5 None.

## 7.0 BACKGROUND PAPERS

- 7.1 Appendix 1.

# Appendix 1

## Achieving White Ribbon Status:

- Violence against Women is an issue where women are primarily the victims, but it is not solely a women's issue. It impacts on men too who have mothers, daughters, sisters, friends and work colleagues who may experience violence or abuse. Men need to be part of the solution.
- White Ribbon Scotland asks men to wear a white ribbon and take the pledge  
**“Never to commit condone or remain silent about violence against women”**

The White Ribbon Campaign is active in 55 countries Worldwide highlighting a fundamental human rights issue. Violence against Women can be any form of violence used to establish, enforce, or perpetrate gender inequalities and maintain gendered orders.

There are many crimes and abusive behaviours - perpetrated mostly by men that affect women and children disproportionately. They include:

- Domestic abuse (physical, sexual and emotional/psychological)
- Sexual violence (rape, sexual assault, incest & child sexual abuse).
- Sexual harassment & intimidation at work and in the public sphere
- Commercial sexual exploitation (including prostitution, pornography, lap dancing, pole dancing & human trafficking)
- Forced and child marriages
- Dowry related violence
- Honour crimes
- Female genital mutilation

White Ribbon Scotland provides support to council areas to assist them to achieve White Ribbon Status. They will recognise achievements for the following commitments over the course of a year for:

- Establishment of a Steering Group comprised of local men to oversee delivery of the White Ribbon Campaign
- Project Development and involving men as an integral but not dominating part of the local Violence Against Women delivery plan
- Ongoing awareness raising of Violence Against Women
  - Engagement across sectors
  - Challenging and changing beliefs

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>08 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection and Head of Inclusive Education, Culture &amp; Communities</b>	<b>Report No:</b>	<b>EDCOM/51/18/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott Service Manager: Community Learning &amp; Development, Community Safety &amp; Resilience and Sport</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Our Digital Rights – 5Rights for Children &amp; Young People</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the “Our Digital Rights” report in relation to how best we can realise the rights of children and young people in the digital world.
- 1.2 To seek approval to take forward the framework and for Community Learning & Development to implement some of the relevant recommendations from the report and become one of the first Local Authorities in Scotland to sign up and endorse the framework.

## 2.0 SUMMARY

- 2.1 Commissioned by the Cabinet Secretary for Culture, Tourism and External Affairs, the 5Rights Youth Commission was launched in February 2016 by the Scottish Government in partnership with Young Scot and 5Rights. The aim of the commission was to gather insights, ideas and recommendations from across Scotland on “how Scotland can become a nation which realises the rights of children and young people in the digital world”.
- 2.2 5Rights is a UK-wide initiative that is aimed at enabling children and young people to access the digital world creatively, knowledgeably and fearlessly. 5Rights promotes a positive and holistic rights-based approach that looks not only at internet safety but at literacy and empowerment for children and young people under a single framework. Since 2015, Young Scot has been the lead partner for 5Rights in Scotland and has raised awareness about the framework and has encouraged the consideration of young people’s rights as a top priority in the design, provision and consumption of technology.
- 2.3 The key aim of the framework is for all children and young people to become empowered in the digital world with the same rights as they enjoy offline. The 5Rights framework focusses on 5 key areas namely, Right to Remove, Right to Know, Right to Safety and Support, Right to Informed Conscious Use and Right to Digital Literacy.
- 2.4 The framework has suggested a number of recommendations to consider and it is our intention as a local authority to consider these recommendations and phase them in gradually as and when appropriate following consultation and engagement with young people.
- 2.5 The initial proposal would be to consider recommendation 1.5 which calls for “local authorities, schools and youth work services to support young people in influencing our communities

around digital skills, experiences and rights” (See Appendix 1 – Our Digital Rights Report).

- 2.6 The 5Rights Coalition is a broad coalition of organisations and leaders representing every element of civil society, who are committed to creating a digital world that young people can access creatively, knowledgeably and fearlessly. At the time of writing, there are over 150 3<sup>rd</sup> Sector organisations, private sector firms and businesses signed up as supporters and if approved, Inverclyde Council would become one of first local authorities to endorse the framework.
- 2.7 As 2018 is the National Year of Young People, this report and implementing the recommendations form part of our local action plan for the YoYP and contribute to several key themes for the National YoYP outcomes. Furthermore, they contribute to the upcoming Children’s Rights Report agenda in relation to empowering young people and its links to the UNCRC. The Children’s Rights Report is due to published in 2020.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Committee:

- Notes the content of this report and the associated attachments
- Endorses the framework and agrees for officers to develop an action plan to implement relevant recommendations
- Agrees that Inverclyde Council becomes a “5Rights signatory” joining other organisations to pledge our support for the realisation of children and young people’s rights in the digital world.

**Martin McNab**  
**Head of Environment &**  
**Public Protection**

**Grant McGovern**  
**Head of Inclusive Education,**  
**Culture & Communities**



## 4.0 BACKGROUND

- 4.1 5Rights is a UK-wide Initiative that is aimed at enabling children and young people to access the digital world creatively, knowledgably, and fearlessly. Founded by Baroness Beeban Kidron, a member of the House of Lords, 5Rights promotes a positive and holistic rights-based approach that looks not only at internet safety, but literacy and empowerment for children and young people under a single framework.
- 4.2 Since April 2015, Young Scot (the National Youth Agency for Scotland), has been the lead strategic partner for 5Rights in Scotland. The focus to date has been on raising awareness about the 5Rights framework across Scotland and to encourage the consideration of rights as a top priority in the design, provision and consumption of technology.
- 4.3 Ratified by all eligible states, with the exception of the USA, the UNCRC is the most widely ratified international human rights treaty in history. All individual states have the responsibility to uphold the 54 articles for children and young people under the age of 18. This framework contextualises these rights for digital technologies, and expresses them in 5 clear and indivisible principles.
- 4.4 In Scotland, a 5Rights Youth Commission was established to gather insights, ideas and recommendations on how Scotland could become a nation which realises the rights of children and young people in the digital world. Children and young people from across Scotland, aged 14-21 and from 12 different Local Authority areas, joined forces to create the Youth Commission and contributed significantly to the report that is attached to this paper. They examined evidence with industry experts, attended conferences and events, took part in debates and consulted with their peers from across Scotland.
- 4.5 The report outlines the 5Rights Framework for children and young people namely – Right to Remove, Right to Know, Right to Safety and Support, Right to Informed and Conscious Use and Right to Digital Literacy. It also details a list of recommendations for Government (National and Local), Schools, Youth Workers, Education and Businesses.
- 4.6 Inverclyde Community Learning & Development Youth Work Services are keen to support children and young people to implement relevant recommendations where appropriate. There are a number of recommendations directed at young people and youth workers and following approval, we hope to develop a plan to implement relevant recommendations locally to support the implementation of the framework. Furthermore, if approved, Inverclyde Council would become a “5Rights signatory” joining other organisations to pledge our support for the realisation of children and young people’s rights in the digital world.

## 5.0 IMPLICATIONS

### 5.1 Finance

#### Financial Implications:

#### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

#### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### **Legal**

5.2 None.

### **Human Resources**

5.3 None.

### **Equalities**

5.4 None.

### **Repopulation**

5.5 None.

## **6.0 CONSULTATIONS**

6.1 Consultations have taken place with the Children's Rights Officer and ICT.

## **7.0 BACKGROUND PAPERS**

7.1 5Rights Our Digital Reports Report to Scottish Government May 2017.

The 5Rights Youth Commission's Final Report to the Scottish Government May 2017

# Our *Digital* Rights

How Scotland can realise the rights of children and young people in the digital world







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# Foreword

## FOREWORD FROM THE SCOTTISH GOVERNMENT



**Mark McDonald**  
Minister for Childcare  
and Early Years



**Fiona Hyslop,**  
Cabinet Secretary for Culture,  
Tourism and External Affairs

We would like to thank the Youth Commissioners for their dedication and hard work to produce this insightful and timely report. We have been delighted to receive so many enthusiastic and innovative contributions from the Youth Commissioners on how Scotland can become a nation which truly realises the digital rights of children and young people.

In our National Action Plan on Internet Safety for Children and Young People we set out a number of actions for the Scottish Government and partners. Priorities include promoting children and young people's rights and responsibilities in the online world. This report marks the beginning of that journey.

The report acknowledges the importance of the issues faced by today's digital society and we will work with our partners to use the upcoming Year of Young People as a platform to promote 5Rights. All sectors now need to work together to embed the 5Rights principles into the DNA of our digital world to ensure people are safe, well informed, and equipped to shape and create the democracy of tomorrow.

## FOREWORD FROM FIVERIGHTS FOUNDER



**Baroness Beeban Kidron**  
OBE

As the founder of 5Rights I was invited to the launch of the Young Scot Youth Commission, where the Commissioners set out their ambitious program "to secure Scotland as the first country in the world committed to delivering the established rights of children on and offline equally" - it was a touching and inspiring moment.

The Commissioners have used the last year to learn, to challenge, and to come up with a set of clear and bold recommendations. It is very articulate and makes a powerful argument for co-creating policy with young people. I admire the Scottish Government for supporting the Commission and I hope it is brave enough to adopt their recommendations, it would be a powerful call to arms for other nations to tackle the clear need of children and young people to have a single set of rights and societal rules that flow seamlessly on and offline. The Commissioners "hope for a rights-respecting digital world" - they should not have to 'hope' - it is their right and our duty.

I want to take this opportunity to thank each of the Commissioners for their extraordinary work and all at Young Scot who facilitated it. All of us at 5Rights are proud to be associated with this report.

# Meet the 5Rights Youth Commission



**Jonas Black, 16, East Renfrewshire**

'Without young people enjoying these rights they have no ability to get the very most out of the internet on which we all depend.'



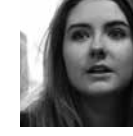
**Miranda Cook, 18, Fife**

'It's imperative that [young people] are listened to before our lack of representation comes back to haunt us in the form of insufficient protection of our online rights.'



**Dan Dickson, 17, Edinburgh**

'I have and will always see our digital world as a place for connection and community, this project has strengthened that.'



**Rachael Ford, 17, South Lanarkshire**

'I imagine that the digital world in the 22nd century will be advanced, brilliant and safe for all children to use effectively and creatively.'



**Saul Forrester, 15, Fife**

'Most [adults portray the online world] as a big, bad and scary place, where everyone is a bad person - when honestly you can meet some amazing people.'



**Ruairidh Galbraith, 15, Na h-Eileanan Siar**

'I feel the work we have done has been very progressive in improving people's experiences in the digital world.'



**Aneesah Javed, 22, Dundee**

'As a future primary teacher, I would love the opportunity to make the digital space more accessible, safe and engaging for children and young people.'



**Jade 'Dev' Kornish, 16, Glasgow**

'The digital world is so important to this generation and future generations which is why 5Rights is essential.'



**Emma McFarlane, 17, North Lanarkshire**

'Participating in this project has helped me come out of my comfort zone and participate in activities such as public speaking.'



**Rory McLaren, 16, Fife**

'I believe that when young people collate all their ideas, something amazing can happen.'



**Raysa Momboka, 23, Glasgow**

'As a deaf young person digital rights are really important to me; I use digital methods of communication a lot in my daily life.'



**Ibrahim Naizam, 17, East Renfrewshire**

'My view on the digital world has changed and I am now more aware of what I'm agreeing to and how companies use my data.'



**Tristan Nunn, 17, Stirling**

'A chance to have the opinions of people my age broadcasted through places other than social media.'



**Louise Sloan, 20, East Ayrshire**

'It's great to use our mind and explore our imagination to create something new, something better and strong for young people.'



**Olivia Stobart, 16, Edinburgh**

'I think it is great that there is an opportunity for young people to make a difference to the lives of so many other young Scots.'



**Jude Thomas, 17, Fife**

'5Rights has been a great chance for me to actually do something about the inequality that I had seen online.'



**Rowan Watkins, 16, Argyll and Bute**

'I think it is important that the views of young people like me are heard when rules and decisions are made which affect the way young people like me live our lives.'



**Isla Whateley, 20, Edinburgh**

'I wanted to make a real change to the lives of children and young people in today's digital world.'



**Bethany Wilson, 16, Aberdeenshire**

'Joining the youth commission has made me feel more empowered to make a difference to the life experiences of my generation.'

# Introduction

The rights of children and young people are already embedded in different international treaties and within the existing laws of many countries. Most notably they are enshrined in the United Nations Convention on the Rights of the Child (UNCRC). Having ratified to the convention since 1990, our governments in Scotland and the UK are accountable for its realisation in our lives. The world around us might change and advance at an incredible pace, but our values and principles stay, and the protection of our rights remains as crucial as ever.



This report is a culmination of our exploration in how Scotland can realise our rights as young people in the digital world, through the gathering of broad and diverse evidence from a wide range of experts and sources, innovative creation of ideas, and careful reflection on the impact of our solutions. During the course of our investigation, we deepened our understanding around digital issues, widened our knowledge around how our rights can be recognised, and had our own beliefs and perceptions about the digital world challenged. We hope that this report shows the wealth of sources that have influenced our thinking, and the passion and hopes we have for a rights-respecting digital world.

The common theme that has emerged, is the need to stop looking at the digital and analogue world in different lights. This is why we have called our report '**Our Digital Rights**', with the word 'digital' scored out. The offline and online worlds are two equal and intertwined aspects of our lives. Our rights are still our rights whether we are on social media or out on the streets; we are still young people that need support and empowerment whether we are on our smartphone or in the classroom. We learnt during our investigation that, for us to understand the world around us, our digital literacy is very much part of our general literacy. Building cyber resilience, is very much part of building our resilience against all risks. Our digital life is really just our life – and our digital rights are not digital at all, they are simply our existing rights as young people.



Rights and responsibilities go hand in hand, and the rights of children and young people are the responsibilities of everyone – including ourselves as young people. We should take the lead in making sure our rights are realised, but we also need actions from our parents, carers, schools, youth workers, industry, and government. It is not a young person's sole fault that they have had negative experiences online, and adequate support for us does not come only from home or school. We see this as our starting point for a rights-respecting digital world, and we hope that our recommendations can inspire you to take steps into realising our rights in your own work and capacity, and share this responsibility with us in creating a digital world that upholds our rights as its priority.

**Our digital life is really just our life – and our digital rights are not digital at all, they are simply our existing rights as young people.**



## 5RIGHTS AND THE UNCRC

5Rights is a UK-wide initiative that is aimed at enabling children and young people to access the digital world creatively, knowledgeably, and fearlessly. Founded by Baroness Beeban Kidron, a member of the House of Lords, 5Rights promotes a positive and holistic rights-based approach that looks not only at internet safety, but literacy and empowerment for children and young people under a single framework. Since April 2015, Young Scot has been the lead strategic partner for 5Rights in Scotland. The focus has been to raise awareness about the 5Rights framework across Scotland, and to encourage the consideration of our rights as top priority in the design, provision and consumption of technology.

Ratified by all eligible states, with the exception of the United States of America, the UNCRC is the most widely ratified international human rights treaty in history. All individual states have the responsibility to uphold all 54 articles for their under-18 citizens. The 5Rights framework contextualises these rights for digital technologies, and expresses them in five clear and indivisible principles.

## PROJECT BACKGROUND

Commissioned by the Cabinet Secretary for Culture, Tourism and External Affairs, Fiona Hyslop MSP, the 5Rights Youth Commission was launched in February 2016 by Aileen Campbell MSP on behalf of the Scottish Government - in partnership with Young Scot and 5Rights - to gather insights, ideas and recommendations from all across Scotland, on 'how Scotland can become a nation which realises the rights of children and young people in the digital world'.

As a group that represents the views of young people in Scotland, the 5Rights Youth Commission is truly diverse. It is made up of 19 young people aged 14 to 21, from across 12 different local authority areas in Scotland - covering areas from the central belt to Aberdeenshire, Argyll and Bute, and Na h-Eileanan Siar. We also have a wide diversity of backgrounds, experiences and abilities. While we all have a different take on the digital world, together we are devoted to making sure all children and young people are empowered in the digital world by the same rights that we already enjoy offline.

With over 2000 collective volunteer hours committed to the project, we have looked worldwide for evidence and insights about our digital world - from examining evidence with industry experts, to attending conferences, exhibitions, debates, and speaking to other young people.



10 //



# The 5Rights Framework

## RIGHT TO REMOVE

UNCRC Article 16 (right to privacy); Article 12 (respect for the views of the child)

Every child and young person should have the right to easily edit or delete all content they have created.

*'Sometimes I regret what I post online and wish there was some easy way to make it disappear <sup>1</sup>.'*

## RIGHT TO KNOW

UNCRC Article 16 (right to privacy); Article 17 (access to information from the media)

Children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copied, sold or traded.

*'We should know who is holding and profiting from our information <sup>1</sup>.'*

## RIGHT TO SAFETY AND SUPPORT

UNCRC Article 3 (best interests of the child); Article 19 (protection from violence); Article 24 (health and health services)

Children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online.

*'There is too much emphasis on what is illegal and not enough about what is unpleasant or distressing <sup>1</sup>.'*

## RIGHT TO INFORMED AND CONSCIOUS USE

UNCRC Article 13 (freedom of expression); Article 15 (freedom of association); Article 36 (protection from exploitation)

Children and young people should be empowered to reach into creative places online, but at the same time have the capacity and support to easily disengage.

*'Unless we understand the technologies we use daily we can't control how they make us behave <sup>1</sup>.'*

## RIGHT TO DIGITAL LITERACY

UNCRC Article 28 (right to education); Article 29 (goals of education); Article 42 (knowledge of rights)

To access the knowledge that the Internet can deliver, children and young people need to be taught the skills to use, create and critique digital technologies, and given the tools to negotiate changing social norms.

*'We need to be taught the skills to use digital technologies effectively <sup>1</sup>.'*

<sup>1</sup>Definitions and quotes from young people taken from the 5Rights Framework website. <http://5rightsframework.com/the-5-rights/5rights-by-young-people.html>



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## Recommendation Summary



Throughout the investigation, it became increasingly apparent to us that the digital world is highly complex. There are many layers of operations that are constantly changing with the advancement of technology, but are never transparent to users. It is also a place where different people have very different expectations, perspectives and views on its operations, and find it difficult to agree on how to move forward ethically. Ultimately, the fundamental issue remains that the Internet was never designed to be used by young people from the very beginning. 'We are however confident that it is never too late to respond and rectify, and we encourage everyone – industry, public services, third sector organisations, parents and carers, schools, educators and youth workers, children and young people – to take on the shared responsibility of realising our rights in the digital world.

We want everyone to see beyond the divide between online and offline, and rethink and redesign the participation, provision and protection of young people in the digital world - starting from the rights that we are already promised. It is a shared responsibility and a shared outcome that benefits not only young people; we envision a world where parents, carers and families across different generations are confident with technology, and can build trusting and open relationships with their young person around their digital use. We want schools, teachers and youth workers to feel empowered around up-to-date technology, and see relevance between what they are teaching and the evolving world that we inhabit. We also want organisations, especially those in the technology industry, to be knowledgeable of young people's rights, and feel powerful in supporting us to exercise them.



From what we have seen and heard in our evidence sessions with experts, industry conferences, and from young people across Scotland, there is still much to be done in raising awareness around our rights. As much as we have been central to the direction and delivery of this 12 month investigation, we hope that young people's views and ideas continue to be central to the implementation of our recommendations, and together create a digital world to which we are empowered to access creatively, knowledgeably, and fearlessly.

**We want schools, teachers and youth workers to feel empowered around up-to-date technology, and see relevance between what they are teaching and the evolving world that we inhabit.**

## Theme 1: Perceptions and understanding around young people's rights and digital experiences

**1.1** We call for integrated tools within digital services and platforms that can empower young people. Particularly to support self-managed usage and promote wellbeing.

### RIGHT TO INFORMED & CONSCIOUS USE

UNCRC Art. 3 (best interests of the child), Art. 24 (right to health and health services), Art. 36 (protection from exploitation)

BUSINESSES

**1.2** We call for a dedicated Young Digital Champions programme to peer educate on digital literacy and citizenship.

### RIGHT TO SAFETY & SUPPORT

UNCRC Art. 3 (best interests of the child), Art. 12 (respect for the views of the child), Art. 13 (freedom of expression), Art. 15 (freedom of association), Art. 19 (protection from violence), Art. 36 (protection from exploitation)

YOUNG PEOPLE

**1.3** We call for the incorporation of 5Rights into the UNICEF Rights Respecting Schools Award.

### ALL 5RIGHTS

UNCRC Art. 3 (best interests of the child), Art. 4 (protection of rights), Art. 42 (knowledge of rights)

SCHOOLS, EDUCATORS AND YOUTH WORKERS

**1.4** We call for the establishment of a Digital Rights Respecting Businesses Award.

### ALL 5RIGHTS

UNCRC Art. 3 (best interests of the child), Art. 4 (protection of rights), Art. 42 (knowledge of rights)

BUSINESSES

**1.5** We call for local authorities, schools and youth work services to support young people in influencing our communities around digital skills, experiences and rights.

### ALL 5RIGHTS

UNCRC Art. 15 (freedom of association), Art. 18 (parental responsibilities), Art. 28 (right to education), Art. 29 (goals of education), Art. 42 (knowledge of rights)

YOUNG PEOPLE, PARENTS & CARERS

**1.6** We call for the co-production of rights-based resources for parents and carers about how they can support and empower us in the digital world at different ages.

### ALL 5RIGHTS

UNCRC Art. 3 (best interests of the child), Art. 4 (protection of rights), Art. 18 (parental responsibilities), Art. 42 (knowledge of rights)

YOUNG PEOPLE, PARENTS & CARERS

**1.7** We want Scotland to be a world leader in engaging with young people in all decision-making processes about the digital world. We believe that it should be a condition to business investments, funding, and grants.

### ALL 5RIGHTS

UNCRC Art. 3 (best interests of the child), Art. 4 (protection of rights), Art. 12 (respect for the views of the child)

BUSINESSES, GOVERNMENT



## Theme 2: Inequality in the Digital World

**2.1** We call for the Scottish Government and local authorities to prioritise technology school, library and youth work spending, and to relax content filters and firewalls.

### RIGHT TO INFORMED & CONSCIOUS USE

### RIGHT TO DIGITAL LITERACY

UNCRC Art. 4 (protection of rights), Art. 17 (right to access information), Art. 27 (right to adequate standard of living), Art. 29 (goals of education), Art. 31 (right to leisure)

GOVERNMENT, SCHOOLS, EDUCATION AND YOUTH WORKERS

**2.2** We call for greater internet access in rural areas of Scotland.

### ALL 5RIGHTS

UNCRC Art. 12 (respect for the views of the child), Art. 17 (right to access information), Art. 27 (right to adequate standard of living)

GOVERNMENT, BUSINESSES

**2.3** We call for free WiFi in public and outdoor spaces across Scotland which also complies with our recommendations around data (3.1 and 3.2).

### ALL 5RIGHTS

UNCRC Art. 12 (respect for the views of the child), Art. 17 (right to access information), Art. 27 (right to adequate standard of living)

GOVERNMENT, BUSINESSES

## Theme 3: Data collection and commercial use

**3.1** We call for all private, public or third sector organisations to establish and follow an agreed set of writing guidelines for Terms & Conditions and Privacy Policies.

### RIGHT TO KNOW

UNCRC Art. 2 (right to non-discrimination), Art. 17 (right to access information), Art. 23 (right of children with disabilities), Art. 36 (protection from exploitation)

GOVERNMENT, BUSINESSES

**3.2** We want to limit the unnecessary collection and use of young people's data, and be offered options to opt-in and customise our consent.

### RIGHT TO KNOW

UNCRC Art. 3 (best interests of the child), Art. 12 (respect for the views of the child), Art. 16 (right to privacy), Art. 36 (protection from exploitation)

GOVERNMENT, BUSINESSES



## Theme 4: Quality of education and support in Schools and Youth Work

**4.1** We call for future curriculum reviews in all subject areas to be co-designed with young people, and also with the industry.

### RIGHT TO DIGITAL LITERACY

UNCRC Art. 3 (best interests of the child), Art. 4 (protection of rights), Art. 12 (respect for the views of the child), Art. 29 (goals of education)

YOUNG PEOPLE, SCHOOLS, EDUCATORS  
& YOUTH WORKERS, GOVERNMENT

**4.2** We call for digital literacy to be integrated in all subject areas, and for it to link with career advice and wellbeing.

### RIGHT TO DIGITAL LITERACY

UNCRC Art. 3 (best interests of the child), Art. 29 (goals of education)

SCHOOLS, EDUCATORS AND YOUTH WORKERS,  
GOVERNMENT

**4.3** We want to see closer links between industry and education, to provide young people with better context for their learning and to mentor educators around technology and rights.

### RIGHT TO DIGITAL LITERACY

UNCRC Art. 29 (goals of education)

BUSINESSES, SCHOOLS, EDUCATORS AND  
YOUTH WORKERS, GOVERNMENT

**4.4** We want to see the initiatives that encourage girls in tech to be more integrated into the core school curriculum and environment.

### RIGHT TO DIGITAL LITERACY

UNCRC Art. 3 (best interests of the child), Art. 29 (goals of education)

SCHOOLS, EDUCATORS AND YOUTH WORKERS,  
GOVERNMENT

## Theme 5: Cyber Resilience

**5.1** We call for a centralised point online for young people to review their digital footprints – using the data that we have already shared constructively and positively.

### RIGHT TO REMOVE

UNCRC Art. 16 (right to privacy)

BUSINESSES

**5.2** We call for the use of the Young Scot National Entitlement Card as a secure way of age verification in the digital world.

### RIGHT TO SAFETY & SUPPORT

UNCRC Art. 1 (definition of the child), Art. 17 (access to information from the media)

GOVERNMENT

**5.3** We want to see a more inclusive definition of 'cyber resilience', and better education and awareness raising.

### RIGHT TO SAFETY & SUPPORT

UNCRC Art. 19 (protection from violence), Art. 29 (goals of education)

SCHOOLS, EDUCATORS AND YOUTH WORKERS,  
GOVERNMENT

**5.4** We would like to see clearer definitions of cybercrime and reportable offences online, and support for harms that are not illegal.

### RIGHT TO SAFETY & SUPPORT

UNCRC Art. 19 (protection from violence), Art. 29 (goals of education)

SCHOOLS, EDUCATORS AND YOUTH WORKERS,  
GOVERNMENT

Full details of all recommendations can be seen on page 26.



# Overview of Activity

Our work within the 5Rights Youth Commission was supported by Young Scot's innovative co-design methodology, which involves young people systematically co-creating, co-producing, co-designing and co-delivering solutions. Young people are involved much earlier in the decision making process through a highly participative approach, developing informed insights, ideas, recommendations and solutions for policy and practice.

The Young Scot co-design process enables young people and organisations to explore insights and experiences, and develop ideas together.

## EXPLORE

**February 2016 – August 2016 (with revisits to this stage when gaps in information were identified)**

We focused on building our knowledge about the digital world and its deeper issues through gathering and questioning evidence from young people and industry experts. We also challenged our own perceptions and assumptions about the digital world, by immersing ourselves in the research.

### Specific activities include:

- ▶ National peer survey
- ▶ Informal conversations with peers, family, friends and local community
- ▶ Scoping media activity on young people's interaction's and the digital world
- ▶ Focus group activities with young people across 10 regions in Scotland, as part of the Discovering Digital World Roadshow

- ▶ Presenting and attending the Scottish Learning Festival – gathering insights and experiences from audience and exhibitors
- ▶ Attending the Dare to be Digital Festival – interviewing and gathering evidence from game developers
- ▶ Evidence sessions with experts and professionals in cyber security, education, disability services, digital cultures, mental health, online advertising, children's rights, addiction, and digital literacy initiatives
- ▶ Interviewing and visiting headquarters of tech giants including Twitter, Facebook and Google
- ▶ Action learning by participating in a series of hackathon events to create digital solutions for social causes – to understand the process of digital product development
- ▶ Action learning by participating in a workshop on ethical hacking
- ▶ Attending debates at the Just Festival on freedom of speech and loneliness in modern society
- ▶ Attending the Edinburgh Digital Entertainment Festival to gain insights of and experience the latest technological trends

- ▶ Attending the Scotsoft Developers Conference to gain insights in the workings and trends of the industry
- ▶ Attending the Social Media and Mental Health event hosted by Twitter
- ▶ Compiling research and statistics on the current landscape of the digital world for young people

## CREATING

**August 2016 – October 2016**

Using what we learned in the Explore stage, we identified the current barriers for our rights in the digital world. This stage was all about generating innovative solutions to tackle these barriers.

### Specific activities included:

- ▶ Considering motives of different users, influencers and contributors in the digital world
- ▶ Defining the responsibility of each influencer to uphold each of the 5Rights, through profiling and using the ISM tool<sup>2</sup> to consider their influences
- ▶ Creating innovative solutions through storyboarding and role playing

## REFLECTING & SHARING

**November 2016 – January 2017**

In a process that alternated between reflecting and creating, we evaluated and refined our ideas on their future impact and sustainability. Through opportunities to share our work, we also encouraged our recommendations and ideas to be challenged.

### Specific activities included:

- ▶ Building a vision of the ideal rights-respecting digital world for young people through scenario exercises
- ▶ Submitting evidence to the House of Lords' enquiry on Children and the Internet
- ▶ Feeding into the Scottish Government's Action Plan on Internet Safety for Children and Young People
- ▶ Contributing to the curriculum review process by Education Scotland on the new experiences and outcomes for Technologies

<sup>2</sup> <http://www.gov.scot/Publications/2013/06/8511>

- ▶ Presenting findings and progress to Baroness Beeban Kidron in the House of Lords
- ▶ Participating in the planning and delivery of the Scottish Leaders Forum event around digital
- ▶ Presenting at the Youthlink Members Network and Digital Youth Network
- ▶ Presenting at events under the Digital Champions Development Programme by the Scottish Government, engaging with public service leaders

## RECOMMENDING

**February 2017 – March 2017**

In this final stage we produced influential solutions, and disseminated our findings through delivering a robust report.

### Specific activities included:

- ▶ Creating the final written report on recommendations and findings



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# Rights and Responsibilities

The realisation of young people's rights relies on the commitment and concerted efforts by everyone. We all have a vital role to play.

## YOUNG PEOPLE

Young people are sometimes called 'Digital Natives' because we have grown up in the digital age, but it is a term imposed on us by adults. This doesn't necessarily mean we automatically acquire all of the skills required to navigate the digital world. This is why young people must be fully engaged in all learning opportunities. We must be curious, and open to knowledge and new ideas.

By being good listeners, who can express our ideas, feelings and thoughts confidently and openly, we can also provide greater support for each other. It is vital that we have respect for others and a great understanding and compassion for others' experiences in the digital world. We also have to accept responsibility for the mistakes and misconducts that we knowingly commit.

Technology can be addictive - many games and apps have features that constantly attract and keep our attention. It can be difficult to withdraw. We must also be self-aware and be able to recognise when we should disengage.

We hope that young people know what our rights are and how to exercise those rights. We also hope that we are aware how we can control our data and the consequences of our actions online.

## THE SCOTTISH GOVERNMENT

We see the responsibilities of our government lie in policymaking, and the public awareness of young people's rights across Scotland and wider afield.

Our government should take on a rights-based approach across all policies and public services - including education, learning and the school curriculum. Regulations and policies around cyber should also centre on quality and accessible support for those who seek it.

It is vital that the government uses their influence throughout Scotland, and on the private and third sector, to inspire the same rights-based approach in all behaviours, products and services that have young people as their intended or unintended users or stakeholders. Increasing the public awareness around the general rights of children and young people, is also something that is needed to make sure our rights are respected in Scotland - regardless of the context.

In informing policies, the government has the responsibility to hear directly from young people - rather than merely via those who work with young people, such as our teachers or youth workers. It is important that policy changes reflect our actual experiences and needs, rather than the assumptions of the adults around us.

## THE UK GOVERNMENT

The responsibilities of the UK government are similar to those for the Scottish Government, namely in taking on a young people's rights-based approach to policymaking, and in raising awareness to the wider public. Our rights should be centre to the consideration and deliberation around issues such as data protection and surveillance. The UK governments should also use their cross-sector and global influence, to promote 'young people's rights by design'.

## SCHOOLS, EDUCATORS AND YOUTH WORKERS

Schools, educators and youth workers play a fundamental role in realising young people's rights in the digital world - this applies not only to those who teach Computing Science. Because technology is becoming more increasingly used across every subject, it is essential that we can be equipped with the appropriate and up-to-date tools.

We recognise the schools, youth work services and other informal learning settings face many challenges in terms of technology - often restricted by resources, for example - but the right of young people to a full education, including about the digital world, should not be compromised. Digital literacy is very much a part of general literacy, with as high a priority as English and Maths. The quality of the teaching should reflect this. Above all, it is vital that teaching and support staff are knowledgeable about the digital world, and feel confident to help and support young people. Within informal learning, this equal status of digital and general literacy should also be upheld, and support for young people should always start from the consideration of our rights.

**Digital literacy is very much a part of general literacy, with as high a priority as English and Maths. The quality of the teaching should reflect this.**

## BUSINESSES

Regardless of the type of product or services you might be providing, we encourage all companies to take on a rights-based approach to their design - setting the standard for their industry and leading by example.

While we understand that profit has to be made somewhere, and that competition with other companies can be a huge factor, we believe that businesses should be primarily driven by ethics, and the pursuit of building healthier relationships with their customers - which can in turn create a larger user base. By being transparent about their practices, and explaining them in simpler terms, customers can be more confident about what they are signing up to.

Companies should also be keen to seek customers' feedback and respond promptly to data deletion requests. After all we all have the right to remove and withdraw. We understand that this is not always possible, but if companies can be more transparent and give meaningful reasons for such decisions, this can help to create a healthy, trusting relationship between the companies and their customers.

## PARENTS AND CARERS

Parents and carers provide the primary care for young people, and play a key role in supporting and encouraging their child to stay safe - helping them when necessary and directing them to more appropriate help when required.

Parents and carers also have the ability to inspire young people. Not only around behaviours based on what they are currently doing themselves, but also a forward-looking attitude in adapting and developing in the constantly changing digital world. They should encourage young people to interact with new technology, whether within or outwith the home environment. Where they might not be familiar with the new technology themselves, parents and carers should have the confidence to talk to us with open mind and trust - to inspire us and be inspired by us.

It is paramount that parents and carers understand and respect the rights of their child in their own behaviours, and are able to support their child to get to know and exercise their rights - be it offline or online.



# Barriers Identified

Throughout the 12-month investigation, we have identified the following barriers in five main areas:

## Theme 1:

### Young people's rights and digital experiences

This area deals with society's knowledge of young people's rights (UNCRC), their importance and the need for them to be upheld. It also deals with how our experiences in the digital world are perceived.

#### BARRIER 1

Young people can be seen as easy targets by corporations – and are sometimes treated as such.

Young people, with our maturity still developing, can be particularly vulnerable. We are susceptible to peer pressure, and we can be innocent or naive when it comes to understanding the consequences of ulterior motives of others. Many things we come across in the digital world are not what they seem. For example, the data that we sign away to companies is really to generate income via advertising for the service provider.

Addictive games have been designed to retain our attention. Our survey revealed that 51% of young people found it difficult to live without their tech, with 41% of young people who have less than eight hours of sleep at night saying their device affects their sleep. We recognise that revenue has to be generated from somewhere, but it shouldn't be at the expense of our vulnerabilities or developing knowledge.

#### BARRIER 2

Peer pressure, especially around social media use.

Young people are under pressure to keep up with our friends online, participate and stay constantly engaged on social media and messaging. This can feel like social media controls us and we can't log off if we want to, in case we might miss something, or people might get worried because we're not online. This is affecting our wellbeing – 41% of young people answering our survey said their device(s) affected their sleep, and our education – according to NASUWT 46% of teachers say young people are distracted in class because of devices. Other pressures include body image issues, impact on mental health, pressure to achieve lifestyle perfection, pressure to consume or share inappropriate content, or pressure to bully or target others.

#### BARRIER 3

Lack of awareness about young people's rights in the digital world.

Children and young people's rights are protected by the UNCRC online and offline. The problem is young people and the adults in our lives don't know about our rights and how they apply, especially in the digital world. 41% of young people who took our 5Rights survey said they didn't know whether our rights were protected online. According to the Make Our Rights Reality report by Just Rights in 2014, 65% of British young people believed that the government doesn't want us to know about our rights and entitlements, as it allows the burden on the government to be reduced. This makes us feel like things are being hidden from us on and offline. If we don't know what we're entitled to, what can we do when things go wrong?



#### BARRIER 4

Lack of understanding about young people's experiences online. This makes it hard to seek support.

This barrier is particularly relevant to the primary supporters of young people. The lack of understanding and misinterpretation of the digital world can stop us from sharing our experiences about the online world as the adults around us may blame us for using digital media in the first place, or they misunderstand it altogether.

Example headlines:

- ▶ 'I couldn't save my child from being killed by an online predator' – The Guardian
- ▶ 'One in three children send naked selfies online because parents let them 'roam free' on the internet' – The Telegraph
- ▶ 'Partygoers Snapchatted sex attack on teen in Stirling' – Daily Mail

Much of teachers', youth workers', parents' and carers' perceptions of the digital world are based on the headlines and stereotypes described by the media. With often negative stories and extreme cases reported, it comes with little surprise that the adults who provide us with support might have some very negative perceptions towards the digital world to begin with, which might undermine our actual experiences and feelings.

## Theme 2: Inequality in the Digital World

Many kinds of inequalities exist in our world, which inhibit the recognition of our rights as young people. In the digital context some of these inequalities are extensions of the ones from the analogue world, others are new challenges that call for new ways of tackling them.

#### BARRIER 1

Access to technology is not always equal for all young people – content restrictions, financial restrictions, disability.

Not all young people have the same access to the internet, this can be due to a variety of factors – for example, disability and accessibility, income, parental restrictions.

This can lead to young people being or feeling disadvantaged as we are not getting the same digital experience as our peers, missing out on opportunities and socialisation with friends and communities. This disproportionately affects people with disabilities in Britain, 25% have never used the internet, compared to 10.2% of the population in total (National Statistics 2016). However, statistics relating to Scotland are difficult to find, and we believe there is an opportunity for more research into this.

Our survey has shown that 59% of parents and carers have at some point tried to limit the amount of time young people spend online while 38% have limited the platforms/websites young people access. Without proper access to the internet young people's right to engage in the digital world isn't met and affects their access to opportunities and resources.



## Theme 3: Data collection and commercial use

Data is the currency of the digital world. It is the focus of our right to know, which states that we have the right to know who has our data, what it is being used for and whether it is shared by others through copying, selling or trading.

### BARRIER 1

Terms & Conditions are designed to discourage you from reading or understanding its terms.

From the evidence we gathered across 10 regions in Scotland during the Discovering Digital World Roadshow, we are not surprised to find that 83% of them have confessed to lying about having read the terms and conditions before signing up to a service online. Terms and conditions are often long, and packed full of legal jargons that don't mean much to most adults- let alone young people. 75% of whom answered our survey said they would read the terms and conditions, if only they were shorter and easier to read.

After all, these are formal agreements between the user and the service providers. How are we supposed to understand its consequences, when it's not clear to us what we have signed up for in the first place?



### BARRIER 2

The issues around data are highly complex. Young people can feel a lack of overall control of their personal data, but are at risk of being excluded in the digital world if they do not consent to its collection or use.

In a world where it is free to use social media, free to access information, and free to consume media content - the data we sign away or leave behind becomes currency. With 96% of 13 to 18-year-olds and 78% of those under 13 in Britain on at least one social media network<sup>3</sup>, young people as a demographic are sharing a shocking amount of their data online. Our phone is constantly communicating our physical location, with cookies and online trackers following our digital locations. There's huge profit to be made in sharing this data for advertisement - an industry that is expected to be worth more than \$187 billion by 2019<sup>4</sup>.

While 67% of young people who responded to our survey felt they knew what their information and data could be used for, 55% of them expressed their concern about it. The big tech companies that we have spoken to (Twitter, Facebook, Google) told us they take our safety very seriously, but our right to privacy and meaningful control over the voluntary and involuntary sharing of our data must also be considered.

Personal data protection is not a mandatory part of the curriculum, despite the fact it affects all of us. Even though the Scottish Government is considering cyber resilience a priority through the Cyber Resilience Strategy, and education has been highlighted as a key priority within the Strategy, we feel that there could be more focus around the specific needs and experiences of young people. Lack of tailored provision paired with our lack of understanding of terms and conditions, means there is little to inform young people about what our data is being used for. This proposes risk to young people's safety and privacy.

Data that is currently accessible to our service provider is also accessible to the government. The Investigatory Powers Act forces internet service providers to store our browser history and identities of those we have communicated with, for up to a year. In the context of young peoples' rights, the UNCRC states that every young person has the right to privacy (Article 16). Although we recognise that the government's motivation is to protect young people. Any surveillance tactics should take our right into consideration while also accounting for our developing maturity.

<sup>3</sup> <http://www.bbc.co.uk/news/education-35524429>  
<sup>4</sup> <http://www.zdnet.com/article/big-data-analytics-expected-to-be-187-billion-market-in-2019/>

## Theme 4: Quality of education and support in schools and youth work

This area deals with how our education is delivered, as well as the quality of support we receive from our learning environment. This is relevant to our right to safety and support, as well as our right to digital literacy.

### BARRIER 1

Gaps in education for young people in digital media - internet safety, cyber resilience, digital literacy.

We believe that young people can be provided with a more comprehensive education around their use of digital media. While there is currently a lot of emphasis around the practical and specific use of technology, there is not enough focus within schools and informal learning settings around our well-being in its use. It is important that we are equipped with the tools and skills to navigate ourselves positively in the digital world and to build resilience.

We see this as the responsibility not just within technology subjects, but for every subject. The use of technology is now common in virtually every subject and is something that should be integrated across all curricula, and supported by teachers or youth workers in informal learning settings across all subjects.

The education of technology is of course also related to the resources available to the teachers, youth workers and schools, but the quality of the teaching and support should not be compromised - especially for young people who are in informal educational settings.

### BARRIER 2

Lack of knowledge and confidence amongst teaching staff to support young people in digital issues and learnings.

Digital media is becoming more and more integrated in our learning and in the curriculum so it is vital that this barrier must be tackled, not only by technologies teachers or youth workers specialised in technologies, but across the whole curriculum.

This affects us as it means that teachers, youth workers and educators are often unable to give us advice, or support us so that we can safely use digital media. The label that we have been given, 'digital natives', refers only to the age that we have been born into, but not necessarily the skills that we have been given. This impacts every right in the 5Rights framework - if you are not properly educated on usage of the digital world, you cannot exercise your digital rights.

During our investigation, we gave an interactive seminar to attendees at the Scottish Learning Festival where most of our audience were teachers, youth workers and educators. During our discussions with the audience, attendees told us that students are not taught about the digital world from a young enough age, and that they cannot get ahead of the technology children are using. This showed that not only is this a barrier that we as young people have identified, but it is one that teachers and youth workers have identified to us.

## Theme 5: Cyber Resilience

Cyber resilience is about how we can protect ourselves in the digital world, and recover from malicious activities. For young people, it covers a wide spectrum of threats - from data breaches and hacking, to those of more personal nature such as grooming and stalking.

### BARRIER 1

Your data is never fully deleted. Digital footprints are left everywhere.

A digital footprint is the name for the trail in the online world which is left behind when you share updates, post pictures, or check into places via social media. It is easy to tarnish your reputation - whether among friends, or professionally - with a few simple clicks. If you are unaware of what you're posting, or where your information is going, it can really impact your life both online and off; high profile cases such as Mhairi Black MP and her tweets as a teenager, with the public uproar surrounding that serves as a compelling example of the kind of legacy that a young person's digital footprint can leave behind.

### BARRIER 2

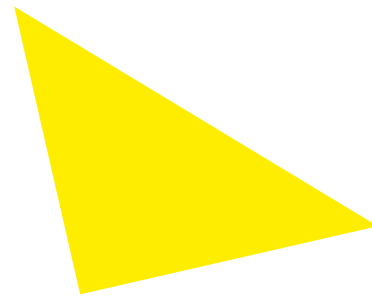
Cybercrime can be seen as easier to commit and get away with.

Cybercrimes can come in all shapes, forms and natures. They all impact us in different ways - some such as harassment, grooming and stalking affect us directly and personally, potentially even causing physical harm. Others are more impersonal, perhaps we don't even notice that we have fallen victims to: hacking, phishing and fraud, to name but a few.

The victim can be made even more vulnerable by the anonymous nature of some of these crimes, making a person's overall experience online rather intimidating. Those who feel threatened and wish to report might feel they are not able to if they aren't even sure who it is that has committed an offence against them. In the same vein, the ability to hide behind the veil of anonymity can also act as an incentive for those who intend to commit crime, as they might feel their identity cannot be unveiled.

Our inability to recognise when something should be reported, or who to, can inhibit our access to safety and support - meaning our right to safety and right to be protected from harm cannot be realised (UNCRC Article 19).





# Recommendations

## Theme 1:

### Perceptions and understanding around young people's rights and digital experiences

#### 1.1 We call for integrated tools within digital services and platforms that can empower young people. Particularly to support self-managed usage and promote wellbeing.

We recognise there are existing applications that help empower self-managed use - Forest, Offtime and Mindspace for example - but it is imperative that these tools are integrated within digital platforms, allowing everyone, not just young people, to be aware of our use and be supported to disengage when we want to.

A great example of this is YouTube Kids, which includes a timer to limit how much time can be spent on the app. There is also Tumblr, which has a daily post limit - currently at 250 posts per day. This not only helps combat spam, but gives the user some time off after excessive use. These integrated tools directly support our Right to Informed and Conscious Use - our aim here is not to reduce or restrict access, but rather to increase awareness and inform our decisions.

#### 1.2 We call for a dedicated Young Digital Champions programme to peer educate on digital literacy and citizenship.

Youth leaders can be particularly helpful around digital literacy and digital citizenship. Young people tend to feel more comfortable around others of the same age, which can allow a more open exchange of experiences that young people can relate to and build upon. This kind of peer support, with many successful examples across Scotland including the Corner (in Dundee, around health and wellbeing), No Knives Better Lives (across Scotland, around knife crime) and Beyond Gender

(in Edinburgh, around gender identity) can be incredibly effective, allowing young people to tackle uncomfortable or challenging topics in a free and friendly manner.

We envision this digital youth forum to exist in both online and offline capacities, accessible to 11-18 year-olds. In its online form, it is a peer support network for young people, where they can gather and openly share thoughts, experiences, and support for each other - particularly around their rights online.

Discussions online can then be continued and explored further via face-to-face meetups, led by Young Digital Champions based in their local area, who are given regular training, support and guidance to educate other young people around specific issues on digital literacy and digital citizenship. This will also include our rights as young people online, and how we can respect each other's rights. We particularly encourage the use of the DQ (digital intelligence) curriculum<sup>5</sup> set out by the DQ Institute<sup>6</sup>, which proposes that education around digital citizenship should include skills around privacy management, critical thinking, digital footprints, digital empathy, cyber security management, cyberbullying management, screen time management, and digital citizen identity.

<sup>5</sup> <https://www.dqinstitute.org/what-is-dq/#curriculum>  
<sup>6</sup> <https://www.dqinstitute.org>

#### 1.3 We call for the incorporation of 5Rights into the UNICEF Rights Respecting Schools Award.

With over 4000 schools across the UK currently working towards the UNICEF Rights Respecting Schools Award, the RRSA is a prestigious badge of honour for schools in recognising their pupils' rights as children and young people. Currently the requirements and expected outcomes for the award focus on the school ethos and curriculum - we would like to see school's digital policies and activities to be taken into account more explicitly by UNICEF. We feel that there can be more emphasis on the unchangeable status of the UNCRC across the digital and physical contexts, and that there is no reason for schools not to display their commitments to the UNCRC in the digital context also.

#### 1.4 We call for the establishment of a Digital Rights Respecting Businesses Award.

In our conversations with software developers and educational technology companies at the Scottish Learning Festival and ScotSoft Conference, we were shocked to discover that many had never heard of the UNCRC - even though some are already providing products that are designed for children and young people. This raises serious concern over the understanding, perception, and attitude of young people's rights in the wider society.

From our discussions with Twitter, Facebook, and Google, although a lot of work is being done around safety and data privacy - mentions of young people's rights in general were limited. Where our rights are mentioned, in schools for example, they are rarely talked about in the digital context. We believe that to raise more awareness around young people's rights, we should follow the examples of UNICEF Rights Respecting Schools Award, Investor in People, and the Stonewall Workplace Equality Index. There should be a dedicated award to encourage the recognition of young people's rights in the services and products provided by businesses and organisations.

The aim for the Award is to encourage a shift in perception about our digital experiences, which can in turn give us greater options for support if our rights are infringed. To ensure quality and consistency in the assessment for the Award, and that the awarded organisations continue to uphold their rights respecting values, it demands an in-depth and robust auditing process that calls for resources and expertise

beyond normal voluntary capacity. For this reason, we believe this recommendation will require the support of a dedicated charity to manage the Award's operations, and also to promote young people's rights in the private sector.

#### 1.5 We call for local authorities, schools and youth work services to support young people in influencing our communities around digital skills, experiences and rights.

During our project, we had the privilege to speak to and influence educators, youth workers, public service leaders and tech industry professionals on the importance of our digital rights and experiences. We hope that one legacy of our project is that all young people can have a similar level of influence on these matters within their own communities.

There is a role for young people to become leaders in our community, by influencing across generations how to use tech effectively, promoting its benefits, and raising awareness of everyone's rights in the digital world. In supporting our community to better understand the digital world, they can in turn provide better support for us. The areas that we have identified for specific focus include:

- ▶ General digital literacy
- ▶ Use of social media
- ▶ Personal cyber resilience
- ▶ Digital social skills and social norms

We hope that, by emphasising that the digital world is not entirely separate from the physical world and destigmatising its negativity, that we can build confidence in everyone to embrace the benefits that it brings.





**1.6 We call for the co-production of rights-based resources for parents and carers about how they can support and empower us in the digital world at different ages.**

Parents and carers play an integral role in guiding their child, but often they can do with some guidance themselves, on how to keep themselves involved in their child's online presence, stay on top of the trends in the digital world, and gain reassurance over their child's safety without infringing their rights.

We recognise that there is already a plethora of resources available for parents and carers – both online and offline – about internet safety. However, rarely are these written from a young people's rights-based perspective, and too often they are written with a focus on child protection, which can undermine young people's needs to be empowered. Our activities online are not always about protection, and support doesn't just come in the form of safety. Existing resources should make explicit references to young people's rights, and new ones should be designed from a rights-based perspective to promote the same approach to parents and carers.

Ultimately, young people want to build trusting relationships with those who can provide us with support. We discourage methods such as monitoring or access restrictions, as these heavily impact on our Right to Privacy and undermines the trust between us and our parents or carers. These methods also put too much reliance and emphasis on the technology itself – we want parenting and caring to be done in person, not via technology. Although online support can play a strong role and is preferred in certain situations, it is through face-to-face conversations, listening, and contact that we can build mutual understanding and trust – which goes in both directions.

**Parents and carers play an integral role in guiding their child, but often they can do with some guidance themselves.**



We would like to see these resources co-designed with parents, carers, and young people, and we suggest that it can be done as part of the intergenerational workshop from our recommendations. We feel it is vital that these resources are driven by young people's perspectives of the digital world, and that they should include positive stories about our digital experiences to inspire our parents and carers.

**1.7 We want Scotland to be a world leader in engaging with young people in all decision-making processes about the digital world. We believe that it should be a condition to business investments, funding and grants.**

Policy, products, and services intended for young people should involve genuine engagement with its target audience during its design, development and testing stages – the earlier on in the process the better. The goal is not to produce products and services that are simply designed for the users, but with the users. We understand that money is the motivation behind most business decisions, so we want to see business investors and funders such as Scottish Enterprise and Creative Scotland to make co-production and user-led design a condition to their investments. We want to promote rights respecting products and services by design, right from the very beginning. This co-design approach, as modelled by us, underlines the importance of Article 12 of the UNCRC: our right to express our views, feelings and wishes in all matters affecting us, and to have our views considered and taken seriously.

## Theme 2: Inequality in the digital world

**2.1 We call for the Scottish Government and local authorities to prioritise technology in school, library and youth work service spending, and to relax content filters and firewalls.**

Regardless of social status, ability, or home situation, all young people deserve the right to the same level of engagement with the digital world. As most young people are in education, we see opportunities for schools and other educational institutions to be at the forefront of tackling this inequality. By levelling access to technology, we are also levelling access to opportunities – giving everyone the same chance to succeed and creating a positive future for them.

A key factor is the equipment and resources available in schools and informal learning settings, which is why we urge local authorities to prioritise technology in school spending. This is the first step in widening access to technology. For those in informal learning settings, this responsibility for ensuring equal access falls with the youth work service provider. In all cases, technology should be easily accessible via public services such as the library.

Equal access is just as much about educational use as it is about recreational use. Although the school or educational service provider can often provide the means to connect, content is blocked as they are considered non-educational or potentially harmful. Often these restrictions are broad and keyword-based, which can cause perfectly innocent contents to be caught up in the filter. As well as having the right to be educated about navigating ourselves safely online, we also have the right to access information and to play. While we recognise that there is a safety issue involved here, these access restrictions can be made more flexible, by allowing wider non-educational access during break times and before and after school. This would take into considerations those whose only access to the internet is within school, youth work services or public services.

**2.2 We call for greater internet access in rural areas of Scotland.**

In rural areas of Scotland where broadband often does not reach, it can be difficult to gain access to the internet, which closes off opportunities for those in the areas. We recognise that the Scottish Government is already working to improve the infrastructure, and we would like to reiterate its importance and priority in tackling inequality for young people.

**2.3 We call for free WiFi in public and outdoor space across Scotland which also complies with our recommendations around data (3.1 and 3.2).**

To make the internet truly accessible for all, we need to make sure that it is financially accessible so that young people from all financial backgrounds can have equal opportunities to the internet. As a first step, we would like to see further roll-out of the free public outdoor WiFi service, similar to that already implemented in the Edinburgh City Centre, to cover parks and street corners in all city or town centres and high streets in Scotland. This should also cover areas such as libraries, sports centres, museums, schools, hospitals, and other public buildings. We would also like to see free public internet access available on all public transports across Scotland, including buses, taxis, trains, and subway – as well as in their terminals and stations. This provides a baseline for internet access for all, regardless of their ability to afford it in their home.

We ask that these free internet access services to also comply with our recommendations around data – namely that they do not collect unnecessary data from our usage, and that we are given opt-in options for how we want our data to be used.

## Theme 3:

### Data collection and commercial use

#### 3.1 We call for all private, public and third sector organisations to establish and follow an agreed set of writing guidelines for Terms & Conditions and Privacy Policies.

Terms and Conditions and Privacy Policies shouldn't be a barrier to the proper and informed use of a service. Rather, these documents should support and facilitate it.

#### 5RIGHTS YOUTH COMMISSION'S GUIDELINES FOR TERMS & CONDITIONS

- ▶ **Co-production:** Where possible, these documents should be co-designed with the target audience and people with disabilities to ensure accessibility and inclusion.
- ▶ **Presentation:** terms and conditions should be displayed to the user in a readable format – rather than merely as a link above the 'I agree' box.
- ▶ **Summary:** A mandatory summary, of no longer than 300 words and in plain English, about the key information and facts of the terms at beginning of the document for easy access.
- ▶ **Interaction:** The use of interactive elements and aids, such as video and visuals, to explain the more complex or abstract ideas.
- ▶ **Language:** Language should be pitched at the youngest target audience - where the target audience is 13 years of age or over, the language used should be suitable for the average reading ability of a 13 year old.
- ▶ **Jargons:** The minimal use of legal or technical jargon, particularly when a service is targeted at a young audience.
- ▶ **Format:** These documents should take into account the specific challenges for those with learning difficulties, such as dyslexia. Dyslexia-friendly formats include (taken from Dyslexia Scotland's resource 'Dyslexia-friendly formats'<sup>7</sup>):

<sup>7</sup> [http://www.dyslexiascotland.org.uk/sites/default/files/library/dyslexia\\_friendly\\_formats.pdf](http://www.dyslexiascotland.org.uk/sites/default/files/library/dyslexia_friendly_formats.pdf)

We call for a set of strict guidelines for documents such as terms and conditions and privacy policies, which can form part of the requirements for our recommendation for the Rights Respecting Businesses Award. These include the following:

#### ADVICE FROM DYSLEXIA SCOTLAND

1. Avoid black text on a white background and light text on a dark background
2. Use text at font size 12 or above
3. Use fonts which are clear, rounded and have a space between letters – for example Century Gothic, Arial, Verdana, and Tahoma – and are fully accessibility compliant
4. Use 1.5 or double line spacing
5. Use lower case rather than capital letters
6. Use numbers or bullet points rather than a continuous prose
7. Use text boxes, borders or bold text for headings or to highlight important text
8. Avoid underlining and italics
9. Colour-code text
10. Sentences and written instructions should be short and simple
11. Keep paragraphs short
12. Avoid too much text on the page



#### 3.2 We want to limit the unnecessary collection and use of young people's data, and be offered options to opt-in and customise our consent.

This recommendation deals more specifically with issues around sensitive data, which includes the user's ethnicity, their faith, political opinions, any physical or mental health condition and sexuality<sup>8</sup>. In the case of social media, this type of sensitive data is often generated after signup and the user's agreement to its terms and conditions. Rarely is there warning to the user just how 'sensitive' their data has become, and that regardless of sensitivity it is still included in the consent to access and collect that they have already given to the service provider.

Data is required to create services that are interactive, adaptive and flexible. However, not all data is relevant or necessary to the service, and it is often collected primarily for profit. We call for greater enforcement of the protections within the Data Protection Act, which states:

"Personal data shall be processed fairly and lawfully if it is not processed for profit...Data also cannot be processed unless the individual rights and freedoms of the data subject are protected." Essentially, data cannot be collected if its sole purpose is to be profited from – especially when at the time of signup it would have been impossible for us to foresee what sort of data we will be generating, and allowing collection, on the service.

By limiting the unnecessary collection and use of our data, we want to see that instead of being given a single box to sign away all of our data, we can be given more options. We want to be able to customise what type of data we are happy to consent and for what purposes we are happy for it to be used. This customisation of consent is particularly important for data not essential to the running of the service, and even if we choose not to consent for some of our data, we should still be allowed full access to the service. At signup, all of these consent options should be set as opted-out by default, so as not to assume our full consent as many existing services do currently.

<sup>8</sup> Data Protection Act (1998), Part 1, Chapter 2 'Sensitive personal data'.



## Theme 4: Quality of education and support in schools and youth work

### 4.1 We call for future curriculum reviews in all subject areas to be co-designed with young people, and also with the industry.

An updated curriculum will prepare young people for the future and allow them to conquer the digital world with confidence and enthusiasm. This creates a new era of digitally literate young people with the digital knowledge to apply themselves to new roles in life. This recommendation applies not only to the Technologies and Computing Science curriculums, but across all subjects because we believe digital literacy should be integrated in all subject areas. We will explain this idea in further detail under recommendation 4.2.

The fast pace of the digital world means that the curriculum will have to be kept up to date rather frequently and we believe young people can play a key role in informing adults in this process across all subject areas. By involving young people as early on as possible in the design of the curriculum, we can have our voices and needs heard and addressed directly. Where possible, this should also involve the industry to ensure the skills that we are taught meet the needs and expectations of our future employers.

We recognise that the Scottish Government is already doing work around a similar area by working closely with school inspectors<sup>9</sup>, but we would like to see these deliberations being led by young people.

<sup>9</sup> National Action Plan on Internet Safety for Children and Young People

### 4.2 We call for digital literacy to be integrated in all subject areas, and for it to link with career advice and wellbeing.

Our right to digital literacy underpins every right within the 5Rights framework – without appropriate education it would be difficult for us to understand why we might not want to upload something in the first place (right to remove), or the true value of our data (right to know). It therefore covers not only our practical skills, but our physical wellbeing (right to informed and conscious use), emotional wellbeing (right to safety and support), and social skills.

We proactively engaged with Education Scotland during our investigation, having held evidence sessions with them and fed directly into their curriculum review for Technologies. In the evidence they shared with us, we learnt that digital literacy will be introduced to the Technologies curriculum, covering areas such as using digital products to achieve a purposeful outcome, searching and managing information responsibly, and cyber resilience and internet safety. We welcome this introduction, but also want to see this integrated into the curriculum across all subject areas. The skills within digital literacy are broad – to fully capture its real breadth, we need a more consensus approach from teachers and youth workers across all areas to make sure every aspect is delivered and supported.

One example is the Health and Wellbeing curriculum, which in its current form has no mention of digital or technology. During our evidence session with See Me, Respect Me and Aye Mind, we examined the impact that technology use can have on our mental health – and the need for schools and youth work services to support us. With mental health issues such as social media stress and body image anxiety described as ‘our generation’s epidemic’<sup>10</sup> by the Scottish Youth Parliament, there’s no denying that our wellbeing when using technology should be regarded with the same priority as sexual health education and substance misuse education. Topics such as how we can be more aware and in control of our usage, and how we can be more resilient to issues such as body image, FOMO (the fear of missing out), and managing online relationships, have great impact on our everyday life and should very much be part of our curriculum.

<sup>10</sup> [http://www.heraldscotland.com/news/education/14695524.School\\_pressure\\_social\\_media\\_stress\\_body\\_image\\_anxiety\\_Teen\\_Scotland\\_in\\_meltdown/#gallery1](http://www.heraldscotland.com/news/education/14695524.School_pressure_social_media_stress_body_image_anxiety_Teen_Scotland_in_meltdown/#gallery1)

### 4.3 We want to see closer links between industry and education, to provide young people with better context for their learning and to mentor educators around technology and rights.

We acknowledge the great work that is already being done by educators, and understands the challenges facing them – and with this recommendation we aim to support educators via the closer ties with industry experts while providing young people with more contextualised learning. To develop, we recommend that school, youth work services and industry work closer together to explore options for positive role modelling opportunities for young people. The aim for this is not to seek career options or advice from these experts, but rather - through more exposure to the diversity of real life applications, young people can understand the practical implications of what they are learning and be nurtured to advance in STEM subjects whilst tackling the ‘nerdy’ stigmas that exist around them. Specifically it is important to harness this to change gender stereotypes, and through these two-way links there are also opportunities for both the pupils and the industry to gain greater understanding of young people’s rights in the digital world.

There is also potential for a mentoring scheme between educators and industry experts, to give teachers and youth workers, too, a better understanding of the context of their teaching. This can also help teacher and youth workers build confidence in the ever changing world of tech.

Many of the industry experts have a great depth of knowledge and experiences that they can share with young people. Aside from inviting them into schools as external visitors, we believe they can also play an integral part in the core teaching within schools and informal learning settings. Current regulations require them to study for a teaching degree before they would be allowed to teach – but having a teaching degree doesn’t necessarily guarantee that the teaching is up-to-date and relevant. We believe that as part of the efforts to build closer links between the industry, schools and youth work services, there should also be a wider review of how best to support these experts to transition to teaching.

### 4.4 We want to see the initiatives that encourage girls in tech to be more integrated into the core school curriculum and environment.

Many organisations and initiatives, such as Equate Scotland, Girl Geek Scotland and Girls into Digital World, have been created by experts to raise awareness about the deficiency of females in the tech industry. We recognise much is already being done in Scotland to remove gender stereotypes in tech and support young women’s right to digital literacy - widening access to the more advanced digital skills.

We also understand that many of these initiatives operate in the form of extra-curricular activities, which tend to attract girls who are already interested in technology. We believe there is still room in the curriculum and within the school environment, to embed and integrate the good work that is already being done by these organisations so that it reaches out to even more girls, and to support the universality of young people’s right to digital literacy.



## Theme 5: Cyber Resilience

### 5.1 We call for a centralised point online for young people to review their digital footprints – using the data that we have already shared constructively and positively.

It is easy to lose track of the data and content that we upload or post online – a photo that we posted several years ago, a rarely used account that we have completely forgotten about, comments and statuses left by others about us. If we could be provided with a tool that could help us review what we have left behind across the web, then it would also enable us to curate our digital footprints and exercise our right to remove.

During our evidence session with the Data Lab, we examined how data can be used for good - and we believe this is an area where the data that we have already shared can be put to good use. We want to see the development of a one-stop online platform, which pulls together all of the trails and footprints that we leave behind all over the internet. This includes the content that we create ourselves, the data that services generate about us, and content that others create about us. This data is already available for others to see elsewhere on the internet, but collating everything into one place can better inform us and encourage us to think how we want to be represented online.

To take this forward, we would like to investigate, through the links that we have established with the tech industry and data specialists such as the Data Lab, the technical specifications for such a platform.

### 5.2 We call for the use of the Young Scot National Entitlement Card as a secure way of age verification in the digital world.

With approximately 653,031 cardholders, the Young Scot National Entitlement Card is available for free to everyone aged 11-25 living in Scotland. We can already use the card to prove our age in shops and on public transports because it is part of the PASS Scheme. In much the same way that we want to prove we are under a certain age to gain access to discounts and opportunities, we believe there is a need for it in the online world also – an example would be the peer-to-peer forum mentioned in our recommendations, to ensure that certain spaces, opportunities, services, and of course protection, are only accessible to young people.

Since the card already exists as a legal form of age verification in the offline world, we want to see funding and resources to go into developing the technology for it to be used as age verification in the online world also.



### 5.3 We want to see a more inclusive definition of 'cyber resilience', and better education and awareness raising.

We recognise the work that has already been done by the Scottish Government around cyber security and resilience. The Cyber Resilience Strategy published in November 2015 sets a solid framework for how Scotland as a nation can become more resilient against cybercrimes. However, we have found only three mentions of children and young people in the report, and we find its overall tone to be aimed more towards businesses and industry, focusing mainly on data breaches, hacking, and computer viruses. We believe the strategy would have been even more inclusive, had young people been part of its development. It very rightly points out that education and awareness raising plays an integral part in the strategy, but education on how to recover from personal crimes such as grooming, stalking, and online threats, are just as important as those mentioned in the report.

According to our survey, only 7.1% of young people named scams, hacking and frauds as the single biggest threat to young people in the digital world – but 50.2% of young people identified anonymity and targeting as our biggest threat. It is vital that young people's concern is responded to accordingly, and that we are educated about the breadth of the different kinds of cybercrimes as well as how and where we can seek support.

### 5.4 We would like to see clearer definitions of cybercrime and reportable offences online, and support for harms that are not illegal.

Police Scotland very rightly emphasises that 'if it's illegal offline it is illegal online'<sup>11</sup>, with examples including the posting of contents that promote crime or violence, threats, blackmail or extortion – but it is never too prudent to provide some more specific and clearer definitions and examples, especially when it comes to informing young people, and empowering them to report and seek help.

We believe that young people can be made more aware of the types of things they see online that they should or can report, and the investigative process and consequences that will follow. Not only will the education around this increase our confidence in seeking support, it can also act as a deterrent against committing these offences ourselves.

For the harm that we come across in the digital world that is not reportable to the police, we should also be taught who we can go to for support, and the strategies in coping with online nuisance.

It is easy to lose track of the data and content that we upload or post online – a photo that we posted several years ago, a rarely used account

<sup>11</sup> <http://www.scotland.police.uk/keep-safe/keep-secure-online/>





# Next Steps

In May 2017, we presented our recommendations and findings to the Scottish Government.

We are now looking forward to progressing to see what would be possible, in terms of the impact of our report and for young people to continue being the steering force behind these recommendations and their implementation. We are keen to hear what you think of our work, of the recommendations we have put forward, and of our rights as young people in the digital world.

We are also keen for you to become a 5Rights signatory, to join the 5Rights Coalition of organisations and individuals who have pledged their support for the realisation of children and young people's rights in the digital world. It is an invitation to build each of the 5Rights principles into your own behaviours, and to create a better and more empowering digital world for us.

► [Join us at 5rightsframework.com/sign-up.html](http://5rightsframework.com/sign-up.html)

If you would like to help or support us in bringing our vision for a rights-respecting digital world for young people into reality, we want to hear from you:

- Visit us on the web at [www.young.scot/5Rights](http://www.young.scot/5Rights)
- Call us on 0131 313 2488
- Email us at [5Rights@young.scot](mailto:5Rights@young.scot)
- Tweet us with #5RightsYC

# National Peer Survey

1st SIMD2016 Quintile	2nd SIMD2016 Quintile	3rd SIMD2016 Quintile	4th SIMD2016 Quintile	5th SIMD2016 Quintile
19.3%	20.8%	18.8%	19.6%	21.5%

Age Unknown	Age 10 & under	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19
0.6%	0.2%	6.8%	15.7%	9.8%	9.6%	20.8%	20.8%	20.8%	20.8%	11.4%

We asked 1675 young people (under 18), from all 32 council areas in Scotland, about their digital experiences.



## OUR RIGHTS ONLINE

- ▶ **40.6%** do not know if their rights are being observed in the digital world
- ▶ **30.5%** said some of their rights are being observed, with **11.3%** who said all of their rights are being observed
- ▶ **14.7%** believed few of their rights are being observed, with only **2.9%** who said none of their rights are being observed

## IMPACT OF TECH USE

- ▶ **67.5%** of young people sleep for less than 8 hours a night on average
- ▶ Of those who sleep for less than 8 hours a night, **41.2%** feels their device affects their sleep
- ▶ **51%** agreed or strongly agreed that they find it difficult to live their life without their devices
- ▶ 69% believe that some technology products and services have been designed to be addictive
- ▶ Although the majority (**52.9%**) don't feel that they would be missing out on things if they weren't always available online
- ▶ **44.9%** don't know if their wellbeing is taken into account by technology or social media companies. **36%** said it isn't, with only **18%** believe that it is

## ACCESS & RESTRICTION

- ▶ **58.9%** of young people said their parents or carers had tried to limit the amount of time they spend on the Internet
- ▶ Only **37.6%** of young people said their parents or carers had tried to limit the kind of websites they use on the Internet
- ▶ The most popular website to be banned by parents and carers is Facebook (**54.4%**)
- ▶ The majority (**63.1%**) of young people don't believe that age restriction is an effective means of protection from harmful content

## SAFETY & SUPPORT

- ▶ According to **52.1%** of young people, the biggest threat in the digital world for young people is anonymity, bullying and targeting – this encompasses bullying online, trolling, grooming, and other targeted exploitations caused by anonymous contacts.
- ▶ **47.1%** of young people said they have come across anything that has upset them online
- ▶ **76.9%** of young people who have come across something that has upset them online, have not sought support
- ▶ Of those who did seek support, **55.9%** went to their parents or carers (another **16.9%** went to their wider family), followed by **20.3%** who went to their school or teacher.
- ▶ **59%** of young people has experienced, or known someone else who has, bullying behaviour online
- ▶ **90.1%** said they have never purposefully targeted someone negatively online – although **5.7%** admitted that they have
- ▶ **60.8%** of young people feel that the advice they have received from their parents/carers or school about online safety is between somewhat relevant and very relevant

## DATA CONTROL

- ▶ The majority (**68.9%**) feel that they have enough control over the privacy of their social media accounts
- ▶ Most (**68.9%**) also recognised that delete doesn't always mean delete
- ▶ **67.4%** said they were aware what their information and data could be used for by others
- ▶ Most of the young people who responded weren't especially concerned about their data - **67%** felt somewhere between neutral to somewhat concerned about what their information and data can be used for
- ▶ **74.9%** said they would read terms and conditions if they were shorter or easier to read and understand

# Acknowledgements

## FUNDERS & PARTNERS

**The Scottish Government**  
**5Rights**  
**Members of the Scottish Parliament**  
**Members of the House of Lords**

## EVIDENCE

**Over 2000 young people**  
**Nick Pickles and Kira O'Connor**, Twitter  
**Caroline Millin and Harry Kinmonth**, Facebook  
**Katie O'Donovan**, Google  
**David Ferbrache OBE**, KPMG  
**Sean Kornish**, JPMorgan Chase  
**Dr Greg Singh**, University of Stirling  
**Emma Whitelock**, Lead Scotland  
**Kirsty McFaul**, Education Scotland  
**Laura Sharpe**, See Me  
**Lorraine Glass**, Respect Me  
**Trevor Lakey**, Aye Mind  
**Jesper Harbers**, 8 Million Stories  
**Tam Baillie**, Children and Young People's Commissioner for Scotland  
**Craig Steele**, Coderdojo  
**Mary Sharpe and Darryl Mead**, The Reward Foundation  
**Roman Popat**, The Data Lab

## SUPPORT

**Sheldon Paquin**, Science Museum (London)  
 Scottish National Portrait Gallery  
 Dare to Be Digital  
 Just Festival  
 Edinburgh Digital Entertainment Festival  
 Youthlink Scotland  
 Scottish Learning Festival  
 Scottish Leaders Forum  
 ScotlandIS  
 Holyrood Communications  
 Product Forge  
 Children in Scotland  
 SPEN (Scottish Peer Education Network)  
 Who Cares? Scotland  
 LGBT Youth Scotland  
 National Deaf Children's Society  
 Sense Scotland  
 Girlguiding Scotland  
 Scouts Scotland  
 The Boys' Brigade Scotland  
 RNIB Scotland

## TRAINING

**Scott Liddell**, Sky  
**Mel Sherwood**, Grow Your Potential

# 5RIGHTS COALITION

The 5Rights Coalition is a broad coalition of organisations and leaders representing every element of civil society, who are committed to create a digital world that young people can access creatively, knowledgeably, and fearlessly. We invite you to join us, and start embedding our rights into the digital world: beginning with your own organisation.



Signatories in Scotland include (at time of writing):



FOR FULL LIST OF SIGNATORIES, PLEASE VISIT [5RIGHTSFRAMEWORK.COM/SIGNATORIES.HTML](http://5RIGHTSFRAMEWORK.COM/SIGNATORIES.HTML)

## Get in touch



Visit us on the web at [www.youngscot.net](http://www.youngscot.net)



Like us at [www.facebook.com/YoungScot](http://www.facebook.com/YoungScot)



Call us on 0131 313 2488



Follow us on Snapchat at [youngscotsnaps](https://www.snapchat.com/add/youngscot)



Email us at [info@young.scot](mailto:info@young.scot)



Follow us on Instagram at [youngscot](https://www.instagram.com/youngscot)



Tweet us [@youngscot](https://twitter.com/youngscot)



[www.young.scot/YouTube](http://www.young.scot/YouTube)

Young Scot Enterprise is a Scottish registered charity (SC029757) and is a company limited by guarantee (202687) with its registered office at:

Rosebery House,  
9 Haymarket Terrace,  
Edinburgh, EH12 5EZ



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection and Head of Inclusive Education, Culture &amp; Communities</b>	<b>Report No:</b>	<b>EDUCOM/49/18/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott Service Manager: Community Learning &amp; Development, Community Safety &amp; Resilience and Sport</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Grants to Under 19s Sports Groups</b>		

---

## 1.0 PURPOSE

- 1.1 To propose a new framework for agreeing, and funding, waivers to the Under 19s Sport Groups.

## 2.0 SUMMARY

- 2.1 The current policy of granting waivers to letting charges has developed over a number of years with the last revision to elements of the policy being March 2014.
- 2.2 The Core budget for 2018/19 is £161,000.
- 2.3 It is proposed to create a new system of funding for Under 19s Sports Groups, linking the grants process into the system currently operated successfully for the Grants to Voluntary Organisations.
- 2.4 This process will involve the submission of an application form and supporting documents which will then be assessed by Officers. The process will help to improve the effectiveness and impact of funding disbursed through the Grants to Under 19s Sports Groups; ensure groups are complying with all relevant legislation; follow the public pound and ensure best use of resources.
- 2.5 Guidance notes will be available to all groups to support the grant application process.
- 2.6 Quarterly payments will continue to be made to all groups who meet the reporting conditions and provide evidence of payments to Inverclyde Leisure for letting charges incurred.
- 2.7 No 'cap' has ever been set on grant awards approved. Currently four groups are awarded approximately £15,000 in funding. To ensure fairness to all applicants, it is proposed that an award cap of £15,000 is now set.



### **3.0 RECOMMENDATIONS**

It is recommended that the Committee:

- 3.1 Approves the terms and conditions of registration process for Under 19s sports organisations benefitting from funding.
- 3.2 Gives approval to the proposed cap on funding.

**Martin McNab,  
Head of Environment &  
Public Protection**

**Grant McGovern,  
Head of Inclusive Education, Culture  
and Communities**

## 4.0 BACKGROUND

- 4.1 Grants were previously issued to pre-youth clubs using a funding formula based on the number of young people attending each club.
- 4.2 As the core budget was reduced then grants to clubs were also reduced pro-rata, with clubs receiving around two thirds of that previously awarded.
- 4.3 Given the reliance on clubs to provide accurate data, this is now regarded as an ineffective way of calculating funding due.

## 5.0 IMPLICATIONS

### Finance

#### 5.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
00474 000 60032		161,000			

### Legal

5.2 None

### Human Resources

5.3 None

### Equalities

5.4 None

### Repopulation

5.5 None

## 6.0 CONSULTATIONS

6.1 None required.

## 7.0 BACKGROUND PAPERS

7.1 The application forms and guidance are available on request.

**Under 19's Sports Grants  
Guidance Notes for Registration and Application  
One off Grants  
April 2018 – March 2019**

**The purpose of the Under 19's sports grants fund is to support groups with the ongoing running costs of their club whilst they provide sporting activities which contribute to the quality of life of the young people of Inverclyde.**

**You can only apply for one of our grants if:**

- You are actively operating, training and playing in Inverclyde or setting up to do so
- You are a sports club which has an Under 19 section/players
- You are a voluntary sports group
- You have a constitution, set of rules or Memorandum and Articles of Association which is dated and signed as 'adopted' by an office bearer on behalf of your group
- You have a bank or building society account which requires at least two signatures on each cheque or withdrawal
- You have Public Liability Insurance
- You can spend the grant within one year of the date of our award letter
- Your organisation is registered with Inverclyde Council (see below)

**We will not:**

- Give grants to cover goods or services that you order or receive before the date on our award letter
- Give grants to cover core salary costs
- Award any organisation more than £15,000 - the maximum amount which can be received
- Fund activities which have closed membership or that discriminate against other groups or residents of Inverclyde
- Fund private clubs for commercial activities but will consider requests to support initiatives designed to widen access and increase participation by disadvantaged and under-represented groups
- Normally fund organisations who are in receipt of other Council funding or who have a turnover of over £150,000
- Fund organisations who contract with, or intend to contract with, the public sector.

## THE REGISTRATION PROCESS

The registration process is designed to:

- Improve the effectiveness and impact of funding disbursed through the Grants to Under 19's Sports Groups
- Help the Council to confirm compliance with all relevant legislation (Health and Safety, Child Protection, etc)
- Follow the public pound and ensure best use of resources
- Inform decisions about the level of funding to be awarded to organisations

All organisations will now be required to register with the Council.

### Your Application's Journey

- Your registration/application form comes in and we check to see if it is complete
- If your application is not complete, or there are missing supporting documents, we will send it back to you with a letter/e-mail to say why
- Incomplete or late applications will not be assessed



- If your registration/application is complete, it will be assessed officers of the Council will undertake a technical assessment to ensure it complies with legal and financial requirements
- Organisations who fail this technical assessment will be advised of the reasons for this and given the opportunity to rectify the position
- Applications which pass the technical assessment will be forwarded to the Grants Committee for consideration along with an officer assessment of how well the applications meets the Council's priorities and the aims of the Sports Grants



- Your application will be considered by the Grants Sub Committee
- If the Grants Sub-Committee decide to reject your application, we will let you know as soon as possible by letter
- If we decide to give you a grant, we will write to you and confirm the amount which will be paid directly into your nominated bank account



- You will have to provide an update on actual spend and activity on an annual basis

### How we Assess your Application

We will look at:

- How your group/project is set up and managed
- What difference your grant will make in meeting the needs of your community and how it will help address the priorities of Inverclyde Council and its Partners as outlined below:

<b>SINGLE OUTCOME AGREEMENT</b>	
<b>1</b>	Inverclyde's population is stable with a good balance of socio-economic groups.
<b>2</b>	Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life.
<b>3</b>	The area's economic regeneration is secured, economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential.
<b>4</b>	The health of local people is improved, combating health inequality and promoting healthy lifestyles.
<b>5</b>	A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates.
<b>6</b>	All our children and young people have the best possible start in life.
<b>7</b>	Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations.
<b>8</b>	Our public services are high quality, continually improving, efficient and responsive to local people's needs

As we consider your registration/application form, we may phone you for more information about your organisation or activities. We may also contact your referee.

### **Successful Applications**

If we award you a grant, you will have to keep to our terms and conditions. You must agree to these in advance by signing the Conditions section of this form. This does not guarantee that you will get a grant but will help us to pay any grant quickly.

## Notes to help you with the questions on the registration/application form

Please keep these guidance notes beside you and refer to them while you complete the form. **Those elements of the application which will be included in the technical assessment are highlighted in bold italics.**

### Section 1 – How your organisation is set up and managed

This section is about your organisation's details. The main contact requested in 1(b) must be someone from your group who can talk about your application in detail.

When completing question 1(f) it is important to give as clear a description as possible of what your organisation does. For example, if the purpose of your organisation is to represent the views of your community to public sector agencies, you should state how you go about finding out views of your community, how you go about communicating these views to the agencies concerned and give some examples of recent activities/successes in influencing decisions.

When assessing this section of your application and the documents attached officers will consider:

- How your organisation is structured and managed
- The extent to which the work of your organisation is directed and delivered by local people
- ***Whether those organisations working with children, young people or vulnerable adults have the correct safeguarding procedures in place***
- What your organisation is set up to do and how well it is achieving its aims and priorities

### Section 2 – What difference will your grant make?

These questions are about what your group would do with the grant if your application is successful.

This section in particular will allow us to assess your application so it is important that you complete it to the best of your ability. At 2(a) you should describe the project activities you want us to fund. At 2(b) indicate how you know there is a need for these activities and how you will know that you are being successful in meeting this need. For example, if you are an arts organisation you should identify the benefits to your target group of participating in your arts activity and how you know these benefits are being achieved.

At 2(c) you should take the opportunity to describe how the activities funded by the grant will contribute to achieving the outcomes identified on page 3 of these notes.

It is important that your work is additional to what is already available and that it does not duplicate services provided by another group or agency. Work that complements services provided by another group or agency is acceptable as long as it is clearly additional. Please give us a realistic estimate of the number of people who will benefit from the grant 2(e) and how you have calculated for this. For example, if you are a bowling club or a sports club you should attach a record of the number of members/players over the past year.

When assessing this part of the application officers will consider:

- What difference your grant will make in meeting the specific needs of your community or target group
- The contribution your project can make to achieving the priorities of the Council and its partners, including its **responsibilities in promoting equality of opportunity and addressing discrimination**
- Whether the grant will represent value for money in terms of the number of people it will benefit

### **Section 3 – Project Costs**

Please make sure the amount you are asking for is based on real and accurate costs. We would like to see most applicants contributing something towards their costs - in cash, in kind or both. Please try to estimate the cost of in kind support to the nearest pound (in kind support includes items such as volunteer time, materials, premises, transport and so on).

It is important to tell us if you are applying to another funder for anything that is included in this application. Should any other such application be successful, it is vital that you tell us as soon as practicable. Failure to disclose this information may result in an offer of grant being withdrawn or your group having to repay some or all of any grant paid out.

At 3(d) please tell us if your group has previously submitted an application to Inverclyde Council, whether this was successful and the amount received.

### **Section 4 – Other Information**

It is important that you enclose all supporting documentation with your application:

***A copy of your most recent set of audited or independently examined accounts or, if you are a new organisation, a record of income and expenditure, dated and signed as approved and a copy of your most recent bank statement.***

***A copy of your organisation's constitution, or other governing documents, dated and signed as approved and records of the last 3 meetings of your governing committee/board.***

***A copy of your most recent annual report or equivalent summary of the work of your organisation***

***For organisations working with vulnerable adults, children and young people under 16 years of age only, you are required to provide the Council with information about the steps taken by your organisation to ensure the appropriate PVG procedures are in place.***

FAILURE TO PROVIDE SUCH INFORMATION WILL RESULT IN YOUR APPLICATION BEING DEEMED AS INCOMPLETE. APPLICATIONS WILL NOT BE ASSESSED UNTIL ALL RELEVANT SUPPORTING DOCUMENTATION HAS BEEN RECEIVED.

We require the signature of the contact person in 4(b). In addition to this, we require the name, signature and contact details for an independent referee. This could be a local councillor, lawyer, Justice of the Peace, senior bank official or someone in your community with particular experience of your work.

The person who signs 4(d) and the Conditions clause **should not** be the same person who is the contact person.

When assessing your application/documentation officers will consider:

- ***The proportion of running costs the Council will be paying with a view to avoiding an organisation becoming entirely dependent on Council funding***
- ***Whether funding the staffing costs of an organisation could place the Council in a position where they might be implicated in job losses if the grant is not continued***
- ***Whether the proposed use of the grant could set a precedent which might impact negatively on the effectiveness of the Council's grant scheme***
- ***The sustainability of the project if grant funding were to be discontinued***
- ***The level of turnover of your organisation as this is a small grant scheme intended for small organisations***
- ***The operating surplus or loss of your organisation and how this might impact on your ability to deliver the actions***
- ***The amount requested relative to the amount held in reserves***
- ***The efforts made by your organisation to attract funding from other sources***
- ***Compliance with procedures for the Protection of Vulnerable Groups***
- ***Health & Safety***
- ***Cross-subsidy or state aid***
- ***Best use of public monies***

## **CONDITIONS OF GRANT**

Please read the Conditions of Grant carefully and only sign them if you understand and agree to them. Organisations working with vulnerable adults and/or children and young people are now required to demonstrate that they have appropriate procedures in place prior to their grant being approved. Most commonly these procedures will relate to staff and volunteers being subject to checks through the Protection of Vulnerable Groups Scheme (PVG). If your organisation works with children under 8 on a regular basis that exceeds 2 hours per day for more than six days a year, you may require to be registered with the Care Inspectorate. It is the responsibility of your organisation to establish these obligations. If you are unsure of your obligations, further information and support can be obtained from CVS Inverclyde by calling 01475 711733 or by e-mailing [admin@cvsinverclyde.org.uk](mailto:admin@cvsinverclyde.org.uk)

If on reading this guidance you feel that this grants fund is not the right source of funding for your organisation you can get information on other sources of funding and help with your application from CVS Inverclyde by calling 01475 711733 or by e-mailing [admin@cvsinverclyde.org.uk](mailto:admin@cvsinverclyde.org.uk)



**Completed registration/application forms should be sent to:**

**By E-mail:**

Attaching all required documents send e-mail to [safer.communities@inverclyde.gov.uk](mailto:safer.communities@inverclyde.gov.uk)

**By handing it in to our office:**

FAO Wendy Vize, The James Watt Building, 105 Dalrymple Street, Greenock. Please note we have controlled access to our building.

**By Post (Please ensure correct postage):**

FAO Wendy Vize  
Safer & Inclusive Communities  
Inverclyde Council  
The James Watt Building  
105 Dalrymple Street  
Greenock  
PA15 1HU

Under 19's Sports Grants  
Registration/Application Form – One off Grant  
2018-2019

**PLEASE REFER TO THE GUIDANCE NOTES BEFORE COMPLETING THIS FORM**

**SECTION 1 – HOW YOUR ORGANISATION IS SET UP AND MANAGED**

**1 (a) Name of Organisation**

Please enclose a copy of your constitution/governing document and records of the last 3 meetings of your governing committee/board with this form. If the name on your constitution is different to the name given above, please write it here and explain why it is different.

**1 (b) Name of main contact in the group:** (the person we should write to)

Title	First Name	Surname
<input type="text"/>	<input type="text"/>	<input type="text"/>

Position held in the group

Contact address, including **full** postcode

<input type="text"/>	
<input type="text"/>	Postcode

Phone:	Daytime	<input type="text"/>	Evening	<input type="text"/>
--------	---------	----------------------	---------	----------------------

E-mail Address:	<input type="text"/>
-----------------	----------------------

Website address (if applicable):	<input type="text"/>
-------------------------------------	----------------------

**1 (c) If you have any communication needs please tell us what these are:**

**1 (d) What type of group are you? (You do not need to be a recognised charity to get a grant, but if you are we need your number for our records)**

<input type="checkbox"/> Not a registered charity	<input type="checkbox"/> Waiting for charitable status	
Charity registered with Office of the Scottish Charity Regulator. Registration Number:		<input style="width: 100%;" type="text"/>
Company limited by guarantee. Company Number:		<input style="width: 100%;" type="text"/>
Scottish Charitable Incorporated Organisation Registration Number:		<input style="width: 100%;" type="text"/>
How many people are on your organisation's governing body or management committee?		<input style="width: 100%;" type="text"/>
How many people are involved in delivering the activities of your organisation?		<input type="checkbox"/> full time <input type="checkbox"/> part-time <input type="checkbox"/> volunteers
Are you a branch of larger organisation? If yes, what is the name of this organisation?		YES/NO
Are there any restrictions on who can join your organisation? If yes, what are they and Why do you have them?		YES/NO

**1 (e) Please give us your bank account details**

Account Name	<input style="width: 100%;" type="text"/>
Bank or building society name	<input style="width: 100%;" type="text"/>
Bank or building society address	<input style="width: 100%;" type="text"/>
	<input style="width: 100%;" type="text"/>
	Postcode
	<input style="width: 100%;" type="text"/>

Sort code   -   -   Account No

How many people have to sign each cheque or withdrawal from this account?

Please list all the people who are authorised to sign cheques on this account.

1 Name	<input style="width: 100%;" type="text"/>	Position in the group	<input style="width: 100%;" type="text"/>
2 Name	<input style="width: 100%;" type="text"/>	Position in the group	<input style="width: 100%;" type="text"/>
3 Name	<input style="width: 100%;" type="text"/>	Position in the group	<input style="width: 100%;" type="text"/>
4 Name	<input style="width: 100%;" type="text"/>	Position in the group	<input style="width: 100%;" type="text"/>

**1 (f) What are the main activities of your organisation or what services do you provide?**

**1 (g) Does your project involve work with children, young people under the age of 18 or vulnerable adults? YES/NO**

If yes, as a minimum we expect you to:

- have safeguarding policies in place that are appropriate to your organisation's work and the project you are asking us to fund (*please include a copy of relevant documentation with this form*)
- review your safeguarding policies at least every year
- comply with the National Protection of Vulnerable Groups Scheme
- follow statutory or best practice guidance on appropriate ratios of staff or volunteers to children, young people or vulnerable adults
- provide child protection and health and safety training or guidance for staff and volunteers
- carry out a risk assessment, if appropriate
- secure extra insurance cover, if appropriate

Does your organisation meet these requirements?

Yes

No

**1 (h) If your organisation is registered with or inspected by bodies that enforce safeguarding arrangements (such as the Care Inspectorate) please give details below, including any reference numbers**

**1 (i) Is your club affiliated to Sport Inverclyde (the local Sport Council)?**

Yes

No

**1 (j) Is your club an Active Schools Accredited Club?**

Yes

No

**SECTION 2 – WHAT DIFFERENCE WILL YOUR GRANT MAKE?**

**2 (a) What project or activities do you want us to fund?**

**2 (b) How do you know that there is a need for your project and how will you demonstrate that your activities are being successful in meeting this need?**

**2 (c) Tell us what impact or difference you think it will make on one or more of the Council's key priorities as listed in the Guidance Notes which were sent out with your application**

**2 (d) In what ways will your organisation support the work of the Council and its partners to achieve their priorities? Please tick all that apply and add others as appropriate**

	Tick
Promoting volunteering by recruiting, training and supporting volunteers	
Promoting learning and development by displaying information, hosting presentations, facilitating access/signposting to services as appropriate	
Promoting healthy choices and lifestyles by displaying information, hosting presentations, facilitating access/signposting to services as appropriate	
Promoting financial inclusion by displaying information, hosting presentations, facilitating access/signposting to services as appropriate	
Promoting active citizenship by displaying information, participating in consultation and engagement initiatives, representing the views of your organisation/membership, encouraging participation in Community Councils/other representative groups	
Promoting inclusion and equality by displaying information, hosting presentations, facilitating access/signposting to services as appropriate	
Other (please specify)	

**2 (e) How many people will directly benefit from the grant? (please give a number and any additional information that might be relevant)**

**2 (f) Which of the following best describes the people who will benefit from your project? Please enter an approximate/target number against all that apply.**

<input type="checkbox"/> Children under 8 years <input type="checkbox"/> Adults <input type="checkbox"/> Unemployed people <input type="checkbox"/> Women and girls <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Children 8-11 years <input type="checkbox"/> Older people <input type="checkbox"/> People with illness <input type="checkbox"/> Lone Parents	<input type="checkbox"/> Young people (12-25 yrs) <input type="checkbox"/> People on low income <input type="checkbox"/> Disabled people <input type="checkbox"/> Carers	TOTAL <input style="width: 80px; height: 25px; border: 1px solid black;" type="text"/>
---	--	---	--

**2 (g) Please indicate where most people who will benefit from your project live.**

<input type="checkbox"/> Specific Area of Inverclyde (please specify) <input type="checkbox"/> Inverclyde-wide	
---	--

## 2 (h) Equalities monitoring information

Inverclyde Council puts equality at the heart of our services and we aim to acknowledge and reflect our diverse communities. You are required to answer the following questions to assist Inverclyde Council in monitoring who benefits from this funding.

### Ethnic background

Will your project mostly benefit people from a particular ethnic background?

Yes

No

If yes, tick up to three boxes below

#### White

English/Scottish/Welsh  
Northern Irish/UK

Irish

Gypsy or Irish Traveller

Any other White background

#### Black/African/Caribbean/Black UK

African

Caribbean

Any other Black/African/Caribbean background

#### Other ethnic background

Arab

Any other ethnic group

#### Mixed / Multiple ethnic groups

Mixed ethnic background

#### Asian/Asian UK

Indian

Pakistani

Bangladeshi

Chinese

Any other Asian background

### Gender

Will your project mostly benefit people of a particular gender?

Yes

No

If yes, tick which gender

Male

Female

**Age**

Will your project mostly benefit people from a particular age group?

Yes  No

If yes, tick relevant boxes below

0-24 years  25-64 years  65+ years

**Disability**

Will your project mostly benefit disabled people?

Yes  No

**Religion or belief**

Will your project mostly benefit people of a particular religion or belief?

Yes  No

If yes tick box below

<input type="checkbox"/> No religion	<input type="checkbox"/> Jewish
<input type="checkbox"/> Christian	<input type="checkbox"/> Muslim
<input type="checkbox"/> Buddhist	<input type="checkbox"/> Sikh
<input type="checkbox"/> Hindu	<input type="checkbox"/> Other religion

**Sexual orientation**

Will your project mostly benefit lesbians, gay men, transgender or bisexual people?

Yes  No





## SECTION 4 - OTHER INFORMATION

### 4 (a) This registration/application must be accompanied by the following supporting information.

*A copy of your most recent set of audited or independently examined accounts or, if you are a new organisation, a record of income and expenditure, dated and signed as approved and a copy of your most recent bank statement.*

*A copy of your organisation's constitution, or other governing documents, dated and signed as approved and records of the last 3 meetings of your governing committee/board.*

*A copy of your most recent annual report or equivalent summary of the work of your organisation*

*A copy of your Public Liability Insurance*

*PVG Membership numbers for all deliverers/volunteers*

*A copy of your child protection policy*

*A copy of your player and coach code of conduct*

*A copy of your emergency contact/parental consent form*

*A copy of certificates for all First Aiders*

### 4 (b) The contact person's signature

Signed

Date

--	--	--

### 4 (c) Independent referee's statement

Title

First Name

Surname

Occupation

Contact address, including **full** postcode

	Postcode

Phone:

Daytime

Evening

I confirm that I know this organisation and its work, I have read this application and I support this request for funding. I am willing to be contacted now to discuss this application and at a later date to comment on the grant, if this application is successful.

Signed

Date

--	--	--

**4 (d) Your Chairperson, Vice Chair, Secretary or Treasurer must sign below**

Title	First Name	Surname	Position in the group

Contact address, including **full** postcode

	Postcode

Phone:	Daytime		Evening	
--------	---------	--	---------	--

Signed		Date			
--------	--	------	--	--	--

**To expedite the payment of grant if your organisation is successful, please read, sign and return the attached conditions of grant with your form.**

**Note: The person named at 4(d) must sign the Conditions of Grant.**

**Completed applications should be sent:**

**By E-mail:** Attaching all required documents send e-mail to [safer.communities@inverclyde.gov.uk](mailto:safer.communities@inverclyde.gov.uk)

**By handing it in to our office:**

FAO Wendy Vize, The James Watt Building, 105 Dalrymple Street, Greenock. Please note we have controlled access to our building.

**By Post (Please ensure correct postage):**

FAO Wendy Vize  
Safer & Inclusive Communities  
Inverclyde Council  
The James Watt Building  
105 Dalrymple Street  
Greenock  
PA15 1HU

## CONDITIONS

I confirm that the organisation named at 1(a) has authorised me to sign this agreement on their behalf. To the best of my knowledge and belief, all the information we have given in this application is true and correct. If this application is successful, in full or part, the group will keep to the following terms and conditions. I understand that this is an agreement between this organisation and Inverclyde Council.

We understand and agree the following:

1. We will use any grant for exactly the purpose set out in this application and will not make any major changes to our plans without first receiving Inverclyde Council's agreement in writing.
2. We will not sell or dispose of any equipment or other assets costing over £100 which we have bought with a grant without first receiving Inverclyde Council's agreement in writing.
3. If we make any alterations to our constitution, we shall immediately forward a copy to Inverclyde Council. This copy will be duly dated and signed as adopted.
4. We will inform Inverclyde Council of any changes to our bank or building society account.
5. We will spend the grant within the year in which it is allocated. Any surplus will be immediately repaid to Inverclyde Council.
6. We will submit an End of Grant report in the format requested.
7. We understand that any liability or claims are the sole responsibility of our organisation / group and not Inverclyde Council.
8. We will keep all financial records and accounts, including receipts for items bought with the grant, for at least two years from receiving the grant and make these available to Inverclyde Council if asked. We understand that this does not release us from our legal responsibility to keep records for longer periods.
9. We agree to provide access for persons authorised by Inverclyde Council to all records of our organisation / group and recognise that they have authority to seek explanations as deemed necessary. We understand Inverclyde Council may withhold or ask us to repay a grant, in whole or in part if we fail to keep to these conditions in any way:
  - If the application form was completed dishonestly or the supporting documents gave false or misleading information.
  - If we do not follow equal opportunities practice in employing people, recruiting new members and providing our services.
  - If any member of our governing body, staff or volunteers acts dishonestly or negligently in their work for us at any time during our project.
10. If our group closes down or becomes insolvent, any assets secured with a grant from Inverclyde Council will be transferred to another group with similar aims and objectives. The organisation to benefit will be agreed with Inverclyde Council prior to the transfer taking place.
11. These terms and conditions will apply until we have spent the grant and until the End of Grant report as been received by Inverclyde Council. If we buy any equipment or assets with the grant, these terms and conditions will apply until the end of the normal working life of the assets.
12. We will acknowledge the Council's grant in our annual report, our Chair's or Secretary's report at our AGM, the accounts which cover the period of the grant and in any publicity materials we produce about the project.
13. We will participate in community engagement activities and contribute to development and initiatives relevant to our organisation when requested to do so.
14. Before working with/in our schools you **MUST** complete a PVG update with Inverclyde Council for all deliverers/volunteers that will be working with/in schools. This is in addition to your club PVG.

Name

Position in the group

Signed

Date 

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For Office Use Only

<b>ASSESSMENT CRITERIA</b>	<b>Status of Application</b>	
<b>Form checked and information correct</b>	Date :	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Documentation enclosed</b>	Annual Accounts :	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Constitution :	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Record last 3 meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Annual Report :	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Conditions of Grant signed	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Public Liability Insurance	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Organisations working with Vulnerable Persons</b>		Yes <input type="checkbox"/> No <input type="checkbox"/>
	Documentation provided	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Category assigned</b>		
<b>Application Successful</b>		Yes <input type="checkbox"/> No <input type="checkbox"/>

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection and Head of Inclusive Education, Culture &amp; Communities</b>	<b>Report No:</b>	<b>EDUCOM/50/18 HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott Service Manager: Community Learning &amp; Development, Community Safety &amp; Resilience and Sport</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Grants to Voluntary Organisations</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to give consideration to the allocation of funding from the Grants to Voluntary Organisations (GTVO) Budget in 2018/19.

## 2.0 SUMMARY

- 2.1 The total GTVO budget for 2018/19 is £244,190.

The Education & Communities Committee in conjunction with the Environment & Regeneration Committee previously approved funding of £18,600 from the GTVO budget to pay the commercial property rents of four third sector organisations.

£30,000 has also been approved for summer playschemes at the following venues:

- Branchton Community Centre
- Craighend Resource Centre
- Auchmountain Community Centre
- Youth Connections
- Inverkip Community Centre (via Inverclyde Leisure)
- Boglestone Community Centre (via Inverclyde Leisure)

The balance available for new one-off applications following the above allocations is therefore £195,590.

- 2.2 The GTVO budget has operated for a number of years with no cap on the amount awarded to individual organisations has ever been set on grant awards approved. However, given that only one-off awards will be accepted in Financial Year 2018/19 and to ensure fairness to all applicants, it is proposed that an award cap of £25,000 per organisation is now set.

Following Committee approval, an amendment will be made to the guidance notes to ensure that all applicants are fully aware of the cap on funding prior to submitting their application.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Committee approves a cap of £25,000 on GTVO applications.

**Martin McNab**  
**Head of Environment &**  
**Public Protection**

**Grant McGovern**  
**Head of Inclusive Education,**  
**Culture & Communities**



## 4.0 BACKGROUND

- 4.1 To secure best value for the public pound, Service Level Agreements were put in place for grants of over £5,000 and a more formal end of year process put in place.

The current Guidance Notes for Registration/Application provide advice on what is considered to be qualifying expenditure.,

## 5.0 IMPLICATIONS

### Finance

- 5.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
GTVO	Other Expenditure	2018/19	£244,190		

### Legal

- 5.2 None

### Human Resources

- 5.3 None

### Equalities

- 5.4 None

### Repopulation

- 5.5 None

## 6.0 CONSULTATIONS

- 6.1 None required

## 7.0 BACKGROUND PAPERS

- 7.1 The application forms and guidance are available on request.

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Environmental &amp; Public Protection</b>	<b>Report No:</b>	<b>EDUCOM/59/18/MM</b>
<b>Contact Officer:</b>	<b>Martin McNab</b>	<b>Contact No:</b>	<b>4246</b>
<b>Subject:</b>	<b>Community Facilities in Ward 7</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval to undertake a detailed assessment of community provision within the Ward 7 area and report back after the summer recess.

## 2.0 SUMMARY

- 2.1 The closure of a number of Community Facilities was considered as part of the Council's 2018-19 budget process. Details of the facilities affected were contained in a report to the January 2018 Education & Communities Committee. The savings proposals were based upon a review of community facility provision carried out by Max Associates in 2015/16, which recognised that the community facilities in the Ward 7 were significantly underused.
- 2.2 Amongst other closures the review and subsequent report recommended the closure of Paton Street Community Hub, Fancy Farm Tenants Hall and Grieve Road Community Centre. The Community Facilities saving proposal was included in the public budget consultation with only 39% of respondents in favour of the savings. Members should also be aware that a petition was received on 3 April 2018 asking for Paton Street Community Facility to be reopened following a fire in 2016 which resulted in the facility being closed.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee requests officers to bring forward a detailed assessment of community provision within the Ward 7 area and report back after the summer recess.

## 4.0 BACKGROUND

- 4.1 The Community Facilities Review recommended the closure of Paton Street Community Hub together with a number of other community facilities including Grieve Road Community Centre and Fancy Farm Tenants Hall. The recommendations of the review were based upon a number of criteria including footfall and usage, the proximity of alternative facilities for lets, in this case the school estate and more specifically Notre Dame High School and Clydeview Academy and a brief assessment of the projected longer term capital costs in connection with building maintenance and elemental lifecycle replacement of the centres based on property condition surveys.
- 4.2 Members will further be aware that Paton Street Community Hub was closed following a fire in December 2016. As the Community Facilities Review was well underway at that point the decision was taken not to carry out the reinstatement work required pending a decision on the long term future of the facility. In the interim period a number of displaced lets have been accommodated at Grieve Road Community Centre which has been staffed accordingly. This has been relatively successful albeit Grieve Road does not offer the drop in facilities previously delivered at Grieve Road.

## 5.0 DISCUSSION

- 5.1 The decision was taken in the March 2018 budget not to progress with the proposal to close community facilities at that time. However, in light of the expected reduction in revenue budgets, it remains likely that further savings will be required from the overall community estate in 2019-20. This report focuses solely on the three centres mentioned in 4.1 above.
- 5.2 Notwithstanding Members consideration of the recently submitted petition to retain the Paton Street Community Centre, the CMT has given consideration as to the need to assess overall provision in the Ward 7 area strategically rather than considering the future retention of individual community facilities in isolation. In this regard, Members are asked to request officers to bring forward a detailed assessment of community provision within the Ward 7 area and report back after the summer recess.

## 6.0 IMPLICATIONS

### Finance

#### 6.1 Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

##### Annually Recurring Costs/(Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

### Legal

- 6.2 None

### Human Resources

6.3 None

### **Equalities**

6.4 Has an Equality Impact Assessment been carried out?

X
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YES (an equality impact assessment was carried out as part of the Community Facilities Savings Proposal)

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NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### **Repopulation**

6.5 None.

## **7.0 CONSULTATIONS**

7.1 The Chief Financial Officer and the Head of Legal & Property Services have been consulted on this report.

## **8.0 BACKGROUND PAPERS**

8.1 Community Facilities Service Review Education & Communities Committee 23 Jan 2018  
EDUCOM13/18/MM

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Chief Financial Officer and Head of Education</b>	<b>Report No:</b>	<b>FIN/45/18/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Education 2017/18 Revenue Budget- Period 11 to 28 February 2018</b>		

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## 1.0 PURPOSE

- 1.1 To advise the Committee of the 2017/18 Revenue Budget position as at Period 11 (28 February 2018.)

## 2.0 SUMMARY

- 2.1 The total Education budget for 2017/18, excluding planned carry forward for Earmarked Reserves, is £75,296,570. The School Estate Management Plan accounts for £14,673,000 of the total Education budget. The latest projection is an underspend of £148,000 (0.2%), an increase in expenditure of £59,000 since the last Committee.
- 2.2 The main variances to highlight for the 2017/18 Revenue Budget are –
- (a) Projected underspend of £26,000 for Teachers Employee Costs, the same as previously reported to Committee. The underspend is equivalent to 0.1% of the Teacher's budget. Teacher numbers will fluctuate throughout the academic year but the overall numbers are managed to stay within budget.
  - (b) Projected underspend of £127,000 for Non Teachers Employee Costs, an increase in expenditure of £7,000 since the last Committee. The majority of the projected underspend is due to vacant posts, mainly within Schools and Early Years establishments.
  - (c) Projected overspend in Property costs of £102,000 arising from overspends in Non Domestic Rates, Water and Biomass.
  - (d) Projected underspend of £60,000 for Contract Cleaning due to the early achievement of 2018/19 productivity savings.
  - (e) Projected overspend of £26,000 for Pupil Consortium Transport.
  - (f) Projected overspend of £36,000 arising from the Council contribution to legal fees associated with the ongoing litigation matter relating to The Beacon development. These costs have been previously reported to Committee.
  - (g) Projected over recovery of income of £50,000 for income received from other Local Authorities for placements within Garvel and Craigmarnloch.

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(h) Projected over recovery of income of £50,000 for Wrapround Income within Early Years Education.

2.3 It should be noted that adjustments have been agreed as part of the 2018/20 Revenue Budget process to address some of these underspends.

2.4 Earmarked Reserves for 2017/18, excluding those for Asset Plans and Strategic Funds, total £847,000 of which £522,000 is projected to be spent in the current financial year. To date, expenditure of £450,000 (86.2%) has been incurred. Spend to date per profiling was expected to be £413,000, therefore there is no slippage to report at this time.

### **3.0 RECOMMENDATION**

3.1 That the Committee notes the current projected underspend of £148,000 for the 2017/18 Education Revenue budget as at Period 11.

3.2 That the Committee notes that proposals have been approved as part of the 2018/19 budget process to address a number of the projected underspends.

**Alan Puckrin**  
Chief Financial Officer

**Ruth Binks**  
Head of Education Services

## 4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2017/18 Revenue Budget as at Period 11 (28 February 2018) and highlight the main issues contributing to the projected underspend of £148,000.

## 5.0 2017/18 PROJECTION

- 5.1 The total Education budget for 2017/18, excluding planned carry forward for Earmarked Reserves, is currently £75,296,570. This is an increase of £1,068,000 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.
- 5.2 The main variances to highlight for the 2017/18 Revenue Budget are -

### Employee Costs - Teachers

The total budget for Teachers Employee Costs is £38,523,000 and the latest projection is an underspend of £26,000 or 0.1% of the Teachers budget. The underspend remains the same as previously reported to Committee after £50,000 of the Curriculum for Excellence budget has been downloaded to schools to fund Supply Teachers. The Teacher numbers will fluctuate throughout the academic year but the overall numbers are managed to stay within budget.

### Employee Costs – Non Teachers

The total budget for Non Teacher Employee costs is £16,638,000 and the latest projection is an underspend of £127,000 or 0.8% of the Non Teachers budget. This is a decrease in underspend of £7,000 since the last Committee. The majority of the projected underspend relates to vacant posts, mainly within Schools and Early Years establishments.

### Non Domestic Rates

The total budget for Non Domestic Rates is £3,357,040 and the latest projection is an overspend of £35,000. An overspend of £41,630 for the Port Glasgow Community Campus is being partially offset by empty relief received for Lady Alice and Moorfoot Primary Schools during their refurbishment. There is no change to this projection since the last Committee.

### Water

The total budget for Water is £255,000 and the latest projection is an overspend of £36,000. The overspend has increased by £4,000 since last Committee due to a re-alignment of Corporate Water budgets. The projected overspend is mainly due to the ongoing surface water drainage dispute at Clydeview and Notre Dame High Schools. In previous years these cost have been recovered via a reduction in the PPP Unitary Charge payments. Officers of the Council will continue working towards recovering this year's costs or having the surface water drainage charge cancelled. It should be noted that the water supplier has now removed these charges for 2018/19.

### Biomass Fuel

The current budget for Biomass Fuel within Port Glasgow Community Campus is £67,000 and the latest projection is an overspend of £31,000, an increase of £5,000 since the last Committee. The tonnage of wood chips biomass fuel delivered in the first eleven months of 2017/18 is 78% higher than the previous year. The increased consumption will be partially offset by an over recovery of Renewable Heat Incentive income reported to the Environment & Regeneration Committee.



### Contract Cleaning

The current budget for Contract Cleaning is £1,287,720 and the latest projection is an underspend of £60,000 due to the early achievement of 2018/19 productivity savings. The projection is the same as previously reported to Committee.

### Pupil Transport – Consortium

The 2017/18 Pupil Transport – Consortium budget is £41,100 and the latest projection is an overspend of £26,000 which is in line with the previous year's out turn. This budget is used to fund the cost of taxis required to transport children from their own Secondary School to another one where parts of their curriculum is delivered.

### Legal Fees

Projected overspend of £36,000 arising for the Council's contribution to the legal fees associated with the ongoing litigation matter relating to The Beacon development. As reported to the last Committee, these costs will be contained within the overall Education & Communities budget.

### Income from Other Local Authorities

The Income from Other Local Authorities budget is £313,000 and the latest projection is an over recovery of income of £50,000, an increase of £10,000 since the last Committee. This income is received for children from outwith Inverclyde who are placed within Garvel and Craigmarloch.

### Wrapround Income

The current budget for Wrapround Income within Early Years is £201,000 and the latest projection is an over recovery of income of £50,000. The majority of the over recovery relates to after school care and holiday clubs and is the same as previously reported to Committee.

Appendices 2 and 3 provide more details on the projected variances.

## **6.0 EARMARKED RESERVES**

- 6.1 Earmarked Reserves for 2017/18, excluding those for Asset Plans and Strategic Funds, total £847,000 of which £522,000 is projected to be spent in the current financial year. To date, expenditure of £450,000 (86.2%) has been incurred. Spend to date per profiling was expected to be £413,000, therefore there is no slippage to report at this time.

## **7.0 VIREMENTS**

- 7.1 There are no virements this Committee cycle.

## 8.0 IMPLICATIONS

### 8.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

### 8.2 Legal

There are no specific legal implications arising from this report

### 8.3 Human Resources

There are no specific human resources implications arising from this report.

### 8.4 Equalities

There are no equalities issues with this report.

### 8.5 Repopulation

There are no repopulation issues with this report.

## 9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Head of Education Services.

## 10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

**Education Budget Movement - 2017/18****Period 11 - 1st April 2017 to 28th February 2018**

Service	Approved Budget	Movements			Revised Budget	
	2017/18 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2017/18 £000
Corporate Director	141	1	1			143
Education	69,630	154	1,038		(7,289)	63,533
Inclusive Education	9,961	71	(199)			9,833
Safer & Inclusive Communities	1,790	21	(23)			1,788
Totals	<u>81,522</u>	<u>247</u>	<u>817</u>	<u>0</u>	<u>(7,289)</u>	<u>75,297</u>

**Movement Detail**

£000

**External Resources**0**Virements**

Probationer Teachers Funding - from P&R  
 IT Information Classification Policy - to P&R  
 IT Line Rental - from E&R  
 Apprenticeship Levy - from P&R  
 Office Supplies Saving - to P&R  
 Water Saving - to P&R  
 SEMP to Contingency - to P&R  
 NDR Virement - from P&R

514  
 (1)  
 44  
 209  
 (14)  
 (4)  
 (20)  
 89

817**Inflation**

Pay Award

247

2471,064

**EDUCATION****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 11 - 1st April to 28th February 2018**

<u>Out Turn</u> <u>2016/17</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2017/18</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>28-Feb-18</u> <u>£000</u>	<u>Projection</u> <u>2017/18</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
38,543	Employee Costs - Teachers	38,573	36,268	36,038	38,547	(26)	(0.1%)
16,130	Employee Costs - Non Teachers	16,638	14,634	14,413	16,511	(127)	(0.8%)
3,235	Non Domestic Rates	3,357	3,357	3,392	3,392	35	1.0%
285	Water	255	255	291	291	36	14.1%
59	Biomass	67	61	78	98	31	46.3%
1,246	Cleaning	1,288	751	2	1,228	(60)	(4.7%)
66	Pupil Transport - Consortium	41	31	58	67	26	63.4%
0	Legal Fees - The Beacon	0	0	0	36	36	-
(358)	Income From OLA	(313)	(227)	(95)	(363)	(50)	16.0%
(204)	Wrapround Income	(201)	(201)	(257)	(251)	(50)	24.9%
<b>Total Material Variances</b>						<b>(149)</b>	

**EDUCATION****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 11 - 1st April to 28th February 2018**

2016/17 Actual £000	Subjective Heading	Approved Budget 2017/18 £000	Revised Budget 2017/18 £000	Projected Out-turn 2017/18 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
38,543	Employee Costs - Teachers	37,392	38,573	38,547	(26)	(0.1%)
16,130	Employee Costs - Non Teachers	15,063	16,638	16,511	(127)	(0.8%)
11,582	Property Costs	7,404	7,497	7,544	47	0.6%
3,924	Supplies & Services	3,971	3,945	3,965	20	0.5%
2,383	Transport Costs	1,955	1,955	1,977	22	1.1%
621	Administration Costs	444	662	662	0	-
4,206	Other Expenditure	17,770	18,803	18,812	9	0.0%
(4,744)	Income	(2,477)	(5,487)	(5,580)	(93)	1.7%
72,645	TOTAL NET EXPENDITURE	81,522	82,586	82,438	(148)	(0.2%)
	Earmarked Reserves	0	(2,796)	(2,796)	0	
	Loan Charges / DMR	0	(4,493)	(4,493)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	81,522	75,297	75,149	(148)	

2016/17 Actual £000	Objective Heading	Approved Budget 2017/18 £000	Revised Budget 2017/18 £000	Projected Out-turn 2017/18 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
151	Corporate Director	141	143	153	10	7.0%
55,879	Education	54,937	56,142	55,959	(183)	(0.3%)
5,199	School Estate Management Plan	14,693	14,673	14,673	0	-
61,078	TOTAL EDUCATION SERVICES	69,630	70,815	70,632	(183)	(0.3%)
8,263	ASN	8,349	8,470	8,520	50	0.6%
1,538	Other Inclusive Education	1,612	1,367	1,375	8	0.6%
9,801	TOTAL INCLUSIVE EDUCATION	9,961	9,837	9,895	58	0.6%
1,446	Community Learning & Development	1,534	1,557	1,526	(31)	(2.0%)
169	Other Safer & Inclusive	256	234	232	(2)	(0.9%)
1,615	TOTAL SAFER & INCLUSIVE	1,790	1,791	1,758	(33)	(1.8%)
72,645	TOTAL EDUCATION COMMITTEE	81,522	82,586	82,438	(148)	(0.2%)
	Earmarked Reserves	0	(2,796)	(2,796)	0	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Education &amp; Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2017/18</u>	<u>Phased Budget To Period 11 2017/18</u>	<u>Actual To Period 11 2017/18</u>	<u>Projected Spend 2017/18</u>	<u>Amount to be Earmarked for 2018/19 &amp; Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Beacon Contract and Core Funding	Grant McGovern	259	208	235	235	24	£255k spend for 2017/18 = £75k Retention Payment + £130k funding + £50k contingency. £20k of Contingency now remains and £4k not required. Further resources have been added as part of the 2018/19 Budget.
Autism Friendly	Grant McGovern	150	0	0	0	150	Full amount will be c/f following Committee approval 13/03/18. Further resources have been added as part of the 2018/19 Budget.
Funding for I Youth Zone Port Glasgow, Greenock & Gourock	Martin McNab	256	169	142	176	80	Funding to 31/03/18 for 3 x I-Youth Zones. £80k underspend being projected due to vacant posts and slippage of expenditure until 2018/19. Further resources have been added as part of the 2018/19 Budget.
School Clothing Grants	Grant McGovern	50	25	25	25	25	£25k has now been spent for 2017/18. Following the budget process for 2018/19 the remaining £25k will be written back to General Reserves and replaced by an increase in Core Budget.
Rankin Park Bike Trail - School Use	Martin McNab	15	0	15	15	0	P&R Committee 08/08/17 agreed to use up to £15k of this EMR to fund IL extending the opening of Gourock Pool for Sept 2017. Invoice received from IL is £16.5k due to income being lower than expected. Sports core budget will fund the difference.
Primary School Swimming - P6 to P4 Move	Martin McNab	25	0	8	20	5	Payment for Swimming Teachers and transport will be made at Financial Year end as part of the DMR process. SPT bus charges now received.
PG Community Campus Apprenticeships	Ruth Binks	50	2	15	15	35	Head Teachers have purchased STEM subject resources. Plans to spend the balance will be completed by June 2018.
Developing Young Person's Workforce	Ruth Binks	30	0	1	24	6	Payment will be made to West College for Vocational Programme in March 2018. £6k required to be c/f as contribution to inter-Authority event held during the April to June academic term.
Secondary Schools Credit Union	Ruth Binks	12	9	9	12	0	£9k payment made to Tail O' The Bank Credit Union for staff costs and resources. Balance of £3k will fund the deposits to S1 pupils accounts. Uptake is low again this year.
<b>Total</b>		<b>847</b>	<b>413</b>	<b>450</b>	<b>522</b>	<b>325</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Education and Chief Financial Officer</b>	<b>Report</b>	<b>EDUCOM/62/18/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Education Capital Programme 2017 – 2020 Progress</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

## **2.0 SUMMARY**

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the January 2018 Committee and the Capital Programme approved in March 2018. The programme covers the period 2017/20.
- 2.3 Overall the Committee is projecting to contain the costs of the 2017/20 Capital Programme within available budgets.
- 2.4 Expenditure at 31<sup>st</sup> March 2018 is 120.69% of 2017/18 approved budget (95.15% of the revised projection). Projected net advancement of £3.681m (26.85%) is being reported across the major projects currently on site as outlined in section 9.2. This is an increase of £1.441m (10.51%) from the net advancement reported to the last Committee.

## **3.0 RECOMMENDATIONS**

- 3.1 That the Committee notes the progress on the specific projects detailed in Appendix 1.

**Ruth Binks**  
Head of Education

**Alan Puckrin**  
Chief Financial Officer



## **4.0 BACKGROUND**

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the annual review of the School Estate Funding Model approved by Committee at the meeting of 23<sup>rd</sup> January 2018 and the allocation of resources approved by the Full Council on 15<sup>th</sup> March 2018.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10<sup>th</sup> March 2016 will see completion of the remaining projects by 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2020.

## **5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD**

### **5.1 Bluebird Family Centre Refurbishment:**

The centre transferred back to the refurbished building at the end of October 2017 with the first day of operation on the 24<sup>th</sup>. The Client Services Team continues to work with the Centre in conjunction with the Design Team and the Contractor to address snagging and defects utilising out of hours working / holiday periods as required during the defects liability period. An official opening is planned for 20<sup>th</sup> April 2018.

## **6.0 PROJECTS ON SITE / UNDER CONSTRUCTION**

### **6.1 Moorfoot Primary School Refurbishment:**

The project commenced on site in April 2017 with an original completion date in early March 2018. As previously reported, additional asbestos was discovered during the early stripping out and remodelling works which resulted in delay to the programme. Works continue to progress towards completion with the focus now on final fix mechanical and electrical, finishing trades and fitting out. External works are progressing with the re-surfacing to playgrounds and access road including hard and soft landscaping works. The Contractor is currently working to the revised programme which will allow the school transfer to take place at the start of June prior to the school summer period. The Client Services Team will continue to liaise with the school and Parent Council throughout the final stages of the construction phase and are monitoring progress closely against the revised programme.

### **6.2 St Ninian's Primary School New Build:**

The project commenced on site in June 2017 to complete in phases with the first phase involving the construction of the new facility programmed to complete in June 2018, and the second phase involving the demolition of the existing school programmed to complete by October 2018. The Contractor continues to progress the works on site with the external fabric works including windows, curtain walling and brickwork progressing towards completion. Internal partition works are substantially completed including wall sheeting. Under floor heating works are complete with second fix mechanical and electrical works well advanced. It should be noted that the contract period for the first phase works has been extended to the 29<sup>th</sup> June following submission and agreement of an extension of time due to the recent adverse weather. Transfer of the school is programmed for summer with occupation after the holiday period and agreed exceptional closure days. The Client Services Team will continue to liaise with the school and Parent Council throughout the final stages of the construction phase and are monitoring progress closely against the revised programme.

### **6.3 Lady Alice Primary School Refurbishment:**

The project commenced on site in June 2017 with an original completion date at the end of May 2018. As previously reported works have been delayed on site due to a combination of adverse weather, unforeseen additional works to the existing building including water penetration issues within the basement boiler house. The contract period has been extended to reflect the above with a revised completion date in July. Works are progressing on site on final fix mechanical and electrical, finishing trades and fitting out. The extensions are now substantially wind and watertight with internal floor works progressing. External works are now being programmed for the summer holiday period co-ordinated with the removal of the temporary modular accommodation currently housing the Nursery class. Transfer of the school is programmed for summer with occupation after the holiday period and agreed exceptional closure days. The Client Services Team will continue to liaise with the school and Parent Council throughout the final stages of the construction phase and are monitoring progress closely against the revised programme.

### **6.4 Glenpark Early Learning Centre:**

The project commenced on site in August 2017 to complete in May 2018. The Contractor continues to progress the works on site with the external fabric works substantially complete. Internal partition works are substantially completed including wall sheeting. Under floor heating works are complete with second fix mechanical and electrical works well advanced. It should be noted that the contract period has been extended to the 1<sup>st</sup> June following submission and agreement of an extension of time due to the recent adverse weather. Transfer of the Centre is now programmed for mid-June with occupation just before the holiday period. The Client Services Team continues to liaise with the Early Years Service and Centre staff throughout the final stages of the construction phase and are monitoring progress closely against the revised programme.

### **6.5 Glenbrae Children's Centre Relocation (Aberfoyle Road Refurbishment):**

The project commenced on site in October 2017 to complete in May 2018. Works continue to progress towards completion with the focus now on final fix mechanical and electrical, finishing trades and fitting out. Final external cladding works are progressing including the remaining new external doors. External works are progressing with the retaining walls and repairs to existing planters complete and with hard and soft landscaping works on-going. Although a formal request for extension of time has not yet been submitted and agreed the anticipated completion date is now being reported as mid-June. Transfer of the Centre is being programmed for early/mid-July. The Client Services Team will continue to liaise with the Early Years Service and Centre staff throughout the final stages of the construction phase and are monitoring progress closely against the revised programme.

## **7.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE**

### **7.1 St Mary's Primary School Refurbishment & Extension:**

The October 2017 Committee approved the revised scope and proposals for the St Mary's project. Decant arrangements for the project involve utilisation of the former Sacred Heart PS decant facility following completion of the Moorfoot PS project. The anticipated timeline for the project as previously reported involves decant of the main school over the 2018 Summer holiday period with construction work commencing thereafter and completion circa Summer 2019. The proposals for the Early Years Estate and the new Glenpark Early Learning Centre (6.4 above) will allow the nursery within St Mary's Primary School to be relocated ahead of the main school decant. The Technical Services Team is currently finalising production drawings and tender documentation towards tender issue stage with Building Warrant applied for and formal planning consent now in place. The pre-qualification stage ESPD (European Single Procurement Document) for the main project Contractor selection is now complete.

Removal of neighbouring trees has been completed ahead of the main project with final disruptive asbestos survey works programmed for the summer holiday period. It should be noted that the proposed demolition of the existing Kelly Street Children's Centre is being taken forward as a separate project and dialogue is currently ongoing with Planning and Historic Environment Scotland (HES) following initial feedback from HES on the demolition planning application. The Client Services Team will continue to liaise with the school and Parent Partnership as the project is progressed to tender.

### **7.2 Gourock Primary School Extension:**

Proposals involve the provision of a hall extension and associated ancillary accommodation. The project will be taken forward with the school in-situ and with the use of temporary modular accommodation to allow access to areas of the building in phases to facilitate the works. The design team have now advanced the design proposals including further work on the extension building massing and layout. Further engagement has also been undertaken with the Planning Service ahead of formal submission. Drain survey and investigation work was undertaken over the Easter holiday period and ground investigation work is programmed to follow thereafter to inform the foundation and drainage design. Further detailed work has been undertaken on the sequencing / phasing including the extent and location of temporary modular accommodation and Contractors compound. The proposed programme is subject to the conclusion of the detailed phasing / sequencing review and the progression of the detail design stage. It is currently anticipated that construction work could commence late 2018 with completion late 2019. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the design stages to tender.

### **7.3 Hillend Children's Centre Refurbishment:**

Proposals involve the comprehensive refurbishment of the existing facility. The original brief for the project was developed in consultation with the Centre and Early Years Service and issued to Technical Services who produced early sketch design proposals. During this period the Early Years Service, in consultation with the Centre staff, revised the brief to clarify the retention of an element of Additional Support Needs (ASN) accommodation within the Centre. Technical Services are currently producing outline proposals to reflect the amended brief ahead of a cost check being prepared. The decant strategy for the project involves the temporary use of the existing Glenbrae Children's Centre building during the construction phase.

## **8.0 DEVELOPMENT & IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE**

8.1 The Scottish Government has announced a plan to increase the entitlement of early learning and childcare from 600 hours to 1140 hours by 2020. The expansion requires substantial levels of investment in workforce and infrastructure which will be phased from 2017/18 onwards to ensure that required capacity is in place by 2020. Inverclyde Council submitted its expansion plan to the Scottish Government on 29th September 2017 on how it intended to deliver this expansion and this was reported to the October Education & Communities Committee. As previously reported a full re-working of the plan was undertaken with a view to submission of a revised financial template by 2 March 2018. A more detailed report on the revised is included later on the agenda for this Committee.

Work is continuing on the delivery of the early phasing projects from the initial confirmed capital allocation for 2017/18 (£384K), with current progress noted below:

- Alterations / adaptations to provide a Nursery Class at St Francis Primary School – progressing on site to complete May 2018.
- Alterations / adaptations to provide a Nursery Class at St Joseph's Primary

School – progressing on site to complete May 2018.

- Alteration / adaptation to provide increased capacity at Binnie Street Children’s Centre through improvements to external spaces – awaiting listed building consent for proposed internal alterations.
- Alteration / adaptation to former Early Years Language Centre within All Saints Primary School to accommodate 2-3 year old expansion – works commenced and completed over the Easter 2018 holiday period.

It should be noted that the current Early Years Service proposals for the majority of the above expanded facilities target operational status for August 2018.

## 9.0 IMPLICATIONS

### Finance

9.1 The expenditure at 31<sup>st</sup> March 2018 is £16.549m from a budget of £13.712m. This is expenditure of 120.69% of the approved budget subject to the final year end accounting process and accruals.

9.2 The Committee is requested to note the projected net advancement of £3,681m (26.85%) is currently being reported. The March report noted potential advancement of £2.240m (16.34%) mainly in connection with the 4 major projects which are currently progressing on site. A summary of all movements (+£1.441m) from the March report is included below:

- Bluebird Family Centre -£20K
- Glenpark Early Learning Centre +£111K
- Glenbrae Children’s Centre (Aberfoyle Road Refurbishment) +£32K
- Hillend Children’s Centre -£15K
- Lifecycle Fund +£47K
- Moorfoot PS Refurbishment +£805K
- Lady Alice PS Refurbishment & Extension +£197K
- St Ninian’s PS New Build +£200K
- Gourrock PS Extension +£13K
- St Mary’s PS Extension & Refurbishment +£94K
- Early Years 1140 Hours Capital Allocation -£22K
- Complete on site -£11K
- Non-SEMP complete on site +£10K

9.3 The current budget position reflects the following:

- SEMP model approved by Committee in January 2018.
- Grant funding received in respect of implementation of the Children & Young People Bill and Free School Meals.
- Grant funding received in respect of project specific awards in connection with the Scotland’s Schools for the Future programme.
- Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £39.520m, made up of £39.495m SEMP Supported Borrowing / Government Grant Funding and £25K Non-SEMP Supported Borrowing. The Current Projection is £39.520m.

9.4

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000

Total School Estate	39,495	39,495	-
Total Non School Estate	25	25	-
<b>Total</b>	<b>39,520</b>	<b>39,520</b>	-

9.5 Please refer to the status reports for each project contained in Appendix 1.

### **Legal**

9.6 There are no legal issues.

### **Human Resources**

9.7 There are no human resources issues.

### **Equalities**

10.8 Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. See below.

Individual projects consider DDA issues as part of the development of the detailed designs and Building Standards approval (where required). There are no equalities issues.

### **Repopulation**

10.9 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

## **10.0 CONSULTATION**

10.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.

10.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

## **11.0 LIST OF BACKGROUND PAPERS**

11.1 Education Capital Programme Technical Progress Reports April 2018. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT  
COMMITTEE: EDUCATION & COMMUNITIES



<u>Project Name</u>	1	2	3	4	5	6	7	8	9	10	11
	<u>Est Total Cost</u>	<u>Actual to 31/3/17</u>	<u>Approved Budget 2017/18</u>	<u>Revised Est 2017/18</u>	<u>Actual to 31/03/18</u>	<u>Est 2018/19</u>	<u>Est 2019/20</u>	<u>Future Years</u>	<u>Start Date</u>	<u>Original Completion Date</u>	<u>Current Completion Date</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>			
<b><u>SEMP Projects</u></b>											
Demolish St Stephens HS	500	500	0	0	0	0	0	0	Jun-18	-	Sep-18
Bluebird Family Centre - Refurbishment	1,300	187	1,003	893	879	160	60	0	Jan-17	Jul-17	Sep-17
Glenpark Early Learning Centre - New Build	3,355	89	1,476	2,611	2,553	515	140	0	Aug-17	May-18	Jun-18
Glenbrae Children's Centre - Aberfoyle Rd Refurbishment	1,137	32	725	457	436	598	50	0	Oct-17	May-18	Jun-18
Hillend Children's Centre - Refurbishment	1,031	0	96	5	0	381	645	0	-	-	-
Larkfield Children's Centre - Upgrade	350	0	0	0	0	0	350	0	-	-	-
Free School Meals Capital Grant	60	33	0	1	1	26	0	0	-	-	-
Lifecycle Fund	4,853	1,114	949	796	731	670	2,273	0	Apr-14	-	Mar-20
Balance of Contingency	50	0	45	0	0	0	50	0	-	-	-
Moorfoot PS Refurbishment	5,047	312	2,102	3,907	3,792	705	123	0	Apr-17	Apr-18	Jun-18
Lady Alice PS - Refurbishment	3,756	221	1,908	1,957	1,881	1,401	177	0	Jun-17	May-18	Jul-18
St Ninian's PS - New Build	9,180	232	4,679	6,200	6,025	2,640	108	0	Jun-17	-	Oct-18
Gourock PS - Extension	1,704	0	126	38	20	594	1,029	43	-	-	-
St Mary's PS - Refurbishment & Extension	6,051	0	150	309	167	1,906	3,719	117	-	-	-
Early Years 1140 Hours Capital Allocation	384	0	384	178	23	206	0	0	Apr-17	Mar-18	May-18
Complete on site	737	379	11	31	31	11	316	0	-	-	-
<b>TOTAL SEMP</b>	<b>39,495</b>	<b>3,099</b>	<b>13,654</b>	<b>17,383</b>	<b>16,539</b>	<b>9,813</b>	<b>9,040</b>	<b>160</b>			
<b><u>Non-SEMP Projects</u></b>											
MUGA/Blaes Pitch Upgrades Complete on site	25	3	58	10	10	12	0	0	-	-	-
<b>TOTAL non-SEMP</b>	<b>25</b>	<b>3</b>	<b>58</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>0</b>	<b>0</b>			
<b>TOTAL ALL PROJECTS</b>	<b>39,520</b>	<b>3,102</b>	<b>13,712</b>	<b>17,393</b>	<b>16,549</b>	<b>9,825</b>	<b>9,040</b>	<b>160</b>			

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

**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

<b>Status</b>	<b>blue – complete</b>	<b>red – significant slippage</b>	<b>amber – slight slippage</b>	<b>green – on track</b>
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  
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## **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**

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status May 2018</b>		<b>Commentary May 2018</b>	<b>Wellbeing Outcome</b>
	<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 &amp; 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**

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status May 2018</b>		<b>Commentary May 2018</b>	<b>Wellbeing Outcome</b>
	<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>	<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	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>	<p>Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.</p>	●	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**

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status May 2018</b>		<b>Commentary May 2018</b>	<b>Wellbeing Outcome</b>
	<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 &amp; 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**

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

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

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

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

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status May 2018</b>		<b>Commentary May 2018</b>	<b>Wellbeing Outcome</b>
					<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"> <li>• Promote economic wellbeing.</li> <li>• Promote social wellbeing.</li> </ul>	<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**

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status May 2018</b>		<b>Commentary May 2018</b>	<b>Wellbeing Outcome</b>
	<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>	●	green – on track	<p>A number of new opportunities are being offered to our clients.</p>	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 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:

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

<sup>1</sup> 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"> <li>the number improving their literacies</li> </ul>	519	607	616	590	
<b>Literacy and numeracy:</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	26	10	40	n/a	
<ul style="list-style-type: none"> <li>the number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training)</li> </ul>	68	66	88	n/a	This includes a number of partners who have undergone training in literacies delivery.
<b>Education</b>					
<b>Attainment – S5:</b> <ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 6 by the end of S5</li> </ul>	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"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S5</li> </ul>	30.5%	33.5%	-	34%	
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S5</li> </ul>	13%	13.9%	-	14%	
<b>Attainment – S6:</b> <ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S6</li> </ul>	42.8%	43.4%	-	44%	
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S6</li> </ul>	28.9%	28.7%	-	29%	
<ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 7 by the end of S6</li> </ul>	18.1%	18.6%	-	19%	
<b>% Attendance rates:</b> <ul style="list-style-type: none"> <li>primary schools</li> </ul>	94.8%	94.2%	-	95%	Performance for these measures is calculated at the end of the academic year.
<ul style="list-style-type: none"> <li>secondary schools</li> </ul>	91%	90%	-	92%	
<ul style="list-style-type: none"> <li>additional support needs</li> </ul>	91%	90.1%	-	93%	

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

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<b>Report To:</b>	<b>Education and Communities</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report No:</b>	<b>EDUCOM/48/18/LW</b>
<b>Contact Officer:</b>	<b>Linda Wilkie Quality Improvement Officer</b>	<b>Contact No:</b>	<b>01475 712812</b>
<b>Subject:</b>	<b>Audit Scotland National Report: Early Learning and Childcare – February 2018</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform Members of the Audit Scotland Report “Early Learning and Childcare” (APPENDIX 1) published in February 2018 and to provide an overview of the key messages and recommendations raised in the report.

## **2.0 SUMMARY**

- 2.1 The focus of the Audit is the expansion of Early Learning and Childcare (ELC) to 600 hours in 2014 and to 1,140 hours by 2020.
- 2.2 The overall aim of ELC audit report was to identify how effectively the Scottish Government and Councils are working together to improve outcomes for children and support parents by expanding access to funded ELC.
- 2.3 The overarching message in the audit report is that the Scottish Government and Councils face a number of significant challenges in delivering the expansion programme by 2020.
- 2.4 The report identifies a number of recommendations that set out actions for the Scottish Government and Councils to progress planning for the expansion programme and to reduce the risks of them failing to deliver the expansion on time.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Committee notes the contents of this report and agrees that a further report is submitted in September 2018, detailing progress on the recommendations.

## **4.0 BACKGROUND**

- 4.1 From August 2014 entitlement for Council-funded Early Learning and Childcare (ELC) rose from 475 hours to 600 for all 3 and 4 year olds and eligible 2 year olds.
- 4.2 Currently the Scottish Government and Councils are working towards further extending the entitlement to 1,140 hours by 2020.
- 4.3 The aims of the expansion focus on improving outcomes for children. The Scottish Government has emphasised that providing high-quality ELC will be necessary to achieve the desired impact on children.
- 4.4 The overall aim of Early Learning and Childcare audit report was to identify how effectively the the Scottish Government and Councils are working together to improve outcomes for children and support parents by expanding access to funded ELC. The specific audit questions were:
  - o What are the objective and evidence underpinning the expansion policy?
  - o How effective is the joint work between the Scottish Government and Councils in delivering the expansion and the assessment of cost and impact?
  - o How is 600 hours of ELC being implemented locally and what are the views of parents and carers about the impact it has on their lives?
- 4.5 The audit report was published in February 2018 and is based on information available at end of December 2017.
- 4.6 The audit report has 2 parts:
  - o Part 1 – Delivering the expansion to 600 hours of funded ELC.
  - o Part 2 - Planning for the expansion to 1140 hours of funded ELC.

## **5.0 KEY MESSAGES**

- 5.1 The overarching key message in the audit report is that the Scottish Government and Councils face a number of significant challenges in delivering the expansion programme by 2020.
- 5.2 The Scottish Government's policy to increase funded ELC is consistent with national strategic objectives around improving the lives of children and their families. The Scottish Government and Councils have worked well together to expand provision. Parents are positive about the benefits of funded ELC for their children.
- 5.3 The Scottish Government implemented the increase in hours without comparing the cost and potential outcomes of alternative ways of expanding funded ELC to achieve its aims of improving outcomes for children and parents. The Scottish Government has invested £650 million of additional funding since 2014 to expand funded ELC to 600 hours but it did not plan how to evaluate the impact of the expansion. This means it is not clear whether this investment is delivering value for money.
- 5.4 In most Council's the majority of children still have a part-day funded ELC place in a Council setting, although the range of options has increased. Parents in the research said funded ELC had a limited impact on their ability to work due to the hours available and the way in which those hours were provided.
- 5.5 There are significant risks that councils will not be able to expand funded ELC to 1,140 hours by 2020. In particular it will be difficult to increase the infrastructure and workforce to the levels required, in the limited time available. The Scottish Government should have started detailed planning with councils earlier, given the scale of the changes required.
- 5.6 The Scottish Government expects the cost of delivering 1,140 hours of funded ELC will be about £840 million per year. Councils were required to prepare their initial plans for the expansion without some important information about how the system will operate from 2020. While councils' plans will change over time, initial estimates of the cost of funded ELC following the expansion to 1,140 hours are about £1 billion per year, significantly higher than the Scottish

Government's figure.

## 6.0 RECOMMENDATIONS

- 6.1 The report highlights actions that need to be taken to deliver the current 600 hours of funded ELC in line with national policy.

The report recommends a number of actions for the Scottish Government and Councils to progress planning for the expansion to 1140 hours and to reduce the risks of failing to deliver the expansion on time.

### 6.2 600 hours

The Scottish Government should:

- Work with the Department for Work and Pensions (DWP) and HM Revenue and Customs (HMRC) to allow Councils to receive information on eligible 2 year olds so they can more accurately target eligible families.
- Update the statutory guidance to clarify the distinction between flexibility and choice. This will help Councils understand what is required and parents understand what they can reasonable expect from their Council.

The Scottish Government and Councils should:

- Develop better links between the increase in funded hours and programmes to support parents, at a local and national level, into work, training or study.
- Provide clearer information for parents to help them understand how funded ELC is provided locally.

Councils should:

- Develop commissioning strategies for parents to help them understand how funded ELC is provided locally.

### 6.3 1140 hours

Scottish Government should:

- Update the statutory guidance following agreement on important aspects of delivery such as funding follows the child and delivering flexibility.
- Continue to develop how they will evaluate the expansion and ensure baseline data is available.
- Ensure that future major policy changes are backed up by options appraisal, supported by economic modelling.

Scottish Government and Councils should:

- Urgently finalise and implement plans for changes to the workforce and infrastructure to address the significant risks of not being able to deliver on time.
- Collect better information on the costs of different models of ELC and their impact on children's outcomes to allow them to better plan for the expansion.
- Work with Partner Providers for both funded and non-funded ELC to understand the impact of decisions on the wider system of ELC and reduce the risk on unanticipated consequences for these providers.

## 7.0 STATUS REPORT

- 7.1 The following table provides details of the current status of the recommendations and any actions underway / planned by Inverclyde Council.

To date there has been no updates from the Scottish Government on the recommendations.

Recommendation	Responsibility	Inverclyde Council	
		Current Status	Proposed Action
<b>600 hours</b>			
Links between increase in funded hours and employment / training programmes	Scottish Government Councils	Current links with Economic Development.	Add to project plan and benefit tracker Strengthen links with Economic Development and identify key actions
Provide information to parents on local delivery.	Scottish Government Councils	Information available on website and Council / Partner buildings.	Comprehensive information pack to be developed.
Develop a commissioning strategy	Councils	Commissioning strategy included in project plan.	Complete and publish commissioning strategy as per project plan
<b>1140 hours</b>			
Develop and implement a workforce plan	Scottish Government Councils	Workforce plan has been completed	Continue to implement. Address funding issues.
Develop and implement an infrastructure plan	Scottish Government Councils	Infrastructure plan has been completed	Continue to implement. Address funding / metric issues.
Collect information on model costs / impacts	Scottish Government Councils	Model costs are included in 1140 expansion plan	Define and address potential impact of models.
Work with Partner Providers to understand the impact of decisions on the wider system of ELC	Scottish Government Councils	Current engagement with Partner Providers, potential Providers and childminders	Define and address potential impact on Partner Providers.

7.2 The recommendations / actions have been added to the 1140 hours project plan and risk register.

## 8.0 IMPLICATIONS

### 8.1 Finance

There are no financial implications arising from this report.

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

Annually Recurring Costs/ (Savings)



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

## 8.2 Legal

There are no direct legal implications arising from this report.

## 8.3 Human Resources

There are no direct human resources arising from this report.

## 8.4 Equalities

There are no equality issues within this report.

Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
✓	NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

## 8.5 Repopulation

There are no known repopulation implications from this report.

## 9.0 CONSULTATIONS

9.1 Relevant Officers were asked to provide updates to the report as appropriate

## 10.0 LIST OF BACKGROUND PAPERS

- 10.1 A blueprint for 2020: The expansion of early learning and childcare in Scotland – Early Learning and Childcare expansion planning guidance for Local Authorities. Scottish Government March 2017.
- 10.2 A blueprint for 2020: The expansion of early learning and childcare in Scotland – 2017-18 action plan. Scottish Government, March 2017.

# Early learning and childcare



ACCOUNTS COMMISSION 

AUDITOR GENERAL 

Prepared by Audit Scotland  
February 2018




## The Accounts Commission

The Accounts Commission is the public spending watchdog for local government. We hold councils in Scotland to account and help them improve. We operate impartially and independently of councils and of the Scottish Government, and we meet and report in public.

We expect councils to achieve the highest standards of governance and financial stewardship, and value for money in how they use their resources and provide their services.

Our work includes:

- securing and acting upon the external audit of Scotland's councils and various joint boards and committees
- assessing the performance of councils in relation to Best Value and community planning
- carrying out national performance audits to help councils improve their services
- requiring councils to publish information to help the public assess their performance.

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The Auditor General's role is to:

- appoint auditors to Scotland's central government and NHS bodies
- examine how public bodies spend public money
- help them to manage their finances to the highest standards
- check whether they achieve value for money.

The Auditor General is independent and reports to the Scottish Parliament on the performance of:

- directorates of the Scottish Government
- government agencies, eg the Scottish Prison Service, Historic Environment Scotland
- NHS bodies
- further education colleges
- Scottish Water
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## Audit team

The core audit team consisted of: Tricia Meldrum, Rebecca Smallwood and Yoshiko Gibo, with support from other colleagues and under the direction of Antony Clark.

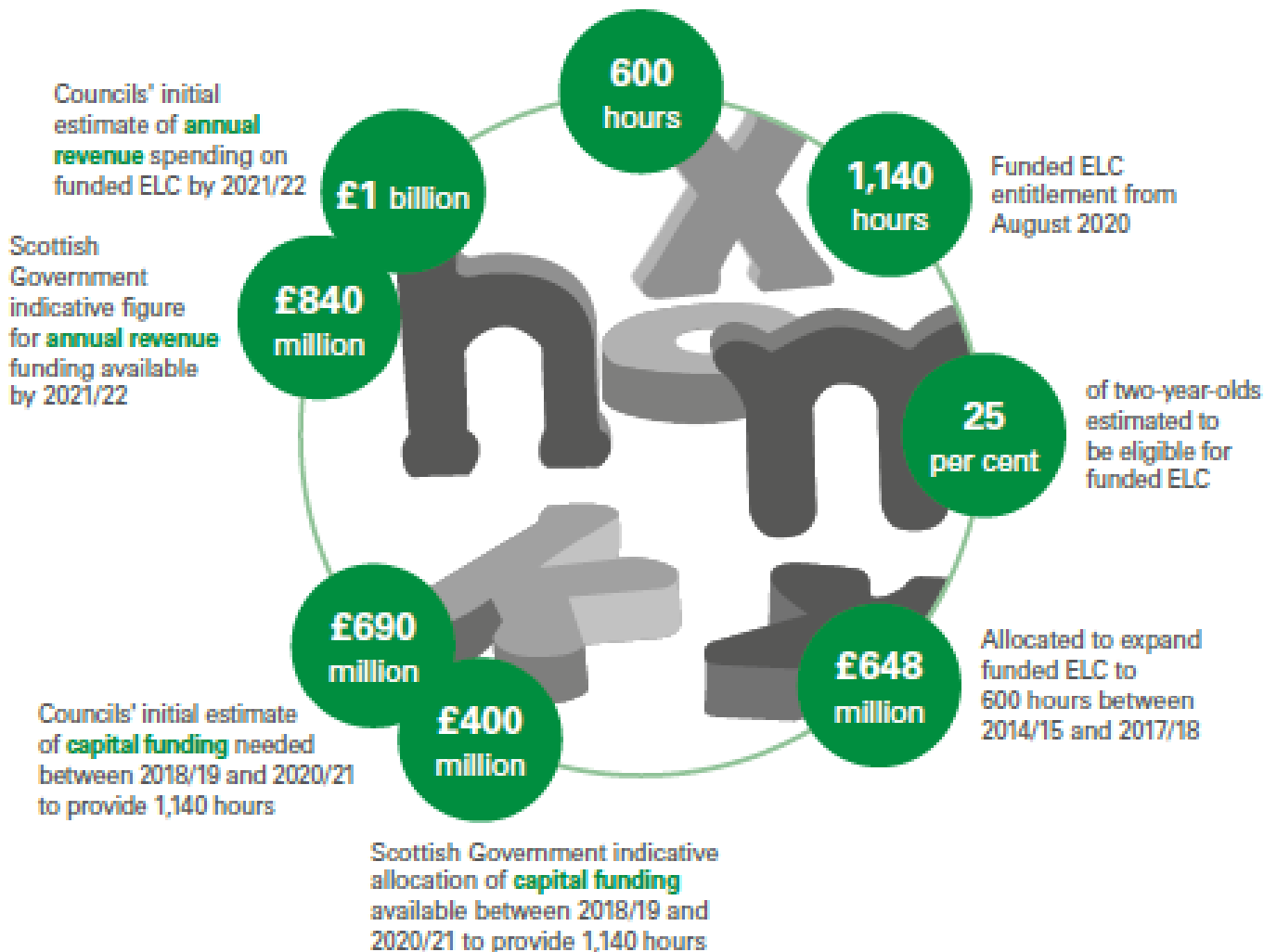
## Links

-  PDF download
-  Web link
-  Information box

# Key facts



Funded early learning and childcare (ELC) entitlement from August 2014



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# Summary

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## Key messages

- 1** The Scottish Government's policy to increase funded early learning and childcare (ELC) is consistent with national strategic objectives around improving the lives of children and their families. The Scottish Government and councils have worked well together to expand provision. Parents are positive about the benefits of funded ELC for their children.
- 2** The Scottish Government implemented the increase in hours without comparing the cost and potential outcomes of alternative ways of expanding funded ELC to achieve its aims of improving outcomes for children and parents. It has invested almost £650 million of additional funding since 2014 to expand funded ELC to 600 hours but it did not plan how to evaluate the impact of the expansion. This means it is not yet clear whether this investment is delivering value for money.
- 3** In most councils the majority of children still have a part-day funded ELC place in a council setting, although the range of options has increased. Parents in our research said funded ELC had a limited impact on their ability to work due to the hours available and the way in which those hours were provided.
- 4** There are significant risks that councils will not be able to expand funded ELC to 1,140 hours by 2020. In particular it will be difficult to increase the infrastructure and workforce to the levels required, in the limited time available. The Scottish Government should have started detailed planning with councils earlier, given the scale of the changes required.
- 5** The Scottish Government expects the cost of delivering 1,140 hours of funded ELC will be about £840 million per year. Councils were required to prepare their initial plans for the expansion without some important information about how the system will operate from 2020. While councils' plans will change over time, initial estimates of the cost of funded ELC following the expansion to 1,140 hours are about £1 billion per year, significantly higher than the Scottish Government's figure.

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the Scottish Government and councils face a number of significant challenges in delivering 1,140 hours by 2020

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## Recommendations

**Our recommendations set out actions for the Scottish Government and councils to:**

- progress planning for the expansion to 1,140 hours of funded ELC by 2020
- reduce the risks of them failing to deliver the expansion on time.

**We also highlight actions that need to be taken to deliver the current expansion to 600 hours of funded ELC in line with the national policy.**

**To deliver 600 hours of funded ELC in line with the national policy:**

The Scottish Government should:

- Work with the Department for Work and Pensions (DWP) and HM Revenue and Customs (HMRC) to allow councils to receive information on eligible two-year-olds so they can more accurately target eligible families ([paragraphs 29–32](#)).
- Update the statutory guidance to clarify the distinction between flexibility and choice. This will help ensure councils understand what is required and parents understand what they can reasonably expect from their council ([paragraph 70](#)).

The Scottish Government and councils should:

- Develop better links between the increase in funded hours and programmes to support parents, at a local and national level, into work, training or study ([paragraphs 66–68](#)).
- Provide clearer information for parents to help them understand how funded ELC is provided locally ([paragraphs 73–76](#)).

Councils should:

- Develop commissioning strategies for funded ELC that set out information on demand, capacity, cost, quality, flexibility and parental preferences ([paragraphs 49–50](#)).

**To progress planning for 1,140 hours of funded ELC and reduce the risks of failing to deliver on time:**

The Scottish Government should:

- Update the statutory guidance following agreement on important aspects of 1,140 hours, such as funding follows the child and delivering flexibility ([paragraphs 81–82](#)).
- Continue to develop the detail of how they will evaluate the expansion to 1,140 hours and ensure baseline data is available ([paragraphs 106–108](#)).

#### The Scottish Government and councils should:

- Urgently finalise and implement plans for changes to the workforce and infrastructure to address the significant risks of not being able to deliver on time ([paragraphs 83–84, 90–94, 97–99](#)).
- Collect better information on the cost of different models of ELC and their impact on children’s outcomes to allow them to better plan for the expansion ([paragraphs 36, 41, 52, 106–108](#)).
- Work with partner providers of both funded and non-funded ELC to understand the impact of decisions on the wider system of ELC and reduce the risk of unanticipated consequences for these providers ([paragraphs 102–105](#)).

#### More broadly, the Scottish Government should:

Ensure that future major policy changes are backed up by options appraisal, supported by economic modelling ([paragraphs 22–23](#)).

## Background

**1.** Children from less advantaged circumstances have poorer levels of educational attainment than children from more advantaged backgrounds. This gap is already apparent in pre-school aged children. By age five, children in more advantaged circumstances are 11 to 18 months ahead in terms of their skills in vocabulary.<sup>1</sup> This effect persists into later life, with gaps between children from the most and least advantaged circumstances in their school attainment and future careers.<sup>2</sup> The Scottish Government is committed to closing this gap, which requires intervention and prevention starting at an early age.

**2.** Early learning and childcare (ELC) describes the care and learning services that children receive before starting school. It can be funded by parents themselves, or by councils. The Children and Young People (Scotland) Act 2014 (the Act), made changes to how ELC is provided in Scotland.



**3.** The aims of the policy, as set out in the statutory guidance that accompanies the Act, are to:

- improve outcomes for children, especially those who are more vulnerable or disadvantaged
- support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.<sup>3</sup>



4. The Act and associated statutory guidance set out a number of requirements for councils relating to:

- the children eligible for funded ELC
- consulting with parents on how they should provide funded ELC and producing plans in response to this every two years
- the delivery of funded ELC.

5. From **August 2014** , entitlement for council-funded ELC rose from 475 hours a year to 600 hours for all three and four-year-olds and eligible two-year-olds (estimated at 15 per cent of all two-year-olds). From **August 2015** , eligibility criteria expanded to cover about a quarter of two-year-olds. Eligible two-year-olds are from potentially less advantaged backgrounds. Two-year-olds who are eligible because a parent is on certain benefits remain entitled regardless of whether the parent remains on those benefits or not.

6. The Scottish Government and councils are working towards further extending the entitlement to funded ELC, for all three and four-year-olds and eligible two-year-olds, to 1,140 hours per year by 2020. This is equivalent to around 30 hours a week in school term time. Parents are entitled to access funded ELC but it is not mandatory, unlike school education.

7. The aims of the expansion to 1,140 hours focus on improving outcomes for children. The Scottish Government has emphasised that providing high-quality ELC will be necessary to achieve the desired impact on children.

8. Children receive ELC services in a range of settings including nurseries in schools, stand-alone nurseries, early years centres, playgroups and childminders. ELC is delivered by providers working in the public, private and third sectors, such as community groups and charities. We use the term funded ELC to refer to the hours of ELC that councils fund either providing it themselves, with a partner provider from the third or private sector, or a combination of both council and partner provision. There were about 96,000 registrations of children for funded ELC services across Scotland in 2017.<sup>4</sup> About 1,570 council-run settings, 962 partner-provider settings and about 119 childminders delivered this funded ELC.<sup>5</sup> In addition to funded ELC, parents may pay privately for ELC in the same or a different setting to meet their childcare needs. Our audit focuses on funded ELC.

### About this audit

9. The overall aim of this audit was to answer the question: How effectively are the Scottish Government and councils working together to improve outcomes for children and support parents by expanding access to funded ELC? The specific audit questions were:

- What are the objectives of, and evidence underpinning, the policy of increased public funding of ELC, and how does this link with wider Scottish Government policy goals?
- How effectively are the Scottish Government and councils working together to deliver the policy objectives of expanding funded hours of ELC, and how are they assessing the cost and impact?



#### August 2014:

two-year-olds were eligible if they were, or ever had been since their second birthday, looked after, subject to a kinship care order, or had a parent-appointed guardian. From 31 October 2014, eligibility extended to two-year-olds with a parent who receives one or more of the following benefits: income support; jobseeker's allowance (income based); employment and support allowance (income based); incapacity benefit or severe disablement allowance; state pension credit.



#### August 2015:


the qualifying benefits were extended to include: child tax credit, but not working tax credit, with income of less than £16,105 (this threshold can vary annually); both maximum child tax credit and maximum working tax credit with income under £6,420 (this threshold can vary annually); support under Part VI of the Immigration and Asylum Act 1999; and universal credit (you can claim this if your income is less than £610 a month).

- How is 600 hours of ELC being implemented locally and what are the views of parents and carers about the impact it has on their lives?
- What are the main challenges around expanding provision to 1,140 hours and are there plans in place to address these?

**10.** This report has two parts:


- [Part 1](#) – Delivering the expansion to 600 hours of funded ELC.
- [Part 2](#) – Planning for the extension to 1,140 hours of funded ELC.

**11.** Our findings are based on evidence from sources that include the following:

- a survey of all 32 councils
- interviews with senior staff in the Scottish Government, Care Inspectorate, Education Scotland, [COSLA](#)  and other national bodies
- interviews with a range of staff in five fieldwork councils – City of Edinburgh, Glasgow City, Perth and Kinross, Renfrewshire and Scottish Borders
- focus groups with partner-provider nurseries from the private sector
- interviews with parents and carers, an online survey of parents and carers; and a review of reports on the experiences of parents and carers
- published information on ELC registrations and costs
- a review of published evidence on the impact of ELC on child and parental outcomes
- a review of councils' expansion plans for 1,140 hours of funded ELC
- a review of key documents including legislation and associated guidance, minutes of groups involved in planning for the expansions to both 600 hours and 1,140 hours of funded ELC, and council documentation about how ELC is delivered locally.



The Scottish Government and councils are continuing to plan for the expansion to 1,140 hours. We included information available to us by the end of December 2017 in our audit.

**12.** Throughout this report we use the term parents to refer to parents and carers. We have published a separate report, [Early Learning and Childcare: The experience of parents](#) , on the stories of parents who participated in interviews. We refer to these stories throughout the report.

**13.** This is the first in a series of audits of the expansion of funded ELC. We plan to carry out further work in 2018/20 closer to the implementation of 1,140 hours. We will also carry out another audit to assess the cost and impact of the expansion following implementation.

# Part 1

## Delivering the expansion to 600 hours of funded ELC



### Key messages

- 1 The Scottish Government's policy to increase funded ELC is consistent with national strategic objectives around improving the lives of children and their families. Councils and the Scottish Government worked well together to develop ELC services and offer 600 hours of funded ELC to eligible children in 2014. Most three and four-year-olds are registered for their funded place, but uptake for eligible two-year-olds is lower. Parents in our research and in the Scottish Government's recent evaluation were very positive about the quality of the funded hours and the benefits for their children.
- 2 The Scottish Government implemented the increase in funded hours of ELC without considering different options to improve outcomes for children and parents, and the potential impact and cost of these options. There is a lack of evidence that increasing funded hours in the way that the Scottish Government has done will deliver improved outcomes, and there is potential for conflict between the two aims of the policy.
- 3 In most councils the majority of children still have a part-day funded ELC place in a council setting, although the range of options has increased. Parents in our research said funded ELC had a limited impact on their ability to work due to the hours available and the way in which those hours were provided.
- 4 The Scottish Government failed to set out clearly the improved outcomes for children and parents that the expansion to 600 hours was designed to achieve, and how it would assess the impact of the additional investment. It did not identify what measures would indicate success or ensure baseline data was available. The Scottish Government has published an initial evaluation report which focuses on a range of measures of how services have changed. It says that it is too early to report on longer-term outcomes, and states that the increase to 600 hours is not expected to lead to a measurable change in children's outcomes.
- 5 The Scottish Government has already provided councils with almost £650 million to expand funded ELC to 600 hours. Accurate, comparable information on how councils are spending the additional funding for the expansion is not available. This makes it difficult to assess the cost and impact of the increase to 600 hours and whether it is delivering value for money.

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parents are positive about the benefits of funded ELC, but the impact of the expansion on outcomes for children is unclear

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## The priorities of the expansion in funded ELC are consistent with national strategic objectives

**14.** The overall aim of the changes to ELC is to improve and integrate the role of early years support in children's and families' lives by increasing the amount and flexibility of early learning and childcare. The policy states this is a significant step towards the Scottish Government's wider ambitions to develop a high-quality and flexible system of ELC which is accessible and affordable for all children, parents and families. The priorities of the policy to increase funded ELC are to improve outcomes for children and to help parents into work, study or training.

**15.** Improving outcomes for children is in line with a number of the Scottish Government's 16 national outcomes.<sup>9</sup> It is also consistent with other Scottish Government policies relating to outcomes for children, such as Getting it Right for Every Child (GIRFEC), the Early Years Framework and the Delivery Plan for Scottish Education.<sup>10,11</sup> These all have a common focus on ensuring children have the best start in life, reducing inequality and raising attainment.

**16.** The policy ambition relating to parents is consistent with the aims of other national policies to reduce inequalities, widen economic participation and support women into work, including Scotland's Economic Strategy.<sup>12</sup> This highlights improved childcare, boosting attainment and early years interventions that give every child a fair start in life, as actions to tackle inequality across generations and promote inclusive growth. A number of national strategies refer to access to affordable and reliable childcare being a barrier to lasting employment.<sup>11,13</sup>

**17.** There is the potential for conflict between the two priorities of the expansion. Improving outcomes for parents means focusing on flexible ways of providing ELC, while improving outcomes for children focuses on the quality of ELC. The Scottish Government did not make clear in the statutory guidance which priority, if either, should be given greater weight.

**18.** For the expansion to 1,140 hours, the Scottish Government's blueprint action plan states that the primary aim of the expansion is to deliver the best outcomes for children, helping to deliver both excellence and equity in education. A secondary aim is to support parents to work, train and study through more flexible ELC. This revision provides more clarity that the key focus of the expansion is on children rather than parents.


**19.** The Scottish Government did not set out what specific outcomes the expansion to 600 hours of funded ELC was intended to achieve. For example, the statutory guidance:

- does not define what outcomes for children it aims to improve, in a measurable way
- stresses the importance of high-quality ELC but does not define high quality
- lacks detail on the intended outcomes for parents
- does not set out how outcomes for parents and their children are interlinked.

This makes it difficult to ensure the correct actions take place to deliver the aims of the policy and to measure whether it is achieving its aims and making best use of public money.

## The Scottish Government did not assess alternative ways of achieving the intended outcomes

20. Research indicates that access to ELC at an earlier age can benefit children, particularly those in lower socio-economic groups or with poorer home-learning environments.<sup>20</sup> This suggests that providing ELC for eligible two-year-olds is likely to improve their outcomes. However, there is limited research examining the impact of increasing the number of hours of funded ELC per year for children who already receive it. This makes it difficult to assess if and how increasing ELC from 475 to 600 hours, or from 600 to 1,140 hours, for three and four-year-olds will improve their outcomes.

“ It brought her on massively with her speech. She came on much quicker [than the older children]  
 Parent story 27  – parent of an eligible two-year-old whose older children did not attend any childcare at age two ”

21. Health Scotland reviewed international research evidence. It concluded that, while access to childcare is an important factor in helping women into work or to continue or increase work, it is not the only factor that has an impact.<sup>21</sup> Other factors include:

- the skills, experience and qualifications of parents
- supportive families and employers
- the types of work and contracts that are available in the local labour market
- the prevailing economic context
- eligibility for, and access to, the benefits system.

22. Although the Scottish Government reviewed the available evidence, it did not prepare an options appraisal that considered alternative ways to achieve its stated aims of increasing funded ELC to improve outcomes for children and parents. This analysis would have helped those making decisions understand whether the options can deliver the benefits they are trying to achieve and at what cost. There was no options appraisal to consider alternatives to the expansion to 600 hours to achieve the Scottish Government’s stated aims. For example, it could have considered alternative options such as:

- earlier access to funded ELC for all children, for fewer hours, covering the gap between the end of parental leave (about a year after a baby is born) and the start of funded ELC at age two or three
- earlier access to more funded hours for those children likely to benefit most.


23. The Scottish Government did not carry out economic modelling to assess:

- the likely impact of the policy on children and parents
- the outcomes expected from the additional £648 million allocated between 2014/15 and 2017/18.<sup>22</sup>

This means the Scottish Government did not have information on the policy's likely economic impact, such as additional tax revenue from parents taking up employment or longer-term changes to the economy when eligible children reach adulthood.

### Almost all three and four-year-olds are accessing funded hours, but uptake is much lower for eligible two-year-olds


Calculating how many children are eligible for funded ELC is complex

**24.** Uptake of ELC is measured in terms of the numbers of children receiving the service as a proportion of those eligible to receive it. Nationally, an estimated 86,000 three and four-year-olds were **eligible for funded ELC**  at the annual census point in September 2017.<sup>36</sup> The Scottish Government estimates that about a quarter of all two-year-olds in Scotland meet the eligibility criteria for funded ELC, which is about 14,000 children.<sup>37</sup>

**25.** Calculating the number of children eligible for funded ELC services is complex and the national figures are estimates only. Eligibility varies depending on the birth dates of two and three-year-olds and local policies on both when children are eligible to start receiving funded ELC and when they stop being eligible. We include more information on this in [Appendix 1](#).

Registrations for funded ELC have been consistently high since 2010

**26.** The Scottish Government reported **almost 96,000 registrations**  for funded ELC services in September 2017, of which:<sup>38</sup>

- 5,363 were for two-year-olds (ten per cent of all two-year-olds, or just over a third of those estimated to be eligible)
- **29,287 were for three-year-olds** (103 per cent of those estimated to be eligible)
- **55,585 were for four-year-olds** (97 per cent of those estimated to be eligible) 
- 4,910 were for children with deferred entry to primary school

Uptake above 100 per cent may reflect different local eligibility criteria, multiple counting of children with split placements and other data quality issues. These figures are the numbers of registrations of children for funded ELC. There is no available information on children's attendance or the numbers of hours of funded ELC they receive.

**27.** The proportion of three and four-year-old registrations for funded ELC has been consistently high both before and after the introduction of 600 hours, at 96 per cent or higher since 2010.<sup>39</sup>

Uptake is lower for eligible two-year-olds

**28.** A major change of the policy was introducing places for eligible two-year-olds. This was particularly significant as two-year-olds have different requirements, such as a higher staff-to-child ratio and facilities for nappy changing.



#### Eligibility

An additional estimated 29,000 children were eligible to defer entry to school. Deferral depends on parental choice. Even if deferred, not all of these children would automatically get an extra year of funded ELC.

Parents of children with birthdays between 1 September and the end of February can defer the start of school until the August after their child's fifth birthday. But only those born between 1 January and the end of February are automatically entitled to an extra year of funded ELC if they defer.




#### Registrations

This might be different to the number of children, as children can register for more than one service.




#### Three and four-year-old registrations

The difference between the number of three and four-year-old registrations is because during the September census, only some of the children who will turn three during the academic year are currently eligible for funded ELC, depending on the date of their third birthday.

**29.** At a Scotland level, about ten per cent of all two-year-olds were **registered for funded ELC in September 2017** .<sup>29</sup> This is much lower than the estimated quarter who are eligible. There are a number of possible reasons for the lower uptake:

- Some children receive funded ELC from childminders, but registration figures do not count these children.
- Councils do not have a statutory duty to identify eligible two-year-olds and their parents, but should promote the entitlement locally. Councils do not get information from DWP and HMRC about eligible children in their area. This can make it difficult for councils to promote the service to all eligible families.
- Parents may be unaware that their child is eligible. Initial research struggled to identify parents who were aware of funded ELC and choosing not to access it.<sup>29</sup> Similarly, our own research struggled to find parents of eligible two-year-olds who chose not to access their funded hours. A recent large-scale survey of parents carried out as part of the Scottish Government's evaluation found that a lack of awareness of the entitlement was one of the most frequently mentioned reasons for not using funded ELC. About a fifth of parents of eligible two-year-olds who were not using funded ELC gave this reason.<sup>29</sup>



“ When Josh was two I found out about it online. My mum had mentioned it to me so I looked it up. I had never realised that you could get it... After I saw it online, I went into the nursery and spoke to them, and they gave me a tour and got me to fill in some forms... It was easy.

Parent story 28  – parent of an eligible two-year-old attending a council nursery

”

**30.** Councils are working with partners to promote uptake of places for eligible two-year-olds in a number of ways. For example by:

- writing to parents of two-year-olds who are, or may be, eligible
- working with different professionals, such as health visitors, social workers, family support workers, Jobcentre Plus and DWP to promote uptake
- raising awareness through posters, local news and social media.

**31.** Parent story 26  describes the role of the health visitor in accessing funded ELC. Parent story 27  describes how a family were not able to take up funded hours for their two-year-old daughter as the closest provider was too far away. However a social worker recognised the stress the family was under and was able to arrange a nursery place with transport.



#### Two-year-old registrations

This is based on the numbers of registrations of two-year-olds for funded ELC. This might be different to the number of children, as children can register for more than one service.

“ Well I actually knew through a friend that she was eligible but the closest one to us – there’s only certain ones who offer it – was [name of nursery]. It’s two buses away and I have to drop my older kids off [at a school in a different direction]. We only managed the other one because they offered us the bus that dropped her off.

Parent story 27 

”

32. Work with parents found that personal contact was key to promoting uptake with eligible families. This included personal contact with professionals, such as health visitors, early years workers, children’s and families’ social workers and staff in local DWP offices. This research highlighted that councils not knowing the details of exactly who is eligible was a major barrier. It recommended improved information sharing between DWP, HMRC, the Scottish Government and councils to help accurately target families with eligible two-year-olds.<sup>23</sup>

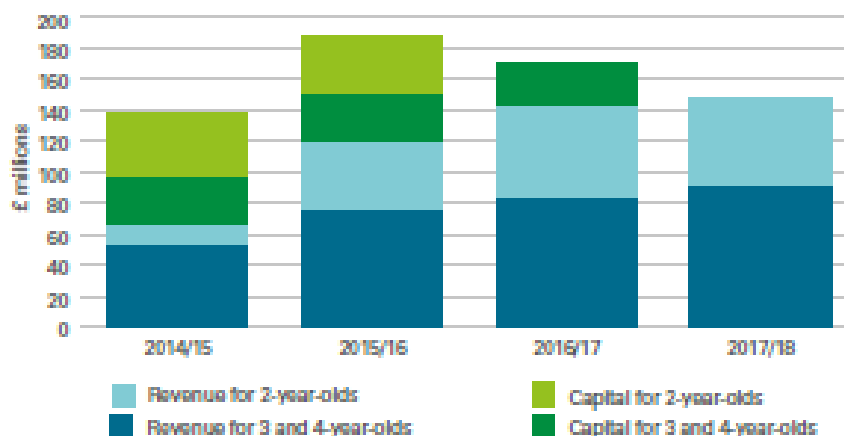
33. The Scottish Government’s Children and Young Person Improvement Collaborative is developing an improvement package aimed at increasing the uptake of ELC places for eligible two-year-olds. This was initially tested in Scottish Borders Council with wider testing due in 2018.

### The Scottish Government has provided almost £650 million so far for the expansion to 600 hours of funded ELC

34. Between 2014/15 and 2017/18 the Scottish Government allocated just over £648 million revenue and capital funding to deliver the ELC parts of the 2014 Act ([Exhibit 1](#)). Revenue funding is for day-to-day costs and capital funding is for property or other assets used to deliver services. Councils were allocated the funding on the basis of the Grant Aided Expenditure formula, which is the way the Scottish Government divides central funding between councils, and the estimated number of two-year-olds in workless households.

## Exhibit 1

Additional revenue and capital funding for the expansion to 600 hours. Just over £648 million was allocated over four years.



Source: Scottish Government, 2016



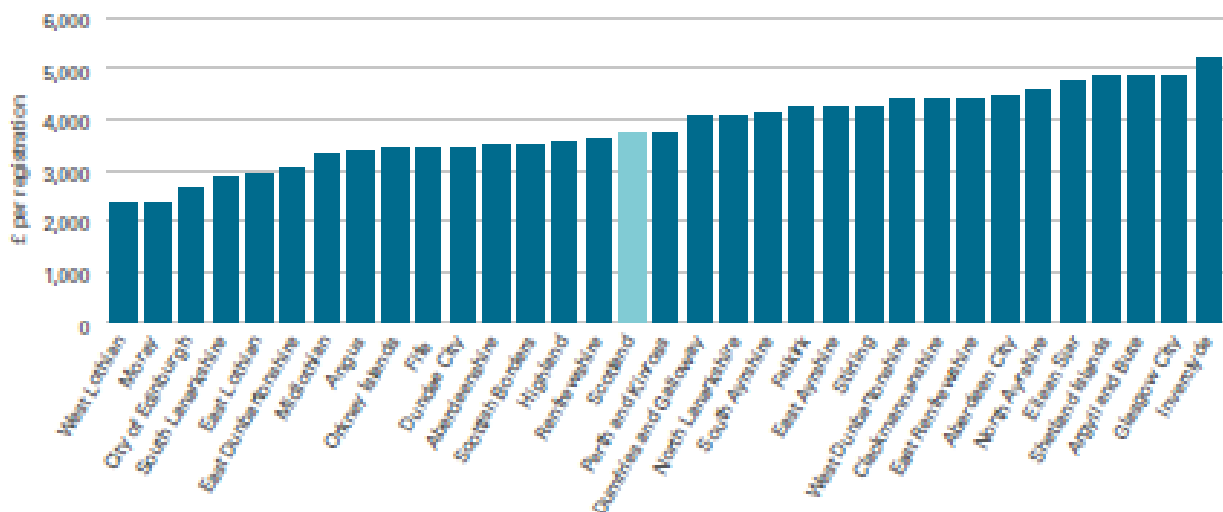
35. Data on council spending from the Local Financial Returns (LFRs) identifies spending on pre-school education. This may not include all spending on ELC (paragraph 36). Councils report net revenue expenditure of just over £369 million, in cash terms, on pre-primary education in 2015/16.<sup>34</sup> This has increased year-on-year from just over £306 million, in cash terms, in 2013/14 (before the Act took effect). This is an increase of 21 per cent in cash terms, and a real-terms increase of 18 per cent, if inflation is taken into account. Net revenue expenditure per child registered for funded ELC has increased in cash terms in almost all councils since the Act came into force in August 2014.

36. Exhibit 2 highlights the variation in spending on ELC between councils. A number of data quality issues mean it is difficult to conclude how much of this is genuine variation and how much is due to differences in how councils compile the LFR information. Inconsistencies include the following:

- different ways of apportioning the costs of teachers and head teachers in nurseries which are part of a school, and different ways of splitting up other whole school costs (for example the cost of cleaning) for these nurseries
- not all councils include spend on partner providers in the pre-primary section of the LFR
- some ELC services, particularly for two-year-olds, may be reported as part of social work expenditure.

## Exhibit 2

Net revenue expenditure on pre-school education per registration for funded ELC by council in 2015/16  
Net revenue expenditure per registration for funded ELC varies across councils.



### Notes:

1. Figures are in cash terms.
2. The numbers of registrations for funded ELC are based on a census in September 2015 and the net revenue expenditure is based on the 2015/16 financial year.

Source: Local Financial Returns, Scottish Government, 2016 and Summary statistics for schools in Scotland 2015, Scottish Government, December 2015.

**37.** The Scottish Government published a financial review of ELC which concluded that over the three years 2014/15 to 2016/17, councils received £329 million additional revenue funding for providing ELC. But they only increased their spending on ELC by £189 million.<sup>25</sup> COSLA disputes the accuracy of this funding gap for a number of reasons, including the limitations in the data quality discussed above. They also feel that the review failed to adequately account for the need for councils to deliver efficiencies to balance budgets over the review period.

### The way that councils provide funded ELC varies across Scotland

**38.** Funded ELC can vary considerably both between and within councils. Some of this variation is necessary to provide a range of options to suit family circumstances. However, the extent of the variation contributes to the complexity of the system that parents must navigate to access funded ELC.

**39.** The predominant type, or model, of ELC for three and four-year-olds, in most councils, remains a part-day place (sessions of about three hours ten minutes) in a council nursery setting.<sup>26</sup> A number of other models are also available ([Exhibit 3, page 18](#)). The Act sets out a minimum framework where councils must deliver funded ELC in sessions of more than 2.5 hours and less than eight hours a day. These must be available at least 38 weeks a year.

**40.** The types of ELC can also vary by age. Some councils offer different types of funded ELC for eligible two-year-olds, compared to those for three and four-year-olds. [Parent story 28](#) <sup>④</sup> describes a family with a four-year-old and a two-year-old attending different nurseries, as the local nursery that the four-year-old attended did not offer provision for two-year-olds, and the logistical difficulties this caused. The parent also felt that the local nursery offered better facilities. A number of parents described nurseries offering different sessions for three-year-olds and for four-year-olds, for example only offering one age group places in the mornings and the other places in the afternoons. This can be difficult for parents who need to fit funded ELC around arrangements for working, studying or training.

**41.** The limitations in the financial data make it difficult to examine the financial impact of different models of ELC and changes to flexibility. It is not possible to identify any relationships between the cost of funded ELC and the models available. Councils and the Scottish Government need this information to plan both current services and the expansion to 1,140 hours.

#### Some of the differences between councils reflect local circumstances

**42.** A number of factors contribute to the variation in types of funded ELC that councils offer, and how these have changed since the Act took effect in 2014. Different local priorities before the Act was passed meant that councils were at different starting positions in terms of how they were providing funded ELC. Some already offered more hours of funded ELC than the statutory requirement of 475 hours. For example, Glasgow City Council offered 570 hours in all council settings from 2000. This was extended to partner-provider settings from 2011, with additional hours available for parents to buy. It also had 1,000 places for two-year-olds available before 2014. In contrast, other councils provided more traditional types of funded ELC before 2014, with three and four-year-olds typically receiving two hours thirty minutes of ELC, five days a week, in a council-run nursery. These councils had to make many more changes to allow them to deliver 600 hours for three and four-year-olds and eligible two-year-olds.

### Exhibit 3

Models of funded ELC available in 2016/17  
Councils offer a range of different models of ELC.

	Aberdeen City	Aberdeenshire	Angus	Argyll and Bute	Clackmannanshire	Dumfries and Galloway	Dundee City	East Ayrshire	East Dunbartonshire	East Lothian	East Renfrewshire	City of Edinburgh	Eilean Siar	Falkirk	Fife	Glasgow City	Highland	Inverclyde	Midlothian	Moray	North Ayrshire	North Lanarkshire	Orkney Islands	Perth and Kinross	Renfrewshire	Scottish Borders	Shetland Islands	South Ayrshire	South Lanarkshire	Stirling	West Dunbartonshire	West Lothian	
<b>Part-day ~ 3 hrs 10 min</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Shorter part-day ~ 2 hrs 30 min</b>	⊗	⊗	✓	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	✓	✓	⊗	⊗	⊗	⊗	⊗	✓	⊗	⊗	⊗	✓	⊗	✓	✓	⊗		
<b>Longer part-day ~ 4-6 hrs</b>	⊗	⊗	⊗	✓	✓	⊗	✓	✓	✓	⊗	✓	✓	✓	✓	✓	✓	✓	⊗	✓	⊗	✓	⊗	✓	✓	✓	⊗	⊗	✓	✓	✓	✓	⊗	
<b>Full-day provision</b>	⊗	⊗	✓	✓	✓	✓	✓	✓	✓	⊗	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊗	✓	✓	⊗	✓	✓	✓	⊗	✓	✓	✓	✓	✓	
<b>Additional funded hours for lunch/ flexible use</b>	⊗	⊗	✓	⊗	⊗	⊗	✓	✓	✓	⊗	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊗	⊗	⊗	✓	⊗	✓	⊗	✓	✓	✓	✓	✓	⊗	
<b>Extended periods beyond the school term time</b>	⊗	⊗	✓	✓	⊗	⊗	✓	✓	✓	⊗	✓	✓	✓	✓	✓	✓	✓	⊗	⊗	⊗	⊗	⊗	⊗	✓	✓	✓	✓	⊗	✓	✓	✓	✓	
<b>Use of partner providers (%)</b>	23	27	29	44	7	37	22	10	40	20	14	36	16	5	12	24	27	9	26	62	22	18	15	23	37	31	20	18	31	23	23	8	
<b>Use of childminders for 2-year-olds</b>	✓	⊗	⊗	✓	⊗	✓	✓	✓	⊗	✓	⊗	⊗	⊗	⊗	⊗	✓	✓	⊗	✓	✓	✓	✓	✓	⊗	⊗	✓	⊗	✓	⊗	⊗	✓	✓	
<b>Use of childminders for 3/4-year-olds</b>	⊗	⊗	⊗	⊗	⊗	✓	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	✓	⊗	⊗	⊗	⊗	⊗	⊗	✓	⊗	⊗	✓	⊗	✓	⊗	⊗	✓	⊗	
<b>A combination of providers</b>	⊗	⊗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊗	✓	✓	✓	⊗

#### Notes:

- Councils may additionally offer some of these services, outwith the 600 funded hours, for a fee. This is sometimes known as wraparound care.
- The data on childminding services is based on the SCMA survey and updated by Audit Scotland. The SCMA data shows the number of councils where childminders were delivering funded ELC as at July 2017. West Dunbartonshire Council commissioned childminding services available for two to four-year-olds. Orkney Islands and West Lothian Councils commissioned childminding services for two-year-olds but no parents used the services at that time. East Dunbartonshire and Perth and Kinross Councils' responses were not included in the SCMA survey but provided individually. Glasgow City Council has had a pilot using childminders for three and four-year-olds since July 2017.
- The use of partner providers is the percentage of registrations for funded ELC in a partner-provider setting in September 2016.

Source: Audit Scotland survey of councils, 2017; Early learning and childcare statistics 2016, Scottish Government, 2016; Early learning and childcare 1,140 funded hours, SCMA, 2017

**43.** Some of the variation may also reflect differences between urban and rural councils. Urban councils are likely to have access to a wider range of potential partner providers, as dispersed populations in rural areas can mean privately provided ELC is not economically viable. Rural councils may also have access issues, where children live some distance from the nearest ELC setting. Councils are not required to provide transport to ELC but may choose to do so. The statutory guidance suggests integrating services and compressing days in ELC could minimise the impact of travelling. However, travel can impact on the likelihood of parents choosing to use a service.

“ One of the reasons for selecting this particular nursery was access to nursery transport provided by the council. Sadly, two weeks before the term started, we were informed that new children starting would not be allowed to use the minibus service... to reduce costs. This had a significant impact... and this was not conducive to work-friendly practice, especially since my office was 40 miles away! We saw the minibus pick up Michael's neighbour to take him to nursery but Michael wasn't allowed on board.

Response to Audit Scotland user survey


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**44.** During our fieldwork, councils with rural areas acknowledged these issues, particularly the concerns around transport. However, they also highlighted the opportunities afforded to rural areas in terms of the abundance of space, in particular outdoor space, available for ELC and the opportunities for community involvement in delivering ELC.

**45.** Deprivation is also likely to have an impact on the childcare market. Private sector providers are more likely to be situated in areas where there is enough demand to make them economically viable. The Care Inspectorate found that there were proportionately fewer childminders and private providers in the most deprived areas of Scotland. This can mean there are fewer potential partner providers to work with councils in these areas. In more deprived postcode areas, councils provide a greater proportion of services than in the least deprived areas.<sup>27</sup> Councils should use commissioning strategies to examine local levels of provision and plan services to meet local needs (paragraphs 49–50).

**All councils work with partner providers but almost a third cap the number of places they fund**

**46.** Councils vary in the extent to which they use partner providers to deliver funded ELC. The percentage of all children registered for funded ELC with a partner provider ranged from about five per cent in Falkirk to about 60 per cent in Moray in 2016 (Exhibit 3, page 18).

**47. Ten councils**  restrict the numbers of children that they are willing to fund in partner providers.<sup>28</sup> This is a process known as capping. This is separate to the limitations on all ELC providers on the maximum number of children that can be accommodated under Care Inspectorate regulations. Capping places at partner providers allows a council to accurately budget for spend on partner providers. While councils have to balance tensions between affordability and choice, capping can cause difficulties for parents. It can create circumstances where children already attending a partner provider before becoming eligible for funded ELC are not offered funding at the partner provider they attend. Parents then



**Ten councils:**

Clackmannanshire, East Lothian, East Renfrewshire, Falkirk, Fife, Inverclyde, Moray, Renfrewshire, Stirling and West Lothian.


In East Lothian, there is some flexibility to the initial cap, where additional spaces may be negotiated during the year.

have to choose whether to move their child to another setting where the council has offered them a funded place, or to continue to entirely self-fund their child's ELC. Information is not recorded consistently to quantify how many children this affects across Scotland.

“ My son was three in February so was entitled to funding from the April term but our funding application was rejected by the council due to it being a partnership nursery and space being available in a council run establishment. We chose to keep our son at the private partnership nursery for consistency of care as he had been there since he was a baby. The lack of a funded place had no direct impact on his care but did continue to have an impact on the family finances. We were told by our local authority consistency of care was not an issue at pre-school years, only when a child starts school.

Response to Audit Scotland user survey

”

48. **Parent story 2**  describes a three-year-old missing out on funded hours as the three nearest partner providers were not able to offer her a place, due to capacity pressures and giving priority to four-year-olds. In order to try and find a funded place, they would have had to 'shop around the city' for spaces further away.

### **No council has a comprehensive commissioning strategy for funded ELC**

49. Councils commission funded ELC from a variety of providers to meet local needs. The statutory guidance does not require councils to develop a commissioning strategy for funded ELC, or specify what a strategy could include. A commissioning strategy would help councils to effectively plan services and make informed decisions on the types of care to commission to support this plan. We have previously recommended that councils improve social care commissioning by developing comprehensive commissioning strategies.<sup>28</sup> We recommend that a local commissioning strategy for ELC should set out the following points:

- current and projected future demand
- places provided across all types of providers, split by levels of deprivation and rurality
- the different types of flexibility available in these places
- the quality of ELC
- what type of ELC best suits parents, both current and future users of ELC services
- current and projected future needs of children, including additional support needs and any equalities issues
- what changes to flexibility the council intends to introduce
- the full costs of the different types of ELC offered.

No council has a strategy which covers all these points, although councils are starting to address this as part of planning for the expansion to 1,140 hours.

**50.** Councils should consider Education Scotland and Care Inspectorate indicators as part of commissioning partner providers, in line with statutory guidance. However, only about two-thirds consider both Care Inspectorate and Education Scotland grades in their commissioning process. A further eight refer to **Care Inspectorate grades only**,<sup>21</sup> and three councils use **neither Care Inspectorate nor Education Scotland grades** <sup>22</sup> in their commissioning decisions.<sup>23</sup> This means externally assessed measures of quality are not influencing commissioning decisions in all areas. It also suggests that the expansion to 600 hours may not always provide the high quality of ELC that the Scottish Government has stressed is important, and that research shows improves outcomes for children.

### **The impact of the expansion on outcomes for children is unclear as the Scottish Government did not plan how to evaluate this**

**51.** The Scottish Government did not plan the evaluation of 600 hours before it implemented the expansion. For example, it did not identify what indicators would show whether the policy was achieving its aims, and it did not ensure that baseline data was available. This makes it difficult to assess the cost and impact of the increase in funded hours and whether the policy is delivering value for money.

**52.** Significant gaps in the data include a lack of accurate cost and spend data on funded ELC; **incomplete data** <sup>24</sup> on staff providing funded ELC; and a lack of data on the number of hours of funded ELC children are receiving. The Scottish Government is working with councils to address some of the gaps and limitations in the data currently available. The Scottish Government is testing new data collection methods with councils and plans to have these in place by May 2021. However, these plans will not fill all the current data gaps.

**53.** In December 2017, the Scottish Government published the first in a series of evaluation reports.<sup>25</sup> It examined the impact of implementing 600 hours, including the quality of funded ELC and the flexibility available. The report includes a range of measures of how services have changed and a large-scale survey of parents. It found high levels of parent satisfaction with the quality of their funded ELC. It also reported an increase in the number of funded places available and an increase in the percentage of places in council nurseries opening outwith school hours, although there was wide variation across the country.

**54.** The evaluation report does not assess the impact on outcomes for children and parents as these are anticipated to be longer-term outcomes. It states that the expansion to 600 hours was a limited increase to the number of hours of ELC which is not expected to lead to a measurable change in children's outcomes. This reflects a lack of planning for the specific outcomes that this change was anticipated to achieve. The report sets out some baseline information for the expansion to 1,140 hours. This will help to monitor short-term outcomes over time including quality, flexibility, accessibility and affordability. The Scottish Government is working with partners to continue to develop measures of longer-term outcomes. Some councils have also done their own evaluations of the impact of the changes introduced by the Act ([Case study 1, page 22](#)).



#### **Commissioning decisions:**

Councils using Care Inspectorate grades only:

- Aberdeenshire
- Angus
- Clackmannanshire
- Eilean Siar
- Edinburgh
- Inverclyde
- Moray (for childminders)
- Orkney Islands.

Comhairle nan Eilean Siar reported that they have not newly commissioned partner providers for many years but have Service Level Agreements with all of them.



#### **Commissioning decisions:**

Council using none of these:

- Midlothian
- Shetland Islands
- West Lothian.



#### **Incomplete data:**

The current data cannot separate staff providing funded ELC and those providing ELC that parents pay for themselves, where both are provided by the same council service or partner provider.

## Case study 1



### Perth and Kinross Strong Start evaluation

Places for eligible two-year-olds in Perth and Kinross have been branded as Strong Start places in an attempt to reduce any stigma attached to the eligibility for places. An initial evaluation examined the impact of these places on children and their families from the perspective of both parents and nursery staff. Eight of the 19 council nurseries offering Strong Start places provided information for the evaluation.

Both parents and nursery staff reported children had made progress with developmental milestones, with parents reporting more significant progress than nursery staff. The council acknowledges it is difficult to attribute these developments solely to Strong Start, as children in this age group typically make rapid developmental progress. Both parents and staff reported similar benefits of the Strong Start place to the child. The most frequently reported benefits were improved social skills with adults and peers and improved speech and language skills.

Parents and nursery staff both reported that funded ELC provided similar benefits to parents. The most frequently reported benefits were giving them:


- time to themselves or to spend with siblings, family and friends
- opportunities to develop their parenting skills through stay and play, parent groups, and working with nursery staff to reinforce positive behaviour.

The council is continuing to collect information to allow a long-term evaluation. For example, to compare the developmental milestones of children about to start school who had a Strong Start place and those of children who did not.

Source: Perth and Kinross Council

### There is no evidence that the additional investment has improved the quality of ELC services

**55.** Although the Scottish Government stressed that access to high-quality ELC is important, the expansion to 600 hours made few changes to directly improve quality. The statutory guidance only refers to the quality assurance and improvement framework which existed prior to 2014. It does not set out how aspects of quality link to improvements in children's outcomes. In August 2014, the Scottish Government published practical guidance for staff working in ELC, describing the experiences, interactions with adults and environments that different age groups of young children require.<sup>25</sup> The Scottish Government developed a quality action plan as part of its planning for 1,140 hours ([paragraph 92](#)).<sup>26</sup>

**56.** Both the Care Inspectorate and Education Scotland externally assess the quality of ELC. The Care Inspectorate inspects all **daycare of children**  and childminding services while Education Scotland only inspects services that provide funded ELC. The Scottish Government recently announced that a shared inspection framework will be introduced by the end of 2018.<sup>27</sup> The details of how this will work in practice have still to be confirmed.



#### Daycare of children:

Daycare of children services are defined as those which provide care for children in non-domestic premises for more than two hours a day and on at least six days a year. It includes nurseries, playgroups, early years centres and after-school clubs.

**57.** The most recently available information on Education Scotland inspections is for January 2012 to June 2016. Almost all centres inspected received satisfactory or better grades across three quality indicators.<sup>25</sup> Care Inspectorate grades for daycare of children services and childminders as a whole have remained constant since March 2014. About 40 per cent of daycare of children services received very good or excellent grades for all indicators over this period. These include providers of ELC that are not funded and services for older children.<sup>26</sup>


#### Funded ELC hours are part of a broader range of services that councils provide to support children and families

**58.** In addition to the complex task of managing funded ELC across both their own services and with partner providers, councils also provide many other services for children and families. The statutory guidance highlights that councils deliver funded ELC within the wider context of GIRFEC. We found examples of councils integrating funded ELC into a broader package of support for families. This was particularly the case for eligible two-year-olds. For example, Renfrewshire Council has a Families First programme providing local support teams to advise and help families on a wide range of issues in addition to childcare. This includes parenting support, financial advice and help with health issues. Our work with parents highlighted examples of councils focusing on the specific needs of the child rather than their statutory entitlement.

“ Millie’s speech wasn’t too good, Aiden [twin] spoke on her behalf, and [our health visitor] said ‘I’m not happy about her speech’ and sent her to the speech and language centre who said she needs more interaction with children her own age... So they referred me to the department within the council and we got two slots allocated within the two-year-old room [at older sister’s nursery].

Parent story 15  – whose council provided funded hours for her twins from age two

”

**59.** Parent story 8  describes a child with additional support needs attending a council nursery from age three. The child’s speech and language therapist advised this as the council nursery would provide more specialist input than the private nursery he attended previously.

“ [At the council nursery] Ciaran got a lot of input and things and he had a one-on-one person towards the end, so they were very good, treated him well and they always seemed very nice and approachable and you could always speak to someone.

Parent story 8 

”

#### Parents were positive about the impact of funded ELC on their children

**60.** A large majority of parents surveyed for the Scottish Government’s evaluation report were satisfied with the quality of their main current provider of funded ELC. Parents in our interviews were overwhelmingly positive about the quality of the funded ELC and the benefits for their children. They frequently praised the skills, qualifications, experience and warmth of staff. When discussing the impact on their children, they highlighted:

- improvements in speech and language



- improvements in cognitive development
- improvements in social skills
- improvements in behaviour
- their children being better prepared for school (including, when the nursery was attached to their future school, getting to know other children who would be in their class).

**61.** They also felt their children benefited from the opportunity to try new activities and experiences and use different toys, books and outdoor equipment.

“ She did start speaking just before she went to nursery and since then it’s come on leaps and bounds...more articulate, new words [...] socialising, social skills – obviously it’s helped there [...] the fact she’s getting out to play, has brought on her running and jumping skills, her motor skills [...] there’s loads of things, honestly, things I don’t have time to sit and do with her on a regular basis [...] it’s given her a whole world of opportunity [...] it’s just given her so much more to challenge her and get her head round.

Parent story 26  – parents of an eligible two-year-old


”

### **There is a lack of evidence on the impact of the expansion on outcomes for parents**

**62.** Similar to outcomes for children, a lack of available information makes it difficult to assess how the expansion has contributed to outcomes for parents. For example, to what extent the expansion has helped parents into work, training or study.

**63.** Our interviews with parents found some evidence of the funded ELC allowing parents to work where they could not have afforded to pay for childcare themselves. However, due to a combination of the number of hours available and the fact that there was often little flexibility in when those hours were available (eg, three hours in the morning or afternoon, five days a week), the impact was limited. Parents who felt the funded hours had allowed them to work tended to use settings that offered flexibility in when the funded hours could be used and/or the option to purchase additional hours at an affordable rate.


“ They’re easie-easie up there so I can just change my hours [at short notice]... You can just pay for extra hours. [The nursery’s] open all day. I can just tell them how long I want Layla to be there for. You need to pay £2 an hour, so it’s quite cheap.

Parent story 18  – parent using a council nursery in a rural area that offered flexible provision that could fit around her working patterns


”

**64.** Some parents in our interviews discussed how the way that funded hours were available meant they did not get the full financial benefit. They had to pay a private nursery for additional hours, or for full-day places, when their child attended a council nursery for a part-day place.

“ She’s in [private nursery’s] care for the full day. [The council nursery] didn’t let me have choices when I could take her. It was an afternoon place. The other thing I could have done was put her in a private nursery that offered pre-school provision and then I would have got the government funding... [For] the three hours a day she goes to the school nursery, the private nursery has no difference in its staff and its costs. So they’re not saying ‘she’s away for a couple of hours, we’ll take a bit off your day rate.’ Which I understand.

**Parent story 7**  – parents using both private and council nursery provision as they wanted their daughter to attend a council nursery when she turned three to help with her transition to school, but also needed to use, and pay for, full days at a private nursery as the council nursery did not offer wraparound care

”

**65. Parent story 9**  describes the logistical difficulties that a family needed to overcome to take up the funded hours for their daughter Karla as both parents work full time. An older child Uma is at primary school and the funded hours are inflexible morning sessions (8:45 to 11:55). Grandparents are able to help out with the pick ups on a Monday and Tuesday.

“ On a Wednesday [Thursday and Friday], I drop them off and I pick Karla up at 11:55 and give her an early lunch and then I take her to the [private] nursery. And she’s there from one until about half five and then I pick her up again. [In the meantime] I come back at quarter to four to get Uma from school. Sometimes the other grandparents are able to help, if I have work stuff that means I’m not able to get away, but they live further away [...] My current employer is a bit more flexible [...] I wouldn’t have been able to do it if I’d still been in my previous job.

**Parent story 9** 

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**There is no coordinated national approach to improve outcomes for parents 66.** The Scottish Government has not led a national approach to help the expansion in funded hours achieve its aims in relation to parents. Nor has there been a joined-up approach between different Scottish Government departments to achieve these aims. Some aspects of employability and social security policy are reserved to the UK Government. However, the Scottish Government could have done more to increase the impact on parents by better linking related policies on employment and training. For example, it could have considered how best to link the increase in funded hours to other national initiatives to help parents into work and training, and provided a more coordinated national approach. As set out in [paragraph 21](#), research evidence highlights that access to childcare is only one factor in helping women into work or to continue or increase work. This is why it is important that the Scottish Government links the expansion in funded ELC with its wider economic and employability strategies.

“ One of the reasons I stopped working in the salon was the [funded] nursery hours just weren't flexible enough.

Parent story 23  – parent using a council nursery in a deprived area of a city

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**67.** The expansion to 600 hours also aims to help parents study and train. However, this conflicts with the Scottish Government's priorities for colleges, which focus on providing full-time college places for younger students.<sup>27</sup> In October 2017, Scottish Government guidance clarified that colleges have flexibility to respond to local needs, including increasing part-time places and places for older learners.<sup>28</sup> One of the parents in our interviews had a positive experience of the funded hours allowing her to finish school and go to college. Her council nursery offered hours that she could fit around her college schedule.

“ [The funded hours allowed] me to get qualifications that I wouldn't have otherwise got. So looking for a job might be a wee bit easier because I've got qualifications, it's gave me skills. It makes me feel more useful, like I can actually do something... It gives you confidence.

Parent story 21 

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**68.** While there is no evidence of a coordinated national approach to use employability and other linked policies to support the aim of improving outcomes for parents, some councils have local initiatives which address this. For example:

- Glasgow City Council has developed a First Steps in Childcare Programme in conjunction with Glasgow Clyde College. This offers a funded SVQ3 qualification targeted at vulnerable parents accessing family learning centres.
- City of Edinburgh Council delivers a Big Lottery funded Making it Work service for lone parents and vulnerable families. This includes signposting and key worker services to help link parents to employability and support services, including childcare.

**The Act's requirements for flexibility and choice are not clear, meaning councils cannot demonstrate they are meeting them**

**69.** Providing increasing flexibility and choice in funded ELC to meet local needs presents a number of challenges for councils. For example, councils may extend the length of sessions in their own settings to provide more flexibility and choice. These extended sessions have a staffing ratio of one staff member per eight children, compared to one staff member per ten children for traditional part-day sessions. This can result in increased staff costs. Councils may also have to make changes to staff contracts to accommodate different session lengths or to operate for longer periods throughout the year. Changes to session times to accommodate flexibility and choice also may not suit some parents, for example where this clashes with arrangements for collecting or dropping off school-aged siblings. Councils have a challenging task to balance these potentially conflicting impacts to develop a system of flexibility and choice which meets local needs.

**70.** Councils are required to provide funded ELC which is flexible enough to provide parents with an appropriate degree of choice around the patterns of provision, for example a part-day or full-day session. Councils have to develop the range of ELC on offer locally in response to parental consultation, and design choice around this. The statutory guidance requires councils to provide a choice of models of ELC, rather than a choice of individual provider or funded place. However it is not clear what the Act means by 'flexible enough' and 'an appropriate degree of choice' and how these differ. For example it is not clear whether providing various types of ELC for parents to choose from demonstrates flexibility, or whether flexibility is intended to refer to something additional to choice such as:

- allowing parents to regularly change the days of the week that a child attends
- giving parents the option of starting a child's session at a time convenient for them
- accommodating different numbers of sessions throughout different times in the year.

Without clarity on any distinction between flexibility and choice, it is difficult for councils to demonstrate they are meeting the Act's requirements. It also means the perspectives of councils and parents on what flexibility represents and what would be an appropriate degree of choice are likely to vary.

#### More councils have increased the range of models of ELC offered to parents

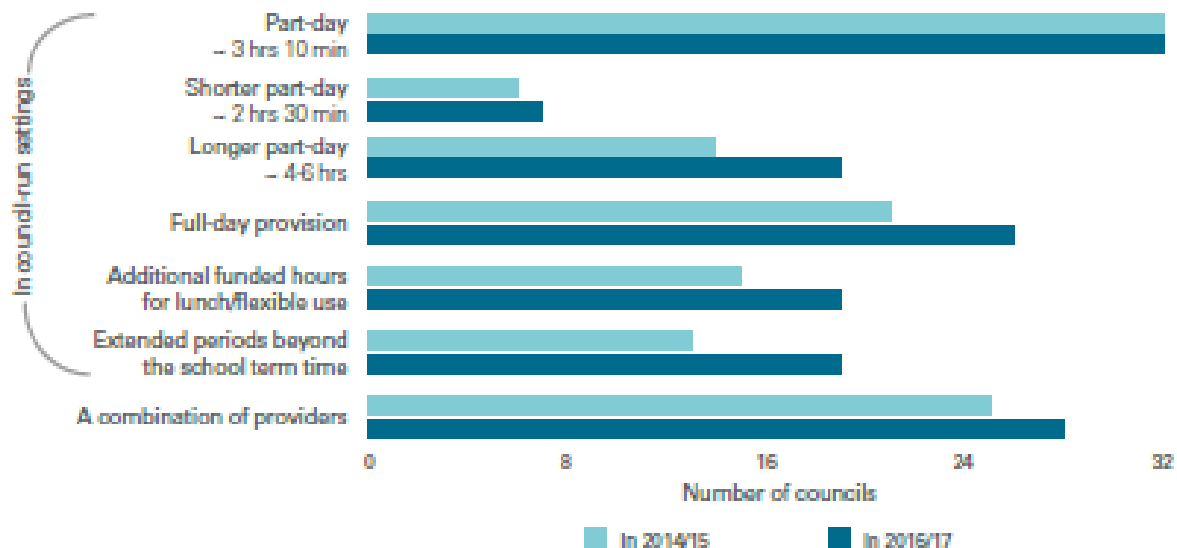
**71.** The statutory guidance states that introducing flexibility and choice is likely to require a significant reconfiguration of services and that this is best done through year-on-year change. The Scottish Government surveyed councils in 2016 and about 80 per cent of them reported increasing flexibility in the past year by increasing the number of options of ELC available to parents.<sup>29</sup> [Exhibit 4 \(page 28\)](#) illustrates some of the changes councils made to services in 2014, when entitlement increased to 600 hours, and changes since then. Care Inspectorate data highlights the scale of the changes around the time 600 hours of funded ELC was introduced in August 2014. Between June 2014 and the end of October 2015, the Care Inspectorate approved 1,334 variations to the conditions of registration for providers of funded ELC. This included creating 2,509 new places for two-year-olds and amending existing ELC for three and four-year-olds, such as changes to opening hours, or increasing the number of places available.<sup>30</sup>

**72.** The Scottish Government's evaluation report concludes there has been an increase in flexibility since the Act was introduced, with more provision available outwith the school day and during school holidays.<sup>31</sup> However, these indicators are based on information about the opening patterns of individual settings. This does not mean that all children attending these settings will be able to access longer opening hours or places during school holidays as part of their 600 funded hours. The Scottish Government will continue to monitor flexibility.

## Exhibit 4

Models, or types, of ELC introduced as part of the implementation of 600 hours and those available in 2016/17

More councils had adopted a range of models by 2016/17.



Note: Some councils already offered different models of ELC before 2014 so did not need to introduce as many new ones to implement 600 hours.

Source: Audit Scotland survey of councils, 2017

Councils do not always provide clear information to help parents understand how the complex system of funded ELC works

73. Another source of variation both between and within councils is the procedure for applying for a funded place. For example, some councils require parents to apply directly to ELC providers, while in others parents make a central application. Councils also vary in whether or not they use catchment areas for nurseries.<sup>62</sup> A number of parents in our interviews had not been able to get a place in the council nursery they wanted.


“ It took me a full year to get him somewhere. What they said was you get a form and you put in 3 choices, so I put in 3 choices but none of them could take him... It's just as well I went to [another nursery] as he still didn't get a place at the ones on my form... They (health visitors) told me... I was like 'can I try other nurseries?' They were like 'that's the whole point of putting your 3 choices down because you need to stick to them' so I applied for other nurseries that would cancel my request at the other nurseries. So it's a nightmare but I eventually got him in.

Parent story 3 (3) – parent in a deprived area of a city

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**74.** Councils use a set of criteria to decide which children receive funded ELC places in specific settings, particularly where settings are oversubscribed. These admissions criteria set out which children will be prioritised for their first choice of setting. Councils use different admissions criteria, but these often prioritise:

- older children
- children in need (defined in the Children (Scotland) Act 1995)
- children with additional support needs
- looked after children
- children living in the council area.

**75.** A number of parents in our interviews talked about older children getting priority. [Parent story 1](#)  describes their daughter not being offered a funded place at a council nursery until seven months after she was eligible, due to a lack of places and older children receiving priority.

**76.** The recent survey undertaken as part of the Scottish Government’s evaluation found that 15 per cent of parents of eligible three and four-year-olds who were not using funded ELC reported they did not know how to apply or found applying too difficult.<sup>42</sup> Our review found areas where not all councils were providing clear information to parents about the application process.<sup>43</sup> For example, information was not always clear on:

- the session lengths available to apply for
- the timescales for the application process
- the criteria for allocating places
- how to apply to partner providers
- funding procedures for partner providers; for example if funded places are free at the point of use, or parents pay upfront and get a rebate.

“ Communication around whether she had a place or not was also too slow, in reality you cannot wait until May/June to know what will be happening from mid-August, particularly if you need a childminder as well or other additional childcare.

Response to Audit Scotland user survey

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## Part 2

### Planning for the extension to 1,140 hours of funded ELC



#### Key messages

- 1 The Scottish Government and councils face a number of significant challenges in implementing 1,140 hours by 2020. Although they are working hard to address these, it is difficult to see how all the challenges can be overcome in the time available. There are major risks around workforce, infrastructure, such as land and buildings, and finance. Delays in agreeing a multi-year funding settlement add to these risks.
- 2 In November 2014, the Scottish Government announced its intention to increase funded ELC to 1,140 hours by 2020. The Scottish Government has made positive changes from the way it implemented 600 hours. It is involving councils more in planning and it is developing an evaluation framework, and published some baseline indicators, in advance of implementing the policy. Since 2016 the Scottish Government and councils have been working closely together to plan how they will deliver this expansion and assess its impact. However, given the amount of work required at national and local level, the Scottish Government should have started detailed planning earlier to help councils progress their local plans.
- 3 Councils developed their initial plans for the expansion by the end of September 2017, but without knowing the funding available and some important information about how the system will operate from 2020. This included quality standards, the flexibility required and how funding will follow the child.
- 4 Councils' initial plans vary both in the level of detail included and councils' planned approaches to the expansion. While council plans will change over time, initial estimates are that by 2021/22 they will need over 12,000 WTE additional staff and about £690 million by 2020/2021 to make changes to infrastructure. This is much higher than the £400 million indicative figure from the Scottish Government.
- 5 Councils' initial plans show the estimated cost of providing funded ELC will rise to about £1 billion per year by 2021/22. In October 2017, the Scottish Government announced that it expects funding for funded ELC to rise to £840 million per year by 2021/22 following the expansion to 1,140 hours. This is significantly less than the councils' estimates.

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it is difficult to see how all the challenges can be overcome in the time available

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## Initial progress in planning the expansion to 1,140 hours was slow

77. In November 2014, the Scottish Government set out its intention to almost double the 600 hours of funded ELC by the end of the next parliament.<sup>45</sup> Since then, a number of groups involving the Scottish Government and councils have been set up to plan the expansion. These started in late 2015, about a year after the policy announcement. The amount of activity increased significantly from late 2016 ([Exhibit 5, page 32](#)). Given the scale of the task and the significant risks associated with delivering the additional expansion, the Scottish Government should have started detailed planning earlier. [Appendix 2](#) illustrates the large volume of work taking place and planned up to 2020.

78. In March 2017, the Scottish Government published its blueprint action plan for the expansion to 1,140 hours.<sup>46</sup> This required councils to prepare and submit initial expansion plans to the Scottish Government by the end of September 2017. Councils and the Scottish Government have stressed that these are initial plans to be developed as planning progresses. The Scottish Government has created a delivery support team to provide councils with access to expertise and support. This team ran workshops in late August and early September 2017 to help councils develop their expansion plans.

79. The Scottish Government has made other policy announcements that impact on funded ELC:

- In October 2015, it committed to providing an additional graduate, a teacher or graduate with a **BA in Childhood Practice or equivalent qualification**,<sup>47</sup> in every nursery in the most deprived areas and the three island councils by August 2018.<sup>48</sup> This equates to **435 additional graduates**.<sup>49</sup> The Scottish Government will be funding the additional training places and the additional staff costs.
- In March 2017, the Scottish Government announced that, by the end of this parliament, staff in partner providers, delivering funded ELC, will be paid at least the living wage. This only applies to **staff directly delivering funded ELC to children**.<sup>50</sup> This is currently about 8,000 staff, but this could change by 2020. The Scottish Parliament is unable to legislate for the living wage to be paid to staff, as employment law is reserved to the UK Parliament. The Scottish Government plans to provide councils with up to £50 million funding by 2020 to allow them to contract with partner providers at a rate which allows them to pay their staff the living wage. This funding will not cover staff providing ELC that parents pay for themselves; for example, staff caring for one-year-olds in the same settings. This poses risks around equity for staff, morale and may have an impact on staff retention, the quality of ELC and on the cost for parents of non-funded ELC. In March 2018, the Scottish Government is due to publish guidance on implementing the living wage across all ELC providers. In developing this, the Scottish Government and councils will draw on learning from implementing a similar commitment in adult social care.
- In March 2017, the Scottish Government provided councils with details of funding allocations for 2017/18 for the expansion to 1,140 hours. This comprised £21 million of revenue funding for workforce development and £30 million of capital funding to develop infrastructure.<sup>48</sup>



### Qualification:

The commitment covers graduates with a relevant Scottish Social Services Council (SSSC) benchmark qualification at Scottish Credit and Qualifications Framework Level Nine.



### Additional graduates:

Based on Care Inspectorate data, 432 nurseries are in the 20 per cent most deprived areas. The Scottish Government is also funding an additional graduate in each of the three island councils, which have none of the most deprived areas.



### Staff:

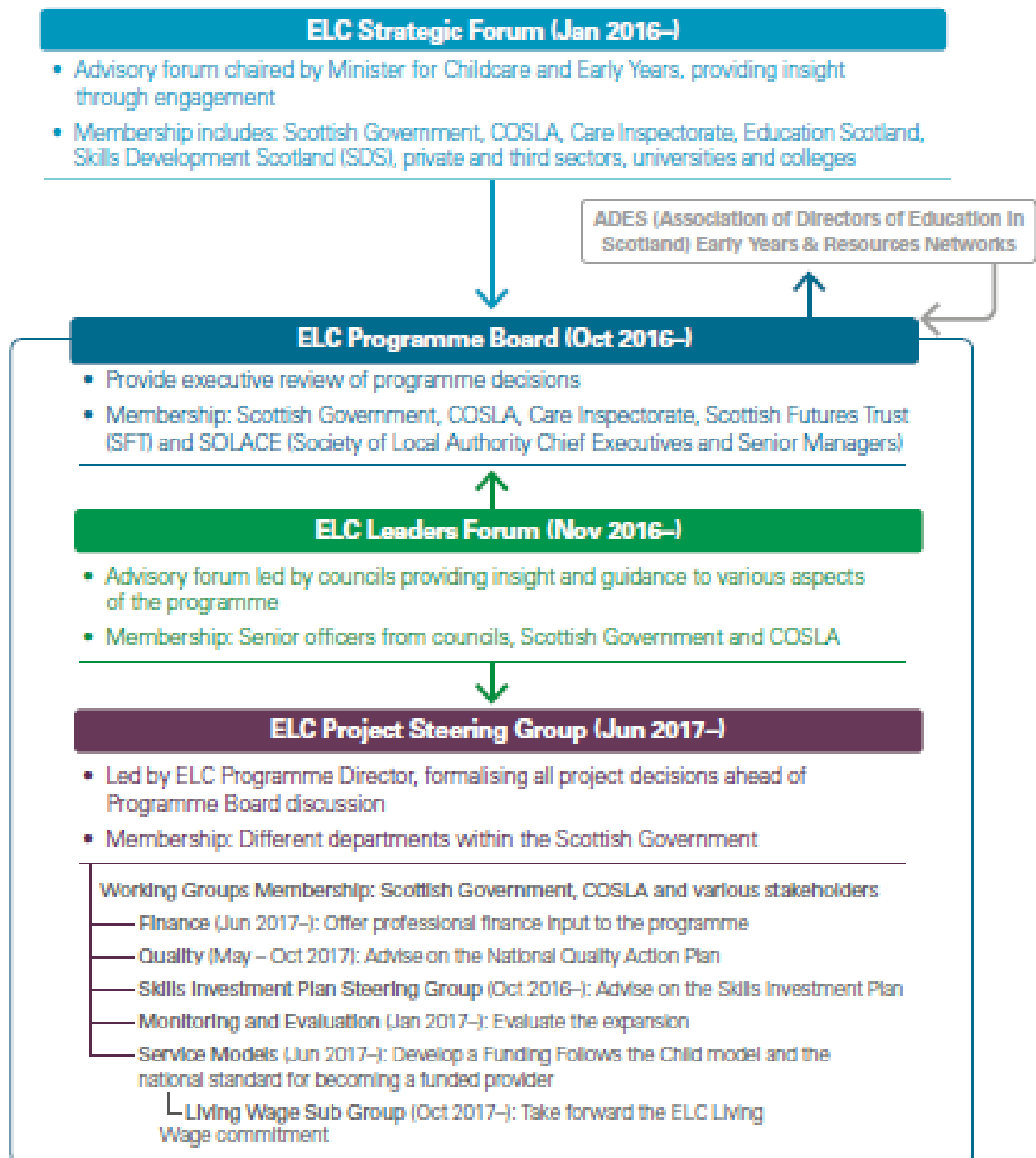
The commitment applies to staff required to register with the SSSC. It does not cover other staff in partner providers who are not required to register with the SSSC, for example cleaners or cooks.



## Exhibit 5

Overview of the Scottish Government's high-level governance arrangements for the expansion of ELC and the dates the groups were established

The Scottish Government has set up various groups to plan the expansion to 1,140 hours involving a wide range of stakeholders.



### Notes:

1. Not all groups are included in this diagram.

2. The Strategic Evidence Group ran from December 2015 to February 2017 and the Workforce and Quality Group ran from January 2016 to April 2017. New working groups reporting to the Project Steering Group replaced these initial groups.

Source: Audit Scotland analysis of Scottish Government ELC Programme Board meeting papers

## Councils prepared initial expansion plans in the absence of clear information from the Scottish Government on some important requirements

**80.** Councils had to prepare expansion plans without knowing some important requirements (Exhibit 6, page 34). The expansion plans include their initial projections for the capital and revenue costs of expansion up to 2021/22. Some councils and COSLA have highlighted that this was difficult to do without more clarity about the funding that the Scottish Government will be allocating over this period. We have previously highlighted the challenging circumstances for councils with decreasing revenue funding and changing demand for services.<sup>80</sup> Councils had to develop initial plans for the expansion, in the context of these challenges, without certainty over the funding available beyond 2017/18 and the potential impact on other council services.

**81.** Councils prepared their expansion plans without knowing the details of what quality may look like, or how this will affect their plans. The Scottish Government has stressed that the most important element of the expansion is that children receive quality ELC.<sup>81</sup> However, it is still working with councils and other stakeholders to develop the details of the specific measures of quality which will allow providers of ELC to become partner providers.

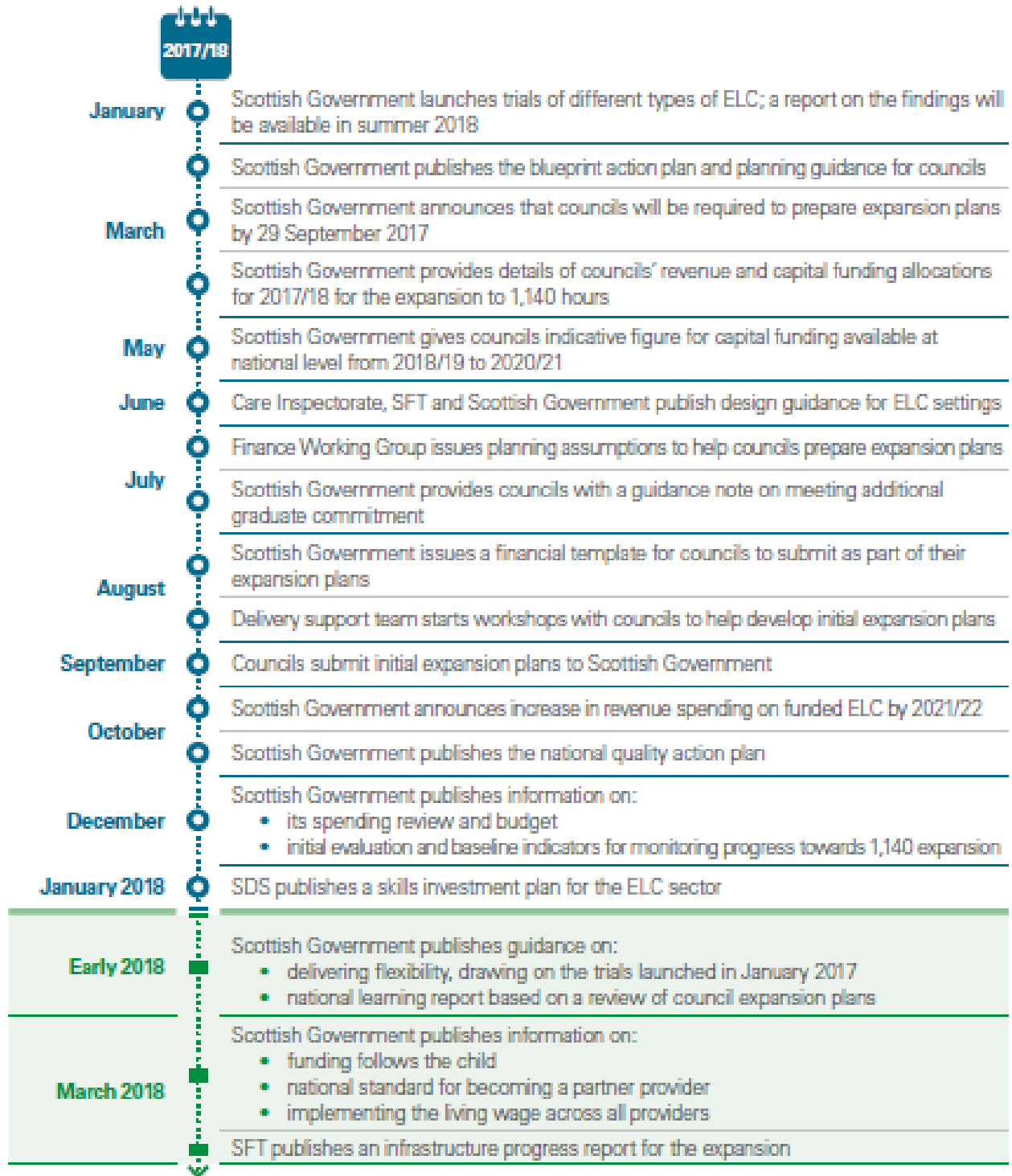
**82.** A number of other significant pieces of information and guidance were not available to councils when they developed their expansion plans:

- Councils prepared expansion plans without clear information on the expectations around future flexibility. For example, currently, councils can deliver funded ELC in a maximum session of eight hours and it is unclear whether councils can offer longer sessions to deliver the expanded hours. The Scottish Government is developing guidance with stakeholders on delivering flexibility in providing ELC, due to publish in March 2018. This will draw on learning from ongoing trials. In January 2017, the Scottish Government launched 14 trials of various ways of providing funded ELC, to provide information on how 1,140 hours could be delivered and the impact on staffing, costs and on children and families. However, the results will not be available until late in the planning period. The Scottish Government has put in place real-time evaluation of the trials, including learning events to share lessons, starting in May 2017, and it produced an interim report in October 2017.
- The blueprint action plan introduces a new funding method 'Funding follows the child', which will be in place in 2020. The Scottish Government has said this is about prioritising the settings that are best placed to deliver quality outcomes for children. The details of this new approach are still being developed with stakeholders and will not be available until March 2018. Councils and partner providers do not yet know the full implications for the types of service they will be offering, and the impact on staffing and costs. The blueprint action plan also commits to a feasibility study on longer-term changes to the funding system where parents receive funding directly to spend at a provider of their choice. This means further uncertainty for councils over their future role.

## Exhibit 6

Timeline of guidance issued and still to be completed, January 2017 to March 2018

The Scottish Government is working with partners to develop additional guidance.



Note: The blueprint action plan only sets out actions up to March 2018.



Source: A blueprint for 2020: the expansion of early learning and childcare in Scotland - 2017/18 action plan, Scottish Government, March 2017; Scottish Government papers and personal communication

- The Scottish Government published initial guidance on expansion plans in March 2017. In July 2017, the Finance Working Group issued planning assumptions to councils to help them prepare their plans. In late August 2017, the Scottish Government issued a financial template for councils to submit as part of their plans. This was intended to help councils prepare for the expansion and to identify indicative costs. Although based on the initial guidance, issued in March 2017, the template required more detail. Councils received the template more than four months after the initial guidance requiring them to prepare plans by the end of September, and very close to the time when the plans were due.

### The expansion to 1,140 hours needs significant changes in ELC services and there are risks that these will not be in place for 2020

**83.** The expansion to 1,140 hours of funded ELC means almost doubling current funded hours and spending more public money on funded ELC. It means having more staff providing ELC, potentially more premises, larger premises, or both of these, and more funded ELC provided by the private and third sectors. Although ELC services will need to expand to accommodate 1,140 hours, doubling the funded hours does not necessarily mean doubling staffing or premises. Services can work in different ways, using current premises more effectively, for example by extending opening hours beyond the school day and during school holidays. Councils will need to provide funded ELC in different ways in future to meet the new requirements on numbers of hours, flexibility and quality. While some councils have developed plans for doing this, others are still deciding how they will offer services locally.

The Scottish Government has estimated that up to about 8,000 WTE additional staff will be needed to deliver 1,140 hours but has not yet done enough to ensure they will be in place in time

**84.** The Scottish Government has estimated that between about 6,000 and 8,000 whole-time equivalent (WTE) additional staff will be needed to deliver the expansion by 2020, depending on the levels of flexibility offered.<sup>81</sup> It is continuing to work with councils and other stakeholders to refine these estimates. Councils' expansion plans show an estimated larger increase of over **12,000 additional WTE staff**  by 2021/22 including staff in training and central staff.<sup>82</sup> This is a very significant increase, of **128 per cent**  from 2016/17. SDS was due to publish a skills investment plan for the sector in October 2017. This was published in January 2018 and set out an action plan to:

- raise the profile and attractiveness of the sector and actively increase the diversity of the workforce
- better promote routes into, and career pathways through, the sector
- support and promote workforce development
- engage early learning and childcare employers with the skills system and with regional networks and activities, and to promote the skills investment plan.<sup>83</sup>




#### Additional staff:

Three councils did not include initial information on staffing levels in 2016/17, so this figure may be an overestimate. The three councils are: East Renfrewshire, North Ayrshire and Scottish Borders.




#### The percentage increase:

Based on 29 councils that submitted 2016/17 figures.

**85.** Since the increase to 600 hours of funded ELC was implemented in August 2014, there has been an increase in staff **delivering funded ELC** . The number of WTE staff delivering funded ELC has increased by six per cent from 18,260 in 2013 to 19,430 in 2016. This is due to increases in council ELC staff which increased by 19 per cent over this period. This compares to a one per cent fall in WTE staff numbers for private providers of funded ELC and a decrease of almost six per cent for voluntary providers.<sup>84</sup>

**86.** There are a number of workforce challenges across the ELC sector. Many people perceive jobs to be poorly paid with limited opportunities for career progression.<sup>85</sup> In December 2016, about a fifth of daycare of children services reported having vacancies, although this compares favourably with the average for social services as a whole (35 per cent).<sup>86</sup> About a third reported vacancies were hard to fill. The main reasons were a lack of applicants with the correct qualifications and right experience. The Scottish Government launched a national recruitment campaign to increase the ELC workforce in October 2017.

**87.** Recruiting and retaining staff can be particularly challenging for partner providers. Almost two-thirds of partner providers surveyed in 2016 said they found it very or fairly difficult to recruit suitable new staff.<sup>87</sup> However they were more positive about retaining existing staff. Nonetheless, the partner providers we spoke to typically reported losing staff to council providers who could afford to offer more generous terms. The Scottish Government estimates that the annual staff costs, including costs to the employer such as pension contributions, for average full-time practitioners are about £28,000 in council settings and £15,000 in partner-provider settings. Some of this difference may reflect the higher proportion of practitioners still completing their qualification who are employed in partner providers.<sup>88</sup> Almost half of the respondents to the **National Day Nurseries Association's (NDNA)**  survey in Scotland reported that losing staff to councils was challenging or very challenging.<sup>89</sup>

**88.** The councils we spoke to were generally more positive about recruiting and retaining staff to deliver 600 hours, although with some regional variation. We saw examples of voluntary changes to staff contracts to include additional hours and councils creating new roles. Some councils report more challenges in recruiting suitable staff, particularly where the council already has high rates of employment. For example, to address local pressures in recruiting an adequate ELC workforce, The City of Edinburgh Council has set up a workforce academy to train new staff and allow existing council staff to retrain in childcare ([Case study 2, page 37](#)).

**89.** Recruiting a diverse workforce is also a challenge, across both councils and partner providers. About 97 per cent of the ELC workforce are women.<sup>90</sup> We found examples of initiatives to increase diversity in the workforce. For example Perth and Kinross Council run a Men in Childcare programme in conjunction with Perth College, to encourage men into the childcare workforce. This provides a childcare qualification for up to ten men at a time. Some of its graduates are now working in childcare, although more typically in after-school care than ELC.

**90.** The Scottish Government, councils and training providers have started planning for this increase, but urgently need to do more. Only three years remain to ensure that a significantly larger, skilled workforce is in place to deliver the high-quality service across all of Scotland. The Scottish Funding Council (SFC) has



#### Funded ELC:

These figures are based on staff working in settings which report to the Care Inspectorate that they are delivering funded ELC.

The way in which services were asked whether they deliver funded ELC changed between 2013 and subsequent years. This could impact on the trend reported here.

These figures include staff within a setting delivering funded ELC. Not all staff in all these settings will necessarily be delivering funded ELC, for example, those caring for younger children or children receiving their funded ELC in a different setting.



#### The NDNA is:

a body which represents private and voluntary sector day nurseries.

## Case study 2

### Edinburgh workforce academy



Edinburgh Early Learning and Childcare Academy was launched in August 2014 with the aim of helping the council to develop a highly skilled and motivated workforce to deliver a high-quality early years service.

The Academy provides a framework for all early years training requirements. This includes supporting modern apprentices and trainee practitioners to gain a Scottish Vocational Qualification (SVQ) Level Three in Social Services for Children and Young People. The first group of 21 SVQ3 students completed their courses in 2016 and are now working as ELC practitioners in Edinburgh. The academy allows the council to increase its ELC workforce and has also been used to retrain existing council staff to work in ELC, as part of workforce restructuring and efficiencies. Using this in-house approach to training allows the council to have input into the content of the training available. Students at the academy must complete a module on curriculum and child development, which is not compulsory in all other training providers.

The academy supports the development of existing ELC staff through a range of working groups and networks. It also provides opportunities for workforce development, by training existing council staff to work as a course assessor or verifier as part of their work.

Source: The City of Edinburgh Council

committed to funding more college places, and SDS has committed to increasing the number of modern apprenticeships in ELC. However this will only provide a very small number of the additional staff that need to be trained:

- SFC has committed to funding an additional 350 graduate places and 650 practitioner places in 2017/18, but this includes places to meet the additional graduate commitment
- SDS has committed to increasing the number of modern apprenticeships in ELC by ten per cent year-on-year up to 2020.<sup>91</sup>

**91.** The Scottish Government is also in negotiations with the SFC to offer about 1,500 additional places on a one-year HNC course in 2018/19 and over 400 additional graduate places.<sup>92</sup> SDS is doing work to attract people into the sector, but it remains to be seen if this number of additional students can be attracted to a career in ELC.

**92.** The Scottish Government published the National Quality Action Plan at the end of October 2017. This sets out 15 high-level actions to strengthen the quality of ELC in advance of 2020. Most of the actions relate to improving the training and support provided to the ELC workforce. This includes changes to the content and assessment of some ELC qualifications from August 2018. The plan also commits to developing a national induction resource to support new staff entering the sector from August 2018.<sup>93</sup>

**93.** Councils have started to plan locally for how they will increase their workforce. This often includes developing training pathways such as modern apprenticeships. Some councils are planning schemes to allow existing council staff to retrain into ELC. However, many councils' expansion plans did not include detailed information on how they plan to recruit all the necessary additional staff. Expansion plans often did not take account of the numbers of staff required by partner providers, although several councils highlighted the risks to partner providers recruiting and retaining staff, while the council workforce was expanding. One council planned to mitigate this risk by initially advertising all but entry-level council ELC posts internally in the first instance. Others aimed to mitigate the risk by increasing the rate paid to partner providers to allow them to improve staff terms and conditions.<sup>64</sup> Councils will need to ensure that they engage with their existing ELC staff on the impact of any changes as part of planning for the 1,140 hours expansion.

**94.** Challenges elsewhere will also impact on securing the additional workforce. Some councils are already having difficulty recruiting school teachers, and councils and partner providers are having difficulty staffing adult social care services.<sup>65,66</sup> The expansion of ELC is potentially competing for the same workforce. The impact of the UK's decision to leave the EU is also unknown. The Scottish Government has commissioned work to understand the number of migrant workers in the care sector, including ELC, which is due to report in early 2018.

#### **Increased use of childminders could provide more options for children**

**95.** The Scottish Government, SDS and the Care Inspectorate are taking action to increase the number of childminders providing funded ELC as part of the expansion. This includes publishing a learning and development resource in September 2017, and developing the quality standard for partner providers.<sup>67</sup> This will set out the criteria that partner providers, including childminders, must meet to deliver funded ELC. In developing it, the Scottish Government is considering the quality required, and whether childminders will need to be qualified to the same level as staff providing funded ELC in other settings, such as nurseries.

**96.** Most council expansion plans highlight they are considering or planning to use childminders to deliver 1,140 hours of ELC. For example, based on the information provided by 23 councils, the plans estimate that childminders will deliver about 6.5 per cent of total funded hours for eligible two-year-olds by 2020/2021, compared to 1.6 per cent in 2016/17.<sup>68</sup> Often, these plans are for a blended model, where children receive ELC from two providers; for example, attending a nursery session before being cared for by a childminder for the rest of the day.

#### **Councils are planning for about £747 million of changes to infrastructure, such as buildings, to deliver 1,140 hours of funded ELC**

**97.** Councils will need adequate infrastructure, such as land and buildings, to expand to 1,140 hours. In May 2017, the Scottish Government gave councils an indicative assumption that about £400 million of capital funding will be available at national level across the next three financial years, 2018/19 to 2020/21.<sup>69</sup> However, the Scottish Government and councils have still to agree how future capital funding will be allocated between councils, for example through councils bidding or a national formula. Councils prepared their expansion plans without knowing how much capital funding they would receive. These plans highlight that councils are planning on the basis of much more capital funding than the Scottish Government has indicated is available. Between 2018/19 and 2020/21, councils' plans detail almost £690 million of capital funding, more than the Scottish Government's indicative funding of £400 million. Over the period 2017/18 to 2021/22, the amount

councils estimate they will need increases to about £747 million. This includes £411 million for new builds, £194 million for extensions, £115 million for refurbishing existing buildings and £15 million to develop outdoor spaces for ELC.<sup>20</sup>

**98.** In December 2017, the Scottish Government announced additional capital allocations for 2018/19. However, the method for allocating this between councils will not be agreed until early 2018. Councils will receive guidance on how this additional funding can be used in March 2018. The Scottish Government was due to announce a multi-year funding settlement, to 2021/22, by the end of November 2017. However, due to differences between Scottish Government and council figures on funding levels, this is now not anticipated until March or April 2018.

**99.** Significant infrastructure development will take time. However, less than three years remain during which any new infrastructure needs to be planned, funded, contracted, built and operational. There are risks to this being done on time, particularly as the multi-year funding settlement has been delayed and councils are all working to similar timescales, creating an increased demand across the country for construction.

**Councils' plans estimate that funded ELC will cost £1 billion per year from 2021**

**100.** Councils' expansion plans detail about £1 billion of annual revenue spending on funded ELC by 2021/22.<sup>21</sup> In early October 2017, the Scottish Government announced that the revenue funding available for funded ELC was expected to almost double to about £840 million a year by the end of this parliament.<sup>22</sup> The Scottish Government's figure is inclusive of any increase to the rate paid to partner providers for the living wage commitment (estimated £50 million) while councils were asked not to include this in their figures. Some of the differences between Scottish Government and council figures result from different assumptions around flexibility, workforce and the uptake of funded places by eligible children.

**101.** Similar to capital funding, the Scottish Government announced revenue figures for 2018/19 in December 2017, with the multi-year settlement delayed to March or April 2018. Again, individual councils' shares of the 2018/19 revenue allocation will not be confirmed until early 2018 and councils will receive guidance on how the funding can be used in March 2018.

**Partner providers have identified risks to their ability to deliver more funded ELC**

**102.** Private-sector nursery providers have identified risks to being able to continue in business while providing more hours of funded ELC, including:

- difficulties in recruiting and retaining staff ([paragraphs 86–89](#))
- changes to their costs resulting from the Scottish Government commitment that staff in partner providers delivering funded ELC will receive the living wage
- receiving lower rates for council-funded ELC than ELC that they charge parents for directly.<sup>23</sup> About half of respondents to an NDNA survey are projecting a loss or break-even in 2017/18.<sup>24</sup> Private providers highlighted that they are already facing financial challenges, and delivering more funded hours would mean they have less opportunity to raise income through charges to parents for additional hours. The National Audit Office found the system of free places in England relied on additional payments by



parents.<sup>26</sup> The UK Government's evaluation of pilots of increasing funded hours in England found that the financial impacts on private providers were mixed, but the tendency was towards them incurring higher costs and making lower profits<sup>26</sup>

- the Scottish Government will be publishing new standards for becoming a partner provider in March 2018, so it is not yet clear what this could mean.

**103.** Councils' expansion plans refer to these challenges that partner providers, including childminders, are facing (the last two risks in [paragraph 102](#) also apply to childminders). The plans recognise partner providers will play an important part in the expansion to better meet parental needs.<sup>27</sup>

**104.** In September 2017, the Scottish Government announced plans to support private and third sector nurseries by providing 100 per cent relief from paying business rates for day nurseries, starting in April 2018.<sup>28</sup>

**105.** Councils' expansion plans estimate that about 26 per cent of funded hours of ELC for two, three and four-year-olds will be delivered by partner providers and two per cent by childminders in 2021/22, compared to 24 per cent and less than one per cent, respectively, in 2016/17.<sup>29</sup> Risks to the sustainability of these providers could have a considerable impact on councils' abilities to deliver 1,140 hours successfully. In addition to providing funded ELC, childminders and private and third sector settings may provide ELC for younger children, not yet eligible for funded ELC, or after-school care for older children. Any risk to the future of these businesses as a result of the expansion could negatively impact on parents using these services for younger or older children.

### **The Scottish Government is developing its approach to evaluating the impact of the expansion in funded ELC but still needs to agree longer-term outcome measures**

**106.** In May 2017, the Scottish Government produced an evaluation framework to assess the outcomes and impact of the expansion of funded ELC.<sup>30</sup> This included plans to evaluate:

- the expansion to 600 hours
- councils' progress towards implementing 1,140 hours
- the outcomes of the expansion for children and families
- the impact on the ELC sector
- how the expansion contributes to the success of Scottish Government objectives.

The Scottish Government's Monitoring and Evaluation Working Group plans to do more work by 2019 to develop the framework and indicators. The framework sets out short, medium and long-term aims for the expansion, in more detail than the blueprint action plan ([Exhibit 7, page 41](#)).

## Exhibit 7

Aims of the expansion of funded ELC as set out in the monitoring and evaluation framework

The monitoring framework provides more detail on the intended outcomes of the expansion.

	Aims
<b>Short term</b>	To provide high-quality, accessible, flexible and affordable ELC delivered across 600 hours and 1,140 hours a year.
<b>Medium term</b>	To provide children with strong foundations with which to maximise their potential and outcomes, including closing the attainment gap between children living in our most and least deprived communities.
<b>Long term</b>	To support the eradication of child poverty and inequality.
	To support long-term inclusive growth in Scotland's economy.
	To provide more opportunities for parents to move into employment, particularly mothers.

Source: Scottish Government ELC Programme Board meeting papers, Scottish Government, 2017

107. The evaluation framework will use existing data and a series of short and longer-term research strategies. Initial plans for research before 2020 include:

- asking parents about their needs
- economic evaluation assessing the relative efficiency of how councils provide funded ELC and of different types of providers.


The working group is developing a longer-term strategy to explore and monitor the impact of the expansion on longer-term outcomes for children, parents and the ELC sector. The Scottish Government is leading work to:


- identify the most relevant indicators and methods of collecting data for monitoring child outcomes at the end of ELC or at the start of P1 and beyond
- assess longer-term outcomes for parents, such as the impact on their work, study or training.

108. The Scottish Government is significantly better prepared in terms of monitoring and evaluation than it was when it implemented the increase to 600 hours. The Scottish Government has set out some baseline indicators to monitor short-term outcomes (paragraph 54).<sup>83</sup> However the working group has still to agree baseline indicators for longer-term outcomes. It needs to do this, and ensure that the data is available, as a matter of urgency to have trend analysis over a longer period of time.

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# Appendix 1

## Operation of funded ELC by councils



**109.** The statutory guidance states that children are eligible for funded ELC from the first term after their third birthday. However, this is not strictly accurate, as children turning three between the start of March and the start of the summer term in April are not eligible until the start of autumn term in August.

**Exhibit 8** sets out the statutory guidance for eligibility. There are also local variations in eligibility criteria, with some councils offering earlier access to funded places. For example, in Glasgow City Council, children born between 1 September and the end of February are eligible for funded ELC at the start of the term in which their third birthday falls. For some children, this will result in a place up to five months earlier than their statutory entitlement. For example, a child born on 1 September would be eligible for a place in the spring term, in January, under the statutory guidance. But Glasgow City Council would provide a place earlier from autumn term, in August. National calculations of eligibility are based on the statutory guidance, so are likely to underestimate the actual numbers of children who can access funded hours in councils with more generous criteria.


### Exhibit 8

#### Statutory guidance on eligibility for funded ELC

Start of eligibility depends on the child's birthday.



Source: Children and Young People (Scotland) Act 2014, Early Learning and Childcare, Statutory Guidance, Scottish Government, August 2014.

**110.** We found that **11 councils**  did not comply with the statutory guidance for eligibility.<sup>1</sup> This mainly applied to a small group of children with birthdays between the start of the autumn term in August and the end of August. The statutory guidance states these children should be eligible for a place from the start of the autumn term. But we found that in some councils children in these circumstances were not eligible until their birthday or the week, month or term after their birthday. Some councils explained that the way in which their ELC settings were registered with the Care Inspectorate meant they were unable to accept children before their birthday, as they would not meet the minimum age for the setting. Settings can apply to vary their conditions of registration with the Care Inspectorate to allow them to accommodate children from an earlier age. For example, to accept children from under three years rather than from three years. There may be associated implications such as for staffing, to ensure that younger children's needs are being met in line with Care Inspectorate standards.

**111.** Two-year-olds who meet the specified eligibility criteria have similarly staggered start dates depending on their birthdays. Again, councils can choose to provide earlier access locally. Using information from the DWP and HMRC, the Scottish Government estimated the numbers of two-year-olds eligible for funded ELC in 2015, by qualifying criteria ([Exhibit 9](#)). About 25 per cent of all two-year-olds in Scotland are estimated to be eligible for funded ELC.



**11 councils:**

- Angus
- Argyll and Bute
- Dumfries and Galloway
- East Ayrshire
- East Lothian
- Glasgow City
- Midlothian
- North Lanarkshire
- Shetland Islands
- South Ayrshire
- South Lanarkshire.

<sup>1</sup> Audit Scotland survey of councils, 2017.

## Exhibit 9

### Estimates of two-year-olds eligible for ELC by qualifying criteria, 2015

Two-year-olds can become eligible for funded ELC by meeting various criteria.

Qualifying criteria	Estimated number of eligible two-year-olds
Income support	8,000
Jobseeker's allowance (income-based)	900
Employment and support allowance (income-based)	1,100
Pension credit/Severe disablement allowance/Incapacity benefit	150
Child tax credit only (income under £16,105)	2,400
Working tax credit and child tax credit (income under £6,420)	2,800
Looked after child/Kinship care order/Parent-appointed guardian	500
Immigration and Asylum Act	100

**Notes:**

1. Many of the benefit criteria are mutually exclusive. For example, a person must be state pension aged to be eligible for pension credit and this makes them ineligible for jobseeker's allowance, employment and support allowance and income support. However, some estimates are adjusted to take account of other qualifying criteria. To estimate likely eligibility under other criteria, adjustments have been made to the numbers of children eligible under the following criteria: child tax credits; as a result of being looked after; having a kinship care order; or a parent-appointed guardian.
2. These figures are based on estimates of eligibility in 2015. This is higher than the around 14,000 two year-olds estimated to be eligible in 2017.

Source: *Financial Review of early learning and childcare in Scotland: the current landscape*, Scottish Government, 2016

**112.** Another complexity in calculating the number of children eligible for funded ELC relates to when children stop being eligible for the service. For most children, this is when they start school. Again the timing of starting school depends on a child's birthday. Children born between the start of March and the end of August will start school in the autumn term of the year in which they turn five. Children born between the start of September and the end of December can also start school in the autumn term of the year in which they turn five. However, their parents may choose to defer their school start date until the autumn term of the following year. Children in these circumstances are not eligible for an additional year of funded ELC, although councils may choose to offer this in some circumstances. Children born between the start of January and the end of February are eligible to start school from the autumn term in the year preceding their fifth birthday. However, parents may choose to defer their school start date until the autumn term the following year. Children in these circumstances are automatically entitled to an additional year of funded ELC. In practice, some children will receive funded ELC for longer than others, depending on their birthday and whether their school start date is deferred or not.

# Appendix 2

## Timeline of key ELC developments 2017-2020



Date	Event	Service delivery	Workforce	Finance	Infrastructure
20 Mar 2017	Councils receive confirmation of revenue funding allocations of £21 million for 2017/18			●	
23 Mar 2017	Action Plan for 2017/18 publishes. ELC expansion planning guidance publishes.	●	●	●	●
5 May 2017	ELC trials learning event.	●			
19 May 2017	Councils receive confirmation of final capital funding allocations of £30 million for 2017/18 and an indicative capital planning assumption of £400 million for 2018/19 to 2020/21.			●	
9 Jun 2017	New Health and Social Care Standards publishes.	●			
30 Jun 2017	Good practice design guide for ELC and out of school care settings publishes.				●
7 Jul 2017	Councils receive planning assumptions to help prepare their expansion plans.	●	●	●	●
14 Jul 2017	Councils receive guidance note on meeting additional graduate commitment.	●	●		
3 Aug 2017	Recommendations for ELC data: implications for the ELC census publishes.	●	●		
25 Aug 2017	Councils receive financial template to help present multi-year financial and workforce estimates with their expansion plans.	●	●	●	●
Aug/Sept 2017	Twelve workshops with councils to help them prepare their expansion plans.	●	●	●	●
Summer 2017	Pilot programme plans for reducing upfront childcare costs publishes.	●			
Summer 2017	Learning from ELC trials available; councils receive early lessons over the period of the trials.	●			



Date	Event	Service delivery	Workforce	Finance	Infrastructure
26 Sept 2017	Learning and development resource for childminders publishes.	●	●		
29 Sept 2017	Councils submit their ELC expansion plans to the Scottish Government.	●	●	●	●
Sept 2017	Inclusion Fund for supporting children with additional support needs establishes.			●	
23 Oct 2017	A recruitment marketing campaign launches to promote careers in ELC.		●		
31 Oct 2017	National Quality Action Plan publishes.	●	●		
Oct 2017	ELC trials learning event.	●			
3 Nov 2017	Report on onsite childcare provision in further and higher education estates and large public sector employers publishes.	●			●
Nov 2017	Councils receive individual feedback reports on ELC expansion plans from Scottish Government, including confirmation of next-steps follow-up action.	●	●	●	●
Nov 2017	Scottish Government initially due to announce multi-year funding settlement.			●	
Nov 2017	Guidance on delivering the Daily Mile in ELC (age-appropriate equivalent activity for children) publishes.	●			
Dec 2017	Scottish Government publishes draft budget with 2018/19 funding allocation.			●	
Dec 2017	Evaluation and monitoring report (first in a series) publishes, including an evaluation of the expansion to 600 hours, baseline indicators for monitoring progress towards the expansion to 1,140 hours and parents' survey.	●	●	●	●
Jan 2018	Skills Investment Plan for ELC publishes.		●		
Jan 2018	Guidance available on capacity and funding within higher education and further education institutions to expand ELC workforce.		●		
Jan 2018	Scottish Government and councils to agree how 2018/19 funding allocations will be distributed between councils.			●	

Date	Event	Service delivery	Workforce	Finance	Infrastructure
Early 2018	Scottish Government receives a report on the impact of the UK's decision to leave the EU on social care services.		●		
Early 2018	National learning report from ELC expansion plans publishes.	●	●	●	●
Early 2018	Consultation document on flexibility available.	●			
Early 2018	National learning event to share key findings from councils' ELC expansion plans and ELC trials with councils and their partners.	●	●	●	●
Feb 2018	Councils receive guidance note on additional graduate progress.	●	●		
Feb/Mar 2018	Updated statutory guidance, including parent guidance, publishes.	●			
Mar 2018	Guidance on implementing the Scottish Living Wage publishes.		●	●	
Mar 2018	Guidance available on delivering flexibility, drawing on ELC delivery model trials.	●			
Mar 2018	A national standard for becoming a funded provider available.	●			
Mar 2018	Details of the new Funding Follows the Child model available.	●		●	
Mar 2018	SFT infrastructure review publishes.				●
Mar/Apr 2018	Scottish Government due to announce multi-year funding settlement.			●	
Spring 2018	Pilot programme for reducing upfront childcare costs to start.	●			
Apr 2018	New Health and Social Care Standards operational.	●			
Aug 2018	Additional graduates start in nurseries in most deprived areas.	●	●		
Summer 2018	A report on learning from the trials available.	●			
Summer 2018	Proposals for a new approach to funding set out.			●	
Summer 2018	Consultation on flexibility completed and further guidance on flexibility available.	●			
Dec 2018	A single inspection framework for ELC is applied.	●			
Aug 2020	A new national standard for funded provider status in place.	●			
Up to Aug 2020	The number of ELC Modern Apprenticeships increases by ten per cent year on year up to 2020.		●		
Up to Aug 2020	Councils receive up to £50 million additional revenue to realise living wage commitment up to 2020.			●	
Aug 2020	Expansion to 1,140 hours of ELC starts.	●	●	●	●

# Appendix 3

## Advisory group members





Audit Scotland would like to thank members of the advisory group for their input and advice throughout the audit.

Member	Organisation
Alison Koslowski	University of Edinburgh
Angela Leitch	East Lothian Council
Carrie Lindsay	Fife Council
Catherine Agnew	Care Inspectorate
Clare Lamont	Education Scotland
Jane Brumpton	Early Years Scotland
Jane Mair (to June 2017) and Jane Malcolm (from July 2017 onwards)	National Day Nurseries Association
Jane O'Donnell	Convention of Scottish Local Authorities
Joe Griffin	Scottish Government
Laura Friel	North Ayrshire Council
Maggie Simpson	Scottish Childminding Association
Neil Craig	Health Scotland

**Note:** Members sat in an advisory capacity only. The content and conclusions of this report are the sole responsibility of Audit Scotland.

# Early learning and childcare

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ISBN 978 1 911494 48 5 AGS/2018/1

This publication is printed on 100% recycled, uncoated paper



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head Education</b>	<b>Report No:</b>	<b>EDUCOM/61/18/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Education Services Standards and Quality Report March 2017 - March 2018 and Improvement Plan 2018-19</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for March 2017-18 and the Education Services Improvement Plan for March 2018-19.

## 2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. This report and subsequent plan meet the requirement of the new legislation and guidance.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2017 to March 2018 and Improvement Plan 2018-19 are appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools from March 2017 to March 2018. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, inspection reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas where Inverclyde Education Services can improve further and the Improvement Plan details how this will be taken forward.
- 2.3 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. Education Services is fully committed to providing a high quality service which will enable all young people to achieve their full potential.
- 2.4 For greater detail on the performance of any individual school, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report – March 2017 - March 2018 and the Improvement Plan 2018-19.

**Ruth Binks**  
**Head of Education**

## 4.0 BACKGROUND

4.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016 imposes new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

The new duties for planning commence on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018. As the Standards and Quality Report for 2015/16 was linked to the NIF drivers, Inverclyde Education Services are in a position to meet the statutory requirements for both planning and reporting against the NIF as described in the new duties of the act.

4.2 This year the annual report is made up of two parts, the Standards and Quality Report and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year. Because the Standards and Quality Report is a comprehensive in-depth document, a summary containing key messages is attached as appendix 1.

## 5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report – March 2017 to March 2018 include:

- As part of the Inverclyde Literacy and Numeracy strategies we have met ambitious targets for the percentage of pupils who would leave school with National 5 in English and Mathematics

Pupils leaving school in	% Achieved Nat 5 English	% Achieved Nat 5 Mathematics
2015	60%	40%
2016	66%	43%
2017	74%	46%

- The overall trends in Inverclyde remain very positive for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in all measures.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Data that shows we are closing our attainment gap linked to deprivation through the targeted work of the Attainment Challenge. Overall, according to teacher judgements, the gap in both literacy and numeracy has reduced by 5%.
- The proportion of Inverclyde Council 16-19 year olds participating in education, training or employment is 91.9% compared to 91.1%, in Scotland.
- 1 in 4 pupils in Inverclyde participate in the Duke of Edinburgh Awards scheme, one of the highest uptakes in the UK. In 2016/17, there continued to be a significant increase in the number of Bronze and Silver Awards gained in addition to an increase in new entrants at Silver Level.
- The Inverclyde Training Band, Concert Band and Wind Orchestra all achieved Gold +

awards at the Scottish Concert Band Festival.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities are:

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

## 6.0 IMPLICATIONS

### Finance

6.1 The resource implications fall within devolved school management, Scottish Government funding and authority support to schools.

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### Legal

6.2 This Standards and Quality Report fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

### Human Resources

6.3 None anticipated.

### Equalities

6.4 Has an Equality Impact Assessment been carried out?

There are equality implications because of differences in achievement within different sectors of

pupils, for example, by deprivation, gender, looked after children etc.

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### **Repopulation**

- 6.5 The Standards and Quality Report provides a flavour of the high quality of education available in Inverclyde and our ambitious plans for the children and young people in Inverclyde, which may help to make the area a more attractive place in which to live in.

## **7.0 CONSULTATIONS**

- 7.1 None.

## **8.0 BACKGROUND PAPERS**

- 8.1 Appendix 1 Education Services Key messages from Standards and Quality Report – March 2018  
Appendix 2 Education Services Standards and Quality Report. – March 2017 – March 2018  
Appendix 3 Education Services Improvement Plan – 2018/19



# Key messages from Standards and Quality Report

March 2018



## School/Establishment Leadership

### Key strengths

Leadership continues to be strong across Inverclyde at both authority and establishment level.

There are many support networks and development opportunities in place for our current leaders and those who may wish to take up leadership positions in the future.

### Next Steps

- Implement and evaluate the leadership strategy.
- Continue to develop a structured programme to support teachers who are actively seeking promotion.
- Monitor and evaluate the impact of the existing programmes.
- Develop, as part of the Glasgow City Regional Improvement Collaborative, Early Years' leadership opportunities.

## Teacher Professionalism

### Key strengths

Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service.

We consider the opportunities for professional learning to be a key strength. The impact of professional development can be seen in the classroom and has contributed to raising attainment and closing the poverty related attainment gap. Whole authority programmes are ensuring a more consistent approach to learning, teaching and assessment.

### Next Steps

- Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Monitor the use of the revised Learning Teaching and Assessment policy.
- Link to self-evaluation – systematic evaluation of the small number of programmes in literacy, numeracy, health and wellbeing and leadership to ensure their impact.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.

## Parental Engagement and Partnership Working

### Key strengths

Partnership working remains strong across Inverclyde. The work being undertaken as part of the Attainment Challenge was identified as a key strength of the recent Children's Services Inspection.

Family learning remains a key focus for our Attainment Challenge and the work we are undertaking is recognised as strong practice at both a local and national level.

We are making good progress and are developing increased partnerships with employers to develop our young workforce.

An increasing wide range of strong partnerships are developed to ensure that children and young people are supported to be the best they can be. These partnerships include Active Schools, Community Learning and Development, libraries, partnerships with other authorities and national agencies.

We have undertaken a survey, "Ask the Family" to engage with families and seek their views on parental engagement and progress with family learning. This will inform our self-evaluation and next steps.

### Next Step

- Continue to take forward the Developing Inverclyde's Young Workforce Programme.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.
- 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.
- Continue to strengthen joint working with other authorities through the Glasgow City Regional Improvement Collaborative.
- Active schools will focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment, achievement and tracking of the participation of the children.

## Assessment of Progress

### Key Strengths

Performance in Inverclyde schools remains strong and we perform better when compared to those in similar circumstances in almost all measures.

Inverclyde is above the national for the Annual Participation Measure which measures all young people from 16 to 19 who are in education, training or employment.

The Attainment Challenge has shown a continued very positive trend in data as to how schools are raising attainment overall and closing the attainment gap linked to deprivation.

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. These opportunities include outstanding success in musical and sporting activities at both a local and national level. We remain one of the highest authorities in the UK for participation rates in the Duke of Edinburgh Awards.

### Next Steps

- All schools use moderated assessment information to track and monitor the progress of every pupil.
- Increase the use of accredited courses offered by schools in partnership with CLD.
- Develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to deliver on our three year Developing Inverclyde's Young Workforce Programme and to ensure a progression of employability skills.

### **Key Strengths**

**The Attainment Challenge funding has meant that we are now in a position to be able to provide increasingly high quality support and training opportunities across all sectors. Schools have used Pupil Equity Funding to build upon the work of the Attainment Challenge.**

**Schools and establishments have clear plans in place which are increasingly informed by data to identify evidence based interventions that will drive improvement. The high quality of self-evaluation and planning is contributing to Inverclyde's success in raising attainment and closing the poverty related attainment gap.**

**Inverclyde Council's schools, early years centres and Education Services deliver a high quality of provision overall and are well placed to continue to drive improvement. Authority reviews of schools continue to support and challenge leaders with the improvement agenda.**

### **Next Steps**

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.**
- Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.**
- Schools are better able to use data to inform improvement through self-evaluation.**
- Review the comments made by young people at the Conversation Café's to look at how best to support them to have a meaningful health education experience when evaluations are complete and look at how we can address gaps in the curriculum, working within the parameters of the curriculum.**
- Identify an Action Plan to address areas of support required for schools as a result of the Health and Wellbeing Survey**

## The Development of our Curriculum

### Key strengths

Our schools are well placed to continue to take forward and further develop Curriculum for Excellence. Schools are increasingly defining their curriculum to meet the needs of their local context.

Schools are improving in their ability to define appropriate pathways for young people in their senior phase. Linked to the work on DIYW, employability skills are increasingly prominent through the Broad General Education and into the senior phase.

Good progress has been made with the 1+2 languages initiative.

### Next Steps

- 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.
- Continue to develop the senior phase through enhanced pupil choice.
- Continue to take forward the 1+2 languages initiative.

## Ensuring Wellbeing, Equality and Inclusion

### Key strengths

Exclusion rates in Inverclyde remain significantly below the national average. Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched this year and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates.

The ongoing work on nurture has been taken forward with a high proportion of staff having been trained on fostering nurturing relationships with pupils.

Building on strong established practice and partnerships, Inverclyde is in a very good position to continue to take forward the Getting It Right for Every Child (GIRFEC) agenda.

The recent inspection of Inverclyde Children's Services highlighted the very strong partnership approaches to ensure that the needs of all pupils in Inverclyde are met. The work of the Attainment Challenge was identified as a key strength.

### Next Steps

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools.



# Inverclyde council

## Education Services

### Standards and Quality Report

April 2017 – March 2018



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## Foreword

Welcome to our Standards and Quality Report for the period April 2017 – March 2018.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. For the second year, the report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21<sup>st</sup> century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.

## Vision and Context

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are six mainstream secondary schools in Inverclyde, 20 primary schools and 20 Early Learning and Childcare Centres. In addition to this, Craigmarnoch School and Lomond View Academy schools support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. In school session 2017/18 there were 5412 primary school pupils and 4328 secondary school pupils. There are also 174 in ASN schools and 1197 in Early Years settings.

### Our Wellbeing Outcomes

We have a number of wellbeing outcomes that we wish to achieve for our children and young people. (SHANARRI) These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.

Inverclyde has benefited from significant investment recently as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered, and will continue to deliver, new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2020. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a four year programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2017/18, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans for 2017/18. In April 2017, all schools across Scotland were allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Again the purpose of the PEF is to close the attainment gap linked to deprivation.

## Key Achievements as of March 2017

### A few highlights:

- Kilmacolm Primary School have been nominated for the Education Scotland “Raising Attainment in Literacy”. #KPSLovesReading project encourages child and parental engagement. Kilmacolm Primary School has developed a positive reading culture in the school, which was commended by John Swinney, Depute First Minister, on a recent visit.
- King’s Oak Primary School have been nominated for the Education Scotland “Family and Community Learning Award”.
- A successful Joint Inspection of Children’s Services.
- Presentations at Scottish Learning Festival and West Partnership events.
- Aileymill Primary School were the first school in Inverclyde to be awarded Silver Level Rights Respecting School's Award.
- School Developing Inverclyde Young Workforce Operational Network established.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Inverclyde Academy have participated in the inter-authority Greenpower Race programme with DYW West, Energy Skills Partnership and West College Scotland.
- All Inverclyde schools participated in the Young Enterprise Company Programme. St Columba’s High School were regional winners and will represent the area in the National finals.
- This was another successful year for “The Recruit” which secured 7 jobs for young people and raised £7000 for charity. This takes the total number of jobs secured to 103 and the money raised to £110,000 over the last 11 years.
- There was a 50% increase in the participation levels on Foundation Apprenticeships.
- 25 students from across Inverclyde participated in a week long NASA – Mission Discovery Programme.
- 110 students from Inverclyde secondary schools attended a regional STEM event at West College Scotland Clydebank – ‘The Big Bang Near You’.
- 250 senior school students attended Inverclyde Modern Apprentice Job Fair at Greenock Town Hall.
- Gourrock Primary School achieved the Social Enterprise Award for innovation and the positive social impact of their GIRFEC (Getting It Right For Every Child) café. The children met and worked with a graphic designer to develop a game. The young people organised a café, baked cakes and invited partners. Donations were sent to Gourrock Primary's School partner school in Malawi - Namadidi Primary school.
- SportsT Club at Newark Primary School is a joint programme with Active schools, Barnardos, and CLD. The families involved were invited to attend to help improve the health and wellbeing of the whole household. Parents will gain an SQA Personal Award.
- At the 100 year Anniversary of the Battle of Passchendaele, a pupil from Notre Dame High School performed in Belgium with the National Youth Choir of Scotland which was televised by the BBC.
- Notre Dame High School pupils continue to succeed in the Teen Tech Competition, with their teacher being named ‘Teen Tech Teacher of the Year’.
- A group of S3 art pupils from Inverclyde Academy won a national competition when they designed a rug to celebrate diversity. They went to London to pick up their prize presented by Gok Wan. The 2017 Arts and Minds competition was organised by NASUWT.

- The “Auld Yins and Wee Yins” project involving Wellpark Children’s Centre and Hillend House enables children to build relationships and learning about kindness and respect across the generations in our community. Children visit Hillend House fortnightly and share activities and stories.
- Early Learning and Childcare 1140 hours Early Phase projects have been developed resulting in 72 families accessing full-time provision. This has enabled parents / carers to access employment, education and training. A final evaluation of the project is scheduled to take place in April to June 2018 but to date there is evidence of improved outcomes for children.
- 12 secondary school pupils formed a steering group and planned, prepared and delivered the 3<sup>rd</sup> Clyde Conversations event to over 80 secondary school pupils in February 2018.
- Over 725 pupils undertook an expedition as part of their Duke of Edinburgh’s Award, contributing to a Inverclyde record of 45 expeditions that took place in 2017.
- Port Glasgow High School Poetry Slam Team - as reigning Scottish Champions, were asked to perform at the Year of Young People reception at Holyrood Palace for Prince Harry and Meghan Markle.

## Wider Achievement 2017–18

The Inverclyde Music Service continues to inspire children and young people to fulfil their potential and improve attainment. Our music service continues to be a real strength in Inverclyde, with many successes on both the local and national stage. From P4 to S6, 1190 pupils currently receive music tuition in schools with 374 pupils participating in Inverclyde’s choirs, bands and orchestra. Pupils learning an instrument have the opportunity to sit exams from both the Associated Board of the Royal Schools of Music and Trinity College Exams. As well as building their wider achievement portfolio, it provided valuable experience for sitting their SQA exams.

## Choirs, Bands and Orchestras

The Music Service manages seven ensembles and presents the Gala and Christmas Concert annually. In addition to this, the choirs, bands and orchestras participated in two church concerts a year and Armed Forces Day.

Competitions are an important part of the Music Service calendar, providing valuable performance experience and promoting Inverclyde throughout Scotland. Inverclyde’s choirs, bands and orchestras excelled at these events and remained one of the leading instrumental services in the country.

Other notable achievements:

- **Scottish Concert Band Festival** - Training Band, Concert Band and Wind Orchestra all achieved Gold +
- **Glasgow Music Festival:**
  - Senior Choir – winners with distinction
  - Senior Strings – 3<sup>rd</sup> place with Merit



➤ Junior Strings – winners in their class

- **General Introduction to Music** - 12 hours of music to all P5 pupils in Inverclyde.
- **Music at Lomond View** – musician in residence two days a week in the school.
- **ASN Music** – delivering specialist music programmes and CPD to Craigmarloch School and Garvel Deaf Centre.
- **Streetband** – with 'Where's the One', all P7 pupils in St Andrew's Primary School and Moorfoot Primary School became the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD for classroom teachers supported by music education software.
- **Music in Craigmarloch** - This year three members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making.

## Active Schools Programme

- Active Schools in partnership with Inverclyde Leisure operated Inverclyde's Sportshall Athletics Competition involving all 20 primaries. Inverkip Primary School won again this year for the tenth year running and progressed to the West of Scotland finals where they were crowned champions for the third year running. Five pupils in the team have been successful West of Scotland Champions every year since P5.
- Active Schools hosted the Secondary Heptathlon with over 110 pupils from S1-S3 competing for the Inverclyde title. Inverclyde Academy won this accolade and the right to represent Inverclyde at the West of Scotland Final. The S1/2 team put in excellent performances across the board and won the final being crowned West of Scotland Champions.
- Leadership in Sport has gone from strength to strength this year with five pupils achieving Sports Leader Level 6, a national qualification from Sports Leaders UK. This is the first time this has been achieved locally. The pupils have volunteered over 150 hours in school, club and ASN settings. Ten pupils achieved Dance Leaders level 5 and a further 10 gained Sports Leader Level 5.
- Supported by Active Schools, four schools have achieved National School Sports Award gold standard with another school securing a silver award.



## School/Establishment Leadership

### External Inspection Evidence from 17/18

#### Education Scotland School Inspections 2017/18

During the period April 2017 to March 2018 Education Scotland published no inspection reports on educational establishments in Inverclyde.

#### Care Inspectorate Integrated Children's Service Inspection October 2017

Using a draft framework of quality indicators that was published by the Care Inspectorate in October 2012: *How well are we improving the lives of children, young people and families?* The team evaluated the following Quality Indicators:

##### How well are the lives of children and young people improving?

Improvements in the wellbeing of children and young people	Very good
Impact on children and young people	Very good
Impact on families	Very good

##### How well are partners working together to improve the lives of children, young people and families?

Providing help and support at an early stage	Very good
Assessing and responding to risks and needs	Adequate
Planning for individual children and young people	Good
Planning and improving services	Good
Participation of children, young people, families and other Stakeholders	Excellent

##### How good is the leadership and direction of services for children and young people?

Leadership of improvement and change	Very good
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## Care Inspectorate Early Years Inspections

From April 2017 until March 2018 the Care Inspectorate visited eight early years' establishments. Our centres continue to perform well.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Bluebird Family Centre	02/08/2017	Good	Adequate	Not Assessed	Not Assessed
Gibshill Children's Centre	26/10/2017	Very Good	Very Good	Not Assessed	Not Assessed
Hillend Children's Centre	20/04/2017	Very Good	Good	Not Assessed	Not Assessed
Inverkip Nursery Class	11/10/2017	Good	Good	Not Assessed	Not Assessed
Kelly Street Children's Centre	13/12/2017	Very Good	Not Assessed	Very Good	Not Assessed
Lady Alice Nursery Class	08/09/2017	Very Good	Good	Not Assessed	Not Assessed
Newark Nursery School	12/10/2017	Good	Not Assessed	Good	Not Assessed
Wemyss Bay Nursery Class	20/09/2017	Very Good	Not Assessed	Not Assessed	Very Good

### The quality and impact of leadership within schools and at all levels

Evidence we gather:

- School/establishment Education Scotland and Care Inspectorate inspection reports.
- Self-evaluation of schools/establishments of HGIOS? 4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- Number of senior managers in Early Learning and Childcare with BA Childcare Practice.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school reviews.

## **Last year we said we would:**

- Launch the Inverclyde leadership strategy.
- Identify training pathways for those seeking promotion.
- Increase the leadership courses offered in Inverclyde.
- Continue to increase the number of teachers and head teachers who have undertaken courses that meet the requirements for headship.
- Implement the findings of Scottish Social Services Council 'Enabling Leadership Capacity' for the early years sector.

## **Here's how we got on:**

### **Launch the Inverclyde leadership strategy and identify training pathways for those seeking promotion.**

The Inverclyde Leadership Strategy was launched with heads of establishment in September 2017. There are 4 leadership pathways for all teaching staff, providing guidance on the opportunities available within and outwith the authority. The Leadership Pathways will be a key focus of discussion during Professional Review and Development meetings.

### **Increase the leadership courses offered in Inverclyde.**

"Uplifting Leadership" courses ran again this session, with around 30 staff from primary, secondary and early years sectors attending 6 twilight sessions. Evaluations from the sessions were very positive, with all agreeing or strongly agreeing that the course was worthwhile and that it will have an impact on practice. A fuller evaluation of the impact of this course is currently being undertaken.

A new leadership course has been created, and this will run as 4 twilights, with 2 sessions taking place this term. This course is aimed at staff currently in promoted posts and considering taking the next step in their career. It links theory more closely with practice and allows participants to discuss scenarios and possible solutions to real operational issues.

### **Continue to increase the number of teachers and head teachers who have undertaken courses that meet the requirements for headship.**

In 2016-17, 14 teachers completed the SCEL Teacher Leadership course, 1 depute head teacher completed "Into Headship", 4 head teachers are taking part in "In Headship" and 3 head teachers are participating in "Excellence in Headship". We also have 2 depute head teachers who have started "Towards Headship".

Two head teachers participated in the Columba 1400 Head Teachers' Leadership Academy.

## **Implement the findings of Scottish Social Services Council 'Enabling Leadership Capacity' for the early years sector.**

A short-term working group was established which fed into a workstream developed by the West Partnership. Inverclyde is represented on this group.

Four senior leaders have completed a pedagogical leadership course at University of Edinburgh with colleagues from the West Partnership.

Human Resources have developed an Early Learning and Childcare Workforce strategy to increase the ELC workforce. Achievements to date have included an increase in salaries for Senior Leaders to sustain current employees, attract new Leaders and the appointment of all early years staff on a permanent basis.

## **Evaluation of leadership in Inverclyde Education Services**

At authority level, there has been a complete change of the senior leadership team over the last three years. Feedback from schools stated that they feel that the support from the authority and strategic direction remains strong. Head teachers report that they have seen a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at head teacher meetings. Head teachers also felt that they benefited from a very clear direction from the senior leadership team.

There has been a big turnover of Head and Depute Head Teachers in the authority, but commendably the outcomes for pupils continue to improve. We continue to involve Depute Head Teachers (DHTs) as well as Head Teachers as part of the peer team undertaking whole school reviews led by the QIT (including the Attainment Challenge leads). Feedback from the DHTs and Head Teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice.

The following support networks are now in place to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early years sector heads meetings.
- Primary DHT network meetings.
- Primary mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Primary PT meetings.
- A professional learning community for Attainment Challenge primary head teachers.
- A professional learning community for primary head teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary head teachers.
- Early years deposes network meetings.

Leadership is being developed at Masters level in partnership with the University of Glasgow and the University of Strathclyde. This session we have increased the number of teachers who are being funded towards their Masters study by 10. The quality of leadership in Inverclyde remains strong, with most of our senior leaders buying into professional leadership opportunities. Head

teachers work with each other and the local authority in a collegiate and supportive manner. We have seen increased participation in the take up of leadership development opportunities and have been able to recruit strong leadership teams to our schools. Sampling of parents' and teachers' views during school reviews showed that most staff and parents think that their school is well led. During most school reviews the leadership and vision of the head teacher to ensure improved outcomes for pupils was identified as a key strength.

The evaluation of "Uplifting Leadership" includes information about leadership opportunities for all attendees. An action research project is an integral part of this course. Staff have therefore taken up new leadership opportunities, either through a promoted post, or by leading an aspect of the school improvement plan. The impact of this work will be measured through school self-evaluation. Feedback from this course has resulted in further sessions focussing on the practical approaches to leadership

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**

### **Next Steps:**

- **Implement and evaluate the leadership strategy.**
- **Continue to develop a structured programme to support teachers who are actively seeking promotion.**
- **Monitor and evaluate the impact of the existing programmes.**
- **Develop, as part of the West Partnership, Early Years' leadership opportunities**

## Teacher Professionalism

**Teacher professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.**

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/establishments of HGIOS?4, HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Local authority self-evaluation visits and school reviews.

**Last year we said we would:**

- Deliver a comprehensive programme of Continuing Professional Development (CPD) for teachers and support assistants linked to raising attainment and reducing the attainment gap. The programme will be closely linked to the work of Attainment Challenge and will support schools in their use of the Pupil Equity Funding.
- Revise the learning, teaching and assessment policy.
- Work with our leaders to ensure that programmes of learning visits result in effective feedback to secure continuous improvement.
- Alongside the teaching unions, produce guidance for all staff about managing work-related stress.

**Here's how we got on:**

**Deliver a comprehensive programme of Continuing Professional Development (CPD) for teachers and support assistants linked linked to raising attainment and reducing the attainment gap. The programme will be closely linked to the work of Attainment Challenge and will support schools in their use of the Pupil Equity Funding.**

The Coaching and Modelling Officers (CMOs) continue to provide support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities as well as providing valuable professional learning sessions. The feedback from all training sessions has been very positive and the impact of the training can be seen in classroom practice. Feedback from head teachers has commended the work of the Coaching and Modelling Officers in upskilling teachers' skills in the classroom.

Over the last year the Professional Learning has been delivered in the following areas:-

- Sessions on nurture, adolescence and attachment theories. This has resulted in a better understanding from all school staff of their role in developing and promoting the emotional wellbeing of all pupils.
- Sessions on improving teacher skills in teaching maths and numeracy. This has included the use of recovery programmes, increased confidence in effectively delivering Stages of Early Arithmetical Learning, Talking About Number and training support staff to best meet the needs of pupils.
- Literacy sessions have promoted dialogic teaching, reciprocal reading, reading for pleasure, developing writing and active literacy. CMOs have raised awareness of recovery programmes that can be used for those who have barriers to learning for whatever reason.
- Making learning visible to the learner underpins all practice promoted through the Attainment Challenge and promotes a consistent message of high quality learning and teaching in all schools.
- Progression pathways through CfE levels have been produced for literacy and numeracy. The pathways take into account the national Benchmarks and will allow for better transitions between classes and from school to school.

### **Revise the learning, teaching and assessment policy**

A short life Working Group was convened, ensuring representation from across all Inverclyde educational sectors. The working group met at various times throughout the school year 2017-2108 subsequently an updated draft policy was presented to all Heads of Establishment in January 2018. This policy supports all involved in education with the guiding principles to achieve high quality learning teaching and assessment. It provides what is considered to be best practice, based on current educational research, to support all establishments in achieving excellence and equity. The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing.

### **Work with our leaders to ensure that programmes of learning visits result in effective feedback to secure continuous improvement.**

A new LNCT agreement on classroom visits was shared with Heads of Establishment. This changes the focus of classroom visits towards improving teaching and learning to benefit the learning experience for pupils. During a recent review, members of the Senior Management Team from the school shadowed the quality improvement team to moderate and discuss standards during class observations. This will be rolled out to future reviews.

### **Alongside the teaching unions, produce guidance for all staff about managing work-related stress.**

As part of ongoing joint work between Education Services, Health and Safety and the LNCT, guidance for managing work-related stress was produced in September 2017. A comprehensive questionnaire was created in order to help teachers identify the triggers for any stress and to promote discussion as to supports that can be put in place. The guidance and questionnaire was presented at a heads of establishment meeting and is now in use across Inverclyde. Whilst it is

early days to identify specific impact, those who have used the guidance and questionnaire have reported that they find it helpful. Education Services continue to work with Health and Safety and HR to monitor teacher absence and in particular any absence linked to stress.

## **Evaluation of teacher professionalism in Inverclyde**

### **Newly qualified teachers**

Our NQT programme remains a key strength in Inverclyde. All NQTs in 2016/17 met the Standard for Full Registration in June 2017 and are now registered to teach in our schools.

In March 2018 we carried out a full evaluation of the NQT programme, involving NQTs, mentors and head teachers to reflect on what is having a positive impact on learning and teaching to raise attainment in our schools whilst seeking feedback on what more we can offer to support NQTs to deliver highest quality learning experiences in schools. The outcome of this evaluation will lead to improvements in the programme for 2018/19.

### **Career long professional learning opportunities**

We have seen an increased use of the Gateway system to record and reflect on professional learning opportunities for teaching staff. The GTCS requires teachers to be signed off for Professional Update on a five year rolling programme. To date we have had a 100% sign off for teachers in Inverclyde.

The graph below shows an increase in the amount of staff accessing courses hosted by Inverclyde. These courses are now more effectively targeting key strategic priorities. In a climate where it is difficult to get supply staff to cover teachers while they attend training events, this shows the creative nature in which the authority has adapted the professional development on offer and the commitment of our teaching staff to their continuous professional learning, many of them attending courses at the end of the school day, during weekends or during annual leave.

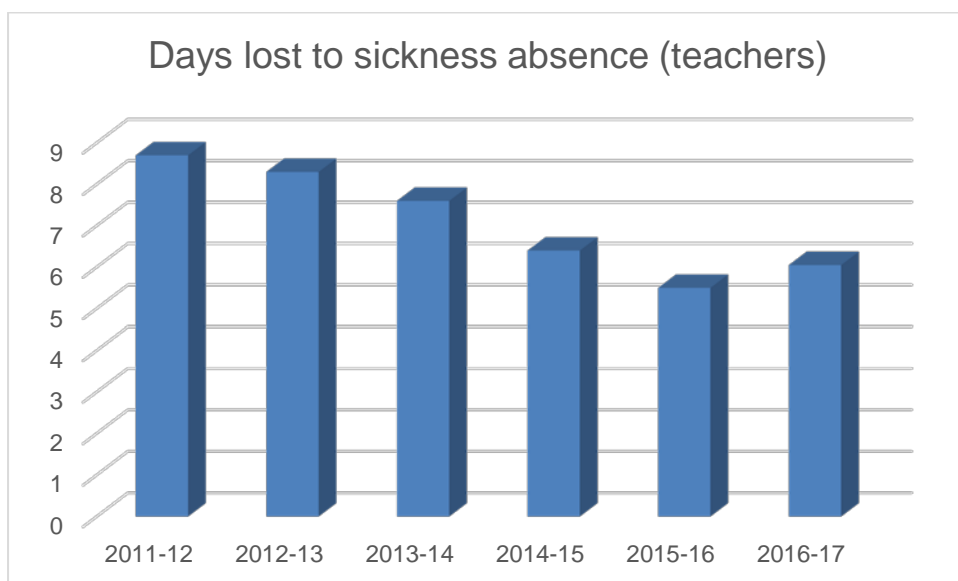
Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service. Managers and practitioners in the early years sector access the comprehensive programme alongside bespoke early learning professional development.

We consider the opportunities for professional learning to be a key strength in all sectors. The development opportunities offered, now need to more consistently impact on the quality of teaching in the classroom and children's progress and achievement. The school reviews undertaken during 2017/18 judged most lessons observed to be satisfactory or better but still identified inconsistency in the quality of learning and teaching within schools and across the authority. Whilst the commitment of staff to supporting improvements in the school was identified as a key strength, improving the consistency of learning and teaching remains a key priority for all schools.



**Sickness absence of teachers**

It is important that we monitor the attendance of our teachers as well as that of our pupils. The sickness absence rate for teachers rose slightly in 2017-18 after falling for the four previous years. Teacher absence rates continue to compare favourably to other parts of the Council. As part of a national strategy, Inverclyde Education Services continues to work alongside the trade unions to tackle issues of workload and to decrease unnecessary bureaucracy that could lead to work related stress.



## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**All children and young people benefit from high quality learning experiences.**

### **Next Steps**

**Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.**

**Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.**

**Monitor the use of the revised Learning, Teaching and Assessment policy.**

**Link to self-evaluation – systematic evaluation of the small number of programmes in literacy, numeracy, health and wellbeing and leadership to ensure their impact.**

**Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.**

## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families and professionals work together to support children’s learning.**

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

**Last year we said we would:**

- Take forward the Developing Inverclyde’s Young Workforce programme.
- Through the Attainment Challenge plan continue to take forward a co-ordinated response to family learning and gathered evidence on strategies that have been successful and can be rolled out further.
- Implement our parental engagement strategy. This includes parental involvement at school level on the school improvement planning and the use of Pupil Equity Funding.
- Expand our pilot in primary schools to move from end of session reporting formats to ongoing reporting to parents on pupil progress.
- Take forward the strategic plan for joint authority working through the West Partnership of local authorities.

**Here’s how we got on:**

**Take forward the Developing Inverclyde’s Young Workforce programme**

**Parental Engagement and Partnership Working**

**Partnership Working**

A strong partnership working ethos continues with DIYW West regional group to support the continual development and implementation of the local plan. The Developing Inverclyde’s Young Workforce (DIYW) partner steering group (made up of representatives from education, parents, colleges, employee development and businesses) oversees the development and delivery of the local DIYW plan and meets on a bi-annual basis.

We have continued to strengthen the partnership with West College Scotland and our schools to develop vocational learning, including 340 young people undertaking vocational programmes and 33 young people starting foundation apprenticeships.

The inter-authority Dragon's Den social entrepreneur programme has continued with teams from early years establishments, primary and secondary schools.

Employer partnerships with schools remain strong in Inverclyde with all of our schools engaging with employers. The local authority DIYW Development Officer represents Inverclyde on a number of national partner groups/forums. The Development Officer continues to ensure effective communication between all interested parties and makes regular presentations in relation to Vocational Learning, Foundation and Modern Apprenticeships to parents/carers within secondary schools. DIYW West Regional Group support central events as well as individual schools with a focus on business partners and STEM activities.

### **CPD to support DIYW activities**

- **Senior Phase Partner Development Day** - 40 staff from local/national partner organisations supported the school senior phase development day. Representatives on the day included School SMT's, SDS Management, SDS Advisors, college staff, MCMC, Education Services.
- There were 11 schools involved in the Social Enterprise Academy.
- Scotland's Enterprising Schools delivered CPD on Enterprising Teaching and Learning to 20 staff from primary and secondary sectors during November 2017 as well as continuing this training with 30 NQT's in March 2018.

### **Through the Attainment Challenge plan, continue to take forward a co-ordinated response to family learning and gather evidence on strategies that have been successful and can be rolled out further.**

Through focussed work in the Attainment Challenge schools we have made significant progress in developing a co-ordinated response to family learning. Inverclyde have increased the reach of family learning clubs and holiday lunch clubs. Throughout 2017 the number of venues providing these sessions has increased to 9 from 3 in 2016, and the number of families is steadily increasing across the authority. In 2017 575 parents attended the sessions with 1003 children, 75% that registered their postcode were living in SIMD 1 or 2.

Evidence has been gathered and monitored through a shared database collating information from the services providing family learning opportunities. This creates a timeline of activities and interventions taken up by families and is aligned to children's attainment and progress.

The Families and Communities Services that are involved in the attainment challenge provide monitoring reports on a 6 weekly basis, to provide evidence on the most successful strategies and how these can be rolled out further.

**Implement our parental engagement strategy. This includes parental involvement at school level on the school improvement planning and the use of Pupil Equity Funding.**

A large scale survey of parental views took place in March 2018, looking specifically at their opinions on the effectiveness of our schools in supporting their children's learning. The survey also sought to identify parental views regarding the range and impact of parental engagement activities across our school, specifically resulting from the introduction of the Inverclyde Attainment Challenge. A summary of the results of this consultation is included in the new Parental Engagement Strategy paper scheduled to be launched in May 2018. The context and landscape for this work has changed significantly over the year and will continue to change as a result of the national review of the Parental Involvement Act (Scotland) 2006, recently published draft guidance for the NIF and the recent Scottish Government Governance Review.

Parent Councils were consulted in the proposed use of Pupil Equity Funding. The Parent Council Representatives Group were also given the opportunity to share ideas on how this funding could best be used to support inclusion and school improvement.

**Evaluation of parental engagement and partnership working in Inverclyde**

Partnership working remains strong across Inverclyde, with family learning continuing as a key focus for our Attainment Challenge. In partnership with Barnardos, Community Learning and Development and Inverclyde Library Services, schools have widened the range of family learning opportunities, strengthened their relationships with parents and increased the level of participation of parents in the children's learning. The partnerships continue to support programmes such as Seasons for Growth, Five to Thrive, and the 'Parents Understanding Behaviour' Project.

The authority continues to provide a range of family learning events during school holidays, with a clear focus on play, family support, literacy and numeracy development. Examples of the range of family learning activities include reading for pleasure programmes, family literacy clubs, the 'Families Connect' programme, the First Minister's reading challenge, GEM (Going the Extra Mile) project and the 'Steps to Excellence' project.

Evidence based programmes such as Families Connect are delivered by the Attainment Challenge Team, led by Community Learning and Development and fully supported by the school nurture teachers, the library services and parents. The team has been trained by Save the Children and will repeat the 8 week course as a method of engaging parents in their children's learning, throughout the year. This programme has been delivered in 8 schools in Inverclyde, 7 of which are Attainment Challenge.

**Partnerships and communication with parents**

The authority continues to provide parents, teachers and school leaders with the ability to access courses connected to the development of parental engagement partnerships. 18 further members of staff also recently completed a SCEL accredited course on 'Engaging Families in their Children's Education'.

We have Parent Councils in all of our schools and attendance at the authority Parent Councils' representatives meetings has continued to grow, with opportunities to participate in discussions about many aspects of our schools. This has included:

- The use of PEF monies to support school improvement.
- The key messages resulting from the Integrated Children's Services Inspection of Inverclyde Council.
- Scottish Government: Education Governance review.
- National Parent Forum of Scotland Review of Parental Engagement Act 2006.
- Additional Support Needs: provision and presumption of mainstreaming.
- Council budget proposals and impact on education.
- Primary to secondary school transition processes.
- Guidance to support children and young people at risk of suicide and self-harm.
- Our Place, Our Future – Inverclyde Council's community engagement consultation.

A number of the Parent Councils have reviewed the focus of their group, opting to assist in developing family hubs, wider parent partnerships and family circles.

Parents are consulted, engaged and involved in the continued development of the Holiday Lunch Clubs that are offered across the Inverclyde Communities. At every session parents and children are asked what was good about the session and what could be better. Holiday Lunch parental focus groups continue to improve communication, raise awareness and encourage ongoing participation.

## **Partnership working**

Inverclyde continues to work well and has strong partnerships with other Local Authorities, SCEL and Education Scotland. Examples of this include being part of the West Group of Authorities formed to share practice including moderation processes, middle leadership, mathematics and early learning and childcare 1140 hours developments. Our involvement in national developments include national hubs for improving literacy and numeracy, regular meetings with other Attainment Challenge authorities and cross authority training opportunities. Officers represent Inverclyde on appropriate professional groups such as the Association of Directors of Education Scotland (ADES) and are well represented on national working and steering groups. We maintain a close ink with our Associated Lead Officer and Attainment Advisor from Education Scotland, receiving advice and guidance from them and in turn contributing to training events at a national level.

## **Partnerships with Active Schools**

The partnership working with Active Schools continues to work well with increasing participation in activities and sessions on offer. In school year 2016/17 participant sessions reached 65,135 with 51% of this from female participation, which is above the national average for Scotland at 47%. The sessions are delivered by a growing network of committed club coaches, school staff, college students and young people. Over 93% of the people delivering these activities are volunteers helping to build a sustainable network for the future. Again Inverclyde is outperforming the national average for volunteers which sits at 87%. Active Schools continue to offer all extra-curricular sessions free of charge, which is not the case across all authorities.

Secondary School Sport Competition programme has performed well this year with engagement from all six secondary schools competing across eight sports, resulting in 451 young people representing their school in sport. This is delivered by a network of 34 volunteers donating 246 hours to run the matches and festivals. Notre Dame High School retained the Inverclyde School Sports Champion trophy after winning five of the nine sports. Going forward this programme will move to an exit strategy for the next school year as the partnership funding from “sportscotland” will finish.

The partnership with Inverclyde Leisure, Active Schools and the establishments has grown this year with the expansion of the curricular swimming programme to include free swimming lessons to all primary 5 and 6 pupils in the authority.

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**

### **Next Steps**

**Continue to take forward the Developing Inverclyde’s Young Workforce Programme.**

**Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils’ engagement, attainment and achievement.**

**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.**

**Continue to strengthen joint working with other authorities such as the West Partnership.**

**Active schools will focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement. tracking of participation of children in SIMD 1 & 2.**

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.
- Data from surveys on health and wellbeing.
- Senior phase qualifications and awards data.
- School leaver destinations.
- Wider achievement awards.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.

### **Last year we said we would:**

- Increase the confidence of teacher judgements in the achievement of a level through increased opportunities for moderation.
- Put a consistent system in place to show progression through the Broad General Education in literacy and numeracy. This will be linked to standardised testing information.
- Raise attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.
- Raise attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.
- Develop a robust tracking system for Early Years.
- The Inverclyde framework for Employability Skills will be used in all of our schools and early years centres from 3-18.
- Produce our first plan and report for the National Improvement Framework.



## Here's how we got on:

### **Increase the confidence of teacher judgements in the achievement of a level through increased opportunities for moderation.**

In June 2016 and again in June 2017, teacher judgements for pupil progress in literacy and numeracy in the BGE were collated at authority level. The Scottish Government published this data and the results were published on Parentzone on a school by school basis. In 2016, whilst Inverclyde had worked with head teachers and schools to ensure that systems and processes were in place to ensure that the data was collated, it was felt that the data was not yet robust or reliable and further opportunities for moderation of teacher judgements were taken. During session 2017-18, each cluster had a moderation plan which focused on aspects of literacy and numeracy and activities were undertaken to share standards and give staff confidence in their professional judgments about the levels pupils had achieved. The BGE data shown in this report is the Inverclyde overview of attainment at stages P1, P4, P7 and S3 for 2017 and reflects pupils' attainment in other assessment more accurately.

For the second year, some moderation of standards for achievement of level activities has taken place with neighbouring authorities. This joint working provided reassurance that we are making progress with the strengthening of teachers' understanding of standards.

The team of Quality Assurance and Moderation Support Officers (QAMSOs) has been extended to include key stages of the BGE for different aspects of literacy and numeracy. The QAMSOs are being trained by Education Scotland to lead moderation and assessment activities. Teams of QAMSOs and those involved in inter-authority moderation have delivered in-service to staff from across the authority on "How to run a moderation event" and "Planning for Assessment" which includes sessions on planning assessment and moderation, holistic assessment and achieving a level. This will further increase staff confidence in their judgements around pupil progress. This year the inter-authority moderation group have moderated standards in reading and listening and talking, from early through to fourth level.

### **Put a consistent system in place to show progression through the Broad General Education in literacy and numeracy. This will be linked to standardised testing information.**

Progression pathways for "Numeracy and Mathematics" and "Literacy and English" have been developed. These pathways will support staff in planning progressive learning experiences for young people and will assist teachers in having a shared understanding of progress within a level. All establishments have participated in training to support the implementation of Scottish National Standardised Assessments. A range of assessment information is used to inform teachers' professional judgements on a learner's progress through Curriculum for Excellence levels. The introduction of a consistent tracking system for all schools has been effectively supported by our data officer, with updated information being supplied to schools at agreed stages of the academic session.

Primary schools and early years settings are encouraged to use Stages of Early Arithmetic Learning (SEAL) and Talking about Number strategies to develop staff knowledge about learning and teaching in numeracy. Training sessions for these strategies have been well attended.

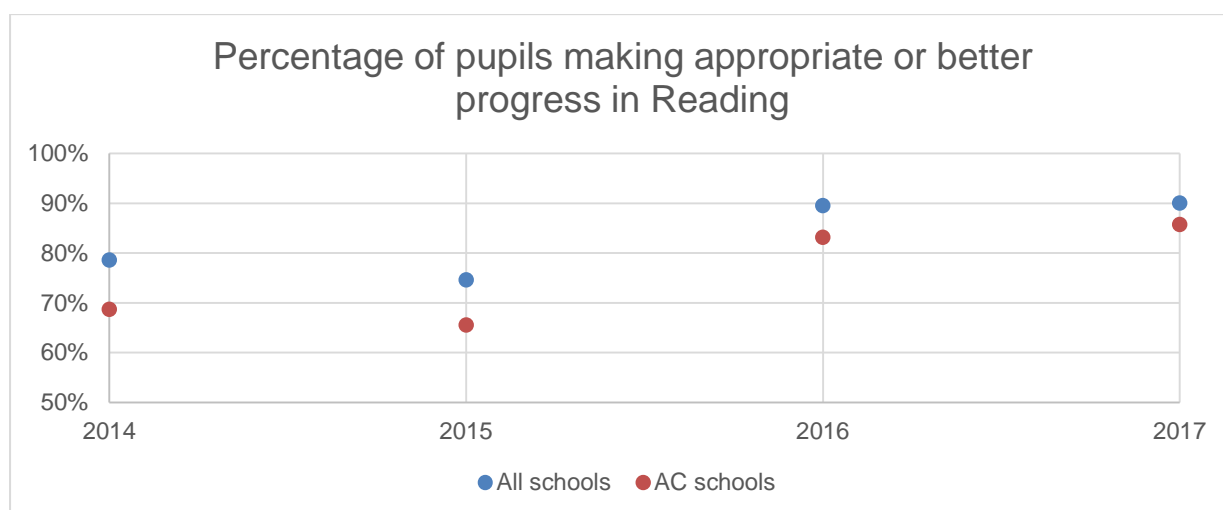
These training sessions have continued and expanded into secondary schools. A group of skilled practitioners, including development officers, head teachers and class teachers have delivered a programme of training in active literacy and dialogic teaching.

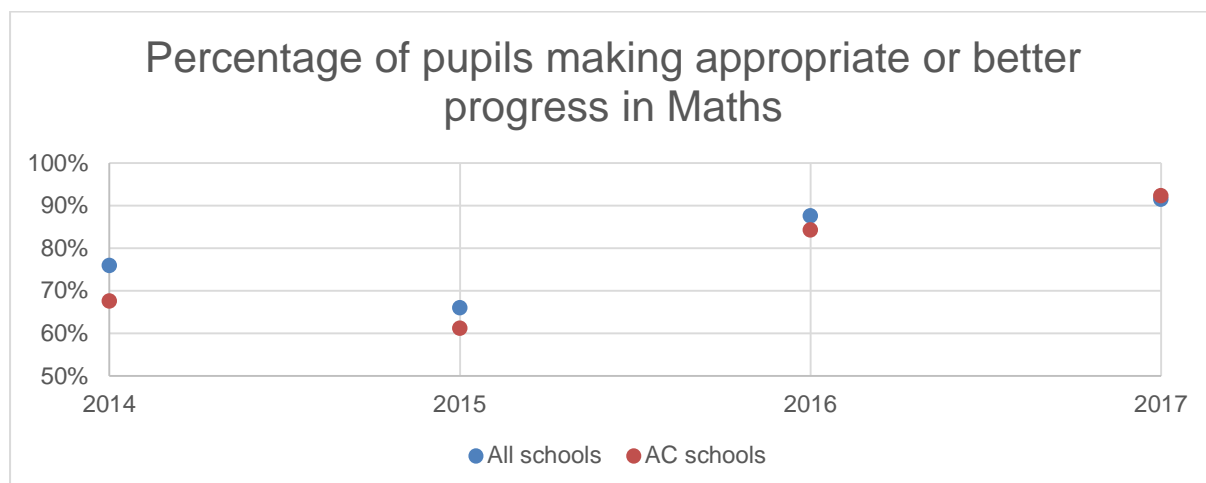
**Raise attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

**Raised attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

Initial success in closing the attainment gap linked to deprivation has been seen in the targeted pupils in the Attainment Challenge schools. The graphs below show the percentage of pupils who have made appropriate or better progress in reading and maths over the course of P1 in academic year 2016/17. Whilst all pupils have increased in the progress they have made, the graphs show that those pupils involved in the Attainment Challenge have made greater gains than previously. This is only one small measure and should be treated with caution, but it shows emerging evidence that the Attainment Challenge is beginning to impact on the attainment gap linked to deprivation. In the senior phase we continue to perform above the national average for almost all measures, however in almost all measures, our attainment gap linked to deprivation is currently similar to the average across Scotland.

### Progress in P1 reading and maths





As part of the Inverclyde Literacy and Numeracy strategies we aim to continue to increase the percentage of pupils who leave school with National 5 in English and Mathematics:

Pupils leaving school in	% Achieved Nat 5 English	% Achieved Nat 5 Mathematics
2015	60%	40%
2016	66%	43%
2017	74%	46%

### Develop a robust tracking system for Early Years

This priority is being taken forward by the West Partnership Early Years 'achievement framework' workstream. An Officer from Inverclyde leads this group along with Educational Psychology and Head of Centre representation.

The group has identified 2 key tasks:

- Develop consistent tools to track and monitor progree in communication, language, mathematics and health and wellbeing.
- Develop a set of 'West Partnership' milestones.

The group has a detailed action plan and is on course to deliver its critical actions on time.

**The Inverclyde framework for Employability Skills will be used in all of our schools and early years centres from 3-18.**

#### Framework for Employability Skills

The Framework and support materials have been distributed to all learning establishments (3-18) across Inverclyde. Establishments are now working towards embedding skills development across the curriculum with a particular focus on employability. The long term vision is for all young people in Inverclyde to be able to articulate their employability skills whilst recognising how they have been developed and how they will apply them in the future.

**Produce our first plan and report for the National Improvement Framework.**

The Standards and Quality report is now fully aligned to the National Improvement Framework and was submitted to Education Scotland as part of ongoing reporting requirements.

### **Evaluation of attainment in Inverclyde**

Attainment and achievement remains relatively strong overall in Inverclyde and areas for improvement are highlighted in this report. In the senior phase, SQA results continue to rise, are positive overall and better than virtual comparators across many key measures. Year groups in Inverclyde often attain above both the national average and schools serving similar catchment areas (virtual comparators). This is particularly marked in respect of the lowest attaining 20% of the pupil population in terms of total tariff at the end of S4. Pupils in Inverclyde tend to stay on at school longer than pupils nationally, however, not all students who choose to stay at school beyond S4 build on this level of attainment and further work needs to be undertaken to ensure all of our young people are making the most of their senior phase of education. In terms of attainment versus deprivation, Inverclyde is performing very strongly against the national picture in regard to children's attainment across a range of SIMD deciles. Through ongoing attainment meetings, schools and the authority have identified attainment in maths to be a key area for improvement across the authority.

Following collection of teacher judgements in 2016 which did not match standardised test data, schools and establishments have worked to moderate standards through familiarisation with benchmarks and moderation activities both within establishments and at cluster level. Teacher judgements for 2017 are more robust and in line with national figures. The attainment gap between pupils in the most and least deprived areas has reduced in most cases between 2016 and 2017, the exception being at some aspects of early level where the gap has increased. It should be noted that 5 times as many pupils live in the areas of most deprivation as those who live in the least deprived areas so caution needs to be applied when making comparisons.

**BGE Data June 2017 (although this is the second year of collation this data has been is still identified as experimental)**

**Achievement of a Level (AOL) 2015-16 and 2016-17**

2016/17 Data	Reading				Writing				Listening & Talking				Numeracy			
	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10
P1 / Level E	85.3%	79.8%	9.9%	16.1%	83.4%	77.8%	10.1%	17.1%	86.8%	82.2%	8.5%	7.5%	88.4%	83.9%	8.1%	10.9%
P4 / Level 1	77.0%	69.8%	13.2%	22.4%	72.8%	64.0%	16.3%	25.0%	87.7%	83.5%	7.9%	7.6%	74.5%	63.1%	21.2%	26.0%
P7 / Level 2	77.5%	72.6%	9.9%	14.8%	68.6%	62.8%	11.4%	19.5%	83.8%	79.0%	9.6%	10.9%	74.4%	66.7%	15.3%	24.5%
S3 / Level 3	89.9%	85.9%	6.7%	7.4%	88.8%	86.2%	4.3%	7.1%	92.3%	89.7%	4.4%	5.8%	82.0%	76.0%	10.6%	14.0%

2015/16 Data	Reading				Writing				Listening & Talking				Numeracy			
	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10	AOL Any SIMD	AOL SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9&10
P1 / Level E	78.6%	71.1%	14.3%	14.6%	75.8%	68.8%	13.2%	14.5%	79.1%	71.1%	15.3%	14.6%	83.8%	75.1%	16.5%	18.9%
P4 / Level 1	65.2%	51.3%	25.6%	34.8%	56.1%	42.5%	25.8%	36.0%	69.5%	56.9%	23.8%	31.7%	59.9%	48.7%	21.1%	29.8%
P7 / Level 2	69.3%	59.5%	19.0%	27.3%	57.9%	49.6%	16.6%	19.7%	73.9%	63.7%	19.7%	30.8%	60.8%	51.3%	18.6%	27.8%
S3 / Level 3	78.3%	67.5%	19.7%	23.0%	76.3%	65.4%	19.7%	23.6%	78.9%	68.5%	18.7%	17.8%	79.7%	70.5%	16.7%	18.5%

## How do we perform in the senior phase?

Over 2016/17, 784 young people left Inverclyde schools with 32 pupils leaving from S4, 143 from S5 and 609 from S6. Inverclyde pupils stay at school longer than the national average.

Cohort	Number of Leavers	% from the Most Deprived 30% SIMD	% from the Middle 40% SIMD	% from the Least Deprived 30% SIMD	% of leavers in Inverclyde	% of leavers in Scotland
All leavers	784	53.2%	26.5%	20.3%		
S4 Leavers	32	65.6%	21.9%	12.5%	4.1%	11.7%
S5 Leavers	143	73.4%	16.1%	10.5%	18.2%	25.8%
S6 Leavers	609	47.8%	29.2%	23.0%	77.7%	62.5%

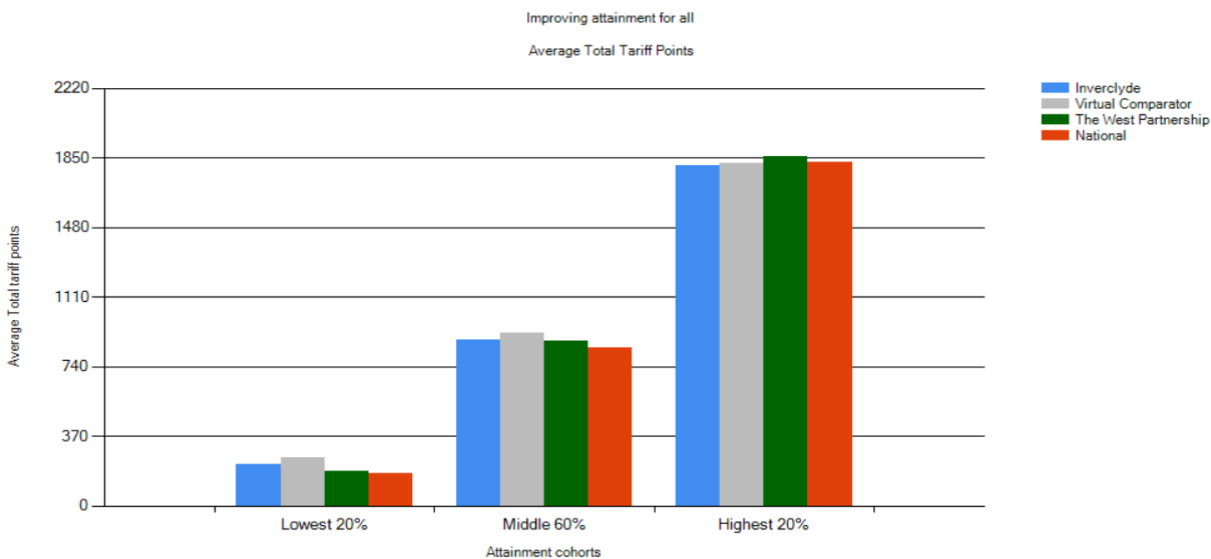
## Literacy & Numeracy

This graph shows the overall performance in literacy and numeracy for all those who left our schools in 2016/17. Overall in literacy and numeracy, at SCQF level 4, our performance has improved year on year from 2009/10 to 2016/17. At SCQF level 5, the trend of attainment is also improving.



### Attainment for All

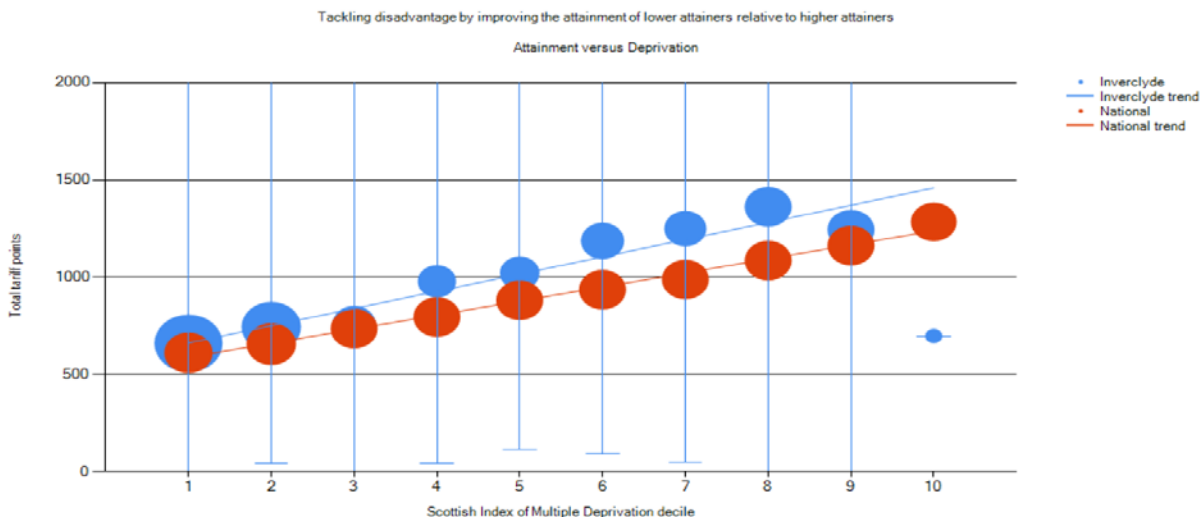
This graph shows the total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and the middle 60% are above the national average. The attainment of the lowest 20%, middle 60% and highest 20% is marginally below virtual comparator. This is due to a large number of pupils staying on to S6 in Inverclyde compared to the virtual comparator or the national picture.



### Attainment v Deprivation

This graph shows the total tariff scores of pupils against their deprivation. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The total tariff scores of pupils in SIMD bands 1 to 9 leaving Inverclyde schools are consistently greater than the national trend. There is only one pupil in SIMD 10. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.



The tables below show our performance at Higher in S5 and S6. The overall trends in Inverclyde remain very positive and we perform better than our virtual comparator in all measures. We continue to perform in line with or below the national average in most measures. Our aim is to close the gap between Inverclyde and the national measures and this is being achieved in most measures with 1 or more Highers rising above the national average.

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2017	60.9	52.3	59.1	37.9	32.2	38.8	16.9	14.7	18.8
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.0	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.1	12.2

By the end of S6	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2017	66.4	55.9	63.4	47.5	39.0	47.7	31.6	26.3	33.5
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44.0	26.8	24.7	30.8
2014	55.2	50.0	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21.0	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

The table below shows our performance in S4 in some key measures. As part of our improvement plan last year we set ourselves ambitious targets for improving our performance against national levels. The targets are set against previous trends, and whilst performance may fluctuate at both local and national level, the targets set help to continue to raise the bar for performance in Inverclyde. While we continue to be above our virtual comparator in all measures our targets relate to the national average to ensure we are being aspirational for our young people. We have seen success in the percentage of pupils gaining literacy qualifications but numeracy continues to be an area which we will focus on. The percentage of S4 achieving 5 National 5s is another area for development.

For S4	Inverclyde	National	Difference
To be 2% above the national average for all pupils achieving National 5 Literacy by the end of S4.	72.08	70.32	1.76
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 7% above the national average for pupils achieving National 5 Literacy by the end of S4.	62.6	55.45	7.15
To be 1% above the national average for all pupils achieving National 5 Numeracy by the end of S4.	51.14	56.25	-5.11
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 9% above the national average for	39.6	40.1	-0.5



pupils achieving National 5 Numeracy by the end of S4.			
For pupils in S4 achieving 5 National 5s we aim to be equivalent to the national average overall.	41.74	45.91	-4.17
When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1% above the national average for pupils achieving 5 National 5s.	27.42	27.67	-0.25

In the Broad General Education (BGE) we set targets for performance in standardised tests based on previous data. The targets were more ambitious for those in SIMD 1&2 but also required us to raise the bar for all learners. We overtook those targets in all measures. As this is the last year of this particular test we are unable to set further targets for future years.

<b>In 2016/17 for the BGE we selected key areas where we would like to see further improvement for. These are:</b>	<b>Performance In 2017/18</b>
For numeracy and maths we will increase our average standardised score to 49.3.	52.8
For pupils in SIMD 1 and 2 we will increase our average numeracy and maths standardised score to 47.	49.2
For literacy and English we will increase our average standardised score to 50.2.	51
For pupils in SIMD 1 and 2 we will increase our average literacy and English standardised score to 48.5.	49.1

## How do we perform for our leavers destinations?

### School Leaver Destination Results (SLDR) Initial

Percentage of pupils entering positive destinations							
Inverclyde 2016/17	Ranking	Scotland	Local authority quartile	Change in rank 2015/16-2016/17	2015/16	2014/15	2013/14
93	23rd	93.7	3rd	down 9	94.3	94.6	94

**Inverclyde Council SLDR 2016/17 (Initial destination percentages)**

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	784	44	27	3	18	*	*	5	2	0	93
Scotland	51,258	41	27	2	22	1	1	5	1	0	93.7
Difference LA to Scotland		3	0	1	4			0	1	0	-1.3

\* Value could provide information on a cohort of less than five or has been suppressed to prevent calculation of data for a small cohort. Values are rounded to the nearest whole value and therefore may not sum to 100.

### What the data tells us:

The 2016/17 figure regarding the number of pupils entering positive destinations is 93%. In 2016/17, there were 784 school leavers in Inverclyde, nine less than in 2015/16. The data shows that there was a decrease (1.3%) in the number of Inverclyde pupils who entered a positive and sustained destination (for example, further or higher education, employment or training) after leaving school. The Inverclyde figure for this measure is now below the Scottish average which has increased year-on-year as authorities become better at assisting their school leavers into positive destinations.

Inverclyde continues to consistently perform and deliver on initial school leaver destinations and Inverclyde has had no unknown leavers for the last eight years. No other authority has achieved this and it has been achieved through the commitment of the agencies supporting our young people to make sure that every young person is valued.

### Annual Participation Measure

The annual participation measure takes account of each status from 1 April to the 31 of March 2017 for all 16-19 year olds. All statuses are combined to calculate the participation headline classification and the status grouping figures for 2016 are listed below: -

- The proportion of Inverclyde Council 16-19 year olds participating in education, training or employment is 91.9% compared to 91.1%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds not participating is 3.9% compared to 3.7%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds reported as unconfirmed is 4.1% compared to 5.3%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds females participating in education, training or employment is 92.7% compared to 91.6%, in Scotland.
- The proportion of Inverclyde Council 16-19 year olds males participating in education, training or employment is 91.3% compared to 90.5%, in Scotland.

Inverclyde undertake an annual survey, involving pupils from S3 to S6, to provide information about their post school aspirations as these develop. This information is collated at school and authority levels and informs the delivery of the senior phase. This helps to target planning, resources and work with partners which we hope will further increase positive and sustained destinations for our young people. Inverclyde's Regeneration & Employability Group (one of the current SOA Outcome Delivery Groups) have decided to regularly interrogate the Youth Participation Measure data and the S3-S6 surveys to inform the planning and provisioning of post-school support and offers which should lead to future improvement of post school cohort.

**Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.**

The senior phase is continuing to develop and schools are building on their previous work to increase and refine curricular Personal Learning Pathways and ensure that this is available to all pupils as appropriate.

**Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.**

The attendance policy is now in place and schools are proactively taking steps to monitor and follow up attendance. Whilst the numbers for LAC are small and any percentages have to be treated with some caution, the figures shown later in this report show that this should remain an area of focus for Inverclyde.

**Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.**

PLP's are a universal offer that are being adapted and supported by MCMC to support schools and staff to ensure that all entitlements are available to young people requiring additional support, advice and opportunities. This is as part of their transition from school to post-school and ensuring that the appropriate support is in place and continues, as required, for the young person.

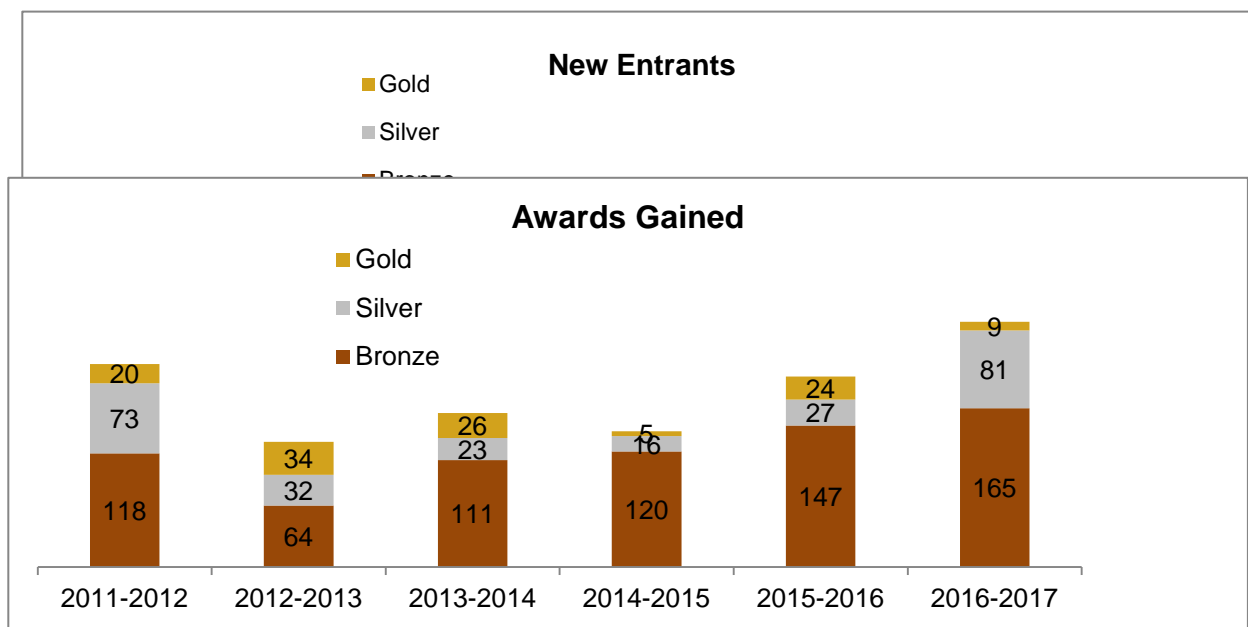
**How good is our wider achievement in Inverclyde?**

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we hope to nurture talent and to develop the responsible citizens of the future.

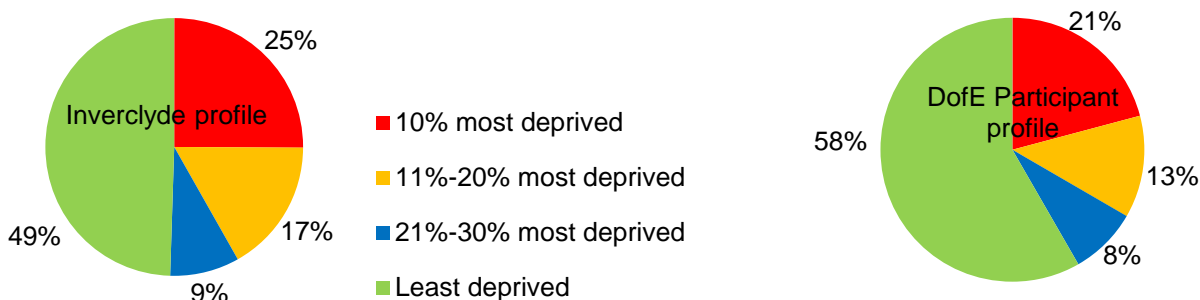
The Duke of Edinburgh's Award programmes develop skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged 14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top five nationally for the overall awards achieved.

The tables below shows the trends for new entrants and awards gained for to Duke of Edinburgh's Award programme in Inverclyde. In 2016/17, there continued to be a significant increase in the number of Bronze and Silver Awards Gained in addition to an increase in new entrants at Silver Level.

The tables below shows the trends for new entrants and awards gained through the Duke of Edinburgh's Award programme in Inverclyde.



The charts below show that the participation rate matched against deprivation for the awards is very positive for Inverclyde and that the demographics of participants in the Duke of Edinburgh's Awards closely match the demographics of Inverclyde overall.



In 2017 Inverclyde completed a record 45 expeditions with over 725 pupils from across all of our schools completing an expedition at either Bronze, Silver or Gold level.

Over the last year CLD Service has supported 10 young people to complete their Personal Achievement Award, 101 Young people achieving the Dynamic Youth Award (SQA level 2) and an increase from 78 in 2016/17, 7 young people completing the SQA Volunteering Skills Award and 10 young people undertook a voyage on the Ocean Youth Trust and gained a range of qualifications through this. The Dynamic Youth Award is an individual award to show participation

and achievement with a set project or programme within the school, for example, Mentors in Violence Protection, Senior Phase Programme etc.

## **What do we hope to achieve in the future?**

### **Outcomes for learners**

**All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.**

### **Next Steps**

**All schools use moderated assessment information to track and monitor the progress of every pupil.**

**Increase the use of accredited courses offered by schools in partnership with CLD.**

**Develop robust systems to track children's progress.**

**Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.**

**Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.**

**Continue to deliver on our three year Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.**

## School/Establishment Improvement

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

**We said we would:**

- Put new formats for improvement planning and standards and quality reports in place.
- Continued our cycle of school/establishment reviews and worked with leaders to evaluate the standards of learning and teaching across our schools and early years establishments. In particular this will focus on how they are meeting the needs of all learners through effective support and differentiation.
- Agreed and established a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all children and young people and closing the attainment gap linked to deprivation.
- Provided training for all schools on how to use data.

**Here's how we got on:**

**Put new formats for improvement planning and standards and quality reports in place.**

We continue to take forward the National Improvement Framework (NIF) and the four strategic priorities of the NIF (improvements in attainment in literacy and numeracy, closing the attainment gap linked to deprivation, improvements in children and young people's health and wellbeing and improvements in employability skills and leaver destinations) are at the heart of this report and of our improvement through self-evaluation cycle. Last year, the format of the standards and quality report and subsequent education services improvement plan, was changed to match the NIF drivers. As a result of a more consistent approach across the authority and the use of the key drivers for the attainment challenge, all reports and improvement plans meet the requirements for local authorities under the 2000 Standards in Schools Act, as amended by the 2016 Act. A working group was set up with heads of establishment to develop a new format for establishment Standards and Quality Reports and Improvement Plans, taking into account national guidance.

In June 2017 all establishments in Inverclyde used the new format of improvement plan for the first time. The plan makes clear links to both How Good is Our School?4, HGIOELC? and the NIF. It included a plan for the use of Pupil Equity Funding. Following submission of school's improvement plans the quality improvement team reviewed the plans and provided additional guidance to schools. In June 2017 Standards and Quality reports included a statement about capacity to improve and evaluation of specific quality indicators in line with advice from Education Scotland.

We continue to take account of Education Scotland advice on improvement planning and standards and quality and this is reflected in the templates which have been issued to schools. To support head teachers with the requirements and expectations in their Standards and Quality reports, schools have been given an exemplar. This will lead to greater consistency of approach across the authority.

**Continued our cycle of school/establishment reviews and worked with leaders to evaluate the standards of learning and teaching across our schools and early years establishments. In particular this will focus on how they are meeting the needs of all learners through effective support and differentiation.**

As part of the duty of an education authority to quality assure the standards of education in its schools, reviews are undertaken across a sample of early years centres, primary and secondary schools in Inverclyde. The evidence from the reviews, alongside the statistical data on attainment and achievement are used to inform the annual Standards and Quality Report. In the academic year 2017/18, questionnaires with stakeholders have been undertaken online. This, alongside inspection evidence, allows the education authority to sample the views of teachers, support staff, pupils and parents and carers. A baseline has now been established against key questions and this will be used to monitor trends over coming years. As part of the West Partnership Collaborative a quality improvement officer from East Renfrewshire was also involved in a recent school review to moderate standards and share good practice.

The key messages identified as part of the review process for 2017/18 have been:

<b>Key strengths identified over the past year during school reviews:</b>	<b>Areas for development identified over the past year during school reviews:</b>
Head teachers' long term vision for the school and their commitment to improve the experience of all pupils.	Develop the curriculum in line with national expectations so that young people's entitlements are met.
The strong, positive relationships, ethos and sense of community across the school.	Ensure that self-evaluation procedures lead to improvements to provide high quality learning and teaching experiences for pupils.
The school's engagement with partners and other agencies to best meet the learning and support needs of their pupils.	Increase individualised planning with a focus on improving outcomes for young people.
The willingness and commitment of teaching staff to respond to change by readily taking on the development of strategies.	Ensure that tracking and monitoring procedures identify and meet the needs of all pupils, leading to improvement in attainment.

Happy, enthusiastic and motivated pupils who interact well in learning activities and have a sense of pride in their school.	Develop and support leadership at all levels.
The range of wider achievements that the school supports and celebrates.	

**Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all children and young people and closing the attainment gap linked to deprivation.**

This session has seen the authority develop a comprehensive set of data packs for each of the primary and secondary establishments. There has been a programme of support, targeted at head teachers, to ensure that they are more confident in the use of data to measure impact. This has assisted head teachers in developing their skills and their ability to use data to support improvement. The data packs use a wide variety of data sources covering areas such as attendance, standardised tests, teacher professional judgment and national qualifications. Data packs have enabled Senior Management Teams (SMTs) and class teachers to focus on data linking attainment to deprivation using SIMD bandings. Establishments are now able to identify attainment gaps and allocate support appropriately. Head teachers value the opportunity to meet regularly with a focus on sharing data analysis, best practice to raise attainment and experiences of partnership working.

The quality improvement team engage with all head teachers throughout the session. Meetings focus on data, learning and teaching and self-evaluation. Attainment Challenge leads held one to one sessions for primary head teachers focussing on the use of data. Secondary staff have had the opportunity to engage in a series of seminars aimed at improving the use of Insight data.

## **Evaluation of our capacity to improve in Inverclyde**

Inverclyde Council's schools, early years centres and Education Services deliver a good quality of provision overall and are well placed to drive improvement. The QIT now comprises both quality improvement staff and Attainment Challenge leads. The team continue to carry out school reviews and self-evaluation visits to all centres. Seven school/establishment reviews and follow up visits have been undertaken over the period April 2017 - March 2018. Our evaluation of the reviews undertaken shows that schools are in a good position to continue to improve. The two follow up visits showed significant improvement in the quality of learning and teaching.

The QIT continue to respond to national initiatives to assist establishments in implementing national policy such as the National Improvement Framework, How Good is our School?, How Good is our Early Learning and Childcare?, Attainment Challenge planning, the digital learning and teaching strategy, leadership and masters level learning, joint planning through the West Partnership and the expansion of early years entitlement. The QIT have had more opportunities to support heads of establishments through sector specific leaders' meetings. The QIT continue to provide pastoral support to schools and early year's establishments and link officers deal with any concerns or complaints that the authority receives.



## Consultation with Young People

In February 2018, over 80 young people from across all of our secondary schools attending the 3<sup>rd</sup> Clyde Conversations Event. A steering group of 12 pupils were involved in the planning of the event and had full ownership. A range of issues were explored and the views of young people taken on board. As 2018 is the Year of Young People, a follow up event is planned for November 2018. The themes discussed at Clyde Conversations in 2018 included Careers Support, Drugs & Alcohol, Pupil Voice, Mental Health and Hate Crime. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform Education and Children's Services planning. Examples of work that has been undertaken as a result of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of sexual consent.
- Some schools have undertaken a review of their Personal Social Education (PSE) programme.

Furthermore, colleagues from Community Learning and Development carried out a range of consultations with young people throughout the past 12 months including:

- Focus groups and consultation with over 200 young people on the Council's Savings Proposals.
- Consultations carried out by the Clyde Conversations Steering Group to identify the issues affecting young people – over 150 young people responded.
- A youth-friendly version of the "Our Place Our Future" survey carried out with young people involved in youth work services to ensure that their voice was heard. The findings contributed to the new Local Outcome Improvement Plan.
- A Right Health Education Conversation Café was held in 17 primary and secondary schools by the Children's Rights and Information Officer and Your Voice Development Officer which involved 216 young people, to allow them to be involved in conversation regarding sexual health and drugs, smoking and alcohol.
- A Health & Wellbeing Survey was distributed to schools focusing on alcohol, drugs and sexual health programmes in schools to identify gaps. A programme will be developed to address these.

## What do we hope to achieve in the future?

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.

### Next Steps

Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.

Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.

Schools are better able to use data to inform improvement through self-evaluation.

Review the comments made by young people at the Conversation Café's to look at how best to support them to have a meaningful health education experience when evaluations are complete and look at how we can address gaps in the curriculum, working within the parameters of the curriculum.

Identify an Action Plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

## The Development of our Curriculum

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Creativity and Employability.
- Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Developing Creativity and Skills for Life and Learning.
- Learning pathways offered to our pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

### We said we would:

- Provide training for schools about working with the school community to establish a curriculum rationale that is understood by all.
- Identify and revised progression frameworks for literacy and numeracy.
- Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.
- Continued to deliver our 1+2 languages implementation plan.

### Here's how we got on:

**Provide training for schools about working with the school community to establish a curriculum rationale that is understood by all.**

Over the recent years Inverclyde schools' adopted a revised curriculum structure which improved transitions from BGE to the Senior Phase with each establishment offering a variety of different pathways. A curriculum rationale was clearly established and articulated with all stakeholders. This session Inverclyde Attainment team supported schools in devising "Timetables for Improvements". All participants were encouraged to reconsider their curriculum rationale. Schools received further advice and support from Education Scotland at Pupil Equity Funding seminars. In addition all primary head teachers participated in workshops led by the Attainment Challenge Team, Attainment Advisor and Education Scotland.

## **Identify and revise progression frameworks for literacy and numeracy**

Primary head teachers had requested Inverclyde Progression Pathways for Literacy and English and Numeracy and Mathematics, to ensure a shared understanding of progress within these areas of the curriculum. Coaching and Modelling Officers and practitioners worked together throughout the session to devise Inverclyde's literacy and numeracy pathways which are now available to all schools. A Glow tile was created to ensure that the Pathways would be accessible to all teaching staff. The Pathways allow teachers to consider pace and challenge within learning. They also provide clear guidance on effective methodology. Early feedback from schools is very positive and the Pathways will be reviewed next session.

## **Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.**

Inverclyde have been offering Personal Learning Pathways to senior phase pupils for a number of years. Across all Inverclyde secondary schools we currently have approximately 90 pupils who are benefiting from a PLP with 60 of these pupils attend college. For the remainder of the week, some of them attend school while others are on placements related to their chosen career and the course they are studying. In addition to this there are 30 or so young people who attend placements with local employers and continue to attend school, a small number of this group attend provision outwith Inverclyde.

This approach allows us to support pupils who would previously have left school as soon as they reach their statutory leaving date. We now continue to provide them with skills for life and work up to the end of S6.

## **Continue to deliver our 1+2 languages implementation plan**

Additional training was held for early years and primary staff this session to support and refresh 1+2 Languages over the course of this session. The 1+2 development officer represented Inverclyde at the European Commission in Brussels – all Scottish Local Authorities were represented. Links have been established for inter – authority working with Renfrewshire, Argyll and Bute and Glasgow. Inverclyde hosted a visit from French colleagues, this involved visiting 5 Inverclyde Schools. Further discussion was held regarding partnership working with French Colleagues.

## **Develop the senior phase through enhanced pupil choice**

Our senior phase model has now been operating for the last three sessions. Schools have continued to increase the variety of courses on offer to better meet pupil interests e.g. Music Technology, Photography, Drama etc. Schools are trying to maximise flexibility within the timetable to allow pupils a more personalised pathway.

Attainment meetings with secondary head teachers focus on pace and challenge for pupils. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. Data is collected on skills for life, learning and work for S3-S6 pupils in all secondary schools. The data allows schools and the

authority to track the needs of our young people, to discuss individual needs and to plan and deliver the curricular needs and structure of the senior phase. Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

Ultimately we aim to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named deputy head teacher responsible for DIYW and this includes vocational learning/college partnership. In addition, the authority wide DIYW steering group made up of key stakeholders meets twice annually to review progress. This progress has included:

- New vocational learning opportunities have been agreed and delivered including the increased delivery of Foundation Apprenticeships across S5/S6 cohorts.
- STEM promotion supported by the delivery of events across the local authority (3-18).
- Saturday morning STEM session at the shared campus.
- Sector events for growth employment areas are offered to schools e.g. childcare.
- A significant rise in the number of schools attending employer led career/employability events.

### **Develop a third language in primary schools**

We continue to make progress with the implementation of the Government initiative for 1+2 languages. All of our primary schools now deliver a second language in either French or Spanish from P1-P7. Craigmarloch School have recently introduced French and Makaton, and all of our secondary schools deliver French or Spanish as a second language. Whilst the progress with a second language has been extremely positive, our progress with a third language has been less so. There continues to be a lack of confidence among staff about providing two languages.

Cover to release staff for training is almost impossible to secure and this has impacted on training opportunities. Many primary schools have preferred to concentrate on developing confidence in delivering the second language but there has been some progress towards developing the third language in P4-P7 and this will continue in the coming years as we move towards 2020.

In secondary schools, both French and Spanish are offered as third languages. Attitudes towards the support and delivery of the 1+2 language initiative have been very positive in Inverclyde and this has been helped by excellent support from the development officer who was in post for part of the year. Unfortunately, the development officer retired mid-year and there have been difficulties recruiting somebody to take her place.

**Additional training was held for early years and primary staff this session to support and refresh 1+2 Languages over the course of this session.**

- “In-house” introductory training was provided for Kelly Street Children’s Centre involving 9 staff.
- A four week “Building Confidence in French” course was delivered by the Clydeview Academy Modern Languages department involving 14 attendees, representing 10 primaries and Craigmarnock School. This course was designed to refresh the basics in French and to provide a responsive support mechanism for what attending staff felt they needed. Plans are in place to deliver a Spanish version for the Notre Dame High School cluster in June 2018.
- February 2018 - INSET training was delivered on the new Power Language Schools (PLS) resource. 17 out of 20 Inverclyde primary schools were represented including Craigmarnock School. The opportunity was given for clusters to network and discuss common approaches to the teaching of modern languages. Inverclyde 1+2 core language (French) was introduced to all language co-ordinators. Further training is planned stage for schools seeking to continue to develop the third language.
- Interest from 5 members of staff has been received across Inverclyde for the Erasmus Immersion course in October 2018.

Evaluation of these courses show that the staff found the additional training and support extremely beneficial.

**Fostering more cluster-based working, and encouraging a shared understanding of standards and benchmarks.**

- We have supported a project involving senior students (Language Ambassadors) from St Columba’s High School who are visiting primaries in their cluster to deliver stories in French to primary pupils.
- The 1+2 development officer has produced a 1+2 core language document (for French and Spanish which is due to be finished by the end of April), based on resources available from Power Language Schools (PLS) and also from freely available web based resources.
- The 1+2 development officer is working with all secondary principal teachers of Modern Languages to help support delivery of L3 in secondary schools. Core language is discussed and agreed with all secondary principal teachers and there is now an agreed progression across the authority, which aids transition and planning for the secondary curriculum.

**Introduction of third language (L3)**

- The 1+2 development officer has developed topic based materials for Spanish. These will be shared with all primaries by the end of May 2018. It is intended that training will be available for these specific materials in September 2018.
- All schools are aware that the third language needs to be built into 1+2 planning for next session (2018-19).
- New resources both for French and Spanish have been sourced and will be available to all Inverclyde schools from early May 2018. Training on this specific resource will be delivered in September 2018.

- L3 short course resource (Mandarin version) was piloted with a group of language co-ordinators during an INSET day.

## How good is our Curriculum in Inverclyde?

### Evaluation

Our schools continue to deliver Curriculum for Excellence and very positive work has been undertaken within all sectors. Recent work has been undertaken to focus school leaders on the importance of developing a clear curriculum rationale which reflects the school and its community. We expect this development work to continue over the coming session. The work of the Attainment Challenge and the coaching and modelling officers has given a renewed focus on literacy, numeracy and health and wellbeing. Revised progression pathways for literacy & English and numeracy & mathematics have been developed and shared with schools. A variety of methodologies have been implemented to support delivery of the curriculum such as SEAL, active literacy, dialogic teaching etc.

All schools worked within their cluster to agree a plan which allowed them to share standards within and across all sectors. Taking examples of good practice from national initiatives and inter-authority moderation, an Inverclyde moderation plan for next session which covers training, the moderation process and authority quality assurance of standards has been shared for implementation. Staff have become more familiar with the benchmarks and their confidence in making teacher judgements is increasing. Establishments continue to develop other aspects of their curriculum such as outdoor learning, science, social subjects and technologies.

#### Outcomes for learners

**All learners in Inverclyde experience a high quality curriculum that meets their needs.**

#### Next Steps

**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.**

**Continue to develop the senior phase through enhanced pupil choice.**

**Continue to take forward the 1+2 languages initiative.**

## Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

### We said we would:

- Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all pupils and those with barriers to learning and LAC.
- Further develop multi-agency partnership working to plan appropriate support provision in line with Inverclyde's GIRFEC Pathway policy and procedures.
- Further reduce levels of exclusions from school for LAC and ASN pupils with particular emphasis on those looked after "at home".
- Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.
- Raise attainment for learners with barriers to learning in literacy and numeracy through continuing work on the development of appropriate strategies.
- Raise attainment in National Qualifications for Senior Phase students with Additional Support Needs (ASN) or barriers to learning.
- Continue to implement the recommendations of the ASN review particularly the development of a Locality ASN Forum.
- Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.
- Deliver a programme of Continuing Professional Development (CPD) to build capacity for teachers and ASN/learning assistants linked to support and interventions for learners with barriers to learning.

### Here's how we got on:

**Agree and establish a consistent authority wide data set for all schools in Inverclyde. This data will focus on both attainment for all pupils and those with barriers to learning and LAC.**

The process to establish a consistent data set has started with the central principle underpinning improvement being rigorous self-evaluation and quality assurance procedures. Education Services and all educational establishments collect a wide range of quantitative data on attainment, attendance, bullying and prejudice-based discrimination and option choices. This work builds on the Integrated Children's Services (ICS) Strategic Needs Analysis (SNA) which



gives a detailed assessment of a range of statistical data and analysis compiled from Education Services and the Health and Social Care Partnership (HSCP). It was through that process that the priorities for Inverclyde's Integrated Children's Services plan were identified.

The further development of the Inclusive Education Self-Evaluation and Quality Assurance (IESE&QA) policy will ensure that there is a clear rationale to the data gathered and to the identification of future improvement priorities.

The information being collated will include:

- Attainment of identified groups of children and young people through Teacher Judgements (BGE), SQA and post-school destinations.
- Engagement, Ensuring Wellbeing, Equality and Inclusion including participation in the school community, student council and areas of wider achievement.
- Feedback from multi-agency moderation and quality assurance of Wellbeing Assessments, Child Plan (LAC) and the implementation of Inverclyde's GIRFEC Practice Model through focus group professional dialogue.

The policy will be published in draft format in May 2018 with an initial collation of data and a pilot GIRFEC moderation programme involving one Learning Community Cluster (Secondary, Primary and Early Years Learning) will be completed by June 2018.

**Further develop multi-agency partnership working to plan appropriate support provision in line with Inverclyde's GIRFEC Pathway policy and procedures.**

While Inverclyde Education Services and HSCP continue to embed our GIRFEC Pathway Model. However, the issue of information sharing remains an area of some uncertainty. The recent publication of the Children and Young People (Information Sharing) (Scotland) Bill 2017 provides a framework for implementation by August 2018.

The recent ICS inspection highlighted several areas of good practice including the impact of the implementation of Inverclyde's GIRFEC Pathway Model. The collaborative approach taken in the implementation of our GIRFEC Pathways has provided a level of confidence in the commonality of approach and language used across both Education Services and Inverclyde's HSCP with the emphasis on collaborative and multi-agency working at all stages. However, 59% of single-agency chronologies by health and education staff were evaluated as being fit for purpose, indicating that named persons needed further support. This remains an area for further development.

The GIRFEC pathway was being used increasingly well and there were very few barriers to information sharing, including effective exchange between adult and children services. Consent to share information was being sought appropriately. Staff are growing increasingly confident in making requests for assistance and convening team-around-the-child meetings while others still require continuing support. School staff also felt that lower-level child concerns were identified effectively and that the Getting It Right for Every Child pathway worked well in securing an appropriate and timely response.

The ICS inspection report also highlighted that the team-around-the-child approach was

working increasingly well with almost all respondents to the inspection staff survey agreeing or strongly agreeing that Getting It Right for Every Child had made it easier for them to provide timely help to children, young people and families.

While collaborative working is at the centre of Inverclyde’s GIRFEC Pathway Model, it is recognised that we are very much at the early stages of a process that continues to evolve and develop, joint quality assurance systems and processes were identified as not being well established. This is an area that will be addressed through the implementation of the IESE&QA policy mentioned above.

**Further reduce levels of exclusions from school for LAC and ASN pupils with particular emphasis on those looked after “at home”.**

Inverclyde’s inaugural LAC Conference in May 2017 gave the opportunity for a multi-agency approach to planning for better outcomes for those children and young people identified as Looked After. The purpose of the conference was to support schools in developing school improvement priorities that will improve outcomes for looked after children particularly in attainment, attendance and positive destinations. Reducing exclusion rates for looked after young people remains an area of priority for all schools.

**Exclusions per 1000 pupils**

Between 2014/15 and 2016/17, there was a reduction of 2.44% in our school exclusion rate (per 1,000 pupils). Our performance for this measure is also more than 9% below the national average. This improvement resulted in our position in local authority rankings increasing by three places to 8<sup>th</sup> nationally.

Scotland	Inverclyde			
	2016/17	2014/15	2012/13	2010/11
26.84	17.26	19.7	37	56.78

Similarly, since 2009/10, there had been an improving trend in school exclusion rates for looked after children. While this is welcomed it does not compare favourably with the rate of exclusions for the school population as a whole. Figures for 2014/15 ranked Inverclyde at 21 of 30 authorities for the rate of exclusions per 1000 children looked after.

Inverclyde Academy are working collaborative with the Corporate Parenting Team on a “small test of change” project which will monitor the progress of an identified group of looked after young people on their journey through school to post-school destination.

**Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.**

The revised attendance standard circular is now in operation and schools and the authority continue to monitor attendance of all pupils, particularly those who are looked after at home. Attendance rates overall remain a concern, although it is difficult to spot significant trends in those who are LAC because of small numbers.

**Raise attainment for learners with barriers to learning in literacy and numeracy through continuing work on the development of appropriate strategies.**

Levels of educational attainment continue to improve for most children in Inverclyde, particularly those who attended schools taking part in the Attainment Challenge with children and young people of all abilities accessing a range of opportunities to participate in recognised awards and accredited certificates.

**Raise attainment in National Qualifications for Senior Phase students with Additional Support Needs (ASN) or barriers to learning.**

Literacy and numeracy outcomes for looked after children and young people had improved at both National 4 and National 5 over the last three years. While the 2017 results were above the national comparator at National 4, performance at National 5 was not as strong.

**Literacy and Numeracy – ASN**

	2014	2015	2016	2017	Virtual Comparator
National 4	64%	74%	79%	84%	83%
National 5	27%	38%	45%	47%	52%

**Average Tariff Scores**

ASN	Inverclyde 2016	Virtual Comparator 2016	Inverclyde 2017	Virtual Comparator 2017
Lowest 20%	113	123	117	70
Middle 60%	498	619	492	457
Highest 20%	1518	1560	1334	1436

**Continue to implement the recommendations of the ASN review particularly the development of a Locality ASN Forum.**

The majority of the recommendations listed in the 2016 ASN review have now been fully implemented while there remains some that are problematic.

While the development of the ASN Locality Forum has been the focus of consultation with clusters over the past year, there are two significant national developments that have resulted in a hiatus to implementation. Firstly, the Community Engagement (Scotland) Act 2016 requires all local authorities to develop Local Outcome Improvement Plans (LOIP) that take account of the priorities identified by locality partnerships or groups. The first phase of those locality plans will be targeted to those areas in Inverclyde with the highest levels of deprivation, specifically Greenock East and Central, Greenock South and South West and Port Glasgow.

Secondly, the outcome of the recent consultation on the Empowerment of Scottish Schools, the final format of the Head Teacher's Charter and the school fair funding model is not yet known. With the expectation that head teachers will have significantly enhance control of staff appointments and, consequently, redeployment, the completion of this aspect of the ASN Review would inevitably be impacted by the outcome of this national development.

**Continue to develop appropriate Personal Learning Pathways and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.**

Inverclyde's current curriculum model provides opportunities for flexibility for all young people in the Senior Phase. For those with barriers to their learning, either through disengagement of identified additional support needs, timetable flexibility and tailored packages of support allows children and young people re-engage with their learning, when previously they were reluctant to attend school. This twin-track approach to school-based curriculum choices and the option of an alternative curricular pathways for those disengaged from education or with identified additional support needs is supported by the More Choices, More Chances Team in Inverclyde Education Services. Referral through the ASN Forum remains the appropriate route for those in the latter group.

**Deliver a programme of Continuing Professional Development (CPD) to build capacity for teachers and ASN/Learning Assistants linked to support and interventions for learners with barriers to learning.**

Inverclyde's inaugural Autism conference took place in September 2017. Similarly with the LAC conference in May 2017, this provided an opportunity for staff from schools and multi-agency partner agencies to share good practice and to consider national advice in Autism and ASN.

A programme of training was delivered to 10 ASN learning assistants from schools across Inverclyde. The programme included input from colleagues in the Speech and Language Therapy service, Inverclyde Communication Outreach Service and a Health and Safety officer. Several of those participating expressed interest in attending a Moving and Handling Trainers event along with colleagues in Health and Safety to provide a core of 8-10 trainers. Development of this programme continues.

## How well do we support wellbeing, equality and inclusion in Inverclyde?

### Inverclyde ASN Support Profile

In March 2017 there were 2654 individual pupils across Inverclyde educational establishments with stated support needs and 4068 stated support needs including:

Autistic Spectrum Disorder	386
Dyslexia	507
Looked After	365
Social, Emotional and Behavioural Difficulty	640

ASN (Disability)	No.
All: Assessed Disability	189
All: Declared Disability	232
LAC: Disability	1

Clothing Grant	
All ASN pupils	1040
LAC	47
ASN (Disability)	72

*Note: 22 pupils assessed disabled not entered in SEEMIS as "Declared Disabled".*

Free Meals	No.
All	225
LAC	6
ASN (Disability)	27

It should be noted that that the information available on the SEEMIS module is dependent on the accuracy of the information entered by schools. There are currently 23 categories in which schools are able to record Additional Support Needs ranging from specific issues, e.g. Autism and Dyslexia to those that could be viewed as non-specific and, indeed, subjective, e.g. "At Risk of Exclusion".

One area of concern identified in the accuracy of SEEMIS data entry is evident in the above numbers identified as "Autism Spectrum Disorder". The above table would indicate that there were 340 children and young people in Inverclyde educational establishments with ASD. This, if accurate, would be three time the national average. The stated numbers would suggest that schools are entering information on "Autism-like Behaviour" rather than Autism/Asperger's by diagnosis only. The IE SE and QA group will produce guidelines to both limit the range of categories used and also advise on the accuracy on the data.

## How good is the attendance in our schools?

Attendance in our schools continues to be slightly below the national average and remains a key area of focus for us in Inverclyde. The attendance policy is in place and schools are monitoring all attendance and proactively following up concerns.

### Summary of Primary School Attendance Rates

Primary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	94.74	95.23	94.75	95.02	94.63	94.79	94.3
Scotland	94.7	94.8	94.9	95	95.1	95	94.9

### Summary of Secondary School Attendance Rates

Secondary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	90.82	91.81	91.85	91.71	91.02	91.1	90.1
Scotland	91	91.45	91.9	91.9	91.9	91.9	90.7

### Summary of ASN School Attendance Rates

ASN	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	93.02	93.52	93.25	92.43	91.62	91.02	90.1
Scotland	90.0	90.25	90.5	90.6	90.7	90.7	90.3

## How good is the attendance of Looked After Children (LAC) in our schools?

Attendance rates for looked after children away from home remain positive, with pupils who are looked after away from home continuing to attend above the authority average. Concerns remain about attendance of pupils who are looked after at home and this remains an area for development.

### Primary

	2013/14	2014/15	2015/16	2016/17
All Inverclyde Primary pupils	95%	94.60%	94.80%	94.20%
All National Primary pupils	95%	95.10%	95%	94.9%
Inverclyde Primary LAC (At Home)	92.80%	91.10%	92.70%	91.70%
Inverclyde Primary LAC (Away)	96.50%	96%	96.50%	96.60%

### Secondary

	2013/14	2014/15	2015/16	2016/17
All Inverclyde Secondary pupils	91.60%	91.00%	91.10%	90.10%
All National Secondary pupils	91.90%	91.90%	91.90%	90.70%
Inverclyde Secondary LAC (At Home)	76%	79.50%	77%	71.50%
Inverclyde Secondary LAC (Away)	90%	94%	94%	90.30%

## What is our exclusion rate in Inverclyde schools?

Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched following the planned three year review and is undoubtedly a significant contributory to our overall low exclusion rates. National statistics indicate that Inverclyde's exclusion rate is significantly below the national average. The trend in exclusion rates shows a very slight increase overall since 2015 and this will continue to be monitored.

### Inverclyde's Exclusion Rate per 1000 pupils

All pupils	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	22.7	23.8	16.2	11.3	7.2	9.2	10.3

Primary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	7	5.5	3.9	1.6	0.4	1.3	2.4
Scotland	11.5		10.4		9		

Secondary	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	39.6	43.3	31.1	23.7	14.4	19.1	23.7
Scotland	72.2		58.3		49.5		

ASN	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	64.9	81.8	6.5	0	43.8	12.4	11.2
Scotland	147.6	147.9	148.1	137.2	126.4		

LAC	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Inverclyde	228.9	181	120	149.6	74.4	134	111.6

## How well do our Looked after Children (LAC) and pupils with Additional Support Needs (ASN) perform?

The data shown in the tables below is collated from the SEEMIS database. While work continues for better alignment with the SWIFT database used by Social Services, the issue of consent in information sharing between services remains an issue particularly with those families engaged voluntarily with Social Services.

Looked After	No.
Primary	17
Secondary	45
Total	62

LAC	Primary	Secondary	Total
At Home	5	9	15
Away	6	14	20
Previously	6	22	28
Total	17	45	63*

\* - 1 young person enrolled in Virtual School

Attainment trends for LAC pupils should be treated with an element of caution given the small numbers and different circumstances of pupils who become looked after. The data available indicates that while attainment for LAC pupils at National 4 and 5 in literacy and numeracy has improving year by year, our performance both National 4 and National 5 has dipped this year. Performance in literacy and numeracy at National 4 and 5 for our ASN pupils has improved on a year by year basis, whilst we are slightly below our virtual comparator at National 5, the gap has remained constant. Our performance at National 4 has improved to rise above our virtual comparator. Figures for Higher for both ASN and LAC are simply too small to be able to identify trends.

### Literacy and Numeracy - LAC

	2014	2015	2016	2017	Virtual Comparator
National 4	40%	50%	85%	53%	71%
National 5	6.6%	10%	30.8%	9%	39%

### Average Tariff Scores

LAC	Inverclyde 2016	Virtual Comparator 2016	Inverclyde 2017	Virtual Comparator 2017
Lowest 20%	101	112	39	15
Middle 60%	198	584	169	199
Highest 20%	1128	1434	374	848



### ePIPS 2018 - Maths + Reading

The table below compares the average ePIPS scores in Maths + Reading for all P7 transitioning to S1 in August 2018 with those of looked after children and those with disabilities.

ePIPS	Score
Avg (All)	99.9
LAC	66.4
Declared Disabled	88.0
Assessed Disabled	82.0

### How well do we perform for post school destinations for LAC pupils?

Inverclyde’s Virtual School continues to ensure that every young person under the age of 18, who is not looked after but recognised as having barriers to their education or is otherwise disengaged from education, receives the same level of opportunities as every other young person. The principle behind this innovation has extended to those young people who choose to exit full-time education for an identified pathway, e.g. college or work placement. It is recognised that a significant proportion of young people that opt to leave school at the end of S4 or at Christmas in their S5 are more likely to access a short-term destination rather than a long-term, sustained destination. It is also often the case that these young people have disengaged from school, have limited attainment and, on occasion, are our most vulnerable. This particular pathway often results in those young people - aged 16/17 years - being lost to the system as they are not in employment, education or training or are they accessing the support to which they are entitled.

Should any young person accessing a post-school destination which subsequently proves to be short-term they will be able to be re-enrolled in their catchment school or, alternatively, on to the roll of the Virtual School. This will allow them to be supported by an identified Named Person and ensure their entitlement to support into another destination which, hopefully, is more likely to be long-term, sustained and positive.

The table below shows the breakdown of destinations specifically for LAC young people (age 16-24) for 2017/18, 43.5% of our LAC pupils enter positive destinations compared to 40% for 2016/17. Identifying ways to get the further 53% into positive destinations remains an area of focus for Inverclyde.

LAC 2018	Total	Participating	Not Participating	Of this total Number Educated Outwith Inverclyde	Of this total No over 18 and Previously looked after	
Age 16-24	62	27	35	9	39	
Positive Destinations Breakdown	Total	Male	Female	Looked after at home	Looked After away from Home	Looked after
AA	1	1	0	0	0	1
Employability Pipeline Stage 2 &3	3	3	0	2	1	0
F/T Employment	5	5	0	3	2	0
Further Education	10	8	2	1	6	3
Higher Education	3	2	1	1	1	1
Other Formal Training	1	0	1	0	1	0
PT Employment	1	1		1	0	
Personal Skills Development	1	1		1	0	
PSD-Employability	2	2		1	1	0
<b>Total</b>	<b>27</b>	<b>23</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>5</b>

## Positive Relationships, Positive Behaviour

This year the Positive relationships, Positive Behaviour (PRPB) policy which is used in all schools within Inverclyde has again been revised to take account of the recently updated national guideline Included, Engaged and Involved Part 2, (March 2018). This includes updates guidance on exclusion from school, procedures for monitoring and recording instances of weapons in schools and seclusion & physical intervention.

Educational Psychology Service (EPS) continue to support establishments to embed the use of the solution orientated based approaches contained in the PRPB to support children and young people.

## Mentors in Violence Prevention (MVP)

Mentors in Violence Prevention (MVP) is a mentor led programme that aims to tackle gender based violence. National trainers from IEPS and CLD Youth Work team continue to use their knowledge and experience to support this programme throughout the authority. They have worked collaboratively to deliver training for secondary staff across all secondary provisions. Inverclyde has over 200 young people currently trained in MVP. Furthermore, over 90 pupils have now achieved a Dynamic Youth Award for their role as MVP Mentors. The number of pupils and professional engaged in MVP continues to increase.

Inverclyde's anti-bullying policy was revised and implemented early 2017. The policy embraces the PRPB approaches and also takes into account of national guidance "Respect for All."

## Supporting Children and Young People

The Sports for All/Play for All summer play scheme provided many opportunities during school holidays for children and young people to remain active. Children with additional or complex needs were supported to pursue interests and activities that enabled them to be physically active. However, the availability of sessions was limited and purpose-built resources could have been used more effectively after school and during holiday periods.

Children and young people with additional support needs were supported well to remain in mainstream education full-time or to integrate on a shared timetable between mainstream and special school. The latter was increasingly being facilitated as part of a shared campus in Port Glasgow with Craigmarloch School consulting with parents, young people and staff on aligning the school day for pupils in the Senior Phase with both secondary schools based in the shared campus. There was overwhelming support for this proposal and the revised school day was introduced in January 2018 and now allows significantly more opportunities for access to mainstream curriculum and integration for young people across the campus.

### Autism

Inverclyde Council launched its Autism strategy in 2014 in response to the Scottish Governments national Autism Strategy. Unfortunately the implementation of the Strategy was delayed by a few months due to technical issues around the process for grant applications in the interim there have been several projects underway to support Inverclyde's progress toward Autism friendly status, including:

September 2017	Inaugural one-day conference to support schools in being autism friendly.
October 2017	Funding from the Public Library Improvement Fund administered by the Scottish Library and Information Council to support development of Autism Friendly Libraries.
November 2017	Links developed with Autism Network Scotland, Strathclyde University to provide autism support and training.
December 2017	Inverclyde invited to participate in Sharing Good Practice Pilot by Scottish Government via Autism Network Scotland.
January 2018	Invited to participate in national seminar by Transitions Forum (ARC).
March 2018	Positive Partnership Conference for parents/carers and practitioners at the Beacon Theatre. Now April.

## Autism Network Scotland Inverclyde: Pilot Project

In December 2017 Inverclyde Council were invited by Autism Network Scotland on behalf of the Scottish Government to participate in a national pilot programme along with four other local authorities – Shetland Council, Highland Council, Argyll & Bute Council and North Ayrshire Council. Each local Authority has identified specific areas of practice to develop and share.

These are:

- Inverclyde Transitions in Early Years
- Argyll & Bute Community Youth Interventions
- Shetland Employability
- Highland Youth Justice
- South Ayrshire Anxiety

The outcome of the above projects will inform the remaining four years of the Scottish Strategy for Autism.

## Nurture

Nurture operates at a targeted level in the shape of nurture groups and at the universal level through a whole school approach involving the upscaling the 6 Principles of Nurture across establishments. Current developments in Inverclyde in this area include:

A national research project that is taking place in Whinhill Primary School using the *Applying Nurture as a Whole School Approach* from Education Scotland. This project is rolling out nurture at a universal level and measuring the impact of this on attainment. It is a collaboration between staff at Whinhill Primary School, the primary nurture curriculum modelling officer, Speech and Language Therapy and Inverclyde Educational Psychological Services.

Inverclyde has 12 primary nurture groups and 12 nurture teachers; 8 through the Attainment Challenge and 4 directly funded by the local authority. Since 2016, 115 children have benefitted from this intensive intervention with 46 now fully reintegrated into their main class. Data shows an overwhelmingly positive impact in pupils' development and a decrease in aspects likely to interfere with attainment. Access to Attainment Challenge data allows the continued tracking of their progress in literacy and numeracy.

During session 2017-18 all 8 secondary establishments have commenced work on a universal approach to nurture using the *Applying Nurture as a Whole School Approach*. This has been achieved in conjunction with secondary nurture curriculum modelling officer. They have established implementation teams and are undertaking a needs analyses using challenge questions adapted from How Good is Our School?4. This has been supported through an intensive training and coaching programme from the curriculum modelling officer that ensures sustainability.

From 2016 onwards Inverclyde Educational Psychological Services staff have delivered training to 43 participants to staff from education and partner agencies via the Attainment Challenge. This has led to the facilitation of 25 Seasons for Growth groups in 13 primary schools involving a total of 156 children. The impact of this work has been evaluated on a cross-authority basis and published in the Educational Psychology in Scotland journal in December 2017. Adult groups

continue to be co-facilitated by staff from Inverclyde Educational Psychological Services and Barnardo's.

#### **Outcomes for learners**

**All pupils feel safe and included in our schools and are achieving their potential.**

#### **Next Steps**

**Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy**

**Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.**

**Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.**

**As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools**

# Inverclyde council

## Education Services

### Improvement Plan 2018/19



## Introduction

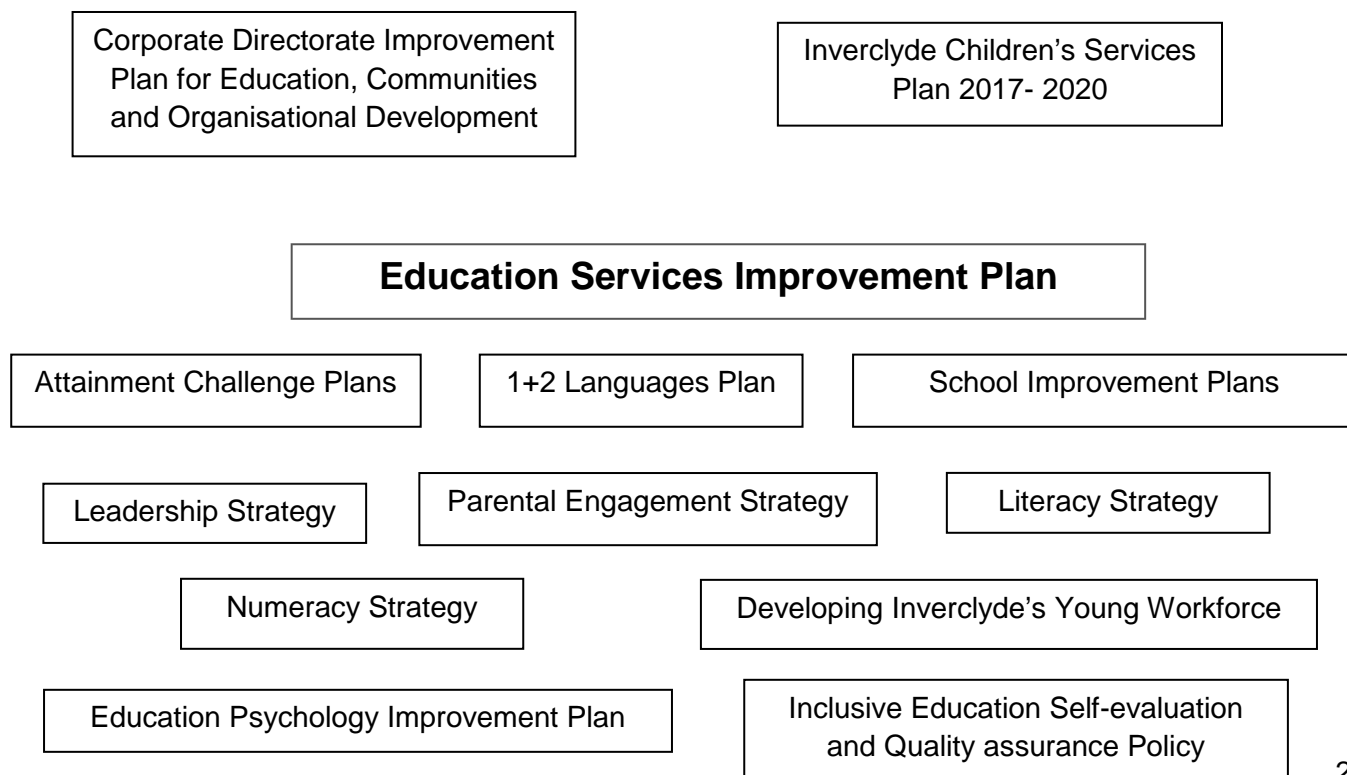
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2018/19. The first part of this process is the Standards and Quality Report for 2017/18. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

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

The four strategic priorities of the NIF are:-

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children’s and young people’s health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children’s Services Plan 2017/20. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:





## **Inverclyde's Strategic Priorities**

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

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

The plan will be evaluated by the Attainment and Achievement Group which is a sub-group of the Best Start in Life group. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.



**School/Establishment Leadership**

**The Quality and Impact of Leadership within schools and at all levels**

**Outcomes for learners**

Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.

**The next steps we identified as part of our self-evaluation:**

- Continue to embed and evaluate the leadership strategy.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.
- Implement the findings of the West Partnerships ‘Building Leadership Capacity Workstream’, for the early years sector.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<p><b>Implemented and evaluated the Inverclyde leadership strategy. This includes:</b></p> <ul style="list-style-type: none"> <li>• Identifying clear pathways for leadership.</li> <li>• Continuing to develop a structured programme to support teachers who are actively seeking promotion.</li> <li>• Monitoring and evaluating the impact of the existing programmes.</li> <li>• Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise</li> <li>• Working with all mentors to share good practice and support improvement.</li> </ul>	<p>Head of Education Attainment Challenge lead officers Quality Improvement Officer with responsibility for leadership Link – Quality Improvement Officer</p>
<ul style="list-style-type: none"> <li>• Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Years’ theme.</li> </ul>	<p>Early Years QIO Quality Improvement Team</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge.</li> <li>• Corporate Directorate Improvement plan.</li> <li>• Integrated Children’s Services Plan 2017/20.</li> <li>• Attainment Challenge Workstreams.</li> <li>• Inverclyde’s GIRFEC Pathways Policy and Procedures.</li> <li>• Glasgow City Region Education Improvement Collaborative Improvement plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMle and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> </ul>	

- Number of teachers/early years' practitioners who are on an identified leadership pathway or a recognised certificated leadership course.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school /establishment reviews.

**Success Criteria:**

Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience. The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased.

## Teacher Professionalism

**Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.**

### **Outcomes for learners**

All children and young people benefit from high quality learning experiences.

### **The next steps we identified as part of our self-evaluation**

- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy (LTA). All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff who are experiencing work related stress.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:                             <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and wellbeing/Nurture</li> <li>• The use of ICT to support learning</li> </ul> </li> </ul>	Head of Education  Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Ensured that teacher professional learning impacts upon playroom/classroom practice through the implementation of the revised learning, teaching and assessment policy.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Ensured a consistent and shared understanding of what is meant by high quality learning and teaching across Inverclyde. Ensure a whole authority systematic evaluation of the programmes in literacy, numeracy, health and wellbeing/nurture and leadership to ensure their impact.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Team

<ul style="list-style-type: none"> <li>• Taken forward a work plan through the Local Negotiating Committee for Teachers to better identify and support staff that are experiencing work related stress. This includes monitoring of absences and enhancing awareness of GTCS frameworks.</li> </ul>	<p>Local Negotiating Committee of Teachers</p>
<ul style="list-style-type: none"> <li>• Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	<p>Head of Education</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan 2017/20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	

<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMIe and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> <li>• Number of teachers who are undertaking courses to meet the Standard for Headship.</li> <li>• Number of senior managers in Early Learning and Childcare with BA Childcare Practice.</li> <li>• How staff are undertaking professional development to meet the standards for Leadership and Management.</li> <li>• Local authority school reviews.</li> </ul>
<p><b>Success criteria:</b></p> <p>Almost all of observed lessons should be judged as satisfactory or above. The majority should be good or above.</p> <p>All staff in schools will have a working knowledge of the Inverclyde learning, teaching and assessment policy.</p>

## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families, professionals and wider partnerships work together to support children's learning.**

### Outcomes for learners

Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.

### The next steps we identified as part of our self-evaluation

- Continue to take forward the Developing Inverclyde's Young Workforce Programme.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment.
- 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.
- Continue to strengthen joint working with other authorities such as the West Partnership.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Reviewed and updated Inverclyde's Young Workforce plan 2014/21</li> </ul>	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> <li>• Continued to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.</li> </ul>	Head of Education Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Further improved consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.</li> </ul>	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> <li>• Evaluated the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.</li> </ul>	Head of Education QIO with responsibility for Parental Engagement
<ul style="list-style-type: none"> <li>• Focused on targeted intervention work with inactive children and young people from SIMD 1 &amp; 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 &amp; 2.</li> </ul>	Team Leader - Active Schools Co-ordinator

<ul style="list-style-type: none"> <li>Continued to strengthen joint working with other authorities through the Glasgow City Region Education Improvement Collaborative.</li> </ul>	<p>Director of Education and appropriate officers</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children’s Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>Inverclyde’s Corporate Parenting Strategy.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>Feedback from Parent Council Representatives meetings and Parent Council meetings.</li> <li>Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicators 2.5 - Family Learning and 2.7 - Partnerships.</li> <li>Quality and impact of family learning events.</li> <li>Questionnaires from inspections and school/establishment reviews.</li> <li>Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.</li> </ul>	
<p><b>Success criteria:</b></p> <p>Aspects highlighted in the survey as needing addressed will show improvement and a more consistent approach across all establishments.</p> <p>Active schools will have a clear picture of the participation levels of SIMD Band 1&amp;2 children and young people, which will allow for improved future planning and the setting of participation targets.</p> <p>School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.</p>	

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.

### Next Steps

- All schools/establishments use moderated assessment information to track and monitor the progress of every child and young person.
- Further develop robust systems to track children's progress.
- Continue to develop literacy and numeracy strategies to raise attainment for all children and young people.
- Reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to deliver on our three year Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.
- Continue to take forward and implement the National Improvement Framework.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Taken forward the Inverclyde moderation and assessment plan.</li> <li>• Used moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.</li> <li>• Used assessment information to track and monitor the progress of every pupil, in all schools.</li> </ul>	Head of Education Quality Improvement Officers <i>with responsibility for moderation and assessment.</i> Quality Assurance Moderation and Support Officers Attainment Advisor
<ul style="list-style-type: none"> <li>• Increased the use of accredited courses offered by schools in partnership with CLD.</li> </ul>	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> <li>• Developed robust systems to track children's progress which are understood by all. This includes training on the BGE toolkit.</li> </ul>	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer

<ul style="list-style-type: none"> <li>Continued to develop literacy and numeracy strategies to raise attainment for all children and young people.</li> </ul>	<p>Head of Education Attainment Challenge Team</p>
<ul style="list-style-type: none"> <li>Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.</li> </ul>	<p>Head of Education School Leadership Teams</p>
<ul style="list-style-type: none"> <li>Continued to deliver on our Developing Inverclyde's Young Workforce strategy and to ensure a progression of employability skills.</li> </ul>	<p>DIYW Development Officer</p>
<ul style="list-style-type: none"> <li>Established baseline data of progress through the Glasgow City Region Education Improvement Collaborative Improvement theme.</li> </ul>	<p>Head of Education</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children's Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>Glasgow City Region Education Improvement Collaborative Improvement.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.</li> <li>Data from surveys on health and wellbeing including feedback from nurturing programmes.</li> <li>Senior phase qualifications and awards data.</li> <li>Youth Participation Measure.</li> <li>Wider achievement awards.</li> <li>Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.</li> <li>Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.</li> </ul>	
<p><b>Success criteria:</b></p> <p>All schools and early years establishments are able to clearly articulate the attainment profile of their school and identify the improvements they will make to raise attainment for all and further reduce the attainment gap.</p> <p>Each success criteria for this driver will have two components. How we will raise the bar for all learners and how we will close the attainment gap linked to deprivation. Whilst all of our targets are ambitious, the targets for pupils in lower SIMD are even more ambitious than the overall targets:</p> <p>Teacher judgements in the BGE in literacy and numeracy will have reduced the poverty related attainment gap by a further 5%. This will be measured using standardised test data.</p> <p>In the senior phase we have selected key areas where we would like to see further improvement. These are:</p> <p>To be 2% above the national average for all pupils achieving National 5 Literacy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 7% above the national average.</p>	



To be 1% above the national average for all pupils achieving National 5 Numeracy by the end of S4. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 9% above the national average.

For pupils in S4 achieving 5 National 5s we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1% above the national average.

For pupils in S5 achieving 3 Highers we aim to be 2.5% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 2.5% above the national average.

For pupils in S5 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 1.5% above the national average.

For pupils in S6 achieving 1 Higher we aim to be 1% above the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 3 Highers we aim to be equivalent to the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be 4% above the national average.

For pupils in S6 achieving 5 Highers we aim to be 2% below the national average overall. When comparing pupils in the lowest 30% by SIMD to the similar national profile we aim to be equivalent to the national average.

For pupils in S6 achieving at least 1 Advanced higher we aim to be 0.5% below the national average.

## School Establishment Improvement

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background

### Next Steps

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Improve the effectiveness and consistent use of authority wide data set in all schools in Inverclyde. This data set is linked to SIMD levels to highlight any gaps linked to deprivation.
- Schools are better able to use data to inform improvement through self-evaluation.

<b>By March 2019 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Worked alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework.</li> </ul>	Head of Education Quality Improvement Team
<ul style="list-style-type: none"> <li>• Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.</li> </ul>	Head of Education Quality Improvement Team Attainment Challenge Data Team
<ul style="list-style-type: none"> <li>• Reviewed the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This includes taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.</li> </ul>	Head of Education Service Manager - Community Learning & Development
<ul style="list-style-type: none"> <li>• Fully participated in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	

**Evidence we gather:**

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

**Success criteria:**

All establishments will have gathered evidence showing impact of improvements in self-evaluation, learning and teaching and leadership. This will have been discussed in authority evaluation visits.

An action plan for health and wellbeing will be in place, assisting schools to better deliver health education programmes.

## The Development of our Curriculum

### Outcomes for learners

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

### Next Steps

- Ensure that all schools/establishments are able to articulate the rationale for their curriculum, including how they show progress for all learners in both the Broad General Education and the Senior Phase.
- Continue to develop the senior phase through enhanced pupil choice.
- Continue to take forward the 1+2 languages initiative.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Ensured 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.</li> </ul>	Head of Education – Quality Improvement Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Continued to develop the senior phase through enhanced pupil choice and monitoring of progress.</li> </ul>	DIYW Development Officer and More Choices More Chances Team
<ul style="list-style-type: none"> <li>• Continued to take forward our 1+2 languages initiative in relation to the development of a third language.</li> </ul>	Quality Improvement Manager 1+2 Project Lead
<ul style="list-style-type: none"> <li>• Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	
<b>Evidence we gather:</b> <ul style="list-style-type: none"> <li>• Inspection and validated self-evaluation evidence.</li> <li>• Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Improvement and Quality Indicator 3.3 - Creativity and Employability.</li> <li>• Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning.</li> <li>• Learning pathways offered to our children and young people.</li> <li>• Evidence of skills for learning, life and work.</li> <li>• Evaluation of Developing Inverclyde’s Young Workforce.</li> </ul>	

**Success criteria:**

All schools and early years establishments will be able to articulate the rationale for the curriculum they offer.

All schools are working towards implementation of a third language.

To reach a target of 95% for positive and sustained destination results for each school in line with the national Raising Attainment for All strategy.

## Ensuring Wellbeing, Equality and Inclusion

### Outcomes for learners

All of our children and young people feel safe and included in our establishments and are achieving their potential.

### Next Steps

- Take forward the Inclusive Education, Self-evaluation and Quality Assurance Policy.
- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- As part of Inverclyde's Autism Strategy – Develop towards Autism Friendly Schools.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Consulted with schools, head teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.</li> </ul>	Head of Inclusive Education
<ul style="list-style-type: none"> <li>• Continued to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.</li> <li>• Continued to work with schools and partners to evaluate and implement the attendance policy.</li> </ul>	Head of Inclusive Education Attainment Challenge Data Team Establishment link - Quality Improvement Officer
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school.</li> </ul>	Head of Inclusive Education More Choices More Chances Team
<ul style="list-style-type: none"> <li>• As part of Inverclyde's Autism Strategy – Developed towards Autism Friendly Schools.</li> </ul>	Head of Inclusive Education
<ul style="list-style-type: none"> <li>• Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.</li> </ul>	Head of Education
<p><b>How does this link to other plans?</b></p> <p>Integrated Children's Services Plan 2017/20. Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIFEC Pathways Policy and Procedures.</p>	

Community Empowerment Implementation Strategy  
Glasgow City Region Improvement Collaborative Improvement Plan.

**Evidence we gather:**

Monitoring of recommendations of ASN forum.  
Evaluation of fulfilment of statutory duties.  
Moderation of Well-being Assessments, Children’s Plans and establishment Education Action Plans for Looked After Children.  
Review and evaluation of feedback and data from implementation of ASN Locality Forums.  
Data for LAC and ASN including:

- Levels of attendance and number of exclusions.
- The percentage achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.
- Data from surveys on health and wellbeing.
- Feedback from nurturing programmes.
- Senior phase qualifications and awards.
- School leaver destinations.
- Wider achievement awards.

Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement.  
Collation, review and analysis of Critical Incident returns.

**Success criteria:**

To meet or exceed the national average for attendance for all pupils in Inverclyde.

To significantly reduce the gap between LAC at home pupils and the national average for attendance.

To maintain performance in all measures of attainment for pupils with ASN to be either equal to or above the national average.

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>08 May 2018</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report No:</b>	<b>EDUCOM/60/18/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Report on the Scottish Government Interim Evaluation of Years 1 and 2 of the Attainment Scotland Fund</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to brief members of the Education and Communities Committee about the Scottish Government Interim Evaluation of Years 1 and 2 of the Attainment Scotland Fund which was published in March 2018.

## **2.0 SUMMARY**

- 2.1 The interim report urges caution that there are limitations to the extent to which it can draw conclusions about the impact of the first two years of the Attainment Challenge.
- 2.2 The report identifies some emerging strengths in areas that can be seen to be making a difference to closing the poverty related attainment gap.
- 2.3 Inverclyde shows a strong performance in most measures compared to both the national average and other Attainment Challenge authorities. There are emerging signs of the attainment gap closing, although caution should be used when comparing.

## **3.0 RECOMMENDATIONS**

- 3.1 Members of the Education and Communities Committee are asked to note the contents of this report.

**Ruth Binks**  
**Head of Education**



## 4.0 BACKGROUND

- 4.1 The Scottish Attainment Challenge was first launched in February 2015. Inverclyde was one of the six original councils to receive funding. In 2016/17 the fund was allocated to nine local authorities and also an additional 74 primary/secondary schools who were in areas of deprivation.
- 4.2 In 2017/18 Pupil Equity Funding (PEF) was allocated directly to schools based on free school meal entitlement of pupils in the Broad General Education. 95% of schools in Scotland received (PEF).
- 4.3 As an Attainment Challenge Authority, Inverclyde has worked with other Attainment Challenge Authorities and the Scottish Government to evaluate and share practice to date. Regular reports on progress and spend have been submitted to the Scottish Government. Inverclyde fully participated in the evaluation process that has informed the interim report published in March 2018. The full report can be found at <http://www.gov.scot/Resource/0053/00532725.pdf> The scope of the report covers only the Attainment Challenge. It does not include an evaluation of PEF.

## 5.0 CURRENT POSITION

- 5.1 Although the report is comprehensive, at this stage there are limitations as to the extent that it can draw conclusions about the overall impact of the Attainment Scotland Fund. The limiting factors include the complex nature of changing attainment and Health and Wellbeing, a lack of consistent data throughout the duration of the fund and the lack of a control group.
- 5.2 The evaluation report adopts a mixed methods approach that combines a number of different data sources. The data sources used include:
  - Quantitative data from attainment related measures.
  - Scottish Government administrative data.
  - Challenge Authority reports and plans.
  - School reports and plans.
  - Surveys.
  - Qualitative research data.
- 5.3 Key finding around National Governance found that the following were working well:
  - Fund as a driver for change.
  - Support of longterm outcome/ clear national priority.
  - Increased professional dialogue/collaboration and events and meetings.

The following required further thought:

- Reporting and timescales.
  - Variability in support.
  - Cross authority collaboration.
  - Pace of change.
  - Clarity of support.
- 5.4 Key findings around Local Governance found that the following were working well:
    - Clear strategic plan.
    - Guidance and support.
    - Training.
    - Sharing experiences.

The following required further thought:

- Consistent sharing of practice.
- Recruitment of staffing.
- General organisational issues.

5.5 Table 4.1 from the report shows the funding allocation to Challenge Authorities and table 4.4 shows the percentage that was actually spent. Difficulty in recruiting staff was one of the main reasons for the underspend across Challenge Authorities and this was the case in Inverclyde.

**Table 4.1: Funding allocations to Challenge Authorities**

Local Authority	Year 1 (2015-16)	Year 2 (2016-17)
Clackmannanshire	£718,000	£1,253,999
Dundee	£2,145,000	£4,041,682
East Ayrshire	-	£2,037,323
Glasgow	£3,030,000	£9,107,262
Inverclyde	£592,000	£2,103,269
North Ayrshire	£1,965,000	£3,490,024
North Lanarkshire	£2,241,000	£6,897,347
Renfrewshire	-	£1,711,919
West Dunbartonshire	£1,024,000	£1,850,410
<b>Total</b>	<b>£11,715,000</b>	<b>£32,493,235</b>

**Table 4.4: Funding allocation and spend – Years 1 and 2**

	Allocation £ (Million)	Actual spend £ (Million)
<b>Year 1 (2015/16)</b>		
Challenge Authorities	£11.7	£5.9
Schools Programme	£2.5	£2.3
<b>Year 2 (2016/17)</b>		
Challenge Authorities	£32.5	£25
Schools Programme	£5.2	£4.0

5.6 Key factors that helped interventions to succeed were noted as:

- Professional development
- Additional staffing
- Greater focus around closing the attainment gap
- Use of data
- Collaboration

5.7 The evaluation also looked at sustainability of interventions. Interventions that the report identifies favour sustainability are:

- Shift in culture/ethos
- Broad approaches
- Professional development

Those that do not favour sustainability are:

- Reliability on additional staffing
- Partnerships with third part organisations
- Reliability on additional funding

5.8 Several measures were used to measure attainment; these include teacher judgements for the Broad General Education and standardised tests. It should be noted that the national measures for measuring the poverty related attainment gap have only just been identified and some of the measures used in the interim report were not areas specifically targeted by the Attainment Challenge. The whole section of the report is attached as appendix 1. Inverclyde schools use standardised tests from Durham University to help to inform teacher judgements. Across Scotland, authorities used a range of measures and different standardised tests to assess progress and inform teacher judgements. The Scottish National Standardised Assessments (SNSA) are being introduced in the academic year 2017/18 and will replace other forms of standardised testing. As an interim measure, all Attainment Challenge authorities were asked to administer the National Group Reading Test and the results of the tests are contained within the report. It is pleasing to note the strong performance of Inverclyde in these tests and the further confirmation of teacher professional judgements.

Overall Inverclyde performs very well in both literacy and numeracy both in both teacher judgements and standardised testing. In some measures the gap remains one of the widest of the Attainment Challenge Authorities but in some cases this is because of the very strong performance in SIMD 9 &10. Excursions in Inverclyde remain very low, participation measures for school leavers are the highest of all Attainment Challenge authorities. Inverclyde continues to seek to improve overall attendance.

## 6.0 IMPLICATIONS

### Finance

6.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

## Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### 6.2 Legal

There are no Legal issues linked to this report.

### 6.3 Human Resources

There are no Human Resources issues linked to this report.

### Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No

This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

6.5 There are no repopulation issues linked to this report.

## 7.0 CONSULTATIONS

7.1 Inverclyde schools and education services were involved in the research to inform this report.

## 8.0 CONCLUSIONS

8.1 This report is the interim report after the second year of the Scottish Attainment Challenge and a further report will be issued at the end of year four.

## 9.0 BACKGROUND PAPERS

9.1 N/A

## 11. Progress towards high level outcomes

11.1. This chapter explores to what extent the fund contributed to an improvement in attainment and Health and Wellbeing, and a reduction of the gap between pupils from the most and least deprived areas.

### Chapter Highlights – Long Term Outcomes

- Current measures of attainment provide a snapshot of attainment levels in the first two years of the fund. The next report will allow us to measure attainment over time.
- Whilst Challenge Authorities all had high levels of deprivation, levels of attainment within authorities and across different measures varied.
- Across all attainment and Health and Wellbeing measures, pupils from the least deprived areas consistently outperformed pupils from the most deprived areas.

#### Literacy and Numeracy attainment

- At primary level, the attainment gap was larger in Literacy than in Numeracy. At secondary level however, the attainment gap was larger in Numeracy than in Literacy.
- At primary and secondary level, the attainment gap within Challenge Authorities was smaller than the attainment gap at both national level and within non-Challenge Authorities.
- Overall, Challenge Authorities reported a higher percentage of primary and secondary pupils from the most deprived areas achieving expected levels compared to average at national level and within non-Challenge Authorities.

#### Health and wellbeing

- Those living in the least deprived areas consistently recorded higher levels than those living in the most deprived areas.
- The proportion of 16-19 year olds participating in education, training or employment increased over time, including in six out of the nine Challenge Authorities. Overall, the poverty related gap reduced by 1.3 percentage points in 2017 (vs 2016).



## To what extent did overall Numeracy and Literacy attainment increase?

11.2. The measures used to assess Literacy and Numeracy attainment have largely been taken from the [2018 National Improvement Framework and Improvement Plan](#). The plan sets out a basket of key measures and sub measures to assess progress. For Literacy and Numeracy these are:

Figure 11.1: Key measures of attainment

Attainment – Key measures		
<b>Literacy</b> The proportion of children achieving expected levels	Primary (P1, P4, P7 combined)	Achievement of CfE Levels (ACEL) – Scottish Government
<b>Numeracy</b> The proportion of children achieving expected levels	Secondary (S3)	
<b>Qualifications</b> The proportion of school leavers receiving 1 or more award at level 5 The proportion of school leavers receiving 1 or more award at level 6	School Leavers	Scottish Credit Qualifications Framework (SCQF) – Scottish Government
<b>Participation measure</b> The proportion participating in education, training or employment	Age 16-19 cohort	Skills Development Scotland (SDS)

Figure 11.2: Sub-measures of attainment

Attainment – Sub measures		
<b>Literacy</b> The proportion of children achieving expected levels	Primary: P1 P4 P7	Achievement of CfE Levels (ACEL) – Scottish Government
<b>Numeracy</b> The proportion of children achieving expected levels		

- 11.3. The current data available provides a snapshot of attainment levels. It is expected that as data collection methods continue to take place, data that tracks progress over the life of the fund should be available.
- 11.4. Additionally, this section also draws on data from the New Group Reading Test (NGRT) which described the reading performance of P4 and P7 pupils in the participating Challenge Authorities during the first two years of the fund.
- 11.5. Overall, levels of Numeracy and Literacy attainment varied between local authorities. Some Challenge Authorities performed better or worse than Scotland as a whole. This varied by measures with no clear pattern of performance.
- 11.6. Literacy attainment as measured by NGRT remained largely stable over the two years it was tracked. There was evidence of some improvement in reading attainment for P7 pupils in Dundee and both P4 and P7 pupils in North Ayrshire.

## Primary Attainment

- 11.7. This section describes the performance of P1, P4 and P7 pupils in three aspects of Literacy (Reading, Writing and Listening & Talking) and Numeracy.
- 11.8. Literacy levels have been measured using Achievement of Curriculum for Excellence Levels (ACEL) for year 2016/17, that is Year 2 of the fund. Data from the NGRT also gives insight into the Reading performance of pupils at the primary level, and how this changed from Year 1 (2015/16) to Year 2 (2016/17).
- 11.9. ACEL data is provided for each of the Challenge Authorities. **However, ACEL 2016/17 results continue to be data under development and local authority comparisons should not be made without full knowledge of local authorities' approach to assessment.**
- 11.10. Across P1, P4 and P7, there was a higher percentage of pupils achieving expected levels for Listening and Talking compared to Reading, Writing and Numeracy. The percentage of pupils achieving the CfE expected levels was lowest for Writing.

11.11. Levels of attainment at the primary level varied across Challenge Authorities. Some reported a higher percentage of primary pupils achieving expected levels compared to Scotland as a whole.

11.12. The paragraphs that follow provide greater detail into each of the curriculum organisers taking each in turn: Reading, Writing, Listening & Talking and Numeracy.



### Primary – English Reading

11.13. There was variation between Local Authorities in levels of Reading attainment. Across all primary stages, Renfrewshire and Inverclyde reported a higher percentage of pupils achieving expected Reading levels compared to Scotland as a whole.

11.14. Table 11.1 shows the percentage of primary pupils achieving expected levels in Reading for their relevant stage across Scotland and in each of the Challenge Authorities.

**Table 11.1: Percentage of pupils achieving expected levels for Reading for their relevant stage (P1, P4, P7) (ACEL, 2016/17) – Challenge Authorities**

Local Authority	P1 (%)	P4 (%)	P7 (%)
Clackmannanshire	81	65	70
Dundee	78	73	73
East Ayrshire	80	67	64
Glasgow	77	76	76
Inverclyde	85	77	78
North Ayrshire	81	75	76
North Lanarkshire	77	72	74
Renfrewshire	84	80	80
West Dunbartonshire	78	76	67
<b>Scotland</b>	<b>80</b>	<b>77</b>	<b>76</b>



11.15. NGRT data provides further insight into the Reading performance of P4 and P7 pupils. Wave 1 took place in 2016 and included schools in the seven Challenge Authorities benefitting from the fund at that time. Wave 2 took place in 2017 and included eight (of the nine) authorities.

11.16. Overall, results recorded in 2017 were consistent with the baseline year (2016). P7 pupils' score was in line with what would be expected for their age. The average score of P4 pupils was statistically significantly lower than the expected score for their age (score of 95 compared to the standard age score of 100).

11.17. Table 11.2 shows the mean score of all participating P4 and P7 pupils in both years of the test.

**Table 11.2: NGRT mean score – Total (all participating Challenge Authorities) – Year 1 and Year 2**

	Year 1 (2016)	Year 2 (2017)
<b>P4 mean score</b>	95	95
<b>P7 mean score</b>	99	100

11.18. There were statistically significant differences between local authorities. During Year 2, in both P7 and P4, pupils in West Dunbartonshire, Inverclyde, North Lanarkshire and North Ayrshire continued to record the highest scores. Full details by local authority can be found in Table 11.3 below.

**Table 11.3: NGRT mean scores by Challenge Authority – Year 1 and Year 2**

Local Authority	P4 mean score		P7 mean score	
	Year 1 (2016)	Year 2 (2017)	Year 1 (2016)	Year 2 (2017)
Clackmannanshire	93.1	93.8	98.5	99.2
Dundee	93.9	93.8	96.8	98.2
East Ayrshire		94.9		100.1
Glasgow	94.4		98.4	
Inverclyde	96.5	97.3	100.7	100.7
North Ayrshire	94.9	96.2	99.2	100.5

North Lanarkshire	95.0	94.8	100.0	99.6
Renfrewshire		93.8		100.8
West Dunbartonshire	96.5	97.0	101.5	102.1



### Primary - English Writing

11.19. Overall, Writing recorded the lowest levels compared to Reading, Listening and Talking and Numeracy.

11.20. As with Reading, there was variation in Writing across Challenge Authorities. Renfrewshire and Inverclyde reported a higher percentage of pupils across all primary stages achieving expected levels in Writing compared to Scotland as a whole.

11.21. Further detail is provided below. Table 11.4 shows the percentage of primary pupils achieving expected levels in Writing for their relevant stage across Scotland and for each of the Challenge Authorities.

**Table 11.4: Percentage of pupils achieving expected levels for Writing (ACEL, 2016/17)**

Local Authority	P1 (%)	P4 (%)	P7 (%)
Clackmannanshire	77	58	49
Dundee	73	66	62
East Ayrshire	76	62	5
Glasgow	75	70	69
Inverclyde	83	73	69
North Ayrshire	78	69	69
North Lanarkshire	75	67	68
Renfrewshire	82	73	71
West Dunbartonshire	69	70	59
<b>Scotland</b>	<b>77</b>	<b>71</b>	<b>69</b>

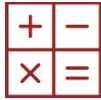


## Primary – English Listening and Talking

- 11.22. The data regarding Listening and Talking varied, both between Challenge Authorities, and within Challenge Authorities across the primary stages.
- 11.23. Renfrewshire and Inverclyde reported a higher percentage of pupils achieving expected levels for Listening and Talking across all primary stages. Other local authorities also performed particularly well when compared to Scotland as a whole in different primary stages.
- 11.24. Table 11.5 shows the percentage of primary pupils achieving expected levels for Listening and Talking across Scotland and in each of the Challenge Authorities.

**Table 11.5: Percentage of pupils achieving expected levels for Listening and Talking (ACEL, 2016/17)**

Local Authority	P1 (%)	P4 (%)	P7 (%)
Clackmannanshire	86	76	75
Dundee	87	82	77
East Ayrshire	85	78	70
Glasgow	83	83	81
Inverclyde	87	88	84
North Ayrshire	88	82	83
North Lanarkshire	82	79	78
Renfrewshire	91	88	86
West Dunbartonshire	84	83	75
<b>Scotland</b>	<b>85</b>	<b>83</b>	<b>81</b>



## Primary – Numeracy

- 11.25. Similar to the other curriculum organisers, performance in Numeracy varied between and within Challenge Authorities.
- 11.26. Renfrewshire reported the highest proportion of pupils achieving expected levels for Numeracy across all primary stages.
- 11.27. Some local authorities performed particularly well when compared to Scotland as a whole. In particular, Inverclyde, Glasgow and North Ayrshire. Inverclyde reported a higher percentage of P4 and P7 pupils achieving expected Numeracy levels. Glasgow and North Ayrshire also reported higher percentage of P7 pupils achieving expected Numeracy levels compared to national average.
- 11.28. Table 11.6 shows the percentage of primary pupils achieving expected levels for Numeracy across Scotland and in each of the Challenge Authorities.

**Table 11.6: Percentage of pupils achieving expected levels for Numeracy (ACEL, 2016/17)**

Local Authority	P1 (%)	P4 (%)	P7 (%)
Clackmannanshire	79	60	54
Dundee	79	70	60
East Ayrshire	81	63	57
Glasgow	83	75	72
Inverclyde	88	74	74
North Ayrshire	83	75	73
North Lanarkshire	82	72	68
Renfrewshire	88	76	74
West Dunbartonshire	81	71	63
<b>Scotland</b>	<b>83</b>	<b>75</b>	<b>70</b>

## Secondary Attainment

- 11.29. This section describes Literacy and Numeracy performance of S3 pupils in 2016/17. It provides information on the proportion of pupils who achieved Third Level or better.
- 11.30. Attainment was measured using ACEL. In order to understand performance across Challenge Authorities, local data has been provided. **However, ACEL 2016/17 results continue to be data under development and Local authorities comparisons should not be made without full knowledge of Local authorities' approach to assessment.**
- 11.31. In secondary schools, the percentage of pupils achieving Third Level or better was highest for Listening and Talking and lowest for Numeracy. There was variation within Challenge Authorities:
- North Lanarkshire and Renfrewshire reported a higher percentage of S3 pupils achieving minimum expected levels compared to Scotland as a whole across all four curriculum organisers.
  - Dundee and West Dunbartonshire reported a higher percentage of S3 pupils achieving minimum expected levels compared to Scotland for all curriculum organisers, except for Numeracy.
- 11.32. Table 11.7 shows the percentage of S3 pupils that achieved Third level or better across Scotland, and by Challenge Authority.

**Table 11.7: Percentage of S3 pupils achieving Third level or better (ACEL, 2016/17)**

Local Authority	Reading (%)	Writing (%)	Listening & Talking (%)	Numeracy (%)
Clackmannanshire	84	82	87	64
Dundee	92	91	92	84
East Ayrshire	86	85	88	85
Glasgow	87	85	89	86
Inverclyde	90	89	92	82
North Ayrshire	89	88	88	81

North Lanarkshire	94	93	95	93
Renfrewshire	94	93	94	93
West Dunbartonshire	91	91	95	84
<b>Scotland</b>	<b>90</b>	<b>89</b>	<b>91</b>	<b>88</b>



## Senior Phase Attainment

- 11.33. This section reports on the percentage of school leavers achieving awards by SCQF Levels in year 2015/16, prior to the expansion of the Attainment Scotland Fund to the secondary stage. Therefore, it provides a picture of performance prior to the fund being introduced.
- 11.34. Overall, 86% of school leavers achieved 1+ award at SCQF Level 5 and 62% at Level 6 in Scotland 2015/16. There were variations between Challenge Authorities.
- 11.35. At SCQF Level 5, Inverclyde, North Lanarkshire, Renfrewshire and West Dunbartonshire had the highest percentage of school leavers achieving at least one award in 2015/16; and were above the level achieved in Scotland as a whole.
- 11.36. At SCQF Level 6, Renfrewshire and West Dunbartonshire had the highest percentage of school leavers achieving at least one award in 2015/16 and were above the level achieved in Scotland as a whole. Further detail is provided below. Figure 11.3 and Figure 11.4 show the percentage of school leavers achieving one or more awards at Level 5 and Level 6 across Scotland, and by Challenge Authority.

Figure 11.3: Percentage of school leavers achieving 1+ award at SCQF Level 5, 2015/16

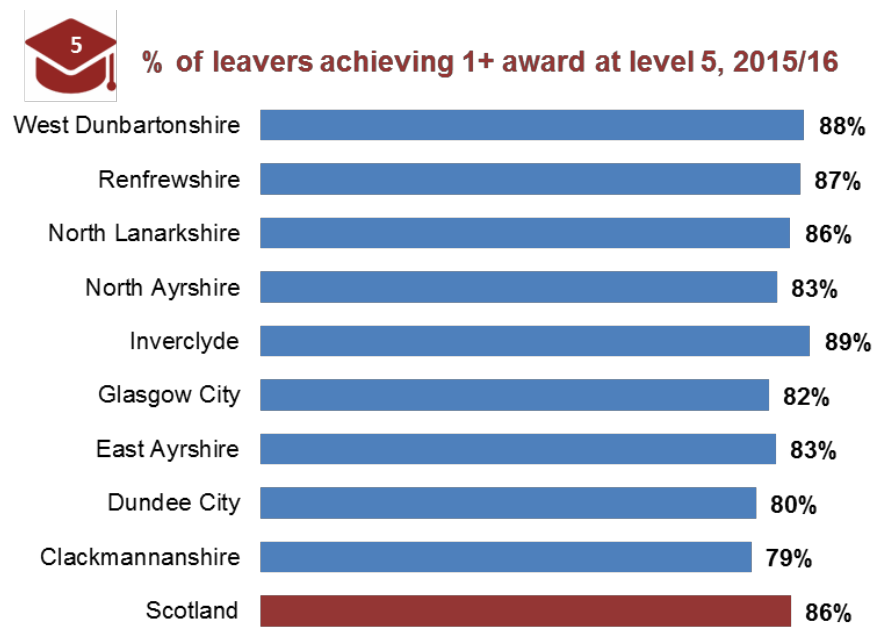
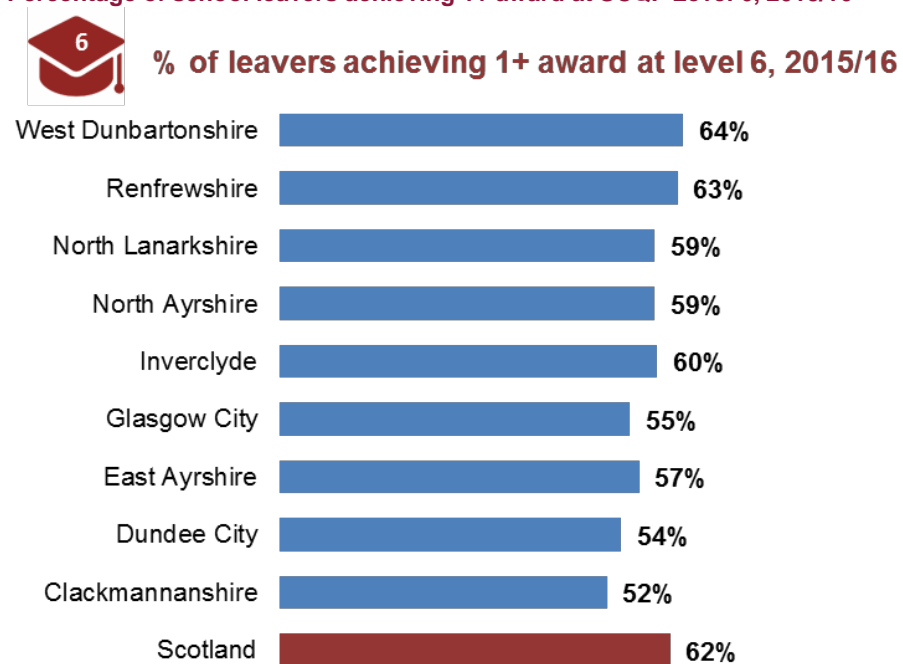


Figure 11.4: Percentage of school leavers achieving 1+ award at SCQF Level 6, 2015/16





## To what extent was there a reduction in the attainment gap amongst pupils?

- 11.37. The consultation on measuring the attainment gap led to the decision to use a basket of 11 key measures and 15 sub measures. The measures reported in this section are in line with the finalised [NIF improvement plan](#). These are:
- **Primary level:** the difference between the percentage of primary pupils (P1, P4, P7 combined) from the 20% most and least deprived areas achieving expected levels, as measured by ACEL.
  - **Secondary level:** the difference between the percentage of S3 pupils from the 20% most and least deprived areas achieving Third Level or better as measured by ACEL.
  - **Senior phase:** the difference between the percentage of school leavers from the 20% most and least deprived areas gaining one or more awards at SCQF Level 5 and 6.
- 11.38. In addition, evidence from the NGRT is included in this interim report to describe the attainment gap in Reading performance for Challenge Authorities during the first two years of the fund.
- 11.39. Overall, there was a gap recorded between those pupils living in the most and the least deprived areas of Scotland. The gap increased between primary and secondary students.
- 11.40. Overall, the attainment gap within the Challenge Authorities varied. Some had a larger, some had a smaller, and some had a similar attainment gap to that at national level.
- 11.41. The ACEL data for primary and secondary stages revealed that the attainment gap in Challenge Authorities was smaller than both the attainment gap at national level and in non-Challenge Authorities.
- 11.42. Challenge Authorities generally reported a higher percentage of primary and secondary pupils from the 20% most deprived areas achieving expected curriculum levels compared to non-Challenge Authorities and Scotland as a whole.
- 11.43. At Senior Phase, the attainment gap in Challenge Authorities was similar to the attainment gap at national level but smaller than for non-Challenge Authorities.



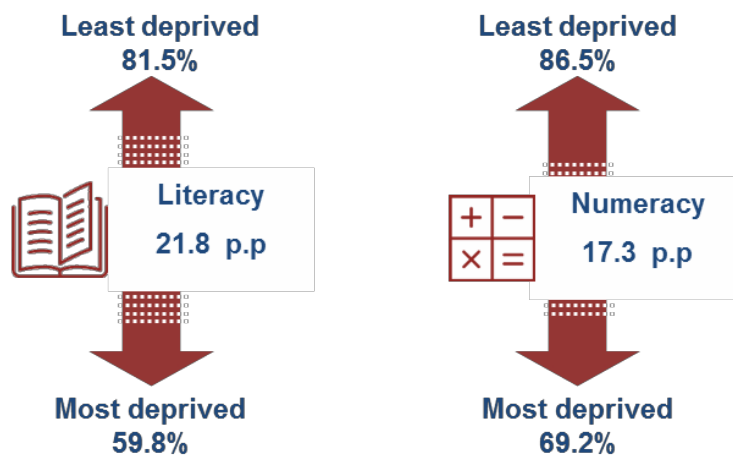


## Primary Attainment Gap

- 11.44. To consider attainment by levels of deprivation, a combined score for pupils at Primary 1, 4 and 7 is reported. For Literacy in particular, the attainment gap is measured by combining scores across three curriculum organisers (Reading, Writing and Listening & Talking). This is in line with the agreed key measures as part of the National Improvement Framework.
- 11.45. Overall, the attainment gap in Scotland for primary pupils was larger in Literacy (21.8 percentage points) than it was in Numeracy (17.3 percentage points).
- 11.46. A higher proportion of primary pupils from the least deprived areas of Scotland achieved expected levels in both Literacy and Numeracy than pupils living in the 20% most deprived areas. Details shown in Figure 11.5.

Figure 11.5: Percentage and percentage points gap of primary pupils achieving expected levels, by deprivation (ACEL 2016/17)

### Primary attainment gap between the 20% most deprived areas and the 20% least deprived areas - Scotland



Note: p.p stands for percentage point

- 11.47. The paragraphs that follow provide greater detail at a local-authority level in the attainment gap in Literacy and Numeracy for both primaries and secondaries.

## Primary Attainment Gap – Literacy

11.48. Literacy levels at primary level for children from the 20% most and least deprived areas is defined by combining scores across three curriculum organisers (Reading, Writing, Listening & Talking).

11.49. There are differences in the Literacy attainment gap between Challenge Authorities. When compared to Scotland:

- One authority had a **larger** attainment gap (East Ayrshire)
- Three authorities performed **similarly** to the national average (Renfrewshire, Inverclyde and Glasgow)
- The other five authorities had a **smaller** attainment gap

11.50. The Challenge Authorities reporting a higher percentage of pupils from the most deprived areas achieving expected levels were also the authorities that reported a higher percentage of pupils from least deprived areas achieving expected levels.

11.51. Further detail on the attainment gap by each Challenge Authority can be found in Table 11.8 below.

**Table 11.8: Percentage of Primary Pupils achieving expected levels in Literacy, by Challenge Authority and deprivation (ACEL 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	56.8	48.2	66.1	17.9
Dundee	64.6	58.6	75.0	16.4
East Ayrshire	61.3	50.1	77.0	26.9
Glasgow	68.4	64.7	87.0	22.3
Inverclyde	72.3	65.0	86.3	21.4
North Ayrshire	69.5	63.1	82.4	19.3
North Lanarkshire	67.6	58.1	78.1	20.1
Renfrewshire	72.7	62.9	84.6	21.6
West Dunbartonshire	63.7	59.4	73.0	13.5
<b>Scotland</b>	<b>69.2</b>	<b>59.8</b>	<b>81.6</b>	<b>21.8</b>

- 11.52. Overall, Challenge Authorities reported a lower percentage of pupils overall achieving expected levels in Literacy compared to Scotland.
- 11.53. Overall, the attainment gap in Literacy for primary pupils was smaller in Challenge Authorities compared to the average at both national level and in non-Challenge Authorities.
- 11.54. Positively, the attainment gap was smaller in Challenge Authorities because pupils in the most disadvantaged areas performed better. Still, the gap amongst pupils living in the least disadvantaged areas was less pronounced.
- 11.55. Table 11.9 shows how Challenge Authorities and non-Challenge Authorities performed compared to Scotland overall.

**Table 11.9: Percentage of Primary Pupils achieving expected levels in Literacy – Challenge and non-Challenge Authorities, by deprivation (ACEL, 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities	67.5	61.4	80.9	19.5
Non-Challenge Authorities	70.1	57.2	81.7	24.5
<b>Scotland</b>	<b>69.2</b>	<b>59.8</b>	<b>81.6</b>	<b>21.8</b>

- 11.56. NGRT data provides evidence about the attainment gap in reading for primary pupils. Table 11.10 shows the difference between NGRT scores for pupils in the 20% most and least deprived areas.

**Table 11.10: NGRT points difference between pupils from 20% highest and lowest deprived areas**

	Year 1 (2016)	Year 2 (2017)
<b>Primary 4</b>	8	7
<b>Primary 7</b>	9	8

- 11.57. On average, pupils in the most deprived areas recorded lower

scores than those in the least deprived. However, overall the gap

between the most and the least deprived narrowed slightly in both P4 and in P7. This is not a statistically significant difference.

11.58. The size of the attainment gap as measured by NGRT varied across Challenge Authorities. Table 11.11 shows the attainment gap between the 20% most and least deprived P4 and P7 pupils by each of the Challenge Authorities.

**Table 11.11: Attainment Gap as measured by NGRT for P4 and P7 pupils, 2016 and 2017**

	P4 pupils		P7 pupils	
	Year 1 2016	Year 2 2017	Year 1 2016	Year 2 2017
Clackmannanshire	5	7	11	11
Dundee	9	6	10	7
East Ayrshire		7		8
Glasgow	10		12	
Inverclyde	9	8	10	10
North Ayrshire	5	7	6	9
North Lanarkshire	6	7	8	8
Renfrewshire		9		9
WestDunbartonshire	6	9	7	-1

11.59. In seven out of the eight participating Challenge Authorities, there was a statistically significant difference between pupils from the most and least deprived areas. The exception to this was West Dunbartonshire, which scored similarly across SIMD for P7 results in 2017. However, it should be noted that the number of pupils in SIMD 9-10 who sat the test was relatively small for West Dunbartonshire with less than 50 pupils in the top 20%.

11.60. Overall, the attainment gap was larger in P7 than in P4. The P7 attainment gap narrowed by 1.5 points from 2016 to 2017. This change was not significant.

11.61. Challenge Authorities recorded consistent results over time. The key differences from Year 1 to Year 2 to note are:

- Dundee closed the attainment gap between the most and the

least deprived by 3 points both in P4 and in P7

- The attainment gap in North Ayrshire was wider in P4 (by 2 points) and in P7 (by 3 points)

### Primary Attainment Gap – Numeracy

11.62. There are differences in the Numeracy attainment gap across Challenge Authorities. When compared to Scotland:

- Three Challenge Authorities reported a **smaller** attainment gap (Dundee, North Ayrshire and West Dunbartonshire)
- One authority had a **similar** attainment gap (Glasgow)
- The other five authorities had a **larger** attainment gap

11.63. Table 11.12 shows the difference in the percentage of primary pupils achieving expected levels in Numeracy across each of the Challenge Authorities.

**Table 11.12: Percentage of Primary Pupils achieving expected levels in Numeracy, by Local Authority and deprivation (ACEL, 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	64.0	52.9	76.2	23.3
Dundee	70.2	66.3	76.8	10.6
East Ayrshire	67.3	56.9	78.4	21.5
Glasgow	76.8	74.5	91.7	17.2
Inverclyde	79.0	70.6	91.4	20.9
North Ayrshire	77.2	72.9	84.8	11.9
North Lanarkshire	74.0	66.4	85.1	18.7
Renfrewshire	79.7	70.6	89.4	18.8
West Dunbartonshire	72.1	68.2	84.4	16.2
<b>Scotland</b>	<b>76.4</b>	<b>69.2</b>	<b>86.5</b>	<b>17.3</b>

11.64. Overall, Challenge Authorities reported a lower percentage of pupils achieving expected levels in Numeracy compared to Scotland.

11.65. Table 11.13 shows how Challenge Authorities and non-Challenge Authorities performed compared to the total for Scotland.

**Table 11.13: Percentage of primary pupils achieving expected levels in Numeracy – Challenge and non-Challenge Authorities, by deprivation (ACEL, 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities	74.8	70.1	85.6	15.5
Non-Challenge Authorities	77.1	67.8	86.6	18.9
<b>Scotland</b>	<b>76.4</b>	<b>69.2</b>	<b>86.5</b>	<b>17.3</b>

11.66. The attainment gap in Numeracy was smaller in Challenge Authorities than in non-Challenge Authorities. The gap was slightly narrower than in Scotland as a whole.

11.67. Positively, the attainment gap was smaller in Challenge Authorities because pupils in the most disadvantaged areas living there performed better. Still, the gap amongst pupils living in the least disadvantaged areas was less pronounced.

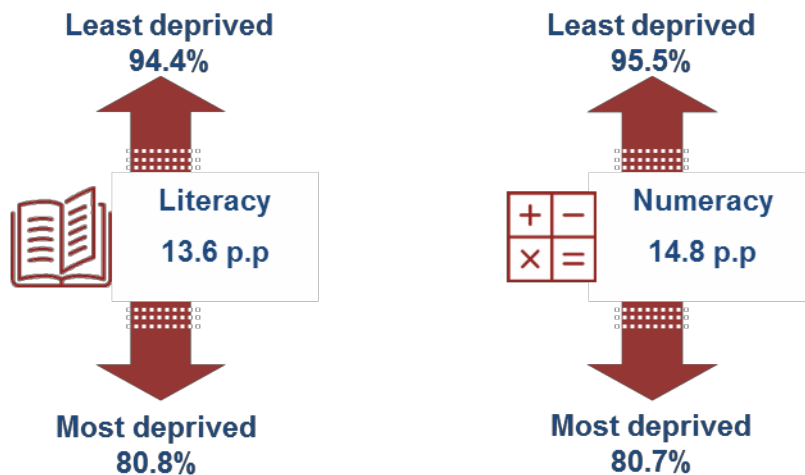


## Secondary Attainment Gap

- 11.68. The Attainment gap at secondary level is measured by the percentage of S3 pupils achieving CfE Third Level or better in Literacy and Numeracy.
- 11.69. Overall, a higher proportion of S3 pupils from the least deprived areas achieved minimum expected levels in Literacy and Numeracy compared to pupils from the most deprived areas.
- 11.70. At national level, the attainment gap at S3 level was larger in Numeracy than in Literacy. Details provided in Figure 11.6 below.

Figure 11.6: Percentage and percentage point gap of S3 pupils achieving CfE Third level, by deprivation (ACEL 2016/17) - Scotland

### Secondary attainment gap between the 20% most deprived areas and the 20% least deprived areas - Scotland



Note: p.p stands for percentage point

### Secondary Attainment Gap - Literacy

- 11.71. Overall, the Literacy attainment gap in Scotland for secondary pupils was 13.6 percentage points.
- 11.72. When looking at results for the Challenge Authorities, only two authorities (East Ayrshire and Clackmannanshire) reported a larger attainment gap compared to Scotland. North Ayrshire's attainment gap was similar to national level. All other Challenge Authorities reported a smaller attainment gap.

11.73. Table 11.14 shows the difference in the percentage of S3 pupils achieving CfE Third Level or better in Literacy across each of the Challenge Authorities.

**Table 11.14: Percentage of S3 Pupils achieving Third Level or better in Literacy by Local Authority and deprivation (ACEL 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	80.1	73.4	91.7	18.2
Dundee	89.1	83.0	94.9	11.9
East Ayrshire	82.1	74.4	96.3	21.8
Glasgow	83.5	81.6	88.5	6.9
Inverclyde	87.1	83.1	90.8	7.7
North Ayrshire	85.8	82.3	95.4	13.1
North Lanarkshire	91.6	87.6	96.5	8.8
Renfrewshire	91.8	88.9	96.2	7.3
West Dunbartonshire	88.7	84.7	92.7	8.0
<b>Scotland</b>	<b>87.1</b>	<b>80.8</b>	<b>94.4</b>	<b>13.6</b>

11.74. Challenge Authorities overall reported a similar percentage of secondary pupils achieving expected levels in Literacy compared to Scotland.

11.75. Overall, the attainment gap in Literacy for secondary pupils was smaller in Challenge Authorities compared to the average at both national level and in non-Challenge Authorities. The same pattern was evident in primary schools.

11.76. Positively, the attainment gap was smaller in Challenge Authorities because pupils in the most disadvantaged areas performed better. Still, the gap amongst pupils living in the least disadvantaged areas was less pronounced.

11.77. Table 11.15 shows how Challenge Authorities and non-Challenge Authorities performed compared to Scotland overall.

**Table 11.15: Percentage of S3 pupils achieving minimum expected levels in Literacy – Challenge and non-Challenge Authorities, by deprivation (ACEL, 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities	87.2	83.0	94.3	11.3
Non-Challenge Authorities	87.1	77.5	94.5	17.0
<b>Scotland</b>	<b>87.1</b>	<b>80.8</b>	<b>94.4</b>	<b>13.6</b>

### Secondary Attainment Gap - Numeracy

11.78. Overall, the Numeracy attainment gap in Scotland for secondary pupils was 14.8 percentage points; slightly larger than for Literacy (which was 13.6).

11.79. When looking at results for the Challenge Authorities, four authorities recorded a larger attainment gap in Numeracy for S3 pupils compared to Scotland (Clackmannanshire, Dundee, East Ayrshire and North Ayrshire). The remaining five Challenge Authorities reported a smaller attainment gap compared to Scotland.

11.80. Table 11.16 overleaf shows the difference in the percentage of S3 pupils achieving CfE Third Level or better in Numeracy across each of the Challenge Authorities.

**Table 11.16: Percentage of S3 Pupils achieving Third Level or better in Numeracy by Local Authority and deprivation (ACEL 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	64.1	53.1	81.3	28.1
Dundee	83.7	76.0	94.9	18.9

East Ayrshire	84.6	76.8	95.6	18.8
Glasgow	85.8	83.6	96.3	12.8
Inverclyde	82.0	76.3	89.7	13.4
North Ayrshire	80.9	74.7	93.9	19.2
North Lanarkshire	93.2	88.8	98.2	9.4
Renfrewshire	92.8	88.0	97.4	9.5
West Dunbartonshire	84.5	77.5	90.2	12.8
<b>Scotland</b>	<b>88.2</b>	<b>80.7</b>	<b>95.5</b>	<b>14.8</b>

11.81. As seen in the results for Literacy, the attainment gap was slightly narrower in Challenge Authorities than it was at national level or within non-Challenge Authorities. Challenge Authorities performed poorer overall, and reported a similar percentage of pupils from the least deprived areas achieving expected levels but a higher percentage of pupils from the most deprived areas were achieving expected levels.

11.82. Table 11.17 shows the percentage of S3 pupils achieving minimum expected levels at Challenge Authority, non-Challenge Authority and national level.

**Table 11.17: Percentage of S3 Pupils achieving minimum expected levels in Numeracy – Challenge and non-Challenge Authorities, by deprivation (ACEL, 2016/17)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities (total)	86.6	81.6	95.5	13.9
Non-Challenge Authorities (total)	88.9	79.2	95.4	16.2
<b>Scotland</b>	<b>88.2</b>	<b>80.7</b>	<b>95.5</b>	<b>14.8</b>

## Senior Phase Attainment Gap

11.83. At Senior Phase, attainment by levels of deprivation draws on data regarding the percentage of school leavers from the 20% most and least deprived areas gaining one or more awards at SCQF Level 5 and 6 in 2015/16.

11.84. The data provides a picture prior to the fund being introduced across secondary schools.

11.85. At national level, the attainment gap between school leavers from the 20% most and least deprived areas was wider at SCQF Level 6 than Level 5. Further detail provided in Table 11.18.

**Table 11.18: Percentage of school leavers attaining 1+ SCQF awards, by deprivation (2015/16)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
<b>SCQF Level 5</b>	85.6	74.4	94.7	20.3
<b>SCQF Level 6</b>	61.7	42.7	81.2	38.5

11.86. There are variations when looking at local authority level data. Following the national pattern, the gap between pupils from the most and least deprived areas widened from SCQF Level 5 to Level 6 across all Challenge Authorities.

11.87. The attainment gap at SCQF Level 5 was wider in six Challenge Authorities than it was at national level. It was smaller in three authorities: West Dunbartonshire, Renfrewshire and Inverclyde.

11.88. Table 11.19 provides further detail.

**Table 11.19: Percentage of leavers attaining 1+ awards at SCQF Level 5, by Challenge Authority and deprivation (2015/16)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	79.3	67.3	91.8	24.5
Dundee	80.0	68.1	94.6	26.5

East Ayrshire	83.2	73.1	95.6	22.5
Glasgow	82.1	77.7	97.3	19.6
Inverclyde	88.7	82.3	96.4	14.1
North Ayrshire	83.4	72.9	93.4	20.5
North Lanarkshire	85.5	74.3	96.0	21.7
Renfrewshire	87.1	76.6	95.9	19.3
West Dunbartonshire	87.8	82.3	97.4	15.1
<b>Scotland</b>	<b>85.6</b>	<b>74.4</b>	<b>94.7</b>	<b>20.3</b>

11.89. The attainment gap in Challenge Authorities was similar to the gap at national level. The attainment gap in non-Challenge Authorities was wider by 2.1 percentage points when compared to Scotland.

11.90. Pupils living in areas of greater deprivation performed better in Challenge Authorities (75.8) than in non-Challenge Authorities (72.1). The difference amongst pupils living in the least deprived areas was less pronounced. Table 11.20 shows further detail.

**Table 11.20: Percentage of leavers attaining 1+ awards at SCQF Level 5 – Challenge and non-Challenge Authorities, by deprivation (2015/16)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities (total)	84.0	75.8	95.7	20.0
Non-Challenge Authorities (total)	86.4	72.1	94.5	22.4
<b>Scotland</b>	<b>85.6</b>	<b>74.4</b>	<b>94.7</b>	<b>20.3</b>

11.91. The attainment gap at SCQF Level 6 or better was wider in four Challenge Authorities than it was at national level. Conversely, it was smaller in three authorities: West Dunbartonshire, Glasgow and Clackmannanshire. Further detail provided in Table 11.21.

**Table 11.21: Percentage of leavers attaining 1+ awards at SCQF Level 6, by Challenge Authority and deprivation (2015/16)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	51.7	34.5	71.4	36.9
Dundee	53.9	37.5	79.3	41.8
East Ayrshire	56.8	38.0	80.0	42.0
Glasgow	55.3	48.1	84.3	36.2
Inverclyde	59.7	42.2	84.3	42.1
North Ayrshire	59.3	42.2	81.1	38.9
North Lanarkshire	59.3	41.5	83.8	42.3
Renfrewshire	62.9	45.0	84.3	39.3
West Dunbartonshire	63.8	53.1	80.5	27.4
<b>Scotland</b>	<b>61.7</b>	<b>42.7</b>	<b>81.2</b>	<b>38.5</b>

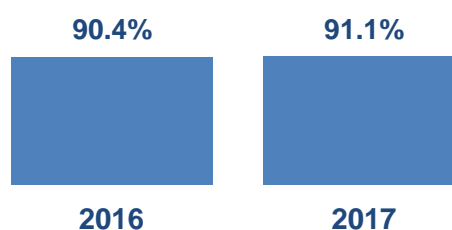
- 11.92. The attainment gap in Challenge Authorities was similar to the gap at national level (38.0 vs 38.5 across Scotland as a whole). The attainment gap in non-Challenge Authorities was wider by 2.3 percentage points compared to Scotland.
- 11.93. Pupils living in areas of greater deprivation performed better in Challenge Authorities (44.4) than in non-Challenge Authorities (40.1). The variation amongst pupils living in the least deprived areas was less pronounced. Table 11.22 shows further detail.

**Table 11.22: Percentage of leavers attaining 1+ SCQF Level 6 – Challenge and non-Challenge Authorities, by deprivation (2015/16)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge Authorities (total)	58.0	44.4	82.4	38.0
Non-Challenge Authorities (total)	63.4	40.1	81.0	40.8
<b>Scotland</b>	<b>61.7</b>	<b>42.7</b>	<b>81.2</b>	<b>38.5</b>

### Participation measure

- 11.94. The annual participation measure reports on the activity of the wider 16-19 cohort, including those at school, and is intended to help inform policy, planning and service delivery. The measure uses the shared data held by Skills Development Scotland (SDS) and their Customer Support System (CSS).
- 11.95. The annual participation measure is another key measure to track progress towards closing the attainment gap.
- 11.96. The proportion of 16-19 year olds participating in education, training or employment was 91.1% in 2017, an increase of 0.7 percentage points compared to 2016.





- 11.97. Conversely the proportion not participating within the annual measure was 3.7 in 2017, compare to 4.0% in 2016. This represents a 0.3 percentage point decrease.
- 11.98. At a local authority level there was a variation of 9.3 percentage points between the highest and the lowest in 2017. The highest participation rate was in Eilean Siar at 96.9% and the lowest was in Dundee City at 87.6%. Overall, there were 23 out of the 32 Local authorities showing an increase in participation between 2016 and 2017. When looking specifically at the Challenge Authorities, six of the nine recorded an increase in 2017. Detail is provided in Table 11.23.

**Table 11.23: Annual Participation Measure – Challenge Authorities – Over Time**

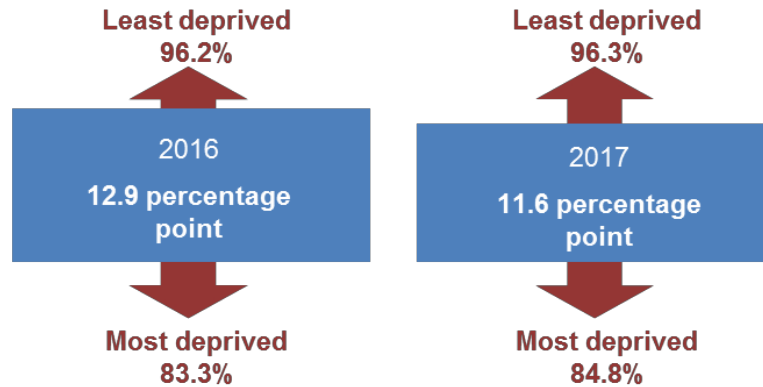
Annual Participation Measure	2016	2017	Percentage point change between 2017 and 2016
Clackmannanshire	88.2	89.7	1.5
Dundee City	87.7	87.6	-0.1
East Ayrshire	89.3	88.1	-1.2
Glasgow City	86.8	88.2	1.4
Inverclyde	91.2	91.9	0.7
North Ayrshire	89.9	90.3	0.4
North Lanarkshire	89.3	90.2	0.9
Renfrewshire	90.7	91.4	0.7
West Dunbartonshire	88.4	88.3	-0.1
<b>Scotland</b>	<b>90.4</b>	<b>91.1</b>	<b>0.7</b>

- 11.99. The participation measure can be explored further by area of deprivation. Overall, those who lived in more deprived areas were less likely to be reported as participating within the annual measure than those living in less deprived areas.

11.100. There is an 11.6 percentage point difference in the participation rate between those living in the most deprived areas (SIMD Quintile 1) and those living in the least deprived areas (SIMD Quintile 5). See figure below.

Figure 11.7: Participation rate, by deprivation (Skills Development Scotland)

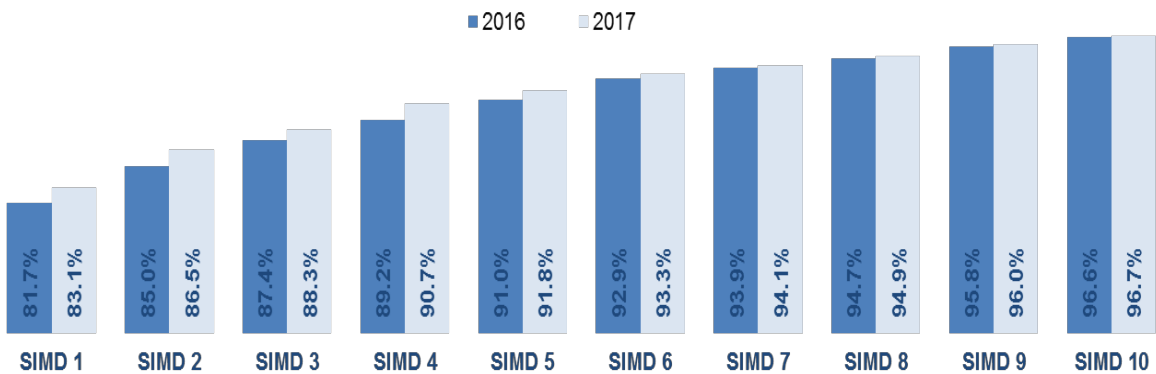
**Participation gap between the 20% most deprived areas and the 20% least deprived areas**



11.101. The overall reduction in the poverty related gap was due to higher increases amongst the most deprived SIMD groups as shown in the figure below.

Figure 11.8: Participation rate, by SIMD Decile

**% Annual Participation Measure of 16-19 year old by SIMD Decile**



11.102. Currently there is no available data of SIMD by local authority, and hence detail analysis of deprivation at a local authority level is not possible.



## To what extent did overall Health and Wellbeing improve? To what extent was there a reduction in the poverty related gap in Health and Wellbeing?

11.103. The measures to assess overall Health and Wellbeing and measure the poverty related attainment gap have been taken from the [2018 National Improvement Framework and Improvement Plan](#). The plan sets out a basket of key measures and sub measures to assess progress. For Health and Wellbeing these are:

Figure 11.9: Key measures of Health and Wellbeing

Health and Wellbeing – Key measures		
<b>Total difficulties scores</b> The proportion of children who had a borderline or abnormal score	Age 4-12	Scottish Health Survey
	Age 13 & 15	SALSUS

Figure 11.10: Sub measures of Health and Wellbeing

Health and Wellbeing – Sub measures		
<b>Mental Wellbeing Score</b> Warwick Edinburgh Mental Well being scale (WEMWBS)	Age 13 (boys and girls)	SALSUS
	Age 15 (boys and girls)	
<b>Attendance rate</b> The proportion of pupils in attendance	Primary	Scottish Government
	Secondary	
<b>Exclusion rate</b> Total number of exclusions by total number of pupils (rate per 1000 pupils)	Primary	Scottish Government
	Secondary	

- 11.104. Currently, most data is available for year 2014/15, thus allowing us to obtain a picture of affairs prior to the fund starting. The next report should cover the period up until 2020, thus including progress over the years of the fund.

## **Health and wellbeing key measures**

### **Total Difficulties Score**

- 11.105. The social, emotional and behavioural development of children has been measured via the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a brief behavioural screening questionnaire designed for use with the 3-16 age group.
- 11.106. The SDQ comprises 25 questions covering themes such as consideration, hyperactivity, malaise, mood, sociability, obedience, anxiety and unhappiness. It is used to measure five aspects of development: emotional symptoms; conduct problems; hyperactivity/ inattention; peer relationship problems; and pro-social behaviour.
- 11.107. A score was calculated for each of the five aspects, as well as an overall 'total difficulties' score which was generated by summing the scores from all the domains, except pro-social behaviour. The total difficulties score ranged from 0 to 40 with a higher score indicating greater evidence of difficulties. There are established thresholds indicating 'normal' (score of 13 or less), 'borderline' (14-16) or 'abnormal' scores (17 or above).
- 11.108. Across Scotland, the proportion of children who had a borderline or abnormal total difficulties score appeared to increase with age. This was 14% amongst children aged 4-12, and 31% amongst children aged 13 and 15.

11.109. Regardless of age, children in the most deprived areas were more likely to have a borderline or abnormal total difficulties score. This is summarised in Table 11.24 and further detail is given in the paragraphs that follow.

**Table 11.24: Total Difficulties Score – By Deprivation**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Total difficulties score (aged 4-12)	14	22	6	16
Total difficulties score (aged 13 & 15)	31	34	26	8

### **Children aged 4–12 years old**

11.110. The social, emotional and behavioural development of children aged 4-12 has been measured in the Scottish Health Survey via the SDQ. In the Scottish Health Survey, the SDQ was completed by a parent on behalf of all children aged 4-12.

11.111. The proportion of children aged 4-12 who had a borderline or abnormal total difficulties score decreased between 2003 (17%) and 2014/15 (14%).

11.112. Children in the most deprived areas were more likely to have a borderline or abnormal total difficulties score (22%) than those in the least deprived (6%) in 2014/2015.

### **Children aged 13 and 15**

11.113. The social, emotional and behavioural development of children aged 13 and 15 was measured using the same approach, that is the Strengths and Difficulties Questionnaire (SDQ). The data collection used was the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), which allows for greater sample size amongst the year groups of interest. Pupils complete the survey themselves.

11.114. The proportion of children aged 13 and 15 who had a borderline or abnormal total difficulties score was 31% in 2015. Overall, there had been a slight decrease in the percentage of pupils with a normal score between 2010 and 2015 (from 75% in 2010

to 69% in 2015) and a light increase in the percentage of pupils with an abnormal score (from 11% in 2010 to 15% in 2015).

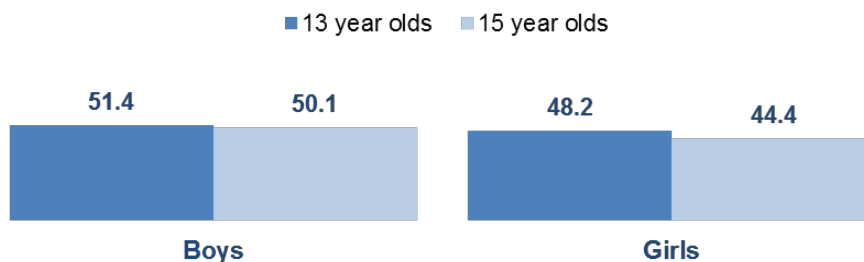
- 11.115. Children in the most deprived areas were more likely to have a borderline or abnormal total difficulties score (34%) than those in the least deprived (26%) in 2015.

## Health and wellbeing sub measures

### Mental wellbeing score - WEMWBS

- 11.116. Mental wellbeing is measured using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) questionnaire and is used as a sub measure to report progress around Health and Wellbeing.
- 11.117. While the SDQ measures emotional and behavioural problems, WEMWBS measures mental wellbeing – for example how good a pupil is feeling or how well they think they are coping in their life. In the WEMWBS scale, the lowest score possible (indicating poor mental wellbeing) is 14 and the highest is 70 (indicating good mental wellbeing), so a higher average score for any particular group indicates higher mental wellbeing.
- 11.118. The WEMWBS scale was added to SALSUS in 2010 and the latest data provides a picture between 2010 and 2015. Therefore, the data available portrays the state of affairs prior to the Fund being introduced.
- 11.119. Overall, mental wellbeing among 13 to 15 year olds decreased with age for all children. Mental wellbeing recorded significantly higher levels for 13 to 15 year old boys than for girls. The figure below presents data by year group and gender.

**WEMWBS average score by age and gender (2015)**



- 11.120. Mental wellbeing showed a correlation with areas of deprivation.

Overall, pupils in the least deprived areas had a higher

WEMWBS mean score indicating better mental wellbeing than those in the most deprived areas.

- 11.121. Table 11.25 overleaf shows the mental wellbeing score by those most and least deprived and displays the gap between the two.

**Table 11.25: Mental Wellbeing mean score – By Deprivation (WEMWBS – SALSUS 2015)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Mental Wellbeing Score (13 year old boys)	51.4	49.9	52.6	2.7
Mental Wellbeing Score (13 year old girls)	48.2	47.2	49.1	1.9
Mental Wellbeing Score (15 year old boys)	50.1	49.3	50.6	1.3
Mental Wellbeing Score (15 year old girls)	44.4	43.7	45.8	2.1

- 11.122. There is no current data at a local authority level. Hence a detailed examination of how Challenge and non-Challenge Authorities performed is not possible at this stage.

### **Attendance rates**

- 11.123. Information on attendance and exclusions from schools is collected on a biennial basis. At the point of writing the report, the most recent dataset fully available for analysis was for the 2014/15 academic year. This provides a picture of state of affairs prior to the fund being introduced.
- 11.124. Detailed information is published in [Summary Statistics for Schools in Scotland](#), but below is a summary of the key measures deemed relevant to measuring the attainment gap.
- 11.125. Overall, the attendance rate was 93.7% for academic year 2014/15. The attendance rate was higher for primary schools (95.1%) than secondary schools (91.8%).
- 11.126. Attendance levels were also higher amongst those pupils living in areas of lower deprivation, compared to those living in areas of greater deprivation.



11.127. Table 11.26 shows attendance levels for primary and secondary schools by those most and least deprived and displays the gap between the two.

**Table 11.26: Total Attendance Rates – (Summary Statistics for Schools 2015, Scottish Government)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Primary attendance rates	95.1	93.3	96.7	3.4
Secondary attendance rates	91.8	88.7	94.5	5.8

11.128. When looking at attendance at a local authority level there are some differences. The gap in **primary attendance rates** was larger in three Challenge Authorities than it was at national level, namely: Glasgow, Inverclyde and North Lanarkshire. It was smaller in the remaining six Challenge Authorities.

11.129. Table 11.27 overleaf shows the difference in primary attendance rates for pupils from the most and least deprived areas, across each of the Challenge Authorities.

**Table 11.27: Primary Attendance Rates – By Deprivation (2015, Scottish Government)**

Primary attendance rates	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	94.7	93.4	96.1	2.8
Dundee City	94.3	93.3	96.5	3.3
East Ayrshire	95.1	93.8	96.5	2.7
Glasgow City	93.9	93.1	96.8	3.7
Inverclyde	94.6	93.3	96.9	3.6
North Ayrshire	95.0	94.2	96.3	2.1
North Lanarkshire	94.4	92.8	96.7	3.9
Renfrewshire	95.7	94.2	97.1	2.9

West Dunbartonshire	95.0	94.0	97.1	3.1
<b>Scotland</b>	<b>95.1</b>	<b>93.3</b>	<b>96.7</b>	<b>3.4</b>

11.130. Overall, the attendance rate in Challenge Authorities was higher for primary pupils living in areas of lower deprivation (96.7%) compared to those living in areas of greater deprivation (93.3%). The gap in primary attendance rates in Challenge Authorities was the same as the gap at national level. Table 11.28 provides further detail.

**Table 11.28: Primary Attendance Rates – Challenge vs non Challenge Authorities - By Deprivation (2015, Scottish Government)**

Primary attendance rates	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge authorities (total)	94.5	93.3	96.7	3.4
Non-Challenge Authorities (total)	95.3	93.1	96.7	3.6
<b>Scotland</b>	<b>95.1</b>	<b>93.3</b>	<b>96.7</b>	<b>3.4</b>

11.131. The gap in **secondary attendance rates** varied across the Challenge Authorities. When compared to Scotland:

- One authority had a similar gap (Clackmannanshire)
- Three authorities had a smaller gap (Glasgow, Inverclyde and North Ayrshire)
- The gap was larger in the remaining five authorities

11.132. Table 11.29 overleaf shows the difference in secondary attendance rates for pupils from the most and least deprived areas, across each of the Challenge Authorities.

**Table 11.29: Secondary Attendance Rates – Local authority - By Deprivation (2015, Scottish Government)**

Secondary attendance rates	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	91.1	88.2	94.0	5.8
Dundee City	90.0	87.3	93.7	6.3
East Ayrshire	91.2	87.7	94.5	6.8
Glasgow City	91.1	90.1	95.1	5.0
Inverclyde	91.0	88.7	94.5	5.7
North Ayrshire	91.1	89.1	93.9	4.8
North Lanarkshire	90.8	87.8	94.5	6.7
Renfrewshire	90.9	87.5	93.7	6.2
West Dunbartonshire	89.6	87.3	93.4	6.2
<b>Scotland</b>	<b>91.8</b>	<b>88.7</b>	<b>94.5</b>	<b>5.8</b>

11.133. Overall, the attendance rate in Challenge Authorities was higher for secondary pupils living in areas of lower deprivation (94.2%) compared to those living in areas of greater deprivation (88.8%). The gap in secondary attendance rates in Challenge Authorities was smaller than the gap at national level. Table 11.30 provides further detail.

**Table 11.30: Secondary Attendance Rates – Challenge vs non Challenge Authorities - By Deprivation (2015, Scottish Government)**

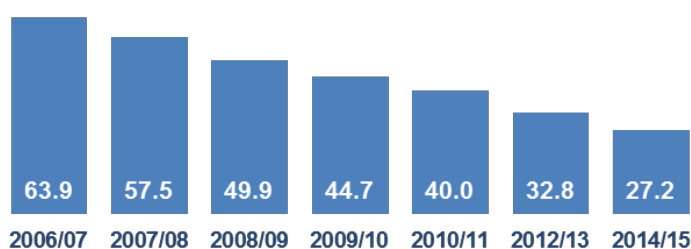
Secondary attendance rates	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge authorities (total)	90.8	88.8	94.2	5.4
Non-Challenge Authorities (total)	92.3	88.5	94.5	6.1
<b>Scotland</b>	<b>91.8</b>	<b>88.7</b>	<b>94.5</b>	<b>5.8</b>

### Exclusion rates

11.134. As stated above, data on exclusion rates is collected biannually. The latest data available for analysis is from 2014/15, providing a picture of state of affairs prior to the launch of the fund.

11.135. Detailed information is published in [Summary Statistics for Schools in Scotland](#), but below is a summary of the key measures deemed relevant to measuring the attainment gap.

11.136. Overall, the exclusion rate for all pupils in 2014/15 was 27.2 per 1,000 pupils. This has been steadily falling year on year since 2006/07.



11.137. The exclusion rate was significantly higher for secondary schools (49.5 per 1,000 pupils) than for primary schools (9.0 per 1,000 pupils).

- 11.138. Exclusion rates were significantly higher in the 20% most deprived areas compared to the 20% least deprived. Detail is shown in Table 11.31 overleaf and in the paragraphs that follow.
- 11.139. In primary schools, rates per exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were 19.0 per 1,000 pupils compared with 2.1 per 1,000 pupils living in the 20% least deprived areas. This represents a gap of 16.9 points.
- 11.140. In secondary schools, the gap in exclusions is more pronounced. The exclusion rate per 1,000 pupils for pupils living in the 20% most deprived areas was 95.2 per 1,000 pupils compared with 15.1 per 1,000 pupils living in the 20% least deprived areas. This represents a gap of 80.1 points.

**Table 11.31: Total Exclusion Rates per 1000 pupils – By Deprivation (Summary Statistics 2015, Scottish Government)**

	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap
Primary exclusion rates (per 1,000)	9.0	19.0	2.1	16.9
Secondary exclusion rates (per 1,000)	49.5	95.2	15.1	80.1

- 11.141. Overall, exclusion rates for primary schools varied quite considerably across the Challenge Authorities. When compared to Scotland, Clackmannanshire, Dundee and East Ayrshire all reported a larger gap in exclusion rates. The remaining Challenge Authorities reported a smaller gap. Table 11.32 provides further detail.

**Table 11.32: Primary Exclusion Rates per 1000 pupils – Local authority - By Deprivation (2015, Scottish Government)**

Primary exclusion rates per 1000 pupils	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	34.1	68.0	5.7	62.3
Dundee City	20.1	29.9	2.1	27.8

East Ayrshire	22.5	54.2	3.8	50.4
Glasgow City	9.1	12.8	3.5	9.2
Inverclyde	2.4	3.9	0.0	3.9
North Ayrshire	4.1	8.8	0.0	8.8
North Lanarkshire	8.8	17.7	1.9	15.7
Renfrewshire	3.0	5.3	0.4	4.9
West Dunbartonshire	9.3	13.8	0	13.8
<b>Scotland</b>	<b>9.0</b>	<b>19.0</b>	<b>2.1</b>	<b>16.9</b>

11.142. Overall, the exclusion rate for all primary pupils in 2014/15 was higher in Challenge Authorities compared to Scotland overall.

11.143. Challenge Authorities overall reported a smaller gap in exclusion rates for pupils living in the most and least deprived areas, compared to Scotland. Non-Challenge Authorities reported a larger gap. The gap in exclusions was narrower in Challenge Authorities because the exclusion rate for pupils living in the most deprived areas was lower compared to the national level. Detail provided in Table 11.33.

**Table 11.33: Primary Exclusion Rates per 1000 pupils – Challenge vs non Challenge Authorities - By Deprivation (2015, Scottish Government)**

Primary exclusion rates per 1000 pupils	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge authorities (total)	10.4	17.6	1.9	15.7
Non-Challenge Authorities (total)	8.4	21.3	2.1	19.2
<b>Scotland</b>	<b>9.0</b>	<b>19.0</b>	<b>2.1</b>	<b>16.9</b>

11.144. The exclusion rate for all secondary pupils was higher in six Challenge Authorities compared to the rate nationally. It was

lower in three Challenge Authorities: Inverclyde, North Ayrshire and Renfrewshire.

- 11.145. The gap in exclusion rates for secondary pupils was larger in Dundee and East Ayrshire compared to Scotland overall and smaller in all remaining seven Challenge Authorities.
- 11.146. Table 11.34 overleaf provides further detail regarding the difference in exclusion rates for pupils living in the most and least deprived areas, across each of the Challenge Authorities.

**Table 11.34: Secondary Exclusion Rates per 1000 pupils – Local authority - By Deprivation (2015, Scottish Government)**

Secondary exclusion rates per 1000 pupils	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Clackmannanshire	70.2	110.3	36.7	73.5
Dundee City	132.5	228.1	22.8	205.3
East Ayrshire	65.4	131.8	26.7	105.1
Glasgow City	63.5	78.3	7.6	70.7
Inverclyde	39.1	61.2	9.6	51.6
North Ayrshire	47.4	66.4	19.9	46.5
North Lanarkshire	57.2	95.9	18.0	78.0
Renfrewshire	34.5	56.0	9.6	46.4
West Dunbartonshire	57.0	81.0	23.3	57.7
<b>Scotland</b>	<b>49.5</b>	<b>95.2</b>	<b>15.1</b>	<b>80.1</b>

- 11.147. Overall, the exclusion rate for all secondary pupils in 2014/15 was higher in Challenge Authorities compared to Scotland overall.
- 11.148. As seen in the results for primary pupils, Challenge Authorities overall reported a smaller gap in exclusion rates for secondary pupils living in the most and least deprived areas compared to Scotland. Non-challenge authorities reported a larger gap.

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Table 11.35 provides further detail.

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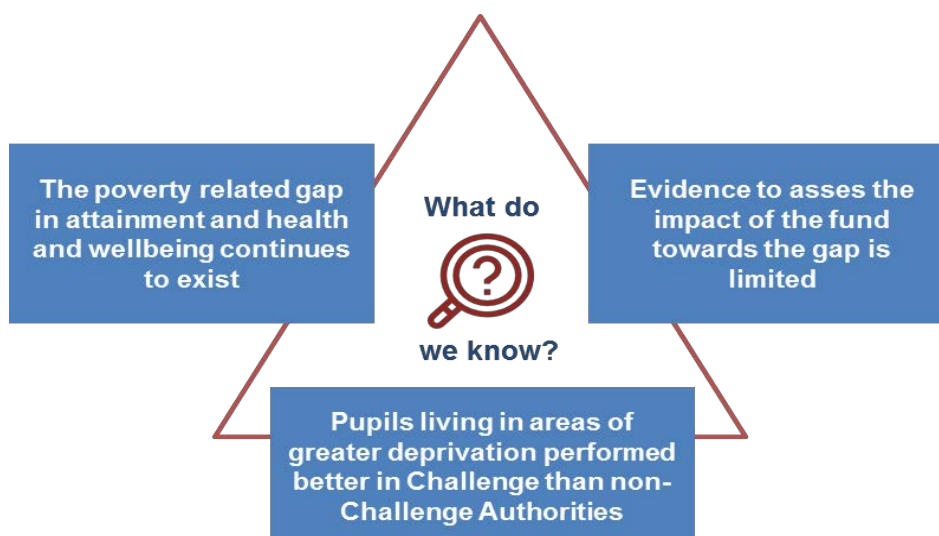
**Table 11.35: Secondary Exclusions Rates per 1000 pupils – Challenge vs non Challenge Authorities - By Deprivation (2015)**

Secondary exclusion rates per 1000 pupils	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap Percentage points
Challenge authorities (total)	61.7	94.0	16.2	77.9
Non-Challenge Authorities (total)	44.0	97.1	15.0	82.2
<b>Scotland</b>	<b>49.5</b>	<b>95.2</b>	<b>15.1</b>	<b>80.1</b>



## What do we know about the poverty related attainment gap at this point?

11.149. This section summarises evidence presented in this chapter to help address what this suggests about the poverty related attainment gap. Overall, there are three key points worth highlighting:



### Poverty related attainment gap

11.150. There was consistent evidence of a gap in attainment and Health and Wellbeing between pupils from the most deprived and least deprived areas of Scotland.

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### **Limited evidence to assess impact**

- 11.151. There was limited evidence about the size of the attainment and Health and Wellbeing gap within Challenge Authorities compared to the rest of Scotland prior to the introduction of the Attainment Scotland Fund.
- 11.152. At primary and secondary stages, there does not exist local authority attainment data before the fund. The Scottish Survey of Literacy and Numeracy (SSLN) provided data about Literacy and Numeracy levels at national level. However, this survey was not designed to provide data at local authority level.
- 11.153. At Senior Phase, school leaver attainment data provides a measure of attainment levels by deprivation and local authority. This data is available for previous years. However, the fund was only expanded to secondary schools during the second year that is 2016/17. The latest school leaver attainment data available is for 2015/16.
- 11.154. Ultimately, without more evidence, at this stage we are unable to conclude the level of impact the fund may have had in raising attainment and closing the poverty related gap.

### **Narrower gap in Challenge Authorities**

- 11.155. Overall, Challenge Authorities recorded lower results, when compared to non-Challenge Authorities or with Scotland as a whole.
- 11.156. However, the attainment gap (at primary and secondary level) was narrower in Challenge Authorities than it was at national level or within non-Challenge Authorities. This is because pupils living in areas of greater deprivation performed better in Challenge Authorities than in non-Challenge Authorities.
- 11.157. Pupils from the most deprived areas in Challenge Authorities may do better than those in non-Challenge Authorities for a number of reasons. Currently the evaluation has not uncovered the reasons behind this.
- 11.158. Future reports of the Attainment Scotland Fund will continue to provide evidence which will aim to broaden the knowledge about the poverty related attainment gap.

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report No:</b>	<b>EDUCOM/63/18/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Placing Requests for Academic Year 2018/19</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to update the Education and Communities Committee on the progress of school placing requests for the academic year 2018/19.

## **2.0 SUMMARY**

- 2.1 This year the revised policy for placing requests, agreed at the January 2017 Education and Communities Committee, was used to allocate places to mainstream schools in Inverclyde.
- 2.2 128 placing requests were received for primary schools and 102 for secondary schools. All placing requests were granted for secondary schools. 120 placing requests were granted for primary schools and 8 were refused. Placing requests were refused for Gourrock Primary School.
- 2.3 A precautionary exercise of requesting proof of certificate of baptism into the Roman Catholic faith was undertaken, because there was the possibility of St Columba's High School possibly being oversubscribed for pupils within the catchment area. After the placing request exercise took place, all pupils from within the catchment area for St Columba's High School and all those who submitted placing requests were granted places.
- 2.4 Although placing requests for P1 and S1 are predominantly considered after enrolment, parents have the right to submit a placing request at any point of the year and at any stage of their child's learning.

## **3.0 RECOMMENDATIONS**

- 3.1 The Education and Communities Committee is asked to note the current position in relation to placing requests for schools in Inverclyde.

**Ruth Binks**  
**Head of Education**

## **4.0 BACKGROUND**

- 4.1 After extensive consultation, the revised policy on Admission and Pupil Placement in Mainstream Schools was agreed at the Education and Communities Committee in January 2017. The full policy is attached as Appendix 1 to this report.
- 4.2 At the point of entry to primary school parents and carers may exercise their right to make a placing request for their child should they wish the child to be educated in a primary school other than that assigned to their home address (catchment area).
- 4.3 At the point of transfer from primary to secondary school, pupils who wish to transfer to a school serving a different defined catchment area from that within which they live are required to submit a placing request to the Authority. Parents and carers who wish their child to change the denomination of a school at the point of transfer from primary to secondary are also required to submit a placing request, although special arrangements are in place for pupils who attend schools in Wemyss Bay, Inverkip and Kilmacolm.
- 4.4 If Inverclyde Council refuses a placing request application to one of its schools it must explain the reasons why to parents in writing. The Council may refuse an application for a place in one of its schools if placing the child in the specified school would make it necessary for the Authority to take an additional teacher into employment or give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school.
- 4.5 Parents and carers who choose to place their child outwith their catchment area are liable for costs for transporting their child to the school.
- 4.6 Whilst placing requests can be taken at any time during the year, the bulk of the placing requests received are on entry to primary schools (P1) and on transfer to secondary schools (S1).
- 4.7 In September 2016, the Education and Communities Committee agreed to a policy which revised the S1 intake to all secondary schools over a two year period. This revised intake to S1 uses a consistent and fair formula to ensure that yearly intakes for secondary schools are sustainable and will continue to meet the needs of the catchment area of the school.

## **5.0 CURRENT POSITION**

- 5.1 The Pupil Placement Panel met on 7 and 22 March 2018 to consider the allocation of placing requests to schools. Details of the placing requests considered at that time are detailed in appendix 2. It should be noted that, despite having an allocated time to submit placing requests, parents and carers can choose to submit placing requests at any time of the year. At the time of writing, parents and carers are still submitting placing requests for all year groups and there is a natural movement of families moving house or returning from abroad.
- 5.2 The Pupil Placement Panel considered 128 placing requests for primary schools in Inverclyde. 120 were granted and 8 were refused. All of the 102 placing requests for secondary schools were accepted.
- 5.3 Although all of the placing requests for secondary schools have been accepted, once again there was a higher than anticipated S1 intake to St Columba's School High School in Greenock. This is because in addition to a large P7 year group from associated primary schools, many of the parents/carers from Inverkip and Wemyss Bay opted to send their children to St Columba's High School this year.
- 5.4 The Pupil Placement Panel was able to grant almost all placing requests for primary schools with the exception of Gourock Primary School.

5.5 The Pupil Placement Panel granted 9 placing requests and refused 8 for Gourrock Primary School. Out of the 9 requests which were granted, 7 pupils had siblings at the school and 2 were the pupils who lived closest to the school. Again Gourrock Primary School is full and does not have the accommodation to facilitate another class.

5.6 If parents and carers are aggrieved by a decision of the Pupil Placement Panel to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee administered by the Council’s Head of Legal and Property Services. If the appeal is unsuccessful, then the matter may be referred to the Sheriff Court.

**6.0 IMPLICATIONS**

**Finance**

6.1 Financial Implications:

It is anticipated that the implications of this report will be met within existing resources.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

**Legal**

6.2 None.

**Human Resources**

6.3 All human resources implications will be managed as part of the annual staffing exercise.

**Equalities**

6.4 Has an Equality Impact Assessment been carried out?

Yes An Equality Impact Assessment will be undertaken as part of the review, if taken forward.

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

**Repopulation**

6.5 None.

**7.0 CONSULTATIONS**

7.1 N/A.

## **8.0 CONCLUSIONS**

- 8.1 The vast majority of placing requests for schools in Inverclyde have been able to be granted this year. The revised policy has been understood by parents and carers and applications have been able to be processed quickly as a result.

## **9.0 BACKGROUND PAPERS**

- 9.1 Appendix 1 – Policy on Admission and Pupil Placement in Mainstream Schools (2017)  
September 2016 Committee Paper - Establishing the Capacity of Secondary Schools in Inverclyde.

# Education Services

Inverclyde Policy on Admissions  
and Pupil Placement in Mainstream Schools  
revised January 2017



## Getting it Right for Me

Date of issue            01 February 2017  
Date of review         01 February 2022

Inverclyde  
council



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<b>Section A - Core Principles</b>	
1.0	The Admissions and Pupil Placement Policy is applicable to all <b>mainstream schools</b> in Inverclyde.
1.1	The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their <b>placing request</b> granted.
1.2	For the purposes of determining which school a pupil should attend the authority is divided into defined geographical <b>catchment areas</b> . Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
1.3	At the point of entry to primary school parents may choose the primary school of either educational sector, ( <b>non-denominational</b> or <b>denominational</b> ) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector ( <b>denominational</b> or <b>non-denominational</b> ) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
1.4	All of the <b>denominational</b> schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a <b>denominational school</b> is oversubscribed, either for within the <b>catchment</b> area pupils or through <b>placing requests</b> then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith and a supporting letter from the Church. (see sections C and D)
1.5	There are no <b>denominational</b> primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply: <ul style="list-style-type: none"> <li>• children whose parents have selected to send their child to the <b>non-denominational</b> school serving their defined <b>catchment area</b> assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the <b>non-denominational</b> or <b>denominational</b> school assigned to their address. The Council's policy in respect of school transport will apply.</li> </ul>
1.6	Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a <b>placing request</b> . Gaelic Secondary education is accessed in Glasgow. Transport is provided.
1.7	Each secondary school has a list of <b>associated primary schools</b> . This means that pupils who live within the geographical <b>catchment area</b> and of the chosen sector ( <b>denominational</b> or <b>non-denominational</b> ) would normally transfer to the secondary school without the need for a <b>placing request</b> .
1.8	Attendance at an <b>associated primary school</b> , either through a <b>placing request</b> or the submission of a request to remain if a family have moved house does not guarantee a place at the <b>associated secondary school</b> and a <b>placing request</b> should be submitted.
1.9	A <b>Pupil Placement Panel</b> will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.  The <b>Pupil Placement Panel</b> will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

1.10	The <b><i>Pupil Placement Panel</i></b> will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
1.11	Where documentation such as <b><i>proof of residence</i></b> , a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of an documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.
<b>Section B – Admissions Procedures</b>	
1.0	<b>Arrangements for registering a pupil in P1.</b>
1.1	The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
1.2	The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
1.3	The process for enrolling is as follows:  On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:  1. Have attained the age of 5 years before that date  2. Will attain the age of 5 years on or before the last day of February of the following year
1.4	Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
1.5	At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a <b><i>placing request</i></b> should they decide not to send their child to their catchment school.
1.6	If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's <b><i>deferred entry</i></b> procedures.
1.7	If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.
2.0	<b>Arrangements for transferring from primary to secondary school</b>
2.1	On completion of their primary education, pupils will normally transfer to the secondary school within their geographical <b><i>catchment area</i></b> and of their chosen denomination unless they have been granted a placing request to another secondary school.
2.2	Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.
2.3	The Head Teacher of the primary school will advise parents/carers in December each year that their

	children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.
2.4	<p>There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:</p> <ul style="list-style-type: none"> <li>• Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the <b>non-denominational</b> or <b>denominational</b> school assigned to their address. Inverclyde Council's policy in respect of school transport will apply.</li> </ul>
<b>3.0</b>	<b>Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.</b>
3.1	This applies to pupils moving into the <b>catchment area</b> of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
3.2	In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
3.3	During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.
	<b>Section C - Oversubscription of catchment area schools and the capping of schools</b>
<b>1.0</b>	<b>Oversubscription of Schools</b>
	Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the <b>catchment area</b> of the school. In these circumstances, the <b>Pupil Placement Panel</b> should convene to determine the allocation of places.
	Applications for all other stages of schooling for pupils within the <b>catchment area</b> of the chosen denomination should be dealt with by Head Teachers. While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non-catchment school.
	If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order: <ol style="list-style-type: none"> <li>1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.</li> <li>2. Those cases where a brother or sister attends the school and will continue in this school during the next session.</li> </ol>

	<p>3. In the case of denominational schools: pupils <b>within the catchment area</b> who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.</p> <p>4. Distance of home address from chosen school.</p>
1.1	<p>If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school out with the <b>catchment area</b> or chosen denomination the following should be borne in mind:</p> <ul style="list-style-type: none"> <li>• Transport will only be made available for that academic year</li> <li>• The pupil may have to submit a placing request to their chosen secondary school</li> </ul>
1.2	<p>If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the <b>appeals process</b>.</p>
<b>2.0</b>	<b>Capping of schools</b>
2.1	<p>Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is “capping”). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.</p>
2.2	<p>The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).</p>
2.3	<p>For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.</p> <p>For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.</p> <p>Inverclyde Council will not employ an extra teacher or create another class due to placing requests.</p>
	<b>Section D - Making a Placing request</b>
<b>1.0</b>	<b>Arrangements for making a placing request at the beginning of an academic year</b>
1.1	<p>Parents who wish their child to attend a school other than their defined catchment school are entitled to make a <b>placing request</b> for the school of their choice.</p>
1.2	<p>Information on how to make a <b>placing request</b> is distributed to parents/carers by Head Teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.</p>
1.3	<p>Parents/carers may make only one <b>placing request</b> at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.</p>
1.4	<p>Where applications are being made for the start of a new session these should be submitted to</p>

	Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.
1.5	Applications will be acknowledged within 5 working days of receipt of each application.
1.6	Parents/Carers will be advised in writing of the decision made in respect of their application no later than 30 April.
1.7	Late applications may be considered at the discretion of the Head of Education.
1.8	If a <b>placing request</b> is submitted then the <b>catchment area</b> place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
1.9	<p>While every effort is made to grant <b>placing requests</b>, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:</p> <ol style="list-style-type: none"> <li>1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.</li> <li>2. Those cases where a brother or sister attends the school and will continue in this school during the next session.</li> <li>3. In secondary schools: children who attend a primary school <b>associated</b> with the secondary school as a result of a placing request or a request to remain according to the length of time at the <b>associated primary school</b>. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of <b>associated school groups</b>.</li> <li>4. In the case of denominational schools: pupils within the <b>catchment area</b> who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.</li> <li>5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.</li> <li>6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.</li> <li>7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.</li> <li>8. Children of school age residing out with Inverclyde according to distance of home address from chosen school.</li> </ol>
1.10	When a <b>placing request</b> is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
1.11	The <b>Pupil Placement Panel</b> should convene to determine the allocation of places. It will be the role of the <b>Pupil Placement Panel</b> to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

<b>2.0</b>	<b>Arrangements for transferring from primary to secondary school</b>
2.1	Parents who wish to make a <b>placing request</b> during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
2.2	<b>Placing request</b> applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).
2.3	Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.
<b>3.0</b>	<b>Families who move to a new address</b>
3.1	Where a family moves to a new address which is out with the catchment area of the school their child currently attends, they have two options: <ul style="list-style-type: none"> <li>• Enrol their child in the school serving their new defined <b>catchment area</b> for their chosen denomination.</li> <li>• Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check which the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.</li> </ul>
<b>4.0</b>	<b>School Transport</b>
4.1	Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.
4.2	Children who attend a school as a result of a <b>placing request</b> are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.
<b>5.0</b>	<b>Appeal procedures if a placing request is refused</b>
5.1	If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.
5.2	If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the <b>Education Appeal Committee</b> set up by Inverclyde Council.
5.3	The <b>Education Appeal Committee</b> hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories: <ul style="list-style-type: none"> <li>• Parents of children of school age.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persons who in the opinion of the Authority have experience in education.</li> <li>• Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.</li> </ul> <p>Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.</p>
5.4	The <b>Education Appeal Committee</b> shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.
5.5	The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.
<b>6.0</b>	<b>Policy Review</b>
6.1	This policy will be reviewed on a 5-yearly basis, or earlier if required.



## Glossary of terms

Catchment Areas	The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.
Mainstream School	A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs
Denominational School	The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.
Non-Denominational Schools	A non-denominational school is one that does not cater for a specific faith.
Placing Request	This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school out with their geographical catchment area or if a change of denominational sector is required.
Associated School (either primary or secondary)	A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.
Pupil Placement Panel	The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
Proof of Residence	Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.
Deferred Entry	All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born out with January / February is discretionary and is granted by the Additional Support Needs Forum.
Appeals Process	This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.
Education Appeal Committee	The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three, one Councillor and two lay members.
Parent Forum	A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

**Reasons for refusal of a place at a school**

**If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.**

- a) If placing the child in the specified school (that is, the school specified in the application), would:
  - i. Make it necessary for the Authority to take an additional teacher into employment
  - ii. Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
  - iii. Be seriously detrimental to the continuity of the child's education
  - iv. Be likely to be seriously detrimental to order and discipline in the school
  - v. Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
  - vi. Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
  - vii. Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers
- b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
- c) If the education authority has already required the child to discontinue his attendance at the specified school
- d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school.
- e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school
- f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

**Associated School Groups and Catchment Areas**

Pupils who live in the catchment area for:

**Ardgowan Primary School**  
**Gourock Primary School**  
**Moorfoot Primary School**  
**TRANSFER TO Clydeview Academy**

Pupils who live in the catchment area for:

**Aileymill Primary School**  
**Kings Oak Primary School**  
**Lady Alice Primary School**  
**Whinhill Primary School**  
**TRANSFER TO Inverclyde Academy**

Pupils who live in the catchment area for:

**Inverkip Primary School**  
**Wemyss Bay Primary School**  
**TRANSFER TO Inverclyde Academy OR St Columba's High School**

Pupils who live in the catchment area for:

**All Saints Primary School**  
**St Mary's Primary School**  
**St Patrick's Primary School**  
**TRANSFER TO Notre Dame High School**

Pupils who live in the catchment area for:

**Newark Primary School**  
**TRANSFER TO Port Glasgow High School**

Pupils who live in the catchment area for:

**Kilmacolm Primary School**  
**TRANSFER TO Port Glasgow High School OR St Stephen's High School**

Pupils who live in the catchment area for:

**St Andrew's Primary School**  
**St Joseph's Primary School**  
**St Ninian's Primary School**  
**TRANSFER TO St Columba's High School**

Pupils who live in the catchment area for:

**St Francis' Primary School**  
**St John's Primary School**  
**St Michael's Primary School**  
**TRANSFER TO St Stephen's High School**

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report No:</b>	<b>EDUCOM/53/18/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Outcome of Statutory Consultation to Address Minor Anomalies in the Current School Catchment Areas</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this paper is to seek approval from the Education and Communities Committee to implement the outcome of a statutory consultation to amend the catchment areas identified in the outcome report in order to produce a GIS map of school catchment areas.

## 2.0 SUMMARY

- 2.1 There is a need to provide a spatial dataset of school catchment areas which can assist with customer enquiries, management and planning decisions and also be published on a mapping section of the Inverclyde Council website. Currently Education Services use street lists to identify catchment areas. The street lists have been compiled from historical maps.
- 2.2 When transferring the street lists onto a GIS data map there were several obvious conflicts between the original maps and the street lists. As the street list is the definitive list currently used by Education Services to define a catchment area, any proposed changes to catchment areas will be subject to statutory consultation. Therefore in order to produce an accurate GIS map from the street lists, statutory consultation needs to be undertaken for some addresses in order to vary the catchment area.
- 2.3 A statutory consultation exercise to change catchment areas took place between November 2017 and March 2018. This included a public consultation and a report by Education Scotland. 10 changes to catchment areas were proposed in the original consultation document but the final outcome report recommends taking forward changes 1-9. Concerns were raised during the consultation about change 10, which was to change the catchment area for the former Ravenscraig Hospital site from St Patrick's Primary School to St Andrew's Primary School and from Notre Dame High School to St Columba's High School. The concerns were primarily connected to the capacity of St Columba's High School and the additional pressure it would bring upon the school. It is accepted that whilst the roll of St Columba's High School remains under pressure, this change should not be taken forward at this present time.

## 3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to approve the recommendations of the final outcome report to change 9 minor anomalies to catchment areas in order to produce a GIS map of school catchment areas.

**Ruth Binks**  
**Head of Education**

## 4.0 BACKGROUND

- 4.1 In 2005, maps of school catchment areas were produced by Education Services. In 2010 a Geographic Information Systems (GIS) dataset was produced from the maps and this dataset was used to create catchment street lists. The catchment street lists are currently used by Education Services to define catchment areas and have been in use since 2010.
- 4.2 In June 2016, work was undertaken to transfer the 2010 catchment street lists onto a GIS map. This work was undertaken in order to comply with the requirements of the Scottish Government to provide a spatial data set to progress compliance with the Infrastructure for Spatial Information in Europe (INSPIRE) directive. It is also desirable for Inverclyde Council to be able to publish a map of catchment areas on the website so that parents have easy access to information that will help facilitate decisions about schooling. The current system where a street list is used is labour intensive of officer time because the street catchment areas are not published on the website.
- 4.3 When the 2010 catchment street lists were transferred back onto a map in June 2016 there were areas where the original maps were in conflict with the street lists. Work has been undertaken to identify each area that is in conflict and to confirm the proposed catchment area for each address.
- 4.4 The Schools (Consultation) (Scotland) Act 2010 as amended states that statutory consultation should be undertaken if an authority intends to vary the catchment area for a school. The Education and Communities Committee agreed to take forward the statutory consultation at the meeting on 31 October 2017 and the statutory consultation took place from 4 January to 20 February 2018.

## 5.0 CURRENT POSITION

- 5.1 The formal consultation ran from 4 January 2018 until 20 February 2018. The proposal paper was posted on the council's website. The proposal paper was made available in paper format at all affected schools, council services' offices and in local libraries. An advert was placed in the local press outlining the proposed changes and inviting the views of interested parties. Public meetings were held on 7 February and 8 February 2018. The council received 102 responses to an online survey. From the two consultation evenings held, 7 people attended. Letters were sent to every address affected by the proposal to advise householders of the changes and the statutory consultation. The act requires that reports are prepared by HM Inspectors of Education (HMIE) working for Education Scotland. HM Inspectors have three weeks to consider the educational aspects of the council's proposal and submit a report to the council. The council received the report from Education Scotland on 14 March 2018.
- 5.2 Attached to this report is the full outcome paper of the statutory consultation report which in accordance with The Schools (Consultation) (Scotland) Act 2010 as amended, has been published on the council website from 13 April 2018 which is three weeks before the council takes its final decision. The outcome paper addresses issues raised during the course of the consultation process and contains the report from Education Scotland.
- 5.3 There were 10 changes recommended in the initial consultation paper. The final outcome report recommends taking forward changes 1-9 from the initial report but not taking forward change 10.
- 5.4 The changes to catchment areas that are proposed to be taken forward are:

**Change 1: to change Lansbury Street (14–30 even) from the Newark Primary School catchment area to the King's Oak Primary School catchment area.** This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy.

**Change 2: to change Albert Road (43-57 odd) and (46-52 even) from the Moorfoot Primary School catchment area to the Gourock Primary School catchment area.** This change does not affect the secondary school catchment area which remains Clydeview Academy.

**Change 3: to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area.** This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy.

**Change 4: to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area.** This change does not affect the secondary catchment school which remains Inverclyde Academy.

**Change 5: to change Drumshantie Road (1-9 odd) from the Gourock Primary School catchment area to the Moorfoot Primary School Catchment Area.** This change does not affect the secondary school catchment area which remains Clydeview Academy.

**Change 6: to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area.** This change does not affect the secondary catchment school which remains Port Glasgow High School.

**Change 7: to change Lyle Road (80-98 even) from the St Mary's Primary School catchment area to the St Joseph's Primary School catchment area.** This will change the secondary school catchment area from Notre Dame High School to St Columba's High School.

**Change 8: to change Neil Street (2-4 even) from the St Andrew's Primary School catchment area to the St Joseph's Primary School catchment area.** This change does not affect the secondary catchment school which remains St Columba's High School.

**Change 9: to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area.** This change does not affect the secondary catchment school which remains Notre Dame High School.

5.5 If the decision is taken to change the catchment areas of the above addresses (changes 1-9) then parents/carers will be advised of the following:

- Any pupils and siblings of pupils living at an address affected by the changes will have the right to remain at their current school if they so wish even if they no longer live in the catchment area. If applicable, transport will still be provided and the places will not be considered as placing requests. This applies to primary schools and the secondary school associated with that primary school.
- If the decision is taken to change catchment areas, any pupil affected by the change of catchment area who is currently at the newly identified school on a placing request will be reverted to the catchment area of that school with immediate effect of the decision being made. This may mean that the pupil becomes entitled to transport.
- If any pupils living at an address affected by the changes wishes to change to the new catchment area school then this will be considered as a within catchment area enrolment and places allocated accordingly.

Once a choice has been made as to the school a pupil will attend then the expectation is that pupils remain in the school until significant transition points e.g. the transfer to secondary school. The authority will remain flexible as to the allocation of a secondary school place but once an initial decision has been made by a family then the expectation is that pupils remain in that school and any subsequent changes of school would be subject to a placing request. Parents/carers will retain the right to submit placing requests and any change of denominational sector will still be subject to a placing request.

- 5.6 This outcome report of the statutory consultation does not recommend taking forward change 10 (the former Ravenscraig Hospital site). As part of the process, any areas of Inverclyde that did not have any residential housing were considered. Where there was no mention of the identified area on the current street list then the 2010 maps were used to allocate the catchment areas for schools. This applies to Spango Valley, Inverkip Power Station and the former Holy Cross Primary School. Where the address that the area covers is mentioned on the current street list then the catchment area was allocated according to the street list. This applies to the old St Stephen's High School site. There was one exception to this for the area covering the former Ravenscraig Hospital. There was no mention of the hospital on the street list so officers reverted to the 2010 map but felt that the allocation of the catchment area for the denominational primary school on the 2010 map was incorrect. The 2010 map identifies St Patrick's Primary School as the denominational school for the area but the recommendation taken forward as change 10 in the statutory consultation was to change this area to be in the catchment of St Andrew's Primary School. Inverclyde Council acknowledge the concerns raised by members of the St Columba's High School community regarding proposal 10. The capacity for St Columba's High School has seen a dramatic and unanticipated growth, specifically over the last two years. This change in trend has been due to an increase in the number of pupils from Wemyss Bay and Inverkip choosing denominational schooling in the secondary sector. This change has put pressure on the roll of St Columba's High School and the school is now at risk of exceeding the maximum intake for any one year. Any increase in the pupils in the catchment area through potential extra housing could put extra pressure on the school and mean that it cannot meet the needs of all catchment area pupils who wish to pursue a denominational education.

The former Ravenscraig Hospital is currently in the catchment area for St Patrick's and Notre Dame High School. Both schools are anticipated to have enough room in the future to accommodate pupils if housing is to be developed on the site. Whilst it is accepted that members of the community raised no issues with the change of primary school, Inverclyde Council operate a system where secondary schools are associated with specific primary schools. Therefore it is not possible to change only the primary school for a catchment area. Because of the current pressure on the school roll for St Columba's High School, it is recommended that Inverclyde Council make no change to the catchment area of the former Ravenscraig Hospital and do not take forward proposal 10 at this time.

## 6.0 IMPLICATIONS

### Finance

#### 6.1 Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
	N/A				

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### Legal

- 6.2 There are legal implications which are addressed in this report because of the need to carry out a formal statutory consultation.

### Human Resources

- 6.3 There are no Human Resources issues arising from this report.

### Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

Yes An equality impact assessment will be carried out as part of the consultation process.

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

- 6.5 This proposal will help with repopulation of Inverclyde as families moving into the area will be better informed of school catchment areas.

## 7.0 CONSULTATIONS

- 7.1 The consultations required for this proposal are contained within the report. This report has been produced as a result of a short life working group made up of officers from Education Services, Legal Services, School Estates and Safer Communities.

## 8.0 CONCLUSIONS

- 8.1 An accurate map of school catchment areas will be beneficial to Inverclyde for the reasons stated in this report.



## **9.0 BACKGROUND PAPERS**

9.1 Report to Education and Communities Committee – 31 October 2017.

# **Outcome of the Statutory Consultation on the proposal to address minor anomalies in school catchment areas.**

***April 2018***

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration in May 2018.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

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- 7. Resource, risk and policy implementation**
- 8. Inaccuracy or omissions relating to the content of the consultation proposal document.**

## **Appendices**

1. List of consultees
2. Consultation paper and response form
3. Comments from consultation response form submissions
4. Comments from public meetings
5. Report from Education Scotland

## **1. Purpose of the report**

- 1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to address minor anomalies to school catchment areas.

## **2. Background on the consultation process**

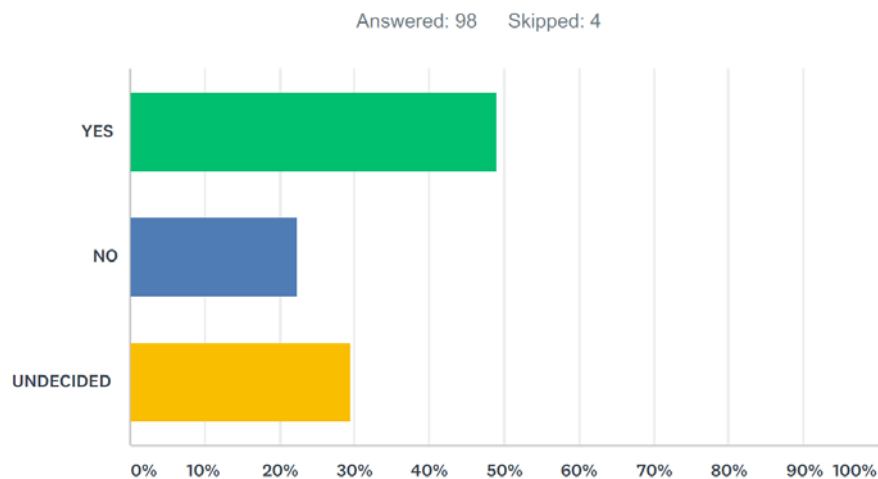
- 2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 31 October 2017 to consult on the proposal to address minor anomalies to school catchment areas .
- 2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.
- 2.3 A copy of the proposal document was made available from 04 January 2018 to 20 February 2018 to statutory and other consultees as listed in Appendix 1. In addition further communications were made with parents, pupils, parent councils and Church representatives.
- 2.4 The consultation document was available from a variety of sources including the Inverclyde Council website, schools and early years centres, libraries and the council buildings.
- 2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 04 January 2018 to 20 February 2018 during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the consultation document is attached to this report (Appendix 2). The collated feedback received from the consultation response forms is shown in Appendix 3. In addition, all affected addresses were contacted directly about the proposal.
- 2.6 As part of the consultation process there were also two public meetings held. The first was on Wednesday 7<sup>th</sup> February 2018 at Notre Dame High School and the second was on Thursday 8<sup>th</sup> February at the Port Glasgow Community Campus. A summary of the oral representations made at each meeting is included in Appendix 4 in this report.
- 2.7 Inverclyde Council sent a copy of the proposal document to Education Scotland on 04 January 2018. As required, on 22<sup>nd</sup> February 2018 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

- 2.8 Inverclyde Council received a copy of Education Scotland’s report on 14 March 2018. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 5.
- 2.9 Following the consultation period it is the Council’s duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland’s report should also be taken into consideration.
- 2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on 08 May 2018.

**3.0 SUMMARY OF WRITTEN RESPONSES (FULL RESPONSE APPENDIX 2)**

3.1

Q1 Do you agree with the following change to catchment area? Change 1: to change Lansbury Street (14-30 even) from the Newark Primary School catchment area to the King’s Oak Primary School catchment area. This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 1A and 1B.



Almost 50% of respondents agreed with this proposal with almost 30% being undecided. Reasons given by respondents who disagreed with this proposal were predominantly to do with the distance between the addresses and Inverclyde Academy.

Below is a collation of comments from those who disagreed and a response.

Concern raised	Response
Distance from address to Inverclyde	The purpose of this proposal is to

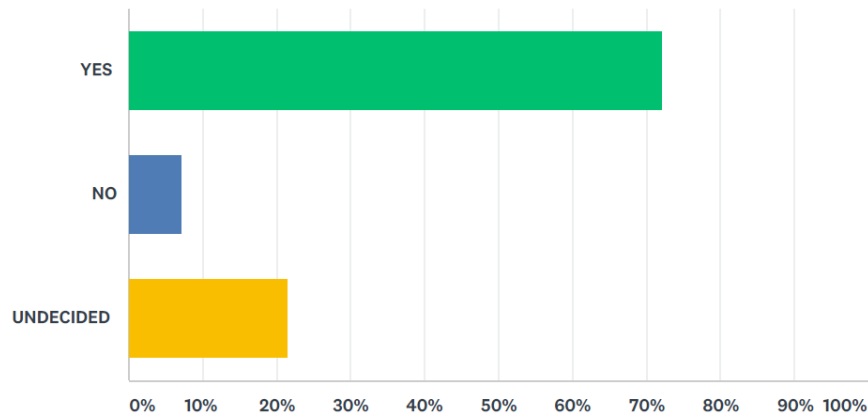
Academy is further than to Port Glasgow high School

address anomalies in catchment areas. Not every address will be in the catchment area of the closest school but rather the purpose of this report is to try to keep communities within the same catchment area.

3.2

Q2 Do you agree with the following change to catchment area? Change 2: to change Albert Road (43-57 odd) and (46-52 even) from the Moorfoot Primary School catchment area to the Gourrock Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 2A and 2B.

Answered: 97 Skipped: 5



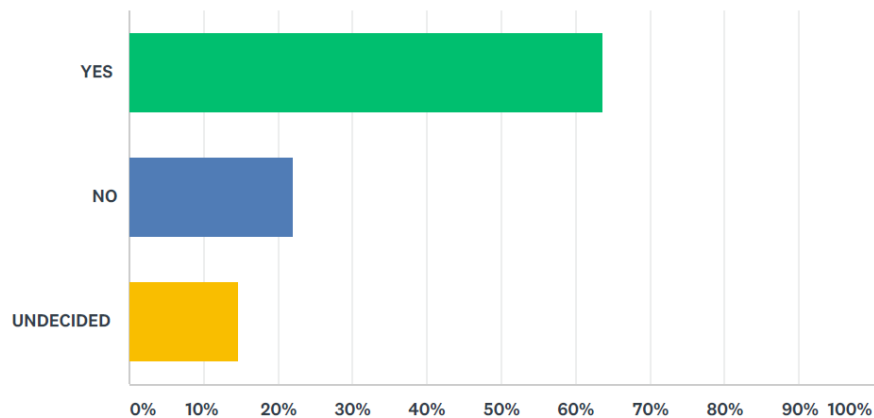
This proposal had over 70% who agreed with the proposal, over 20% who were undecided and under 10% who disagreed.

Concerns raised	Response
That Gourrock Primary School may not have the capacity to accommodate the pupils	Projections show that Gourrock Primary School will have the capacity to accommodate this change.

3.3

Q3 Do you agree with the following change to catchment area? Change 3: to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area. This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 3A and 3B.

Answered: 96 Skipped: 6

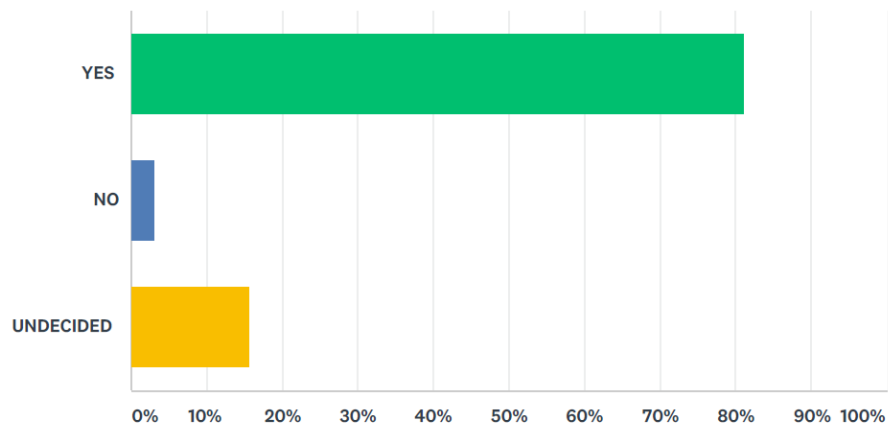


Over 60% of respondents agreed, with just under 15% undecided and just over 20% disagreeing.

Concerns raised	Response
That Inverkip Primary School is overcrowded.	Our predications show that Inverkip Primary School can accommodate this small change.
The perception of quality of schools.	Inverclyde is fortunate to have high quality schools in all areas.

Q4 Do you agree with the following change to catchment area? Change 4: to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area. This change does not affect the secondary catchment school which remains Inverclyde Academy. Details of this change can be found in appendix 2 Maps 4A and 4B.

Answered: 96 Skipped: 6



Over 80% of respondents agreed with this proposal, less than 5% disagreed and 15% were undecided.

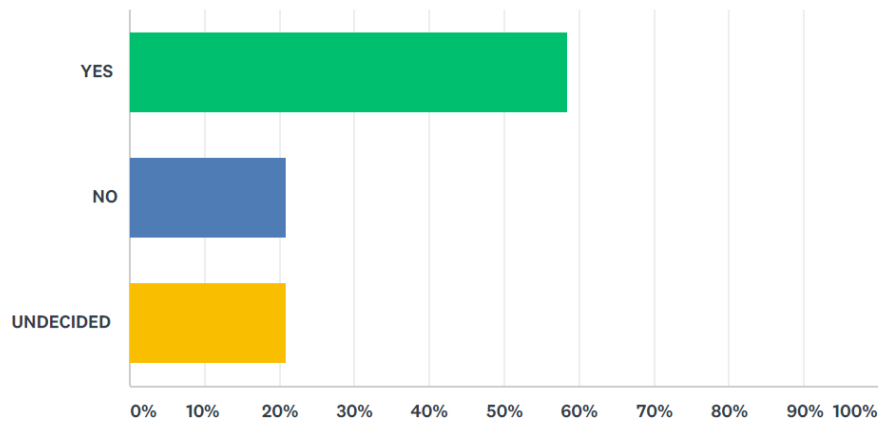
Concerns raised	Response
That the sibling of a pupil who is on a placing request might be affected.	This proposal does not affect the right for parents to put in a placing request for schools.



3.5

Q5 Do you agree with the following change to catchment area? Change 5: to change Drumshantie Road (1-9 odd) from the Gourrock Primary School catchment area to the Moorfoot Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 5A and 5B.

Answered: 96 Skipped: 6



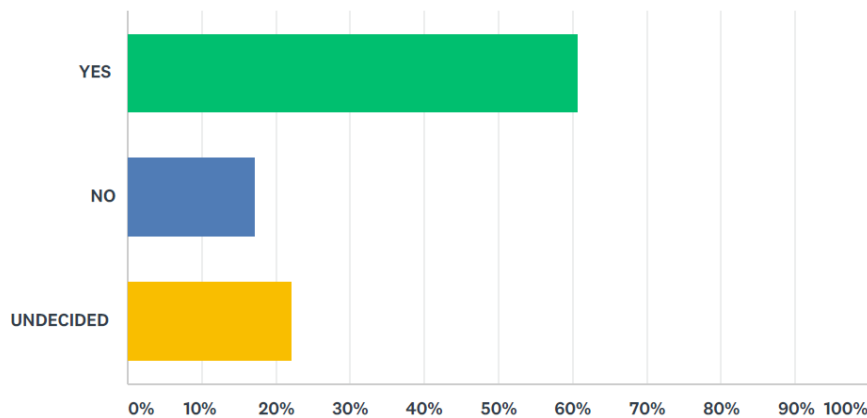
Almost 60% of respondents agreed with the proposal, just over 20% were undecided and just over 20% disagreed.

Concerns raised	Response
Pupils who go to nursery may not stay together.	Early years establishments do not have catchment areas and are not linked to specific schools.
Distance from schools	The purpose of this proposal is to keep communities together for the identified catchment area of school. Catchment areas for schools are not simply identified by distance.

3.6

Q6 Do you agree with the following change to catchment area? Change 6: to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area. This change does not affect the secondary catchment school which remains Port Glasgow High School. Details of this change can be found in appendix 2 Maps 6A and 6B.

Answered: 99 Skipped: 3



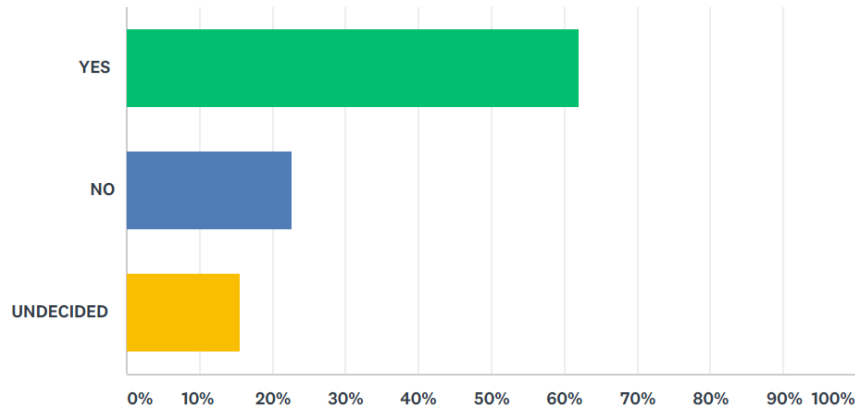
Over 60% of respondents agreed with this proposal, just over 20% were undecided and just over 15% disagreed.

Concerns raised	Response
Travel times and different communities.	Pupils currently attending Newark Primary school will not be affected. Transport will be provided where appropriate to those families who are affected for the future.

3.7

Q7 Do you agree with the following change to catchment area? Change 7: to change Lyle Road (80-98 even) from the St Mary's Primary School catchment area to the St Joseph's Primary School catchment area. This will change the secondary school catchment area from Notre Dame High School to St Columba's High School. Details of this change can be found in appendix 2 Maps 7A and 7B.

Answered: 97 Skipped: 5



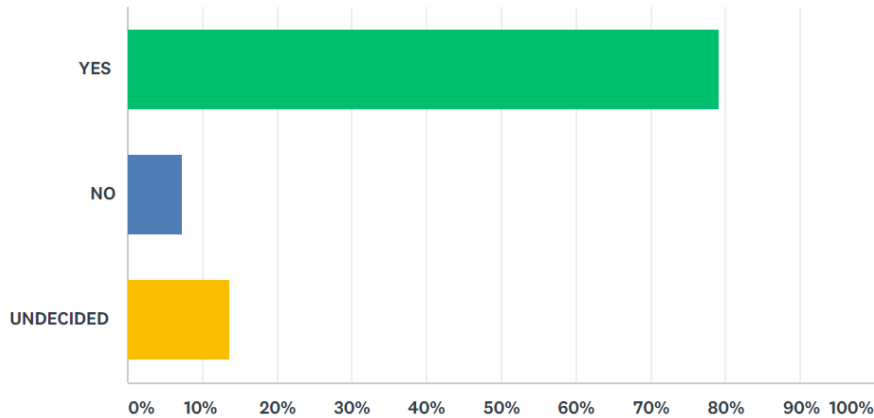
Just over 60% of respondents agreed with this proposal, just over 15% were undecided and just over 20% disagreed.

Concerns raised	Response
Distance from address to St. Columba's	This consultation is not based on distance but rather on communities
Worried about the amount of buses serving the St. Columba's catchment area already	Whilst this change would make very little difference to the buses needed for transport, officers are undertaking work to address the ongoing concerns raised by buses serving St. Columba's High School.

3.8

Q8 Do you agree with the following change to catchment area? Change 8 – to change Neil Street (2-4 even) from the St Andrew’s Primary School catchment area to the St. Joseph’s Primary School catchment area. This change does not affect the secondary catchment school which remains St. Columba’s High School. Details of this change can be found in appendix 2 Maps 8A and 8B.

Answered: 96 Skipped: 6



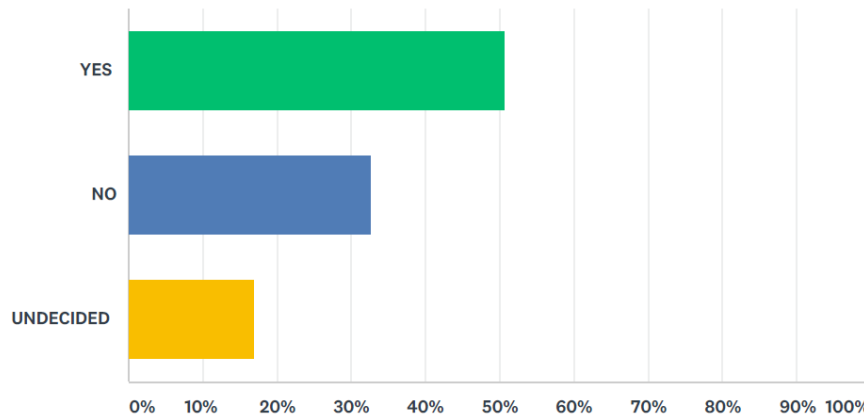
Almost 80% of respondents agreed with this proposal, just under 14% were undecided and just over 7% disagreed.

Concerns raised	Response
Concerns raised about pupils staying in St. Columba’s and there not being enough space for the buses.	Whilst this change would make no difference to the buses needed for transport, officers are undertaking work to address the ongoing concerns raised by buses serving St. Columba’s High School.

3.9

Q9 Do you agree with the following change to catchment area? Change 9: to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area. This change does not affect the secondary catchment school which remains Notre Dame High School. Details of this change can be found in appendix 2 Maps 9A and 9B.

Answered: 95 Skipped: 7



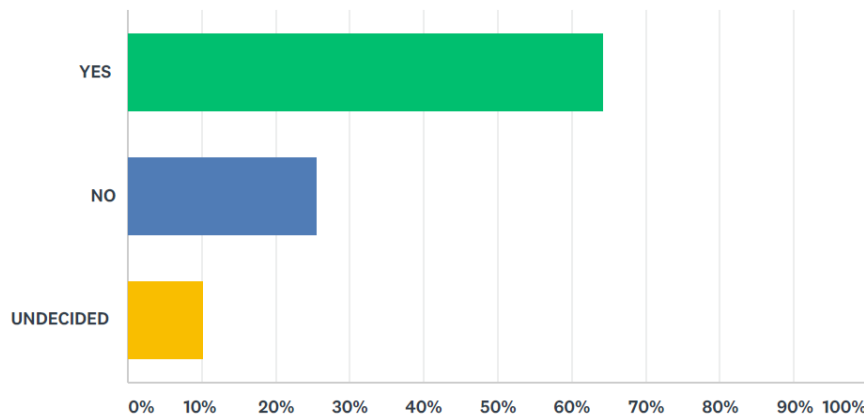
Just over 50% of respondents agreed with this proposal, just under 17% disagreed and just under 33% were undecided.

Concerns raised	Response
The proximity of St. Mary's compared to St. Patrick's	As stated earlier, this consultation is not based on distance but rather on communities.

3.10

Q10 Do you agree with the following change to catchment area? The former Ravenscraig Hospital site is not mentioned on the current street list held by Educational Head Quarters. The historical map shows that the area had previously been allocated to the St Patrick's Primary School catchment area. The proposal is to change the denominational school catchment area to St Andrew's Primary School. This means that the secondary school catchment area would change from Notre Dame High School to St Columba's High School. Maps 10A and 10B in appendix 2 show the proposed changes.

Answered: 98 Skipped: 4



Over 60% of respondents agreed with the proposals, just over 10% were undecided and just over 25% disagreed.

Concerns raised	Response
The additional pressure that may be put on St. Columba's High School which is already operating very close to capacity.	St. Columba's High School is very close to capacity and there has been an increasing roll over the last 2 years. Inverclyde education services note the concerns raised by the St. Columba's parent council about the possibility of this change creating extra pressure on the school roll.

#### 4. Summary of oral responses from public meetings (full response in appendix 4)

- 4.1 During the public meetings, there was a presentation which provided information on the proposal and statutory consultation process.
- 4.2 A question and answer session then followed involving members of the public and Council officers.

4.3 XXXX people attended the consultation event on 07 February at Notre Dame. Nobody attended the event on the 08 February at Port Glasgow Community Campus. General comments and

questions were around the effect of any placements to Notre Dame High School from changes to the St. Columba's catchment area, the capacity of St. Columba's High School and the perceptions of the quality of schools.

4.4 Appendix 4 provides notes of the oral representations from each of the public meetings.

## **5. Summary of response by Education Scotland (full report in appendix 5)**

5.1 The section below is the summary of the report by Education Scotland addressing the educational aspects of the proposal by Inverclyde Council to address minor anomalies to catchment areas.

Education Scotland held a series of 'Drop In' meetings with HM Inspectors at Port Glasgow High School, Inverclyde Academy and Clydeview Academy. No stakeholders attended. A representative of the Catholic Church and pupil representatives from St. Columba's High School met with the inspector from Education Scotland. Of specific concern to this group was the school's ability to accommodate additional numbers at a time when it is already almost at capacity. Concerns around additional buses, increased congestion, class sizes and maintaining high standards of teaching were also expressed. Young people had no issue with the change of primary schools as proposed in action ten. Education Scotland also examined all of the consultation responses and minutes from the public meetings.

Education Scotland found that Inverclyde Council's proposals are of education benefit in the long term. The number of properties affected by proposed actions one-nine are small. As a result, impact will be minimal. Catchment information will be up to date and more accurately align communities to their local schools. Parents will have clearer information on which to base their choice of school. The proposed changes will complement any future regeneration and economic growth by better aligning mainstream schools to potential housing developments. In its final consultation report, the council will need to indicate about how it plans to work with the St Columba's High School community to address the capacity and congestion concerns raised over changes to catchment areas resulting from this proposal.

### **5.3 Council response**

Inverclyde Council welcome the findings of Education Scotland that the proposal to address the minor anomalies to catchment areas is of educational benefit to pupils. Education Scotland raised some key issues in respect to proposal 10 that the council should consider if the proposal is taken forward.

Education Scotland asked the council to indicate about how it plans to work with the St Columba's High School community to address the capacity and congestion concerns raised over changes to catchment areas resulting from this proposal.

Inverclyde Council acknowledge the concerns raised by members of the St. Columba's High School community about proposal 10. The capacity for St. Columba's High School has seen a dramatic and unanticipated growth, specifically over the last two years. This change in trend has been due to an increase in the amount of pupils from Wemyss Bay and Inverkip choosing denominational schooling in the secondary sector. This change has put pressure on the roll of St. Columba's High School and the school is now at risk of exceeding the maximum intake for any one year. Any increase in the pupils in the catchment area through potential extra housing could put extra pressure on the school and mean that it cannot meet the needs of all catchment area pupils who wish to pursue a denominational education. The former Ravenscraig Hospital is currently in the catchment area for St. Patrick's and Notre Dame High School. Both schools are anticipated to have enough room in the future to accommodate pupils if housing is to be developed on the site. Whilst it is accepted that members of the community raised no issues with the change of primary school, Inverclyde Council operate a system where secondary schools are associated with specific primary schools. Therefore it is not possible to change only the primary school for a catchment area. Because of the current pressure on the school roll for St. Columba's, it is recommended that Inverclyde Council make no change to the catchment area of the former Ravenscraig Hospital and do not take forward proposal 10 at this time.

Inverclyde Council acknowledge the concerns raised by the St. Columba's High School community over the current congestion for buses. Education services will continue to work with the community to address the issues as part of an ongoing work plan.

## **6. Review of proposals by Education Services (Inverclyde Council)**

- 6.1 Education Services Senior Management Team has considered the original proposal and reflected upon all the responses received.
- 6.2 It is proposed that Inverclyde Council take forward changes to catchment areas 1-9 as outlined in the proposal document but do not take forward change 10.

## **7. Resource, risk and policy implementation**

### **7.1 Resource implications**



If the proposal is approved, staff resource will be required to implement the changes and communicate the changes with parents/carers.

Further communications about the process will be made with all households directly affected by the change during the month of June 2018.

## **7.2 Risk implications**

There is a risk that if housing is built on the former Ravenscraig Hospital site that the houses are not entirely within the community of the school catchment area to which they are allocated. In particular there is a risk that primary school pupils will have to cross the catchment area of another denominational primary school to attend the catchment area school.

## **7.3 Policy Implications**

If the proposal is approved, the necessary changes will be reflected in Council policy from 15 August 2018.

## **Appendix 1 – List of Consultees**

### Statutory consultees:

- The Parent Council of affected schools.
- The parents/carers of the pupils at the affected schools.
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document.
- Pupils (where they are considered to be of suitable age and maturity).
- Council employees at the affected schools.
- Trade Union representatives.
- Church representatives.
- Bord na Gaidhlig.

### Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils
- Addresses directly affected by the changes

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

## **Education Services Proposal to Address Minor Anomalies in School Catchment Areas**

### **Consultation proposal document**

Inverclyde Council are looking for your views on our proposal to amend the school catchment areas identified in this paper. At present the school catchment areas for every Inverclyde School are defined by listing all of the streets and addresses within a given catchment area. This is known as the street list. These street lists were originally compiled from historical maps of catchment areas. In June 2016, Education Services undertook work to transfer the street lists onto a modern up to date map, making use of the latest mapping technology. When the catchment street lists were transferred back onto the updated map, it was noted that there were a small number of areas where the original maps did not match the street lists. Work has been undertaken to identify each area that is in conflict and to confirm the proposed catchment area for each address.

Although, in the main, the Council is restoring the catchment areas back to the original intention from the historical maps, because the street list is the definitive list currently used by Education Services to define a catchment area, Inverclyde Council is considered to be changing the catchment areas of the addresses affected.

Any proposed changes to catchment areas are subject to statutory consultation because the Schools (Consultation)(Scotland) Act 2010 requires a Local Authority to undertake statutory consultation if it wishes to vary the catchment areas for schools.

Therefore in order to produce an up to date accurate map for the Council website from the street lists currently in use, it is necessary to undertake statutory consultation.

A pre-consultation exercise has already taken place for those addresses directly affected and a letter has been sent to every address where the proposed changes will result in a change to the school catchment area. Currently there are around 12 pupils who would be affected by this proposal.

#### **Closing date for responses on this consultation will be:**

- **Tuesday 20<sup>th</sup> February 2018**

#### **There will be 2 public meetings held on:**

- **Wednesday 7 February 2018 in Notre Dame High School at 6:30 pm**
- **Thursday 8 February 2018 in the Port Glasgow Community Campus at 6:30 pm**

This document has been issued by Inverclyde Council for consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.  
If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712850.

## **Contents**

### **List of Consultees and how to access the proposal document**

- 1. Background to the proposal**
- 2. Proposed Changes**
- 3. The consultation process**
- 4. Implementation date for the proposal**
- 5. Educational benefits – assessment of the likely effects of the proposal**
- 6. Employee implications**
- 7. Financial implications**
- 8. Responding to the proposal**
- 9. Appendix 1 – Consultation response form**
- 10. Appendix 2 – Maps of affected areas**

## Communication list and how to access the proposal document:

### Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig

### Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form. Interested parties are invited to respond to the proposal by making an online submission using the link:

[www.inverclyde.gov.uk/yoursay](http://www.inverclyde.gov.uk/yoursay)

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 20 February 2018.

### Accessing the proposal document

The steps listed below have been taken to ensure that the proposal document is widely available.

- Notice of the proposal and of publication of this proposal document have been placed in the Greenock Telegraph to engage with the general community.
- The proposal document has been published on the Inverclyde Council website:  
[www.inverclyde.gov.uk/yoursay](http://www.inverclyde.gov.uk/yoursay)
- This document can be made available in alternative forms or translated by contacting Education Services on (01475) 712850.
- The proposal document will also be available for inspection at all educational establishments, Council Customer Services and libraries.

## 1.0 BACKGROUND TO THE PROPOSAL

- 1.1 At present the school catchment areas for every Inverclyde School are defined by listing all of the streets and addresses within a given catchment area. This is known as the street list. These street lists were originally compiled from historical maps of catchment areas.
- 1.2 In June 2016, Education Services undertook work to transfer the street lists onto a modern up to date map, making use of the latest mapping technology. When the catchment street lists were transferred back onto the updated map, it was noted that there were a small number of areas where the original maps did not match the street lists. Work has been undertaken to identify each area that is in conflict and to confirm the proposed catchment area for each address.
- 1.3 The Schools (Consultation) (Scotland) Act 2010 as amended states that statutory consultation should be undertaken if an authority intends to vary the catchment area for a school.
- 1.4 In their meeting on 31 October 2017, the Education and Communities Committee agreed that the proposed changes to catchment area would be taken to statutory consultation.
- 1.6 Every address in Inverclyde has two catchment areas, one for a denominational school and one for a non-denominational school.

## 2.0 PROPOSED CHANGES

### 2.1 NON- DENOMINATIONAL SCHOOL CATCHMENT AREAS

**Change 1:** to change Lansbury Street (14 – 30 even) from the Newark Primary School catchment area to the King's Oak Primary School catchment area. This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 1A and 1B.

**Change 2:** to change Albert Road (43-57 odd) and (46- 52 even) from the Moorfoot Primary School catchment area to the Gourock Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 2A and 2B.

**Change 3:** to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area. This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 3A and 3B.

**Change 4:** to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area. This change does not affect the secondary catchment school which remains Inverclyde Academy. Details of this change can be found in appendix 2 Maps 4A and 4B.

**Change 5:** to change Drumshantie Road (1-9 odd) from the Gourock Primary School catchment area to the Moorfoot Primary School Catchment Area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 5A and 5B.

**Change 6:** to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area. This change does not affect the secondary catchment school which remains Port Glasgow High School. Details of this change can be found in appendix 2 Maps 6A and 6B.

## 2.2 DENOMINATIONAL SCHOOL CATCHMENT AREAS

**Change 7:** to change Lyle Road (80 - 98 even) from the St Mary's Primary School catchment area to the St Joseph's Primary School catchment area. This will change the secondary school catchment area from Notre Dame High School to St Columba's High School. Details of this change can be found in appendix 2 Maps 7A and 7B.

**Change 8:** to change Neil Street (2-4 even) from the St Andrew's Primary School catchment area to the St Joseph's Primary School catchment area. This change does not affect the secondary catchment school which remains St Columba's High School. Details of this change can be found in appendix 2 Maps 8A and 8B.

**Change 9:** to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area. This change does not affect the secondary catchment school which remains Notre Dame High School. Details of this change can be found in appendix 2 Maps 9A and 9B.

## 2.3 AREAS WITHOUT RESIDENTIAL HOUSING

**Change 10:** The former Ravenscraig Hospital site is not mentioned on the current street list held by Education Services. The historical map shows that the area had previously been allocated to the St Patrick's Primary School catchment area. The proposal is to change the denominational school catchment area to St Andrew's Primary School. This means that the secondary school catchment area would change from Notre Dame High School to St Columba's High School. The reason for this change is that over the course of the years, the area has become completely surrounded by the St Andrew's Primary School catchment area and has essentially become an island. Maps 10A and 10B in appendix 2 show the proposed changes.

## 2.4 TRANSITION PROPOSALS FOR THOSE AFFECTED BY THE PROPOSED CHANGES

If the decision is taken to change the catchment areas of the addresses above then parents/carers will be advised of the following:

- Any pupils and siblings of pupils living at an address affected by the changes will have the right to remain at their current school if they so wish even if that address is no longer in the catchment area. If applicable, transport will still be provided and the places will not be considered as placing requests. This applies to primary schools and the secondary school associated with that primary school.
- If the decision is taken to change catchment areas, any pupil affected by the change of catchment area who is currently at the newly identified school on a placing request will be reverted to the catchment area of that school with immediate effect of the decision being made. This may mean that the pupil becomes entitled to transport.
- If any pupils living at an address affected by the changes wishes to change to the new catchment area school then this will be considered as a within catchment area

enrolment and places, if available, allocated accordingly.

- Once a choice has been made as to the school a pupil will attend then the expectation is that pupils remain in the school until significant transition points e.g. the transfer to secondary school. The authority will remain flexible as to the allocation of a secondary school place but once an initial decision has been made by a family then the expectation is that pupils remain in that school and any subsequent changes of school would be subject to a placing request. Parents/carers will retain the right to submit placing requests and any change of denominational sector will still be subject to a placing request.

### **3.0 THE CONSULTATION PROCESS**

3.1 The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended. The consultation requires to run for 30 school days and will start on Thursday 4 January 2018 and will end on Tuesday 20 February 2018. Written representations must be received by this date in order to be taken into account.

3.2 The schools affected by this proposal are:

King's Oak Primary School  
Newark Primary School  
Gourock Primary School  
Moorfoot Primary School  
Inverkip Primary School  
Lady Alice Primary School  
Whinhill Primary School  
Kilmacolm Primary School

St Joseph's Primary School  
St Mary's Primary School  
St Patrick's Primary School  
St Andrew's Primary School

Port Glasgow High School (including all feeder primary schools)  
Inverclyde Academy (including all feeder primary schools)  
Clydeview Academy (including all feeder primary schools)  
Notre Dame High School (including all feeder primary schools)  
St. Columba's High School (including all feeder primary schools)

### **3.3 Public Meeting**

There will be 2 public meetings held on:

- Wednesday 7 February 2018 in Notre Dame High School at 6:30 pm
- Thursday 8 February 2018 in the Port Glasgow Community Campus at 6:30 pm

The meetings will provide those in attendance with an opportunity to:

- Hear about the proposal.
- Ask questions about the proposal.
- Express views about the proposal.



A note will be taken of the views expressed during the public meeting and of any questions asked. In addition to the public meeting, written representations including online responses will be able to be made during the consultation period.

### 3.4 Who will be consulted?

Statutory consultees:

- The Parent Council of affected schools.
- The parents/carers of the pupils at the affected schools.
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document.
- Pupils (where they are considered to be of suitable age and maturity).
- Council employees at the affected schools.
- Trade Union representatives.
- Church representatives.
- Bord na Gaidhlig.

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

Pupil consultation will take place through primary (P4 - 7) and Secondary Pupil Councils.

### 3.5 Involvement of Education Scotland

The Council will provide the proposal document to Education Scotland at the start of the consultation period. When the consultation period has ended, the Council will collate all of the written and oral representations. Thereafter, the following information will be provided to Education Scotland:

- A copy of relevant written representations made to the Council on the proposal (or summary of them if agreed within Education Scotland).
- A summary of oral representations made at the public meetings.
- Other relevant documentation, as far as is practicable.

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, the Educational Benefits Statement contained in this proposal document and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make reasonable inquiries of persons there and of such other persons as they consider appropriate. Education Scotland require to send their report to the Council no later than 3 weeks (or longer if agreed with the Council) after having received the information from the Council.

### 3.6 Consultation Report

After receiving Education Scotland's report, the Council will review the proposal taking account of relevant written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. The Council will then prepare and publish a consultation report which will include a recommendation on the proposal.

The Council will notify on the publication of the consultation report, which will be made available on the Council website, in schools and at Council Headquarters.

The consultation report will be published 3 weeks before it is formally considered by the Council.

### 3.7 Inaccuracies or omissions

Where inaccuracies or omissions are discovered within this proposal document, the Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by the Council which may include issuing corrections, issuing a corrected proposal document or an extension of the consultation period. In any of these events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action. Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of and any action on the matter, which may result in the Council making a further determination / decision on the matter.

## 4.0 IMPLEMENTATION DATE FOR THE PROPOSAL

4.1 It is expected that the proposal, if accepted, would be implemented from the Wednesday 15 August 2018.

## 5.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL

Education is a key priority of Inverclyde Council.

5.1 Inverclyde Council is firmly committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21<sup>st</sup> century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential and move into positive and sustained destinations when they leave school. The Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC), and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.

5.2 Each school serves a geographical catchment area and most parents/carers opt to send their children to the school of their chosen denomination within the catchment area that they live. If, for any reason parents/carers wish their child to attend a school outwith their catchment area then they have the option to submit a placing request to their chosen school. Providing there are enough spaces at the chosen school, all Inverclyde schools remain open to all pupils and have an inclusive and respectful ethos which helps every pupil to achieve their best.

- 5.3 Catchment areas for schools are defined around the school and try, as far as is possible, to ensure that a school's capacity meets the expected number of pupils that may live within the catchment area. Both the density of housing and the geography of the area are taken into account when defining a catchment area. Where possible, boundaries such as a busy road or river are taken into account. A catchment area will take into account the "natural community" in which a house is located, for instance houses that face onto the same street. We believe that it is educationally beneficial for pupils who attend schools together also to socialise together after school or to attend the same clubs for wider achievement e.g. Brownies, Boys' Brigade etc. Wider achievements help pupils to become more confident and to celebrate both their own talents and skills, and those of others. Often pupils will attend clubs if their friends also attend; this is made easier if those friends live within the same community and attend the same school. Pupils will also tend to be more settled at school if they are learning amongst their social group. If pupils feel settled at school then they will be more confident, feel more secure and able to attain and achieve more.
- 5.4 Ensuring a safe journey to school is a high priority for Inverclyde Council. If for any reason a journey to school hampers attendance for a pupil, then this can directly affect the pupil's attainment and achievement. Ensuring houses within the same community serve the same school catchment areas means that pupils can walk to school together and that families can support each other in the journey to school. For instance, a parent of a classmate of a younger pupil may help out with the walk to school if another parent is unwell that day. Schools also increasingly have initiatives such as a "walking bus" where groups of children walk together and pick others up on the way to school. Increased attendance at school will have a direct educational benefit for the attainment and achievement of a pupil.
- 5.5 If taxis/buses are required to transport pupils then it is desirable for Inverclyde Council to be able to join up routes to provide the most cost effective option for transport. By ensuring best value, any money saved can be redirected towards other educational priorities.
- 5.6 Choosing a school for their child is a very important decision for parents/carers. Parents/carers report that any uncertainty around the placement of their child in a school can cause stress or anxiety for the family and the pupils themselves. It is therefore important to have clear maps that are accessible and easy to understand to compliment the Inverclyde policy on Admissions and Placing Requests to Mainstream Schools. This means that parents/carers are armed with all available information to make a decision about their child's education. The current system does not have an easily accessible map and therefore can increase the anxiety felt by families. It is not in a child's educational interest to have any increased anxiety around a school placement or at transition points from school to school.
- 5.7 Regeneration is a high priority for Inverclyde Council and the high quality of education provision, alongside increased job opportunities will encourage families to relocate to the area. Ensuring economic growth means that the Inverclyde area can ensure job opportunities for school leavers and local employers can work with schools to develop the young workforce. If families moving into the area do not have access to clear information about school catchment areas then this may mean increased placing requests to schools outwith the catchment area. Whilst every effort is made to place pupils in schools of their choice, placing requests can only be considered if a school is able to accommodate the request. This can cause extra tension at transition points and could mean that pupils are not placed in the same secondary school as their classmates. Whilst, in some cases this

cannot be avoided, having catchment areas clearly accessible on a website will mean that parents are given as much information as possible to inform the choices they make.

- 5.6 All areas in Inverclyde should be allocated a catchment area in advance of any proposed building. This means that the Council can avoid any miscommunication and clearly demonstrate to prospective builders and families the catchment area that any property is in. If for any reason parents/carers were not made aware of the school catchment area in advance, then placing requests could increase and this would result in an increased anxiety around transition times.
- 5.12 It is not considered that there will be any adverse impact on children currently attending Inverclyde schools by implementing this proposal and Inverclyde Council has set out a clear transition plan for those who are affected by this proposal. There would also be no detriment to other users of the school facilities or the wider community.
- 5.13 An equality impact assessment has been undertaken in the preparation of this proposal and any equality issues that are raised during the consultation period will be taken into account.

## **6.0 EMPLOYEE IMPLICATIONS**

- 6.1 None

## **7.0 FINANCIAL IMPLICATIONS**

- 7.1 This proposal has no financial implications. There could be a small temporary increase in transportation costs, however this will be met within existing resources.

## **8.0 RESPONDING TO THE PROPOSAL**

- 8.1 Page 4 of this document provides details on how to access a copy of the proposal document.
- 8.2 Interested parties are invited to respond to the proposal by making an online submission using the link:

[www.inverclyde.gov.uk/yoursay](http://www.inverclyde.gov.uk/yoursay)

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 20 February 2018.

- 9.0 Appendix 1 – Consultation response form  
Appendix 2 – Catchment areas affected by this proposal.

## Appendix 1

### Education Services

## CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

### CONSULTATION RESPONSE FORM

Please use this form to let us know what you think about this proposal

The closing date for responses is **Tuesday 20 February 2018**.

**This form should be returned to:**

Education Services  
Wallace Place  
Greenock  
PA15 1JB

Inverclyde Council are looking for your views on our proposal to amend the school catchment areas identified in this paper. At present the school catchment areas for every Inverclyde School are defined by listing all of the streets and addresses within a given catchment area. This is known as the street list. These street lists were originally compiled from historical maps of catchment areas. In June 2016, Education Services undertook work to transfer the street lists onto a modern up to date map, making use of the latest mapping technology. When the catchment street lists were transferred back onto the updated map, it was noted that there were a small number of areas where the original maps did not match the street lists. Work has been undertaken to identify each area that is in conflict and to confirm the proposed catchment area for each address.

Although, in the main, the Council is restoring the catchment areas back to the original intention from the historical maps, because the street list is the definitive list currently used by Education Services to define a catchment area, Inverclyde Council is considered to be changing the catchment areas of the addresses affected.

Any proposed changes to catchment areas are subject to statutory consultation because the Schools (Consultation)(Scotland) Act 2010 requires a Local Authority to undertake statutory consultation if it wishes to vary the catchment areas for schools. Therefore in order to produce an up to date accurate map for the Council website from the street lists currently in use, it is necessary to undertake statutory consultation.

A pre-consultation exercise has already taken place for those addresses directly affected and a letter has been sent to every address where the proposed changes will result in a change to the school catchment area.

**Q1 Do you agree with the following change to catchment area?**

**Change 1:** to change Lansbury Street (14-30 even) from the Newark Primary School catchment area to the King's Oak Primary School catchment area. This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 1A and 1B.

Yes  No  Undecided

**This box gives an opportunity to explain the reason for your response.**

**Q2 Do you agree with the following change to catchment area?**

**Change 2:** to change Albert Road (43-57 odd) and (46-52 even) from the Moorfoot Primary School catchment area to the Gourrock Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 2A and 2B.

Yes  No  Undecided

**This box gives an opportunity to explain the reason for your response.**

**Q3 Do you agree with the following change to catchment area?**

**Change 3:** to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area. This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 3A and 3B.

Yes  No  Undecided

**This box gives an opportunity to explain the reason for your response.**

**Q4 Do you agree with the following change to catchment area?**

**Change 4:** to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area. This change does not affect the secondary catchment school which remains Inverclyde Academy. Details of this change can be found in appendix 2 Maps 4A and 4B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**Q5 Do you agree with the following change to catchment area?**

**Change 5:** to change Drumshantie Road (1-9 odd) from the Gourrock Primary School catchment area to the Moorfoot Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 5A and 5B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**Q6 Do you agree with the following change to catchment area?**

**Change 6:** to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area. This change does not affect the secondary catchment school which remains Port Glasgow High School. Details of this change can be found in appendix 2 Maps 6A and 6B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**



**Q7 Do you agree with the following change to catchment area?**

**Change 7:** to change Lyle Road (80-98 even) from the St Mary's Primary School catchment area to the St Joseph's Primary School catchment area. This will change the secondary school catchment area from Notre Dame High School to St Columba's High School. Details of this change can be found in appendix 2 Maps 7A and 7B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**Q8 Do you agree with the following change to catchment area?**

**Change 8 –** to change Neil Street (2-4 even) from the St Andrew's Primary School catchment area to the St. Joseph's Primary School catchment area. This change does not affect the secondary catchment school which remains St. Columba's High School. Details of this change can be found in appendix 2 Maps 8A and 8B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**Q9 Do you agree with the following change to catchment area?**

**Change 9:** to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area. This change does not affect the secondary catchment school which remains Notre Dame High School. Details of this change can be found in appendix 2 Maps 9A and 9B.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**Q10 Do you agree with the following change to catchment area?**

The former Ravenscraig Hospital site is not mentioned on the current street list held by Educational Head Quarters. The historical map shows that the area had previously been allocated to the St Patrick's Primary School catchment area. The proposal is to change the denominational school catchment area to St Andrew's Primary School. This means that the secondary school catchment area would change from Notre Dame High School to St Columba's High School. Maps 10A and 10B in appendix 2 show the proposed changes.

Yes  No  Undecided

**This box gives an opportunity to explain the reasons for your response.**

**In order to validate your response to this proposal please provide your details:**  
*(this section must be completed in order for your views to be taken into account)*

**Name**

**Address**

**If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:**

**Q6** I am responding in my capacity as a *(please indicate by selecting the appropriate answer below):*

- |   |                          |
|---|--------------------------|
| Parent/carer of a child at primary school   | <input type="checkbox"/> |
| Parent/carer of a child at secondary school | <input type="checkbox"/> |
| Parent/carer of a child in nursery          | <input type="checkbox"/> |
| Parent Council member (primary school)      | <input type="checkbox"/> |
| Parent Council member (secondary school)    | <input type="checkbox"/> |
| Member of staff at primary school           | <input type="checkbox"/> |
| Member of staff at secondary school         | <input type="checkbox"/> |
| Church representative                       | <input type="checkbox"/> |
| Elected member                              | <input type="checkbox"/> |
| Trade Union                                 | <input type="checkbox"/> |
| Member of the public                        | <input type="checkbox"/> |
| Member of Community Council                 | <input type="checkbox"/> |
| Bord na Gaidhlig                            | <input type="checkbox"/> |

Other group (please specify)

**Handling your response – Please note that:**

We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes.

We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them.

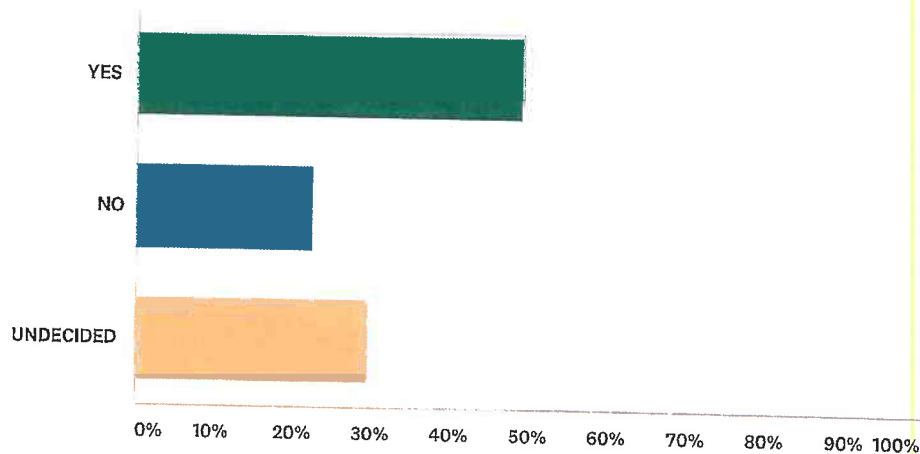
We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation.

**Thank you for taking the time to respond.**

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q1 Do you agree with the following change to catchment area? Change 1: to change Lansbury Street (14-30 even) from the Newark Primary School catchment area to the King's Oak Primary School catchment area. This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 1A and 1B.

Answered: 98 Skipped: 4



ANSWER CHOICES

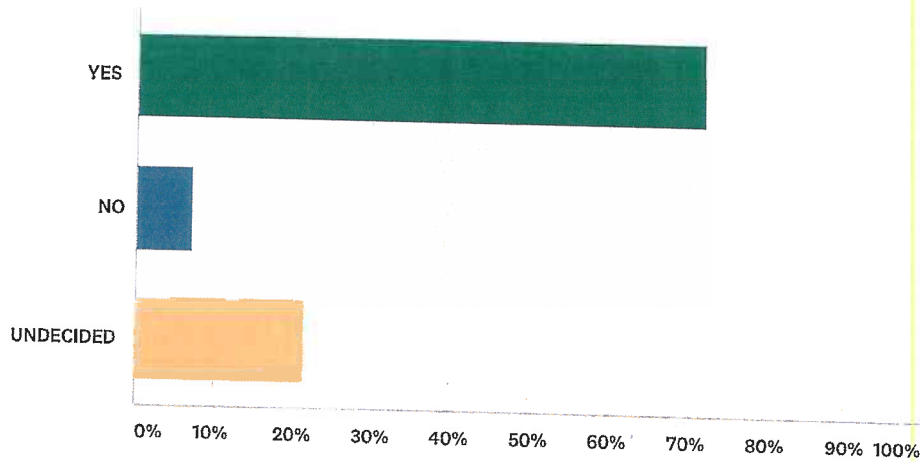
ANSWER CHOICES	RESPONSES	
YES	48.98%	48
NO	22.45%	22
UNDECIDED	29.59%	29
Total Respondents: 98		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	In terms of travel times, it is going to take a child much longer to travel from this catchment to Academy than the Port High campus. There will also be many pupils in this area looking to go to Port High and prepared for that school, that would then have to adapt to go to Inverclyde which would be difficult in terms of friends etc and siblings	1/29/2018 6:24 PM
2	It makes sense.	1/19/2018 12:41 PM
3	Makes geographical sense to keep children in the areas they live.	1/10/2018 12:43 AM
4	I believe it is too far to ask children to travel from Lansbury Street to Inverclyde Academy.	1/8/2018 6:29 PM
5	Inverclyde Academy is a much further distance than Port Glasgow High for kids to travel to, not local for school kids.	1/6/2018 7:47 PM
6	Increased traffic towards Inverclyde Academy. Inadequate facilities for school buses to drop off/pick up from Inverclyde Academy.	1/6/2018 11:53 AM
7	Not relevant to Me	1/5/2018 7:50 PM
8	Makes sense in terms of location	1/4/2018 7:36 PM
9	As this does not affect me personally but I can see the reasoning behind it.	1/4/2018 5:43 PM
10	I don't live in that catchment so don't have an opinion because I'm unsure of the geography	1/4/2018 5:14 PM
11	Distance from Lansbury St to Inverclyde Academy is nearly double that to Port Glasgow High	1/4/2018 2:08 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q2 Do you agree with the following change to catchment area? Change 2: to change Albert Road (43-57 odd) and (46-52 even) from the Moorfoot Primary School catchment area to the Gourrock Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 2A and 2B.

Answered: 97 Skipped: 5



ANSWER CHOICES

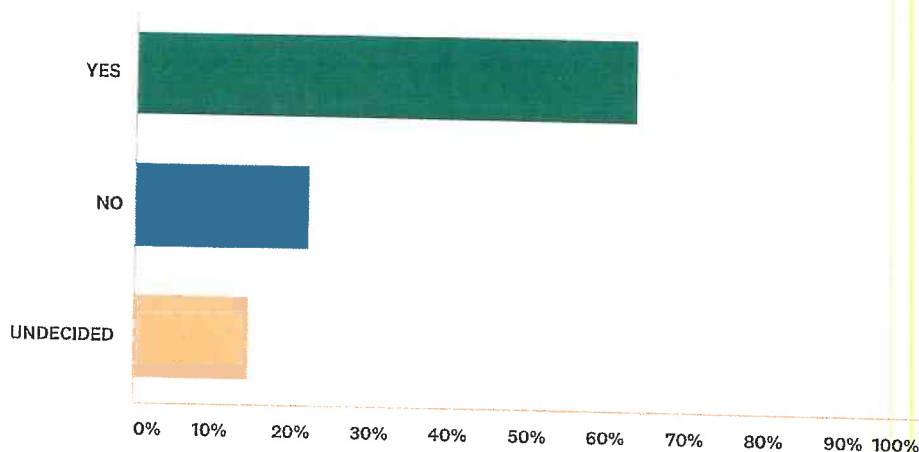
ANSWER CHOICES	RESPONSES	
YES	72.16%	70
NO	7.22%	7
UNDECIDED	21.65%	21
Total Respondents: 97		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	Overall Gourrock Primary School is much closer to this area than Moorfoot. You will find that many children living in this Albert Road area will go to nurserys affiliated with Gourrock Primary School. Changing the caption won't be as difficult for younger children going from nursery to Primary and so would not be much of a problem	1/29/2018 6:24 PM
2	Does not apply to our school.	1/19/2018 12:41 PM
3	Not relevant	1/5/2018 7:50 PM
4	Gourrock is a smaller school Moorfoot has greater capacity	1/4/2018 7:36 PM
5	As does not affect me i have said undecided but i can see the logic behind it.	1/4/2018 5:43 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q3 Do you agree with the following change to catchment area? Change 3: to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area. This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy. Details of this change can be found in appendix 2 Maps 3A and 3B.

Answered: 96 Skipped: 6



ANSWER CHOICES

RESPONSES

YES	63.54%	61
NO	21.88%	21
UNDECIDED	14.58%	14

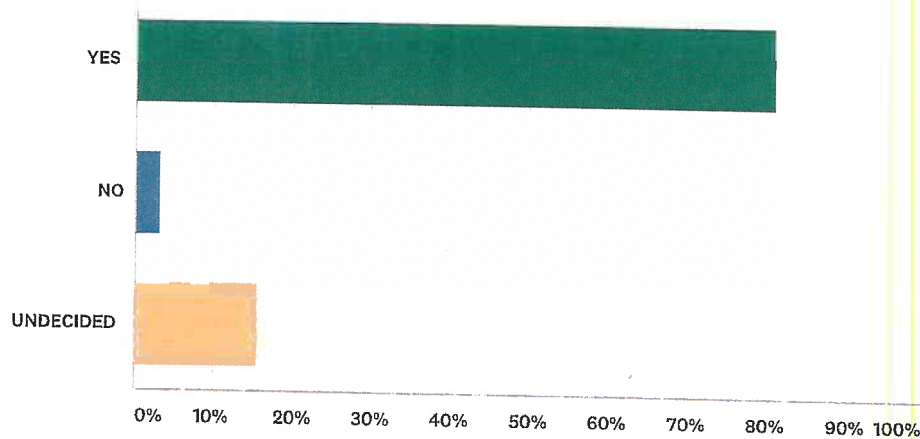
Total Respondents: 96

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	This will mean many school children in Gourock will have to go to Inverclyde academy where they will not know many people, and will have to leave behind many people they have built up friendships in PS with which can make the transfer of PS to HS very difficult. However in the long term it will be advantageous in terms of travel times and generally the fact that this catchment is in inverkip anyway.	1/29/2018 6:24 PM
2	Not applicable.	1/19/2018 12:41 PM
3	I'm sure if I'd bought one of these houses I would have considered school catchment and would therefore not wish to have my high school changed from Clydeview to Inverclyde.	1/6/2018 8:30 PM
4	Not relevant	1/5/2018 7:50 PM
5	This will send children to an already overcrowded primary which i can see has no room for further expansion.	1/4/2018 5:43 PM
6	They are closer to Inverkip	1/4/2018 5:14 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q4 Do you agree with the following change to catchment area? Change 4: to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area. This change does not affect the secondary catchment school which remains Inverclyde Academy. Details of this change can be found in appendix 2 Maps 4A and 4B.

Answered: 96 Skipped: 6



ANSWER CHOICES	RESPONSES	
YES	81.25%	78
NO	3.13%	3
UNDECIDED	15.63%	15
Total Respondents: 96		

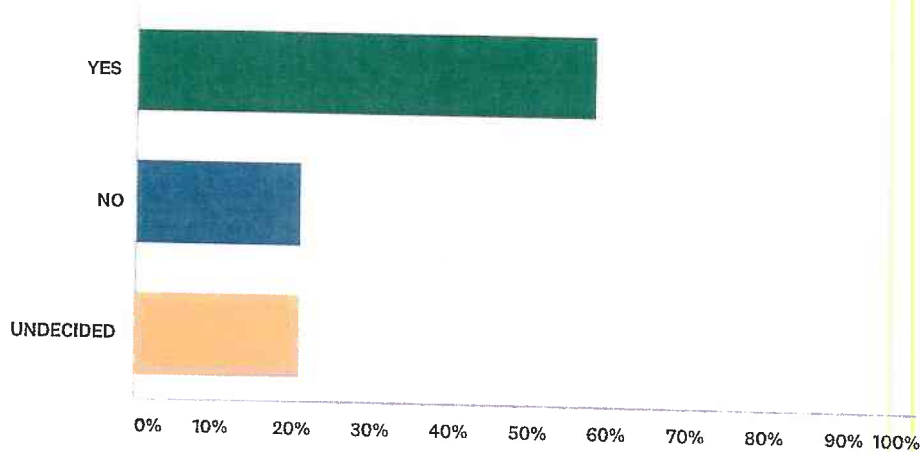
#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	Definitely. The catchment is just a 3 minute walk from the school and will allow more children to experience the advantages of the refurbished school	1/29/2018 6:24 PM
3	Not applicable.	1/19/2018 12:41 PM
4	Not relevant	1/5/2018 7:50 PM
5	Can see the logic of this one so although undecided as does not affect me personally.	1/4/2018 5:43 PM
6	Closer to Lady Alice	1/4/2018 5:14 PM



CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q5 Do you agree with the following change to catchment area? Change 5: to change Drumshantie Road (1-9 odd) from the Gourock Primary School catchment area to the Moorfoot Primary School catchment area. This change does not affect the secondary school catchment area which remains Clydeview Academy. Details of this change can be found in appendix 2 Maps 5A and 5B.

Answered: 96 Skipped: 6



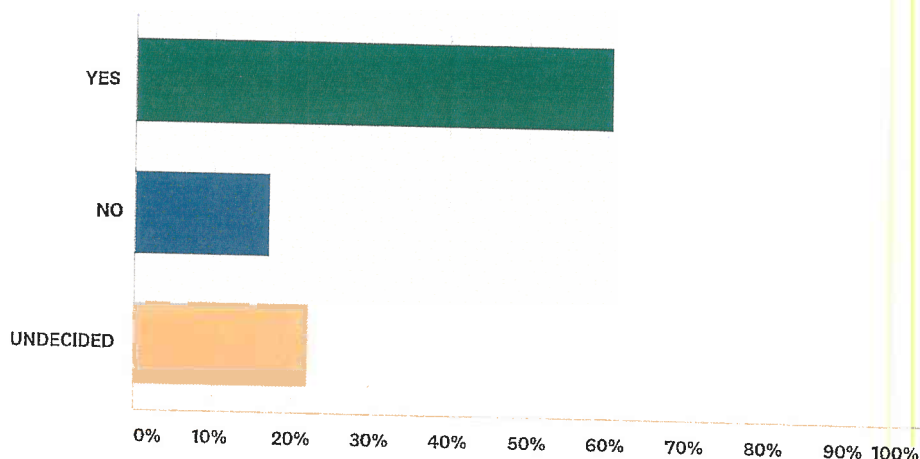
ANSWER CHOICES	RESPONSES	
YES	58.33%	56
NO	20.83%	20
UNDECIDED	20.83%	20
Total Respondents: 96		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	The children in the drumshantie area tend to go to Binnie Street Chukdrens centre which is directly affiliated with GPS. Also, Drumshantie is a couple minute walk from the school encouraging children to walk to school and making it much easier for parents to get children to school.	1/29/2018 6:24 PM
2	H	1/24/2018 8:46 PM
3	Not applicable.	1/19/2018 12:41 PM
4	Further traffic congestion in the midtown area	1/6/2018 11:53 AM
5	Not relevant	1/5/2018 7:50 PM
6	Moorfoot has capacity to take this	1/4/2018 7:36 PM
7	Logical again as previous response does not affect me.	1/4/2018 5:43 PM
8	This area is closer to Gourock Primary	1/4/2018 5:14 PM
9	Gourock Primary is closer	1/4/2018 2:08 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q6 Do you agree with the following change to catchment area? Change 6: to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area. This change does not affect the secondary catchment school which remains Port Glasgow High School. Details of this change can be found in appendix 2 Maps 6A and 6B.

Answered: 99 Skipped: 3



ANSWER CHOICES

ANSWER CHOICES	RESPONSES	
YES	60.61%	60
NO	17.17%	17
UNDECIDED	22.22%	22
Total Respondents: 99		

# THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE. DATE

2	This would enlengthwn travel times. I also think these are very different communities and the children might find it hard to adapt with such a massive difference	1/29/2018 6:24 PM
3	We agree from the point of view of keeping up potential roll at Kilmacolm Primary.	1/19/2018 12:41 PM
4	Kilmacolm primary is a very small school and this would in my opinion cause higher rejection rates than necessary and affect children and parents alike	1/10/2018 12:43 AM
5	All of these addresses are physically closer to Newark Primary or Langbank Primary than Kilmacolm Primary. Also the most direct route from that part of old greenock road to kilmacolm is Finlaystone road a single track road which can be treacherous in the winter and is quite susceptible to flooding in heavy rain, the alternative route would take you past newark primary.	1/6/2018 5:23 PM
6	Not relevant	1/5/2018 7:50 PM
7	The properties seem nearer to Kilmacolm Primary than Newark so makes sense to move the catchment area	1/4/2018 8:15 PM
8	Logical and as previously stated does not affect me.	1/4/2018 5:43 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

9

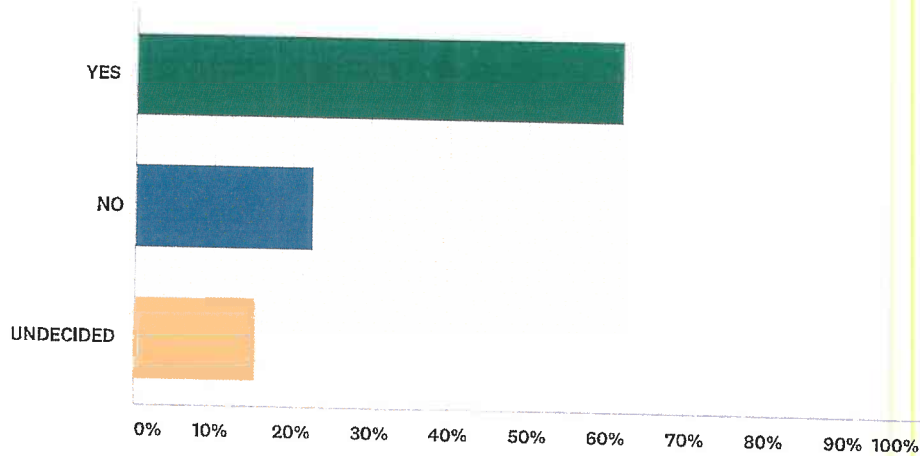
Unsure of the geography

1/4/2018 5:14 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q7 Do you agree with the following change to catchment area? Change 7: to change Lyle Road (80-98 even) from the St Mary's Primary School catchment area to the St Joseph's Primary School catchment area. This will change the secondary school catchment area from Notre Dame High School to St Columba's High School. Details of this change can be found in appendix 2 Maps 7A and 7B.

Answered: 97 Skipped: 5



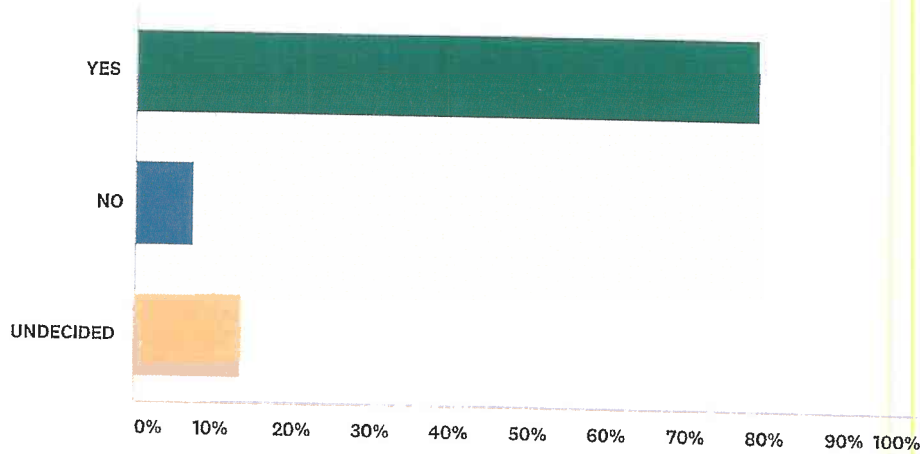
ANSWER CHOICES	RESPONSES	
YES	61.86%	60
NO	22.68%	22
UNDECIDED	15.46%	15
Total Respondents: 97		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	This highly enlengthens travel times and could possibly even discourage people to walk. Also in terms of going from greenovk primary schools to a Gourock high school many children won't know others and find it hard to adjust. This could result in an overflow of application forms into different schools causing a massive problem for the council	1/29/2018 6:24 PM
3	Not applicable.	1/19/2018 12:41 PM
4	I think the anomaly is that the lower half of Lyle road should also be within St Mary's. Again, If I'd purchased a house on Lyle road, I would have considered schools cathment and would not wish to move from St Mary's to St Josephs.	1/6/2018 8:30 PM
5	Increased congestion in the midtown area due to secondary school catchment area changing	1/6/2018 11:53 AM
6	Not relevant	1/5/2018 7:50 PM
7	St Columbas is almost over subscribed already!	1/4/2018 7:42 PM
8	Notre dame always over subscribed	1/4/2018 7:36 PM
9	Yes very logical and a realistic change.	1/4/2018 5:43 PM
10	there is already an unacceptable amount of congestion from the extra buses this year anymore children will make this even more dangerous and difficult for the people living in the surrounding area unless something is done about the coach parking not being on the main road but back at the school grounds again the access for Notre Dame is far better	1/4/2018 12:14 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q8 Do you agree with the following change to catchment area? Change 8 – to change Neil Street (2-4 even) from the St Andrew’s Primary School catchment area to the St. Joseph’s Primary School catchment area. This change does not affect the secondary catchment school which remains St. Columba’s High School. Details of this change can be found in appendix 2 Maps 8A and 8B.

Answered: 96 Skipped: 6



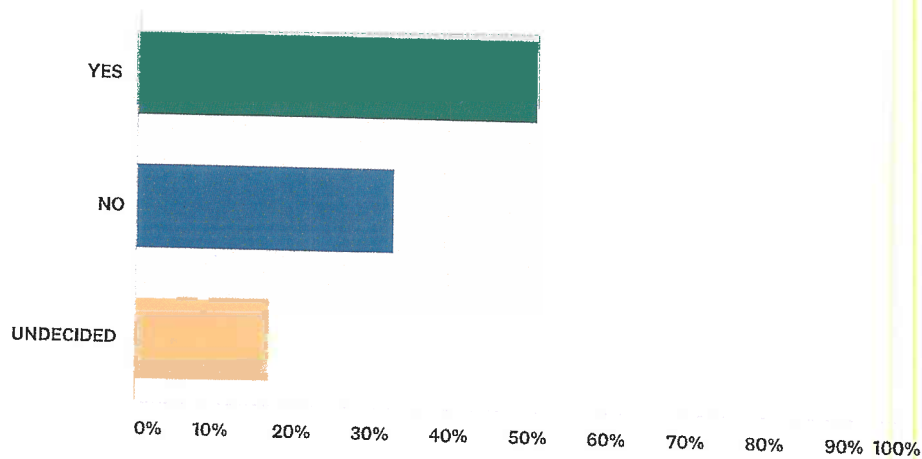
ANSWER CHOICES	RESPONSES	
YES	79.17%	76
NO	7.29%	7
UNDECIDED	13.54%	13
Total Respondents: 96		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	This is a good idea. It shortens travel times encouraging walking and doesn't affect high school	1/29/2018 6:24 PM
2	Not applicable.	1/19/2018 12:41 PM
3	Not relevant	1/5/2018 7:50 PM
4	No impact to schools.	1/4/2018 5:43 PM
5	there is already an unacceptable amount of congestion from the extra buses this year anymore children will make this even more dangerous and difficult for the people living in the surrounding area unless something is done about the coach parking not being on the main road but back at the school grounds again the access to notre Dam is far better for all concerned	1/4/2018 12:14 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q9 Do you agree with the following change to catchment area? Change 9: to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area. This change does not affect the secondary catchment school which remains Notre Dame High School. Details of this change can be found in appendix 2 Maps 9A and 9B.

Answered: 95 Skipped: 7



ANSWER CHOICES

ANSWER CHOICES	RESPONSES	
YES	50.53%	48
NO	32.63%	31
UNDECIDED	16.84%	16
Total Respondents: 95		

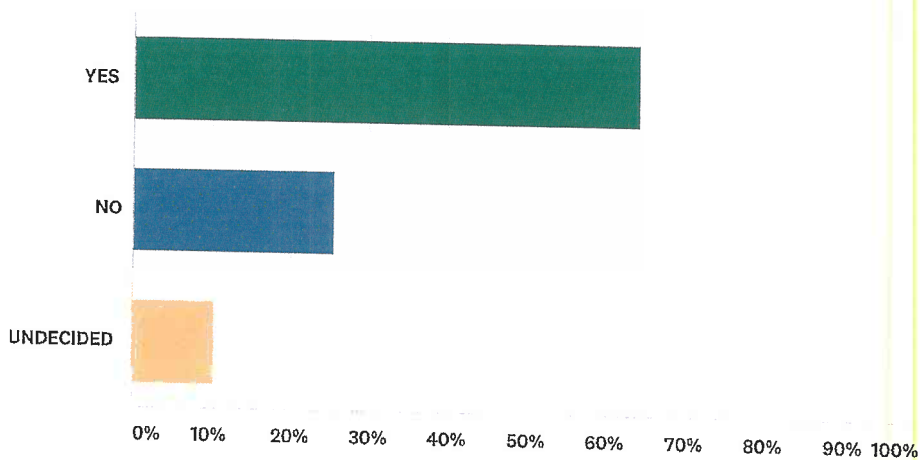
#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	The travel times remain the same and children will be able to benefit from the new facilities or St Patrick's	1/29/2018 6:24 PM
2	Not applicable.	1/19/2018 12:41 PM
3	St Mary's is far more convenient for residents in Caddlehill st, no valid reason to alter this going forward	1/15/2018 9:20 AM
4	I would argue that the anomaly is that the catchment for St Mary's should be all houses west of A78.	1/6/2018 8:30 PM
5	School is not within walking distance for those in the area	1/6/2018 11:53 AM
6	Not relevant	1/5/2018 7:50 PM
7	Quicker to get to st Mary's.	1/4/2018 3:41 PM
8	St Mary's is closer	1/4/2018 2:08 PM



CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

Q10 Do you agree with the following change to catchment area? The former Ravenscraig Hospital site is not mentioned on the current street list held by Educational Head Quarters. The historical map shows that the area had previously been allocated to the St Patrick's Primary School catchment area. The proposal is to change the denominational school catchment area to St Andrew's Primary School. This means that the secondary school catchment area would change from Notre Dame High School to St Columba's High School. Maps 10A and 10B in appendix 2 show the proposed changes.

Answered: 98 Skipped: 4



ANSWER CHOICES	RESPONSES	
YES	64.29%	63
NO	25.51%	25
UNDECIDED	10.20%	10
Total Respondents: 98		

#	THIS BOX GIVES AN OPPORTUNITY TO EXPLAIN THE REASON FOR YOUR RESPONSE.	DATE
1	I is opposed to this change, as the inclusion of the Ravenscraig site will put more pressure on our school which presently is very close to capacity. In addition, to the new housing planned for that site, along with the future development of the Inverkip Power Station site for up to 800 houses, and the former IBM site also being developed in the near future, both areas which are within our catchment area, we feel this addition to our school catchment is unreasonable. Therefore, we call on Inverclyde Council to reject this part of the proposed changes.	2/20/2018 10:07 AM
2	This enlengthens travel times which could discourage walking and also changes many children's high schools. Notre dame is much bigger than st Columbas and the amount of pupils joining could badly affect them in the long run	1/29/2018 6:24 PM
3	Not applicable.	1/19/2018 12:41 PM
4	If anything, any developments on this site should be in the catchment of st josephs! It makes sense its only at the bottom of the hill!	1/14/2018 5:59 PM
5	Difficult to reach st columbas from this area due to not having a direct bus route.	1/12/2018 7:57 PM
6	Makes sense and no objection since no-one affected	1/6/2018 8:30 PM
7	Not relevant	1/5/2018 7:50 PM

CONSULTATION ON THE PROPOSAL TO ADDRESS MINOR ANOMALIES IN SCHOOL CATCHMENT AREAS

8	As said previously St Columbas is very full already for 2018 intake - will the council be providing additional teachers to cope with extra numbers of children ?	1/4/2018 7:42 PM
9	As homes do not exist and to distribute new homes and numbers it would make sense changing it to st. Andrew's and st. Columba now rather than later to prevent overcrowding of already full schools.	1/4/2018 5:43 PM
10	there is already an unacceptable amount of congestion from the extra buses this year anymore children will make this even more dangerous and difficult for the people living in the surrounding area unless something is done about the coach parking not being on the main road but back at the school grounds again the access to notre Dam is far better for all concerned	1/4/2018 12:14 PM



**School Catchment Anomalies Consultation  
Notre Dame High School – Wednesday 7 February 2018**

<b>Capacity</b>	Notre Dame Parent Council
<b>Question:</b>	
	<ol style="list-style-type: none"> <li>1) Why is 10B allocated to St Andrew's instead of St Joseph's?</li> <li>2) The access is not right just now – doesn't make sense going to St Joseph's.</li> </ol>
<b>Answer:</b>	
	<ol style="list-style-type: none"> <li>1) Keeps piece of land with community. Bigger picture maybe look at putting area in another catchment but at this time we're looking at St Andrew's</li> <li>2) Until a developer puts in plans we won't know where the access will be and this is our best judgement at the present time.</li> </ol>
<b>Capacity</b>	Notre Dame Parent Council
<b>Question:</b>	
	<ol style="list-style-type: none"> <li>1) Why St Andrew's?</li> <li>2) IBM Road should never have been built – why can't the council stop building on Spango Valley Site?</li> </ol>
<b>Answer:</b>	
	<ol style="list-style-type: none"> <li>1) As a small team, we went with what we thought was in the best interests of the community as the access is on Branchton Road, if this is not what the community wants – the public have a choice and this why we are having this consultation.</li> <li>2) If public opinion was this, they can object to the planning applications – the Council would look at this.</li> </ol>
<b>Capacity</b>	Parent Council
<b>Question:</b>	
	<ol style="list-style-type: none"> <li>1) Can we not look at all catchment areas just now?</li> <li>2) If capacity for no-man's land ground is too big for St Andrew's what would</li> </ol>

## School Catchment Anomalies Consultation Notre Dame High School – Wednesday 7 February 2018

	happen?
<b>Answer:</b>	
	<p>1) Bigger exercise. Could look at in the future. Current maps must be brought in to line first.</p> <p>2) If capacity not planned in – there could be a change in catchment areas but this process could take years as there could be a need to build extensions to some schools. Access road would be on Branchton Road, that's why we chose St Andrew's. Pupils could walk through St Andrew's catchment to get to St Joseph's.</p>
<b>Capacity</b>	Parent Council
<b>Question:</b>	
	<p>1) No houses on land at moment (10A) – why would you allocate a school at this stage?</p> <p>2) On Peat Road behind Notre Dame – if it was housing that was going there, would it have to go to consultation or would the catchment be what was already on this site?</p> <p>3) As St Columba's roll is increasing – is there a pressure from Inverkip/Wemyss Bay and pupils not choosing to go to Inverclyde Academy?</p>
<b>Answer:</b>	
Ruth Binks	<p>1) It is up for development &amp; planning that is why we have allocated school just now. If feedback points in another direction we could change.</p> <p>2) The catchment would depend on numbers – quantity of houses.</p> <p>3) This would be an issue if St Columba's was over capacity – the existing accommodation may have to be adapted until things settle down. Parents have a choice – trends can change, friendship groups change. We are monitoring the trends.</p>
<b>Capacity</b>	Church Representative
<b>Question:</b>	
	1) Ravenscraig development site – possible pressure on St Columba's. Could

**School Catchment Anomalies Consultation  
Notre Dame High School – Wednesday 7 February 2018**

	proposal be to look at extending school or change catchment? Changing catchment would bring back old issues.
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<b>Answer:</b>	
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	1) Options are change of catchment – adapt school – put in temporary measures. Feedback will be given to Council re over capacity if they thought this could happen
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**Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to vary the catchment area for a small number of addresses to ensure they are accurately captured on a modern GIS data map. The following ten changes are proposed:**

**Change 1: to change Lansbury Street (14–30 even) from the Newark Primary School catchment area to the King’s Oak Primary School catchment area.** This will change the secondary school catchment area from Port Glasgow High School to Inverclyde Academy.

**Change 2: to change Albert Road (43-57 odd) and (46-52 even) from the Moorfoot Primary School catchment area to the Gourock Primary School catchment area.** This change does not affect the secondary school catchment area which remains Clydeview Academy.

**Change 3: to change the addresses Ardgowan North Lodge, Braeton, High Lunderston, Low Lunderston and Lunderston House on Cloch Road from the Moorfoot Primary School catchment area to the Inverkip Primary School catchment area.** This will change the secondary school catchment area from Clydeview Academy to Inverclyde Academy.

**Change 4: to change Old Inverkip Road (133-147 odd) from the Whinhill Primary School catchment area to the Lady Alice Primary School catchment area.** This change does not affect the secondary catchment school which remains Inverclyde Academy.

**Change 5: to change Drumshantie Road (1-9 odd) from the Gourock Primary School catchment area to the Moorfoot Primary School Catchment Area.** This change does not affect the secondary school catchment area which remains Clydeview Academy.

**Change 6: to change the addresses Burnside Farm and Cottage, Burnside Smithy, Finlaystone South Lodge, Old Smithy Cottage and Finlaystone Estate on Old Greenock Road from the Newark Primary School catchment area to the Kilmacolm Primary School catchment area.** This change does not affect the secondary catchment school which remains Port Glasgow High School.

**Change 7: to change Lyle Road (80-98 even) from the St Mary’s Primary School catchment area to the St Joseph’s Primary School catchment area.** This will change the secondary school catchment area from Notre Dame High School to St Columba’s High School.

**Change 8: to change Neil Street (2-4 even) from the St Andrew’s Primary School catchment area to the St Joseph’s Primary School catchment area.** This change does not affect the secondary catchment school which remains St Columba’s High School.

**Change 9: to change Caddlehill Street and Greenbank Lane from the St Mary's Primary School catchment area to the St Patrick's Primary School catchment area.** This change does not affect the secondary catchment school which remains Notre Dame High School.

**Change 10:** The former Ravenscraig Hospital site is not mentioned on the current street list held by Education Services. The historical map shows that the area had previously been allocated to the St Patrick's Primary School catchment area. The proposal is to change the denominational school catchment area to St Andrew's Primary School. This means that the secondary school catchment area would change from Notre Dame High School to St Columba's High School.

## **1. Introduction**

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal (specific actions set out above) to vary the catchment area for a small number of addresses to ensure they are accurately captured on a modern GIS data map. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of Newark Primary School, King's Oak Primary School, Moorfoot Primary School, Gourrock Primary School, Inverkip Primary School, Whinhill Primary School, Lady Alice Primary School, Kilmacolm Primary School, St Mary's Primary School, St Joseph's Primary School, St Patrick's Primary School, St Andrew's Primary School, Port Glasgow High School, Inverclyde Academy, Clydeview Academy, Notre Dame High School and St Columba's High School; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;

- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Port Glasgow High School, Inverclyde Academy, St Columba's High School and Clydeview Academy including discussion with relevant consultees.

## **2. Consultation Process**

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The formal consultation ran from 4 January 2018 until 20 February 2018. The proposal paper was posted on the council's website. The proposal paper was made available in paper format at all affected schools, council service's offices and in local libraries. An advert was placed in the local press outlining the proposed changes and inviting the views of interested parties. Public meetings were held on 7 February and 8 February 2018. The council received 101 responses to an online survey. Whilst responses varied depending on the proposed action, overall most respondents were supportive of all ten proposed actions. The majority of respondents recognised the proposed actions as tidying up an anomaly with very small numbers of houses affected. The main concerns expressed related to proposed action ten in particular the allocating the secondary catchment to St Columba's High School. In their written submission, St Columba's High School Parent Council expressed concerns as to the impact any future housing developments such as the former Ravenscraig Hospital site will have on a school presently very close to capacity.

## **3. Educational Aspects of Proposal**

3.1 The council has set out a reasonable case to amend school catchment areas as stated. Catchment information will be up to date and more accurately align communities to their local schools. The proposed actions will complement the Inverclyde policy on Admissions and Placing Requests to Mainstream Schools. Parents will have clear information on which to base their choice of school. The proposed changes will complement any future regeneration and economic growth by aligning better schools to potential housing developments. The number of properties affected by proposed actions one-nine are small. As a result, impact will be minimal.

3.2 A series of 'Drop In' meetings with HM Inspectors were held at Port Glasgow High School, Inverclyde Academy and Clydeview Academy. No stakeholders attended.

3.3 Young people from St Columba's Broad General Education and Senior Phase Learner Councils and Rights Respecting Schools group who met with HM Inspectors were supportive of proposed actions one-nine. They saw the need for the authority to have a factually accurate, up to date record of catchment areas. They recognised the number of properties affected were small. However, they expressed concern about the potential impact if proposed action ten goes ahead. Of specific concern was the school's ability to accommodate additional numbers at a time when it is already almost at capacity. Concerns around additional buses, increased congestion, class sizes and maintaining high standards of teaching were also expressed. Young people had no issue with the change of primary schools as proposed in action ten.

3.4 The Catholic Church representative who met with HM Inspectors was supportive of proposed actions one-nine. This 'tidying up' of catchment anomalies was seen as logical and affected very few properties. The Church representative had no issue with the proposed change of primary schools within action ten. However, she had concerns about allocating St Columba's High School, a school already at risk of being overcapacity, as the catchment secondary school. The authority had recently written to St Columba's High School parents alerting them to possible capacity issues.

#### **4. Summary**

The council's proposals are of education benefit in the long term. The number of properties affected by proposed actions one-nine are small. As a result, impact will be minimal. Catchment information will be up to date and more accurately align communities to their local schools. Parents will have clearer information on which to base their choice of school. The proposed changes will complement any future regeneration and economic growth by better aligning mainstream schools to potential housing developments. In its final consultation report, the council will need to indicate about how it plans to work with the St Columba's High School community to address the capacity and congestion concerns raised over changes to catchment areas resulting from this proposal.

**HM Inspectors  
Education Scotland  
February 2018**

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 May 2018</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report No:</b>	<b>EDUCOM/66/18/RB</b>
<b>Contact Officer:</b>	<b>Louise McVey</b>	<b>Contact No:</b>	<b>01475 715714</b>
<b>Subject:</b>	<b>School Clothing Grants 2018/19</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval from the Education and Communities Committee for the proposed arrangements to be put in place for School Clothing Grants (SCG) for academic year 2018/19.

## 2.0 SUMMARY

- 2.1 As part of the recent Budget process, Members agreed to increase the core clothing grant to £90 in addition to reinvesting any funding which was expected to be received from the Scottish Government. At the same time officers were asked to examine how uptake of Clothing Grants and Free School Meals could be increased.
- 2.2 Education and Finance Services have had initial discussions about ways of increasing the take up of SCG including whether the automation of claims is possible. Discussions on automation concluded that it is too soon to provide an automated payment system in 2018/19, especially given the challenges and questions raised around family bank account details and the sharing of information. Further work will be undertaken over coming months in consultation with other Councils to try and overcome these obstacles for the 2019/20 academic year.
- 2.3 At the time of writing the report officers do not know the quantum of the extra funding it will receive from the Scottish Government nor is the level of uptake of SCG known. It is therefore proposed that an initial SCG payment is made of £100/pupil and that a second payment is made around Christmas time once the overall funding is known. From a policy perspective officers believe a second payment around this time will be welcome by families.

## 3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to approve the following procedures for the administration of School Clothing Grants and Free School Meals for the academic year 18/19.
- That the process for claiming clothing grants and free school meals will operate the same as previous years but that officers will use available data to contact eligible families who have not applied.
  - That there will be two payments made to eligible families for the SCG for the academic year 2018/19 the first over the summer for £100/pupil and the second around Christmas time to fully utilise the available budget.



## **4.0 BACKGROUND**

- 4.1 Education Services currently provide application forms directly to families who have previously received SCG/FSM, the application forms are also sent to schools to encourage families who may be eligible to complete and return the application forms. There is also a full communication exercise using social and local media to encourage an increase in the take up of the benefits. Inverclyde uses the same form for applications for free school meals and clothing grants.
- 4.2 Families receive their entitled SCG once Education Service ensure that they meet the agreed criteria and the relevant household income evidence for the current year; the payment is then made directly into their bank account
- 4.3 Although every effort is made to ensure that families have information about grants, currently the onus to apply for the SCG is with the householder and their understanding of their entitlements.
- 4.4 As part of the Inverclyde Council budget process the decision was made to increase the recurring Clothing Grant payment to £90 per pupil from academic year 2018/19 to which will be added extra funding recently announced by the Scottish Government.

## **5.0 CURRENT POSITION**

- 5.1 Officers have been discussing methods of using automation payments to ensure families receive the benefits without completing additional application forms. Initial work undertaken on the provision of benefit payments through automation systems has raised some questions and challenges about the process. The challenges include having up to date information about relevant bank account details, the preferred payment methods for families and the sharing of data. Whilst work will be undertaken to address these issues, it will be impossible to do so for the 2018/19 academic year.
- 5.2 Work has already begun between Education Services and Finance Services to maximise uptake of SCG/FSM. This work has identified a data sharing agreement between the two services to match the data between those who are eligible to apply for grants and those who have not yet applied. The proposal is to undertake this data match for the academic year 2018/19 and to proactively contact those who are eligible to apply to encourage them to do so. Over 2018/19, further work will be taken forward in consultation with other Councils to examine how the process can become more automated.
- 5.3 To enable SCG payments to be paid prior to the summer holidays it is proposed that SCG will be paid in two instalments for the academic year 2018/19. An initial payment of £100 will be paid prior to the summer break with a further payment made during December when the full available SCG budget is known.
- 5.4 This approach will ensure that there will be no delay in getting the initial payment out to households who rely on this grant to buy school clothing for children ahead of the new school term.
- 5.5 There is also strong rationale for making a further payment prior to the Christmas holidays as this is a time of financial hardship and strain for many families and Education Services are often contacted by parents about the availability of a top up fund, usually around about Christmas time. This is because pupils may have outgrown or outworn their uniforms and parents/carers are sometimes struggling to buy replacements. A second payment gives the advantage that the council can effectively top up the initial grant to ensure that parents/carers can afford to replace school clothing mid-year without having to second guess the growth rate of their child or anticipate the rate at which clothes will wear out.

## 6.0 IMPLICATIONS

### Finance

#### 6.1 Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
Education	Clothing Grants	2018/19	225		Current core budget

### Legal

6.2 There are no legal implications arising from this report.

### Human Resources

6.3 There are no HR implications arising from this report.

### Equalities

6.4 Has an Equality Impact Assessment been carried out?

Whilst no EIA is required the proposed phasing of the payment is expected to have a positive impact on some of those families which require to replace aspects of School uniforms during the year.

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

6.5 There are no repopulation issues arising from this report.

## 7.0 BACKGROUND PAPERS

7.1 N/A