

A meeting of the Education & Communities Committee will be held on Tuesday 4 September 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**

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17.	Inverclyde Education Services: Parental Engagement Strategy 2018 - 2021 Report by Corporate Director Education, Communities & Organisational Development	p

18.	Action Taken to Finalise the Mapping of School Catchment Areas Report by Corporate Director Education, Communities & Organisational Development		p
19.	School Term Dates – Session 2019/2020 Report by Corporate Director Education, Communities & Organisational Development		p
20.	Access to Free Sanitary Products in Schools Report by Corporate Director Education, Communities & Organisational Development		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.			
<u>COMMUNITIES</u>			
NEW BUSINESS			
21.	Update on the Beacon Arts Centre: Greenock Arts Guild Ltd Report by Corporate Director Education, Communities & Organisational Development providing an update on the Beacon Arts Centre/Greenock Arts Guild Ltd (GAG) as part of the Council's commitment to reporting on the governance of external organisations	Para 6	p
<u>EDUCATION</u>			
NEW BUSINESS			
22.	Award of Contracts for the Provision of Transport for Children with Additional Support and Medical Needs for 2018/19, 2019/20 and 2020/21 Report by Head of Inclusive Education, Culture & Communities advising of the use of the powers delegated to the Chief Executive to accept the tenders for transport facilities for children with additional support and/or medical needs for school sessions 2018/19, 2019/20 and 2020/21	Paras 6 & 8	p
23.	Early Learning and Childcare, 1140 Hours: Gourock YAC Building Report by Head of Legal & Property Services on the lease arrangements relative to the Gourock YAC building and the implications of the proposals on the operation of the football club at that location	Paras 2, 6 & 9	p

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

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/79/18/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2018/19 Revenue Budget Report- Period 3 to 30 June 2018		

1.0 PURPOSE

- 1.1 To advise Committee of the 2017/18 Communities Revenue Budget final outturn and the 2018/19 Revenue Budget position at Period 3 to 30 June 2018.

2.0 SUMMARY

- 2.1 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Housing and the majority of Safer Communities were transferred to the Environment, Regeneration and Resources Directorate. It should be noted that these changes are not reflected in the 2017/18 outturn report but are included in the 2018/19 projection report.
- 2.2 In 2017/18, excluding Earmarked Reserves, there was an underspend of £213,000 against a budget figure of £8.543m This equates to 2.5% of the total budget and was £20,000 less expenditure than previously reported to Committee.

The main variances for 2017/18 were –

- (a) Underspend of £158,000 for Employee Costs, the majority of which related to the over recovery of Turnover Savings in Housing and Safer Communities.
- (b) Underspend of £48,000 for Property Costs, mostly Utilities and Cleaning costs within Libraries and Museum.
- (c) Overspend of £52,000 for a Line Rental within Safer Communities due to a delay in implementation of new contract pending a budget decision.
- (d) Underspend of £15,000 for Environmental Health sampling mainly due to the demand lead contingency for increased volume of sampling not being fully required in 2017/18.
- (e) Underspend of £18,000 for Grants to Voluntary Organisations payments.
- (f) Overspend of £36,000 due to a shortfall in Income for Libraries and Museum.
- (g) Underspend of £33,000 due to an over recovery of Income within Safer Communities, mostly from Registration of Private Landlords and Pest Control.

2.3 The total Communities budget for 2018/19, excluding Earmarked Reserves, is currently £4,617,030. The latest projection is an overspend of £33,000.

2.4 The main variances to highlight for the 2018/19 Revenue Budget are –

Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Employee Costs are projected to overspend by £25,000 due to the non-achievement of Turnover Savings.

Libraries & Museum Income is projected to be under budget by £16,000 mainly due to the closure of the Museum shop during the refurbishment period.

Sports & Leisure: Projected Underspend £7,000

The budget for the maintenance of Rankin Park Mountain Bike Track is projected to underspend by £7,000.

Community Halls: Projected Underspend £8,000

The projected underspend is due to the over recovery of Employee Turnover savings.

2.5 Earmarked Reserves for 2018/19 total £381,000 of which £196,000 is projected to be spent in the current financial year. To date no expenditure has been incurred. Spend to date per profiling was also expected to be zero and there is no slippage to report at this time.

3.0 RECOMMENDATIONS

3.1 That the Committee notes the final outturn for the 2017/18 Communities Revenue Budget.

3.2 That the Committee notes the current projected overspend of £33,000 for the 2018/19 Communities Revenue Budget as at Period 3 to 30 June 2018.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities
and Organisational Development

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2018/19 Revenue Budget as well as the 2017/18 final out turn and to highlight the main variances contributing to the £213,000 underspend in 2017/18 and the projected £33,000 overspend outturn for 2018/19.

5.0 2017/18 OUTTURN

5.1 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Housing and the majority of Safer Communities were transferred to the Environment, Regeneration and Resources Directorate. It should be noted that the 2017/18 outturn report does not include these changes.

5.2 The final outturn for the Communities 2017/18 Revenue Budget, after adjustments for Earmarked Reserves, was an underspend of £213,000. This was £20,000 less expenditure than reported to the last Committee. The main factors contributing to this underspend were:

	Revised Budget 2017/18 £000	Outturn 2017/18 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,494	1,493	(1)	35	(36)
Sports & Leisure	1,710	1,713	3	0	3
Safer Communities	3,284	3,170	(114)	(150)	36
Housing	747	723	(24)	(23)	(1)
Community Halls	1,064	1,005	(59)	(37)	(22)
Grants to Vol Organisations	244	226	(18)	(18)	0
TOTAL NET EXPENDITURE	8,543	8,330	(213)	(193)	(20)

The main variances are explained in greater detail below.

5.3 Libraries & Museum:

Total underspend £1,000 (0.07%)

Employee costs overspent by £10,000 due to the non-achievement of Turnover Savings. Property Costs underspent by £53,000 mainly due to savings in Cleaning and Utilities. Income from Libraries from Sale of Books and Photocopying under recovered by £20,000 and Museum Income under recovered by £16,000.

5.4 Sports & Leisure:

Total overspend £3,000 (0.2%).

All variances were minor.

5.5 Safer Communities:

Total underspend £114,000 (3.5%).

Employee Costs underspent by £125,000 due to a number of vacant posts.
CCTV Maintenance overspent by £52,000 due to delays with implementation of a new contract.

Environmental Health Sampling underspent by £15,000 mainly due to the demand lead contingency for increased volume of sampling not being fully required in 2017/18. Income over recovered by £33,000, the majority of which was income from the Registration of Private Landlords and Pest Control. These were adjusted from 18/19 as part of the approved budget process.

5.6 Housing:

Total underspend £24,000 (3.2%).

The £24,000 was due to Employee Costs underspending as a result of a number of vacant posts within the Service.

5.7 Community Halls:

Total underspend £59,000 (5.5%).

Community Hubs Employee Costs underspent by £19,000, mainly due to the temporary closure of the Paton Street facility.

Waivers for Hall Lets budget underspent by £13,000 and Support for Community Facilities budget underspent by £11,000.

Income from School Lets over recovered by £13,000.

These were adjusted from 2018/19 as part of the approved budget process.

5.8 Grants to Voluntary Organisations:

Total underspend £18,000 (7.4%).

Payments to Voluntary Organisations in 2017/18 underspent by £18,000 due mainly to the closure of one of the groups being supported.

6.0 2018/19 PROJECTION

6.1 The current Communities budget for 2018/19 is £4,617,030. This is a reduction of £33,000 from the Approved Budget. Appendix 1 provides more details of the movement.

6.2 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Housing and the majority of Safer Communities were transferred to the Environment, Regeneration & Resources Directorate and are not included in the 2018/19 Projection.

6.3 The level of Turnover Savings allocated to Employee Costs budget is currently being reviewed by the Corporate Management Team. An update on any impact on the Communities Revenue Budget will be provided at the next Committee.

- 6.4 The main variances to highlight in relation to the projected overspend of £33,000 for the 2018/19 Revenue Budget are :-

Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Employee Costs are projected to overspend by £25,000 due to the non-achievement of Turnover Savings.

Libraries & Museum Income is projected to be short of budget by £16,000 mainly due to the closure of the Museum shop during the refurbishment period.

Sports & Leisure: Projected Underspend £7,000

The budget for the maintenance of Rankin Park Mountain Bike Track is projected to underspend by £7,000.

Community Halls: Projected Underspend £8,000

The projected underspend is due to the over recovery of Employee Turnover savings.

7.0 EARMARKED RESERVES

- 7.1 Earmarked Reserves for 2018/19 total £381,000 of which £196,000 is projected to be spent in the current financial year. To date no expenditure has been incurred. Spend to date per profiling was also expected to be zero and there is no slippage to report at this time. Appendix 4 gives a detailed breakdown of the current Earmarked Reserve position.

8.0 VIREMENTS

- 8.1 There are no virements this Committee cycle.

9.0 IMPLICATIONS

9.1 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					

9.2 **Legal**

There are no specific legal implications arising from this report.

9.3 **Human Resources**

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

9.4 **Equalities**

There are no equalities issues within this report.

9.5 **Repopulation**

There are no repopulation issues within this report.

10.0 CONSULTATION

10.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Communities Budget Movement - 2018/19**Period 3 - 1st April 2018 to 30th June 2018**

Service	Approved Budget	Inflation £000	Movements			Revised Budget
	2018/19 £000		Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2018/19 £000
Libraries & Museum	1,532					1,532
Sport & Leisure	1,239	(33)				1,206
Community Safety	581					581
Community Halls	1,054					1,054
Grants to Voluntary Organisations	244					244
Totals	<u>4,650</u>	<u>(33)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,617</u>

Movement Details

£000

External ResourcesInflation

Returned to Inflation Contingency

(33)

(33)Virement0Supplementary Budget0(33)

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 -1st April 2018 to 30th June 2018**

<u>Out Turn</u> <u>2017/18</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2018/19</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-18</u> <u>£000</u>	<u>Projection</u> <u>2018/19</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
1,053	Libraries & Museum Employee Costs	1,055	255	256	1,080	25	2.4%
Total Material Variances						25	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2018 to 30th June 2018**

2017/18 Actual £000	Subjective Heading	Approved Budget 2018/19 £000	Revised Budget 2018/19 £000	Projected Out-turn 2018/19 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,903	Employee Costs	1,727	1,727	1,744	17	1.0%
682	Property Costs	711	711	718	7	1.0%
1,480	Supplies & Services	1,297	1,264	1,257	(7)	(0.6%)
11	Transport Costs	7	7	7	0	-
85	Administration Costs	72	72	72	0	-
1,407	Other Expenditure	1,135	1,135	1,135	0	-
(291)	Income	(299)	(299)	(283)	16	(5.4%)
5,277	TOTAL NET EXPENDITURE	4,650	4,617	4,650	33	0.7%
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,650	4,617	4,650	33	

2017/18 Actual £000	Objective Heading	Approved Budget 2018/19 £000	Revised Budget 2018/19 £000	Projected Out-turn 2018/19 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,542	Libraries & Museum	1,532	1,532	1,580	48	3.1%
1,718	Sports & Leisure	1,239	1,206	1,199	(7)	(0.6%)
785	Community Safety	581	581	581	0	-
1,006	Community Halls	1,054	1,054	1,046	(8)	(0.8%)
226	Grants to Vol Orgs	244	244	244	0	-
5,277	TOTAL COMMUNITIES	4,650	4,617	4,650	33	0.7%
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2018/19</u>	<u>Phased Budget Period 3 2018/19</u>	<u>Actual Period 3 2018/19</u>	<u>Projected Spend 2018/19</u>	<u>Amount to be Earmarked for 2019/20 & Beyond</u>	<u>Lead Officer Update</u>
		£000	£000	£000	£000	£000	
Community Fund	Grant McGovern	365	0	0	180	185	50% of funding to be used in 2018/19 with first awards paid out from January 2019. Spend to be determined as a Participatory Budget pilot. £15k has already been allocated to Auchmountain Glen project.
Gourock Pool Extension	Grant McGovern	16	0	0	16	0	Funding to extend opening of Gourock Pool until end of September 2018.
Total		381	0	0	196	185	

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Head of Inclusive Education, Culture & Communities and Chief Financial Officer	Report No:	EDUCOM/54/18/MM
Contact Officer:	Grant McGovern	Contact No:	712828
Subject:	Communities Capital Programme 2018 - 2021 Progress		

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 2018-2021 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 26 July 2018 is 21.35% of the 2018/19 approved budget (22.07% of the revised projection). Slippage of £55K (3.28%) is projected in connection with the Birkmyre Park Pitch Improvement project reflecting the tender return position which is below original budget allocation.

3.0 RECOMMENDATIONS

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

Grant McGovern
Head of Inclusive Education,
Culture & Communities

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

4.1 This report shows the current position of the approved Communities Capital Programme reflecting the allocation of resources approved by the Full Council on 16 March 2018.

5.0 WATT COMPLEX REFURBISHMENT

5.1 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.

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

- Library mid chimney rebuild 95% complete.
- West Chimney rebuild 50% complete.
- Watt Street stone indents 90% complete.
- Kelly Street stone indents 50% complete.
- Watt Street boundary wall cleaned.
- Slating of roof to commence with 8 pallets of slate delivered to site.
- Framing around lift shaft formed.
- Wall Linings to Watt Hall 75% complete.
- Refit floor boards first floor library in progress.

5.3 The works have experienced some delay on site in connection with adverse weather over the winter period and also in connection with materials availability (stone) which has now been sourced from an alternative quarry. The current projected completion date is November 2018. As previously reported, the project has qualified for grant funding via Historic Environment Scotland (HES) and the formal agreements and grant amounts have now been confirmed. The overall cost of the project as shown within Appendix 1 has now been updated to include the HES grant funding of £260K.

6.0 NEW COMMUNITY FACILITY BROOMHILL

6.1 The main Broomhill Gardens and Community Hub project completed in June 2017 and is now operational. The remaining expenditure associated with this budget concerns the re-siting of equipment and greenhouses from Caddlehill Street and Environmental works which commenced in July 2018 and are scheduled to complete by October 2018.

7.0 INVERKIP COMMUNITY HUB – STORAGE

- 7.1 Provision of £50K was made in the 2018/19 budget to expand/increase the storage provision at the recently completed Inverkip Community Hub facility. Design work is on-going in respect of the proposals which have been adapted to meet the building users' requirements in consultation with the Hub Committee.

8.0 INDOOR BOWLING INVESTMENT

- 8.1 Provision of £100K was made in the 2018/19 budget to carry out works at the Indoor Bowling facility operated by Inverclyde Leisure. At the special meeting of the Education & Communities Committee in June 2018 approval was given to the procurement of a new carpet and lighting through Inverclyde Leisure with any balance of funding allocated to further improvements to the facility. Inverclyde Leisure are currently finalising details for the new carpet and lighting element of the works with a start in July 2018 and completion in line with the start of the new season. A further list of potential improvements is also being prepared in consultation with Officers with a view to maximising the return on the £100K investment.

9.0 LADY ALICE BOWLING CLUB

- 9.1 Provision of an additional £65K was made in the 2018/19 budget to augment the existing Capital budget of £145K. The current Appendix 1 has been updated to reflect the total allocation. Officers within Legal Services are currently investigating the Common Good title position and the possibility of altering these through the appropriate legal process which will include a public consultation, to allow a long term lease to be offered to the Club. This would then allow the Club to apply for Lottery or other external funding to supplement the current allocation.

10.0 BIRKMYRE PARK PITCH IMPROVEMENTS

- 10.1 The May 2018 Committee approved the acceptance of the most economically advantageous tender for the project and remitted the matter to the Policy & Resources Committee for approval. The May Policy & Resources Committee subsequently approved acceptance in the absence of a contribution from St Columba's School. A formal legal acceptance for the contract was issued in early June and works commenced on site late June to complete by November 2018. The previously reported budget was £414K which included a £50k anticipated contribution from St Columba's School and a capital funded from current revenue (CFCR) contribution of £14K virement approved at the September 2017 Committee. The current appendix 1 reflects the revised budget position.

11.0 INDOOR SPORTS FACILITY FOR TENNIS

- 11.1 Inverclyde Leisure (IL) have prepared a business case and stage 1 assessment in respect of the provision of a facility within the existing Rankin park site with a view to seeking funding from the Lawn Tennis Association (LTA) and Sportscotland to augment the Council funding that has been made available. The current timeline for LTA consideration of applications is August 2018 after which, and subject to approval, IL will proceed with the development of a full business plan with an updated report in October 2018

12.0 INVERCLYDE LEISURE SPEND TO SAVE

- 12.1 Provision of £1.3m was made in the 2018/19 budget to invest in two projects at Boglestone

Community Centre and Lady Octavia Sports Centre through a spend to save arrangement with Inverclyde Leisure. Inverclyde Leisure have prepared a business plan for each facility with proposed works involving re-configuration of internal layouts to improve/increase the facilities available. Final proposals are subject to more detailed building surveys which are presently ongoing.

13.0 LEISURE PITCHES ASSET MANAGEMENT PLAN

13.1 The January 2018 Committee approved the Leisure Pitches Strategy Asset Management Plan and remitted to the budget process the allocation of additional funding to augment the existing Repairs and Renewals Fund allowances for repair and renewal of non-School Estate pitches. The current appendix 1 reflects the allocations over the period 2018-21. The 2018/19 allocation is addressing the rejuvenation of three full size pitches at Drumshantie Road, Gourrock, Broomhill, Greenock and Parklea Pitch 1, Port Glasgow. The works were tendered in a single contract with a formal acceptance issue in June and with works currently ongoing to complete by August 2018.

14.0 IMPLICATIONS

Finance

14.1 The expenditure at 26th July 2018 is £358K compared to an approved budget of £1.677m. This is expenditure of 21.35% of the approved budget after 33% of the year. The Committee is projecting to spend £1.622m with net slippage of £55K (3.28%) being reported in connection with the tender return position on the Birkmyre Park Pitch Improvements project.

14.2 The current budget is £6.873m for Communities projects. The Current Projection is £6.873m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
Total Communities	6,868	6,868	-	
Total	6,868	6,868	-	

Legal

14.4 There are no legal issues.

Human Resources

14.5 There are no human resources issues.

Equalities

14.6 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

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

15.0 CONSULTATION

- 15.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.
- 15.2 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.
- 15.3 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.

16.0 LIST OF BACKGROUND PAPERS

- 16.1 Communities Capital Programme Technical Progress Reports July 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
	Est. Total Cost	Actual to 31/3/18	Approved Budget 2018/19	Revised Est. 2018/19	Actual to 26/07/18	Est. 2019/20	Est. 2020/21	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000				
Communities											
Watt Complex Refurbishment	2,110	768	903	903	282	439	0	0			
New Community Facility Broomhill	1,747	1,540	207	207	75	0	0	0			
Inverkip Community Hub Storage	50	0	20	20	0	30	0	0			
Indoor Bowling Investment	100	0	60	60	0	40	0	0			
Lady Alice Bowling Club	210	5	5	5	0	200	0	0			
Birkmyre Park Pitch Improvements	364	32	343	288	1	44	0	0			
Indoor Sports Facility For Tennis	500	0	0	0	0	200	300	0			
Inverclyde Leisure Spend to Save - Lady Octavia Sports Centre	470	0	0	0	0	470	0	0			
Inverclyde Leisure Spend to Save - Boglestone Community Centre	830	0	0	0	0	830	0	0			
Leisure Pitches AMP - Lifecycle Fund	361	0	100	100	0	141	120	0			
Complete On Site	126	87	39	39	0	0	0	0			
	6,868	2,432	1,677	1,622	358	2,394	420	0			

Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Grant McGovern Head of Inclusive Education, Culture and Communities	Report No:	EDUCOM/83/18/AW/RB
Contact Officer:	Alana Ward Service Manager - Culture	Contact No:	01475 712347
Subject:	Libraries, Museums and Archives Service Annual Report 2017-18		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on progress within the Libraries, Museums and Archives Service in 2017-18.

2.0 SUMMARY

- 2.1 The Libraries, Museums and Archives Service Annual Report 2017-18 provides information on the range and impact of the work of the Service, celebrates the achievements of the Service, and reviews the findings of Service self-evaluation activities.
- 2.2 The report also summarises the loans made from the collections of the McLean Museum and Art Gallery in the previous year.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee endorses the Service's annual report.

4.0 BACKGROUND

4.1 The following summarises highlights from the report:

- 4.2
- Several reading-related events were held throughout the year, allowing around 200 library users to meet with their favourite authors.
 - Working in partnership with Inverclyde Council CLD service, Inverclyde Libraries hosts basic computing courses and work clubs, aimed at supporting the employability skills of jobseekers. Around 900 participants attended these sessions this year.
 - Inverclyde Libraries provides digital access to Universal Credit claimants. There were more than 5,000 log-ins to the Universal Credit website from libraries during the year; over 300 of these users required support from library staff on managing their account online.
 - Inverclyde Libraries led on a national “Get It Loud in Libraries” initiative which saw 6 Scottish library services put on gigs in libraries, with an associated skills development programme for library staff and local young people. We hosted singer/songwriter Maisie Peters in Greenock Central Library.
 - We developed our Outreach activities further in 2017-18 and are proud to have successful and growing partnerships with the health sector (in particular, Macmillan Cancer Support through Inverclyde Community Care Forum); HMP Greenock; Trust Housing. We also run a ‘Books on Wheels’ service, improved our accessibility to people with autism and their families, and delivered an Orientation Day for New Syrian Scots in Inverclyde to introduce them to library services.
 - We recorded over 8,000 child attendances at Bookbug sessions in 2017-18. With our Health partners we gifted over 2,000 Bookbug packs to local children aged 0-5.
 - In summer 2017, we had over 1,300 local children take part in the Summer Reading Challenge. We were the third highest authority in Scotland for both new members joining through the Challenge, and the number of boys taking part, which is a good achievement for one of the smallest local authorities.
 - We worked with Inverclyde Council’s Attainment Challenge team to deliver a library service and reading opportunities at holiday lunch clubs throughout Inverclyde.
 - We undertook a validated self-evaluation of our service using the How Good Is Our Public Library Service (HGIOPLS) framework and were delighted to be rated as level 4 - ‘good’ for Q1 1 - Access To Information.
 - The McLean Museum and Watt Library were closed to the public for the whole of 2017-18 to allow an extensive programme of fabric repairs to take place.
 - A new service point in Cathcart Street, our “pop up” library, archive and museum, known collectively as the Inverclyde Heritage Hub, opened to the public in August 2017, utilising the Watt Library’s local studies collection, archives, and the Museum’s social history collection to tell the story of Inverclyde and provide a single point of access for visitors, tourists, and researchers.
 - Staff at the Heritage Hub organised and hosted many events, including talks on local shipbuilding, cinema, the sugar trade, and housing.
 - An oil painting entitled ‘An Old Woman Reading’ by H C Pilsbury was restored and loaned to the Art UK exhibition at the London Art Fair. The bust of Henri Temianka by Miriam Baker gifted to the Museum in 2016 was loaned to the Beacon Arts Centre for display.
 - The Museum and Archives also welcomed the setting up of a newly constituted “Friends”

group, the Inverclyde Heritage Network, whose objective is to help promote, develop and improve local heritage resources.

5.0 IMPLICATIONS

5.1 Finance

There are no financial implications arising from this report.

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 There are no legal implications arising from this report.

Human Resources

5.3 There are no Human Resources implications arising from this report.

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 There are no repopulation implications arising from this report.

6.0 LIST OF BACKGROUND PAPERS

6.1 See Appendix 1 – Libraries, Museums and Archives Service Annual Report 2017-18.



Inverclyde Council
Libraries, Museums and Archives Service
Annual Report

INTRODUCTION

It has been a busy year for the Libraries, Museums and Archives service, with 428,785 visitors across our service points (including online), borrowing 154,957 items and 23,739 people attended 1,117 events and activities, from Bookbug sessions, to author events and IT classes, to local history talks.

We have continued to evolve our service delivery to ensure its relevance to local communities as well as introducing new aspects of our offer. This report only illustrates a brief snapshot of the year's achievements and work undertaken by library, museum and archive staff.

LIBRARIES

Inverclyde Council operates a network of six public libraries in central Greenock, Barr's Cottage, Port Glasgow, Kilmacolm, Gourock and Inverkip & Wemyss Bay. Inverclyde Libraries provide services to anyone who lives, works or visits Inverclyde and this includes access to books, reading and authors; free internet access, support to use technology and learning opportunities; and events and activities.



Our Programme Development team (3.73 FTE) offer informal learning opportunities to communities across Inverclyde, supported and delivered by our frontline staff. In addition, a varied programme of events is offered to increase opportunities to meet writers, share a love of books and reading and access national programmes locally. All of the opportunities are free of charge and available to all.

We hosted 3 events as part of the National Reading Promotion, which 81 people attended, including a sold-out appearance from Martin Stepek of the *Sunday Herald* on Mindfulness. We ran 3 author events over the course of Book Week Scotland, and a further 2 events, with nationally acclaimed crime authors Denise Mina and Lin Anderson, to promote World Book Day, with around 100 people attending.

Working in partnership with Inverclyde Council Community Learning and Development service, Inverclyde Libraries hosts basic computing courses and work clubs, aimed at supporting the employability skills of jobseekers. Around 900 participants attended these sessions this year. We also supported members of the CLD Literacies groups to complete 'Reading Ahead', the national programme to support adults and young people who struggle to read, with 16 participants taking part this year.

In 2017-18 we launched a new Learning Offer, and through this delivered 'DiscoverIT @ the Library' classes to 69 learners, assisted 122 attendees at our 1:1 'Device Advice' drop-in sessions, and delivered a new Family History class to an initial group of 5 learners. Our popular 'Ancestry' database was used 28,174 times, evidence that Inverclyders' interest in their personal family histories continues to grow.

Inverclyde Libraries provides digital access to Universal Credit claimants. Over 5,000 users accessed the Universal Credit website from libraries during the year, more than 300 of these users required support from library staff on managing their account online.

With funding from the Scottish Public Library Improvement Fund, Inverclyde Libraries led on a national "Get It Loud in Libraries" initiative which saw 6 Scottish library services put on gigs in libraries, with an associated skills development programme for library staff and local young people. Staff were trained in how to deliver cultural events in libraries and we worked with 4 Music students from Notre Dame High School on a successful library gig in March.



We welcomed up-and-coming singer/songwriter Maisie Peters (now signed to Atlantic Records) to Greenock Central Library; our young volunteers assisted with social media, ticketing, collecting participant feedback, and had the opportunity to shadow the technical crew and speak to them about careers in the creative industries. 63 people attended the gig on the night and library staff are now looking at how we can offer more cultural events within our library venues.

We developed our Outreach activities further in 2017-18 and are proud to have successful and growing partnerships with the health sector (in particular, Macmillan Cancer Support through Inverclyde Community Care Forum); HMP Greenock; and Trust Housing, with several digital participation sessions delivered to residents in St Margaret's Court, Greenock. We also operate a 'Books on Wheels' service for those library users who find it difficult to access a physical library. Library staff choose resources on behalf of customers and then deliver these directly to customers' homes. Currently, 81 people use library services in this way.

In Autumn 2017, Inverclyde Libraries secured funding from the Public Library Improvement Fund for our *Au-some Libraries!* project, the outcome of which is to make our libraries, resources and services more accessible to people with autism and their families and carers.

We are also providing services for Inverclyde's Syrian New Scots. This year, we held an Orientation Day for them in Central Library, with 15 adults and 3 children attending, to introduce them to Inverclyde's library services, including Arabic resources, and a Bookbug session for the wee ones.

Our Young People's team (2 FTE) continued to provide a series of high quality, zero cost services for children and families, including our popular Bookbug sessions which aim to introduce a love of books and reading through story and song to 0-5s and their parents/ carers. We recorded over 8,000 child attendances in 2017-18. With our Health partners we gifted 729 Bookbug Baby packs, 755 Toddler Packs, and 689 Explorer (P1) packs to the children of Inverclyde this year. This service, delivered by libraries and funded by Scottish Book Trust, ensures that every single child in Scotland is gifted multiple books by the time they reach 5 years of age.

We ensure our work with Early Years is carried on as children grow by offering many services and events for primary school children, including hosting 723 local Primary 1 children at 'Welcome to Libraries' sessions, and welcoming 2,737 children from Inverclyde nurseries and schools who visited their local library as part of their learning experience. Our Young People's team pride themselves on offering a consistent, free programme of activity for families during each school holiday period. A highlight of our year is always the Summer Reading Challenge which aims to reduce the 'dip' in literacy levels children sometimes experience over the long summer holiday period. In Summer 2017, we had over 1,300 local children take part in the Summer Reading Challenge. We were the third highest authority in Scotland for both new members joining through the Challenge, and the number of boys taking part, which is a good achievement for one of the smallest local authorities. Our libraries offer craft activities for families which are explicitly cost-free and drop-in to reduce barriers to access. In 2017-18 we have developed our delivery model to encompass digital activities to enable families to engage with the latest technologies. 548 children enjoyed holiday activities in our libraries this year and 397 children benefitted from meeting authors and illustrators.

We also worked with Inverclyde Council's Attainment Challenge team to deliver a library service and reading opportunities at holiday lunch clubs throughout Inverclyde. Feedback tells us that those families on the lowest incomes sometime struggle to attend the library due to the barrier of transport costs; we were delighted to receive Attainment Challenge funding to allow us to provide 6 'pop-up' libraries in community venues across Inverclyde (which increases the number of public libraries available to Inverclyde children from 6 to 12), as well as funding for 1 FTE Outreach Librarian to complement the investment in resources by providing a literacy specialist to engage with families on the importance of developing a love of books and reading for enjoyment. During the summer of 2017, the Outreach Librarian engaged with 154 families, impacting on 302 children.



Finally we undertook a validated self-evaluation of our service using the How Good Is Our Public Library Service (HGIOPLS) framework and were delighted to be rated as level 4 - 'good' for Q1 1 - Access To Information. The reviewers (senior public library staff from other Scottish local authorities and ALEOs) found that there were notable strengths in our provision, including clear leadership demonstrated throughout the service; a very strong staff training programme; the development of the Learning Offer; and the *Au-some Libraries!* project was praised as very good practice. Suggested improvements included a more consistent approach to gathering evidence of impact and developing partnerships to extend sustainability of services, both of which will be addressed in the service improvement plan for 2018-19.

MUSEUM AND ARCHIVES

The McLean Museum and Watt Library were closed to the public for the whole of 2017-18 to allow an extensive programme of fabric repairs to take place. A major piece of work for the service was the decanting and re-storing of the museum display items in preparation for the replacement of the main Museum roof.



Objects have been packed with conservation grade materials and removed to new shelved storage. Selected artwork and ship models were prepared for transport and decanted to an external specialist art store for the duration of the building contract. Inventory records were upgraded during the decant process and the collection of wet biological specimens was transferred to Glasgow Museums after review. The entire collection of the Watt Library including books, archives, and special collections, was decanted to our external store in Port Glasgow and a project to box list items from the collection is ongoing, with the valuable support of a team of volunteers.

Following the decant process, we opened a new service point in Cathcart Street, our "pop up" library, archive and museum, known collectively as the Inverclyde Heritage Hub. The Heritage Hub opened to the public in August 2017, utilising the Watt Library's local studies collection, archives, and the Museum's social history collection to tell the story of Inverclyde and provide a single point of access for visitors, tourists, and researchers, facilitating a more streamlined experience for service users.



The Museum acquired art works through donations, including portraits of the Clapperton family. An oil painting entitled 'An Old Woman Reading' by H C Pilsbury was restored and loaned to the Art UK exhibition at the London Art Fair. The bust of Henri Temianka by Miriam Baker gifted to the Museum in 2016 was loaned to the Beacon Arts Centre for display. The Heritage Hub accepted several small scale donations including items from the local Playtex factory, significant due to its large, mostly female workforce; the collection contributes to ongoing research about local women in the workplace.

Collections Online, the Museum's database of collections was expanded with new material and enhanced records; the result was that 'virtual' visits to the Museum were only slightly lower than physical visits the previous year. The Local Heroes project supported by the royal society, *James Watt: A New Dimension*, was extended to three P7 classes in Newark Primary School, Port Glasgow, and a James Watt display was mounted at the Powerboats event in Greenock in June 2017. A pilot oral history project took place in Kilmacollm to collect reminiscences to add to the archive collection; additionally staff at the Heritage Hub organised and hosted many events, including talks on local shipbuilding, cinema, the sugar trade, and housing. Hub staff are also working alongside academics from Edinburgh, Abertay and St Andrews Universities on projects relating to sugar, and to social housing.



The Museum and Archives also welcomed the setting up of a newly constituted "Friends" group, the Inverclyde Heritage Network, whose objective is to help promote, develop and improve local heritage resources. Volunteers are also transcribing and digitising items from the collection, and working on local research relating to WWII in advance of the 80th anniversary of its commencement in 2019. The Museum and Archive would like to thank the volunteers who bring so much richness and added value to the service.

Performance

Activity	2015-16	2016-17	2017-18
Library visits – in person	285498	271341	276177
Library visits – online	134222	146738	152608
Hard copy loans	173671	166037	154957
Electronic loans	11578	10997	13587
PC Users	42837	39421	36075
Adult Events—Participants	3362	2818	3703
Children & Young People Events - Participants	23011	23361	25651
Enquiries Received	28703	37274	54178

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/76/18/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715450
Subject:	Grants to Voluntary Organisations		

1.0 PURPOSE

- 1.1 The purpose of this report is to review the awards approved at the Grants Sub Committee on 20 June 2018.

2.0 SUMMARY

- 2.1 The budget for the Grants to Voluntary Organisations (GTVO) Fund for 2018/19 is £244,190.
- 2.2 At the Education & Communities Committee it was agreed that £18,600 of the core budget is allocated to pay commercial rents of four third sector organisations:
- Samaritans
 - Youth Connections
 - Murdieston Dam Boat Club
 - 1st Gourock Scouts (6th Greenock & District) - Drumshantie Road Scout Hall
- £30,000 has also been approved for summer playschemes at the following venues:
- Branchton Community Centre
 - Craigend Resource Centre
 - Auchmountain Community Centre
 - Youth Connections
 - Inverkip Community Centre (via Inverclyde Leisure)
 - Boglestone Community Centre (via Inverclyde Leisure)
- 2.3 Taking the above into account, the balance available for new one-off applications was £195,590.
- 2.4 At Committee, awards were approved to the amount of £190,334.88, details of which are given in Appendix 1. A balance of £5,255.12 remains.
- 2.5 A number of awards granted are 'conditional' and these will be followed up by a council officer prior to funding being released.
- 2.6 The Grants Sub Committee has remitted a request to the Education and Communities Committee to carry out a review of the Grants to Voluntary Organisations process for the next financial year.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education & Communities Committee:-

- Notes the awards granted to a range of community groups.
- Approves a review of the GTVO process to be carried out by Officers

Ruth Binks

Corporate Director Education, Communities & Organisational Development

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
GTVO		2018/19	£238,934.88		

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 None required

APPENDIX 1

Category	Applicant	Details	Awarded	Comments
Arts Group	Gourock Heritage and Arts	Established to stimulate local heritage, arts and culture within Gourock. Creative Gourock aim to encourage individuals/groups who are vulnerable and lonely to reconnect with their community through activities	£4,750.00	Conditional
Arts Group	Greenock Art Club	Funding to replace critical and essentials and equipment	£4,000.00	Conditional
Arts Group	Greenock Light Opera Club	Seeking assistance with cost of using Beacon Arts Centre for shows	£1,000.00	Conditional
Arts Group	Greenock Philharmonic Society	Support towards running costs and singing coaches	£500.00	Conditional
Arts Group	Hillend Art Club	Funding for materials, hall hire and transport costs to places of interest	£500.00	Conditional
Arts Group	Inverclyde Juvenile Pipe Band	Funding for a full pipe band kit of drums for beginners to practise which will assist in recruiting beginners	£3,000.00	Conditional
Arts Group	Inverclyde Music Festival Association	Support towards running costs of yearly event	£4,750.00	Conditional
Arts Group	Inverclyde Pipes and Drums	Assistance to purchase band jackets and waistcoats and the maintenance/ replacement of band equipment/chanter reeds	£3,000.00	Conditional
Arts Group	Inverclyde Youth Theatre	Assistance towards theatre/venue/rehearsal hire for shows	£2,000.00	Conditional
Arts Group	Kilmacolm Art Class	Funding for hire of premises for class meetings/exhibition and tutor support	£1,000.00	Conditional
Arts Group	Kilmacolm Heritage Centre Company	Educate and stimulate interest in the rich heritage of Kilmacolm. Preparation/ installation of interpretation panels and preparation of welcome pack for visitors	0	Application withdrawn
Arts Group	Renfrew Speakers Club	Support towards continuation of S3 Youth Speech Competitions	£635.00	Conditional

Category	Applicant	Details	Awarded	Comments
Arts Group	Stedfast Silver Band	Funding for teaching, music library & a cornet	£715.00	Conditional
Arts Group	Thistle Theatre Company	Funding to purchase equipment and materials for the construction of scenery	£2,000.00	Conditional
Bowling Club	Gourock Bowling Club	Support towards running costs	£2,000.00	
Bowling Club	Gourock Park Bowling Club	Assistance for improvements to building	£2,000.00	For running costs only. Conditional
Bowling Club	Grosvenor Bowling Club	Refurbishment of club buildings, landscaping and general running costs	£2,000.00	For running costs only
Bowling Club	Hillend Bowling Club	Running costs to keep green and bowl house in good condition	£1,500.00	
Bowling Club	Inverkip Bowling Club	Maintenance costs for green, clubhouse & outbuildings	£1,500.00	For running costs only
Bowling Club	Port Glasgow Bowling Club	New central heating system	Reject	
Bowling Club	Port Glasgow Bowling Club	General running costs for utility bills & winter maintenance of bowling green	£2,000.00	
Bowling Club	Port Glasgow Bowling Club	Replacement of flat roof at clubhouse and repair of hall ceiling	£4000.00	Conditional
Bowling Club	Rankin Park Bowling Club	Support for purchasing new bowls equipment for Renfrewshire Finals	£781.88	
Bowling Club	Rankin Park Bowling Club	Support towards running costs	£1,500.00	
Bowling Club	Victoria Bowling Club	Support towards running costs	£1,500.00	
Bowling Club	Wellington Park Bowling Club	Support towards running costs	£1,500.00	
Care Group	Enterprise Childcare	Assistance for let fees for our play and recreational services for Children & Young People with Autism who live in Inverclyde	£4,000.00	
Care Group	GRASP (Greenock Recovery Alcohol Support Project)	Looking to expand on services/activities and create a welcome pack for new members	£1,000.00	

Category	Applicant	Details	Awarded	Comments
Care Group	Inverclyde Family Contact Centre	Seeking assistance for improvements required to new premises in Jamaica St	£4,000.00	Conditional
Care Group	Inverclyde Globetrotters	Assistance to keep World Walking website/group going	£750.00	
Care Group	Inverclyde Voluntary Council of Social Service	Grant would be to contribute towards our vehicle running costs/vehicle replacement programme.	£25,000.00	
Community Group	Auchmountain Glen Project	Assistance with utility costs to remain in Aberfoyle Tenants Hall	£1,000.00	
Community Group	Broomhill Tenants and Residents Association	Summer day trip for families and annual Christmas meal for local pensioners	£1,500.00	Conditional
Community Group	Caddlehill Allotment Gardens	Wish to partner with Inverclyde Dementia Resource Centre to improve infrastructure and create pathways/sensory garden/seating area.	£4,000.00	
Community Group	Cowdenknowes Residents Association	Support with admin costs, hall hire and general admin expenses	£380.00	Conditional
Community Group	Gibshill Community Centre (SCIO)	activity programmes for under 8 years and also plan programme for 8-12 years	0	Reject
Community Group	Gourock Garden Party Committee	To enable organisation to provide an event which is a day out and benefits local organisations	£4,750.00	
Community Group	Greenock Cut Conservation Volunteers	Wish to replace large section of trail with new decking boards to improve safety and reduce maintenance	6,500.00	
Community Group	Inverclyde Across To Lourdes Group	Support towards rental of shop for 6 weeks which is main income for the charity	£900.00	
Community Group	Inverclyde Men's Shed	Group has been offered space at Belville Community Gardens. Keen to progress with this to keep members interest. Support required with running costs.	£1,000.00	

Category	Applicant	Details	Awarded	Comments
Community Group	Inverclyde's A Team	Seeking funding to take children/parents and siblings on day trips	£1,500.00	
Community Group	Inverkip community hub Initiative	Support for a youth drop in initially for 1 st - 3 rd year age group – new equipment/resources	£2,000.00	
Community Group	Kilmacolm Old Kirk (Woodland Project)	Main activity of voluntary group is to create a Woodland Pathway project. Detailed plans have been produced. Funding for the creation of robust pathways and erection of information cairns	£6,500.00	
Community Group	Larkfield Braeside Branchton Community Council	Seeking funding for the Gala Day	£2,000.00	
Community Group	Larkfield Braeside Branchton Community Council	Funding for Christmas lunch for local pensioners	£1,000.00	
Community Group	Larkfield Community Hall	Funding for new door, furniture and bouncy castle	£2,000.00	Conditional
Community Group	North Ayrshire Beekeepers Association (Inverclyde Buzz)	Funding to establish a biodiversity and wildflower garden on the site of the old Hector McNeil swimming baths	£1,000.00	
Community Group	The Ramblers Association Scotland, Inverclyde Group	Funding to subsidise coach trips for further afield destinations and purchase GPS unit.	£750.00	
Community Group	Wemyss Bay Community Association	Support towards staff for youth club and breakfast/ afterschool club and also towards running costs	£2,000.00	Conditional
Community Group	Youth Connections	To work alongside CLD and create a cooking programme/ cooking classes and also arrange a sports programme	£2,000.00	
National/ Regional Group	Arthritis Care Greenock & District	Funding towards summer outings, use of facilities at Fitzgerald Centre, xmas panto/dinner and activities	£1,000.00	

Category	Applicant	Details	Awarded	Comments
National/ Regional Group	Inverclyde Enable	Funding for transport to get to and from club safely	£1,500.00	Conditional
National/ Regional Group	Inverclyde Enable	Help with hall hire funding	£2,386.00	
National/ Regional Group	Parkinson's Inverclyde Support Group	Support for transport, hall hire and administration costs	£810.00	
National/ Regional Group	The Macular Disease Society - Inverclyde Group	Support for transport to and from monthly meetings	£500.00	
National/ Regional Group	Victim Support Scotland	Support to assist with general overheads	£4,750.00	Conditional
Older People	Silverline Dancers	Support towards hall hire	£500.00	
Older People	The Tuesday Club	Funding for outings	£1,000.00	
Pre-School Group	Duchal Nursery School	Support for fungal treatment of walls outside of purpose built nursery	£500.00	
Pre-School Group	Kilmacolm Playgroup & Toddlers	Support for rent costs	£500.00	
Sports Group	Ardgowan Club	Support towards purchase of a defibrillator	£1,000.00	Conditional
Sports Group	Belleaire Football Club	Grant would allow org to focus on encouraging young men to get involved with club	£0	Reject
Sports Group	Clyde Netball Club	Funding towards kit and bibs	£1,000.00	
Sports Group	Flex UK Studios	Fairly new club which is expanding well. Help with more suitable and safety equipment	£1,000.00	
Sports Group	Greenock & District Angling Club	Support towards running cost and maintenance of building	£500.00	
Sports Group	Greenock Juniors Football Club	Support to continue to provide training and matches weekly	£4,560.00	
Sports Group	Greenock Morton Hockey Club	Funding for additional coach time so we can work more with secondary schools to provide support to PE staff and create an inter-school league	£1,000.00	Conditional

Category	Applicant	Details	Awarded	Comments
Sports Group	Greenock Wanderers Rugby Football Club	Funding to replace flag pole and supporting stays	£0	Reject
Sports Group	Inverclyde Amateur Swimming Club	Funding towards annual club championship galas and associated awards for achievements	£2,000.00	
Sports Group	Inverclyde Amateur Swimming Club	Funding towards competitive training costs	£0	Reject
Sports Group	Inverclyde Athletic Club	Contribution towards running costs	£2,000.00	Conditional
Sports Group	Inverclyde Cricket Club	Extension of Growing Cricket in Inverclyde – develop the playing pathway from school to club	£1,500.00	
Sports Group	Newark Angling Club	Funding to subsidise anglers with limited resources	£500.00	
Sports Group	Ocean Youth Trust Scotland	Funding for groups of young people to go on 5 day voyage on training yacht off West Coast of Scotland	£2,750.00	Conditional
Sports Group	Paisley District Schools Football Association	Funding towards association transport costs, pitch hire etc	£500.00	Conditional
Sports Group	Port Glasgow Juniors	Help with costs of training & playing games at Parklea	£4,750.00	
Sports Group	Sport Inverclyde	Funding to offer grants to sports clubs and individuals for specific purposes where they meet strict criteria	0	Proposal of £2,000 made – subject to further report to committee
Uniformed Group	49F Greenock Squadron Air Training Corps	Support towards Military formal presentation and dinner	£500.00	Conditional
Uniformed Group	Greenock & District Sea Cadet Corps	Support towards running costs especially as boat station is being moved at Great Harbour impacting financially on the group	£3,000.00	Conditional
Uniformed Group	Greenock and District Scout Council	Core funding to support facilities, training and running costs	£4,750.00	
Uniformed Group	Inverclyde & District Battalion The Boys Brigade	Help with annual running costs	£4,750.00	Conditional

Category	Applicant	Details	Awarded	Comments
Uniformed Group	The Girls' Brigade in Scotland	Support towards purchase of equipment for training/events, craft materials and weekend camp	£2,000.00	
Voluntary Group	Colourful Kilmacolm	Purchase of plants, bulbs, etc for the community	£867.00	
Voluntary Group	Gourock Business Club	Support of operation of kiosk, mainly bills for telephone, electricity & repairs	£800.00	Conditional
Voluntary Group	Home Start Renfrewshire and Inverclyde	Help to cover administrative, recruitment and training costs	£1,000.00	Conditional
Voluntary Group	Inverclyde Naval Club	Help with hosting Armed Forces Day and Armistice Day	£2,000.00	
Voluntary Group	Lyle Gateway	Assistance towards upgrade of catering equipment to help with increase in numbers using the Service	£1,000.00	
Voluntary Group	Port Glasgow Voluntary Transport Group	To employ a PT staff member to help with admin work and holiday leave, to purchase protective jackets/footwear and wheelchair restraints.	£4,750.00	For running costs only. Conditional
Youth Group	Inverclyde DOFE (Duke of Edinburgh Award) Support Group	Assistance towards continuing with Gold Leadership Module, training gold participants	£4,750.00	

Total Awarded

£190,334.88

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/77/18/HS
Contact Officer:	Hugh Scott	Contact No:	01475 715450
Subject:	Under 19s Sports Grants 2018/19		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the grants to Under 19s Sport Groups approved by the Grants Sub-Committee on 27 June 2018.

2.0 SUMMARY

- 2.1 The budget for the Under 19s Sport Grant Fund for 2018/19 is £161,000.00.
- 2.2 To ensure no club previously in receipt of fee waivers had cash flow difficulties at the start of the financial year, interim payments have been made. Any award approved by the Sub-Committee will be net of this payment. Three clubs – Inverclyde Junior Badminton, Inverclyde Phoenix and Port Glasgow Golf Club - received the first interim payment in accordance with the 2017/ 2018 agreement. No further applications were received by these clubs for funding in 2018/2019.
- 2.3 Taking the above into account, the balance available for new one-off applications is £159,575.00.
- 2.4 At the Sub-Committee, awards were approved to the amount of £145,867.00, details of which are given in Appendix A.
- 2.5 Greenock Cricket Club submitted an application and were also in receipt of an interim payment. As their application was rejected at the Sub-Committee, the interim payment of £1,200 needs to be deducted from the balance.
- 2.6 A balance of £12,508.00 remains.
- 2.7 A number of awards granted are 'Conditional' and these will be followed up by a Council Officer prior to funding being released.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee notes the awards granted to a range of community sport groups

Ruth Binks
Corporate Director: Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 None required.

5.0 IMPLICATIONS

5.1 Finance – One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this report	Virement from	Other Comments
00474	Waivers	18/19	£148,492.00	n/a	n/a

Legal

5.2 None.

Human Resources

5.3 None.

Equalities

5.4 None required.

6.0 CONSULTATION

6.1 Liaison was undertaken with Finance Services to confirm the budget available for 2018/19.

7.0 BACKGROUND PAPERS

7.1 None

APPENDIX 1

Applicant	Details	Awarded	Comments
Ardgowan Football Development	Support towards hire costs of Wemyss Bay Astro turf for club development	£6,250.00	
Ardgowan Tennis Club	Seeking support towards fencing repairs and purchase of additional equipment.	£1,500.00	
Birkmyre Rugby Club	Support towards cost of hiring parks and Astro for the coming season	£2,750.00	
Broomhill Boys Club	Support towards pitch hire costs for training/match game and also towards new strips and training equipment	£5,700.00	Conditional
Clyde Cavalier Cadets	Funding towards basketball development programme for boys and girls	£4,000.00	Conditional
Clyde Netball Club	Support towards hall hire costs allowing club to keep membership fees to a minimum	£4,389.00	
East End United Boys Club	Support towards pitch hire costs for the season	£10,000.00	
Gourock Youth Athletic Club	Support towards training/pitch hire for all members	£7,000.00	Conditional
Greenock Cricket Club	Support towards solving draining on the playing surface	0	Reject
Greenock Glenpark Harriers	Support towards cost of hiring Ravenscraig Stadium and Notre Dame HS for junior training	£3,978.00	
Greenock Morton Community Trust	Funding towards facility hire for training purposes and coaching	£12,660.00	Conditional
Greenock Morton Hockey Club	Support to allow club to subsidise costs of pitch hire for junior club sessions	£3,120.00	Conditional
Greenock United Football Club	Support to cover cost of pitch hire	£7,500.00	
Greenock Wanderers RFC	Support towards the hire of 3G pitches and sports hall to allow youth rugby training to take place throughout the year. Support also for training for coaches	£6,750.00	
Inverclyde Amateur Swimming Club	Funding towards facility hire costs which are substantive part of club running costs	£14,000.00	

Applicant	Details	Awarded	Comments
Inverclyde Archers	Support towards sports hall provision	£1,450.00	
Inverclyde Athletic Club	Support towards hire of facilities for weekly training sessions	£12,000.00	
Inverclyde Cricket Club	Extension of Growing Cricket in Inverclyde – develop the playing pathway from school to club, expand the existing primary school programme, further develop the club junior coaching programme	£1,320.00	
Port Glasgow Bowling Club	Provision of portacabins for the use of junior members and visiting juniors to the club	£4,000.00	Conditional
Port Glasgow Boys Club	Support towards hire of facilities for weekly training sessions/games	£14,000.00	
Port Glasgow Juniors Community Sports Club	Support towards purchase of rain jackets to help young people train in all weather, replacement of footballs/equipment.	£9,500.00	Award for Boys/Girls Football and Netball teams
St Andrews Boys Club	Support towards hire of facilities for weekly training sessions/games	£14,000.00	

Total Awarded

£145,867.00

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director of Education, Communities & Organisational Development	Report No:	EDUCOM/84/2018/HS
Contact Officer:	Hugh Scott	Contact No:	715459
Subject:	Ward 7 Community Facilities Review		

1.0 PURPOSE

1.1 To inform the Education and Communities Committee of the outcome of the recent community consultation and engagement exercise on the long term future of all Ward 7 Community Facilities (Hubs) and make recommendations for the future operating model of these facilities.

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.

2.2 Amongst other closures, the review and subsequent report recommended the closure of both of Paton Street Community Hub, and Grieve Road Community Centre. The closure of Paton Street Community Hub would have resulted in a significant revenue saving. The Community Facilities saving proposal was included in the public budget consultation with only 39% of respondents in favour of the savings. In addition to this, a petition was received on 3 April 2018 asking for Paton Street Community Facility to be reopened.

2.3 Members will also 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 Paton Street.

2.4 At the meeting of the Education & Communities Committee on 8 May 2018, officers were remitted to carry out a full public engagement and consultation exercise around the 3 community facilities within Ward 7 to determine the communities' opinions and preferred options moving forward.

- Paton Street Community Hub
- Grieve Road Community Centre
- Fancy Farm Tenants Hall

2.5 Over the course of the Summer 2018, staff from Community Learning and Development's Outreach and Community Development service carried out a survey with local residents in Ward 7 using a range of engagement methods including door knocking, surveying outside local shops, attendance at events and using online surveys. In addition, the staff used social media, held two drop-in conversation café events and distributed surveys in shops. In total, over 500 people were engaged with return of 200 completed surveys. The results of that survey are attached as Appendix 1 to this report.

- 2.6 Feedback from the consultation indicated no enthusiasm in the community who remain somewhat disengaged from the process and there was a distinct lack of usage in any of the three facilities in the ward from those who took part in the consultation (Paton Street was used by 25.25% of respondents, Grieve Road by 19.6% and Fancy Farm by just 6%).
- 2.7 In addition, the community were asked if they would be willing to be part of any management committee and/or to undertake any volunteering roles within any of the centres. Despite the majority of respondents (77.9%) saying no, 40 members of the community who completed the survey (22.1%) specified they would be interested in volunteering their time to support the development of the centres.
- 2.8 The main reason for the consultation and engagement exercise was to determine the preferred location from the community in relation to the three centres that currently exist. The survey asked the community to rank their preferences in order with the table below shows that indicated that 60.6% of those polled Grieve Road was their first preference with 33.3% preferring Paton Street.

	Preferences		
	1 st	2 nd	3 rd
Grieve Road	60.6	35	4.2
Paton Street	33.3	27.3	39.3
Fancy Farm	23.3	27.3	49.3

- 2.9 The survey results indicate a strong preference for the existing provision at Grieve Road to be maintained, with limited support in maintaining the provision at Fancy Farm. Paton Street had a loyalty from previous users who were keen to maintain their centre but not in the numbers anticipated.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee :

- Notes the content of this report;
- Agrees with the recommendation to close Paton Street and Fancy Farm Community Facilities
- Agrees with the recommendation to invest in creating parking capacity at Grieve Road Community Centre
- Notes the initial discussions with Oak Tree Housing Association regarding a potential future asset transfer of the Paton Street facility;
- Remits the report to the Policy & Resources Committee to approve the one off investment based on the recommendations above.

Grant McGovern
Head of Inclusive Education, Culture and Communities

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 The previous review recommended the closure of some community centres in Ward 7 as detailed in paragraph 4.1 above. Paton Street Community Hub has remained closed following a fire in December 2016 pending a decision on the overall savings proposal.
- 4.3 The decision was taken in the March 2018 budget not to progress with the proposal at that time. It remains possible however that further savings may need to be considered from the overall community estate in 2019-20. This report focuses solely on the three centres mentioned in paragraph 4.2 above. Officers were asked to carry out a survey of the local community to determine the views of residents in relation to the three centres.

5.0 PATON STREET COMMUNITY HUB

- 5.1 The evidence of the budget consultation exercise taken together with the petition handed to Councillors on 4 April 2018 indicated a strong community support for the reopening of Paton Street Community Hub. However, following the most recent consultation with residents in Ward 7, there appears to be little interest in reopening the facility at Paton Street and, as noted in Section 8.0 of this report, the costs to repair the facility are significant.
- 5.2 Following the fire in 2016, the building was surveyed for fire damage and this recommended that a balance of reserve of £25K was placed to address the works required to reinstate the building. A dilapidation report was also carried out through Legal and Property Services in March 2017 which estimated the reinstatement costs at approximately £32K and this has been confirmed via a further external survey commissioned in April 2018. It should be noted however that although the insurance fund would cover the initial fire damage reinstatement costs, there is a possibility of further deterioration in the intervening period which would have to be funded from either the Central Repairs Allocation (CRA) or the Core Property Capital Allocation monitored through the Environment & Regeneration Capital Programme, neither of which has a financial allocation for this proposal at present. It is anticipated that the insurance loss adjuster would require to visit the property to re-assess the current position.
- 5.3 Of greater concern than the reinstatement of the fire damage is the overall condition of the building. Legal and Property Services commissioned a condition survey of the property in April 2018 following the budget decision. The survey gave an overall assessment of the building condition as poor. The works to reinstate the fire damage aside, the report estimates medium and long term work required at the property at approximately £414K split at £264K in years 1-5 and a further £150K in the subsequent ten year period.
- 5.4 Of the first five years spend, the Surveyors estimate a need for £102K spend in year 1. Approximately £32K of this will cover the fire damage reinstatement for which there is notionally £25K available (subject to further dialogue with the Insurance section and loss adjuster). Therefore the net requirement from other budgets is likely to be in the region of £70-£77K.
- 5.5 With the additional housing stock allocated to the upper Bow Farm area in 2019/20, initial discussions have taken place with Oak Tree Housing Association about a potential asset transfer of the Paton Street facility as a community asset. The Oak Tree Housing Association are in early discussions with a 3rd party to apply for grants to carry out a feasibility study. This facility would be based on the Branchton/Craigend model with no recurring costs required from Inverclyde Council.
- 5.6 If the closure of Paton Street was approved, consideration would have to be given to the demolition of the facility which would require additional funding of approximately £25k

6.0 GRIEVE ROAD COMMUNITY CENTRE

- 6.1 As previously mentioned, a number of lets from Paton Street Community Hub were relocated to Grieve Road Community Centre following the fire. Grieve Road Community Centre is a smaller building than Paton Street and continuing with this arrangement and it will therefore it may be a challenge to replicate all of the services which could be delivered at Paton Street. If Grieve Road were to be used in preference to Paton Street, the staffing costs would be significantly lower. There would therefore be scope for either revenue saving of the order of approximately £50K per annum or the potential to use some of this revenue saving to provide an operating budget for the hub.
- 6.2 A condition survey was carried out of Grieve Road Community Centre in 2016 which gave an overall assessment of the condition of the property as satisfactory. At that time, estimates of medium and long term work required at the property came in at approximately £88K split at £28K in years 1-5 and a further £60K in years 6-15.
- 6.3 The Grieve Road facility has a lack of parking. Estimates from Property Services put a projected cost on the provision of parking at £75K.
- 6.4 The consultation results indicate a strong preference for the existing provision at Grieve Road to be maintained and with limited interest in maintaining the provision at Fancy Farm. Paton Street had a loyalty from previous users who were keen to maintain their centre but not in the numbers anticipated.

7.0 FANCY FARM TENANTS' HALL

- 7.1 A condition survey was carried out of Fancy Farm in 2016 which gave an overall assessment of the condition of the property as poor. At that time, estimates of medium and long term would be possibly more expenditure to repair than assumed.
- 7.2 The results of the community engagement process and follow up survey indicate that only 6% of residents who completed the survey have utilised the building in the past six years and this has been identified as one solo group (May Hughes School of Dance). Furthermore, the community have strongly indicated that they would prefer to maintain the facilities at Grieve Road and Paton Street over the building at Fancy Farm with Fancy Farm Hall coming in last in the public consultation.
- 7.3 The sole group who currently utilise the Fancy Farm Hall (May Hughes School of Dance) would require to be relocated to another community facility or school. Additional grants could be required as it has been identified that the group have not paid any let fees over a number of years as they were taking responsibility for the running costs of the utilities.
- 7.4 If the closure of Fancy Farm Tenants' Hall was approved, consideration would have to be given to the demolition of the facility which would require additional funding of approximately £25k.

8.0 A summary of the financial implications of the options can be seen in the following table:

Costs	Option 1 - Retain Paton Street Only £000's	Option 2 - Retain Grieve Road only £000's	Comments
Capital Costs			
1-5 Year Investment	246	28	
Fire Damage Insurance	32	0	
Receipt	-25	0	
Car Parking	0	75	
Demolitions x 2	50	50	Assumes Oak Tree do not take on Paton Street
Total One - Off Costs	303	153	Recommended to be met from Reserves subject to P & R approval
Recurring Costs	£000's	£000's	
Employee Costs	51	51	1.5 FTE Staff
Property Costs	9	6	
Existing Budget	-66	-66	
Saving	-6	-9	

Notes

1. No allowance for Potential receipts factored in.

IMPLICATIONS

Finance

8.1 Financial Implications:

Recommended Option – Grieve Road Community Centre

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
Total One Off Costs		2019/20	153		All Capital Costs as per report

Annually Recurring Costs (Saving)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
02272 Community Hubs		2019/20	(9)		

Legal

- 8.2 Proposals for the closure of community facilities will require changes in the lease, licence to occupy and funding agreement with Inverclyde Leisure and some self-managed committees.

A couple of the properties earmarked for closure were used as polling stations at the last election. Closure will require alternative sites to be identified.

Human Resources

- 8.3 There will be a transfer of 1.5FTE posts from Paton St to Grieve Road to reflect to increased useage of this facility.

Equalities

- 8.4 Has an Equality Impact Assessment been carried out?

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

- 8.5 None.

9.0 CONSULTATIONS

- 9.1 The Corporate Management Team has been consulted on this report and has agreed with the recommendation within the committee report.

10.0 BACKGROUND PAPERS

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

Public Consultation on Ward 7 Facilities
Survey results
May – July 2018

Introduction

The Community Learning and Development Service were requested to conduct a Community Engagement exercise on Ward 7 facilities. This covered the whole Greenock South and South West area –Grieve Road, Fancy Farm, upper and lower Bow Farm, Gateside Gardens, Rankin Rise, Mallard Crescent, Lyle Hill and Pennyfern.

The purpose was to assess interest in, and future usage of, the three current facilities – Paton Street Community Centre, Grieve Road Tenants Hall and Fancy Farm Tenants Hall.

Staff feedback indicates that more than 500 people were engaged with 200 people completed the survey in a mix of door knocking (77), surveying outside local shops (25), at events (21) and online (77). Interest in completing this survey was less than anticipated and the original deadline of 30/06/18 was pushed out to 21/07/18 to give people more time to respond. Social media was utilised, shops had copies of surveys and local activists were involved to raise awareness. Two drop in Conversation Café events also took place, with limited interest. Three attended one event, with just one person at the second. This was despite advertising and word of mouth. It would be fair to conclude that the majority of the community were somewhat disengaged in the process and that there was no great interest in commenting on the future use of any of the three centres.

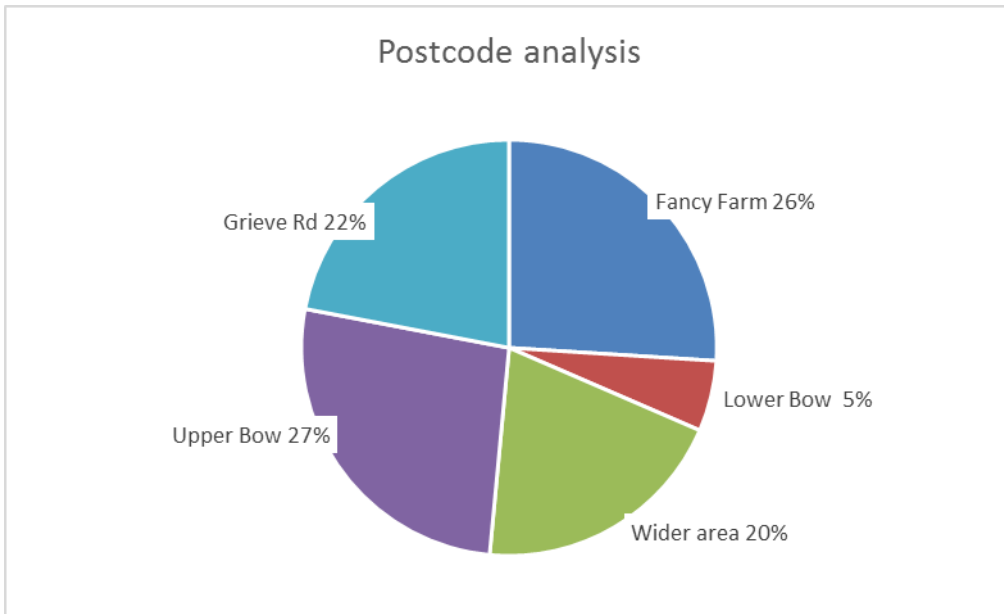
The survey was an online Survey Monkey with more than 250 paper versions being distributed to local venues and through doors with nine CLD staff knocking doors extensively throughout the whole area. It should be noted, given recent community interest, we specifically knocked more doors in the Bow Farm area than elsewhere to assess interest and give local residents an opportunity to have their say. Feedback from this area was very mixed.

Overall, the majority we spoke to had never used the centres or had any intention of doing so in the future.

The results are as follows.

Q1. Whilst we engaged with significantly more than 200 local people we only recorded those who had an active interest in feeding back on the use of the centres. We undertook a postcode analysis of responses to ensure even spread across the area, this was reviewed weekly to direct staff to target areas.

There were 52 recorded responses from the wider Fancy Farm area (26%), 44 from upper Grieve Rd area (22%), 53 from Upper Bow Farm area (27%), 11 from the Lower Bow area (5.5%) and 40 from the wider South West area including Pennyfern (20%)

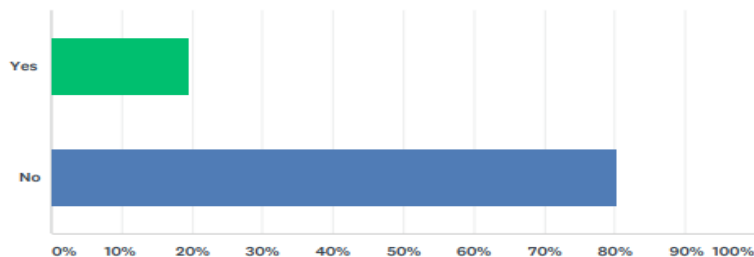


Q2 – Q4. This showed a distinct lack of usage in any of the three facilities. Paton Street had been used by around 25.25% of respondents. When door knocking the Upper Bow Farm area we found many in the surrounding area had never used the Centre, some chose to use Branchton and other centres instead. However, when door knocking in Grieve Rd and Fancy Farm we found former users of Paton Street Centre demonstrating that despite people liking the idea of a centre close to them they was a willingness to travel for things of interest or relevance.

Greenock South West - Community Hubs

Q3 Grieve Rd Tenants Hall is located on Grieve Rd. Have you used this building in the past 3 years?

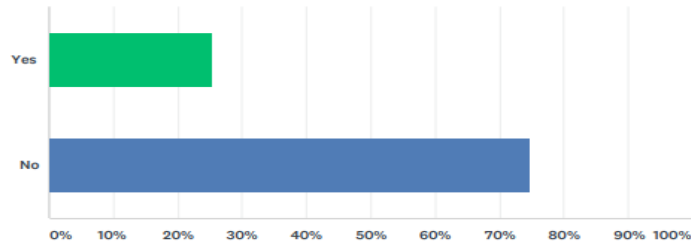
Answered: 198 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	19.70%	39
No	80.30%	159
TOTAL		198

Q4 Paton Street Community Centre is located within upper Bow Farm. Have you used this building in the past 3 years?

Answered: 198 Skipped: 2



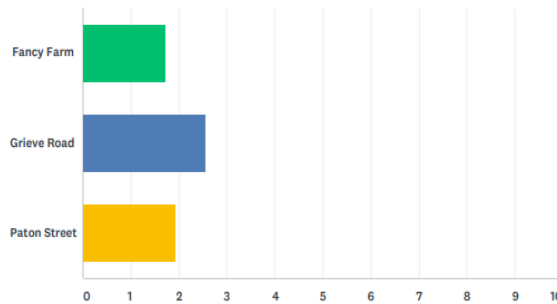
ANSWER CHOICES	RESPONSES	
Yes	25.25%	50
No	74.75%	148
TOTAL		198

Q5 Grieve Road came out with 60.61% as a first preference with 35% as second preference too. Only 4.24% had it as a third preference.

Paton Street had 33.33% first preferences with 27.33% as a second preference, 39.33% as third. Fancy Farm had less support with 23.33% as a first preference, 27.33% as second and 49.33% as a third preference.

Q5 What would be your preferred choice of venue for the Greenock South West area. Please rank in order of preference.

Answered: 187 Skipped: 13



	1	2	3	TOTAL	SCORE
Fancy Farm	23.33% 35	27.33% 41	49.33% 74	150	1.74
Grieve Road	60.61% 100	35.15% 58	4.24% 7	165	2.56
Paton Street	33.33% 50	27.33% 41	39.33% 59	150	1.94

Q6. The answers to this question, unsurprisingly tended to be based on locality – the centre was nearest them or their family. However in Grieve Road’s case it was in the middle of the area, accessible to public transport and had best facilities and or potential for future development.

‘Middle of scheme, handy for buses and walkable.’

‘Good building, has potential.’

‘Good park and land and easy to get to for most people locally.’

‘Not really interested in any but possibly Grieve Rd as middle of area, best space.’

There were people from all three areas supporting this as best option for whole area. A number commented on it having potential to be another Branchton type facility.

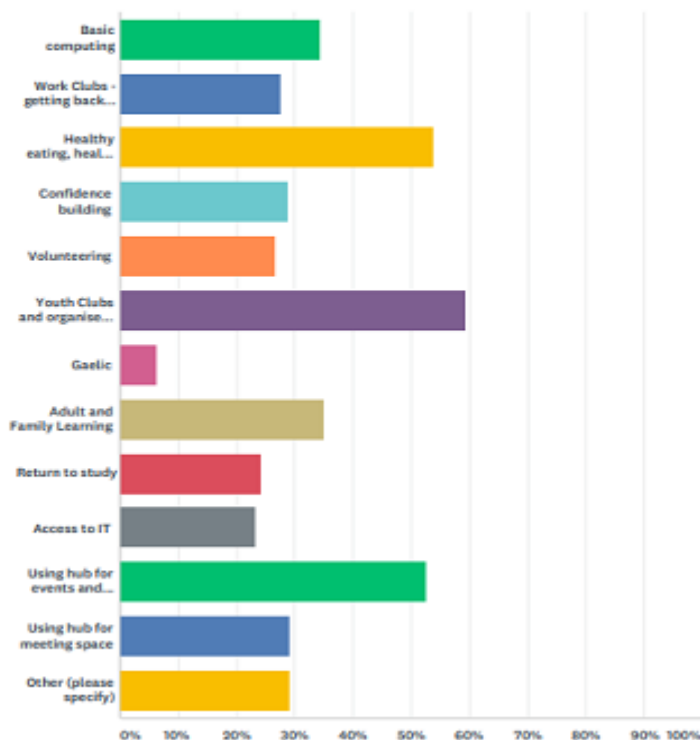
LOCAL Modern Park Attended Nearest Branchton Central Nearer
 Grieve Road Middle of Area Live Distance Closer Access
 Paton Grieve rd HOUSE Dancing Fancy Farm
 Good Facilities Centre YOUNG People Location Bigger Closest Place
 CLOSE to Home

Q7 Focussed on what people would like to see provided in any of the centres and Youth Clubs were by far the biggest interest, even amongst older people who wanted somewhere for the young people to 'get off of the streets', 'keep them busy' or just to give young people a safe place to be themselves and meet with friends. This will be feedback to Youth Work colleagues as there is a clear need for activities within the GSW area.

Healthy eating, keep fit, yoga and sports activities (keep fit and yoga classes primarily) was the next biggest category with places for parties and events next.

Q7 As part of this consultation, can you tell us what learning opportunities and activities might interest you or your family? Please tick all that apply.

Answered: 177 Skipped: 23



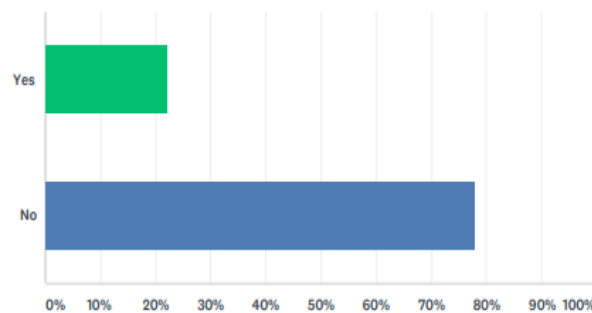
ANSWER CHOICES	RESPONSES
Basic computing	34.46% 61
Work Clubs - getting back into work	27.68% 49
Healthy eating, healthy living	53.67% 95
Confidence building	28.81% 51
Volunteering	26.55% 47
Youth Clubs and organised activities	59.32% 105
Gaelic	6.21% 11

Adult and Family Learning	35.03%	62
Return to study	24.29%	43
Access to IT	23.16%	41
Using hub for events and parties	52.54%	93
Using hub for meeting space	29.38%	52
Other (please specify)	29.38%	52
Total Respondents: 177		

Q8. This tested people's interest in being part of a management committee, volunteering in their centre or helping to organise events. 77.9% were not interested in volunteering their time, whoever 22.1% show a keen interested in volunteering within the community hub or attend the management committee at some stage, this included people who had previously been active in committees in the past. It should be noted, there would be significant work to do to build any viable management committee that would take forward community management, asset transfer or funding bids in any of these three options.

Q8 Would you be interested in volunteering your time, skills and energies to support a new centre? This might for example be organising activities, being part of a management committee, volunteering to support events, helping with the day to day running. If you would like to be more active in your community this could be your chance to make a difference.

Answered: 181 Skipped: 19



ANSWER CHOICES	RESPONSES	
Yes	22.10%	40
No	77.90%	141
TOTAL		181

Sample responses

Area needs some where for young and old to become better community

5/31/2018 8:19 PM

[View respondent's answers](#) [Add Tags](#) ▼

Would be good if griev rd centre could be up and running for community to use for learning courses.i took advantage and used paton st for this.also for a youth club.its an area with lots of children but nothing in area for them to do.thanks

5/31/2018 8:08 PM

[View respondent's answers](#) [Add Tags](#) ▼

Keep fit classes in west end

5/31/2018 6:06 PM

[View respondent's answers](#) [Add Tags](#) ▼

paton street was a well used centre and the locals of the area are missing out on having the use of it including the kids that need somewere to spend their time and elderly who go to have some company that they dont get at home and its very sad to see it closed down!

5/31/2018 4:55 PM

[View respondent's answers](#) [Add Tags](#) ▼

Community facilities need maintained

5/31/2018 10:04 AM

[View respondent's answers](#) [Add Tags](#) ▼

MORE ACTIVITIES FOR YOUNG PEOPLE

6/13/2018 11:17 AM

[View respondent's answers](#) [Add Tags](#) ▼

ALTHOUGH I AM OLDER I WOULD LIKE TO SEE YOUNG PEOPLE BEING ABLE TO USE CENTRE

6/13/2018 11:15 AM

[View respondent's answers](#) [Add Tags](#) ▼

WOULD WELCOME ANY FLYERS THROUGH DOOR WITH INFO

6/13/2018 10:47 AM

[View respondent's answers](#) [Add Tags](#) ▼

I work full time in education I am keen to help out and support our local community and our kids however this would need to fit around work. I am a term time worker.

6/9/2018 9:00 AM

[View respondent's answers](#) [Add Tags](#) ▼

Please make griev road community hall have more life, activities, and events that benefits the whole area

In summary, Paton Street had a loyalty from many previous users and they were naturally keen to protect their centre but not in the numbers we anticipated. When surveyed, most residents opted for the current and potential development opportunities for the facility at Grieve Road, with its adjacent land, play facilities and options for expansion. Staff were careful not to lead conversations or suggest options. This had the support of the majority of residents in the Greenock South and South West area who completed the survey.

Community Learning and Development - 30th July 2018

Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Head of Inclusive Education, Culture and Communities	Report No:	EDUCOM/82/18/AW/RB
Contact Officer:	Alana Ward, Service Manager - Culture	Contact No:	01475 712347
Subject:	Installation of a Memorial Window in the McLean Museum & Art Gallery		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek Committee approval for the installation of a commemorative stained glass window in the McLean Museum & Art Gallery to recognise Inverclyde's involvement and sacrifice in the Dardanelles Campaign of WW1.

2.0 SUMMARY

- 2.1 A large number of local men lost their lives during the Gallipoli Campaign of WW1. The Greenock Dardanelles Memorial Fund was set up to raise funds to commission a stained glass memorial window to commemorate this great sacrifice. It is intended that the window will be installed in the McLean Museum & Art Gallery as a permanent memorial to local efforts during the campaign.
- 2.2 All costs for the design, construction, and installation of the window will be borne by the Greenock Dardanelles Memorial Fund.

3.0 RECOMMENDATIONS

- 3.1 That the Committee agrees to the proposed installation of the commemorative stained glass window in the McLean Museum & Art Gallery.
- 3.2 That the Committee refers the proposal for approval to Inverclyde Council as Trustees of the Watt Institution.

4.0 BACKGROUND

- 4.1 During research for the centenary of WW1, the vast impact of the Dardanelles Campaign on the community of Inverclyde was identified. The local territorial battalion, the 5th Argyll and Sutherland Highlanders, served on all three fronts: Gallipoli, Sinai and the Western Front, led by Colonel Duncan Darroch, a regular from Gourock. One thousand men left to fight and fewer than four hundred returned.
- 4.2 The Greenock Dardanelles Memorial Fund was set up to raise funds for a permanent memorial to the townsfolk of Greenock, Gourock, Port Glasgow and the surrounding districts for the efforts and sacrifices made during the Dardanelles Campaign of WW1, by both combatants and non-combatants alike.
- 4.3 The Memorial Fund raised the requisite funding to allow a stained glass window to be designed and constructed by local stained glass artist Alec Galloway. The design of the window will show the SS River Clyde on Gallipoli, surrounded by the crests of Greenock, Gourock and Port Glasgow. The window will be installed in the Kelly Street façade of the Museum, on the first floor.
- 4.4 Listed building consent has been granted for the window. The Conservation Architect is confirming with Historic Environment Scotland (as part-funders of the refurbishment project) but sees no issue. The contractor has agreed to allow the artist access to the building to fit the installation. The window is still under construction but the artist has confirmed that it will be ready soon. Final approval is awaited from the Dardanelles Memorial Fund to allow the artist to complete. This should allow the work to be in place for 11 November 2018, the centenary of the end of WW1.

5.0 PROPOSALS

- 5.1 It is proposed that the stained glass window will be installed in the McLean Museum & Art Gallery during the current building contract.

6.0 IMPLICATIONS

6.1 Finance

There are no financial implications. The cost of the window's design, construction, and installation will be borne by the Greenock Dardanelles Memorial Fund.

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 Listed Building Consent for the installation of the window has been obtained from Inverclyde Council.

The Head of Legal and Property Services comments that, as the Watt Institution is held and administered by the Council as Trustees, any recommendation of this Committee will require to be referred to the Trustees of the Watt Institution for approval.

Human Resources

- 6.3 There are no Human Resources implications.

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 implications.

7.0 LIST OF BACKGROUND PAPERS

- 7.1 None.

Report To:	Education and Communities Committee	Date: 4 September 2018
Report By:	Ruth Binks Corporate Director Education, Communities and Operational Development	Report No: EDUCOM/87/2018/GMcG
Contact Officer:	Grant McGovern Head of Inclusive Education, Culture and Communities	Contact No: 01475 712828
Subject:	Inverclyde PREVENT Strategy and Guidance – Update	

1.0 PURPOSE

1.1 The purpose of this report is to update the Committee on additional information to be included in the attached report, Inverclyde PREVENT Strategy and Guidance, remitted from the Policy and Resources Committee on 22 May 2018.

1.2 To inform Committee on the feasibility of 3rd Sector partner organisation being supported to access e-learning training resources as outlined in Recommendation 3.2 in the attached report presented to the Policy and Resources Committee (SW/31/2018/SMcA) on 22 May 2018.

2.0 SUMMARY

2.1 On 22 May 2018 the attached report, Inverclyde PREVENT Strategy and Guidance, was submitted to the Policy and Resources Committee including the recommendations that members both adopt the guidelines as outlined and agree that access to training workshops and the availability of on-line resources is communicated to Inverclyde employees.

2.2 It was noted by members that while the PREVENT e-learning package would be available on ICON for all new and existing local authority staff, there was no provision in these arrangements for colleagues employed by 3rd Sector partner organisations to access the training resources.

2.3 The Committee subsequently requested that the feasibility of enabling access to 3rd Sector organisation should be considered and the outcome remitted to the Education and Communities Committee.

2.4 Subsequently, Hugh Scott, CLD Service Manager, and Andy Campbell, Team Lead Child Protection and Children's Services, met with 3rd sector partners and volunteers engaged with vulnerable groups delivering council services to consider opportunities to enable the PREVENT duty to be covered in a proportionate and accessible way.

2.5 To enable this, two members of the CLD team will deliver WRAP training to colleagues in targeted 3rd sector organisations and community groups engaging with vulnerable people. This training will be delivered through one of the agreed proportionate pathways describe in this report.

3.0	RECOMMENDATIONS	
3.1	That Committee notes that access to the PREVENT e-learning training resources for 3 rd Sector colleagues is a feasible proposal.	
3.2	That the attached PREVENT Strategy and Guidelines are amended to take account of the proportionate training proposals to support 3 rd Sector workers and volunteers working with vulnerable people.	
3.3	That two members of the CLD Team are trained to deliver the e-learning training resource to identified 3 rd Sector workers and volunteers as required.	
	Grant McGovern	
	Head of Inclusive Education, Culture and Communities	

4.0	BACKGROUND	
4.1	<p>Revised PREVENT Duty guidance for Scotland specifies that section 26 of the Counter Terrorism Act 2015 (the Act) places a duty on the local authority to have, in exercise of their functions “due regard to the need to prevent people from being drawn into terrorism”.</p> <p>PREVENT is one of four workstreams of the overall UK counter terrorism strategy, CONTEST. Each of the workstreams comprises the following key objectives:</p> <ul style="list-style-type: none"> • Pursue: to stop terrorist attacks; • Prevent: to stop people becoming terrorists or supporting terrorism; • Protect: to strengthen our protection against a terrorist attack; and • Prepare: to mitigate the impact of a terrorist attack. 	
4.2	<p>On 22 May 2018 the attached report, Inverclyde PREVENT Strategy and Guidance, was submitted to the Policy and Resources Committee. The report included the recommendations that members both adopt the guidelines as outlined in the appendix to the report and the options of workshop and on-line training resources is communicated to Inverclyde employees.</p>	
4.3	<p>It was noted by Committee members that while the PREVENT e-learning package would be available on ICON for all new and existing local authority staff, there was no provision in these arrangements for colleagues employed by 3rd Sector partner organisations to access the training resources.</p>	
4.4	<p>Subsequently, Hugh Scott, CLD Service Manager, and Andy Campbell, Team Lead Child Protection and Children’s Services, met with 3rd sector partners and volunteers engaged with vulnerable groups delivering council services to consider opportunities to enable the PREVENT duty to be covered in a proportionate and accessible way.</p>	
4.5	<p>Proportionate Training Model</p> <p>To deliver training in a proportionate way with 3rd sector partners and volunteers, two members of the CLD team will be trained as WRAP trainers to deliver Inverclyde’s PREVENT to 3rd sector voluntary and community organisations. That training will be delivered through one of the agreed proportionate pathways describe below:</p> <ol style="list-style-type: none"> 1. With most 3rd sector partner staff and volunteers it will be sufficient to simply raise awareness of PREVENT through a general communication of our guidance and referral pathway. This might be done by a manager at a staff team meeting or by email or print out. 2. Some 3rd sector partners may wish to provide staff with the e-learning package, supported by the Scottish government and UK government. The package is called, <i>Introduction to PREVENT E-learning package</i>, and is available to all on the internet by typing that title. 3. Some 3rd sector workers and volunteers delivering council services to citizens will be invited to access WRAP classroom based training as the sessions are advertised, through multi agency training programmes such as those offered by the child and adult protection committees. 	
5.0	IMPLICATIONS	
5.1	<p>Financial Implications:</p> <p>There are no new financial implications, with costs being met from within existing resources.</p> <p>One off Costs</p>	

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

Financial Implications - Annually Recurring Costs/ (Savings)

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

5.2 Human Resources:

Corporate Communications and HR Services would be valuable in supporting the roll out of this strategy and to assist in circulation of the PREVENT policy and training opportunities to all employees. Capacity is available within the CLD team to support the delivery of training to 3rd Sector colleagues.

5.3 Legal:

Section 26 of the Counter-Terrorism and Security Act places a duty on the local authority to have due regard to the need to prevent people from being drawn into terrorism. The Act provides statutory obligations on the Council. The Head of Legal and Property has been consulted in this regard. Any legal implications will necessarily make up part of training and policy rolled out.

5.4 Equalities:

An Equality Impact Assessment (EQIA) has been completed and is one of the background papers.

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.	

5.5 Repopulation:

There are no implications for repopulation

6.0 CONSULTATIONS

6.1 Consultation has been undertaken with the following partners:

- Police Scotland (PREVENT delivery unit and local Counter terrorism liaison officers)
- Head of Safer and Inclusive Communities (CRMT Chair and K division CONTEST rep)
- Head of Children, Families and Criminal Justice Service (Prevent SPOC)
- Head of Legal and Property Service
- Head of Education inclusion service

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Scottish government Connected Communities – Safeguarding & Vulnerability Team• Inverclyde Adult and child protection WRAP trainers• West Region Prevent group• Glasgow and Ayr local authority PREVENT leads | |
|--|---|--|

Report To: Policy & Resources Committee

Date: 22 May 2018

Report By: Louise Long
Corporate Director (Chief Officer)
Inverclyde Health and Social Care
Partnership (HSCP)

Report No: SW/31/2018/SMcA

Contact Officer: Sharon McAlees
Head of Service

Contact No: 715282

Subject: Inverclyde PREVENT Strategy and Guidance

1.0 PURPOSE

1.1 The purpose of this report is to recommend the adoption of the Inverclyde PREVENT strategy and guidance which can be found in the appendix.

2.0 SUMMARY

2.1 The Counter-Terrorism and Security Act 2015 placed a duty on a number of specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

2.2 The authorities identified in government guidance, issued under the Act, as having a role in protecting vulnerable people include the;

- Local authority (including all LA schools)
- NHS
- Independent and Grant aided schools
- Further and Higher education establishments
- Prisons
- Police

2.3 The priorities for PREVENT detailed in the attached guidance are:

- Staff training and awareness of PREVENT duty.
- To communicate to staff the pathway to raising a concern - notice, check and share.
- To ensure a balanced and proportionate approach to PREVENT recognising its fit with the day to day work to protect vulnerable children and adults in Inverclyde
- Delivery of PREVENT through multi-agency partnership overseen by a clear structure of governance.

2.4 Inverclyde is part of the national PREVENT Peer Support Network. This network delivers sector led improvement which includes a Peer review of the PREVENT arrangements in each local authority. Inverclyde will not be reviewed before October 2018.

3.0 RECOMMENDATIONS

3.1 That the attached PREVENT strategy and guidance are adopted and communicated to all new and existing staff.

3.2 That the following PREVENT staff training approach is communicated to all staff and partner agencies;

- ***Introduction to PREVENT e learning package***, available on icon from March 26 2018, is made available to all new and existing local authority staff.
- WRAP (Workshop to Raise Awareness of Prevent) one hour workshop is targeted for frontline managers and staff, including, social services, criminal justice, education, health staff and local communities.

4.0 BACKGROUND

4.1 Revised PREVENT Duty guidance for Scotland specifies that section 26 of the Counter Terrorism Act 2015 (the Act) places a duty on the local authority to have, in exercise of their functions,

Due regard to the need to prevent people from being drawn into terrorism

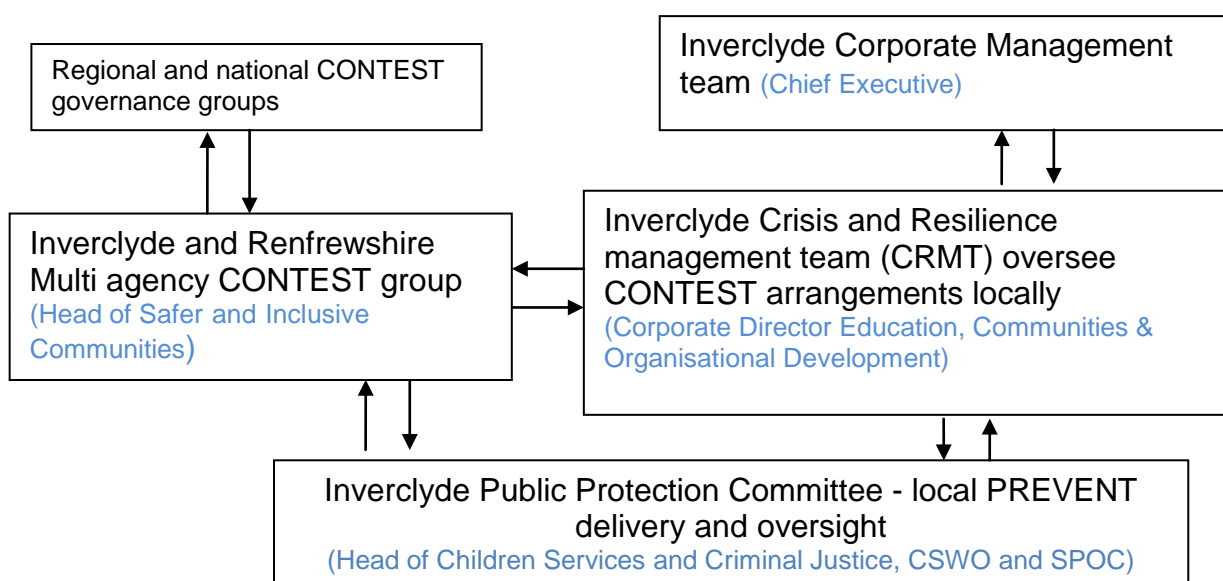
4.2 The duty does not confer new functions on the local authority. It asks that a proportionate amount of weight be placed on the need to prevent people being drawn into terrorism when carrying out support of vulnerable adults and children receiving services from the bodies listed here:

- Local authority (including all LA schools)
- NHS
- Independent and grant aided schools
- Further and Higher education establishments
- Prisons
- Police

4.3 PREVENT is one of four workstreams of the overall UK counter terrorism strategy, CONTEST. Each of the workstreams comprises the following key objectives:

- *Pursue*: to stop terrorist attacks;
- **Prevent**: to stop people becoming terrorists or supporting terrorism;
- *Protect*: to strengthen our protection against a terrorist attack; and
- *Prepare*: to mitigate the impact of a terrorist attack.

4.4 The PREVENT governance structure is shown below. Locally PREVENT delivery is overseen by the Inverclyde Public Protection Committee which fulfils the role of a local PREVENT sub group and is chaired by PREVENT SPOC, Head of Children's Services and Criminal Justice and CSWO. That delivery is supported and overseen by Inverclyde CRMT (Crisis and resilience management team) which has CONTEST as an agenda item. The CRMT in turn communicates with both the Inverclyde corporate management team and the Inverclyde and Renfrewshire CONTEST group. Regional and national CONTEST groups also inform this structure.



5.0 PROPOSAL

5.1 That the PREVENT strategy and guidance is issued to all Council staff with guidance recommending:

- The training opportunities, which are available on line through a PREVENT e-learning package and a one hour WRAP (Workshop to raise awareness of PREVENT), are taken up as appropriate.
- That all staff familiarise themselves with the pathway for raising a concern in the event that they feel a person might be vulnerable to radicalisation.

5.2 That the current local governance structure is acknowledged and agreed to provide sufficient managerial oversight of PREVENT duties as laid out in the Act.

6.0 IMPLICATIONS

Strategic

6.1 The addition of PREVENT to the agenda of the Inverclyde Public Protection Network as a standing item enables proportionate management oversight from an appropriate multi-agency group. Some consideration will need to be given to who must attend the network and with what frequency to ensure PREVENT responsibilities are maintained to a minimum standard.

Good practice advice from the National PREVENT delivery unit on suitable membership is to include a PREVENT representative from each of the specified bodies.

6.2 Information campaign supported by Council communication to raise awareness. Strategic roll out of PREVENT training to relevant staff to inform workforce might reasonably be expected to be achieved over a two year period.

Finance

6.3 There are no new financial implications, with costs being met from within existing resources.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

Legal

6.4 Section 26 of the Counter-Terrorism and Security Act places a duty on the local authority to have due regard to the need to prevent people from being drawn into terrorism.

The Act provides statutory obligations on the Council. The Head of Legal and Property has been consulted in this regard.

Any legal implications will necessarily make up part of training and policy rolled out.

Human Resources

- 6.5 Corporate Communications and HR service would be valuable in supporting the roll out of this strategy, assist in circulation of the PREVENT policy and training opportunities to all employees.

Equalities

- 6.6 An Equality Impact Assessment (EQIA) has been completed and is one of the background papers.

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

- 6.7 There are no implications for repopulation.

7.0 CONSULTATIONS

- 7.1 Consultation has been undertaken with the following partners:

- Police Scotland (PREVENT delivery unit and local Counter terrorism liaison officers)
- Head of Safer and Inclusive Communities (CRMT Chair and K division CONTEST rep)
- Head of Children, Families and Criminal Justice Service (Prevent SPOC)
- Head of Legal and Property Service
- Head of Education inclusion service
- Scottish government Connected Communities – Safeguarding & Vulnerability Team
- Inverclyde Adult and child protection WRAP trainers
- West Region Prevent group
- Glasgow and Ayr local authority PREVENT leads

8.0 LIST OF BACKGROUND PAPERS

- 8.1 N/A

Important information for all staff about
**Preventing vulnerable people being
drawn into terrorism**

22nd February
2018

**Inverclyde PREVENT
Strategy and
Inter-agency guidance**

**The purpose of this guidance is to let
you know what you can do to prevent
vulnerable people being drawn into
terrorism.**

This guidance introduces the Prevent strategy and answers any questions about what it means for you.

What is the Prevent Strategy?

The Prevent strategy aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. It is about preventative action, and is very much focused on the early stages, where a crime has not yet been committed.

Background

The Counter Terrorism and Security Act came into force in July 2015, placing a duty on a number of specified authorities to have;

“Due regard to the need to prevent people from being drawn into terrorism”.

The authorities identified as having a role in protecting vulnerable people include the;

- the local authority (including all LA schools)
- NHS
- Independent and Grant aided schools
- further and higher education establishments
- prisons and
- Police.

More in depth information on the Prevent duty for local authorities and specific bodies can be found in the following guidance;

[Revised Prevent Duty Guidance: for Scotland](#) and

[NHS Scotland playing our part implementing Prevent](#)

It is important to recognise that for the organisations above, efforts to stop individuals from being drawn into terrorism forms part of their normal work to protect vulnerable children and adults. Therefore existing helping procedures should be applied.

So, in the same way that we might raise concerns about children who may be vulnerable to neglect, or an adult who may be at risk of harm, we need to know how to identify concerns that people might be vulnerable to being drawn into terrorism.

We need to know who to tell, so that proportionate care, advice and support can be considered. In doing this, we can help prevent people from being exploited by those who would seek to harm, through violent extremism and terrorism.

Terminology

Understanding the terminology associated with Prevent will assist you in your decision making process. The following definitions are commonly used within Prevent.

Radicalisation: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Vulnerable individuals may be exploited in many ways by radicalisers who actively target their susceptibility.

Extremism: the vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces.

Terrorism: The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes:

Serious violence against a person;

Serious damage to a property;

Threat to a person's life

Serious risk to the health and safety of the public

Or

Serious interference with or disruption to an electronic system

What is the threat?

Prevent involves all kinds of terrorist threat to the UK. Sometimes that threat arises from organisations originating from overseas and sometimes from right wing extremist organisations who pose a threat to our safety and security. At times, Prevent activity in Scotland may touch on separate anti-sectarianism work or vice versa.

Motivations are varied and many usually relate to particular ideologies, some further examples include:

- political movements
- religious beliefs
- animal rights groups

- environmental issues and
- Economic issues.

Why do people get involved in terrorism or violent extremism?

There is no single profile for a person who is likely to become radicalised or move to support extremism. However, here are some signs that may indicate vulnerability to terrorist ideologies – for example:

- a lack of identity or belonging/identity crisis
- insecurity
- defending a culture, way of life or beliefs

and

- Being pressured or bullied.

Those who radicalise others into believing terrorist or violent extremist ideologies, often target vulnerable people who are led into believing that violence or criminality can; earn respect, right a wrong or glorify a cause.

Spotting the signs

There is no definitive checklist that can be given to help make decisions about whether a staff member, patient, client, student or visitor has been or is being radicalised.

There is no single profile to determine who is likely to become involved in terrorism or violent extremism. The process of radicalisation is different for every individual and situation.

However, signs that an individual may be being radicalised could be:

- becoming focussed on extremist activities
- becoming withdrawn and stopping participating in their usual activities
- expressing feelings of anger, grievance or injustice
- going missing from their home, school or care setting
- a new group of friends who you have concerns about using language that supports, 'us and them,' thinking
- possessing or searching for extremist literature online

Or

- Changes in an individual's appearance or behaviour.

As a member of staff, you are required to use your existing skills and professional judgement in determining the significance of any changes. However, we recognise that in large organisations, staff members have different levels and types of interaction with others.

In some areas, staff will have professional duties in relation to safeguarding members of the public – in other areas, much less so. If you work in an area where you are already skilled in safeguarding, you will receive additional training to help you spot the signs of vulnerability to being drawn into terrorism.

For others, the focus is on being aware that if you notice something that is of concern, you know who you can contact in your organisation for advice and guidance. This is so that you can pass on your concern if this is necessary and be confident that you have done the right thing. It also ensures that others in the organisation, who are suitably trained, can exercise professional judgement so that cases that need to be taken forward are dealt with appropriately. Concerns could relate to people in your community, members of the public you have some dealings with as part of your work, or members of staff.

Raising a concern; notice, check, share

Raising a concern to Prevent should be based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin.

Ideally, the person considering making the referral will be the designated Child or adult protection officer for their organisation and have a good understanding of community safety, safeguarding and Prevent. Ideally they will have attended the Home Office approved;

- Workshop to Raise Awareness of Prevent (WRAP) and completed the e-learning module available through the learning and development tab found on icon; <http://icon/hr/employee-development/learning-development/>

If the referring person or organisations have not completed the above training then it is highly recommended that they speak with the local authority Prevent coordinator (Andrew.campbell@inverclyde.gov.uk) or the Prevent Single point of contact (Sharon.mcalees@inverclyde.gov.uk) in the first instance to discuss any concerns.

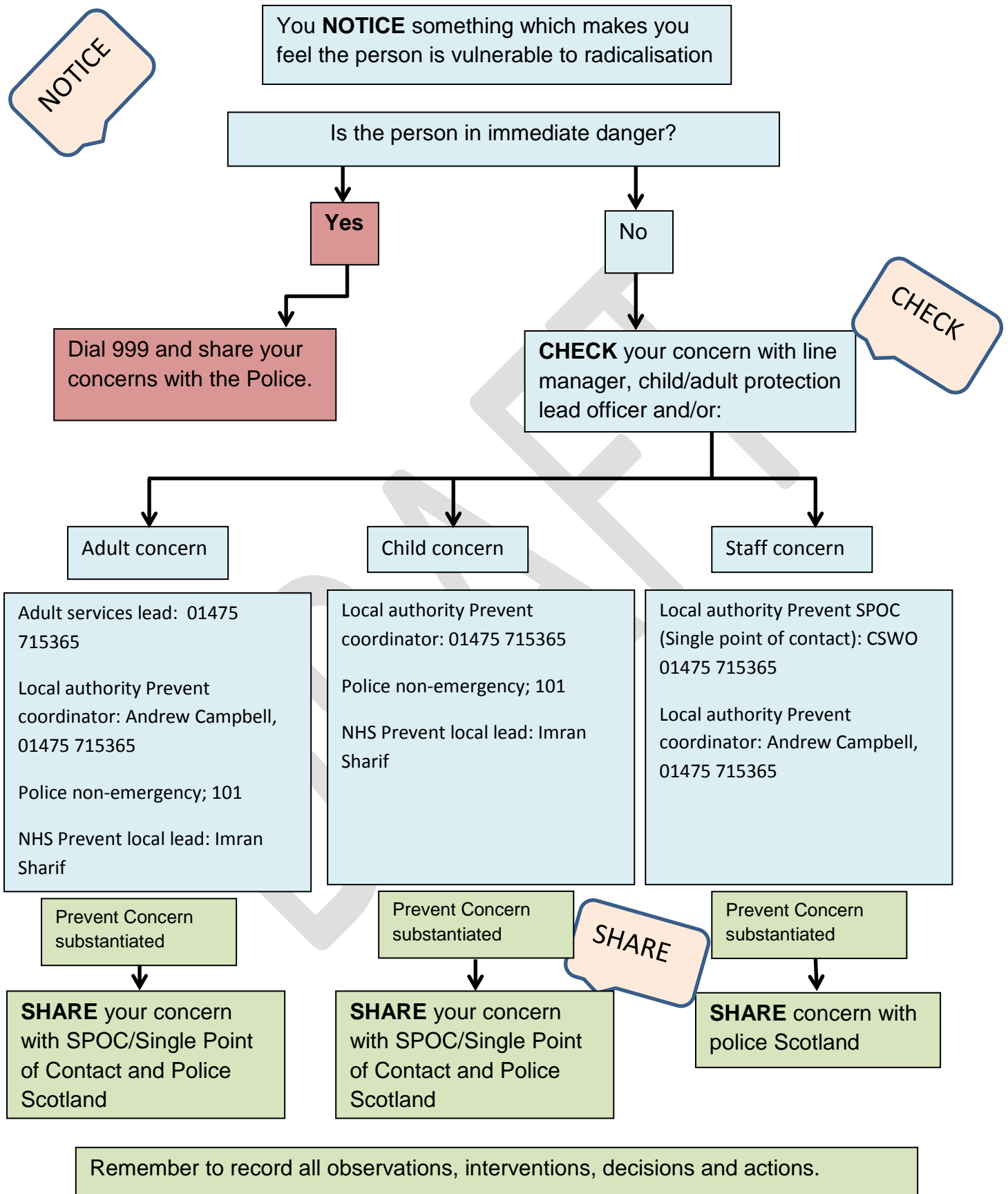
How and where to access training might also be discussed if required.

The; **Notice - check – share** flow chart below can be used in your assessment on whether or not to raise a concern. The information within this flow chart is not a definitive guide and should be used as a prompt to promote further questioning, reasoning and clarity for the necessity of raising a concern to Prevent.

Raising a concern – Notice, Check, Share

You must report any concerns you have. Remember to record all observations, interventions, decisions and actions.

Raising a concern – Notice, Check, Share



The main aim of Prevent is to stop people from supporting terrorism or becoming terrorists themselves. Ensuring a balanced and proportionate approach to delivering Prevent will allow us to safeguard vulnerable individuals from radicalising influences.

Further support and advice

Training programmes are now available for staff to increase their knowledge of Prevent. An e-Learning module can now be accessed through Inverclyde council on line (ICON) <http://icon/hr/employee-development/learning-development/>.

There is also a one-hour workshop available: WRAP (Workshop to Raise Awareness of Prevent). If you feel that you need this training, please discuss with your line manager in the first instance then contact Prevent Coordinator by email:

Andrew.Campbell@inverclyde.gov.uk or phone on 01475 715365

Prevent training Delivery Plan

The local authority is required to develop and implement a policy led, staff training and awareness-raising programme. The programme promotes understanding of radicalisation issues, confidence in dealing with them and a culture of vigilance.

Training will enable all staff to recognise situations when vulnerable individuals may be or are being exploited and how concerns should be reported or escalated.

Different levels of training exist;

- WRAP (workshop raising awareness of Prevent) training for trainers
 - WRAP – 1 Hour face to face training
- And
- E-learning introduction to Prevent

Staff should access the appropriate course after referencing the training plan on page 8 below and discussing it with their line manager. The WRAP list is not definitive so staff members who feel that they would benefit from this classroom based training should not hesitate to enquire or apply for a place. Staff without access to a computer should access the WRAP training.

All staff should complete the e-learning, Introduction to Prevent found on icon through the e-learning tab.

Upcoming WRAP courses can be found at the bottom of the icon home page by selecting the tab: **Upcoming courses on course Booker.**

Prevent Training delivered in month ending 40T					
Type of training Delivered	Who is expected to attend	When and where	Who attended? (Identify staff groups)	Number of participants (How many from each staff group)	Who delivered the training?
WRAP (Workshop to raise awareness of Prevent) training for trainers – 4 Hrs	A sufficient practitioner pool including; <ul style="list-style-type: none"> • 4 children and families and criminal justice practitioners • 8 secondary school staff • 4 adult and community services practitioners 				
WRAP – 1 hour classroom delivered face to face training	All of the following (not a definitive list); <ul style="list-style-type: none"> • Qualified social work staff • Family support staff • Criminal justice staff • Education Services Staff • Home support workers • Residential Care staff • Foster carers • Through care and Youth support workers • Adult Mental Health first line staff • Drug and alcohol first line staff • Learning disability first line staff • Community learning and dev staff • Welfare rights officers • Youth workers • Community centre staff • Library workers • Facilities managers/janitorial staff • Reception staff • First line managers • Service managers • Heads of service • Corporate directors • Elected members 				
e-learning Introduction to Prevent, 45 mins	All council staff, community organisations and 3 rd sector partners				

Appendix 1

Inverclyde Prevent Duty Checklist – Indicating statutory duties and good practice standards.

Prevent duty benchmark	1. The organisation has appointed a single point of contact (SPOC) for Prevent and is aware of the different channels through which support for Prevent delivery can be obtained.			
Outcome	The organisation has a clear point of contact that is accessible and visible to staff, whilst also being engaged with partners and national support mechanisms.			
		Yes	No	Supporting evidence
Statutory duty	1.1 Has the organisation appointed a single point of contact (SPOC) for Prevent?			
Statutory duty	1.2 Can the organisation demonstrate awareness of, and engagement with, Prevent partners and national leads from SOLACE and COSLA			
Good Practice activity	1.3 Is the SPOC engaged with the different means of obtaining support for Prevent delivery?			

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Prevent duty benchmark	2. A representative of the local authority is engaged with the local CONTEST board and oversees the delivery of Prevent in collaboration with other local partners			
Outcome	The organisation supports and engages with the local multi-agency CONTEST group in order to agree and co-ordinate Prevent activity.			
		Yes	No	Supporting evidence
Statutory duty	2.1 Does the organisation provide a representative who is engaged with the local multi-agency CONTEST group?			
Statutory duty	2.2 Has the local multi-agency CONTEST group agreed and co-ordinated Prevent activity and is performance adequately monitored and recorded?			
Good Practice activity	2.3 Have local CONTEST partners implemented a stand-alone Prevent sub-group to support and co-ordinate the implementation of the Prevent Duty between partners?			

Prevent duty benchmark	3. There is an agreed local Prevent Implementation Plan which has been informed by the threat and risk identified by the local Emerging and Residual Threat Local Profile (ERTLP) document.			
Outcome	An ERTLP is delivered to the local authority and other key stakeholders on an annual basis which is used to enable the local multi-agency CONTEST group to develop and agree a Prevent Implementation Plan.			
		Yes	No	Supporting evidence
Statutory duty	3.1 Is there an annual ERTLP briefing provided to the Chief Executive and other relevant staff which provides information on the threat, risk and vulnerability in the area?			
Statutory duty	3.2 Is the organisation engaged in the process of developing and agreeing Prevent actions for the local implementation plan which are informed by the threat, risk and vulnerability identified by the ERTLP?			
Prevent duty benchmark	4. The organisation has sufficient partnership contacts to enable the identification and mitigation of threats and risks that emerge outside of the ERTLP process (for example, community tensions following a terrorist incident).			
Outcome	The organisation is able to respond effectively to emerging threat and risk in a			

	proportionate way			
		Yes	No	Supporting evidence
Good Practice activity	4.1 Threat and risk can emerge at any time and may not be captured in the annual ERTLP briefing. Does the organisation have the means to not only identify these issues as they present, but also to undertake effective mitigating activity?			

Prevent duty benchmark	5. The organisation has an agreed process in place for the referral of those identified as being at risk of radicalisation.			
Outcome	Individuals who have been identified as being vulnerable to radicalisation are referred to the appropriate agency.			
		Yes	No	Supporting evidence
Statutory Duty	5.1 Is there an agreed process in place for the referral of individuals who are identified as at risk of being drawn into terrorism?			

Prevent duty benchmark	6. Information concerning the referral process is accessible to all staff.			
Outcome	Staff members know how to make referrals to the appropriate agency by accessing information about the process.			
		Yes	No	Supporting evidence
Statutory Duty	6.1 Is the referral process easily			

	accessible to all relevant staff?			
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Prevent duty benchmark	7. There are suitable processes and policies in place to enable the formation of a Prevent Professional Concerns (PPC) multi-agency meeting where required and a chairperson has been identified who will oversee the meeting and actions.			
Outcome	The organisation is able to respond effectively to a PPC referral by forming the meeting with attendance from appropriate partner agencies.			
		Yes	No	Supporting evidence
Statutory duty	7.1 Is the organisation fully aware of its obligation to form a PPC multi-agency meeting on receipt of a referral and are suitable processes in place to enable this to take place?			
Good Practice Activity	7.2 Relevant staff members receive training regarding processes and purpose of PPC? Is the identified chair of the meeting adequately trained and supported?			

Prevent duty benchmark	8. The organisation has agreed an Information Sharing Protocol (ISP) with relevant local partners to support both Prevent Case Management (PCM) and Prevent Professional Concerns (PPC) processes.			
Outcome	The process of information sharing to facilitate Prevent activity has been agreed by all relevant partners.			
		Yes	No	Supporting evidence
Statutory Duty	8.1 Has an ISP to support Prevent activity been agreed at a local CONTEST level with all relevant partners as signatories?			
Prevent duty benchmark	9. The organisation has conducted an internal training needs analysis and there is an agreed training programme for relevant personnel.			
Outcome	The organisation is providing staff with the right understanding and information in order for them to effectively discharge their responsibilities under the Prevent Duty.			
		Yes	No	Supporting evidence
Statutory duty	9.1 Has the organisation taken steps to understand the specific needs of each role in relation to Prevent and put in place a system of training to reflect this?			

Good Practice Activity	9.2 Are all staff aware of the signs of possible radicalisation and understand how to report concerns?			

Prevent duty benchmark	10. There is a venue hire policy in place to ensure the organisation's premises are not used by extremists.			
Outcome	Extremists are prevented from hiring the organisation's premises through awareness of Prevent being integrated with relevant policies.			
		Yes	No	Supporting evidence
Statutory Duty	10.1 Do you have a venue hire policy in place which ensures that measures are taken to prevent local authority venues being used by those who might draw people into terrorism?			

Prevent duty benchmark	11. There is an effective IT policy in place to prevent users of the organisation's networks from accessing extremist materials.			
Outcome	Extremist material cannot be accessed from the organisation's network.			
		Yes	No	Supporting evidence

Statutory duty	11.1 Do you have an IT policy which prevents the access of terrorism related content?			
Prevent duty benchmark	12. Prevent has been embedded within commissioning and procurement processes and Prevent is given consideration in the organisation's relationship with arms-length companies where relevant.			
Outcome	Prevent is mainstreamed into commissioning and procurement processes and the organisation's relationship with arms-length companies.			
		Yes	No	Supporting evidence
Statutory duty	12.1 Has Prevent been embedded within the organisation's commissioning and procurement processes?			
Statutory duty	12.2 Has Prevent been given consideration in the organisation's relationship with arms-length companies?			
Prevent duty benchmark	13. The organisation has a communications plan in place to proactively communicate the reality and impact of Prevent work to senior management, elected members and front-line staff.			
Outcome	Key stakeholders are fully informed as to the value of Prevent activity in supporting vulnerable people and of the organisation's commitment and obligations in delivering this.			

		Yes	No	Supporting evidence
Statutory Duty	13.1 Does the organisation have a communications plan in place which proactively communicates the reality and impact of Prevent to professionals and elected members?			

Prevent duty benchmark	14. The organisation engages with a range of community groups, both faith based and secular, to encourage an open and transparent dialogue on the Prevent agenda.			
Outcome	The organisation fosters a joint approach to the delivery of Prevent alongside local communities.			
		Yes	No	Supporting evidence
Good Practice Activity	14.1 Has the organisation sought to engage with respective community groups about the Prevent agenda?			

DRAFT

DRAFT

Equality Impact Assessment

This document should be completed at the start of policy development or at the early stages of a review. This will ensure equality considerations are taken into account before a decision is made and policies can be altered if required.

SECTION 1 - Policy Profile

1	Name/description of the policy, plan, strategy or programme	Inverclyde Prevent Strategy and Inter agency guidance, April 2018.
2	Responsible organisations/Lead Service	Children, Families and Criminal Justice Service
3	Lead Officer	Sharon McAlees Head of Children, families and criminal justice and Prevent SPOC (single point of contact).
4	Partners/other services involved in the development of this policy	Adult Protection, Safer and Inclusive Communities, Police Scotland, Education Inclusion services, NHS Children and Families and Specialist children's services
5	Is this policy:	New <input checked="" type="checkbox"/> Reviewed/Revised <input type="checkbox"/>
6	What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)?	<p>The purpose of this policy is to ensure the local authority enables the implementation of the UK wide Prevent strategy which is supported by the Scottish government.</p> <p>The Counter Terrorism and Security Act came into force in July 2015 (the Act), placing a duty on a number of specified authorities to have "due regard to the need to prevent people from being drawn into terrorism".</p> <p>The specified authorities identified as having a role in protecting vulnerable people identified in government guidance associated with the Act include the;</p> <ul style="list-style-type: none"> • the local authority (including all LA schools) • NHS • Independent and Grant aided schools • further and higher education establishments • prisons and police

<p>7 What are the intended outcomes of the policy?</p>	<p>The intended outcome of the policy is to let staff members know what they can do to prevent vulnerable people being drawn into terrorism.</p> <p>It includes a clear referral pathway if they need to, raise a concern, and gives guidance on training available to all including;</p> <ul style="list-style-type: none"> • Introduction to Prevent – e learning package • Workshop to Raise Awareness of Prevent (WRAP) <p>Both of these training courses equip staff to identify when someone may be vulnerable to radicalisation, how to raise concerns and what a proportionate response looks like.</p>
<p>8 Geographical area (Inverclyde wide or a specific location)</p>	<p>Inverclyde wide</p>
<p>9 Is the policy likely to have an impact on any of the elements of the Council equality duty (if yes, please tick as appropriate)?</p>	<p><input checked="" type="checkbox"/> Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010</p> <p><input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups</p> <p><input checked="" type="checkbox"/> Foster good relations between people from different groups</p>
<p>10 Will those who may be directly or indirectly affected by this policy be involved in its development?</p>	<p>Yes the development of this policy has already taken into account the feedback of key staff involved in supporting people who may be vulnerable to being drawn into terrorism. The emphasis on taking a proportionate response has been highlighted. All recognise that stopping individuals from being drawn into terrorism forms part of our services normal work to protect, in particular, vulnerable children and adults.</p> <p>The policy and training approach offers support of individuals considered through the, raising a concern pathway. It encourages a learning approach for those using the notice, check and share methodology. That learning will be shared individually as well as through staff and community briefings as appropriate.</p>

SECTION 2 – Impact on Protected Characteristics

Which of the protected characteristics will the policy have an impact upon? (see guidance for examples of key considerations under each characteristic)

Protected Characteristic	Impact					Reason/Comments
	Positive High	Positive Low	Neutral	Negative High	Negative Low	
Age		x				The content of the training and distribution of the policy will be delivered to ensure that all age groups have access where required.
Disability		x				The training referred to in the policy has been accessibility tested for visual and audio use which considers colour contrasts and plain English. Subtitles are available on video content. Delivery of training will be on various sites which will be accessible with the regards to facilities and location
Gender reassignment		x				The content of the training and distribution of the policy will be delivered to ensure this group has access where required
Marriage and civil partnership			x			
Pregnancy and maternity			x			
Race		x				The content of the policy and training promotes a proportionate approach and a distinct offer of support to vulnerable people. Whilst the guidance acknowledges the most significant terrorist threat to the UK is from; Syria, Iraq, Northern Ireland and from groups associated with the extreme right or sectarianism the guidance identifies the that wherever the risk arises of people being drawn into terrorism or violent extremism then they are offered the earliest possible support and advice from a partnership of agencies proportionate to that risk.
Religion or belief		x				This guidance and associated training acknowledges with sensitivity and consideration the wide religious or other beliefs of people in Inverclyde. It places significant emphasis on the importance of raising a concern to PREVENT should be based on a person's vulnerability to radicalisation and should not be because of their faith.
Sex (male or female)		x				The content of the training and distribution of the policy will be delivered to ensure these groups have access where required

SECTION 3 – Evidence

What evidence do you have to help identify any potential impacts of the policy? (Evidence could include: consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.)

Evidence	Details
<p>Consultation/Engagement (including any carried out while developing the policy)</p>	<p>During the development of the policy guidance, consultation/engagement was carried out in a number of ways, including:</p> <ol style="list-style-type: none"> 1. Police Scotland, Prevent delivery unit West region and local Counter terrorism liaison police officers contributed to the guidance especially the referral pathway to raising a concern. 2. Adult protection committee representatives have contributed views and assisted with the expert cohort available to give advice to employees when concerns of radicalisation arise 3. Public Protection network members including the chair of the local child protection committee gave reflective feedback 4. Head of Safer and Inclusive communities gave guidance on the governance structure recognising the vital linkage to regional CONTEST and local Corporate management
<p>Research</p>	<p>Inverclyde have an officer in the Scottish Prevent Peer review network, qualified to carry out reviews of other councils Prevent arrangements. That network reviews all Prevent arrangements around Scotland and disseminates good practice.</p> <p>The Revised Prevent duty guidance; for Scotland (HM Gov, 2015) and NHS Scotland, Playing our Part implementing the Prevent Strategy (2015) inform this local guidance especially in relation to enhancing organisational capability to inhibit and respond to Prevent related incidents</p>

	<p>West region Prevent group and local authorities especially Ayrshire and Glasgow have contributed with advice and consultation to assist in the development of the Inverclyde policy guidance.</p> <p>Police Scotland, Prevent delivery unit West have provided critical oversight on the development of this policy guidance.</p>
Officer's knowledge and experience (including feedback from frontline staff).	<p>Officers involved in developing the policy guidance have many years' experience of working within a policy background and in particular supporting vulnerable people exposed to high risk.</p>
Equalities monitoring data.	<p>The local authority Prevent Lead will ensure that information on concerns, referrals and training activity is collated on a monthly basis in order to:</p> <ul style="list-style-type: none"> • Monitor the impact that the <i>Prevent</i> policy guidance has on parts of the community with respect to equality and diversity and • Indicate the level of involvement the organisation has in <i>Prevent</i> at a local and national level.
User feedback (including complaints)	<p>This approach has learned from the local cohort of practitioners involved in previous, Prevent training for trainers. This has contributed to the improvement in training materials which now offer more specific regional emphasis and insight for example on sectarian and right wing threat.</p>
Stakeholders	
Other	<p>Stakeholders were invited to provide feedback on the draft guidance, prior to a closing date of 9th March 2018.</p>
What information gaps are there?	<p>No information gaps at this stage</p>

SECTION 4 – CONSEQUENCES OF ANALYSIS

What steps will you take in response to the findings of your analysis? Please select at least one of the following and give a brief explanation.

1. Continue development with no changes		
2. Continue development with minor alterations	x	This new policy guidance will be updated in response in particular to the data produced over time. We expect to learn from not only, referral information but also training uptake and delivery in our own and partner organisations. It is reasonable therefore to expect minor alterations once we are equipped with that data.
3. Continue development with major changes		
4. Discontinue development and consider alternatives (where relevant)		

How will the actual effect of the policy be monitored following implementation?

The governance structure of the Prevent policy guidance begins with the Public Protection Network which has Prevent as a standing agenda item and which is chaired by the Prevent SPOC (single point of contact) and attended by the local authority prevent lead. The regional Contest board monitors matters arising from that process as does the more local CRMT (Crisis and resilience management team) before feeding on to the council's Corporate management team and by doing so ensures Chief executive oversight.

Data will be captured to tell us about;

1. the reach of training delivery, who attended and from which professional discipline (teachers, social workers, adult mental health, managers etc) and who delivered the training (ensure balanced offer from partners).
2. Age and gender of person of concern
3. Source of referral
4. Support actions offered

Data analysis will be feedback through the governance structure.

When is the policy due to be implemented?

From April 2018

When will the policy be reviewed?

Nine months after the date of implementation therefore likely to be January 2019.

What resources are available for the implementation of this policy? Have these resources changed?

What resources are available?

1. Police Scotland have in place trainers to deliver WRAP (workshop to raise awareness of prevent) training to cohorts of staff.
2. Targeted WRAP training for trainers is also available free of charge to develop expertise in our organisations and increase reach and

speed of training delivery.

3. E-learning is free on the council's learning and development website
4. Children, families and Criminal justice have provided officer time to establish a local PREVENT lead to; drive policy development, training needs analysis, impact monitoring and partnership buy in.
5. The same local lead will ensure the Prevent self-assessment is populated in readiness for peer review later in 2018 and bring up to date the local Prevent action plan associated with that self-assessment checklist
6. Training rooms will be provided by all partners as required

Have resources changed

1. The advent of the peer review network demonstrates a renewed commitment expected of specified bodies and local authorities in particular, to achieve a satisfactory and proportionate approach to the duties laid out in the Counter-terrorism and security Act 2015.
2. The Scottish government does have some financial resource to support LA's and will if approached give assistance if able (Connected Communities – Safeguarding & Vulnerability Team).
3. Those local employees given, training for trainers WRAP training in the past will have now lapsed and be in need of refresher training if they are to assist future delivery.

Name of Individual(s) who completed the Assessment

Name(s): Andrew Campbell

Position: Quality Assurance and Improvement team lead, Children, Families and Criminal Justice Service

Date: 06 03 2018

Authorised by

Name: Sharon McAlees

Position: Head of Children, Families and Criminal Justice Service

Date:

Please send a copy of all completed forms to Karen Barclay, Corporate Policy Officer at karen.barclay@inverclyde.gov.uk

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/78/18/HS
Contact Officer:	Hugh Scott	Contact No:	01475 715450
Subject:	Clyde Conversations 2018		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education & Communities Committee on the success of Clyde Conversations 3, present the evaluation report from this event and inform the Committee of the next steps for the follow up event in November 2018.

2.0 SUMMARY

- 2.1 Following on from the success of #Clydeconversations 1 and 2, Community Learning and Development Youth Work Services were tasked with planning and hosting #Clydeconversations3 in February 2018 and a follow up event in November 2018. As 2018 is the Year of the Young Person, it was agreed to host two events in 2018 - an initial conference in February followed by an event in November during National Youth Work week where partners will feed back to young people the results and actual outcomes achieved from the February #Clyde Conversations3 event.
- 2.2 #Clydeconversation3 took place on Thursday 22 February 2018 in Port Glasgow Town Hall and the follow up event is planned for Wednesday 7 November 2018 in Greenock Town Hall. It should be noted that both of these events were planned, delivered and evaluated by a steering group of young people who represented the secondary schools across the authority. Furthermore, a steering group of partners was identified and several meetings were held to ensure their input was agreed and that all relevant subject matters were identified.
- 2.3 #ClydeConversations3 brought together over 80 pupils from all of our secondary schools across Inverclyde and the participants took part in a variety of workshops on the day. The workshop themes were identified following a consultation carried out with young people in secondary schools by the steering group members on issues that affect young people in Inverclyde. In addition, following on from feedback from young people in previous years, participants took part in a greater number of workshops (5) compared to previous years. This allowed the young people to take part in more workshops and not feel that they missed out on any of their key choices. The workshops at the event in February were:
- Mental Health
 - Career & Job Prospects
 - Alcohol & Drugs
 - Pupil Voice
 - Hate Crime
 - Sexual Health
 - Young People's Reputations
- 2.4 Furthermore, a new initiative for #Clydeconversations3 gave teachers and other professionals

who attended, the opportunity to attend a CPD session on Mentors against Violence Prevention (MVP).

- 2.5 An action plan was created following the February event and partners have been encouraged to implement the key actions identified by young people. Furthermore, partners will provide updates at the November event which ensures that they are more accountable and responsible and are positively actioning the issues raised by young people. This demonstrates to young people that they are involved in real and meaningful participation to affect change.
- 2.6 A copy of the evaluation report and key actions from the event in February is attached to this report. (Appendix 1)

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the content of this report and the attached evaluation report and action plan, acknowledges the success of #Clydeconversations 3 and endorses the proposal for the follow up event in November 2018.

Ruth Binks

Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 On 25 March 2015, the first #ClydeConversations took place. 130 adults, and professionals from across Inverclyde Alliance, teachers, parents and community representatives met with 120 young people from Inverclyde's secondary schools.
- 4.2 On 13 October 2016, we held #ClydeConversations2: a further opportunity for around 100 young people to meet, engage and plan with policy makers and other community leaders. #ClydeConversations2 had similar goals to the first conference: discussion, debate and challenge, bringing forward actions to improve Health & Wellbeing in Inverclyde.
- 4.3 A steering group was established to plan the conference. This included members of staff from Inverclyde HSCP, Safer Communities, Sandyford and from Community Learning & Development (CLD). Crucially however, a number of pupils were selected from each secondary school to join the group. The young people determined the agenda and themes for the day. Their voices were central throughout, and as such, some very strong messages were shared through the event.

The themes for the workshops were:

- Children's Rights
- Advocacy for Young People
- Young Carers
- Sandyford Services
- LGBTI
- Suicide and Self-Harm
- Child Sexual Exploitation
- Staying Safe in the Community

- 4.4 Feedback from our previous #Clydeconversations events has shown that young people and partners significantly value the event as a tool for engaging with young people on issues that affect them and developing meaningful plans of action to take forward some of these issues. Community Learning and Development took over the running of Clyde Conversations in advance of the event in February 2018. They have maintained the ethos of putting young people at the heart of the planning, running and evaluation of the event by developing a steering group of young people from across all of our secondary schools
- 4.5 The Alliance Board previously agreed that these conferences should form part of a programme of events designed to "co-produce" the 3 year plan for Community Learning and Development in Inverclyde. The current plan expires in September 2018 and as such the information gained from this event has supported the draft plan for 2018-21 and has ensured young people had a voice in this process.
- 4.6 In line with the Inverclyde Youth Participation Strategy, #Clydeconversations3 ensured young people were afforded the opportunity, and were given the choice to actively take part in decisions that affect their lives. The Strategy states that "Youth participation is extremely important for young people to feel they have a voice and are included and empowered to make changes to their own lives" and #Clydeconversations3 achieved this.

5.0 IMPLICATIONS

5.1 Finance

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
		2018-19	£3000	N/A	Transport, Hospitality & Resources

Annually Recurring Costs/(Savings)

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

Legal

5.2 None

Human Resources

5.3 None

Equalities

5.4 Every effort was made and will continue to be made to ensure pupils are selected from across the school community to ensure a fair and representative group of pupils attend on the day.

Repopulation

5.5 None

6.0 CONSULTATIONS

6.1 There were various consultations carried out with young people to ensure their views were reflected in advance of the event and in the planning of the event.

7.0 BACKGROUND PAPERS

7.1 #Clydeconversations 3 Report (Appendix 1)



Clyde Conversations



Inverclyde
council



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INTRODUCTION



(2018 Steering Group with Local Elected Members)

Inverclyde's Young Peoples' Health and Wellbeing Conference, Clyde Conversations took place this year on Thursday 22nd February 2018. This was the first year Community Learning and Development Youth Work Services had the responsibility to develop and deliver Clyde Conversations to the young people of Inverclyde. Following a similar model as previous years, a working group made up of 2 young people from each secondary school was established. The group of 12 met on a regular basis within Greenock 1 Youth Zone to plan and prepare for the 2018 Clyde Conversations event. This report details the planning process, workshop feedback from the conversations which took place and actions to be taken forward for the next Clyde Conversations event.

The Steering Group would like to thank Community Learning and Development Youth Work staff for their continued support throughout the planning process, workshop facilitators from Inverclyde Health and Social Care Partnership, Inverclyde Council, Police Scotland, NHS Sandyford, Your Voice, Skills Development Scotland (SDS) and the Young Person's Alcohol Team. Thanks are extended to school staff who co-ordinated pupils attendance and Port Glasgow Town Hall for their practical support in hosting the event and to SDS for their contribution to support the event. Finally the steering group would like to thank the young people who attended this year's Clyde Conversations as without your voices and opinions it simply wouldn't work.

The total number of young people who attended this event was 83.

CONSULTATION

Throughout the planning process the steering group decided to carry out a consultation to identify the top issues young people would like to discuss at this year's Clyde Conversations. They designed a short, quick questionnaire as seen below asking young people to choose the five most important issues to them as a young person in Inverclyde.

This year for the first time the young people highlighted that they felt they were often consulted but were never given feedback on the outcome of the consultation, so it was decided that to make Clyde Conversations meaningful that we would hold a follow up event in November 2018 and invite back all the workshop leaders to feedback to the young people any changes that have been made through the suggestions they gave at Clyde Conversations 3 event. There will also be an invited panel of professionals at the November event to answer questions submitted by the young people for further clarity and discussion.

Workshop ideas for Clyde Conversations

School : _____ **Year Group :** _____

What is important to you as a young person of Inverclyde? Please tick your 5 choices:

Mental Health

Your School Issues/Pupil Council

Drugs & Alcohol

Career/Job Prospects & Help

Sexual Health & Sex Education

LGBTQI Education

Young People's Reputation in Inverclyde

Hate Crime

Other please specify:

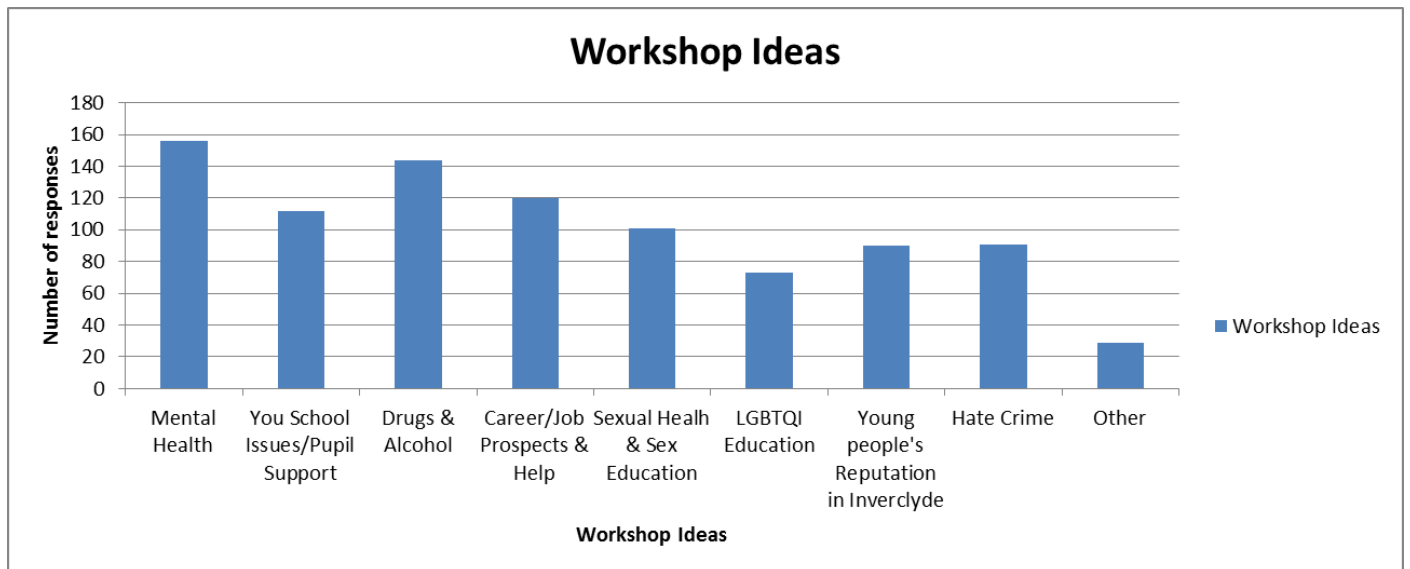
Is there any question that you would like answered about your school/community/other?

CONSULTATION RESULTS

The Steering Group received **211** responses from pupils.

174 paper responses from St Stephen's High School, Port Glasgow High School, Inverclyde Academy, St Columba's High School and Clydeview Academy.

37 online responses were received from Notre Dame High School.



Other Suggestions Made:

Bullying
Violence
Obesity
Police Service
No LGBT Support
Short Staffed
Prejudice & Discrimination
Opportunities for schools to come together

Workshops for Clyde Conversations:

Mental Health
Careers & Job Prospects
Alcohol & Drugs
Pupil Voice
Hate Crime
Sexual Health
Young Peoples' Reputations

PROGRAMME – FEBRUARY 2018

Young people arrived via busses at Port Glasgow Town Hall and were seated by 9.45am. Teachers in attendance were offered a separate CPD session on MVP as Clyde Conversations took place within the main hall from 10.15am to 12.15pm.

9.30am - Registration & Breakfast

10am - Opening Session

Welcome and Introduction – Councillor Stephen McCabe

Background – Megan Quinn and Megan Inglis

10.15am - Conversation Café

3 x 30 minute discussion – 10 min input and 20 min discussion

12.00 noon – Lunch Break & CLD consultations

12.45pm - Conversation Café

2 x 30 minute discussion – 10 min input and 20 min discussion

1.45pm - Feedback & Evaluation

2.15pm – Close – Corey Beaton

Buses return pupils to schools for 3.00pm.

Workshop format – Each workshop was delivered by a specialist in that area and lasted 30 minutes. It was replicated 5 times in total during the day. Workshop leaders gave a short 10 minutes background on their given topic including what is currently available to young people living in Inverclyde.

Aim – To facilitate a discussion with young people to establish what changes or improvements they believe could be put in place around the given topics and allow them the opportunity to discuss with other young people any concerns or positive information they have around this topic area. The workshops allowed practitioners to gain the views from young people on the services that they provide and to assess if they are meeting the needs of the young people in Inverclyde.

Feedback – At 1.45pm each workshop leader was asked to feedback one or two main points that came out of the workshop. Each workshop leader was then required to formally give written feedback so this report could be produced and circulated to young people and other interested partners, this will also form the content for the event in November 2018.

MENTAL HEALTH WORKSHOP

The mental health workshop was delivered by Brian Young, Health Improvement Lead for Inverclyde Health and Social Care Partnership.

Young people explored the definition of mental health and had various discussions about their knowledge of mental health. It can be a difficult subject to talk however people are becoming more open and raising the issue but there is still a stigma surrounding mental health especially in relation to gender. Exam stress was widely discussed and young people saw a need for help to emotionally cope with the pressure of exam time.

Young people discussed the referral processes and felt it needed to be looked at as they can only be referred by GP and not a teacher for example. It can be months before young people receive any help with a 12 week waiting time for CAMHS.

Overall mental health and not just mental illness needs to be talked about more especially in schools. More needs to be done in PSE on how to look after your mental health, developing coping strategies and breaking down the stigma. Young people felt lots more awareness raising via social media, posters and websites, as well as services available both local and nationally so young people know where to access services.

What would make it easier to access services?

1. Helpline
2. Timing for access to services –immediate response
3. Mental Health ‘buddy system’
4. More regular reach-out, for all years
5. Better understanding of what mental health is, definitions of signs to recognise in yourself & others
6. Breakdown jargon, just ask ‘how are you coping/doing?’
7. Outside agencies, mental health officers coming into school classes or having a drop in.

Possible Solutions

Mental Health needs to be spoken about more in PSE to raise awareness.

Know who the school psychologists are.

Be able to refer from social groups if they have concerns

Knowing you can present yourself at A&E if mental health is extremely low

Need to de stigmatise issue of mental health

In some cases, celebrity role models who have suffered mental health

Young people need to become aware of what you need to maintain good mental health.

CAREER & JOB PROSPECTS WORKSHOP

The Careers and Job Prospects workshop was delivered by Skills Development Scotland.

As some of the participants in this workshop were in the younger secondary age group discussions also took place around their option choices and experience of careers input thus far or what they would like to see in the future. One of the strongest requests was that young people would like more employers brought into schools to talk about their career and the training and education used to get there. Young people would like teaching staff that could link their subject to specific career areas. They also do not feel they are getting the best from their S3 subject choice interview as they hadn't seen their options form.

Suggestions from young people:-

- Have Careers Nights
- More information on how to get a meeting with a careers advisor
- More one-to-one's meetings with advisors
- More information about different jobs
- More people should get a choice even if they don't want to
- More people telling us what different jobs we can do with our subjects
- Make clear anyone can be a careers advisor
- More columns for S3
- Job opportunities for young people
- Use the "tannoy" to let pupils know careers advisors are in school/also give advanced warning when they are coming
- More talks from universities
- More input from employers
- More job fairs
- Get more talks about careers
- More advice from the teachers and guidance
- Get a talk before option forms
- More literacies support

ALCOHOL & DRUGS WORKSHOP

The Alcohol and Drugs workshop was delivered by the Young Person's Alcohol Team (YPAT) part of Inverclyde's Health and Social Care Partnership. It was also supported by staff from Community Learning & Development Youth Work Services.

Drugs & Alcohol was one of the highest issues raised by young people from the consultation and a popular first workshop choice.

Important issues surrounding Alcohol & Drugs:

- Not everyone does it but young people are stereotyped
- How easily accessible access to drugs & alcohol is
- Groups of young people drinking in public gives other young people a bad name
- Use of drugs in school—mainly cannabis & ecstasy
- Young People selling drugs
- Peer Pressure

Drug and Alcohol Education in schools:

⇒ Mix of wanting real experiences of addicts; some YP felt very strongly that real stories were necessary for the message to get across. Some young people thought that having addicts coming into schools would be the best way to implement this while others felt that this would be intimidating. Video experiences seemed to be the preferred middle ground.

⇒ Young people discussed the current inputs. Some thought they were effective but others thought they were not shocking enough and input was lost through others in the class messing around.

⇒ Real stories were thought to be a good method to raise issues surrounding drugs and alcohol. These are already being used in the Drug Awareness sessions but it was thought that there could be more of these included.

⇒ It was discussed that the role play being used as part of the Booze Busters Primary sessions was very effective in primary schools but that role play was not something that the young people felt was right for high schools.

⇒ Young people also felt that different drugs should be focussed on at different stages throughout high school at the most relevant ages. For instance, including information about cannabis, tobacco, alcohol and ecstasy earlier than information about cocaine heroin and LSD.

PUPIL VOICE WORKSHOP

The Pupil Voice Workshop was delivered by Erin Power from Your Voice.

Young people were very vocal that their voice matters and that often young people are best at finding solutions to challenges and difficulties when given the opportunity and support to do so. Some young people shared that they don't know how to use their voice or that they do not feel confident or empowered to use their voice, for some participants this was an area they would like support with.

The Pupil voice workshops identified **5 key priorities:**

Feedback and response – young people explained that when they are given an opportunity to participate and have their voice heard they often do not receive any response or feedback. Some young people accepted at times their 'asks' are unachievable or unreasonable but they would like a response explaining or compromising. They felt there was a real risk that young people perceive pupil voice as meaningless and tokenistic. Young people requested '*those in power*' recognise how important some factors are to young people i.e. being asked, feeling listened to, feedback and explanation to the 'No'.

Pupil Councils Structure and Pupil Council Network— young people highlighted the differences and effectiveness of pupil councils across schools. They felt pupil councils needed to be reformed and be a more democratic process where young people choose to be involved. For some pupil councils did not have a visible enough presence within some schools. Young people suggested creating a pupil network where young people link together a few times per year from different schools to learn from each other practice about what is working in their school.

Schools Evaluation was another key priority, young people explored the suggestion of a yearly/bi yearly school report that pupils can participate in on their school has performed to ensure that schools are meeting the needs of their pupils as consumers of Education. This could be designed by pupils and staff and used across every school in the authority which could lead to a better performing school as a school improvement driver and a children's rights driver.

Bullying was a prevalent concern during each workshop and the final priority identified as they felt not enough is done to address bullying and that they can be let down by adults at times when addressing bullying concerns. Whilst a pressing issue young people had difficulty identifying solutions, they would like to be consulted on what could be implemented to tackle bullying and suggested that they need the help and support of organisations out with schools to have effective intervention.

The majority of young people participating felt that change is possible and that young people do want to be active partners in the planning delivery and evaluation of services. They were quite explicit that youth voice is important within education but also wider society, '*Not only when schools, adults and services want to ask us, but listen to our voice always, we've got a lot to say!*'

HATE CRIME WORKSHOP

Hate Crime identified as *'Any crime which is perceived by the victim or any other person, to be motivated (wholly or partly) by malice or ill-will towards a social group'*

The spectrum of Hate Crime includes, but not limited to:

- Physical and Emotional harassment / abuse
- Name calling / Bullying
- Online/Social Media
- Vandalise/Damage Property
- Acts of violence and murder

The Hate Crime workshops were delivered by Ian Hanley from Inverclyde Council Community Safety Team and Kirsty Murray from Police Scotland.

Young people explored the issue of hate crime and how vast the spectrum is of hate crime is listing the various forms it can take such as racism, sectarianism, targeting people due to disability, gender, sexuality and religion to name just a few. Discussions took place around why people don't report hate crimes with comments like *'people may feel embarrassed', 'it could make it worse', they don't report it out of fear' and they 'don't want to be seen as a grass/snake'*

Overall many young people felt more awareness of hate crime needs to be done as many felt they did not know enough information about it. Going forward they came up with various suggestions to increase reporting.

How can young people be supported to raise Hate Crime as an issue?

- ⇒ **Phone 101 or 999 / Go to the Police Station**
- ⇒ **Crimestoppers**
- ⇒ **3rd Party Reporting**
- ⇒ **Guidance Teachers**
- ⇒ **Parents**
- ⇒ **ChildLine**

How can we encourage young people to report hate crime?

- ⇒ **Awareness Raising and how to report it**
- ⇒ **Have a social media campaign**
- ⇒ **Workshops in school and PSE classes**
- ⇒ **Have consequences made clear**
- ⇒ **Posters and leaflets with information**
- ⇒ **Include it in the current MVP programme**
- ⇒ **Show examples of it and ask victims to share their experience**
- ⇒ **Parent and Teacher education**

SEXUAL HEALTH WORKSHOP

The Sexual Health workshop was delivered by Jill Wilson from Sandyford, NHS Greater Glasgow and Clyde.

Young people were asked a series of questions to discuss their knowledge of sexual health and relationships. When asked if they had been given information on relationships and sexual health the majority of young people responding with yes they had learned about it mainly in school through Religious Education (RE) or Personal and Social Education (PSE) classes however felt there wasn't enough of it taught or a lack of information given.

Information about sexually transmitted infections, reproduction, rape, puberty, videos about how women should be treated, condom use, how to be safe, relationships and friendships were some of the topics and issues discussed by young people as information they had been given however this varied from school to school. When asked who had given them the information it ranged from PSE teachers, Science or RE teachers, School Nurse, Teachers, Youth workers and they learn through experience of knowing friends information.

Sexual health and relationships can be an embarrassing or awkward conversation to have and many young people felt some teachers felt this way and would benefit in being taught by someone with expertise in that area. A lack of information on contraception or it being related to religion seemed to frustrate some young people. In many schools there was a lack of LGBTQ in relation to sexual health and relationships.

What could be better about the topics /inputs delivered?

- ⇒ *Don't just give us quizzes*
- ⇒ *In Catholic Schools we want the same education as everyone else*
- ⇒ *Get it at an older age as I don't remember much*
- ⇒ *How to cope with young pregnancy*
- ⇒ *LGBT issues*
- ⇒ *Single sex classes*
- ⇒ *Taught younger by more professional people*
- ⇒ *The chance to talk to someone 1-2-1 (Guidance Teacher)*
- ⇒ *Be taken more seriously*
- ⇒ *Consent*

Where should Free Condoms be available to young people in Inverclyde?

- ⇒ **In school**
- ⇒ **Doctors**
- ⇒ **Swimming Pools**
- ⇒ **I Youth Zones**
- ⇒ **Community centres**
- ⇒ **Cinema**
- ⇒ **Pharmacy**
- ⇒ **Boots/Superdrug**
- ⇒ **KFC/McDonalds**
- ⇒ **Toilets**

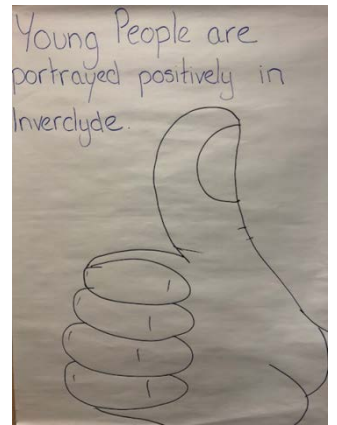
YOUNG PEOPLE'S REPUTATION



During this workshop young people explored the definition of reputation and what it means in today's society. Good discussions took place on what the perceptions of young people are with many negative comments such as 'disrespectful', 'cause trouble', 'selfish', 'underage drinkers' and 'our voices don't matter'. Young people felt these comments were often unfair and they were a social group who were frequently portrayed in a negative way. They looked at where these perceptions came from and who was responsible. Traditionally they felt it came from the media, adults such as parents and teachers, police, and politicians however with current technology and increasingly high usage of social media young people themselves acknowledged fuelling the negative perception of young people by stereotyping other young people. Finally they discussed what they could do to challenge the reputation of young people. Those attending the Young Peoples' Reputation workshop were asked to place their fingerprint on which statement they agreed with.

What can we do to challenge/change the reputation of young people?

- Young People can do more positive things in their community
- Develop better facilities for young people in Inverclyde
- Get more positive stories in the media
- Meet with the Greenock telegraph to discuss the negative press
- Share positive stories on our own social media
- Write to Councillors
- Add a 'Young Person section' to the Greenock Telegraph or ask if young people can become a guest editor for the day.
- Challenge the negative reputation our area has
- Attend community council meetings to have our say
- Share Year of the Young People #YOYP2018 far and wide – it showcases Scotland's amazing young people

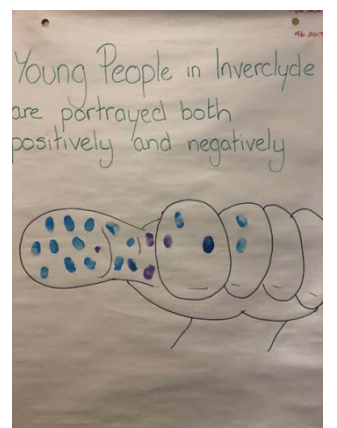
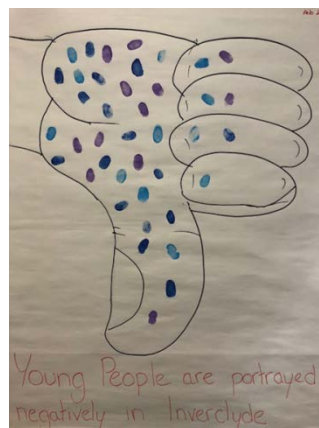


Results

Positive – 0

Both – 21

Negative - 40





At the end of the conference after young people had attended their workshops they were asked to answer three questions for our colourful evaluation wall. These responses will shape future Clyde Conversations events and give the steering group valuable feedback for the next event in November 2018.

EVALUATION

‘Well organised’
 ‘Good information’
 ‘Day out of school’
 ‘Our opinions weren’t judged’
 ‘Food’
 ‘Feedback’
 ‘Listening to others opinions’

What did you enjoy?

‘MVP Training’
 ‘Good experience to share thoughts’
 ‘I liked that we were listened to’
 ‘Meeting pupils from different schools’
 ‘Workshops’

‘Not interactive’
 ‘Too much talking’
 ‘Groups too big’
 ‘The way it was presented’
 ‘Workshops’
 ‘Sessions were too long’

What did you NOT enjoy?

‘Speaking in front of strangers’
 ‘Being separated from people I know’
 ‘Not enough workshops’
 ‘Food’
 ‘Sitting down all day’



‘2 day event’
 ‘Longer sessions’
 ‘More interaction’
 ‘Allow more pupils to come along’
 ‘LGBT Workshop’
 ‘More group activities’
 ‘Be able to move about’

What would you change?

‘Ice breakers’
 ‘Format of moving to next workshop’
 ‘More information on Year of the Young Person’
 ‘Shorter sessions’
 ‘To attend all workshops’
 ‘Make workshops more interesting’
 ‘Less pressure to talk’



NEXT STEPS

Reflecting on the February event, the Clyde Conversations Steering Group undertook their own evaluation gathering information from participants attending workshops, workshop facilitators and their own experiences. The evaluation focussed on the positives from the day, challenges they faced and changes they felt were necessary for future Clyde Conversations events.

Positives

- ⇒ Good food
- ⇒ Workshops were relevant to young people
- ⇒ Having tablecloths to write on
- ⇒ Steering group helping to co facilitate
- ⇒ Timings were good
- ⇒ Councillors taking part in workshops

Challenges

- ⇒ Workshop layout as some were noisy
- ⇒ Workshop sizes were too big
- ⇒ Schools not having all pupils in attendance
- ⇒ Some suggestions given by adults instead of young people.
- ⇒ Some young people didn't feel comfortable speaking

The steering group discussed a variety of changes they would make including:

- **Smaller numbers of young people attending each workshop.**
- **Young people stay in the same group for each workshop allowing a better opportunity to get to know each other.**
- **Workshops tailored more to age.**
- **Feedback actions to be taken forward.**
- **Request a nominated teacher from each school to work with a member of the steering group to coordinate pupils attending the event.**

FEEDBACK EVENT!

In November 2018 during National Youth Work Week the follow up event will take place. The aim of the day is to provide young people with feedback from the workshops they took part in including mental health, sexual health, young people's reputations, pupil voice, careers and job prospects, hate crime and alcohol and drugs. Each workshop will present 'You asked – we did' and young people will then be given the opportunity to ask workshop leads questions in relation to their feedback.

ACTIONS FOR NOVEMBER 2018

Mental Health

- We are going to address mental health awareness in PSE classes & in school within the curriculum.
- Pathways will be clearer on how young people can be signposted to services.
- Training for teachers and staff.

Careers and Job Prospects

- Review Skills Development Scotland inputs in schools.
- Raising awareness of careers advisors in school.
- Explore possibilities of careers/job fairs suited to locality.

Alcohol and Drugs

- Explore the possibilities of updating inputs to include talks from people with lived experience.

Pupil Voice

- A review of pupil councils/forums should be undertaken.
- Consultation to be carried out with young people to identify means to tackle bullying and identify support from other organisations.
- Young people should be involved in the evaluation of school programmes and given appropriate feedback.

Hate Crime

- Schools and organisations will look at how to raise awareness of hate crime and report incidents.
- We will seek to roll out informative workshops on hate crime to professionals and the wider community.

Sexual Health

- Young people receive a standardised health input regardless of the secondary school they attend.
- Young people can access sexual health clinics in community centres and youth clubs.
- Young people can gain access to sexual health advice from school nurses.

Young People's Reputations

- Clyde Conversations Steering Group and CLD staff will meet with the Greenock Telegraph to discuss the negative stories about young people.
- More publicity and promotion of the positive contribution and impact young people make to Inverclyde.

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/80/18/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2018/19 Revenue Budget- Period 3 to 30 June 2018		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2017/18 final outturn and the 2018/19 Revenue Budget position as at Period 3 to 30 June 2018.

2.0 SUMMARY

- 2.1 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Facilities Management was transferred to the Education, Communities and Organisational Development Directorate. It should be noted that these changes are not reflected in the 2017/18 outturn report but are included in the 2018/19 projection report.
- 2.2 In 2017/18, excluding the carry forward of Earmarked Reserves, there was an underspend of £151,000 against a budget figure of £75.766 million. This equates to 0.2% of the total budget and was £3,000 less expenditure than reported to the last Committee.

The main variances for 2017/18 were –

- (a) An underspend of £30,000 for Teacher Employee Costs, equivalent to 0.08% of the Teachers budget.
- (b) An underspend of £86,000 for Non Teacher Employee Costs. An overspend for ASN staff (£35k) was offset by underspends for Early Years (£49k) and Education (£72k).
- (c) An overspend of £50,000 for Property Costs. Overspends for Non-Domestic Rates (£35k) and Utilities (£106k) were offset by underspends for Cleaning, Janitors and Refuse Collection (£91k).
- (d) An underspend of £34,000 for Contract Catering and Kitchen Equipment Repairs.
- (e) An overspend of £33,000 for Pupil Consortium Travel.
- (f) An underspend of £59,000 for Administration Costs, mainly Telephones.
- (g) An overspend of £45,000 for ASN Support. An overspend of £80,000 for ASN Resources was partially offset by an underspend of £35,000 for ASN Placements.

- (h) A £52,000 over recovery of income from Other Local Authorities for ASN Placements in Inverclyde schools.
- (i) A £37,000 over recovery of Early Years Wrapround Income mainly due to increased use during holiday periods.

2.3 The total Education budget for 2018/19, excluding planned carry forward for Earmarked Reserves, is £76,385,070. The School Estate Management Plan accounts for £14,629,000 of the total Education budget. The latest projection is an underspend of £82,000.

2.4 The main reasons for the 2018/19 projected underspend are –

- (a) Projected underspend of £23,000 for Teacher Employee Costs which is equivalent to 0.1% of the Teachers budget. Teacher numbers fluctuate throughout the year and the overall numbers are managed to stay within budget. The Teacher staffing numbers will be fully reviewed after the start of the new academic year in August 2018 to take account of any posts that remain vacant.
- (b) Projected underspend of £31,000 for Education Non Teacher Employee Costs mainly due to the Corporate Director post being vacant for a number of months.
- (c) Projected underspend of £20,000 for Public Convenience Employee Costs.
- (d) Projected overspend of £40,000 for Non Domestic Rates (NDR.)
- (e) Projected overspend of £41,000 for Electricity following virement requested in paragraph 8.1 and Appendix 5.
- (f) Projected overspend of £21,000 for Biomass fuel for Port Glasgow Community Campus.
- (g) Projected underspend of £42,000 for Contract Cleaning.
- (h) Projected underspend of £46,000 for Catering Recharge.
- (i) Projected overspend of £20,000 for Kitchen Equipment Repairs.
- (j) Projected over recovery of £37,000 for Early Years Wrapround income.

2.5 Earmarked Reserves for 2018/19, excluding those for Asset Plans and Strategic Funds, total £600,000 of which £568,000 is projected to be spent in the current financial year. To date expenditure of £39,000 (6.9%) has been incurred. Spend to date per profiling was also expected to be £39,000, therefore there is no slippage at this time.

3.0 RECOMMENDATION

- 3.1 That the Committee notes the final outturn for the 2017/18 Education Revenue Budget.
- 3.2 That the Committee notes the current projected underspend of £82,000 for the 2018/19 Education Revenue budget as at Period 3 to 30 June 2018.
- 3.3 That the Committee approves the virement of £30,000 as detailed in Paragraph 8.1. and Appendix 5.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2018/19 Revenue Budget, as well as the 2017/18 final outturn and to highlight the main issues contributing to the £151,000 underspend in 2017/18 and the projected underspend of £82,000 for 2018/19.

5.0 2017/18 OUTTURN

5.1 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Facilities Management was transferred to the Education, Communities and Organisational Development Directorate. It should be noted that the 2017/18 outturn report does not include these changes.

5.2 The final outturn for 2017/18, after adjustments for Earmarked Reserves, was an underspend of £151,000. The main factors contributing to this underspend were:

	Revised Budget 2017/18	Outturn 2017/18	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	146	152	6	10	(4)
Education Services	63,673	63,471	(202)	(183)	(19)
Inclusive Education	10,149	10,228	79	58	21
Safer Inclusive Communities	1,798	1,764	(34)	(33)	(1)
TOTAL NET EXPENDITURE	75,766	75,615	(151)	(148)	(3)

The main variances are explained in greater detail below.

Employee Costs:

Total underspend for Employee Costs was £116,000 (0.2%).

There was an underspend of £30,000 for Teachers and an underspend of £86,000 for Non Teacher employees mainly due to additional turnover savings.

Property Costs:

Total overspend for Property Costs was £50,000 (0.3%).

Overspends for Non-Domestic Rates (£35k), Water (£39k), Biomass (£21k) and Utilities (£46k) were partially offset by underspends for Refuse Collection (£12k) and (£79k) for Cleaning / Janitors due to the early achievement of budget savings.

Supplies and Services:

Total underspend for Supplies and Services was £47,000 (1.1%).

Catering Recharges and Kitchen Equipment Repairs underspent by £34,000 with the balance made up of a number of minor variances.

Transport Costs:

Total overspend for Transport Costs was £33,000 (1.3%).

Overspends for Pupil Consortium Travel (£33k), Pupil Vocational Travel (£8k), ASN Transport (£11k) and SPT School Buses (£10k) were offset by an underspend for Internal Transport (£29k).

Administration Costs:

Total underspend for Administration Costs was £53,000 (7.7%).

Telephones underspent by £31,000 and various administration budgets underspent by £22,000.

Other Expenditure:

Total overspend for Other Expenditure was £58,000 (0.7%).

Overspends for ASN Resources (£80k), Cashless Catering Implementation (£23k) and various minor variances (£35k) were offset by underspends for Clothing Grants (£30k), ASN Placements (£35k) and SEEMIS Administration (£15k).

Income:

Total over recovery of Income was £76,000 (1.1%).

Income from Early Year's Wrapround over recovered by £37,000 and income from Other Local Authorities for ASN Placements within Inverclyde Schools over recovered by £52,000.

6.0 2018/19 PROJECTION

- 6.1 The total Education budget for 2018/19, excluding planned carry forward for Earmarked Reserves, is currently £76,385,070. This is an increase of £756,000 from the approved budget. Appendix 1 gives details of the budget movement responsible for this increase.
- 6.2 Modifications to the Committee and Senior Management structures were approved by Inverclyde Council on 22 February 2018. As a result of these changes, Facilities Management was transferred to the Education, Communities and Organisational Development Directorate and is now included in the 2018/19 Projection.
- 6.3 The level of Turnover Savings allocated to the Employee Costs budget is currently being reviewed by the Corporate Management Team. An update on any impact on the Education Revenue Budget will be provided at the next Committee.
- 6.4 The main issues to highlight in relation to the 2018/19 projected underspend of £82,000 are:

Education Employee Costs - Teachers

The current budget for Teacher Employee Costs is £39,582,000 and the latest projection is an underspend of £23,000. This represents 0.1% of the Teachers budget. Teacher numbers fluctuate throughout the year and the overall numbers are managed to stay within budget. The Teacher staffing numbers will be fully reviewed after the start of the new academic year in August 2018 to take account of any posts that remain vacant.

Education Employee Costs – Non Teachers

The current budget for Education Non Teacher Employee Costs is £16,757,000 and the latest projection is an underspend of £31,000. This mainly relates to the Corporate Director post being vacant for a number of months.

Public Conveniences Employee Costs

The current budget for Public Conveniences Employee Costs is £100,000 and the latest projection is an underspend of £20,000 due to the over recovery of Turnover Savings.

Non Domestic Rates

The current budget for Non Domestic Rates is £3,225,170 and the latest projection is an overspend of £40,000 which is in line with the outturn for the previous year and relates mainly to Disabled Adapted Building Relief not being awarded for Craigmarloch. This has been reviewed by the Assessor and the cost pressure will need to be contained within the Education Directorate.

Gas

Following the allocation of an additional £68,000 from Inflation Contingency and the virement of £30,000 requested in paragraph 8.1 and appendix 5, the budget for Gas will be £483,680. The latest projection is on budget.

Electricity

Following the allocation of an additional £88,000 from Inflation Contingency and the virement requested in paragraph 8.1 and appendix 5, the budget for Electricity will be £826,360 and the latest projection is an overspend of £41,000.

Biomass Fuel

The current budget for Biomass Fuel is £66,750 and the latest projection is an overspend of £21,000 which is in line with the outturn for the previous year.

Contract Cleaning

The current budget for Contract Cleaning is £1,316,000 and the latest projection is an underspend of £42,000. This is mainly due to the over achievement of budget savings due to increased efficiencies.

Catering Recharge

The current budget for Catering Recharge is £3,010,000 and the latest projection is an underspend of £46,000. The underspend mainly relates to catering supplies.

Kitchen Equipment Repairs

The current budget for Kitchen Equipment Repairs is £31,000 and the latest projection is an overspend of £20,000. This is in line with the level of expenditure in previous years.

Early Years Wraparound Income

The current budget for Early Years Wraparound income is £201,000 and the latest projection is an over recovery of income of £37,000. This is in line with the outturn for the previous year.

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

7.0 EARMARKED RESERVES

7.1 Earmarked Reserves for 2018/19, excluding those for Asset Plans and Strategic Funds, total £600,000 of which £568,000 is projected to be spent in the current financial year. To date expenditure of £39,000 (6.9%) has been incurred. Spend to date per profiling was also expected to be £39,000, therefore there is no slippage at this time.

8.0 VIREMENTS

8.1 The Committee is asked to approve the virement of £30,000 as detailed in Appendix 5. The Gas budget will be reduced by £30,000 and the electricity budget will be increased by £30,000 to reflect current spend patterns.

9.0 IMPLICATIONS

9.1 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					

9.2 Legal

There are no specific legal implications arising from this report

9.3 Human Resources

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

9.4 Equalities

There are no equalities issues with this report.

9.5 Repopulation

There are no repopulation issues with this report.

10.0 CONSULTATION

10.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Education Budget Movement - 2018/19**Period 3 - 1st April 2018 to 30th June 2018**

Service	Approved Budget	Movements			Revised Budget	
	2018/19 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2017/18 £000
Corporate Director	146					146
Education	69,734	156		600	(6,683)	63,807
Inclusive Education	12,312					12,312
Facilities Management	120					120
Totals	<u>82,312</u>	<u>156</u>	<u>0</u>	<u>600</u>	<u>(6,683)</u>	<u>76,385</u>

Movement Detail

£000

External ResourcesProbationer Teachers
Period Poverty594
6600VirementsDecrease Gas budget
Increase Electricity budget(30)
300InflationElectricity
Gas88
68156756

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 - 1st April to 30th June 2018**

<u>Out Turn</u> <u>2017/18</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2018/19</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-18</u> <u>£000</u>	<u>Projection</u> <u>2018/19</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
39,712	ED Employee Costs - Teachers	39,582	10,050	10,035	39,559	(23)	(0.1%)
17,037	ED Employee Costs - Non Teachers	16,757	3,912	4,224	16,726	(31)	(0.2%)
96	Public Conveniences Employees	100	24	23	80	(20)	(20.0%)
3,235	Non Domestic Rates	3,255	3,255	3,388	3,295	40	1.2%
803	Electricity	826	206	76	867	41	5.0%
88	Biomass	67	8	19	88	21	31.3%
1,218	Cleaning	1,316	329	3	1,274	(42)	(3.2%)
2,923	Catering Charge	3,010	752	3	2,964	(46)	(1.5%)
46	Kitchen Equipment Repairs	31	0	0	51	20	64.5%
(238)	Wrapround Income	(201)	(51)	(112)	(238)	(37)	18.4%
Total Material Variances						(77)	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April to 30th June 2018**

2017/18 Actual £000	Subjective Heading	Approved Budget 2018/19 £000	Revised Budget 2018/19 £000	Projected Out-turn 2018/19 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
39,712	Employee Costs - Teachers	40,130	39,582	39,559	(23)	(0.1%)
22,039	Employee Costs - Non Teachers	21,036	22,267	22,216	(51)	(0.2%)
14,168	Property Costs	7,568	7,694	7,756	62	0.8%
5,025	Supplies & Services	5,129	5,132	5,106	(26)	(0.5%)
2,557	Transport Costs	1,911	1,917	1,939	22	1.1%
684	Administration Costs	719	722	712	(10)	(1.4%)
4,642	Other Expenditure	17,778	20,499	20,485	(14)	(0.1%)
(13,107)	Income	(11,959)	(14,745)	(14,787)	(42)	0.3%
75,720	TOTAL NET EXPENDITURE	82,312	83,068	82,986	(82)	(0.1%)
	Earmarked Reserves	0	(1,855)	(1,855)	0	
	Loan Charges / DMR	0	(4,828)	(4,828)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	82,312	76,385	76,303	(82)	

2017/18 Actual £000	Objective Heading	Approved Budget 2018/19 £000	Revised Budget 2018/19 £000	Projected Out-turn 2018/19 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
152	Corporate Director	146	146	123	(23)	(15.8%)
56,129	Education	55,105	55,861	55,847	(14)	(0.0%)
105	Facilities Management	120	120	100	(20)	(16.7%)
7,341	School Estate Management Plan	14,629	14,629	14,629	0	-
63,575	TOTAL EDUCATION SERVICES	69,854	70,610	70,576	(34)	(0.0%)
8,628	ASN	8,720	8,720	8,687	(33)	(0.4%)
1,523	Community Learning & Development	1,578	1,578	1,578	0	-
1,842	Other Inclusive Education	2,014	2,014	2,022	8	0.4%
11,993	TOTAL INCLUSIVE EDUCATION	12,312	12,312	12,287	(25)	(0.2%)
75,720	TOTAL EDUCATION COMMITTEE	82,312	83,068	82,986	(82)	(0.1%)
	Earmarked Reserves	0	(1,855)	(1,855)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2018/19</u>	<u>Phased Budget To Period 3 2018/19</u>	<u>Actual To Period 3 2018/19</u>	<u>Projected Spend 2018/19</u>	<u>Amount to be Earmarked for 2019/20 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Autism Friendly	Grant McGovern	250	0	0	218	32	£206k allocated to groups in P7, post funded from P6, balance of £32k remains at year end
Funding for 1 Youth Zone Port Glasgow, Greenock & Gourock	Grant McGovern	186	39	39	186	0	Funding to run 3 x 1-Youth Zones until 31/03/19
Primary School Swimming - P6 to P4 Move	Grant McGovern	6	0	0	6	0	Completed by end of June 2018, accounting entries as part of DMR year end
PG Community Campus Apprenticeships	Ruth Binks	35	0	0	35	0	Schools informed must be spent ASAP.
Developing Young Person's Workforce	Ruth Binks	3	0	0	3	0	Will be fully spent Period 4
Beacon Repairs & Renewals	Grant McGovern	120	0	0	120	0	Beacon will submit list of proposals before funding is released
Total		600	39	39	568	32	

EDUCATION COMMITTEE**VIREMENT REQUESTS**

Budget Heading	Increase Budget		(Decrease) Budget
	£		£
Gas Charges Electricity Charges	1	30,000	30,000
		30,000	30,000

Note

1 - Virement to re-align utilities budgets based on spend

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/81/18/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2018 – 2021 Progress		

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 2018/21.
- 2.3 Overall the Committee is projecting to contain the costs of the 2018/21 Capital Programme within available budgets.
- 2.4 Expenditure at 13th July 2018 is 34.31% of 2018/19 approved budget.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress on the specific projects detailed in Appendix 1.
- 3.2 That the Committee approves the following in respect of the Gourock Primary School Extension project:
- change to the scope of the project including the revised budget allocation and utilisation of the overall capital programme contingency / lifecycle fund allocation as outlined in Section 7.2.
 - issue of tenders for the project, and granting of delegated authority to the Head of Legal & Property Services to accept the most economically advantageous tender provided the cost is within the revised budget allocation for the project.

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 the Committee at the meeting of 23rd January 2018 and the allocation of resources approved by the Full Council on 15th 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 10th 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 2021.

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 24th. 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.

5.2 Moorfoot Primary School Refurbishment:

The project commenced on site in April 2017 with an original completion date in early March 2018. As previously reported the project was delayed in connection with additional asbestos discovered during the early stripping out works and also in connection with additional works to the incoming water main. The school transferred back to the refurbished building at the start of June 2018 with the first day of operation on the 4th June. The final account for the project has yet to be agreed however it should be noted that additional funding may be required in connection with the extended contract period and additional works required to the building. An update will be prepared for Committee in due course upon conclusion of final account process. The Client Services Team continues to work with the School in conjunction with hub West Scotland and the Contractor to address snagging and defects utilising out of hours working / holiday periods as required during the defects liability period.

5.3 Glenpark Early Learning Centre:

The project commenced on site in August 2017 with an original completion date in May 2018. As previously reported the project was slightly delayed in connection with adverse weather during the winter period. The Centre transferred to the new building at the end of June 2018 with the first day of operation on 26th June. The Client Services Team continues to work with the Centre in conjunction with hub West Scotland and the Contractor to address snagging and defects utilising out of hours working / holiday periods as required during the defects liability period.

5.4 Glenbrae Children's Centre Relocation (Aberfoyle Road Refurbishment):

The project commenced on site in October 2017 with an original completion date in June 2018. The Centre transferred to the refurbished building in July with first day of operation on the 19 July. 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.

6.2 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 and additional works required to the existing building including water penetration issues within the basement boiler house. Completion was achieved in August which allowed the planned transfer to the refurbished and extended building with first day for staff on Wednesday 15th August and first full day of operation on Tuesday 21st August. The final account for the project has yet to be agreed however it should be noted that additional funding will be required in connection with the extended contract period and additional works required to the building. An update will be prepared for Committee in due course upon conclusion of final account process.

6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

6.1 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 originally programmed to complete in June 2018, and the second phase involving the demolition of the existing school programmed to complete by October 2018. As previously reported, the phase 1 works had been delayed on site mainly due to adverse weather over the winter period. Completion of the phase 1 work was achieved in August which allowed the planned transfer to the new building with first day for staff on Wednesday 15th August and first full day of operation on Tuesday 21st August. The phase 2 works for demolition of the existing school are currently being progressed.

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. The existing school has been vacated and resources transferred to allow operation from the decant facility in the new school term. The main project is currently at tender stage with returns due in August. Planning consent has been granted with first stage Building Standards approval imminent. A package of enabling works commenced in early July including main plant room strip out and asbestos removal and this work is nearing completion. It should be noted that the main contract tender issue was slightly behind programme and therefore, subject to tender return, evaluation and formal acceptance. A formal site start is likely to be in late September. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed to construction stage.

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 are now progressing the detail design to tender stage with further ground investigation works undertaken over the summer holiday period to inform detailed foundation and drainage design. Planning approval

has now been granted with formal Building Warrant submission imminent. A detailed sequencing / phasing plan has now been prepared including the extent and location of temporary modular accommodation. Tender documents for the temporary accommodation are nearing completion with issue imminent. It is currently anticipated that construction work will commence late 2018/early 2019 with completion late 2019 subject to tender issue, return and evaluation. The Committee is requested to note that following a more detailed cost check on the current proposals, the revised estimate for the project is £2.056M with a current budget allocation of £1.704M. The current proposals incorporate a number of developments and changes to the original anticipated project scope and a summary of these and any other significant items has been provided below:

- Extent of Internal Remodelling and Size of Extension – the current proposals include the relocation of the existing main cooking kitchen and conversion of that area to teaching space including minor infill extension. It should be noted that the existing kitchen equipment is original to the building and as such is approaching 20 years old. The relocation of the kitchen to work alongside the new dining/activity space extension in addition to offering the best operational solution also affords the opportunity for lifecycle replacement of the existing kitchen equipment. The extension has also been increased slightly to address an improvement to the main entrance which is an area that is currently undersized in the existing building. It is also proposed to introduce some improvements such as sun pipes in existing areas such as the circulation space which currently have no natural light.
- Central Boiler Plant, Pumps and Controls – the existing main plant and equipment are also original to the existing building approaching 20 years old and end of life. In lieu of providing additional stand-alone boiler plant for the extension it is proposed to address the lifecycle replacement of all main plant including water heaters, pumps, flue and ancillary equipment at this time and have the new plant sized sufficient to serve the new extension. This is effectively bringing future lifecycle replacement requirements forward to minimise disruption and maximise the impact of the current project.
- Phasing Requirements – the project is being taken forward in a live school environment which requires detailed consideration of phasing and sequencing of works to minimise disruption to the existing school whilst still affording the required access to facilitate the works. It is anticipated that this will involve a greater degree of out of hours working and a slightly longer contract duration which will impact on the cost of the project.

The Committee is requested to approve the progression of the current proposals and the reallocation of existing SEMP model funding as outlined below to address the projected budget gap. Permission is also sought to issue tenders including delegated authority to accept the most economically advantageous tender:

Budget line	Current Approved Budget £000	Revised Budget £000	Variance £000
Gourock PS Extension	1,704	2,056	+352
Capital Programme Contingency	62	0	-62
Lifecycle Fund #1	7,052	6,762	-290
Total	8,828	8,828	-

#1 – The lifecycle fund allowances address elemental refurbishment / replacement works across the estate with the funding model allowances increasing year on year as the estate deteriorates over time. The allocation of this funding is subject to annual review prioritisation based on estate elemental condition. It is proposed that the £290K noted above be re-allocated proportionately from the 2018/19 and 2019/20 allocations.

7.3 Hillend Children’s Centre Refurbishment:

Proposals involve the comprehensive refurbishment of the existing facility. The decant strategy for the project involves the temporary use of the former Glenbrae Children’s Centre building during the construction phase. Technical Services have now prepared a Stage 2 design in consultation with the Early Years Service and Client Services Team. The detail design stage will now be progressed including Planning and Building Warrant submissions in due course.

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 initial 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 2017 Education & Communities Committee. As previously reported, a full re-working of the plan was undertaken with submission of a revised financial template in March 2018 and the revised plan was reported to the special Education & Communities Committee in June 2018. This report will focus on the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below. The Committee is requested to note that further detail on the cost of individual projects will be provided as projects are progressed beyond feasibility to tender return stage.

8.2 The Scottish Government confirmed a total Capital grant of £5,980,000 to Inverclyde Council as part of the overall 1140 hours funding with the below yearly spend allocation. Any yearly over or underspends will be contained within the overall £5,980,000 funding allocation.

	<u>2017/18</u> <u>£000</u>	<u>2018/19</u> <u>£000</u>	<u>2019/20</u> <u>£000</u>	<u>2020/21</u> <u>£000</u>	<u>Total</u> <u>£000</u>
Amount Allocated	£380	£1,900	£2,200	£1,500	£5,980

8.3 Refurbishment Projects:

Blairmore Nursery – Works involve the alteration/adaptation of the former Early Years Language Centre within All Saints Primary School to accommodate 2-3 year old expansion at Blairmore. Works were completed over the Easter 2018 holiday period and registration is currently ongoing to allow operation in August 2018.

St Joseph’s Primary School – Works involve the alteration/adaptation of existing accommodation to provide a Nursery Class. Works commenced in 1st Quarter 2018 to originally complete by summer however some delay has been experienced in connection with the external access ramp and associated ground investigation for foundation design. The internal works are substantially completed with overall

completion anticipated in time for planned operation which is now projected to be January 2019.

St Francis' Primary School - Works involve the alteration/adaptation of existing accommodation to provide a Nursery Class. Works commenced in 1st Quarter 2018 to originally complete by summer however some delay has been experienced in connection with the external canopies and foundation design which has been affected by adjacent underground services. The internal works are substantially completed with overall completion anticipated in time for planned operation which is now projected to be January 2019.

Craigmarloch School – The proposals involve the alterations/adaptation of existing accommodation to provide a Nursery Class. The scope of works is currently being assessed to allow a brief to be issued and works to be programmed for completion in 2019/20.

Gourock YAC – The proposals involve the alterations/adaptation of part existing accommodation within the building to provide an early years facility. It should be noted that part of the accommodation is currently used by Wellington Children's Centre which provides a registered out of school care service. The scope of works is currently being assessed to allow a brief to be issued and works to be programmed for completion in 2019/20. A separate report is included on the agenda addressing the request of the June Committee for clarification on the lease arrangements for the Gourock YAC building.

8.4 **New Build Projects:**

Larkfield Children's Centre – The proposals involve the provision of a new build replacement for an expanded service within the grounds of the former Sacred Heart Primary School Campus where Larkfield Children's Centre currently operates from a wing of the existing building. It is proposed that the project be progressed via hub West Scotland and an initial brief has been prepared by the client Services Team in conjunction with the Early Years Service. More detailed feasibility work will now be undertaken including the necessary topographical, services and other surveys to assist on identifying the most suitable location for the new building.

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build expansion which will operate in tandem with the existing Rainbow Family Centre. The project will involve the demolition of the existing Park Farm Community Centre and adjacent Multi-Use Games Area to provide the necessary space for expansion. It is proposed that the project be progressed via hub West Scotland and an initial brief has been prepared by the client Services Team in conjunction with the Early Years Service. Recent engagement with the Care Inspectorate on the 1140hrs expansion proposals have been positive however Officers did note that the preference for this site/project would be to locate the new build element in as close a proximity as possible to the existing Centre. More detailed feasibility work will now be undertaken including the necessary topographical, services and other surveys to assist in the preparation of options that best suit the site and how any new element will integrate with the existing building which will remain operational during the works.

8.5 **Outdoor Projects:**

Blairmore Nursery – The proposals involve the provision of covered outdoor space in the form of a canopy structure and minor alterations within the existing Nursery external play space. A brief for the works has been prepared for issue to the PPP FM provider with design to be developed and works to be progressed within the current financial year.

Binnie Street Children's Centre – The proposals involve the provision of additional WCs within the existing underbuilding accessed from the existing external play space. It is also proposed to provide covered outdoor space in the form of a timber based outdoor classroom structure. Listed building consent and building warrant are in place for the works within the existing building with the intention that these are taken forward by the Council's Building Services Unit later in the calendar year. A brief for the external timber structure is currently being prepared to allow tenders to be issued with a view to progressing the works as soon as possible within the current financial year.

Rainbow Family Centre - The proposals involve the provision of covered outdoor space in the form of a canopy structure and minor alterations within the existing external play space. A brief for the works has been prepared and issued to the Council's Technical Services section to allow the design to be developed to tender stage.

Gibshill Children's Centre - The proposals involve the provision of additional WCs within a small extension accessed from the existing external play space. It is also proposed to provide covered outdoor space in the form of a canopy structure and minor alterations within the existing external play space. A brief for the works has been prepared and issued to the Council's Technical Services section to allow the design to be developed to tender stage.

Kilmacolm Primary School – The proposals involve the expansion of the existing Nursery Class involving provision of a new outdoor teaching space incorporating WCs. It is anticipated that the building will be predominantly timber in construction and integrated with the existing Nursery outdoor teaching spaces in the school grounds. A brief for the works is currently being prepared for issue to the Council's Technical Services section to allow the necessary topographical, services and other surveys to be taken forward that will enable the design to be developed to tender stage.

Wemyss Bay Primary School – The proposals involve the expansion of the existing Nursery Class involving provision of a new outdoor teaching space incorporating WCs. It is anticipated that the building will be predominantly timber in construction and integrated with the existing Nursery outdoor teaching spaces in the school grounds. A brief for the works is currently being prepared for issue to the Council's Technical Services section to allow the necessary topographical, services and other surveys to be taken forward that will enable the design to be developed to tender stage.

9.0 IMPLICATIONS

Finance

- 9.1 The expenditure at 13th July 2018 is £3.401m from a budget of £9.912m. This is expenditure of 34.31% of the approved budget subject after 33.33% of the year.
- 9.2 The Committee is requested to note that no slippage is currently being reported however there have been some minor movements across budget lines as indicated within Appendix 1.
- 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.
 - Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £46.482m, made up of £46.457m SEMP Supported Borrowing / Government Grant Funding and £25K Non-SEMP Supported Borrowing. The Current Projection is £46.482m.

9.4	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
	Total School Estate	46,457	46,457	-
	Total Non School Estate	25	25	-
	Total	46,482	46,482	-

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

9.8 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

9.9 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 July 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



Project Name	1	2	3	4	5	6	7	8	9	10	11
	<u>Est Total Cost</u>	<u>Actual to 31/3/18</u>	<u>Approved Budget 2018/19</u>	<u>Revised Est 2018/19</u>	<u>Actual to 13/07/18</u>	<u>Est 2019/20</u>	<u>Est 2020/21</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>			
SEMP Projects											
Demolish St Stephens HS	500	500	0	0	0	0	0	0	-	-	-
Glenpark Early Learning Centre - New Build	3,355	2,700	515	515	413	140	0	0	Aug-17	May-18	Jun-18
Glenbrae Children's Centre - Aberfoyle Rd Refurbishment	1,137	485	602	602	287	50	0	0	Oct-17	May-18	Jul-18
Hillend Children's Centre - Refurbishment	1,031	7	379	379	0	645	0	0	-	-	-
Larkfield Children's Centre - Upgrade	350	100	0	0	0	250	0	0	-	-	-
Free School Meals Capital Grant	60	34	26	26	0	0	0	0	-	-	-
Lifecycle Fund	7,052	1,918	662	662	71	2,273	2,199	0	Apr-14	-	Mar-21
Balance of Contingency	62	0	12	12	0	50	0	0	-	-	-
Moorfoot PS Refurbishment	5,047	4,232	692	792	745	23	0	0	Apr-17	Apr-18	Jun-18
Lady Alice PS - Refurbishment	3,756	2,178	1,401	1,401	975	177	0	0	Jun-17	May-18	Aug-18
St Ninian's PS - New Build	9,180	6,433	2,639	2,639	812	108	0	0	Jun-17	-	Oct-18
Gourock PS - Extension	1,704	38	594	594	45	1,029	43	0	-	-	-
St Mary's PS - Refurbishment & Extension	6,051	324	1,891	1,891	20	3,719	117	0	-	-	-
Demolish Sacred Heart PS	266	0	0	0	0	266	0	0	-	-	-
Complete on site	951	423	152	52	9	476	0	0	-	-	-
TOTAL SEMP	40,502	19,372	9,565	9,565	3,377	9,206	2,359	0			
Early Learning & Childcare Expansion (1140hrs) Projects											
Refurbishment - St Francis PS Nursery Class	187	93	82	82	0	12	0	0	Feb-18	Jun-18	Oct-18
Refurbishment - St Joseph's PS Nursery Class	215	83	100	100	0	32	0	0	Feb-18	Jun-18	Oct-18
Refurbishment - Blairmore Nursery Expansion	36	1	25	25	24	10	0	0	Apr-18	Apr-18	Apr-18
Refurbishment - Craigmarnoch/Gourock YAC	252	0	0	0	0	48	204	0	-	-	-
New Build - Larkfield CC/Park Farm (Rainbow FC)	4,650	0	80	80	0	1,726	2,794	50	-	-	-
Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Ba	640	0	60	60	0	556	24	0	-	-	-
TOTAL ELC EXPANSION	5,980	177	347	347	24	2,384	3,022	50			
TOTAL ALL PROJECTS	46,482	19,549	9,912	9,912	3,401	11,590	5,381	50			

Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Ruth Binks, Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/71/18/RB/MMcK
Contact Officer:	Miriam McKenna, Corporate Policy and Partnership Manager	Contact No:	01475 712042
Subject:	Education, Communities and Organisational Development Corporate Directorate Improvement Plan Review		

1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Committee the annual review of the Education, Communities and Organisational Development Corporate Directorate Improvement Plan. The Plan contains new or revised improvement actions for 2018/19 and is submitted for the approval of the Committee.

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. The CDIP is a rolling three year plan that is subject to annual review. This is to ensure that the Improvement Plan remains relevant and reflects any new challenges or legislation that will impact on the Directorate over the year.
- 2.2 The CDIP is now in its third and final year and a review of the year 2 improvement actions has been completed. The refreshed CDIP is attached at appendix one for the consideration of the Committee.
- 2.3 The central focus of the CDIP is the Improvement Plan which has been informed by service self-evaluation as well as ongoing service development. The Improvement Plan contains a range of actions that will be delivered by the Directorate during 2018/19.
- 2.4 The Improvement Plan contains a number of actions that are corporate in nature therefore the CDIP will also be presented for approval to the forthcoming meeting of the Policy and Resources Committee along with the Environment, Regeneration and Resources CDIP, which has also been reviewed and refreshed.
- 2.5 The format of the refreshed CDIP differs slightly from previous years'. The two main changes are:
- The refreshed plan reflects the new Directorate structure that was implemented in April 2018.
 - The improvement actions have been mapped to the Council's organisational priorities that were established in the new Corporate Plan 2018/22, which was approved on 7 June 2018.
- 2.6 As mentioned in paragraph 2.2, the ECOD CDIP 2016/19 is now in its final year and a new three year plan will be presented to this Committee for consideration and approval in May 2019.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- a. Approves the refreshed Education, Communities and Organisational Development CDIP 2016/19;
- b. Notes that the refreshed Education, Communities and Organisational Development CDIP and the Environment, Regeneration and Resources CDIP will be submitted to the Policy and Resources Committee for approval on 18 September.
- c. Notes that a new three year Education, Communities and Organisational Development CDIP will be presented to this Committee in May 2019.

Ruth Binks

Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 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 wellbeing outcomes of the Inverclyde Alliance and Inverclyde Council. The wellbeing outcomes are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.2 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. It was agreed by the Committee that the CDIP would be a rolling three year plan that is reviewed and refreshed on an annual basis. Appendix 1 to this report fulfils the yearly review and refreshment commitment.
- 4.3 The Council's Corporate Directorate Improvement Plans have been informed by robust self-evaluation.
- 4.4 The improvement actions contained within the ECOD CDIP will be delivered by the following services: Education Services; Inclusive Education, Culture and Communities and Organisational Development, Policy and Communications.
- 4.5 The Plan includes key performance indicators, comprising statutory performance indicators and local performance indicators which provide a measure of how well key aspects of the Directorate are performing.
- 4.6 The format of the refreshed CDIP differs slightly from previous years'. The two main changes are:
- The refreshed plan reflects the new Directorate structure that was implemented in April 2018.
 - The improvement actions have been mapped to the Council's new organisational priorities that were agreed in the Corporate Plan 2018/22, which was approved in June 2018.
- 4.7 The Improvement Plan continues to be structured under the following headings:
- Corporate Improvement Actions
 - Cross-Directorate Improvement Actions
 - Service Improvement Actions
 - Capital Projects Improvement Actions
- 4.8 Performance reports on the progress that has been made in the delivery of the actions contained within the Improvement Plan will be submitted to every second meeting of this Committee.

5.0 IMPLICATIONS

5.1 Financial Implications - One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
n/a					

Financial Implications - Annually Recurring Costs/ (Savings)

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

5.2 Human Resources: none at present

5.3 Legal: none at present

5.4 Equalities: The delivery of the duties set out in the Equality Act 2010 is included as an action within this plan. The Education Service is the strategic lead for the delivery of Equality and Diversity for the Council.

5.5 Repopulation: The delivery of Council services that have continuous improvement at their core supports the Council's aim of retaining and growing the area's population.

6.0 CONSULTATIONS

6.1 All Education, Communities and Organisational Development services have been involved in the development of the refreshed actions.

7.0 CONCLUSIONS

7.1 The ECOD Directorate presents the review of the Corporate Directorate Improvement Plan 2016/19 for the approval of the Education and Communities Committee.

8.0 LIST OF BACKGROUND PAPERS

8.1 Education and Communities Committee, 3.5.16
<https://www.inverclyde.gov.uk/meetings/meeting/1865>

Education, Communities and Organisational Development

Corporate Directorate Improvement Plan 2016/19

Annual Review 2018



This document can be made available in other languages, large print, and audio format upon request.

Arabic

هذه الوثيقة متاحة أيضا بلغات أخرى والأحرف الطباعية الكبيرة وبطريقة سمعية عند الطلب.

Cantonese

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Gaelic

Tha an sgrìobhainn seo cuideachd ri fhaotainn ann an cànanan eile, clò nas motha agus air teip ma tha sibh ga iarraidh.

Hindi

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

Mandarin

本文件也可应要求，制作成其它语文或特大字体版本，也可制作成录音带。

Polish


Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formacie audio.


Punjabi

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

Urdu

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔

 Inclusive Education, Culture and Corporate Policy, Inverclyde Council, Wallace Place, Greenock, Inverclyde, PA15 1LZ

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1. Introduction by the Corporate Director, Education, Communities and Organisational Development

On behalf of the Education, Communities and Organisational Development (ECOD) Directorate, I am pleased to present the latest refresh of our Corporate Directorate Improvement Plan (CDIP) 2016/19. We carried out a comprehensive review of the Plan in spring 2018 to ensure that our improvement actions and performance information are still relevant to delivering the Council's wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

The CDIP is an integral part of the Council's Strategic Planning and Performance Management Framework. It assists in shaping the strategic direction for the Directorate and outlines key programmes, actions and improvements which we will deliver during the final year of this plan.

As a Directorate, our activities are clearly focussed around the concept of a *Nurturing Inverclyde*. We aim to make Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to enjoy a good quality of life with good mental and physical wellbeing. Our approach puts the child, citizen and community at the centre of service delivery. Our improvement actions are intended to deliver the SHANARRI wellbeing outcomes and the three strategic priorities in the Inverclyde Outcomes Improvement Plan (IOIP). These priorities are:

- **Population** – Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth;
- **Inequalities** – There will be low levels of poverty and deprivation and the gap in income and health between the richest and poorest members of our communities will be reduced;
- **Environment** – Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.

The Council's Corporate Plan 2018/22 supports the delivery of the Inverclyde Outcomes Improvement Plan and also establishes a number of organisational priorities for the Council. The CDIPs are the principal vehicle for the delivery of these organisational priorities which are:

- To promote Inverclyde, to both residents and visitors alike, as a great place to live, work and visit
- To work collaboratively to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them
- To grow the local economy in a way that creates opportunities for all our residents, including access to good quality jobs
- To reduce the prevalence of poverty and in particular, child poverty, in our communities
- To safeguard, support and meet the needs of our most vulnerable families and residents
- To improve the health and wellbeing of our residents so that people live well and for longer
- To protect and enhance our natural and built environment
- To preserve, nurture and promote Inverclyde's unique culture and heritage
- To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources
- To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs.

This CDIP has been developed using robust self-evaluation. The three Services that form the Directorate have taken into consideration a wide range of data, stakeholder views and reviewed how the services we deliver seek to achieve the eight wellbeing outcomes. Each aspect of our Plan reflects national and local priorities and is focussed on improving the quality of our services and the lives of local children, citizens and communities.

We are proud of what we have achieved during the lifespan of this plan including:

- the development of a new Inverclyde Outcomes Improvement Plan (LOIP) 2017/22;

- the development of a robust approach to meet the requirements of the Best Value Assurance Audit;
- the development of a new People and Organisational Strategy to address the specific challenges and opportunities facing the Council;
- the achievement of the Disability Confident Scheme Level 3 accreditation;
- further development of the Council's commitment to equalities to ensure better outcomes for people with protected characteristics;
- embedding the principles and techniques of good self-evaluation across Council Services;
- the improvement of library and museum facilities in Inverclyde;
- the implementation and delivery of the Children and Young People Improvement Collaborative;
- increased facilities for young people via the I Youth Zones in Port Glasgow and Gourrock;
- the achievement of a Carer Positive Employer In Scotland Award (Engaged)
- a very positive children's services inspection report and very positive attainment challenge interim evaluation report.

One of the greatest challenges in the coming year is to continue to deliver high quality services to our customers in an extremely challenging financial climate. We are committed to a solution-focussed and *can do* attitude to our work. We will continue to develop and promote robust self-evaluation both in our own Directorate and across the Council, in order to enhance current good practice and constantly develop and improve as a local authority. Other challenges facing the Directorate during the next year include:

- a reduction in employees and pressure on service delivery levels
- labour market issues, particularly supply teacher shortages
- an ageing workforce
- the ongoing implementation of major pieces of legislation
- welcoming and supporting refugees in our community
- tackling poverty and reducing the poverty related attainment gap
- tackling high levels of inequality and deprivation
- limited economic opportunities
- responding to the changes in the age profile of our population
- reviewing community facilities in Inverclyde

Through this Plan however, we hope to support and challenge our employees to improve the quality of the services we provide. We look forward to building on the progress that has been achieved and continuing to make further achievements during the next year.



Ruth Binks
Corporate Director, Education, Communities and Organisational Development

2. Strategic Overview

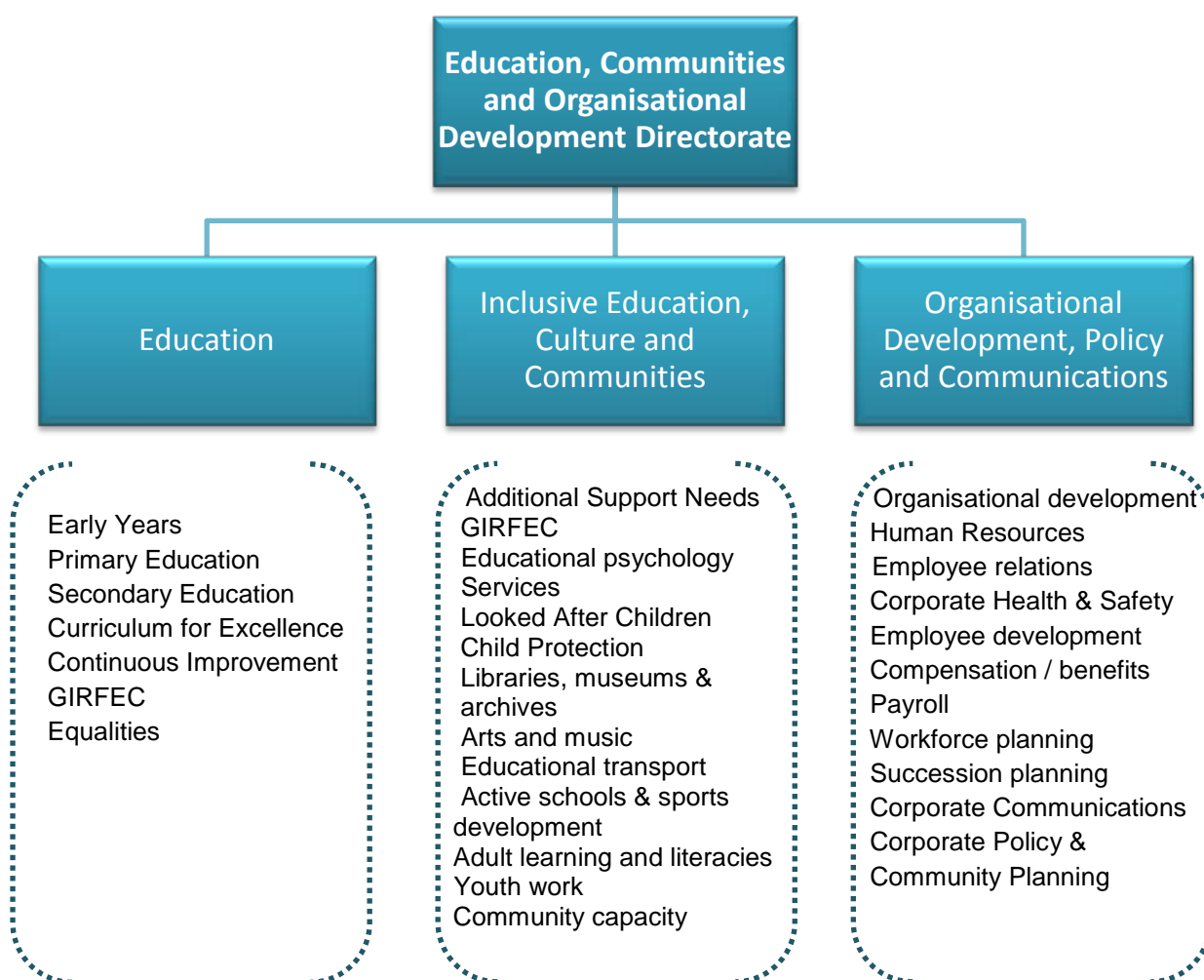
2.1 Purpose and scope of the Directorate

The primary role of the Directorate is to:

- provide education, culture and lifelong learning opportunities;
- support safer communities and community learning and development; and
- deliver the corporate back office functions of human resources, organisational development, communications, corporate policy and partnership working.

These services all sit within the Council's vision of a *Nurturing Inverclyde* where we are **Getting it Right for Every Child, Citizen and Community**, working towards the achievement of the wellbeing outcomes, where all our children, citizens and communities are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The Directorate comprises three services. The Directorate's management structure is:



2.2 National and local context

New legislation emerging from the Scottish and UK Governments will directly impact on the nature of the services that the Directorate provides during the next three years. Legislation that has come into effect that will impact on the delivery of this plan includes:

- The Children and Young People (Scotland) Act 2014
- The Community Empowerment (Scotland) Act 2015
- Legislative changes in employment law, health and safety and pensions
- Changes in the National Terms and Conditions for Local Government Employees
- The Education (Scotland) Act 2016
- The Community Justice (Scotland) Act 2016
- Child Poverty (Scotland) Act 2017
- The British Sign Language (Scotland) Act 2015
- UK withdrawal from the EU.

Public Sector Reform

There has been significant transformation in public services in Scotland with major reforms having been undertaken by the Scottish Government in local government, health, social care and the uniformed services. Public services face serious challenges with the demand for services set to increase dramatically over the medium term, while public spending becomes even further constrained. This means that the Council will, in effect, have to achieve more with less.

To manage this, we continue to identify where we can focus on early intervention, reducing costs and improving performance. This is a challenging agenda for the Council and the Directorate has a key role to play in helping the Council get it right by providing support for parents and young children at the early stages of a child's life; helping children and young people to achieve in education and move onto employment; providing further learning and training opportunities; tackling anti-social behaviour at an early stage and improving our other prevention work.

In addition to the above, the Directorate operates and delivers services within a diverse policy and legislative framework which is detailed below:

All Services in the Directorate

- The Local Government in Scotland Act 2003
- The Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- The Equality Act 2010
- Curriculum for Excellence
- The Children and Young People (Scotland) Act 2014
- Developing Scotland's Young Workforce 2014-2021
- The Community Empowerment (Scotland) Act 2015
- Mental Health Strategy 2017 / 2027
- The Requirements for Community Learning and Development (Scotland) Regulations 2013
- 2018 National Improvement Framework and Improvement Plan
- The Welfare Reform Act 2012
- More Choices More Chances
- The Children and Young People Improvement Collaborative
- Fairer Scotland Duty
- Child Poverty (Scotland) Act 2017
- A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland
- Raising Scotland's Tobacco-free generation: Tobacco Control Action Plan 2018

There is also legislation which is specific to the Directorate's individual Services some of which is attached as Appendix 1. Much of the legislation is listed in the Council's scheme of delegation <http://www.inverclyde.gov.uk/law-and-licensing/standing-orders-and-scheme-of-administration>.


Glasgow City Region Education Improvement Collaborative (GCREIC) (West Partnership)

The Glasgow City Region represents a significant proportion of the Scottish population, encompassing 773 schools from across the region, in addition to hundreds of Early Years settings, both local authority and partner providers. The Glasgow City Region Education Improvement Collaborative (GCREIC), also known as the West Partnership, brings together authorities from across the Glasgow City Region. The aim of the West Partnership is to bring about excellence and equity in education across the entire region and in doing so, raising attainment and achievement. The West Partnership brings together eight local authorities who collectively make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council, Glasgow City Council, Inverclyde Council, North Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council and West Dunbartonshire Council.


The Partnership has developed a three year improvement plan 2017- 2020, which aligns with the Scottish Government's National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities.

2.3 Customer focus

The Directorate's customer base is wide and varied. It includes all Inverclyde's children and their parents, those living in communities served by the Community Wardens, as well as communities supported by the Community Learning and Development (CLD) service. It also extends to the media, people with an interest in libraries, culture and the arts, as well as those that are seeking employment with the Council. In addition, the Directorate provides support to colleagues across the Council through the functions of Organisational Development, Human Resources, Corporate Policy and Corporate Communications.

Corporate customer engagement takes place through our  [Citizens' Panel](#) which the Organisational Development, Policy and Communications Service has responsibility for. Two Citizens' Panel surveys are carried out each year, the results of which are reported to the Council's Policy and Resources Committee and posted on the Council's website. Newsletters are also sent to Citizens' Panel members to let them know how their comments have been taken on board.

Council Services use customer engagement as an essential tool to measure satisfaction and the feedback that is received is used to improve service delivery. Over the two year period that this CDIP has been in place, a variety of customer engagement activity has been carried out by the services within the Directorate, examples include:

- an end of programme evaluation for all CLD participants (ongoing)
- a survey of employee new starts and leavers (on-going)
- corporate training evaluation (on-going)
- online survey of applicants and the wider public using the national recruitment portal  [My Job Scotland](#) (on-going)
- our Budget Consultation processes (online and public engagement events)
- learner-led action research in adult literacies
- Public consultation on the School Transport Policy and School Placing Request Policy
- development of a Youth Participation Strategy
- developing a 'penny for youth thoughts' Youth Council
- a third *#ClydeConversations* conference for our young people
- 'Our Place Our Future' community engagement to inform the development of the Inverclyde Outcomes Improvement Plan (using the Place Standard tool)
- Healthy Working Lives Questionnaire with employees

Further community engagement is planned between now and March 2019, including:

- a geographical needs and strengths assessment
- development of locality plans
- an Employee Survey
- on-going evaluation on the Libraries service delivery
- Participatory Budgeting in each Council Ward.

We also carry out formal and informal engagement with customers through pupil councils, the Youth Council, parent councils and community groups, the Adult Learners Forum in Inverclyde, as well as on-going engagement with individuals through the Community Wardens' service.

Additionally, community engagement is co-ordinated through the Community Engagement and Capacity Building Network for the purposes of community planning. Recently, the Network engaged with a wide variety of audiences around the Inverclyde Outcomes Improvement Plan and other topic areas. In particular, the 'Our Place Our Future' Survey, carried out during May – June 2017, was a far reaching community engagement event, with a response rate of 1.7% of Inverclyde's population. The 'Our Place Our Future' Survey questions were based on the Place Standard, which is a framework that has been developed to structure conversations around place. The Survey informed the identification of key issues for inclusion in the Inverclyde Outcomes Improvement Plan and the Locality Plans that are currently being developed.

2.4 Equality

The ECOD Directorate is committed to ensuring equality of opportunity in everything that it does. The Head of Education chairs the Council's Corporate Equality Group, which takes the lead in ensuring the Council meets its duties under The Equality Act 2010. Services carry out equality impact analysis (EIA) on new or significantly changing policies, strategies and procedures, as well as on budget saving proposals. EIAs completed in the past year or planned by the Directorate include:

Completed

- Inverclyde Outcomes Improvement Plan 2017/22
- Budget saving proposals
- Supporting Employee Attendance Policy
- Voluntary Severance Policy (update)
- Alcohol and Drugs Policy
- Recruitment and Selection Policy

Planned

- Locality Plans
- The Inverclyde British Sign Language Plan 2018/23
- Pay and Grading Model
- Dignity and Respect at Work
- Agile Working.

The Council also has a series of Equality Outcomes and every Service in the Directorate will continue to work towards the achievement of these during the next year. Details of these Outcomes can be viewed here [🔗 Equality and Diversity](#). The Council's overarching Equality Outcomes are:

1. Inverclyde Council's employees and elected members are able to respond confidently and appropriately to the needs of service users and colleagues.
2. Inverclyde's children, citizens and communities are able to access our services and buildings with ease and confidence
3. Measures to prevent and eradicate violence against women and girls are making Inverclyde a place where all individuals are equally safe and respected and all women and girls can expect to

- live free from such abuse and the attitudes that perpetrate it
4. There are no barriers in recruitment, training and promotion opportunities for the Inverclyde Council workforce.
 5. All Inverclyde residents have an opportunity to share in the area's economic growth.

Education Equality outcomes

- Ed1. All children and young people have the support that they need in relevant areas
- Ed2. Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning
- Ed3. All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.

The performance management of this document will help the Council to monitor how it is performing towards the achievement of its Equality Outcomes.

2.5 Sustainability of the environment

The Directorate supports implementation of the Council's flagship *Green Charter* environmental policy which aims to reduce energy and waste and promote the sustainable use of resources in the Council and across our community, for example, employees are encouraged to use the recycling facilities provided in Council premises or participate in our Cycle to Work scheme. This is to support improved performance in one of our sustainable development performance indicators i.e. *to reduce CO₂ emissions within the scope of influence of the local authority*, also known as our *area-wide emissions*.

The Directorate's Services are encouraged to help the Council reduce its carbon emissions which in turn supports delivery of the Council's Carbon Management Plan 2012/17.

It is vital that young people gain an early understanding of key environmental issues and become aware of ways they can make a difference through their personal actions. Our educational establishments also have a critical role to play in the implementation of our corporate *Green Charter* environmental policy by promoting sustainable development and environmental sustainability.

Our School Estate Management Plan aims to ensure that all Inverclyde schools are replaced or fully modernised by 2020. Mindful of research into the positive impact of good environmental conditions on pupil attainment, the designs for our new schools place a strong emphasis on natural ventilation, high levels of natural day light and appropriate temperature control, together with energy and carbon reduction measures. This is further enhanced with other environmental sustainability initiatives such as a small wind turbine at Inverclyde Academy, a biomass boiler at the joint campus in Port Glasgow and photovoltaic cells at various sites.

2.6 Risk management

The key risks that the Directorate faces include:

- **financial** - financial pressures are affecting all public sector agencies and the Directorate needs to closely monitor budgets to ensure service delivery remains efficient, effective and value for money;
- **reputation** - potential for lack of buy-in and support for local government benchmarking projects and equality and diversity outcomes could lead to non-compliance with legislation or adverse external criticism resulting in a negative impact on the Council's reputation;
- **legal and regulatory** - potential for lack of support and buy-in could lead to non-compliance with legislation particularly regarding The Equality Act 2010, The Community Empowerment (Scotland) Act 2015 and the Statutory Performance Indicators Direction 2015; and
- **operational and business continuity** - potential for possible inconsistencies in the roll-out of corporate systems and the potential for failure to implement policies and procedures could all have detrimental impacts on operational and business continuity.

The detailed risk management plan is attached at as Appendix 2 on page 60.

Opportunities exist to act in a more corporate manner across Directorates in order to reduce risks and these will be explored over the life of this plan.

2.7 Competitiveness

As part of the requirement to demonstrate best value, the ECOD Directorate sets out its approach to the competitiveness agenda as part of this CDIP.

Competitiveness is a complex area and not simply an issue of delivering services for the least cost. In the public sector, competitiveness can perhaps be better described as *challenge* and *improvement* as this is what the Directorate requires to do to drive continuous improvement and best value.

The Audit Scotland *Best Value Toolkit 2010: Challenge and improvement* sets out the following definitions:

Challenge

- The organisation has a proven record of adjusting its services as a result of internal or external challenge, achieved with an improvement of services.
- The organisation can justify that its delivery methods, whether in-house or otherwise, offer best value, within the context of its wider objectives.
- As part of its strategic approach to procurement and commissioning it undertakes objective options appraisal to explore and optimise a wide range of contract or partnership options. The organisation understands the impact of its activities on the local economy, and makes decisions based on clear policy objectives.

Improvement

- The organisation continually challenges and improves its performance. It has reviewed, or has plans to review, its services to ensure best value - an improvement programme is in place which takes account of customer and staff feedback and is readily available to citizens. It assigns responsibility, accountability and resources appropriately following improvement reviews.
- It uses the 'four Cs' (Consult, Compare, Challenge, Compete) effectively in reviewing services. Reviews are timely and the council can demonstrate improved outcomes and value for money as a result. Improvements are targeted in line with priorities, and performance indicators and satisfaction measures in reviewed areas are satisfactory or improving.
- It can demonstrate impact through improved service, or governance outcomes, and monitors and regularly reviews the quality and progress of its improvement activity.

Our self-evaluation guidance *Are we Getting it Right for Every Child, Citizen and Community?* supports the Directorate to carry out robust self-evaluation, using data from a variety of sources which informs the development of improvement actions, including those set out in section 5 of this Plan. A variety of processes are used to gather the data which informs on-going self-evaluation across the Council and is used to develop and adapt services to better meet the needs of customers.

The benchmarking information derived from the Improvement Service's Local Government Benchmarking Framework (LGBF) will also inform areas where the Directorate will focus attention and carry out further detailed internal analysis, in addition to learning from better performing councils.

Services within the Directorate have also participated in LGBF benchmarking family groups. Family groups are used to assess performance, learn from good practice, highlight the Council's own good practice to other authorities and deliver improvement across the local authorities who make up the groups.

In addition to the LGBF family groups, a number of the Directorate's service areas already participate in well-established benchmarking activity such as:

- Health and Safety
- HR policy
- Education Services' benchmarking across local and national networks
- Educational Psychology Service benchmarking with neighbouring services
- Scottish Attainment Challenge
- the Duke of Edinburgh Awards Scheme is compared on a yearly basis, for example, participation rates, success and completion

Over the years we have worked with other local authorities to help them learn from our good practice and vice versa. Education Scotland inspections show that Inverclyde schools perform very well in comparison to our comparator authorities.

The Participation Measure, which has replaced the School Leavers Destination Results, tracks the wider 16-19 year old cohort, not just those that have left school. This allows us to benchmark the proportion of our young people that are participating in education, training or employment.

In addition, the developing Scottish Improvement Framework will compare literacy and numeracy via Standardised Testing and indicators for health and wellbeing, which will allow services to benchmark to identify how well we are supporting all our children and young people.

3. Summary of Resources

The Directorate's budget for 2018/19 is outlined below.

Expenditure and FTE numbers

Resource Statement: Education and Communities

<u>Service</u>	<u>2018/19</u>		
	<u>Gross Exp</u> <u>£000's</u>	<u>Net Exp</u> <u>£000's</u>	<u>FTE</u> <u>-</u>
Director	146	146	1
Education	80,622	69,854	1,365
Inclusive Education, Culture & Communities	18,458	16,962	380
Education & Communities Total	99,226	86,962	1,746
Organisational Development, Policy & Communications	2,108	1,991	42
Policy & Resources Committee Total	2,108	1,991	42
Education and Communities Directorate Total	101,334	88,953	1,788

4. Self-Evaluation and Improvement Planning

The Audit Scotland Best Value Assurance Report on Inverclyde Council, which was published in June 2017, acknowledged that the Council has a positive culture of improvement and is an organisation that supports innovation. The report findings also include that Inverclyde Council uses self-evaluation consistently with clear links to improvement plans.

The Improvement Plan for the Directorate for 2018/19 is set out in section 5. It has been developed based on robust self-evaluation using both formal, such as external audit, inspection reports, validated self-evaluation and informal self-evaluation techniques, such as service self-assessment. It has also been informed by external inspection work such as the Joint Inspection of Services for Children and Young People in Inverclyde.

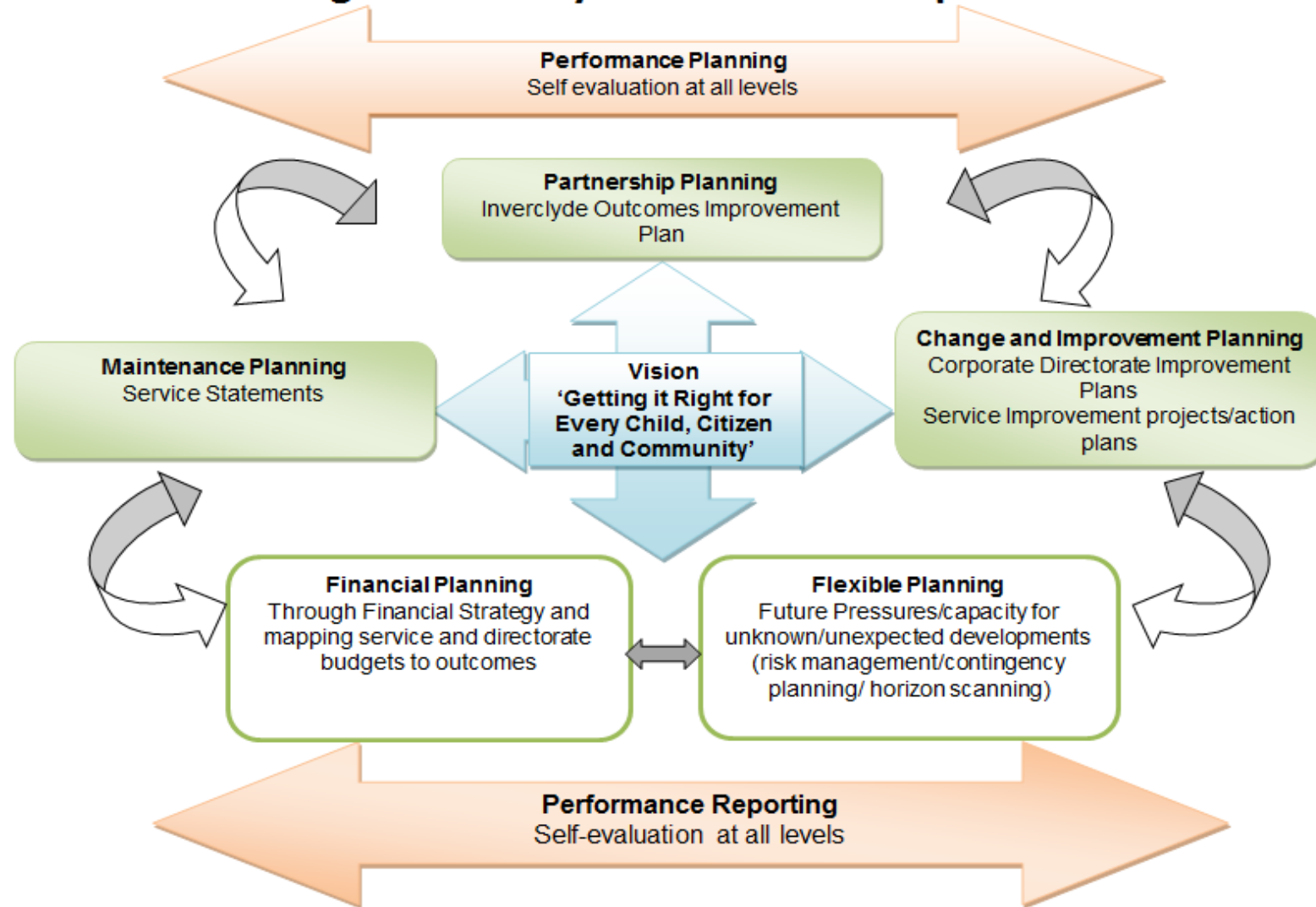
There are also a number of improvement actions contained within the Best Value Assurance Report that are relevant to the Directorate and these have been incorporated into the improvement plan in Appendix 1.

Examples of the type of self-evaluation carried out by the services in the Education, Communities and Organisational Development Directorate includes:

- **Organisational Development, Policy & Communications** – a review of performance indicators; Public Services Improvement Framework self-evaluation undertaken in 2017; general benchmarking of HR policies and practices across Scotland; gathering best practice; self-assessment against the Annual Governance Statement; national communications advisory group, employee opinion survey; using the Scottish Performance Management Forum to benchmark and peer review; the Local Government Benchmarking Framework; customer satisfaction survey; self-assessment against Audit Scotland reports and Citizens' Panel surveys.
- **Education Services** - Standards and Quality reports at both centre and at a service level, Improvement Plans at both centre and at a service level, How Good is Our School? 3 and 4, How Good is our Early Learning and Childcare? The National Improvement Framework, School and Care Commission inspection reports, self-assessment against the requirements of the Education (Scotland Bill), Insight Benchmarking toolkit, school reviews.
- **Inclusive Education, Culture and Communities** - validated self-evaluation; annual review with the senior management team members; evaluation of professional development initiatives; Education Scotland; audit of reciprocal teaching; cross-authority working; Education Scotland good practice visits; internal service self-evaluation using the Public Libraries Quality Improvement Framework Toolkit; customer engagement exercises.

The diagram on the following page sets out the planning cycle for the Council, including the various levels of planning that take place. All of this requires to be underpinned by self-evaluation. Corporate Directorate Improvement Plans sit within change and improvement planning but are underpinned by all other aspects of planning, particularly financial planning.

Planning for Delivery and to Secure Improvement



5. Education, Communities and Organisational Development Year 3 Improvement Plan

In addition to Directorate's improvement priorities, there are also aspects of our work which are on-going: work that is significant but nonetheless can be classified as *business as usual*. These areas of work are captured in the Service Statement and Standards for each service area. The improvement priorities and associated actions are very much focused on the improvements we plan to make during the final year of this plan. Monitoring of the maintenance or 'business as usual' activity is undertaken by individual Directorate and Service Management teams, as well as through the performance reporting under the Council's Statutory Performance reporting, including the Local Government Benchmarking Framework indicators. Additionally, for specific pieces of work, there are other reporting mechanisms to the Council's committees. The Year 3 Action Plan for the Directorate is set out as shown below:

Section	Actions	Page
5.1	Corporate Improvement Actions	17
5.2	Cross Directorate Improvement Actions	24
5.3	Service Improvement Actions	35
5.4	Capital Projects Improvement Actions	50

The improvement actions have been mapped to the Council's organisational priorities which are shown below.

Corporate Plan Organisational Priority	Ref
To promote Inverclyde to both residents and visitors alike, as a great place to live, work and visit	OP1
To work collaboratively to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them	OP2
To grow our local economy in a way that creates opportunities for all our residents, including access to good quality jobs.	OP3
To reduce the prevalence of poverty in our communities, with a particular focus on reducing child poverty	OP4
To safeguard, support and meet the needs of our most vulnerable families and residents.	OP5
To improve the health and wellbeing of our residents so that people live well for longer.	OP6
To protect and enhance our natural and built environment	OP7
To preserve, nurture and promote Inverclyde's unique culture and heritage	OP8
To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources	OP9
To develop motivated, trained and qualified employees who deliver quality services that meet the current and anticipated service needs	OP10

Successful Learners

Confident Individuals



Effective Contributors

Responsible Citizens

Corporate Improvement Actions 2018-19

5.1 Corporate Improvement Actions

These actions have implications for the whole Council, or more than one Directorate, not just the Education, Communities and Organisational Development Directorate.

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
CA1	Equality and Diversity	<p>Equality Outcomes were agreed in 2017 and these have to be reviewed at four yearly intervals.</p> <p>Corporate Equalities Officer in post, Corporate Equalities Group (CEG) meets regularly.</p> <p>Refugee families continue to settle in Inverclyde.</p> <p>There is a requirement for the</p>	<p>There is better reporting on corporate equality actions by the CEG.</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>Inverclyde better meets the needs of</p>	<p>Corporate Policy Officer responsible for equalities will work with CEG to develop the plan.</p> <p>Identify ways to celebrate diversity in Inverclyde. Foster good relations/ understanding with communities and new migrants.</p> <p>Work with families to tackle gender inequality.</p> <p>The Council will engage with local</p>	<p>Plan agreed at CEG.</p> <p>Delivery of ESOL and ethnic minority services.</p> <p>Staff training delivered, e.g. Refugee Council training.</p> <p>Range of events held to celebrate and encourage understanding of diversity.</p> <p>A BSL Plan is in place which has</p>	<p>Head of Education/ Corporate Policy Officer/ Corporate Policy, Partnership and Performance Manager.</p> <p>Corporate Equality Group/ HSCP/ Education.</p> <p>Corporate Equality</p>	<p>Within existing resources</p> <p>Funding of</p>	<p>Respected, Included</p>	<p>OP5 OP9</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		Council to produce a British Sign Language (BSL) Plan.	customers who are BSL users.	BSL users to develop the Plan for Inverclyde (timescale October 2018).	been agreed with local BSL users.	Group.	£11,000 has been received from the Scottish Government		
CA2	The Community Empowerment (Scotland) Act 2015	<p>Asset Transfer and Participation Request Guidance have been agreed and first reports made to committee regarding uptake.</p> <p>An Inverclyde Outcomes Improvement Plan is in place.</p> <p>Ongoing development of locality planning.</p> <p>Participatory Budgeting funding has been agreed across the 7 Wards.</p> <p>Audit Scotland made a recommendation in the BVAR for Inverclyde to further develop the capacity of communities,</p>	<p>The Council and the CPP are ready for the implementation of the Community Empowerment (Scotland) Act 2015, working with partners to deliver on the statutory requirements. Each element is in place across all Services.</p> <p>There are locality profiles and plans for the agreed localities across Inverclyde, mapping assets and issues, agreed with and led on by communities.</p> <p>Services/ CPP partners and communities use these profiles to plan service delivery, targeting inequalities</p>	<p>Respond to Scottish Government guidance.</p> <p>Facilitate improved community engagement in the development of Locality Plans and community planning and the development of more robust community engagement methods, including Place Standard</p> <p>Create a community food growing strategy in partnership with the Environment Network of third sector and community organisations.</p>	<p>Locality plans are available for Port Glasgow, Greenock East and Central and Greenock South and South West.</p> <p>Community Food Growing Strategy in place.</p> <p>A broader range and number of individuals and community groups are engaged and contributing to the development and delivery of Locality Plans and community planning.</p> <p>Communities are making full use of the Community</p>	Grant McGovern/ Steven McNab/ Gerard Malone	Within existing resources	Included, Responsible	OP2

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		particularly around raising awareness of possibilities for communities and reviewing funding and staffing required to work with communities.	and working to reduce them All Inverclyde Alliance Partners are investing in building the capacity of communities so that they may take full advantage of their rights set out in the Community Empowerment Act.	Through the Community Engagement Network, highlight to the Alliance Board the resources required to effectively deliver on community empowerment/ engagement and capacity building, and make recommendations to the Alliance Board.	Asset Transfer, Participation Request and Participation in Public Decision-Making elements of the Community Empowerment Act.				
CA3	Engagement with young people/Youth Participation Strategy	A range of opportunities exist for young people to become active citizens in relation to their schools, services for young people and community e.g. Pupil Council, Youth Council, Clyde Conversations, Clyde Pride etc. However, there is scope for strengthening links and for the impact of these activities to enhance engagement.	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. Young people have a greater impact in determining the services available to them and positively contribute to local planning. Young people's voices are heard and	In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the recent Clyde Conversations 3 event; continue to host annual Clyde Conversations events to ensure positive and meaningful participation (Present – March 2019). Develop a new	Increased opportunities for young people to participate. Increased numbers of young people participating in Youth Consultation and Representation structures. Youth Cabinet established. Young people sitting on council committees.	Grant McGovern/ Head of Education/ Sharon McAlees	Within existing resources	Respected	OP2

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		The Council has developed the Inverclyde Youth Participation Strategy in partnership with partner agencies and young people.	their issues taken into consideration in service development and delivery.	structure for Youth Representation through the establishment of a Youth Cabinet (By March 2019). Develop plans for nominated young people to sit on local council committees to ensure their voices are heard on an appropriate platform. (By March 2019)	Decisions influenced by young people.				
CA4	Corporate Workforce Planning and Development	A Corporate Workforce Planning and Development Group has been established to focus on progressing the workforce planning and learning and development agenda (WP and L&D) for the Council. Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills.	Continue to ensure workforce planning and development is integrated into CDIPs, risk registers and associated plans to address the key workforce challenges over the next 3 years and into the longer term.	Analysis of workforce data and learning needs with a coordinated approach to WP and L&D solutions. Including future workforce requirements.	WP and L&D activity is prioritised and needs are met through coordinated and cost effective approaches. Appropriate WP and L&D interventions are implemented to address key workforce challenges over the next 3 years.	Steven McNab	Within existing resources	Achieving; Respected; Included	OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
CA5	Measuring Impact on Outcomes	In the Audit Scotland recent Best Value Assurance Report for Inverclyde a recommendation was to better identify the extent of impact services/partners expect to make to the overall strategic outcomes and the timeframe, with milestones at key intervals.	Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes.	Working with experts and other performance management specialists, processes will be developed to better measure impact on outcomes.	In the next Best Value Assurance Report Audit Scotland are assured that Inverclyde is able to demonstrate impact on outcomes for all its children, citizens and communities.	Steven McNab/Corporate Policy, Performance & Partnership	Within existing resources	Achieving	OP9
CA6	Service Statements	Each Service has a Service Statement that provides customers with an overview of the Service and sets out the level and quality of the service that our customers can expect to receive.	The Council's Service Statements are up to date and reflect the changes made to the management structure.	Carry out a review of the Council's Service Statements	Revised service statements are updated and available for customers on the Council's website	Steven McNab/Corporate Policy, Performance & Partnership	Within existing resources	Achieving	OP9
CA7	Child Poverty Local Action Report	The Child Poverty (Scotland) Act 2017 places a duty on local authorities and health boards to report annually on activity they are taking, and will take, to reduce child poverty. A post has been created to take	An Inverclyde Child Poverty Local Action Report is developed capturing all the work being undertaken in the area to tackle child poverty. Inverclyde Council and HSCP are working towards the mitigation of the impacts of Child	Engagement with services and partners regarding work to tackle child poverty and production of the report. Multi-agency work with CELCIS on neglect.	An Inverclyde Child Poverty Local Action Report is submitted to the Scottish Government by June 2019	Steven McNab/Corporate Policy, Performance & Partnership	Anti-poverty EMR	All	OP4

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		forward this work.	Poverty						

Cross-Directorate Improvement Actions 2018-19

5.2 Cross-Directorate Improvement Actions

These actions will be implemented by more than one service in the Education, Communities and Organisational Development Directorate.

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
CD1	Implementation of The Children and Young People (Scotland) Act 2014	The development and implementation of Inverclyde's GIRFEC Pathway across Education and HSCP staff has been successfully supported through single and multi-agency training allowing a commonality of language and staff working confidently in partnership when planning for vulnerable children. Inverclyde's GIRFEC policy and procedures are available for customer/public access on the Council's website. Planned changes to Scottish Government legislation to address remaining concerns around information sharing across support agencies.	<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>Continue to deliver single and multi-agency follow-up GIRFEC training as appropriate, including SEEMIS development of appropriate SEEMIS Models.</p> <p>Continue to implement quality assurance and moderation of single and multi-agency children's plans will be developed and implemented.</p>	<p>There will be a reduction in the number of referrals to the Reporter by educational establishments.</p> <p>There will be an increase in consistency, quality and development of plans which are produced both on a single agency and multi-agency level.</p> <p>There will be better planning for pupils to ensure their needs are met and support strategies are identified, including support for Looked After Children with particular emphasis on Looked After at Home</p>	<p>Lead Grant McGovern</p> <p>Kate Watson/ Head of Education</p> <p>Cross Directorate and Cross organisations including NHS, Police Scotland and the 3rd sector.</p>	Funding coming from Scottish Government to support implementation for 17/18 (business processes and set up).	Nurtured Safe	OP5

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>We have fully implemented the legislation as it stands at present, and are awaiting further guidance in regards to information sharing. Our GIRFEC Pathways model is in place. Interagency working between social work and education directly reflects the guidelines on our GIRFEC Pathway.</p> <p>ICT solution to secure information-sharing across agencies achieved through use of corporate email in place from May 2017. Inverclyde has signed up to upgraded security protocols.</p>	Policy and procedures in place to ensure appropriate secure IT communication solutions and protocols in place						
CD2	Joint Children's Services Plan	The Inverclyde Joint Children's Services Plan is being further developed and new guidance has come	Inverclyde's Joint Children's Services Plan is in place and being delivered.	The Children's Services Partnership will inform the revised plan.	Plan agreed by Education and Communities Committee and Health and Social Care Committee	Grant McGovern/ Sharon McAlees	Within existing resources	All	

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>out from Scottish Government which will inform this development.</p> <p>Further monitoring is being introduced by the Scottish Government.</p>	<p>A monitoring framework is established in response to the Scottish Government guidance.</p>	<p>The Partnership will identify where monitoring information will be sourced from and set up mechanisms to gather it.</p>					
CD3	Scottish Attainment Challenge	<p>Parental support required to improve family literacy, numeracy and well-being.</p> <p>Participating in Scottish Govt. initiatives to raise attainment.</p> <p>Completed year 2 of the Attainment Challenge. Tests of Change are being completed. Very positive evaluations; early results show significant progress with a reducing gap linked to deprivation.</p> <p>Nurturing principles are well embedded in our primary schools and this</p>	<p>Strategies identified to work through the Scottish Attainment Challenge are disseminated across all schools.</p> <p>Attainment gap linked to deprivation has decreased.</p>	<p>Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure an impact on attainment</p> <p>Close our attainment gap linked to deprivation through targeted use of Attainment Challenge Funding and Pupil Equity Funding</p> <p>Continue to roll out professional learning which impacts upon play room/class</p>	<p>Parents capacity to support their children's learning is increased.</p> <p>Our attainment gap linked to deprivation has decreased.</p> <p>Up-skilled workforce.</p> <p>An improved shared understanding of progress through a level.</p> <p>Improvements in the 2015/16 baseline figures for literacy and numeracy.</p> <p>Parent networks/communities groups are</p>	Head of Education/Head Teachers	Scottish Government funding of £591,670 and £120,000	Achieving; Nurtured	OP4 OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>good practice is being taken forward in our secondary schools.</p> <p>The Secondary Schools are now involved.</p> <p>The Council received a very positive report on Scottish Attainment Challenge in Inverclyde and its impact on families and young people, with sector leading practice highlighted.</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>room practice through revised learning.</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools. 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 Positive Relationships Positive</p>	<p>established and have developed their capacity to address issues of poverty and inequality (and the barriers they present to learning). Improved learning and teaching methods and approaches.</p> <p>Progress reporting against the recently published National Improvement Framework.</p>				

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
				Behaviour Policy, which has been updated to include national recommendations, we will maintain our high performance against national comparators and continue to reduce exclusions. Work with schools to identify an exit strategy to ensure continuity and we continue to close the attainment gap.					
CD4	Volunteering Strategy and Action Plan	The range and scale of volunteering and the contribution it makes to the delivery of key council outcomes is not clearly understood.	The quality of volunteering opportunities is increased. The role and contribution volunteers make to community planning, achieving key outcomes and the	Carry out refreshed survey of volunteering across the directorate and CLD partnership. Partnership volunteer development	Volunteering strategy and action plan in place Increased number of volunteering opportunities Increased number of people achieving	Grant McGovern/ Head of Education Volunteer Centre/Third Sector Interface	No resource implications	Respected Responsible	OP1 OP2

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
			delivery of services is understood and quantified.	event held. Findings to inform a volunteering strategy for Inverclyde Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.	accreditation through volunteering Stronger partnership with CVS Inverclyde and the Volunteer Centre is evident.				
CD5	Implementation of the ALIS 2020 Outcomes for Literacy	Evidence is available of good practice and improved literacy outcomes from early years to adulthood. The National Adult Literacies in Scotland 2020 Strategic Guidance is now in place. Adult Learning and Literacy Sub Group leads the coordination and development of community literacies	Working towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD.	Use of evidence-based approaches which lead to improved literacies capabilities (Links to CD2: Scottish Attainment Challenge/Raising Attainment for All and the National Improvement Framework) with a developmental focus on parents/early years and senior phase	Improved outcomes for literacies in the context of ALIS 2020. Increased participation in youth and adult literacies programmes Improved literacies capabilities and attainment levels Increased numbers achieving core skills accreditation	Grant McGovern/ Head of Education	Training costs	Achieving Included	OP2 OP3 OP4

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
					Develop CLD plan 2018 – 21				
CD6	Developing Inverclyde's Young Workforce	<p><i>Developing the Young Workforce – Scotland's Youth Employment Strategy</i> was published in December 2014 by the Scottish Government. This Strategy shapes the work the local authority will deliver around employability until 2021.</p> <p>The DIYW Strategic Group is currently developing a 3-year plan for 2018-21.</p> <p>The ongoing developments around the senior phase will continue to focus on curriculum flexibility and individual learner needs.</p> <p>The number of pupils sustaining positive destinations has</p>	<p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document.</p> <p>The Youth Employment Activity Plan is currently being discussed by Inverclyde Regeneration and Employability Partnership (IREP) to identify the collation of provision and identify gaps.</p> <p>There is an increase in positive and sustained destinations for school leavers in Inverclyde.</p>	<p>Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.</p> <p>Fully utilise the Youth Employment Activity Plan.</p> <p>Continue to review senior phase vocational curriculum including activity agreements, school based personal learning pathways, school/college liaison programme</p>	<p>Meet or exceed national targets and recommendations</p> <p>Actions identified on the strategic plan have been completed.</p> <p>We have developed a plan with a greater focus on sustained destinations for school leavers. Use data set for school leavers</p>	Head of Education/ Grant McGovern	Within existing school resources	Achieving Included	OP3 OP5 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		declined.							
CD7	Large-scale, informal, youth gatherings	<p>Issues with large gatherings of young people across a number of locations in Inverclyde with associated safety concerns.</p> <p>Multi-agency Tasking & Co-ordinating (MATAC) partners identified, meetings held and action plan implemented detailing several key issues across a number of sites in Inverclyde.</p> <p>The CSP Co-ordinating Group meet 8 weekly to oversee progress of CSP & MATAC action plans.</p>	<p>Clear processes, roles and responsibilities in place across partner organisations including the Council, Police and Fire and Rescue.</p> <p>Agreed action plan is completed</p>	<p>Multi-agency Tasking & Co-ordinating (MATAC) partners identified and meetings held.</p> <p>CSP action plan developed in Q4 of 2017/18 for actions in Q1/Q2 of 2018/19</p> <p>The CSP Co-ordinating Group meet 8 weekly to oversee progress of CSP & MATAC action plans.</p> <p>Upskill parents and young people of the potential risks and dangers involved by delivering a range of educational inputs.</p>	Reduction in the incidents related to large-scale youth gatherings.	<p>Cross organisations including Inverclyde Council, Police Scotland, Scottish Fire & Rescue, Scotrail & BTP</p> <p>Community Learning and Development Youth Services & Education Services</p>	Within existing resources	Safe Responsible	OP1 OP2 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
CD8	Change Management	<p>Inverclyde Council, over a number of years, has sought to identify a variety of ways in which to develop and deliver its services differently.</p> <p>The BVAR recognised the Council's 'Delivering Differently' approach to change management and supported the introduction of 3 Directorate Change Management Groups.</p> <p>3 Change Management Directorate Groups have been established to review progress on all change projects on a monthly basis.</p> <p>The Group is chaired by the Corporate Director and consists of the DMT plus Finance</p>	<p>ECOD services have been reviewed and where appropriate redesigned to ensure they are fit for purpose, meet customer's needs and are efficient.</p>	<p>Continue to meet regularly and progress specific projects.</p> <p>Detailed projects are established.</p> <p>Ongoing work with the Policy and Resources Committee and Members Budget Working Group.</p>	<p>Savings are identified through change management process.</p> <p>Change Management Directorate Group meets regularly.</p>	Corporate Director	Within existing resources	Achieving	OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>& HR support. Heads of Service are accountable for promoting change management projects and taking necessary action to ensure timeous delivery. Progress reports using a RAG status are submitted bimonthly to the Corporate Management Team. Regular updates are presented to the P & R Committee.</p>							

Service Improvement Actions 2018-19

5.3 Service Improvement Actions

These actions will be carried out by specific Services in the Directorate.

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
Education									
Ed1	Education Scotland Act 2016	<p>The Education (S) Act 2016 is in place.</p> <p>A revised Parental Engagement Strategy will be presented to the September E&C committee</p> <p>A self-evaluation exercise with parents on their involvement and engagement with schools has been undertaken.</p> <p>Regular reports on the National Improvement Framework.</p> <p>Attainment and achievement of</p>	<p>The Authority will be fully compliant with, or will have, plans to be fully compliant with all aspects of the Education Scotland Act 2016.</p> <p>There will be improved attainment for Looked After and Looked After and Accommodated Children with particular focus on children Looked After at Home.</p>	<p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation</p> <p>Continue to take forward and implement the National Improvement Framework</p>	The Council will be fully compliant with the Education Scotland Act 2016	Head of Education	Within existing resources	Achieving	OP5 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		Looked After Children is monitored through the ongoing Standards and Quality report.							
Ed2	Putting procedures in place to monitor and report on attainment in the Broad General Education	<p>Although schools track and monitor performance at all levels, we currently do not collate and report on attainment of pupils in the Broad General Education (BGE) at Authority level.</p> <p>A robust system to track children's progress is in place.</p> <p>All schools have a plan in place to use moderated assessment information to track and monitor the progress of every pupil.</p> <p>A consistent, authority-wide data set has been established that</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>A system is in place to moderate teacher judgements – increase the reliability of teacher judgements in the BGE assessment.</p>	<p>Revising the Quality Assurance Framework across the Authority.</p> <p>Continue to work with schools so they 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>	A robust and reliable tracking system is in place to report on and monitor progress and performance of all pupils through the BGE.	Head of Education	Within existing resources	Achieving	OP4 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>can be used across all schools (this data set will be linked to SIMD levels to highlight any gaps linked to deprivation.</p> <p>Inverclyde is a member of the Glasgow City Regional Education Improvement Plan (West Partnership).</p> <p>Progression frameworks for understanding standards have been developed at Council level.</p>							
Ed3	Continue with the implementation of the 1+2 Modern Languages strategy	<p>All primary schools are engaged with the 1+2 languages strategy and all pupils in primary school currently learn a second language.</p> <p>We have a 1+2 development</p>	All pupils should be taught a second language from P1 and a third language from P5.	<p>All schools continue to embed L2</p> <p>Pilot clusters and some other primaries continue to work informally on L3.</p>	Continue to monitor and evaluate the implementation plan.	Head of Education/Elsa Hamilton	Within existing resources	Achieving	OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		<p>officer.</p> <p>Work on the 5 year implementation plan continues to increase teacher confidence and to develop language teaching.</p>							
Ed4	Increasing the entitlement for early learning and childcare to 1,140 hours	<p>Initial work has been undertaken to identify location and provision to take this forward.</p> <p>Officers have attended national events to review updates on intended plans.</p> <p>The working group has established a robust plan to take forward the government requirement to provide 1,140 hours of childcare, in full consultation with stakeholders.</p> <p>A plan is in place</p>	By 2020 the council will be offering the entitlement of 1,140 hours of early learning and childcare.	A Working Group continues to meet to take forward and implement the plan.	1140 hours is delivered by 2020.	Head of Education/Linda Wilke	Fully funded by Scottish Government	Nurtured	OP4 OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		for early phasing of delivery.							
Ed5	Leadership in educational establishments	<p>Leadership is a key driver of the Attainment Challenge. Some work has been undertaken on developing leadership and this includes participation in national qualifications through SCEL and authority run courses such as Uplifting Leadership.</p> <p>Leadership strategy and a structured programme is in place to support teachers who are actively seeking promotion.</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>Further development of leadership strategy.</p> <p>Leadership pathways and opportunities for succession planning.</p> <p>Identifying clear pathways for leadership.</p> <p>Continuing to develop a structured programme to support teachers who are actively seeking promotion.</p> <p>Monitoring and evaluating the impact of the existing programmes.</p> <p>Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise</p>	All teachers who are actively seeking promotion will be known and appropriate training identified.	Head of Education	Funded within existing resources and Attainment Challenge funding.	Respected Included	OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
Inclusive Education, Culture and Communities									
IECC1	Additional Support Needs Review	<p>A range of services are in place to support pupils with additional support needs but these need to be more effectively structured to deliver better outcomes.</p> <p>The recommendations from the 2015 ASN Review continue to be implemented.</p> <p>Schools are now monitoring attendance, exclusion rates and attainment for looked after children</p> <p>Inverclyde's Autism Strategy is now in place and being implemented.</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. Locality ASN planning approaches will be piloted in one area by April 2019</p>	<p>Inclusive Support Service re-organised and reflects outcomes of review.</p> <p>Improved wellbeing outcomes for children and young people.</p> <p>Improved educational outcomes for and increased positive destinations for pupils with barriers to their learning.</p> <p>Inverclyde educational establishments include Autism friendly strategies into improvement planning cycle.</p>	Grant McGovern	Within existing resources	Nurtured Included Achieving	OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
				<p>A 2 year Autism Officer post will be filled shortly to ensure continuity.</p> <p>The third sector are involved in the delivery of the identified outcomes in the autism strategy.</p> <p>1 year funding projects will be in place from November 2018.</p>					
IECC2	National Strategy for Public Libraries	In 2015, the Carnegie UK Trust, on behalf of the Scottish Library and Information Council (SLIC), produced a National Strategy for Public Libraries in Scotland.	<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 2018-9 Inverclyde Libraries will:</p> <ul style="list-style-type: none"> • Promote culture and creativity. • Provide 	<p>Culture and creativity: the Strategy recommends that libraries extend cultural engagement by providing opportunities in community venues.</p> <p>In 2018-19 Inverclyde Libraries will use Live Literature funding to provide 6 author events in public libraries and HMP Greenock.</p> <p>Excellent public</p>	6 events will be delivered. Attendance figures and attendee feedback will be positive.	Grant McGovern	<p>Within existing resources.</p> <p>(Live Literature events funded by Scottish Book Trust)</p>	All wellbeing outcomes.	OP1 OP8 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
			excellent public services.	services: the Strategy recommends that libraries develop methods for reporting on the impact and outcomes of library activities through How Good Is Our Public Library Service (HGIOPLS). In 2018-19 Inverclyde Libraries will undertake a validated self-evaluation process on Q15 - Vision, Strategy & Continuous Improvement.	Innovative methods for capturing impact & outcomes of library services will be designed. Self-evaluation will be carried out, validated by SLIC, areas for improvement will be added to 2019-20 service plan.				
IECC3	Prepare for the CLD inspection-expected 2019	We anticipate an inspection will take place in 2019.	The service is adequately prepared for the CLD inspection	CLD CIG will carry out self-evaluation in autumn 2018 to plan for the inspection	Positive inspection feedback received	Grant McGovern	Within existing resources	Achieving	OP2 OP5 OP9 OP10
IECC4	Increase numbers of young people and adults achieving qualifications via CLD Programmes at	Adults and young people are gaining accreditation as part of CLD delivery, however, there is scope to improve the	Increased numbers of young people gaining qualifications. A broader range of qualifications	All CLD staff are trained in Assessor/verifier qualifications Increased range of qualifications offered	Number of young people gaining qualifications measured within Insight.	Grant McGovern	Within existing resources	Achieving	OP2 OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
	SCQF level 4 and below	numbers of young people involved and the range of qualifications offered to better meet the needs of individuals	offered to better meet the needs of individuals.						
IECC5	Youth work	<p>The Youth Work Team provides a range of school and community based e.g. Youth Zone services, inputs around staying safe including healthy relationships, drug and alcohol awareness and cyberbullying. In addition, we offer targeted support to young mums, LGBT young people as well as providing summer programme and other holiday programmes.</p> <p>There is limited street work and engagement with young people in their own settings and 'hot spot'</p>	<p>All young people in school and community based settings are effectively supported to develop the confidence and skills they need to 'stay safe' and thrive in the face of any new challenges they face.</p> <p>Increased engagement with young people in their own settings which includes street based programmes around community safety and health. Increase in street work and</p>	<p>Work with school colleagues to increase the number and effectiveness of school based inputs around staying safe in response to new challenges facing young people, particularly targeting S1 to S3.</p> <p>More direct engagement on the street with the Word on the Street Project</p>	<p>Number of young people in each school participating in youth work sessions.</p> <p>Programme evaluations</p> <p>No. young people engaged into positive pathways.</p> <p>No. of young people engaged via outreach and detached work. Programme evaluations.</p>	Grant McGovern /Head of Education	Within existing resources	Achieving Healthy Respected Responsible	OP2 OP6

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		areas.	outreach activity to engage more effectively with the hardest to reach young people.						
IECC6	Develop and improve Adult Learning Pathways	A range of high quality learning opportunities are available for adults, however, pathways which keep learners engaged across service and partner programmes are not well-developed.	All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning.	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement.	Mapping of provision completed. Process agreed and implemented.	Grant McGovern	Within existing resources	Achieving	OP2 OP5 OP9 OP10
IECC7	School Transport	Provision is currently inequitable	Equitable school transport is available across Inverclyde	Undertake and Audit of current provision Identify areas where there is current inequity Work with communities to support any implemented changes.	Equity of school transport provision across Inverclyde	Grant McGovern	Within existing resources	Safe Healthy Active	OP6 OP7 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
Organisational Development, Policy and Communications									
ODPC1	Review the Council's Corporate identity, branding and messaging	The council has an existing corporate identify manual which is active, but requires reviewed to take into account new factors including electronic communications and partnership arrangements.	A new overarching guide to how the council presents itself visually through printed, online and individual communications	Conduct a thorough review of the council's corporate identity, branding and messaging Create a new 'how we present ourselves' protocol which includes corporate identity and branding guidance. December 2018	Revised guidance agreed and in place and a consistent approach to branding and messaging across the council.	Steven McNab	Within existing resources	Achieving	OP1
ODPC2	Tourism and destination marketing	The Council is currently supporting the Tourism and Destination and Marketing portfolio of the Glasgow City Region city deal and Corporate Comms support the Chief Executive on this. There is a strategy and action plan in	Inverclyde Council supports the wider City Region in regards to tourism Boost tourism across the city region by 2023 by a million additional visitors for the city region.	Support a range of region wide initiatives. Inverclyde Council will also lead on production of an annual calendar of events across the city region; development of a communications plan for events communicating with residents; maximising	The Glasgow City Region tourism strategy and action plan will report back to the cabinet on targets. Locally corporate communications will also link actions to the support to the local tourism partnership	Steven McNab	Within existing resources	Achieving	OP1

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		place.		opportunities for the year of coast and water in 2020, linking with transport providers to improve connectivity and support, through the City Deal Greenock Ocean Terminal project doubling cruise ship passengers in the region.	'Tourism Inverclyde'.				
ODPC3	Health and Safety Management Monitoring System (Figtree)	The Council's current health and safety management system is largely paper based. With limited ability to follow up and monitor audits, risk assessments etc, the implementation of key action points and control measures.	Be able to record and monitor key action points and control measures which require to be implemented at Service level. Monitor and record that implementation has taken place. Integrate accident reporting function with Finance Insurance section to	Develop and test the relevant modules in the Figtree system. Change over the current incident reporting system to the Figtree system. Bring online the audit and assessment modules and pilot them in selected areas (Fire Risk Assessment, Education and Environmental and Commercial Services. Develop the reporting function to	Statistical information on action plan implementation is reported to the relevant bodies including the Corporate Health and Safety Committee and in the Annual Report	Steven McNab jointly with Heads of Service	Within existing resources	Safe	OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
			enable a more streamlined investigation and recording process ensuring that all documentation is readily available for use in the event of a claim.	bring statistical information to the Corporate Health and Safety Committee as required.					
ODPC4	Pay and Grading	The Living Wage has been implemented across the Council, resulting in pay compression and removal of differentials at the bottom end of the pay structure.	A revised pay and grading model is in place.	Models will be developed for consideration to incorporate Living Wage and other recommendations from Equality Impact Assessments. April 2019	A revised pay and grading model is in place.	Steven McNab	To be confirmed depending on pay model agreed.	Responsible	OP10
ODPC5	Care Positive Employer in Scotland	The Council currently has a Care Positive Employer in Scotland accreditation at the first stage of recognition.	The Council has achieved a higher level of award	Develop submission for award, engage with employees who are carers, ensure our policies and practices are reviewed to meet the necessary standards.	The Council has achieved a higher level of award	Steven McNab	Within existing resources	Responsible	OP10
ODPC6	Healthy Working Lives Collaboration with HSCP	The Council and HSCP independently apply for Healthy Working Lives	Joint assessment and award between the Council and HSCP for	Submission is made jointly between HSCP and the Council to Healthy Working Lives	Accreditation is awarded to the HSCP and Council as one entity.	Steven McNab	Within existing resource	Responsible	OP6 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
		accreditation	Healthy Working Lives accreditation						
ODPC7	Corporate Directorate Improvement Plans	The Environment, Regeneration and Resources Directorate and Education, Communities and Organisational Development Directorates each have Corporate Directorate Improvement plans which come to an end in June 2019.	Review guidance and engage with services to develop new CDIPs for 2019 to 2022, reflecting new Corporate Plan, new LOIP, Locality Planning and Management Restructure.	Work with CQIG to develop new guidance. Carry out workshops with Directorates to develop new plans.	New CDIPs are agreed at the August/ September cycle of committees	Steven McNab/ Corporate Policy Team	Within existing resources	Achieving	OP9

Capital Projects Improvement Actions 2018-19

5.4 Capital Projects Improvement Actions

These improvement actions are related to capital project improvements which the Directorate is the leading on, for example, how the Directorate will address any slippage of capital projects.

The Education, Communities and Organisational Development Directorate acts largely as a client of the Environment, Regeneration and Resources Directorate for the delivery of capital projects.

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	Wellbeing Outcome	Corporate Plan Organisational Priority
CP1	Capital projects	The Directorate works in partnership with the Environment, Regeneration and Resources Directorate as a client in regard to capital projects.	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.	Client officers are liaising with ERR, and external providers and funding bodies to manage these programmes.	Progress on these are reported to Committee	Corporate Director and all Heads of Service	Within existing resources	Safe; Responsible	OP9

6. Education, Communities and Organisational Development Performance Information

Key performance measures	Performance				Target 2018/19	Lower limit/ alarm	2017/18 Rank/national average where available
	2014/15	2015/16	2016/17	2017/18			
% of Performance appraisals completed (KPI 04) source: Inverclyde Performs	83	91	93	94	92	87	90% is an outstanding achievement for completion of performance appraisals.
Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b) sources: LGBF Annual Return; Inverclyde Performs	50.6	53.2	52.9	Not available until publication of LGBF indicators March 2019	50.6	47	
Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs	401,807	419,720	418,079	428,785	423,000	395,000	
Number of visits to/usages of council-funded or part funded museums source: Libraries and Museums Records; Inverclyde Performs	72,943	78,506	70,256	57,053	70,000	65,000	
Number of adult learners achieving core skills qualifications (KPI 17) source: Inverclyde Performs	281	229	250	246	260	230	

Key performance measures	Performance				Target 2018/19	Lower limit/ alarm	2017/18 Rank/national average where available
	2014/15	2015/16	2016/17	2017/18			
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	562	519	601	616	590	561	
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] levels 6-10) (KPI 19) source: Inverclyde Performs	18	26	10	40	n/a		
Number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training) (KPI 20) source: Inverclyde Performs	35	68	66	88	n/a		
Attainment - S5: <ul style="list-style-type: none"> • % of pupils achieving one pass at SCQF Level 6 by the end of S5 (SPI 052diK) • % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 (SPI 052giK) • % of pupils achieving 5 passes at SCQF Level 6 by the end of 	52.1	58.3	56.7	61.5	57	45	
	30	30.5	33.5	35	34	25	
	11.8	13	13.9	16.1	14	10	

Key performance measures	Performance				Target 2018/19	Lower limit/ alarm	2017/18 Rank/national average where available
	2014/15	2015/16	2016/17	2017/18			
S5 (SPI 052fiK) source: Insight							
Attainment - S6: <ul style="list-style-type: none"> • % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 (SPI 052giK) • % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 (SPI 052hiK) • % of pupils achieving one pass at SCQF Level 7 by the end of S6 source: Insight	38.1	42.8	43.4	42.8	44	25	
% Attendance rates: <ul style="list-style-type: none"> • primary schools (SPI 050aiK) • secondary schools (SPI 050biK) • additional support needs schools (SPI 050ciK) source: Inverclyde Performs	94.6	94.8	94.3	93.8	95	92	
	91	91.1	90.1	89.6	92	87	
	91.6	91.0	90.1	91.8	92	87	

Key performance measures	Performance				Target 2018/19	Lower limit/ alarm	2017/18 Rank/national average where available
	2014/15	2015/16	2016/17	2017/18			
Exclusion rate per 1,000 pupils:					no targets set		
• primary	2.4	1.3	2.7	5.0			
• secondary	39.1	28.2	35.8	45.6			
• additional support needs	82.8	14.1	12.7	12.1			
• looked after children – primary	7.6	18.7	10	10.9			
• looked after children – secondary	147.4	95.7	108.9	126.1			
• Looked after children – additional support needs	50.0	41.7	47.6	55.6			
source: INSIGHT							

7. Appendix 1: Legislative framework for individual Services

The Directorate operates and delivers services within a diverse policy and legislative framework which is detailed on page 6.

There is also legislation which is specific to the Directorate's individual Services and this is outlined below.

Education Services and Inclusive Education, Culture and Communities

- Her Majesty's Inspectorate of Education reports
- The Standards in Scotland's Schools etc Act 2000
- The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009
- The Scottish Schools (Parental Involvement) Act 2006
- The Public Libraries Quality Improvement Matrix
- Creative Scotland
- Integrated Children's Services Planning (the source of most Early Years reporting)
- Scotland's Digital Future: A Strategy for Scotland
- The Public Libraries and Museums Act 1964
- Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015/20
- Audit Scotland: Managing Performance - Are you getting it right?
- Development of Scottish Government Safer Communities Policies
- Scottish Government: The Effectiveness of Public Space CCTV Review
- Implementation of the Scottish National Road Safety Targets 2011/20
- The National Youth Work Strategy 2014/19
- Youth Work Changes Lives National Outcomes
- Literacy Action Plan 2010: An Action Plan to Improve Literacy in Scotland
- Statement of Ambition for Adult Learning 2014
- Her Majesty's Inspectorate of Education reports
- Adult Literacies in Scotland 2020: Strategic Guidance
- English for Speakers of Other Languages (ESOL) Strategy for Adults in Scotland 2015
- Happy, Safe and Achieving their Potential: A Standard of Support for Children and Young People in Scottish Schools 2004
- Climate Change (Scotland) Act 2009
- Education Reform Act 1988
- Enterprise Act 2002
- European Communities Act 1972
- Health and Safety at Work etc Act 1974
- Knives Act 1997
- National Lottery etc. Act 1993

Organisational Development, Policy and Communications Service

- National Joint Council for Local Government Services: National Agreement for Pay and Conditions of Service
- The General Teaching Council for Scotland National Terms and Conditions
- The Employment Rights Act 1996
- The Employment Relations Act 2004
- Pensions Auto Enrolment
- The Parental Leave (EU Directive) Regulations 2013
- Inverclyde Council's Work Life Balance Policy 2014
- Shared Parental Leave and Statutory Shared Parental Pay from 5 April 2015
- Maternity Leave and Pay to be extended
- Review of The Working Time Regulations 1998 (Working Time Directive)
- TUPE Changes 2014

- Health and Safety at Work etc Act 1974 (and subordinate regulations)
- The Management of Health and Safety at Work Regulations 1999
- The Fire (Scotland) Act 2005
- The Fire Safety (Scotland) Regulations 2006
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Manual Handling Operations Regulations 1992
- The Provision and Use of Work Equipment Regulations 1998
- The Control of Substances Hazardous to Health Regulations 2002
- The Health and Safety (Display Screen Equipment) Regulations 1992
- The Control of Asbestos Regulations 2012
- Trade Union Act 2016
- Disclosure Scotland

Regulatory and evaluative bodies

- Education Scotland
- General Teaching Council for Scotland
- The Care Commission
- The Public Libraries Quality Improvement Matrix
- The Health and Safety Executive
- Scottish Qualifications Authority
- Proof of Age Standards Scheme (Young Scot)
- Youthlink Scotland
- Youth Scotland
- Duke of Edinburgh Awards Scheme
- Association of Directors of Education Scotland
- COSLA Society of Personnel and Development Scotland
- CLD Standards Council
- Audit Scotland
- Volunteer Scotland
- Scottish Police Authority
- Information Commissioner
- Association of Public Sector Excellence
- Scottish Social Services Commission
- Public Services Ombudsman
- Equality and Human Rights Commission

8. Appendix 2 Local Planning Outcomes and Priorities

SHANARRI Wellbeing Indicator		Reference
Safe	Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.	S
Healthy	Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.	H
Achieving	Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.	Ach
Nurtured	Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.	N
Active	Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.	Act
Respected and Responsible	Respected and share responsibilities. Citizens are involved in decision making and play an active role in improving the community.	R
Included	Overcoming social, educational, health and economic inequalities and being valued as part of the community.	I

IOIP Strategic Priority	Ref
Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth	SP1
There will be low levels of poverty and deprivation and the gap in income and health between the richest and poorest members of our communities will be reduced	SP2
Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.	SP3

Corporate Plan Organisational Priority	Ref
To promote Inverclyde to both residents and visitors alike, as a great place to live, work and visit	OP1
To work collaboratively to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them	OP2
To grow our local economy in a way that creates opportunities for all our residents, including access to good quality jobs.	OP3
To reduce the prevalence of poverty in our communities, with a particular focus on reducing child poverty	OP4
To safeguard, support and meet the needs of our most vulnerable families and residents.	OP5
To improve the health and wellbeing of our residents so that people live well for longer.	OP6
To protect and enhance our natural and built environment	OP7
To preserve, nurture and promote Inverclyde's unique culture and heritage	OP8
To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources	OP9
To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs.	OP10

9. Appendix 3: Risk register

Corporate Directorate Improvement Plan: Education, Communities and Organisational Development			Risk Status as at 1/8/16 for 2018/19 Activity						
Risk category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)									
Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
All	1	F	There is a risk that continually reducing resources mean that the Directorate may struggle to deliver actions, slowing down delivery on improvement.	2	3	2	6	DMT	Regular review of capacity and priorities via CDIP reports to Committee. Financial Budget has been set for 2017/2018.
All	2	F R LR OC	The ability to retain and/or recruit suitably qualified staff into key roles may impact on the delivery of actions detailed within the Directorate Plan.	3	3	1	9	DMT	Regular review of capacity and priorities via CDIP reports to Committee.

Report To:	Education & Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/81/18/HS
Contact Officer:	Hugh Scott	Contact No:	01475 715450
Subject:	3 Year Plan for Co-ordinating Community Learning and Development in Inverclyde - 2018-2021		

1.0 PURPOSE

1.1 The purpose of this report is to seek Committee approval for the publication of the 3 year plan 2018 / 2021 (to follow) for the co-ordination of Community Learning and Development (CLD) in Inverclyde.

2.0 SUMMARY

2.1 Regulation 4 of the Requirements for Community Learning and Development (Scotland) Regulation 2013 requires every local authority to consult on and publish a plan every three years containing specified information on the provision of Community Learning and Development by both the local authority and its partners. The first plan was published on 1 September 2015 with subsequent plans published at three yearly intervals from the initial date of publication.

2.2 The purpose of this plan is to build on the successes of the previous plan and to identify the key role CLD and its partners will play in achieving the outcomes of the Inverclyde Local Outcome Improvement Plan by:

- Co-ordinating provision of CLD in the broadest sense, essentially all learning and development that takes place in the community, other than vocational training and programmes delivered by teachers in school and by further education lecturers;
- Integrating planning for CLD within community planning, adding value to existing planning and evaluation.

2.3 Significant consultation has taken place with a range of key stakeholders, partners, adults, young people and the wider community to determine the priorities for CLD over the next 3 years. The key areas that the plan has identified are:

- How the local authority will co-ordinate its provision of CLD with other CLD providers within the area of the local authority;
- What action the local authority will take to provide CLD over the plan;
- What action other partners intend to take to provide CLD within the area of the local authority over the period of the plan;
- Any need of CLD that will not be met within the period of the plan.

2.4 The attached 3 year plan for Co-ordinating Community Learning and Development (CLD) in Inverclyde 2018-2021 has been developed in partnership with Community Learning and Development Strategic Implementation Group (CLD SIG) and is informed by a range of consultation with partners agencies and the wider community of Inverclyde.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee:

- (i) Approves the '3 year plan 2018/2021 for the Co-ordination of Community Learning and Development in Inverclyde.
- (ii) Approves the publication of the 3 year plan in line with the guidance issued by Education Scotland.
- (iii) Otherwise, notes the content of this report.

Ruth Binks

Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 In May 2014, the Scottish Government issued 'The Requirement for Community Learning and Development (Scotland) Regulations 2013: Guidance for Local Authorities' and this 3 year plan for co-ordinating CLD in Inverclyde has been developed in line with this guidance. The regulations require each local authority to consult on and publish plans every three years containing specified information on the provision of CLD by both the local authority and its partners.
- 4.2 The first plan for Inverclyde was published on 1st September 2015 and each subsequent plan should be published at three yearly intervals; the next plan should be published on 1 September 2018. The approach used to develop the plan is consistent with Inverclyde Alliance's determination to take an asset-based approach to design and delivery of services and was co-produced with community and voluntary sector partners.
- 4.3 Guidance issued to develop the plans states that the plan should identify:
- How the local authority will co-ordinate its provision of CLD with other CLD providers within the area of the local authority;
 - What action the local authority will take to provide CLD over the plan;
 - What action other partners intend to take to provide CLD within the area of the local authority over the period of the plan;
 - Any need of CLD that will not be met within the period of the plan.
- 4.4 This plan takes forward the Alliance's decision that CLD should be integrated into the community structures and this is reflected in the methods which will be used to co-ordinate the provision of CLD. For the purposes of co-ordination within the plan, CLD encompasses all learning and development that takes place in the community, other than vocational training and programmes delivered by teachers in school and by further education lectures within colleges.
- 4.5 The attached '3 year plan for Co-ordinating Community Learning and Development (CLD) in Inverclyde 2018-2021 has been developed in partnership with the Community Learning and Development Strategic Implementation Group (CLD SIG) and is informed by a range of consultations with partner agencies and the wider community of Inverclyde

5.0 PROPOSALS

- 5.1 The purpose of this plan is to build on the successes of the previous plan and to identify the key role CLD and its partners will play in achieving the outcomes of the Inverclyde Local Outcome Improvement Plan by:
- Co-ordinating provision of CLD in the broadest sense, essentially all learning and development that takes place in the community, other than vocational training and programmes delivered by teachers in school and by further education lecturers;
 - Integrating planning for CLD within community planning, adding value to existing planning and evaluation.

5.2 The plan has 5 key objective as outlined below:

Objective 1: Raising Attainment & Achievement

This will be achieved by addressing these key actions:

- Increase the learning opportunities available to individuals.
- Continue to help individuals to develop the skills, knowledge and attributes to achieve their full potential.
- Continue to make a significant contribution in the closing of the poverty related attainment gap.
- Continue to provide and enhance high quality learning opportunities to young people, adults and the wider community with a focus of those most in need.
- Improve progression pathways for both young people and adult learners.
- Raise awareness to CLD providers of the pathways available on the learner journey.
- Work in partnership with wider CLD partners to identify appropriate pathways for learners.
- Consult with learners on their experience and expectations of their learning pathway.
- Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.

5.3 Objective 2: Continue the development of effective partnerships at a local and national level

This will be achieved by addressing these key actions:

- Improve the data sharing among partners in relation to consultations carried out to improve communication, knowledge and avoid duplication. Make more use of the data that already exists.
- Develop the CLD SIG and the underpinning sub groups further to ensure partners work collaboratively to achieve shared goals.
- Support the development of the 3 locality plans to be established as part of the LOIP.
- Support the CLD SIG, 3 sub-groups and wider partners to prepare for the HMIE Inspection process.
- Support the development of the 3 locality groups to ensure adult learners, young people and communities are involved in the planning and have a meaningful opportunity to engage in the planning process.
- Develop more robust processes to ensure appropriate feedback is given following any community engagement.
- Improve the use of social media and local media to feedback more effectively to the wider community.

5.4 Objective 3: Continue the development of effective community engagement structures to enhance community participation

- Develop appropriate structures to respond to the Council's decision to allocate a significant budget to Participatory Budgeting (PB) in 2018/19.
- Review the success of the PB exercise in 2019 and make further developments and improvements in advance of the Scottish Government's decision to allocate 1% of the budget to the wider community by 2020/21.
- Support the development of the locality groups due to be established to take forward the actions in the Locality Plans. Create effective opportunities for the wider community to get involved.
- Continue the development of appropriate representation structures including Youth Council, Adult Learners Forum, Community Councils, Task groups and community groups.

- Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.
- Develop plans for nominated young people to sit on local council committees to ensure their voices are heard on an appropriate platform.
- Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group and create a peer education group to tackle issues affecting young people on a peer level.
- Deliver the Inverclyde YOYP Plan for 2018.
- Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021.

5.5 Objective 4: Improving the Health & Wellbeing of our Communities

- Work in partnership to examine the possibilities available to help address the rising concern of mental health among individuals.
- Continue the development of the IDEAS Project in Inverclyde and the Dementia Friendly Inverclyde Approach.
- Develop Autism Friendly Inverclyde Strategy.
- Continue to develop and support the LGBTI Community.
- Develop plans to address the social isolation of residents in Inverclyde using a multi-agency approach.
- Support the development of targeted sexual health provision to young people and the wider community in Inverclyde in Partnership with Sandyford Services.
- Support the development of groups and services for young people and adults with physical disabilities and long term health conditions to reduce isolation and barriers to employment.
- Continue to work alongside relevant partners to target appropriate provision and resources to support our communities most in need and identified groups of interest e.g. Care Experienced Young People, Kinship Carers, Disabled young people and adults, adult literacy learners, refugees etc.
- Continue to develop the range of health education programmes on offer across Inverclyde

5.6 Objective 5: Developing the CLD response to tackling poverty, deprivation and inequality in Inverclyde

- Contribute to the development of the Local Child Poverty Plan for Inverclyde and identify key priorities for CLD providers.
- Support the establishment of locality partnerships to develop a targeted and coordinated approach to addressing this issue.
- Support the closing of the poverty related attainment gap through raising attainment and achievements in schools with young people, parents and families.
- Continue the ongoing development of the IDEAS (Inverclyde Delivering Effective Advice and Support) project to provide families with relevant financial inclusion support and ensure they have the skills and capacity to be able to continue with positive finances through their lives.
- Address the ongoing concern of “In work poverty” and develop provision of services to meet the needs of this targeted group.
- Offer literacies learning in an employability context to both those in and out of employment.
- Work with local employers to identify areas of literacies support that would be beneficial to their workforce.
- Develop opportunities for workplace literacies provision.

6.0 IMPLICATIONS

6.1 Finance

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

This 3 Year Plan for co-ordinating CLD in Inverclyde 2018 – 2021 has been developed to ensure compliance with the 'Requirements for Community Learning and Development (Scotland) Regulations 2013'.

6.3 Human Resources

None.

6.4 Equalities

An EIA of this plan will be undertaken.

6.5 Repopulation

None.

7.0 CONSULTATIONS

7.1 There were various consultations carried out which underpins the development of this plan.

8.0 BACKGROUND PAPERS

8.1 CLD 3 Year Plan 2018 – 2021.

Report To: Education & Communities Committee **Date:** 4 September 2018

Report By: Corporate Director Education, Communities & Organisational Development **Report No:** EDUCOM/80/18/HS

Contact Officer: Hugh Scott **Contact No:** 01475 715450

Subject: Year of Young People 2018 – Update on Inverclyde Plan

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education & Communities Committee on the progress made in relation to Inverclyde's Year of Young People 2018 plan and to inform the members of the planned activities for the remainder of the year.

2.0 SUMMARY

- 2.1 The Scottish Government established its first Themed Year in 2009, 'Year of Homecoming'. This proved a success for Scotland, creating a string of benefits for the country whilst boosting tourism. In recognition of the success, a series of Themed Years were announced and have continued to be a success for the country. The Scottish Government took a bold step to move away from the traditional Themed Year concept which has been focused around tourism and identified 2018 as the Year of Young People.
- 2.2 This themed year differed significantly from previous years and the Scottish Government wished to use 2018 to showcase the skills and talents of young people, in particular by requiring that all local and national plans were developed, co-designed and co-produced with young people themselves.
- 2.3 Community Learning and Development's (CLD) Youth Work Services were tasked with working alongside young people to create a plan of events for Young People across Inverclyde. CLD staff worked in partnership with young people from Inverclyde Youth Council, Elected Members of the Scottish Youth Parliament, young people in schools and young people who accessed youth services provision as well as working with partners in the Youth Work Sub-Group to draft the plan for Inverclyde. The Education & Communities Committee endorsed the plan for Inverclyde in October 2017 with the Policy and Resources Committee adding additional funding of £20,000 in January 2018 to enhance the range of events, activities and opportunities on offer for young people in Inverclyde.
- 2.4 In addition, following a significant recruitment exercise carried out by National partners from the Youth Work Sector, Inverclyde was also allocated 3 Year of Young People Ambassadors who have been supported by Young Scot at a National level. These ambassadors have been representing Inverclyde at various events across Scotland as well as attending some of the local events in the authority.
- 2.5 A national consultation was carried out with young people from across Scotland to identify some key themes for the Year of Young People. They are:

Participation – looking at how young people can influence public services and decisions which affect their lives

Education – creating a stronger role for young people in shaping their learning

Health and Wellbeing – supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience

Equality and Discrimination – broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms

Enterprise and Regeneration – celebrating young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live

Culture – celebrating young people's talent and contribution to Scottish culture and arts.

3.0 YoYP 2018 – INVERCLYDE

- 3.1 As instructed by the Scottish Government, each Local Authority was asked to devise a plan to take forward the YoYP agenda locally and was also asked to identify a named officer to take forward the plan. Mark Conway, Team Leader, Community Learning and Development was identified to progress the plan and has had a lead role in delivering the plan throughout 2018.
- 3.2 Over the past eight months, officers, partners and young people have delivered many key elements of the Inverclyde Plan and have been laying the foundations for further events to take place before the end of year. Over the course of the past year, we have delivered an ambitious, engaging and celebratory plan that has and will continue to showcase the skills, talents and contributions that Inverclyde's young people make to their communities. We have delivered a plan that has encompassed the 6 sub themes set by the Scottish Government and offered a range of engaging events, opportunities and activities for young people to take part in.
- 3.3 Inverclyde's plan proposed significant 'Highlight' events or activities for each theme. Some of the elements that have either been completed or are planned are detailed below
- 3.4 **Participation** – Hosted Clyde Conversations 3 event in February with a follow up event planned for Wednesday 7th November 2018. The initial event brought over 80 young people together to discuss key issues which affected them and from the event, an action plan was developed with the following up event in November providing a platform for service providers to update the young people on progress made – real meaningful change in action.
- Education** – We launched Inverclyde's Police Scotland Young Volunteers initiative in January 2018 with 24 young people and a range of Adult Volunteers to support this project. The young people are due to pass out in August / September 2018 and will continue to represent Inverclyde at events both locally and nationally.
- Health & Wellbeing** – We have delivered a range of health and wellbeing events including healthy cooking sessions to young people in schools and in our youth work provision, hosted inter I Youth Zone football events, delivered over 50 inputs to schools on drug and alcohol awareness and cyber safety and we have trained all our staff in the Scottish Mental Health First Aid Certificate.
- Equality and Discrimination** – We are on track to achieve and launch Inverclyde's LGBT Youth Charter in partnership with LGBT Youth Scotland by the end of 2018. Furthermore, we represented Inverclyde at the recent Pride weekend in Glasgow in July 2018 and will be promoting the White Ribbon Campaign to young people from August 2018.
- Enterprise and Regeneration** – We are hosting a Christmas music event in December 2018, all led and delivered by young people with all proceeds going to local charities at a time when money will be needed most. We have had several groups of young people completing their Young Muir Award which recognises young people's contribution to outdoor space and learning.
- Culture** – Plans are being finalised for Inverclyde to host a National Youth Work Event in Port Glasgow over 2 days on Saturday 10th and Sunday 11th November 2018 open to all 32 Local Authorities and we expect 150+ young people to attend over the weekend. We are also due to

open nominations for our first ever Inverclyde Youth Work Awards event which is due to take place on Wednesday 5th December 2018 in Greenock Town Hall to celebrate the achievements, diversity and civic contribution Inverclyde's young people make to their communities.

A full update on progress made to date is found in the attached report. (Appendix 1).

4.0 RECOMMENDATIONS

4.1 It is recommended that the Committee:

- (i) notes the progress made to date on the actions outlined in Inverclyde's Year of Young People 2018 plan;
- (ii) notes the planned activities and events due to take place before the end of the year;
- (iii) agrees to receive an evaluation report on the YoYP by February 2019;
- (iv) Otherwise, notes the content of the report.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

5.0 IMPLICATIONS

Finance

5.1 One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
Earmarked Reserves		2018-19	£20,000	N/A	Approved P&R Committee Jan 2018

Annually Recurring Costs/(Savings)

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

5.2 Legal

None.

5.3 Human Resources

None.

5.4 Equalities

The plan is inclusive of all young people.

5.5 Repopulation

The plan will encourage young people to feel they belong and are important contributors to the future of Inverclyde.

6.0 CONSULTATIONS

6.1 There were various consultations carried out with young people to ensure their views were reflected in both the plan and the activities on offer during 2018.

7.0 BACKGROUND PAPERS

7.1 Update Report - YoYP Plan for Inverclyde 2018 (Appendix 1).



SUPPORTING

year of young people
bliadhna na h-òigridh
2018

Inverclyde
council

Update Report on Progress made – August 2018

Inverclyde's Year of Young People 2018 Plan

Supporting Communities...Creating Change

The Scottish Government established its first Themed year in 2009, 'Year of Homecoming'. This proved a success for Scotland, creating a string of benefits for the country whilst boosting tourism. In recognition of the success, a series of Themed Years were announced and has continued to be a success for the country. The Scottish Government took a bold step to move away from the traditional Themed Year concept which has been focused around tourism and created a themed year that celebrated a sub group of the Scottish population, young people. 2018 has seen Scotland celebrate the **Year of Young People**.

Over the past year, Scotland has seen an exciting programme of educational and cultural events centred on young people and driven by collaboration across a range of sectors and interests. A high impact, celebratory events programme, with young people at the heart of development and delivery, has created new and valuable experiences for young Scots and their families and visitors.

This themed year differs significantly more than previous years. The Scottish Government wanted to use this year to showcase the skills and talents of young people, in particular by requiring that the local and national plans that were developed were done so through a co-designed and co-produced model with young people.

Three national youth work organisations were allocated to work with young people to assist, design and coordinate the **Year of Young People**, those being; Children In Scotland, Young Scot and the Scottish Youth Parliament. As a result, the **Year of Young People 2018 (YoYP 2018)** has been co-designed with young people right from the very beginning and co-design is central to all aspects of the year. Preparation work started over two years ago, and young people have been co-designing their year with partners since then. Everything from the year's six themes to the logo and website were co-designed with young people, and we wanted to ensure that co-design continued throughout our planning and our preparation for the year's activities.

A significant exercise of consulting young people across Scotland and the recruitment of young people to become Ambassadors for the themed year resulted in a planned approach to the themed year with the following sub themes being identified:

- **Participation** – looking at how young people can influence public services and decisions which affect their lives
- **Education** – creating a stronger role for young people in shaping their learning
- **Health and Wellbeing** – supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience
- **Equality and Discrimination** – broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms
- **Enterprise and Regeneration** – celebrating young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live
- **Culture** – celebrating young people's talent and contribution to Scottish culture and arts.

Inverclyde Council's Community Learning and Development service recognises that there are significant opportunities for local young people to gain positive press and recognition from its communities whilst promoting a positive story of our young people. The work delivered in this plan not only encouraged our young people to engage in civic life, but also shows the commitment of the authority to the United Nations Convention on the Rights of the Child (UNCRC), especially underpinning articles 3, 4, 12, 13, 14, 17, 28, 29 and 31. Above all, the work promoted a positive story of young people across our communities and beyond.

Woven throughout the work of our plan was an emphasis on recognising the many hours that young people give back to their local communities. We have seen an increase in the number of young

people becoming more involved in their community through their participating in steering groups, undertaking awards and undertaking voluntary work.



(Some pictures from our launch event in February 2018)

Some key achievements completed to date include:

- ✓ We launched Inverclyde's Year of Young People plan with huge torchlight display and a follow up event for young people in Elev8 in January 2018.

- ✓ A second Elev8 trip for young people took place in June 2018 and future cinema trips are planned for winter 2018.
- ✓ 10 legacy pieces (jigsaws made from launch event photo) have been purchased and are currently being assembled by young people to be displayed in schools and key buildings as a permanent legacy of the Year of Young People.
- ✓ We have increased the number of young people completing a range of accredited opportunities including Youth Achievement Awards, John Muir Award and SQA units and awards.
- ✓ We hosted the #Clydeconversations 3 event in Port Glasgow Town Hall in February 2018 with over 80 young people attending alongside partners, elected members and colleagues from across the Youth Work Sector.
- ✓ We are working with a group of young people from Inverclyde to represent us as the host authority at our National Event which is open to all 32 Local Authorities and is due to take place in November 2018.
- ✓ We have developed the 3 I Youth Zones across the authority with increased numbers of young people attending across the board. More young people are involved in our steering groups which has enhanced our focus on participation. The Inverclyde Youth Council and our LGBT Clyde Pride groups have developed further and are delivering our Youth Participation Strategy.
- ✓ We completed a consultation with young people on the Council's savings proposals in February 2018 giving young people a meaningful voice in the services they wanted to see maintained.
- ✓ We launched Police Scotland Young Volunteers initiative in early 2018 with 24 young people signed up as participants along with 4 adult volunteers to support the delivery. They are due to pass out in August / September 2018.
- ✓ We have delivered over 50 workshop inputs to young people in schools on Drug and Alcohol awareness and Cyber Safety as well as a series of inputs on key safety messages to young people attending the I Youth Zone provision.
- ✓ We successfully worked with over 120 young people through the Scottish Attainment Challenge delivering engaging educational programmes to improve attainment, encourage participation and engagement, improve attendance, promote self-confidence and encourage inclusion through accreditation opportunities. Over 120 young people achieved at least one form of accreditation with many achieving more than one.
- ✓ We have held various successful inter-I Youth Zone events including outdoor fun at Lunderston Bay, a football tournament at the Joint Campus and have plans for an inter- I Youth Zone quiz over the winter months.
- ✓ Active Schools and Sports Development have delivered a range of provision to young people from across the authority in the first 7 months of the plan. They are also supporting a group of Young Leaders to attend a training event and conference in September 2018, funded through the YoYP Inverclyde budget.
- ✓ Inverclyde's LGBT group, Clyde Pride, represented the authority at the recent Pride weekend in Glasgow raising the profile of their group and the importance of equality.
- ✓ A range of cultural workshops have been delivered to young people in schools and in our I Youth Zones which has raised awareness of local culture in Inverclyde to our young people.
- ✓ 'Evolve 18' summer arts event took place in June 2018 in Greenock. 'Evolve Fest' was an arts, music and dance festival for young people in Inverclyde.
- ✓ Every young person from primary 7 to S6 received a mobile phone pop socket to promote the Year of Young People 2018.



(Every young person in Inverclyde from P7 – S6 has been given a mobile phone pop socket to promote YoYP to young people)

Some planned activities and events due to be completed by the end of the year:

- We are planning on hosting Inverclyde's first ever Young Person's Celebration Event in December 2018 to celebrate the achievements, diversity and civic contribution young people make to Inverclyde. Nominations for the various categories will open in August 2018.
- Police Scotland Young Volunteers Passing Out Ceremony due to take place in August / September 2018.
- We have plans in place to form an Inverclyde Consultation group of young people to evaluate the impact of the Scottish Attainment Challenge and the Pupil Equity Funding on young people.
- We are developing a Peer Education model for young people to explore health and wellbeing issues such as mental health, drug and alcohol awareness and physical wellbeing and develop appropriate workshops around these issues and deliver them to their peers and younger pupils.
- We are on track to achieve Bronze Status in the LGBT Youth Scotland Charter and hope to achieve this and launch it before the end of 2018.
- We have developed plans for our children and young people to sign up to the White Ribbon campaign pledge with our young people wearing the white ribbons to raise awareness of the campaign.
- Young people are developing plans for a Christmas music event in December 2018 with all proceeds from the event going to local charities at an important time of the year.
- Inverclyde Youth Work Services are hosting a large scale youth work event in Port Glasgow over two days in November 2018 which is open to all 32 local authorities and we are expecting over 150 young people to attend. This event will encourage young people to give a presentation on issues affecting them or they can showcase their local community through drama, theatre, dance etc.



(Clyde Conversations 3 event which took place in February 2018)

Some activities and events that were originally planned but have not taken place:

- We weren't able to deliver Youth in the Park 2018 due to the significant costs associated with hosting such an event. We have replaced this event with a Christmas Music Event due to take place in December 2018 which will deliver key safety messages to young people relevant to that time of year.
- We were unable to complete the LGBTI march from Greenock iYouthZone to the Battery Park due to the Youth in the Park not taking place. The Young People attended Pride in Glasgow instead.
- YoYP flower display was unable to be completed due to the timescale required for planting the bulbs as our YoYP plan wasn't launched until February 2018.

The original plan is detailed below.

Mark Conway

Team Leader: Youth Work & Health

YoYP 2018 Lead Officer

Community Learning and Development

32 Nicolson Street, Greenock PA15 1UL



What are we doing	When are we doing it?	Who is involved?	What is needed?
<p style="text-align: center;">☆☆☆HIGHLIGHT☆☆☆</p> <p>Inverclyde will host 2 Clyde Conversations Events in February and October 2018 bringing young people together to discuss key issues affecting them and to develop a plan of action to address these issues.</p>	February & October 2018	<ul style="list-style-type: none"> • Inverclyde's MSYPs • Young People • Community Learning and Development Youth Work Services • Schools • Inverclyde Youth Council • Partners • Elected Members • Chief Officers 	<ul style="list-style-type: none"> • Venue (Town Hall TBC) • Equipment • Promotion / Printed Materials • Budget • Staffing
<p>Inverclyde Community Learning and Development's Youth Work team will work with a group of 10 young people to improve their communication, team building and presentation skills by taking part in a National Youth Event which includes a 6 months training programme, presenting to their peers at the event and ultimately gaining the Participative Democracy Certificate.</p>	January - June 2018	<ul style="list-style-type: none"> • Young People • Community Learning and Development Youth Work Services • Education Services • Youthlink Scotland 	<ul style="list-style-type: none"> • Venue (I Youth Zone) • Equipment • Promotion / Printed Materials • Budget • Staffing
<p>We will continue to develop the 3 I Youth Zones in Port Glasgow, Greenock and Gourock with a key focus on participation – strengthening our Steering Groups to give young people meaningful ownership of our services, developing the Inverclyde Youth Council and delivering on our Youth Participation Strategy.</p>	Throughout 2018	<ul style="list-style-type: none"> • Young People • Community Learning and Development Youth Work Services • Port Glasgow, Greenock and Gourock I Youth Zones • Youth Work Sub • Inverclyde Youth Council 	<ul style="list-style-type: none"> • Venue (I Youth Zones) • Promotion / Printed Materials • Staffing • Budget
<p>We will carry out a consultation with pupils and young people from across Inverclyde with a particular focus on the hardest to reach young people on the council's saving proposals.</p> <p>This will give young people a meaningful voice in the services that they want to see maintained across the authority.</p>	February 2018	<ul style="list-style-type: none"> • Young People • Community Learning and Development Youth Work Services • Schools • Residential Units • LAAC young people 	<ul style="list-style-type: none"> • Consultation Papers • Staffing • Reports

2. EDUCATION

What are we doing	When are we doing it?	Who is involved?	What is needed?
<p style="text-align: center;">☆☆☆HIGHLIGHT☆☆☆</p> <p>Launching Inverclyde's Police Scotland Young Volunteers initiative in January 2018 with 24 young people and a range of Adult Volunteers to support this project.</p>	<p>November 2017: Recruitment of young volunteers January 2018 - Launch Delivery throughout 2018</p>	<ul style="list-style-type: none"> • Young People (Volunteers) • Police Scotland • Community Learning and Development Youth Work Services 	<ul style="list-style-type: none"> • Time • Venue Port Glasgow I zone • Budget • Staffing: Support Time
<p>The will be a series of Educational Roadshows' take place across our Schools and year groups that will be interactive and engaging across a range of topics including Cyber-safety, Crush and sexual bullying , Drugs and Alcohol, including a number of authority wide events.</p>	<p>Throughout 2018</p>	<ul style="list-style-type: none"> • Young People • Community Learning and Development Youth Work Services • Teachers / Schools • Police • Women's Aid 	<ul style="list-style-type: none"> • Time • Transport • Resources • 3rd Sector Services
<p>Delivery of Attainment Programmes we will work with S1 to S3 pupils across all 6 Secondary Schools delivering engaging educational programmes to improve attainment, encourage participation and engagement, improve attendance, promoting self-confidence, encouraging inclusion, using a range of methods and accreditation opportunities.</p>	<p>Throughout 2018</p>	<ul style="list-style-type: none"> • Young People • Time • Venue • Transport • Promotion / Printed Materials • Partners Services • Schools • Partners 	<ul style="list-style-type: none"> • Time • Venue • Transport • Promotion / Printed Materials • Partners
<p>As part of the attainment challenge we will be closely looking at how teachers involve pupils in setting targets for their learning. This includes mentoring programmes and improved learner conversations to ensure that every young person achieves their very best. We will also engage more proactively with pupils as to their thoughts and aspirations for their future careers and become more flexible and adaptable with our senior phase.</p> <p>We will set up an Inverclyde consultancy group of young people to evaluate the impact of the Scottish Attainment Challenge and Pupil Equity Funding on young people.</p>	<p>Throughout 2018</p> <p>Throughout 2018</p>	<ul style="list-style-type: none"> • Education HQ • Secondary Schools • Young People • Community Learning and Development Youth Work Service's • Attainment Challenge staff • Head of Education • Young People • Schools • Community Learning and Development Youth Work Service's • Attainment Challenge staff 	<ul style="list-style-type: none"> • Time • Venue • Young People • Resources • Time • Venue • Young People • Resources • 3rd Sector Services

3. HEALTH & WELLBEING

What are we doing	When are we doing it?	Who is involved?	What is needed?
<p style="text-align: center;">☆☆☆HIGHLIGHT☆☆☆</p> <p>We hope to re-launch “Youth in the Park” in 2018, bringing together a range of youth work partners under the banner of Health & Wellbeing and participation.</p>	July 2018	<ul style="list-style-type: none"> • Inverclyde Youth Council • Community learning and Developments Youth Work Services • Youth Work Sub group • Youth providers 	<ul style="list-style-type: none"> • Venue (Battery Park) • Staffing • Budget • Partners • Event plan
<p>Promotion of Inter I Youth Zone sporting challenges, these will include Football, Fun World “Team Challenge” and Trampolining. All these events will not only promote physical health but the promotion of healthy eating and well-being.</p>	Throughout 2018	<ul style="list-style-type: none"> • Young People • I Youth Zone Steering groups • Community learning and Development Youth Work Services • Youth Work Partners 	<ul style="list-style-type: none"> • Venue • Staffing • Resources • Promotion / Printed Materials • Transport • Budget
<p>Establishment of a Peer Education Group to explore Health & Wellbeing issues such as Young People’s Mental Health, Drugs & Alcohol and Physical Wellbeing. These groups will train young people within their chosen topic and support them to deliver to wider groupings of their peers.</p>	April – November 2018	<ul style="list-style-type: none"> • Young People • Community learning and Development Youth Work Services • Education Services • Strategic Youth Work Partners • External Youth Work Providers 	<ul style="list-style-type: none"> • Venue • Staffing • Resources • Transport • Budget
<p>Active Schools/Sports Development will continue to support schools with health and wellbeing days and weeks. In addition to this we aim to profile some of the events which we deliver and highlight the scope which sport has not only to develop health and wellbeing but also employability skills through leadership. The outline of profiling is on the next page.</p>	January –December 2018	<ul style="list-style-type: none"> • Young People • Active Schools Coordinators • Coaches • Local sports clubs 	<ul style="list-style-type: none"> • Staffing

Active Schools / Sports Development YOYP Plan 2018		
Month	Profile Event	Profile Case Study
January		Craig Mullan – 1 st YA for Inverclyde now PEF Gemma Stewart – Volunteer coach, paid coach, now Morton job
February	Secondary School sport update Giant heptathlon, West giant heptathlon final	
March	Legacy leaders training – partnership with WCS	
April	Potential for profile around partnership with Morton and internship	David Piggott – came through WCS as volunteer coach, onto volunteer mentor to paid coach Kristy McGunnigle – came through school sports leaders' programme, to volunteer coach to paid coach.
May	Walking month – Utilise sports captains/YA to promote walking or couch to 5k programmes	
June	Legacy leaders run events School sports presentation	
July		James Barbour – Came through sports leaders level 4,5 & 6 with ASSD also YA spoke at National conference – Has won Young Volunteer at ISPA Elisha Hope – Came through Level 4,5,6, volunteer coach now to paid coach – has won Young Volunteer at ISPA
August	Sports Leaders, YA recruitment	
September	YA'S attending national conference	
October	Sports Captains Networking event	
November		Case study of this year's case studies where has their sports leaders journey taken them so far
December	TBC	TBC

4. EQUALITY AND DISCRIMINATION

What are we doing	When are we doing it?	Who is involved?	What is needed?
<p>☆☆☆HIGHLIGHT☆☆☆</p> <p>Inverclyde Community Learning and Development's LGBT Youth Group "Clyde Pride" will achieve and launch Inverclyde's LGBT Youth Charter, to demonstrate that we are an inclusive and LGBT friendly authority with trained staff to support young people.</p>	Throughout 2018 with launch expected in May 2018.	<ul style="list-style-type: none"> Community Learning and Development Youth Work Services Young People Clyde Pride LGBT Youth Scotland 	<ul style="list-style-type: none"> Staffing Charter Time
Develop an Inverclyde "Pride" March from Greenock I Youth Zone to the Youth in the Park event at the Battery Park in Greenock. The march will raise awareness of LGBT issues and provide a platform for the group to promote and advertise their services.	July 2018	<ul style="list-style-type: none"> Community Learning and Development Youth Work Services Young People Clyde Pride 	<ul style="list-style-type: none"> Time Venue Staffing Resources Budget Promotion / Printed Materials
Our Children and Young People will be asked to sign up to the White Ribbon Campaign Pledge with our young people wearing the White Ribbons to	August onwards 2018	<ul style="list-style-type: none"> Young People Community Learning and 	<ul style="list-style-type: none"> Resources Branding Staffing

raise awareness and support the ending of male violence against women.		<ul style="list-style-type: none"> Development Youth Work Services Education Services Woman's Aid 	<ul style="list-style-type: none"> 3rd Sector partners Materials
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5. ENTERPRISE AND REGENERATION

What are we doing	When are we doing it?	Who is involved?	What is needed?
<p style="text-align: center;">☆☆☆HIGHLIGHT☆☆☆</p> <p>We will develop and deliver a range of enterprise and fundraising activities throughout the year with proceeds going to local charities – all led and delivered by young people.</p>	Throughout 2018	<ul style="list-style-type: none"> Young People Community Learning and Development Youth Work Services Education Services Local Charities 	<ul style="list-style-type: none"> Promotion / Printed Materials Resources Venues Staffing Budget
<p>Inverclyde's Community Learning and Development Youth Work Services team will work with young people in schools and communities to undertake the John Muir Award. This award is given to young people once they have developed an outdoor space for natural habitat to live. Young people will discover, explore and conserve whilst undertaking this award.</p>	Throughout 2018	<ul style="list-style-type: none"> Young People Community Learning and Development Youth Work Services Education Services John Muir Award Local Partners 	<ul style="list-style-type: none"> Budget Staffing Outdoor Space

6. CULTURE

What are we doing	When are we doing it?	Who is involved?	What is needed?
<p style="text-align: center;">☆☆☆HIGHLIGHT☆☆☆</p> <p>Subject to specific funding, Inverclyde plan on hosting a large scale Youth Work Event in Port Glasgow over 2 days in June 2018 for all 32 Local Authorities and we expect 320+ young people to attend. This event will encourage young people to give a presentation on issues affecting them or showcase their local communities through drama, theatre, song, dance etc.</p>	June 2018	<ul style="list-style-type: none"> Young People Community Learning and Development Youth Work Services 32 Local Authorities Youthlink Scotland Local Authority Youth Work Managers 	<ul style="list-style-type: none"> Promotion / Printed Materials Sponsorship / Funding Venue Catering Staffing Budget
<p>Inverclyde – Young Person Celebration Event – an event that will celebrate the achievements, diversity and civic contribution of Inverclyde's Young People. The event will give a positive platform for young people to be recognised as exceptional young citizens, who are champions within their given category:</p> <ul style="list-style-type: none"> Young Carer of the year Young Volunteer of the Year The Unsung Hero Award 	Event to take place November 2017.	<ul style="list-style-type: none"> Young People Elected Members Chief Officers External Stakeholders Community Learning and Development Youth Work Services 	<ul style="list-style-type: none"> Venue Transport Staffing Budget Promotion / Printed Materials Funding / Sponsorship Catering

<ul style="list-style-type: none"> • Young Sports Person Award • Youth Creativity Award • Youth Diversity Award • Youth Environmental Award • Health & Wellbeing Award • Overall Winner – Young person of the year 2018 		<ul style="list-style-type: none"> • Onsite Services 	
<p>A mini programme of cultural workshops and activities will take place over the YoYP that will raise awareness and challenge young people's cultural understanding in Inverclyde.</p>	<p>March May September</p>	<ul style="list-style-type: none"> • Young People • Community Learning and Development Youth Work Services • Education Services • 3rd Sector Partners 	<ul style="list-style-type: none"> • Resources • Staffing • Budget • Promotion / Printed Materials
<p>'Evolve18' a Summer Arts Event at Greenock's Custom House Quay celebrating the 200 year anniversary of the Custom House. Young Arts Ambassadors will be the event programmers with support from RIG Arts, The Beacon Arts Centre and Inverclyde Council's Music Services.</p> <p>Young people throughout Inverclyde will participate in the following from January to May 2018:</p> <p>Film School - 10 weeks of short films workshops with independent filmmakers New Contemporaries - 10 weeks of visual art sessions working with professional artists Song writing - 10 weeks of song writing masterclass sessions with James Grant from Love & Money Youth Theatre collaboration- Drama workshops to make a co-produced theatre performances between Beacon Young Co & Kayos Youth Theatre Saturday Music Centre Sessions- A composer will work with Inverclyde's Saturday Music Centre, engaging youth leaders to collaborate on a local piece to be debuted at 'Evolve18'</p> <p>The event will showcase a multitude of art-forms. from the workshops along with work from other local creative projects and Inverclyde Council 's YMI end of term concert</p> <p>There will also be on site activities such as arts & crafts stalls, pop up workshops and information and food stalls. The spectacle will be extended to the Clyde with boats chartered from the Ocean Youth Trust. There will be film projections on the Custom House with a Firework Finale.</p>	<p>Jan to May 2018 Event 19th May 2018</p>	<ul style="list-style-type: none"> • Young People • RIG Arts • The Beacon Arts Centre • Inverclyde Music Services • Inverclyde High Schools 	<ul style="list-style-type: none"> • Events License • Staffing • Promotion/Printed Materials • Third sector organisations • Food stalls

Inverclyde Council
The Year of Young People 2018
Additional funding detail

<u>Budget Requirements</u>	<u>Name</u>	<u>Description</u>	<u>Intended outcomes</u>
<p>Hire of Town hall</p> <p>Meals and refreshments for guests</p> <p>Video production company to compile short videos of the successful young people to show at the awards</p> <p>Trophies for winners and finalists</p>	<p>Inverclyde Celebrates Young People Awards – An awards evening to celebrate the achievements of young people to be held during National Youth Work Week in November 2018.</p>	<p>This ceremony will celebrate the successes of Inverclyde’s young people offering an award in 8 different categories with an overall winner selected from the 8 category winners. The proposed categories are: Young Carer of the year Young Volunteer of the Year The Unsung Hero Award Young Sports Person Award Youth Creativity Award Youth Diversity Award Youth Environmental Award Health & Wellbeing Award Overall Winner – Young person of the year 2018</p>	<p>This event will recognise over 50 young people and celebrate their success.</p> <p>Over 200 attendees with family and friends joining the celebration highlighting the positive impact young people have in their community.</p> <p>Local bands and young people showcasing their talents during the ceremony.</p>
<p>Transport costs</p> <p>Entrance fees</p> <p>Accommodation</p> <p>Costs if appropriate</p>	<p>Wider opportunities for Inverclyde Young People</p>	<p>Event Scotland has a calendar of events that will be run throughout 2018 for young people. We will endeavour to take young people to an event every month out with Inverclyde</p>	<p>Allow the young people of Inverclyde to experience events in areas they may never have been to before.</p> <p>Allow young people to try new activities they may never had had the opportunity before.</p>
<p>Materials</p>	<p>Promotional materials for every young person living or educated in Inverclyde.</p>	<p>To promote the Year of the Young Person, every young person will have an object advertising and promoting the Year of the Young Person as well as raising the profile of our local youth provision and services.</p>	<p>This will bring young people together with a common goal</p> <p>Every young person will be aware of the opportunities for the Year of the Young Person</p> <p>Expected to improve attendance at local youth services provision including I Youth Zones, Youth Council, LGBTI Clyde Pride etc.</p>
<p>Cinema Hire</p>	<p>Cinema trips – with a key focus on</p>	<p>Every second month in Inverclyde we will hire out the</p>	<p>Young people will get the opportunity to attend the</p>

Travel Costs Refreshments	advertising safety messages to young people before the film starts.	local cinema hall and promote through every secondary school. There will be 6 visits throughout the year. Each secondary school will have the opportunity to have 100 young people attending. Young people will be selected through competitions, attendance at CLD Youth Work activities, engagement in Attainment Challenge programmes etc.	cinema and see safety messages designed by partners to raise awareness to young people on key issues which may include: <ul style="list-style-type: none"> - Drugs - Alcohol - Cyber Safety - Bullying - CSE
Hall Hire Transport Costs Hospitality	Clyde Conversations – Follow up event in November 2018	Clyde Conversations – We are planning to run an event in February to engage with young people and agree a set of actions to take forward. This follow up event in November 2018 will allow partners the opportunity to feedback on progress made and for new actions to be agreed as appropriate.	Responding to young people’s feedback from previous events when they indicated they felt they never received appropriate feedback. Allowing meaningful dialogue between young people and partners to achieve real change. An action plan is created by young people given young people the opportunity to contribute to service planning.
Art Work Artist Fees if required Materials	Legacy Art Piece	Young people from Gourock, Greenock and Port Glasgow will make an art piece to be displayed in buildings in each location as a permanent legacy of the YOYP throughout 2018.	Promote young people in a positive light through the arts. Bring young people together in their own communities to design a lasting memory of the YOYP. Promote the arts to young people
Materials	YOYP flower display March – September 2018	Young people from the Duke of Edinburgh Allotment group will work with Inverclyde Council to design a flower bed display to promote the Year of the Young Person 2018.	Promote intergenerational work with the older garden staff supporting and showing young people how to plant flowers Young people will gain skills

in design and gardening and also highlight young people's volunteering in Inverclyde



Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/74/18/NG/RB
Contact Officer:	Norman Greenshields	Contact No:	01475 712816
Subject:	Inverclyde Education Services: Parental Engagement Strategy 2018 – 2021		

1.0 PURPOSE

- 1.1 The purpose of this report is to ask members of the Education and Communities Committee to approve the use of this Parental Engagement Strategy, across all areas of Education.

2.0 SUMMARY

- 2.1 The Inverclyde Council Education Services Parental Engagement Strategy 2018 – 2021 provides a clear base line measure of parents views of the level of service that our Early Years establishments, Primary and Secondary Schools currently provide. The strategy includes a clear commitment by Inverclyde Education Services to seek and review parental views/opinions on an annual basis. The format of this information gathering process will vary to respond to the aspects of our service that are being reviewed.
- 2.2 The strategy identifies areas for further improvement for both the Education Authority and all of our educational establishments, reflecting the current development of family learning strategies as part of the Inverclyde Attainment Challenge and the introduction and use of pupil equity funding to help support family engagement.
- 2.3 The strategy highlights to school leaders four key drivers for improvement, these being:
- The strengthening of parental partnerships
 - Effective communication
 - Learning at home
 - Family learning
- 2.4 The strategy recognises that parental engagement is currently being reviewed as part of the work of Scottish Government and that the recent announcement of a COSLA/Scottish Government agreement, includes a clear statement for headteachers and local authorities towards the development of a parental engagement strategy.

3.0 RECOMMENDATIONS

- 3.1 Members of the Education and Communities Committee are asked to approve the proposed Parental Engagement Strategy 2018 – 2021, as outlined in the accompanying papers.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Education Services reviewed their arrangements for the involvement of parents and identified a strategy for the period lasting 2012 – 2015. This plan has been successful in ensuring that Inverclyde schools have successfully established Parent Councils within each establishment. The strategy has also enabled parents to be actively involved in the appointment of senior school managers and to ensure that parental views are openly communicated to these managers.
- 4.2 In 2015, the introduction of the Inverclyde Attainment Challenge, identified four key drivers for this programme, including one focused upon improving / increasing engagement and capacity of all families and communities to support the learning of young people living in areas identified as being within the Scottish Index of Multiple Deprivation deciles 1 & 2. 2015 also saw the publication of the updated version of 'How Good is our School?', version 4, with specific quality indicators focusing on family learning and partnerships, both of which identify the need to have a clear strategy for working with parents and families.
- 4.3 The development of the Inverclyde Attainment Challenge coincided with the publication of the Scottish Government's new National Improvement Framework, which also identified parental engagement as a driver for school and Education Services improvement.
- 4.4 In 2016 The National Parent Forum of Scotland were tasked by the Scottish Government to carry out a review of the impact of the Scottish Schools (Parental Involvement) Act 2006. Their report which was published in 2017 identified 38 recommendations for Scottish Government, national agencies, local authorities and schools to consider. Many of these recommendations are expected to be included the Scottish Government's 'Action Plan on Parental Involvement and Engagement' scheduled to be published during the next few months of 2018.
- 4.5 In April 2018, Inverclyde Education Services carried out a wide scale survey of parents and families to identify their views and opinions of our current educational provision and their opportunities to become engaged in their child's learning and school improvement. Other discussions with representatives of the Parent Councils and school leadership had been carried over the previous year, including their involvement in shaping this updated Parental Engagement Strategy paper.
- 4.6 The recent agreement between COSLA/Scottish Government contains a commitment to ensure that "Headteachers work collaboratively with their Parent Council, and wider parent forum and wider community on substantive matters of school policy and improvement...based on the principle of co-production". The agreement also includes further commitments to the development of a Local Authority parental engagement strategy and the extension of these principles to early learning and childcare settings.

5.0 IMPLICATIONS

Finance

- 5.1 There are no direct financial costs associated with the information provided in this paper. Inverclyde Council do currently provide a small budget to support the running of Parent Councils.

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 There are no direct financial costs associated with the information provided in this paper. Inverclyde Council do currently provide a small budget to support the running of Parent Councils.

Human Resources

- 5.3 There are no personnel implications.

Equalities

- 5.4 Has an Equality Impact Assessment been carried out?

The proposed strategy highlights actions which need to be taken to support all children and their families.

Yes

No

Repopulation

- 5.5 N/A

6.0 CONSULTATIONS

- 6.1 Inverclyde Education Services: 'Ask the Family' survey April 2018. The results of this are contained in the strategy paper.
- 6.2 Consultation was held with the Parent Council Representatives Group over the course of the last session.

7.0 BACKGROUND PAPERS

- 7.1 Inverclyde Education Services, Parental Engagement Strategy 2018 – 2021: Parents and Families as Partners.

7.2 Parental Engagement Strategy 2018 -2021: Summary Guide for Parents.

PARENTAL ENGAGEMENT STRATEGY 2018 - 2021

Parents and Families as Partners

Inverclyde
council

Inverclyde Education Services

1. Background

Inverclyde Council recognises that young people develop greater self-confidence and achieve more within their learning when supported by schools¹ and families working effectively together in partnership. The importance of parental engagement within the education process is acknowledged in current 3 -18 educational research and is a central focus of recent Scottish Government education thinking.

At the time of writing this strategy, reviews of existing legislation around the governance structures surrounding Scottish Education² and the duties placed on schools and the local authority contained within the Scottish Schools (Parental Involvement) Act 2016³, are ongoing. This strategy can only be based upon current legislation and therefore will be subject to change in the near future.

Parental engagement is one of the key drivers for educational change identified in the National Improvement Framework (NIF)⁴, containing expectations of increased opportunities for parents⁵ and families to engage with teachers and other community partners to support their children and an increased voice of the parents in school improvement processes. This strategy provides advice to both schools and parents on the expectations from Inverclyde Council Education services of a strengthened partnership between schools and parents.

2. Parental Engagement: What is it?

Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence. Schools involve parents and carers by enabling ongoing, two-way communications between home and school; supporting parents and carers to contribute to school improvement and making decisions that affect the school; and using the skills of parents and carers to enrich the curriculum.

2018 National Improvement Framework and Improvement Plan for Scottish Education⁶

Inverclyde Education Services produce an annual authority improvement plan which outlines the focus for the improvement and strengthening of parental engagement and seek to ensure that all schools reflect these priorities in their own annual school improvement plans and in the self-evaluation processes used. As part of their review processes, schools are then able to gather evidence to support their evaluation of HGIOS4?⁷ Quality Indicators of 2.5 - Family Learning and 2.7 - Partnerships.

Schools are expected to report the progress being made in this aspect within their annual Standards and Quality reports. Copies of the school Standards and Quality Report and School Improvement

¹ Throughout this document; the term 'school' should be taken to include, early learning and childcare centres, primary, secondary and special schools.

² Education (Scotland) Act 2016 Scottish Parliament February 2016

³ The Scottish Schools (Parental Involvement) Act 2006 Scottish Parliament 2006

⁴ 2018 National Improvement Framework and Improvement Plan for Scottish Education, Scottish Government 2018

⁵ Throughout this document; the term 'parent' should be taken to include, foster carers, residential care staff and carers who are relatives or friends.

⁶ 2018 National Improvement Framework and Improvement Plan for Scottish Education, Scottish Government 2018

⁷ How Good is our School? 4th Edition, Education Scotland 2015

Plans are published on our school websites. A number of our schools also produce family friendly versions of this report. The authority plans and report are placed online on the Inverclyde Council website to maximise access to this information.

Inverclyde Community Learning and Development also carry out evaluation of provision within Learning Communities using the quality indicators within How good is the learning and development in our community? (HGILDIOC?). These indicators reflect the context within which community learning and development partners operate. The quality indicators focus specifically on the impact of community learning and development provision and will include work with young people, adults and communities. As part of ongoing evaluation, evidence is gathered from a number of partners to support the evaluation of HGILDIOC? Quality indicators of 2.1 Impact on Learners, 5.1 Delivering the learning offer and 8.1 Partnership working.

3. Our aims

It is clear that parents often indicate that the language used within education can be difficult to access and, in some cases, deter communication. The 2006 Act highlights a number of duties that schools and local authorities must respond to. These, however, can be summarised easily by focusing on the three main aspects identified in the Act:

- **Home-school Partnerships:** Schools should encourage the open involvement of parents in their work and provide information that helps parents engage with the school and their child's education.
- **Learning at home:** Schools should encourage parents to help their child's learning at home, in the community and at school.
- **Parental representation:** Parents are automatically regarded as members of the Parent Forum at a school and have the right to have their views considered and reflected through a representative Parent Council⁸ for the school.

Inverclyde Education Services' aims reflect these three key priorities.

Through the development of strengthened school and parent partnerships across all of our educational establishments, our authority aims seek to ensure that parents are:

- Fully informed about their children's education and learning.
- Welcomed and involved in the life of their child's school.
- Able to support learning at home and to participate fully in family learning activities.
- Encouraged to express their views and take part in decision making.
- Involved in forums for discussion and debate on education policy.

In order to achieve these aims, Inverclyde schools are encouraged to revisit and review their understanding of each of the three key aspects above and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained.

Developments within Education, including the introduction of the Scottish Attainment Challenge and the allocation of Pupil Equity Funding directly to schools, has provided new opportunities for schools to further strengthen involvement with parents, in partnership with other agencies and in providing

⁸ The term Parent Council is contained within the 2006 Act. Recently schools across Inverclyde have found it beneficial, in consultation with the Parent Forum, to rename this group in order to encourage wider parent participation.

new resources. The Inverclyde Attainment Challenge has clear references to the importance of family learning and parental engagement within the key drivers of the project.

Evidence gathered in response to the consultation on the review of The Scottish Schools (Parental Involvement) Act 2006 Scottish Parliament 2006⁹ suggests that ‘there was confusion and a general lack of understanding among parents and staff about the difference between homework and the concept of learning at home’. Similarly, parents’ own educational experiences, knowledge, skills and abilities are a major influence on the development of their own children’s learning. This strategy seeks therefore to clarify definitions of both ‘Learning at Home’ and ‘Family learning’.

3.1 Learning at Home

‘Parents are the first and on-going educators of their own children and, as such, should receive information and support to help develop their child’s learning at home, in the community and at school’.

(Scottish Schools Parental Involvement Act 2006, Guidance)

‘...early learning experiences at home are crucial in creating strong foundations for nursery, school and beyond. Parents are the first educators and as such, the biggest single influence on a child’s educational aspirations and attainment throughout life’.

(National Parenting Strategy, 2012)

A definition of ‘learning at home’ is given as.....

‘Learning at home’ is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap across aspects of active learning undertaken with parents, family members or peers.

(Scottish Parental Involvement Officers Network, 2018)

Learning at home does not necessarily relate only to curriculum activities or homework tasks and can also include aspects of play, leisure events, fun activities, sports, trips, cultural and/or volunteering experiences. Indeed, activities which provide opportunities for the strengthening of relationships, positive improvements in the child’s wellbeing and development of self-confidence ultimately lead to better learning and achievement, and so are encouraged.

Many examples of effective ‘Learning at Home’ activities can be found across the education establishments in Inverclyde, and school staff and Parent Councils are encouraged to come together to share ideas and practice. Regular discussion of these strategies are also shared at school leadership meetings and will continue to be built upon in the future.

Education Scotland has recently shared examples of good practice gathered through consultation with parents, education professionals and identified in recent Her Majesty’s Inspectorate of Education (HMIe) school inspections. These are highlighted in Appendix 1.

⁹ Review of Learning at Home, Education Scotland 2018

The authority will continue to work with parents, Parent Councils and schools to support the development of home learning activities and organise workshops which allow families to explore how they can best support their child's learning. We will continue to support the development of learning materials specifically targeting home learning opportunities.

3.2 Family Learning

The authority recognises the importance of the role of parents in their child's learning.

Children in Scotland spend approximately 15% of their waking hours in school (OECD, 2014). The remaining 85% of children's time is spent at home or in their communities and this presents a potentially significant opportunity for learning. Equipping, supporting and building the capacity of Scotland's parents to maximise children's opportunities for learning is key to raising attainment.

Review of Family Learning 2017¹⁰

Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.'

(Scottish Family Learning Network, 2016)

In partnership with colleagues from Barnardo's, Community Learning and Development employees and other agencies, Inverclyde Council will continue to develop and support activities which allow parents to be involved in family learning, including Adult Learning and Literacies learning opportunities and training. Examples of good practices found across the Inverclyde area include:

- Parental involvement in the processes to secure college placements, foundation apprenticeships, personal learning plans and work placements.
- Clear signposting towards the 'Topics in a nutshell' and other appropriate literature in order to help parents understand and support their child's learning. <https://www.npfs.org.uk/downloads/>
- Parental involvement in non-curricular out of school activities to build relationships and inform parents of methods to become involved in their children's learning through programmes such as Families Connect, Newark Tea Club, Family Cooking, Family Learning Clubs
- Continued Parental Involvement in children learning during the holiday period through Family Fun Clubs across various communities in Inverclyde.
- Building parental confidence and self-esteem to encourage them to engage in their children's learning is offered through the Steps to Excellence Programme. This is in the process of being evaluated to assess impact and continued support of the parents who engaged in the programme.
- Encouraging parents to participate in reading to their children for enjoyment, through accessing the pop up libraries that are available in some schools and encouraging parents to join the library and participate in Bookbug activities, including volunteering to deliver Bookbug.

¹⁰ Review of Family Learning, Education Scotland December 2017

- The Inverclyde Community Learning and Development Youth and Adult Literacies teams offer on-site delivery within school settings across Inverclyde. These embed learning opportunities in literacies for young people and parents, helping to maximise the development of skills, outcomes and accreditation opportunities.

'The entitlement to a continuous focus on literacy and numeracy is echoed in the Scottish Government's Literacy Action Plan. This plan provides a strategic commitment to improving standards of literacy across the continuum of learning. It also ensures there is better co-ordination and partnership across Government and its partners, to focus on learner priorities and encourage collaborative working'.

(Adult Literacies in Scotland 2020: Strategic Guidance)

4. Parental representation

In order to encourage and support parental representation, Inverclyde Education Services have identified one of their Quality Improvement Officers (QIO) who has responsibility for parental engagement. This QIO, Norman Greenshields, can be contacted at the education offices on 01475 712850.

In addition, the authority also provides opportunities for representatives of the Parent Council to come together in regular discussions around education developments, operational issues, the spending of Pupil Equity Funding and other community issues. This forum is regarded as the parent consultative group for Inverclyde Education Services.

A parent representative is included on the Inverclyde Council Education Committee, consulting with and providing feedback to the representatives of our Parent Councils. There is an open and transparent process used in the selection of this representative. Information on this can be obtained by contacting Inverclyde's Education Services.

The authority also have representation on the National Parent Forum of Scotland. Parent Councils are also members of Connect (formerly known as the Scottish Parent Teacher Council), providing advice and training to parents across Inverclyde.

This QIO will continue to promote effective parental engagement, encourage the sharing of good practice across the authority, organise parents' events and activities and provide support for the Parent Councils. The QIO will also ensure that ongoing parental surveys are carried out to ensure that parental views are reflected in the development of education policy.

5. Gathering parental views and removing barriers to parental engagement

Previous Inverclyde Parental Strategies have had a primary focus on the involvement of parents in children's learning, school events and the Parent Council.

Throughout this time, Inverclyde schools and the education Quality Improvement Team have sought to gather parental opinion and views in a number of different ways. These have included parent meetings and discussion groups, surveys and questionnaires, parental involvement working groups, Parent Council meetings and parental involvement in Education Scotland school inspections and authority school reviews.

In addition, Inverclyde Education Services follow government guidelines regarding consultation with parents on aspects which have a major impact upon families. In recent years, this has included aspects such as timings of the school day, school catchment areas, placing request processes, school estate rebuilding/refurbishment and the temporary decant of schools.

Improvements in the availability and access to social media and use of online communications systems now present schools and Inverclyde Education Services with the ability to widen and strengthen the consultation processes.

In March 2018, a large scale parental engagement consultation involving parents across all of our educational establishments was carried out. The results of this survey are contained in Appendix 2.

The outcome of this consultation highlighted the following areas for development:

- Parents from different socio economic areas across Inverclyde indicated varying experiences around the encouragement given to be part of the Parent Council and/or Parent Partnership. They also indicated differences on how well informed they were of the work of the Parent Council.
- Parents welcome activities that allow families to learn together. This was more strongly indicated in some schools than in others. Opportunities for schools to share examples of best practice and bring a more consistent experience for parents needs should therefore to be encouraged.
- When asked if schools took on board their views when making changes, parents scored this less highly.

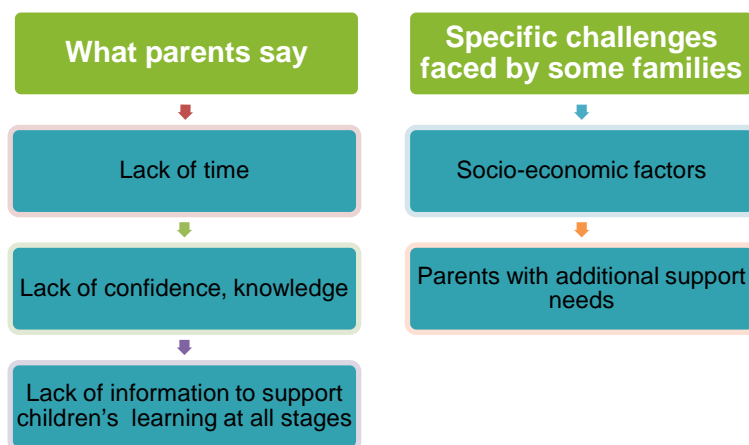
Inverclyde Education Services will support these areas for development by:

- Encouraging school Parent Councils to review their operational structures and communication strategies and to revisit their constitutions. This should be completed in response to future changes that may be made to the Scottish Government Parental Involvement Act and regional governance structures.
- Encouraging Parent Councils to share successful recruitment processes with other Parent Council groups. Inverclyde Education Services and schools will assist with direct communication to parents, through their newsletters, use of social media and the development of new school websites.
- Identifying successful activities which promote family learning, learning together and community learning. These will be shared with all schools and Parent Councils to encourage the extension of these learning opportunities.
- Consulting with school leaders and Parent Councils on the involvement of parents in school improvement planning processes. Advice will then be drafted and shared more widely.
- Continuing to deliver regular training to school staff and parents which support and encourage strengthened parental engagement.
- Inverclyde Community Learning and Development, Adult Learning and Literacies, and the Youth Team will work in partnership with school colleagues, partners, parents and young people to identify needs that will impact on all areas of life, to support achievement and attainment. Learning opportunities will be developed from parent, young person, school and partner feedback. These learning opportunities will be contextualised to maximise upskilling of both parent and young person, leading to increase in self-confidence, self-belief and self-esteem as well as equipping both parents and young people with functional literacies skill sets that support them to make informed decisions, engage with lifelong learning opportunities, that will lead to successful, active and achieving individuals, family members and citizens.

- Inverclyde Council will carry out similar parental evaluations on an annual basis with a summary of the key messages being included in future Standards and Quality reports.

A series of key questions were discussed at a recent conference, involving parents, school leaders, partners and agencies. These questions focused upon the four areas which link to our overall strategy. The feedback is identified in Appendix 2. These are highlighted as aspects for managers of Early Years establishments and schools to consider when seeking to strengthen partnerships with parents and families.

Educational research evidences that parents identify a range of barriers which hinder or discourage their involvement with their child’s school. These encompass a complex mix of issues, some related to their own negative experiences of school, low self-esteem or lack of confidence. Others relate to specific difficulties around the organisation of school activities, such as timing within the day, clashes with work commitments, challenging family circumstances or physical barriers to accessing the activities due to disability issues.



The authority is committed to working with schools and Parent Councils to develop effective strategies which overcome these barriers.

Central to our response is the following aspects:



Information and support

Key to ensuring that parents are engaged with their child's school is effective communication.

Parents require information on:

- School activities and events.
- The curriculum and home learning activities.
- The progress being made by their own child in their learning.

Schools provide this information in many ways, through newsletters, telephone, text and email messaging, the use of school websites and other social media. Inverclyde schools also provide opportunities for parents to be involved in parent workshops, information events and curriculum discussions.

Parents' evenings and pupil reports provide parents the opportunity to ensure that they have a clear understanding of the progress that their child is making in their learning and provide a focus for direct discussions. The authority is committed to ensuring that parents receive, on a regular basis, information which allows them to best support their child's learning. Changes to the format and frequency of the pupil reports are currently being trialled across our schools. These developments have been carried out following consultation with parents. The authority is committed to ensuring that the reports better meet the needs of parents.

Support Strategies

Examples of the strategies which can be used are:

- Providing opportunities for parents to meet with staff at a venue which is accessible to parents with a disability.
- Reviewing and adapting the language used by staff when linking and communicating with parents.
- Offering positive parenting courses.
- Welcoming families into family based activities and events.
- Providing a range of family learning activities during school holiday periods.
- Linking closely with Inverclyde Library Services to provide other family learning opportunities.
- Offering alternative opportunities for parents to meet with school staff in response to specific work commitments.
- Communicating effectively with parents by providing information in a variety of formats.
- Encouraging parental volunteering opportunities.
- Recognising parents' involvement in supporting their child.
- How do parents communicate their involvement in home learning, for the school to recognise this?
- Providing communication with bilingual parents through the development of the Groupcall Messenger system.
- Providing language support wherever possible at parents' evenings for those with language communication difficulties.
- Use community learning and development workers and home school partnership workers to support the development of family engagement and family learning opportunities.
- Work with other agencies to support families with specific issues.
- Providing access for school staff to workshops and courses which support the development of strengthened parental partnerships and which focus on breaking down barriers for parents.

6. Support for parents of early years children

Although current legislation does not necessitate the formation of a Parents' Council for early years' establishments, the authority will continue to ensure that parents are involved in their child's education and learning. We recognise the many examples of strong parental partnerships which have been established in our early years' establishments and will continue to support the home learning strategies being used. The authority gathers parental opinion as part of their establishment reviews. We aim in future to extend parental involvement by including parents of early years' children as part of our Parent Council representatives meeting. In doing so, we will be seeking to change the name and consultative focus of this group.

7. Supporting families with children who have additional needs

Inverclyde Council is committed to supporting and involving parents

Under the Education (Additional Support for Learning) Scotland Act 2009, parents of a child with additional support needs can request assessment of and information about their child's needs and how these are to be met. Inverclyde Council is committed to supporting and involving parents in these processes and schools will ensure that parents receive a response to any such requests.

The authority also acknowledges that parents have a pivotal role if looked after and accommodated children are to have the opportunity to succeed. Inverclyde Council will continue to work together with parents of looked after children, foster carers and others with parental responsibilities to encourage them to support their children's education. As a normal part of these processes, the authority will also ensure that all relevant information relating to the child is provided to both parent and carer unless the care plan specifically states otherwise.

8. Parent Councils

Parents Councils are established in all of the Inverclyde primary and secondary schools.

Following guidance set out in the Scottish Schools Parental Involvement Act 2016, these vary in size and organisational structure but each has established their own constitution. The membership involves representatives of the wider parent forum and in some cases also includes nominated representatives of the wider school community and linked early years' establishments.

A Parent Council will include some or all of the following:

- Supporting the work of the school.
- Involvement in the school improvement and planning processes.
- Gathering and representing parents' views to the head teacher, local authority and Her Majesty's Inspectorate of Education (HMIE).
- Promoting contact between the school and their local community.
- Involvement in the appointment of head teachers and depute head teachers.
- Fundraising and organising events.
- Encouraging parental volunteers to come forward to support the work of the school.

Inverclyde Council supports the Parent Councils by providing them with:

- Annual financial support to enable the Parent Council to operate.
- Membership of Connect (formerly known as the Scottish Parent Teacher Council) which in turn provides insurance for the activities of the council.
- Ensuring that Inverclyde has a parental representative on the National Parent Forum of Scotland and that this representative has the opportunity to liaise with Parent Councils.
- Access to additional funding to support cluster activities which build and encourage parental engagement.
- Advice on the operation of the Parent Council and any related matters.
- Regular training events and opportunities to meet with senior officers from Education.
- Advice on how best to communicate with their Parent Forum, including information on the use of social media.
- Opportunities to meet and share good practices.

9. Involvement in the appointment of senior staff in schools

Inverclyde Council fully involve representatives of the Parent Council in the appointment of head teachers and depute head teachers. As part of this process, the Quality Improvement Team provides training for parents in the specific guidance involved in the appointment of Inverclyde Council employees.

The authority also encourages the wider involvement of the parent forum when candidates are being given an opportunity to visit the school prior to interview.

10. Complaints procedure

Inverclyde Council has a clearly defined process for responding to complaints which can be viewed on the council website. <https://www.inverclyde.gov.uk/council-and-government/complaint>

Inverclyde Council recognises that there may be occasions when parents wish to indicate concerns about the level and quality of the education service provided. Many of these concerns can be dealt with at a school level and parents are encouraged to contact the school in the first instance to try to overcome the difficulty. In the event of the issue not being resolved or of a parent contacting the council directly, the processes indicated on the website will be followed and the parent will be contacted by an officer of the council.

The nature and frequency of complaints are monitored by the Council and the information gathered is used to improve the service.

11. Equal Opportunities

The authority has policies in place to ensure that no parent is discriminated against on grounds of race, disability, gender, sexual orientation, language, faith or belief or age. Wherever possible, the authority will put in place positive measures to remove any discrimination either direct or indirect, intentional or unintentional.

12. Links to Inverclyde Council Parenting Strategy

Inverclyde Council Education Services is committed to working with partners to strengthen support for families. The 2015 – 2017 Inverclyde Health and Social Care Partnership review and subsequent report on 'Parenting and Family Support Services', identifies a range of universal and targeted supports which have been developed over many years. The authority recognises the importance of these activities continuing to be developed and expanded.

One important aspect in the Early Years and Child Care setting is the development of the '**Five to Thrive**' approaches. Other supportive activities include:

- Bookbug Initiative.
- NHS Play@home Programme.
- Families Connect Programme operating in conjunction with Save the Children.
- Barnardo's – Parenting Programmes.

Appendix 1: Examples of ‘Learning at Home’ Activities

Examples of Learning at Home –from practitioners	
<p>Learning at home / homework activities:</p> <p>Family challenges/challenge cards, adventures with Teddy, board games, shopping, Lego building, STEM challenge, pick and mix homework, sacrament preparation, model making, newsletter, PowerPoints on favourite/interesting things, cake decorating – taking photographs, 100 things to do before you’re 13, transition teddy, trips, woodland walks, numeracy/literacy bags, cook at home bags.</p>	<p>Sharing learning:</p> <p>Nurture groups, Maths recovery lessons (with children), child led workshops, outdoor learning, stay and play, open afternoons, homework fun challenges, primary 1 home learning reading block, class assemblies, careers day, talk time homework, shared learning exercises (Art/IT – practical), open days, home visits, celebrating what parents already do - sharing across the wider school community, directory of parental skills.</p>
<p>Families learning together:</p> <p>Family learning events or homework club, PEEP/ Bookbug, parental reading programme, photography club, outdoor learning, cooking, crafts, work with fathers, Gardening groups, family nurture projects.</p>	<p>Decision making:</p> <p>Reviewed reading policies, review and planner, tracking achievements, personal learning planning, target setting, GIRFEC review meetings.</p>
<p>Helping parents:</p> <p>ESOL, L@H guidance – leaflets, parent packs, workshops, videos, cafes, home-link worker, parent mail/text messages, homework clubs, notes of intended learning.</p>	<p>Communication methods:</p> <p>Show my homework, website, Twitter app, homework app, Glow, RM Easimaths, leaflets, learning logs, e-portfolios, learning letters, learning logs, e-portfolios, learning letters, consultations, social media, e-learning journals.</p>

Examples of Learning at Home – School Inspection Findings	
<p>Learning at home / homework activities:</p> <p>Home learning bags, building on achievements from home, homework tasks with family members, Ted’s adventures at home, home-link initiatives, STEM, travelling dolls, lending library.</p>	<p>Sharing learning:</p> <p>Class reward system, home-school sharing of achievements, child led workshops – informative learning opportunities provided by teachers.</p>
<p>Families learning together:</p> <p>Family homework group, Parent-child homework club.</p>	<p>Decision making:</p> <p>Parents are encouraged to support learning through parents meetings, working with the school to address issues, target setting in user friendly language.</p>
<p>Helping parents:</p> <p>Stay and play sessions, parental workshops, open days, special events, planned support for parents on supporting reading at home, written materials on what child is learning, information booklet on supporting at home.</p>	<p>Communication methods:</p> <p>Online learning journals, daily conversations, interactive online resources, blog, learning profiles, home-school diaries, text messages, noticeboards and photographs.</p>

Appendix 2: Parental Engagement Survey

1. My child likes being at their school

ANSWER CHOICES	RESPONSES	
Agree	90.34%	963
Disagree	5.72%	61
Strongly Disagree	2.25%	24
Don't know	1.69%	18
TOTAL		1,066

2. The school gives me advice on how to support my child's learning at home.

ANSWER CHOICES	RESPONSES	
Strongly Agree	28.24%	301
Agree	49.44%	527
Disagree	16.42%	175
Strongly Disagree	3.85%	41
Don't know	2.06%	22
TOTAL		1,066

3. I receive helpful information about how my child is doing e.g. informal feedback, reports etc.

ANSWER CHOICES	RESPONSES	
Strongly Agree	32.93%	351
Agree	47.00%	501
Disagree	15.85%	169
Strongly Disagree	3.85%	41
Don't know	0.38%	4
TOTAL		1,066

4. Staff treat my child fairly and with respect.

ANSWER CHOICES	RESPONSES	
Strongly Agree	49.44%	527
Agree	39.96%	426
Disagree	5.35%	57
Strongly Disagree	2.16%	23
Don't know	3.10%	33
TOTAL		1,066

5. I understand how my child is assessed.

ANSWER CHOICES	RESPONSES	
Strongly Agree	27.20%	290
Agree	45.78%	488
Disagree	17.92%	191
Strongly Disagree	3.94%	42
Don't Know	5.16%	55
TOTAL		1,066

9. The school helps my child to feel confident.

ANSWER CHOICES	RESPONSES	
Strongly Agree	40.81%	435
Agree	42.40%	452
Disagree	8.44%	90
Strongly Disagree	3.47%	37
Don't know	4.88%	52
TOTAL		1,066

10. The information I receive about how my child is doing, reaches me at the right time.

ANSWER CHOICES	RESPONSES	
Strongly Agree	26.64%	284
Agree	45.40%	484
Disagree	18.48%	197
Strongly Disagree	5.35%	57
Don't know	4.13%	44
TOTAL		1,066

11. My child receives the help they need to do well.

ANSWER CHOICES	RESPONSES	
Strongly Agree	37.71%	402
Agree	44.37%	473
Disagree	9.94%	106
Strongly Disagree	3.28%	35
Don't know	4.69%	50
TOTAL		1,066

12. The school gives me advice on how to support my child's learning at home.

ANSWER CHOICES	RESPONSES	
Strongly Agree	25.05%	267
Agree	47.47%	506
Disagree	19.79%	211
Strongly Disagree	4.50%	48
Don't know	3.19%	34
TOTAL		1,066

13. The school organise activities where my child and I can learn together.

ANSWER CHOICES	RESPONSES	
Strongly Agree	23.08%	246
Agree	39.68%	423
Disagree	24.02%	256
Strongly Disagree	5.63%	60
Don't know	7.60%	81
TOTAL		1,066

14. I feel comfortable approaching the school with questions and suggestions about my child's learning.

ANSWER CHOICES	RESPONSES	
Strongly Agree	43.06%	459
Agree	43.25%	461
Disagree	7.60%	81
Strongly Disagree	3.94%	42
Don't know	2.16%	23
TOTAL		1,066

15. I feel encouraged to be involved in the work of the Parent Council and/or Parent Partnership.

ANSWER CHOICES	RESPONSES	
Strongly Agree	28.33%	302
Agree	42.03%	448
Disagree	15.67%	167
Strongly Disagree	5.35%	57
Don't know	8.63%	92
TOTAL		1,066

16. I am kept informed about the work of the Parent Council and/or the Parent Partnership.

ANSWER CHOICES	RESPONSES	
Strongly Agree	25.33%	270
Agree	46.44%	495
Disagree	18.39%	196
Strongly Disagree	4.32%	46
Don't know	5.53%	59
TOTAL		1,066

17. I feel that the school takes my view into account when making changes.

ANSWER CHOICES	RESPONSES	
Strongly Agree	17.73%	189
Agree	40.06%	427
Disagree	16.70%	178
Strongly Disagree	6.00%	64
Don't know	19.51%	208
TOTAL		1,066

18. Are you aware of any extra support, in school, available for your family if needed?

ANSWER CHOICES	RESPONSES	
Strongly Agree	21.58%	230
Agree	35.83%	382
Disagree	18.20%	194
Strongly Disagree	4.88%	52
Don't know	19.51%	208
TOTAL		1,066

Appendix 3: Feedback form Parental Engagement Conference (May 2018)

Action Planning Workshop – Discussions

The 'Ask the Family' – Parental Consultation provided information around 4 key themes for improvement around engagement, participation, communication and involvement of parents in their children's learning. Based on these 4 key themes were the 4 action planning workshops that took place at the Parental Engagement Strategy Launch event. A range of discussion and development around the questions and the outcomes and actions were;

1. *How do we encourage Parents to become involved in parent council/parent partnerships?*

- **Who is involved and what do they do?**

Participants indicated that it was the same parents that are involved in everything, that always help out and that there might be a large parental group but only a minority actually speak out at meetings.

"(It) feels like the invitation isn't getting to those who could benefit most or bring a new perspective."

- **Who could be involved?**

Suggestions were made around the make-up of the Parent Council with participants indicating that an invitation should go out to all parents and carers and wider representation of the community (including non-teaching staff in Libraries, Housing Association, Church Representative, local voluntary uniformed groups, Barnardo's and CLD)

It was also suggested that the school representatives could include pupils across the school, School SMT, administration support.

There could be co-opted members for specific working groups.

"People who want to help from community not only parents"

- **Challenges to engagement – what prevents some families getting involved in the school / Parent Council?**

Stigma of name – could this be reconsidered as part of any rewriting of the constitution of the Parent Council.

Timing/work commitment/ childcare

Venue/Transport

Not feeling welcome/cliques – Could this be overcome with appropriate training for Parent Councils?

Lack of confidence/Bad experience of school/perception of what to expect
Jargon – Can schools provide parents with the Connect information sheet which explains the terminology being used?

“Some parents may have skills to share in school but not as part of Parent Council”

- **Overcoming barriers and actions**

Could schools provide an advocate for parents with no voice?

School should identify what parents want to know and make no preconceived judgements on this.

Parent Council could be more visible by telling parents what they do (Consider communication)

Specific working groups – which allow parents to be involved in aspects of school improvement where they feel they can contribute or provide skills.

2. *How can we support families in delivering strategies which lead to positive relationship, better learning and better behaviour?*

- Better partnership working with the community, family, school and the Regional Improvement Collaborative.
- Work with the whole family together and with the school cluster but ensure that the engagement and participation is relevant to the families who attend.
- Service providers should know the demographics of the school community and cluster areas, including the primary and secondary school to enable them to work together.
- Create more informal opportunities in and around the school community to engage families and celebrate achievements together.
- Keep families informed and communicate in plain English the Parental Engagement Strategy and the actions and outcomes from the strategy.

3. *How can we empower families to become more aware and informed of developments within the school and within their community?*

- Create a parent friendly ethos (flexibility, open minded and non-judgemental) at the earliest stages within the school/nursery environment.
- Provide space and time for parents to study and learn when children are at school/nursery.
- Help families find the right information that suits their needs and the needs of their children.
- Provide parents with support and direction.
- Create a parent support group where parents with similar needs can learn from each other and be supported by the school community, including accessing child care if required.
- Provide pathways to other services to meet the needs and expectations of parents.

4. *How can we improve communication practice between the school and families?*

- Provide families with information that they need to know about their children at the right time and in advance of parents evenings.
- Provide parents with more information of Curriculum of Excellence with advance warning of what is coming next.
- Provide a quarterly breakdown of subject areas with target statements.
- Communicate using social media especially Facebook, Twitter, also include newsletters and Groupcall Messenger to keep parents informed of events and activities. Allow parents to choose which form of communication works best for them and use various forms to meet their communication needs.

Appendix 4: Examples of effective family learning within Inverclyde schools.

Case Study 1: Aileymill Primary School

Scottish Attainment Challenge Practice Exemplar - Family Learning

Aileymill Primary School, Inverclyde

Parents, as prime educators, have a strong and important role to play in their children's education. Family learning broadly refers to approaches which engage parents/carers and children jointly in learning. This can include family learning opportunities in literacy and numeracy, to support improvement in basic skills. Family learning can provide a range of benefits for parents and children, including increased attainment for children, improved parenting skills and greater parental confidence in supporting their children's learning at home.

The Family Learning approach at Aileymill Primary School has been developed with these principles at its core. Staff are ambitious and aspirational for their children and families. It is intended the club will bring parents and families into the school to learn with their children, its principal focus on supporting children and families in primary 1 and 2. This work has also been extended to older siblings in the school to remove as many barriers as possible for families to attend and engage in the Family Learning Club. Through this type of work, the school plan to equip parents with skills/tools to support their children's learning at home. Ultimately, the school aim to raise attainment and reduce inequity.

As a direct result of The Scottish Attainment Challenge, Aileymill Primary School has a full-time Barnardo's Family Support Worker. She plays a key role in the overall leadership and organisation of the Family Learning Club, whilst maintaining a 'hands on' role in the work of the club. Aileymill Primary School's Family Learning Club has been operational since November 2015. Initially, this club was set up and led by a Newly Qualified Teacher, and is now supported by a permanent Class Teacher and the Family Support Worker.

In the beginning, parents had their own expectations of the family learning club, in that children would bring homework out of bags and teachers would help them to complete tasks. Working collaboratively, families, the school and Barnardo's have co-created a successful model whereby there is a clear structure to each session, and parents engage in and support their children's learning in a relaxed environment. There is a snack area where families enjoy healthy food before beginning home learning activities in the learning zone. When home learning activities are completed, families then move into play-based learning zone, and choose from a range of educational games which have been provided thorough funding from The Scottish Attainment Challenge. A mixture of school staff support the family learning club, contributing to its success.

Early signs of impact/positive progress

Parents and children have the opportunity to develop social and problem-solving skills, through play-based learning, working with highly trained staff, in a relaxed environment.

Barnardo's Family Support Worker and school staff continue to develop effective working relationships with school, whilst improving ways of sharing information to support families in the whole school community context.

There are regular, planned drop-in sessions for families where they can meet with the Barnardo's Family Support Worker to discuss any aspect of support required.

Case Study 2: King's Oak Primary School

Family Learning

King's Oak Primary School, Inverclyde

The Family Hub at King's Oak Primary School has adopted a CLD Social Practice model to learning which supports the development of a stronger, more resilient, supportive, influential and inclusive school community.

The model empowers parents, carers and the wider school community to make positive changes in their lives and their communities, through learning.

The planned outcome for all programmes within the Family Hub is upskilling parents/carers to do for themselves, instead of having it done, or for them. For example, parents have been trained to deliver Bookbug sessions within the Family Hub. The school facilitates the development of peer networks of support

Another key priority for the Family Hub is to become a One Stop Shop for families. The place which provides access/signposting within the school community – For example, Welfare Rights have come into the Family Hub to deliver information sessions on Universal Credit, and the potential impact on families within the school community. In addition to the basic information, all parents have now have a referral pathway for additional personal support.

Examples of what the school are doing

Partnerships & Planning

Attainment Team:

- Working with Barnardo's, CLD & Inverclyde Libraries on all twelve of the Attainment Challenge Families & Communities outcomes.
- Particular focus on identifying and removing barriers to participation & strengthening positive relations within families.
- Meeting regularly with Barnardo's & CLD to plan, evaluate and improve partnership offer.
- Provides an opportunity for spider-web partnerships across the all strands of the each organisation, for example, Community Empowerment Teams and Barnardo's specialist issues/condition support.

Parent Circle:

- Working with the parent circle to ensure all parents/carers have a voice in the programme planning.
- Working with the parent circle to support pupil projects, for example, Safe Parking Campaign.
- King's Oak Primary School parent circle provide opportunities for training and practice sharing across the authority, for example, Scottish Parent Teacher Council (SPTC) training and Curry Networking Night.

SQA & CLD (SQA Centre):

- Working in partnership with Community Learning and Development and the SQA to offer SQA wider achievement accreditation to the whole primary 7 year group. This provides an opportunity to introduce accredited learning in an accessible way.
- This model ensures that on transition to high school, pupils are more aware of SQA qualifications and have had a positive experience of completing them. Therefore, more likely to engage with accredited learning in high school.
- Contextualising the awards/units has provided an opportunity to engage parents/carers in the process as assessors. This results in the discussion extending to the home.
- Awards/units currently being offered dovetail into the awards/units currently being delivered in feeder high school.
- Parents/Carers are now approaching the school asking for more information on accredited learning. Parents are now coming into the Family Hub to work on their own first steps accreditation – with support.

Active Schools:

- Providing opportunities to expand on family health & wellbeing, for example, lower school athletics clubs where the parents get to make low cost, healthy family meals while watching the children participate. They then come together to eat the meal.

- This model provides fitness for the children, skills development for the parents (cooking & budgeting) and opportunities to engage with peers, a focal point for discussion around a family life.
- It also removes financial barriers to participation by providing all resources, ingredients.

Morton FC Community Trust:

- A programme designed in partnership to outreach and engage with male parents, carers, family members. Designed the 'triple FFF' league - The Family Friendly Football League. Each team is made from an equal number of children and adults thus encouraging male engagement in school life. Progression will be to other groups and opportunities within the school.

West College Scotland - P7 Film Club:

- College working with primary 7 pupils to develop media skills. Also providing an opportunity to engage primary 7 pupils in discussion about future college options as well as progression to further education.

Other partnerships include Belville Community Garden, Auchmountain Glen, the Parenting Network Scotland.

Equity, equality, diversity and inclusion.

Save the Children Partnership – Families Connect:

- An eight week early years to primary 1 transition, curriculum based transition programme. This involved working in partnership with the Community Learning and Development ESOL team to support 2 families for whom English wasn't their first language. The ESOL tutor would use the same resources within the ESOL class to re-enforce learning and support parents to engage with peers, and support integration within the school community.

Other examples include:

- School holiday lunch clubs.
- Literacy and numeracy based fun family activities.
- Opportunities for parents/carers peer support.
- Providing free lunches for families during the school holidays.

Wider Community Impact

Safe Parking / Road Safety:

- A campaign was developed in partnership with Strathclyde Police and the local road safety team. As a result, roads round the school are now safer for all.

Child poverty:

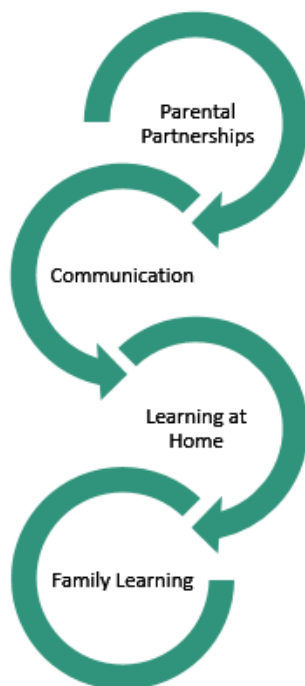
- Launching the King's Oak Primary School branch of the Tail O'The Bank Credit union took place. Primary 7 pupils will be running this branch. Parents, carers and the wider community will all have opportunities to join and save money and develop budgeting skills.
- The clothing bank has been established thus removing the potential stigma associated with charity shops and donations as it is open to all school families.

Parental Engagement 2018 – 2021

A summary guide for parents

What is parental engagement?

Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence. Schools involve parents and carers by enabling ongoing, two-way communications between home and school; supporting parents and carers to contribute to school improvement and making decisions that affect the school; and using the skills of parents and carers to enrich the curriculum.



What are our aims?

We aim to seek to ensure that parents are:

- fully informed about their children's education and learning
- welcomed and involved in the life of their child's school
- able to support learning at home and to participate fully in family learning activities
- encouraged to express their views and take part in decision making
- involved in forums for discussion and debate on education policy

How can parents get involved?

Help support school events and activities.

Support the work of the school, either as a volunteer or a contributor....everyone has skills and talents to bring to the school or nursery!

Become a member of the Parent Council.

Share your ideas and views by responding to school surveys and questionnaires.

Contact us

Inverclyde Council Education Services
Wallace Place
Greenock
PA15 1JB
Telephone: 01475712850

'Learning at home' is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can involve parents, family members or peers.

Learning at home is not only about curriculum activities or homework tasks. It can also include aspects of play, leisure events, fun activities, sports, trips, cultural and/or volunteering experiences. Indeed activities which provide opportunities for the strengthening of relationships, positive improvements in the child's wellbeing and development of self-confidence ultimately lead to better learning and achievement and so are encouraged.

Family learning encourages family members to learn together. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Our schools and nurseries offer a wide range of support for family learning, including activities run jointly with our partners in Community Learning and Development, Skills Development Scotland, Inverclyde Library services and Barnardo's.

Contact your child's school for more details of what is happening in your area.



Communicating with Parents

Inverclyde schools and nurseries use a wide variety of methods to ensure that parents are kept up to date with what is happening in their child's learning. Newsletters, emails, Text messaging, Tweets and Facebook postings help ensure that parents know what is happening in school, whilst parents' evenings, meetings, parental workshops and reports feed back important information on the progress your child is making in their learning.

Supporting Parent Partnerships

Parents Councils are established in all of the Inverclyde Primary and Secondary schools. Inverclyde Council supports the operation of these parent groups and seeks to gather their views whenever possible.

Parent Council representatives are involved in the appointment of school senior managers.

Inverclyde Council also has a parent representative on the Education and Communities Committee.

Complaints

Inverclyde Council has a clearly defined process for responding to complaints which can be viewed on the council website.

<https://www.inverclyde.gov.uk/council-and-government/complaint>

Want more detail?

A fuller version of our Parental Engagement Strategy 2018 – 2021 is available online at:

<https://www.inverclyde.gov.uk/education-and-learning>

Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCO/75/18/RB
Contact Officer:	Ruth Binks	Contact No:	712761
Subject:	Action taken to finalise the mapping of school catchment areas.		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform members of minor corrective steps undertaken at Dunnet Place, Greenock to finalise the school catchment area map for the Inverclyde website.

2.0 SUMMARY

- 2.1 In May 2018 the Education and Communities Committee considered a detailed report on the outcome of the statutory consultation that had been undertaken to address minor anomalies. The Committee agreed to implement minor changes to catchment areas in order to produce a publicly available clear map of catchment areas for each school in Inverclyde.
- 2.2 When finalising the map, as part of this process, an error was discovered by staff whereby the map for Dunnet Place does not match the catchment area street list. Dunnet Place should be in the catchment area for the denominational schools St. Andrew's Primary School and St. Columba's High School (but the street list had previously stated wrongly that the schools should be St. Patrick's Primary School and Notre Dame High School). Non-denominational schools are not affected.
- 2.3 Only one family is directly affected by this change and they have been contacted by Education Services to advise them of arrangements that will be put in place for the future of their child and any siblings and this family has confirmed they have no objections whatsoever to the correction. All other addresses in Dunnet Place, although not directly affected, will be notified of the change for their information.
- 2.4 These actions have been taken on an operational level within the policy set by the Committee for the mapping process (above) and are reported to ensure due scrutiny of catchment area decisions.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the actions taken to ensure that Dunnet Place, Greenock is mapped to the correct catchment area.

Ruth Binks
Director of Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 N/A

5.0 CURRENT POSITION

5.1 N/A

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 N/A

Human Resources

6.3 N/A

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 N/A

7.0 CONSULTATIONS

7.1 N/A

8.0 CONCLUSIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

Report To: Education & Communities Committee **Date:** 4 September 2018

Report By: Corporate Director Education, Communities & Organisational Development **Report No:** EDUCOM/70/18/RB

Contact Officer: Ruth Binks **Contact No:** 01475 712824

Subject: School Term Dates – Session 2019 / 2020

1.0 PURPOSE

- 1.1 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2019/20.

2.0 SUMMARY

- 2.1 The intention of this report is to set out the school term dates.
- 2.2 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.
- 2.3 The proposed term dates take account of the term dates set by Glasgow and Renfrewshire Councils.
- 2.4 Consultation has taken place with HR and the Trade Unions on the proposed term dates and in-service days with no adverse comments received.

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to approve the term dates for 2019/20 as set out in appendix 1.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

Education Services

Term	School Term Dates, In-Service Days & Local Holidays - Session 2019/2020		Working Days (Teachers)
First	<p>In-Service Day Thursday, 15 August 2019 In-Service Day Friday, 16 August 2019</p> <p>Pupils Return Monday, 19 August 2019</p> <p>Close Friday, 06 September 2019 Local Holiday Monday, 09 September 2019</p> <p>Re-Open Tuesday, 10 September 2019</p> <p>Close Friday, 11 October 2019 October Break Monday, 14 October 2019 to Friday 18 October 2019 (inclusive)</p> <p>In-Service Day Monday, 21 October 2019 Pupils Return Tuesday, 22 October 2019</p> <p>Close Friday, 20 December 2019</p>		86
Second	<p>Re-Open Monday, 06 January 2020</p> <p>Close Friday, 07 February 2020 Mid-Term Monday, 10 February 2020 Mid-Term Tuesday, 11 February 2020</p> <p>In-Service Day Wednesday, 12 February 2020 Pupils Return Thursday, 13 February 2020</p> <p>Close Friday, 02 April 2020</p>		(148) 62
Third	<p>Spring Break Friday, 03 April 2020 to Friday, 17 April 2020 (inclusive)</p> <p>Good Friday Friday, 10 April 2020 Easter Monday Monday, 13 April 2020</p> <p>Re-Open Monday, 20 April 2020</p> <p>May Day Monday, 04 May 2020</p> <p>Close Thursday, 21 May 2020 Local Holiday Friday, 22 May 2020 Local Holiday Monday, 25 May 2020</p> <p>In-Service Day Tuesday, 26 May 2020 Pupils Return Wednesday, 27 May 2020</p> <p>Close Friday, 26 June 2020</p>		(195) 47

Inverclyde Council ~ Education Services

2019-2020 School Calendar

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					12	

September 2019						
Su	M	Tu	W	Th	F	S
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29	30					
					20	

October 2019						
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27	28	29	30	31		
					18	

November 2019						
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24	25	26	27	28	29	30
					21	

December 2019						
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29	30	31				
					15	

January 2020						
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					20	

February 2020						
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					18	

March 2020						
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29	30	31				
					22	

April 2020						
Su	M	Tu	W	Th	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		
					11	

May 2020						
Su	M	Tu	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					18	

June 2020						
Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					20	

July 2020						
Su	M	Tu	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



School Closed/ Holidays



Teacher in-Service Day (no school for students)



School Open

In-service days – 5
 Teacher days – 195
 Pupil days – 190

Report To:	Education and Communities Committee	Date:	4 September 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/72/18/RB
Contact Officer:	Louise McVey	Contact No:	01475 712979
Subject:	Access to Free Sanitary Products in Schools		

1.0 PURPOSE

- 1.1 The purpose of this report is to update and inform the Committee on the implementation of the Scottish Government commitment to provide free access to sanitary products in schools and community facilities.

2.0 SUMMARY

- 2.1 On 30 May 2018, the Scottish Government committed funding to provide access to free sanitary products to students in schools, colleges and universities. The purpose of this funding is to support equality, dignity and rights for those who menstruate and to ensure that lack of access to products does not impact on an individual's ability to fully participate in education at all levels.
- 2.2 This commitment will roll out a Scotland wide initiative and is based on the main findings of the pilot study from Aberdeen in 2018. A set of Guiding Principles has been developed to help shape local delivery models.
- 2.3 The sanitary products will be sourced for an interim period given that the national framework of supplies will not be in place until October 2018. There will be an initial stock purchased for the first four months of the project to include the Christmas break.
- 2.4 Inverclyde Council has received a total of £28,075 to cover the period August 2018 – March 2019 and the Scottish Government will be issuing a monitoring framework to monitor uptake and spend to inform any future funding. Learning in the first year will be shared with the Scottish Government in line with the terms of funding to aid future rollout and policy.
- 2.5 Learning gathered between August 2018 and March 2019 will be shared with the Scottish Government to aid further development of this service across Scotland.

3.0 RECOMMENDATIONS

- 3.1 That Inverclyde Council supports this commitment to roll out access to free sanitary products across schools and colleges. This includes access to sanitary products during term time, at weekends and during the holiday periods.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 On 30 May 2018 the Scottish Government announced funding to local authorities to provide free sanitary products in schools, colleges and universities and to provide access to the products during holidays and weekends.
- 4.2 The Scottish Government also issued a set of guiding principles on which the local delivery model should be based. These include:
- Protecting students' dignity, avoiding anxiety, embarrassment and stigma.
 - Making a range of products and different qualities available, giving students choice about the products they want to use.
 - A response that is reflective of students' views and experiences.
 - An efficient and dignified approach which demonstrates value for money
 - An offer for all eligible students throughout the year to include both term time and holidays.
 - Ensuring sanitary products are easily accessible to meet individual needs.
 - Individuals being able to get sufficient products to meet their needs.
 - Gender Equality, ensuring anyone who menstruates can access products including transgender men and non-binary individuals and that language is gender neutral. The rollout of gender neutral toilets should also be taken account of.
 - Awareness raising and education to both promote the offer and change cultural norms.
- 4.3 The findings of the Aberdeen pilot project in 2018 confirmed access to sanitary products as an issue for some people and that different groups are affected in different ways. The key learning point from the pilot was that in educational institutions there was embarrassment about periods generally and having to ask a staff member for products was considered to be a particular issue for young pupils. School staff noted a need for education around menstruation and sanitary products to reduce stigma and normalise discussion of menstruation. Provision during the holiday and weekend periods should also be easily accessed (without having to ask a member of staff) and discreet for people on low income.
- 4.4 Schools in Inverclyde currently hold supplies of sanitary products for pupils who ask for them; this is the case in both primary and secondary schools and no charge is made for the products which tend to be asked for in emergency situations. However, there is a stigma attached to menstruation and some pupils may not feel comfortable about asking school staff for sanitary products.
- 4.5 In January 2018, members of the Education and Communities Committee supported a recommendation to tackle period poverty by agreeing to the installation of free sanitary product dispensing machines in Inverclyde Secondary Schools. However, the cost associated with installing the free sanitary product dispensing machines and the restrictive nature of the machines both in variety of products and location mean that this is no longer the preferred option. It is proposed to purchase storage/dispensing trolleys instead. This will also allow pupils the freedom and flexibility to access a variety of products for the menstruation period.

5.0 CURRENT PROPOSAL

5.1 Product Sourcing within Inverclyde

There will be a national framework of suppliers who should be able to offer schools a selection of products, however this framework will not be in place until October 2018. In the interim the Council's procurement team is sourcing suppliers that will provide enough products for the first 4 months of the project and to cover the Christmas Holiday period.

5.2 Proposed Delivery Model within Inverclyde

All Head Teachers have received the Scottish Government Guiding Principles and Good Practice information for the provision of sanitary products in schools, to be shared amongst staff.

Inverclyde will provide free sanitary products in sites around both primary and secondary schools and this will be monitored to find out where pupils are more likely to go for the products and which products they are more likely to choose. The proposed sites include areas within the medical rooms, staff rooms, reception areas, pupil support areas and various toilet areas where the sanitary products can be stored but will be discrete and easily accessible to pupils, without having to ask a member of staff.

Inverclyde will establish a short life working group to support the development, delivery and impact of accessing free sanitary products as part of the tackling poverty and gender inequality agenda. The short life working group will have relevant representatives from procurement, children and young people's rights, school nursing, teachers and young people from across the Primary and Secondary school sector, youth workers, and facilities services.

5.3 Delivery Model - Secondary Schools

The sites within the secondary schools will be identified through engagement and consultation with Pupil Voice representatives coming together to the Inverclyde Pupil Network, to share what is good in their school and how other pupil voice representatives can adapt this practice. Pupils from the Network will be asked to collate pupil views on accessing the free sanitary products in line with the national framework to Scottish Government.

Secondary schools will be given a range of products to choose from placed in a variety of discrete locations including appropriate gender neutral toilets. There are some concerns nationally that the use of the products will be abused and some local authorities have reported a spike in use when the project was initially introduced but this slowed down when people were given education and information on the purpose of the project.

The representatives at the Pupil Network and the short life working group will receive a training workshop opportunity to raise awareness and knowledge of how challenging it may be to participate in education without access to sanitary products, and will promote the offer of free products and how to access them in school and in the community. Assemblies will be delivered by relevant pupils and supported by the short life working group to raise awareness and promote the offer in Secondary Schools.

The proposal is to provide discrete stickers designed by the Inverclyde Pupil Network, to advise people of the various areas around the school where they can access the free sanitary products. This will ensure that the products can be accessed when required and a supply can be taken without embarrassment or anxiety. It is anticipated that there may be an increase in the number of sanitary bin uplifts and possible increase in the number of sanitary bins around school toilets and this will be monitored over the first four months (September-December 2018). Posters, information leaflets, school newsletters and electronic media will also be used to communicate this national initiative.

Delivery Model – Primary Schools

Primary schools are more likely to know which pupils may require the products, because the numbers are likely to be low and therefore will be given a smaller range of sanitary products to be made freely available for pupils to access when they need them. Pupils in Primary 6 and 7 will learn about the changes in their body as part of the Curriculum of Excellence and the offer of free sanitary products and how to access them will be raised at this time. Parents will receive letters and receive notification from schools as to how they can access the free sanitary products on behalf of their child. The short life working group will have responsibility to gather information from all the primary schools to share with the Scottish Government as part of the national framework agreement.

5.3 Delivery Model in the Community for evenings, weekends and holiday periods

In addition to school sites, it is proposed to ensure the sanitary products are available in Libraries, Youth Zones and Community Centers throughout Inverclyde to cover weekends and holiday periods. It is proposed to use the discrete stickers, posters and electronic media as a way of informing people of the locations that the products can be accessed.

6.0 IMPLICATIONS

Finance

- 6.1 The Council will receive £28,075 to cover the period August 2018 – March 2019. The funding includes access for primary and secondary use and for the products to be available during the holiday and weekend in the community establishments. The funding also includes all set up costs and the cost to provide workshops and learning opportunities.

Information gathered and reported will be used to monitor and inform future years funding from April 2019 onwards.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A			£28,075		

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 None

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 N/A

7.0 CONSULTATIONS

- 7.1 Ongoing evaluation and consultation will take place with young people and updates will be provided.

8.0 CONCLUSIONS

8.1 This initiative to tackle period poverty is welcomed and Inverclyde Council will share any learning nationally to ensure that the project has maximum impact.

9.0 BACKGROUND PAPERS

9.1 Access to Sanitary Products Aberdeen Pilot: Evaluation Report.