

<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>22 January 2019</b>
<b>Report By:</b>	<b>Steven McNab</b> <b>Head of Organisational Development, Policy &amp; Communications</b>	<b>Report No:</b>	<b>EDUCOM/05 /19/KM</b>
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<b>Subject:</b>	<b>Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report</b>		

**1.0 PURPOSE**

- 1.1 The purpose of this report is to update the Committee on the achievement of key objectives in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan (CDIP) 2016/19. Details are provided in the Appendices.
- 1.2 The report focuses on improvement actions that sit within the Education and Inclusive Education, Culture and Communities Services.

Appendix 1  
Appendix 2

**2.0 SUMMARY**

- 2.1 The Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) 2016/19 was approved by the Education and Communities Committee in May 2016.
- 2.2 The CDIP is subject to an annual review and a refreshed Plan was presented to this Committee on 4 September 2018. This is the first progress report on the new Improvement Plan. Full details of progress are provided in Appendix 1. Further progress reports will be submitted to every second meeting of this Committee.
- 2.3 The current status of the CDIP's improvement actions is:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
December 2018	-	-	1	22

**3.0 RECOMMENDATIONS**

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

b. Agrees to consider a second progress report at its meeting on 7 May 2019.

**Steven McNab**  
**Head of Organisational Development, Policy and Communications**

## 4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of key objectives.
- 4.2 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes in the Council's Corporate Plan 2018/22, as well as the wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The three year Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee in May 2016. A review of the Plan was carried out at the end of 2017/18 and a refreshed Plan was approved by this Committee on 4 September 2018.
- 4.4 Progress regarding delivery of the CDIP is reported to every second meeting of the relevant Service Committee. These progress reports provide Members with a summary of progress with the CDIP's implementation and aim to give the Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education and Inclusive Education, Culture and Communities Services. The CDIP's improvement actions that sit within the Organisational Development, Policy and Communications Service will be included in the Corporate Services Performance Report which will be considered by the Policy and Resources Committee on 5 February 2019.
- 4.6 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:  
blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

## 5.0 YEAR THREE IMPROVEMENT PLAN - PROGRESS 2018/19

- 5.1 This is the first progress report on the refreshed ECOD CDIP covering the period 2018/19. The current status of the improvement actions is:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
December 2018	-	-	1	22

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

## 5.2 Improvement actions with green status – on track

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

### Equality and Diversity

The Council's British Sign Language (BSL) Plan 2018/24 was approved by the Policy and Resources Committee on 13 November 2018 and published on our website in English and in BSL in advance of the Scottish Government's deadline.

### Scottish Attainment Challenge

Strong progress with all aspects as evidenced by the Inspection Report of the Education Authority. It should be noted however that work still remains ongoing for closing the poverty related attainment gap.

### Volunteering Strategy and Action Plan

CLD is working closely with CVS Inverclyde to develop a Volunteer Strategy for Inverclyde. A draft strategy, 'Everyone Volunteering: Inverclyde's Volunteering Strategy 2019-28' has been produced.

### Adult learning pathways

The development of pathways has been prioritised in the new CLD 3 year plan 2018/21. There are 5 key actions in year 1 and 2 of the Plan.

### Additional Support Needs Review (ASN)

There is a continued focus upon attendance and exclusions across the authority. The ASN self-evaluation and quality assurance document has been provided to all educational establishments.

A Locality Additional Support Needs Forum is being piloted in the Port Glasgow Area. In addition, a Communication Friendly Schools pilot is taking place in two primary schools.

An Autism Officer post was filled in October 2018 to support the Autism Strategy.

## 5.3 Improvement actions with amber status – slight slippage

There is slight slippage with one improvement action, the details of which are:

### Developing Inverclyde's Young Workforce

There has been slight slippage with one element of this action relating to the Youth Employment Activity Plan. Delivery of the Youth Employment Activity Plan now lies with the Inverclyde Regeneration and Employability Partnership. There has been a slight reduction in SLDRs and the Annual Participation Measure this year.

## 6.0 IMPLICATIONS

### 6.1 Financial implications - one-off costs:

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

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Financial implications - annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

6.2 **Human Resources:** There are no direct human resources implications arising from this report.

6.3 **Legal:** There are no direct legal implications arising from this report.

6.4 **Equalities:** There are no direct equalities implications arising from this report.

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.

6.5 **Repopulation:** Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

## 7.0 CONSULTATION

7.1 Updates on progress with the CDIP's implementation have been provided by the lead officer for each improvement action.

## 8.0 BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development CDIP 2016/19.

## 9.0 CONCLUSION

9.1 This is the first progress report on the year three improvement actions that sit within the Education and Inclusive Education, Culture and Communities Services sections of the Education, Communities and Organisational Development CDIP 2016/19. It is presented for the Committee's consideration and approval with the recommendation that further progress reports are submitted to every second meeting of this Committee.

**Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2018/19**

**Corporate Improvement Actions**

These improvement actions have implications for the whole Council or more than one Directorate

Corporate Improvement Actions 2018/19					
	Where do we want to be?	How will we get there?	Status December 2018	Commentary December 2019	Corporate Plan priority
1.	<p><u>Equality and diversity</u></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 customers who are BSL users.</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 BSL users to develop the Plan for Inverclyde  (timescale October 2018).</p>	<p>●</p> <p>On track</p>	<p>The Council's British Sign Language (BSL) Plan 2018/24 was approved by the Policy and Resources Committee on 13 November 2018 and published on our website in English and in BSL in advance of the Scottish Government's deadline.</p> <p>The Council has expressed an interest in participating in the 'Equally Safe at Work' initiative which aims to support employers to review workplace culture and enhance policies and practices that will address the barriers women face at work.</p>	<p>OP 5 OP 9</p>
2.	<p><u>Engagement with young people/Youth Participation Strategy (YPS)</u></p> <p>Young people across Inverclyde</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the recent Clyde Conversations 3</p>	<p>●</p> <p>On track</p>	<p>A follow up Clyde Conversations was held in November with over 90 young people in attendance. Feedback from</p>	<p>OP2</p>

## Corporate Improvement Actions 2018/19

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status December 2018</b>		<b>Commentary December 2019</b>	<b>Corporate Plan priority</b>
	<p>have a range of co-ordinated opportunities to be involved in decision making affecting their schools, services for young people and communities.</p> <p>Young people have a greater impact in determining the services available to them and positively contribute to local planning.</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery.</p>	<p>event; continue to host annual Clyde Conversations events to ensure positive and meaningful participation (Present – March 2019).</p> <p>Develop a new structure for Youth Representation through the establishment of a Youth Cabinet (By March 2019).</p> <p>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)</p>			<p>the March action points was considered and further consultation by the Children's Rights Officer.</p> <p>Young people have been consulted and a model is being developed looking to tie into the pupil councils.</p> <p>The Leader of the Council agreed at the Clyde Conversation 3 event that this would take place in the new year, considering ways to make meetings more young person friendly</p>	

## Cross-Directorate Improvement Actions 2018/19

These improvement actions are implemented by more than one Council Service

Cross-Directorate Improvement Actions 2018/19						
	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
1.	<p><u>Implementation of the Children and ASN (Scotland) Act 2014</u></p> <p>Single and multi-agency workforce confidence in development of children's plans will continue to improve and develop.</p> <p>Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes.</p> <p>Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families.</p> <p>Policy and procedures in place to ensure appropriate secure IT communication solutions and protocols in place</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>	●	On track	<p>Updated SEEMIS application and associated modules currently being developed. Due for implementation August 2020.</p> <p>Programme of Quality Assurance and Self-Evaluation implemented on Cluster basis June 2018. This has provided an opportunity to both moderate quality and consistency of approach in the development of Child Plans and to allow sharing of good practice.</p> <p>Multi agency training regarding GIRFEC continues to be provided.</p> <p>GIRFEC Communities of Practice are established across the localities and well represented across agencies to discuss ongoing practice development issues. These discussions</p>	OP4 OP5

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
					<p>are fed back through the GIRFEC Strategic Implementation Group on a quarterly basis.</p> <p>The Addressing Neglect and Enhancing Wellbeing work in conjunction with CELCIS has identified one of the key development strands as being support of the Named Person functions.</p>	
2.	<p><u>Joint Children's Services Plan</u></p> <p>Inverclyde's Joint Children's Services Plan is in place and being delivered.</p> <p>A monitoring framework is established in response to the Scottish Government guidance.</p>	<p>The Children's Services Partnership will inform the revised plan.</p> <p>The Partnership will identify where monitoring information will be sourced from and set up mechanisms to gather it.</p>	●	On track	<p>Lead Officers have been identified to carry out a review of each of the four priorities contained within the Children and Young People's Delivery Plan. Lead officers will carry out an evaluation of year 1 of the plan.</p> <p>A draft year 2 Delivery Plan was issued in December 2018. Lead officers to review this information. this work is to be completed by end February 2019.</p> <p>Performance indicators will also be reviewed as part of this work.</p>	<p>OP2 OP4 OP5 OP6 OP9</p>

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
3.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the Scottish Attainment Challenge are disseminated across all schools.</p> <p>Attainment gap linked to deprivation has decreased.</p>	<p>Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure an impact on attainment</p> <p>Close our attainment gap linked to deprivation through targeted use of Attainment Challenge Funding and Pupil Equity Funding</p> <p>Continue to roll out professional learning which impacts upon play room/class room practice through revised learning.</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools.</p> <p>Work with schools and partner agencies, including the third sector, to ensure that children and young people are supported to attend school.</p> <p>Implement and evaluate the new attendance policy.</p> <p>Through the continued implementation and evaluation of polices such as GIRFEC and</p>	●	On Track	<p>Strong progress with all aspects as evidenced by the Inspection Report of the Education Authority.</p> <p>It should be noted that work still remains ongoing for closing the poverty related attainment gap.</p>	<p>OP2</p> <p>OP3</p> <p>OP4</p> <p>OP5</p> <p>OP6</p> <p>OP9</p> <p>OP10</p>

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
		<p>the Positive Relationships Positive Behaviour Policy, which has been updated to include national recommendations, we will maintain our high performance against national comparators and continue to reduce exclusions.</p> <p>Work with schools to identify an exit strategy to ensure continuity and we continue to close the attainment gap.</p>				
4.	<p><u>Volunteering Strategy and Action Plan</u></p> <p>The quality of volunteering opportunities is increased.</p> <p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.</p>	<p>Carry out refreshed survey of volunteering across the directorate and CLD partnership.</p> <p>Partnership volunteer development event held. Findings to inform a volunteering strategy for Inverclyde</p> <p>Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.</p>	●	On Track	CLD is working closely with CVS Inverclyde to develop a Volunteer Strategy for Inverclyde. A draft strategy: Everyone Volunteering: Inverclyde's Volunteering Strategy 2019-28 has been produced.	OP1 OP2
5.	<p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p>	<p>Use of evidence-based approaches which lead to improved literacies capabilities</p>	●	On Track	Adult literacies is a development priority in the CLD 3 year plan 2018/21. A	OP2 OP3 OP4

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
	Working towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD.	(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			partnership development day focussing on Outcome 1 of ALIS 2020 is planned for early 2019.	
6.	<p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document.</p> <p>The Youth Employment Activity Plan is 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>	●	On Track	This is on track. Schools are progressing well against local plan.	OP2 OP3 OP5 OP9
			●	Slight slippage	Delivery of the Youth Employment Activity Plan now lies with the Inverclyde Regeneration and Employability Partnership. There has been a slight reduction in SLDRs and the Annual Participation Measure.	
7.	<p><u>Large scale, informal youth gatherings</u></p> <p>Clear processes, roles and</p>	Multi-agency Tasking & Co-ordinating (MATAC) partners identified and meetings held.	●	On Track	Through intelligence gathering and recorded complaints two further locations were identified in	OP1 OP2 OP9

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
	<p>responsibilities in place across partner organisations including the Council, Police and Fire and Rescue.</p> <p>Agreed action plan is completed.</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 &amp; 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>			<p>summer 2018 as areas of increasingly frequent large-scale youth gatherings, namely Tower Hill, Gourrock and Kelburn Park, Port Glasgow.</p> <p>The existing multi-agency approach will be retained and delivered under the umbrella of the Community Safety Partnership via the Co-ordinating Group. An action plan will be put in place for 2019 with a focus on delivery of preventative actions and the quick resumption of reactive actions should the large-scale youth gathering reoccur in the original areas or in the additional locations identified in 2018.</p>	

## Service Improvement Actions 2018/19

These improvement actions are implemented by individual Council Services

Education						
	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
1.	<p><u>The Education (Scotland) Act 2016</u></p> <p>The Authority will be fully compliant with, or will have, plans to be fully compliant with all aspects of the Education Scotland Act 2016.</p> <p>There will be improved attainment for Looked After and Looked After and Accommodated Children with particular focus on children Looked After at Home.</p>	<p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation</p> <p>Continue to take forward and implement the National Improvement Framework.</p>	●	On Track	Plans progressing but still work to be done on the attainment of LAC pupils.	OP2 OP5 OP6 OP9
2.	<p><u>Broad General Education (BGE)</u></p> <p>A system is in place to be able to report on and monitor attainment in the BGE which will include facility to track and monitor pupils with barriers to their learning with particular emphasis on LAC At Home.</p> <p>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</p>	●	On Track	Quality Assurance framework is now complete. All head teachers have undertaken training on BGE toolkit and it is now part of data packs.	OP3 OP4 OP5 OP9

Education						
	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
		choice.				
3.	<u>1+2 Modern Languages Strategy</u>  All pupils should be taught a second language from P1 and a third language from P5.	All schools continue to embed L2  Pilot clusters and some other primaries continue to work informally on L3.	●	On Track	Day and Twilight session delivered on L3 with a view to formal implementation session 18-19.	OP1 OP3 OP9
4.	<u>Early learning and childcare entitlement</u>  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.	●	On Track	Early phasing plan for 2018 /19 has been successfully delivered.  The plan for 19 / 20 is almost complete and will be submitted to CMT and Education Committee, for approval, early in the New Year.  Infrastructure developments and workforce planning are on course at this stage; however there is still a risk that infrastructure projects may not be complete by 2020 and the number of qualified staff will not be available.	OP3 OP4 OP5 OP9 OP10
5.	<u>Leadership in educational establishments</u>	Further development of leadership strategy.	●	On Track	After an initial slow start this work has made strong	OP10

Education						
	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
	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>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>			progress with the first leadership festival being held in October 2018.	

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
1.	<p><u>Additional Support Needs Review (ASN)</u></p> <p>A well-developed Inclusive Support Service which will be effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people.</p>	<p>Continue to monitor and improve attendance and reduce exclusions across schools and establishments, particularly linked to deprivation, looked after children (LAC) and those with barriers to learning</p> <p>Improve the educational performance of our looked after pupils and increase the number of looked after pupils entering a positive destination upon leaving school</p> <p>As part of Inverclyde's Autism Strategy, develop Autism Friendly Schools. Locality ASN planning approaches will be piloted in one area by April 2019.</p> <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>	●	On track	<p>Attendance and educational attainment of LAC pupils is included in the establishment's Standards and Quality Report. Detailed analysis via Attainment Reports is presented to the Corporate Director and Head of Education.</p> <p>There is a continued focus upon attendance and exclusions across the authority. The ASN self-evaluation and quality assurance document has been provided to all educational establishments. It has used as the basis for one cluster wide discussion with a specific focus upon Looked After.</p> <p>A Locality Additional Support Needs Forum is being piloted in the Port Glasgow Area (SSHS and PGHS clusters, Sept 2018).</p>	<p>OP4 OP5 OP6 OP9 OP10</p>

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
					<p>An Autism Officer post was filled in October 2018 to support the Autism Strategy.</p> <p>A Communication Friendly Schools pilot is being implemented in two primary schools.</p> <p>LIAM project pilot in Inverclyde East locality. The project looks to build school's capacity and knowledge in dealing with anxiety.</p> <p>Applications received from 3rd Sector organisations, with only one meeting the appropriate funding criteria.</p> <p>Move to commissioning process recommended from January 2019.</p>	
2.	<p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde Libraries will implement the recommendations from the National Strategy, focusing on two</p>	<p>Culture and creativity: the Strategy recommends that libraries extend cultural engagement by providing opportunities in community venues.</p>	●	On Track	In progress	<p>OP1 OP8 OP9 OP10</p>

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
	<p>strategic aims per year for the next 3 years.</p> <p>In 2018-9 Inverclyde Libraries will:</p> <ul style="list-style-type: none"> <li>• Promote culture and creativity.</li> <li>• Provide excellent public services.</li> </ul>	<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 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).</p> <p>In 2018-19 Inverclyde Libraries will undertake a validated self-evaluation process on Q15 - Vision, Strategy &amp; Continuous Improvement.</p>				
3.	<p><u>CLD Inspection</u></p> <p>The service is adequately prepared for the CLD inspection.</p>	<p>CLD CIG will carry out self-evaluation in autumn 2018 to plan for the inspection.</p>	●	On Track	<p>Preparations for the inspection which will take place on 14 January 2019 are underway.</p>	<p>OP2 OP5 OP9 OP10</p>
4.	<p><u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u></p> <p>Increased numbers of young people gaining qualifications.</p>	<p>All CLD staff are trained in Assessor/verifier qualifications.</p> <p>Increased range of qualifications offered.</p>	●	On Track	<p>Young people are now being offered new accreditation opportunities through Kelvin College and the Community Achievement Awards.</p>	<p>OP2 OP4 OP5 OP9 OP10</p>

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status December 2018	Commentary December 2018	Corporate Plan priority
	A broader range of qualifications offered to better meet the needs of individuals.				
5.	<p><u>Youth work</u></p> <p>All young people in school and community based settings are effectively supported to develop the confidence and skills they need to 'stay safe' and thrive in the face of any new challenges they face.</p> <p>Increased engagement with young people in their own settings which includes street based programmes around community safety and health. Increase in street work and outreach activity to engage more effectively with the hardest to reach young people.</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>On Track</p> <p>The Cyber-safety inputs have been redeveloped as a result of on-going demands from schools. More sessions on sexting have been incorporated to the younger age groups.</p> <p>More parental inputs have been delivered.</p> <p>All the drugs education inputs have been updated. Staff undertook training on synthetic substances to deal with the new trends in usage by young people.</p> <p>Additional staff have been recruited to Word on the Street. Training has been undertaken and mapping of areas to establish where young people are.</p> <p>Materials have been developed to give young people help in establishing contact.</p>	<p>OP2</p> <p>OP5</p> <p>OP6</p>

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
6.	<p><u>Adult learning pathways</u></p> <p>All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning.</p>	<p>Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement.</p>	●	On Track	<p>The development of pathways has been prioritised in the new CLD 3 year plan 2018/21. There are 5 key actions in year 1 and 2 of the Plan.</p>	<p>OP2 OP3 OP5 OP9 OP10</p>
7.	<p><u>School Transport</u></p> <p>Equitable school transport is available across Inverclyde</p>	<p>Undertake and Audit of current provision</p> <p>Identify areas where there is current inequity</p> <p>Work with communities to support any implemented changes.</p>	●	On Track	<p>The audit is now complete and areas of inequality identified.</p> <p>Negotiations with SPT and local bus company during October / November to consider available options to address underlying issues regarding availability of local transport provision.</p> <p>Future proposal will include consultation with wider community.</p>	<p>OP6 OP7 OP9</p>

## Capital Projects Improvement Actions 2018/19

These improvement actions relate to capital projects which the Education, Communities and Organisational Development Directorate lead on. The Directorate acts largely as a client of the Environment, Regeneration and Resources Directorate for the delivery of capital projects including the School Estate Management Plan; Inverclyde Association for Mental Health Broomhill Horticultural Centre; Mearns Centre development and the Watt Complex Refurbishment (McLean Museum and Watt Library

Capital Projects						
	Where do we want to be?	How will we get there?	Status December 2018		Commentary December 2018	Corporate Plan priority
1.	<u>Capital projects</u>  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.	●	On Track	This is ongoing.	OP7 OP9

**Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2018/19  
Performance Indicators**

The Council's key performance indicators help demonstrate performance in terms of strategic and operational objectives. These indicators include statutory performance indicators and local performance indicators.

Full year performance figures for 2016/17 and 2017/18 are shown below, together with the performance for the first and second quarter 2018/19, where this information is available:

<b>Inclusive Education, Culture and Communities</b>						
<b>Key performance measure</b>	<b>Performance 2016/17</b>	<b>Performance 2017/18</b>	<b>Target 2018/19</b>	<b>Performance Quarter 1 2018/19</b>	<b>Performance Quarter 2 2018/19</b>	<b>Commentary</b>
	<b>Inclusive Education and Culture</b>					
<b>Libraries:</b> total number of visits	418,079	428,785	423,000	The performance data for these measures is calculated on an annual basis.		The performance data for these measures is calculated on an annual basis.
<b>McLean Museum:</b> number of visits to/usages of the Museum	70,256	57,053	70,000	The performance data for these measures is calculated on an annual basis.		
<b>Adult learners:</b>						The target numbers for the 2018/19 reporting period reflects that an 80% reduction in funding from the Trust Employability.
<ul style="list-style-type: none"> <li>• the number achieving core skills qualifications</li> </ul>	250	246	260	14	47	
<ul style="list-style-type: none"> <li>• the number improving their literacies</li> </ul>	601	616	590	193	154	

Inclusive Education, Culture and Communities						
Key performance measure	Performance 2016/17	Performance 2017/18	Target 2018/19	Performance Quarter 1 2018/19	Performance Quarter 2 2018/19	Commentary
<p><b>Literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>the number of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10)</li> </ul>	10	40	N/A	4	4	
<ul style="list-style-type: none"> <li>the number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training)</li> </ul>	66	88	N/A	35	20	Less need to do awareness raising / training sessions across the partnership in 2018/19

Education				
Key performance measure	Performance 2016/17	Performance 2017/18	Target 2018/19	Performance Quarter 2018/19
<b>Attainment – S5:</b> <ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 6 by the end of S5</li> </ul>	56.7%	61.5%	57%	This performance data is produced annually with the attainment results published in August each year.
<ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S5</li> </ul>	33.5%	35%	34%	
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S5</li> </ul>	13.9%	16.1%	14%	
<b>Attainment – S6:</b> <ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S6</li> </ul>	43.4%	42.8%	44%	This performance data is produced annually with the attainment results published in August each year.

Key performance measure	Performance 2016/17	Performance 2017/18	Target 2018/19	Performance Quarter 2018/19
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S6</li> </ul>	28.7%	29.5%	29%	
<ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 7 by the end of S6</li> </ul>	18.6%	17.3%	19%	
<b>% Attendance rates:</b> <ul style="list-style-type: none"> <li>primary schools</li> </ul>	94.3%	93.8%	95%	Performance for these measures is calculated at the end of the academic year.
<ul style="list-style-type: none"> <li>secondary schools</li> </ul>	90.1%	89.6%	92%	
<ul style="list-style-type: none"> <li>additional support needs schools</li> </ul>	90.1%	91.8%	92%	
<b>Exclusions from school per 1,000 pupils:</b> <ul style="list-style-type: none"> <li>primary</li> </ul>	2.7	5.0	N/A	It would not be appropriate to set targets for the indicators which measure exclusions from school.  Exclusion performance data will be provided in the next CDIP performance report.
<ul style="list-style-type: none"> <li>secondary</li> </ul>	35.8	45.6	N/A	
<ul style="list-style-type: none"> <li>additional support needs</li> </ul>	12.7	12.1	N/A	

• looked after children – primary	10	10.9	N/A	
• looked after children – secondary	108.9	126.1	N/A	
• looked after children – additional support needs	47.6	55.6	N/A	