

**A meeting of the Education & Communities Committee will be held on Tuesday 7 May 2019 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**

1. <b>Apologies, Substitutions and Declarations of Interest</b>	Page
<b><u>COMMUNITIES</u></b>	
<b>PERFORMANCE MANAGEMENT</b>	
2. <b>Communities 2018/19 Revenue Budget - Period 11 to 28 February 2019</b> Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
3. <b>Communities Capital Programme 2018-2021 Progress</b> Report by Head of Inclusive Education, Culture & Communities and Chief Financial Officer	p
4. <b>How Good is our Public Library Service – Review of Inverclyde Libraries</b> Report by Corporate Director Education, Communities & Organisational Development	p
5. <b>Inspection of Local Authorities – Community Learning and Development in Inverclyde</b> Report by Corporate Director Education, Communities & Organisational Development	p
6. <b>Community Learning and Development Literacies Report</b> Report by Corporate Director Education, Communities & Organisational Development	p

<b>NEW BUSINESS</b>		
7.	<b>Domestic Abuse (Scotland) Act 2018</b> Report by Corporate Director Education, Communities & Organisational Development	p
8.	<b>Crawl Space Access to Pitches</b> Report by Corporate Director Education, Communities & Organisational Development	p
9.	<b>Road Safety West of Scotland</b> Report by Corporate Director Education, Communities & Organisational Development	p
<b><u>EDUCATION</u></b>		
<b>PERFORMANCE MANAGEMENT</b>		
10.	<b>Education Scotland Report on Lomond View Academy</b> Report by Corporate Director Education, Communities & Organisational Development	p
11.	<b>Education Scotland Report on All Saints Primary School</b> Report by Corporate Director Education, Communities & Organisational Development	p
12.	<b>Education Scotland Report on Moorfoot Primary School, Nursery Class and Garvel Deaf Centre</b> Report by Corporate Director Education, Communities & Organisational Development	p
13.	<b>Education 2018/19 Revenue Budget – Period 11 to 28 February 2019</b> Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
14.	<b>Education Capital Programme 2018-2021 Progress</b> Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
15.	<b>Education &amp; Communities Corporate Directorate Improvement Plan 2016/19 – Final Progress Report</b> Report by Corporate Director Education, Communities & Organisational Development	p
<b>NEW BUSINESS</b>		
16.	<b>Education, Communities &amp; Organisational Development Corporate Directorate Improvement Plan 2019/2022</b> Report by Corporate Director Education, Communities & Organisational Development	p
17.	<b>Education Services Standards and Quality Report March 2018 – March 2019 and Improvement Plan 2019-20</b> Report by Corporate Director Education, Communities & Organisational Development	p

18.	<b>Scottish Youth Parliament Elections 2019</b> Report by Corporate Director Education, Communities & Organisational Development		p
19.	<b>Expansion of Free School Meals and Clothing Grant Policy</b> Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development		p
20.	<b>National Updates and Guidance</b> Report by Corporate Director Education, Communities & Organisational Development		p
21.	<b>Review of School Transport Provision within Inverclyde</b> Report by Corporate Director Education, Communities & Organisational Development		p
22.	<b>Inverclyde's Autism Strategy – Progress to Implementation Update</b> Report by Head of Inclusive Education, Culture & Communities		p
<b>The documentation relative to the following items has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in the paragraphs of Part I of Schedule 7(A) of the Act as are set opposite each item.</b>			
<b><u>COMMUNITIES</u></b>			
<b>NEW BUSINESS</b>			
23.	<b>Update on Funding – Inverclyde Association for Mental Health (IAMH)/In-Work Enterprises</b> Report by Corporate Director Education, Communities & Organisational Development making recommendations in relation to funding for the Inverclyde Association for Mental Health (IAMH) facility at Broomhill, Greenock	<b>Paras 6, 8 &amp; 9</b>	p
24.	<b>Beacon Arts Centre Update Report</b> Report by Corporate Director Education, Communities & Organisational Development providing an update in respect of the action plan being taken forward by the Greenock Arts Guild Ltd (GAG) Board in relation to the Beacon Arts Centre	<b>Para 6</b>	p
<b><u>EDUCATION</u></b>			
<b>NEW BUSINESS</b>			
25.	<b>Local Authority Provision of Cleaning and Janitorial Services to Police Scotland</b> Report by Head of Organisational Development, Policy & Communications on proposed changes to the provision of cleaning and janitorial services by Police Scotland and the potential implications for the Council	<b>Paras 1 &amp; 6</b>	p

26.	<b>Admissions and Placing Requests for Academic Year 2019/20</b> Report by Corporate Director Education, Communities & Organisational Development providing an update on the progress of school placing requests for the academic year 2019/20	<b>Para 3</b>	<p><b>p</b></p>
27.	<b>Inverclyde's Autism Strategy – Appendix</b> Appendix to Autism Strategy report providing details of a prospective direct award for the project to improve transition to adult services for those with autism	<b>Paras 6 &amp; 8</b>	<p><b>p</b></p>

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



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Chief Financial Officer and Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>FIN/44/19/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Communities 2018/19 Revenue Budget - Period 11 to 28 February 2019</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2018/19 Revenue Budget position at Period 11 to 28 February 2019.

## 2.0 SUMMARY

- 2.1 The total Communities Revenue Budget for 2018/19, excluding Earmarked Reserves, is currently £4,708,160. This is an increase of £58,130 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an overspend of £4,000 which is an increase in expenditure of £17,000 since the last Committee.
- 2.3 The main variances to highlight for the 2018/19 Revenue Budget are –
- (a) Projected overspend of £33,000 for Libraries & Museum which mainly relates to a shortfall in Income and additional Property Costs partially offset by an underspend in Employee Costs.
  - (b) Projected overspend of £17,000 for Sports & Leisure. A £23,000 shortfall for Whinhill Golf Course income and a £4,000 shortfall in Property Income is partially offset by a £10,000 underspend for Rankin Park mountain bike track maintenance.
  - (c) Projected underspend of £36,000 for Community Safety. There is a projected underspend of £6,000 for Employee Costs. Payments to the Children 1<sup>st</sup> Charity are projected to underspend by £30,000. This service ended in June 2018 and the budget has been removed as a saving for 2019/20 as part of the annual budget setting process.
  - (d) Projected underspend of £8,000 for Community Halls. A projected underspend of £16,000 for Employee Costs is offset by a projected overspend of £8,000 for Letting Officers.
- 2.4 Earmarked Reserves for 2018/19 total £381,000 of which £37,000 is projected to be spent in the current financial year. To date, expenditure of £21,000 (57%) has been incurred. The spend to date per profiling was expected to be £16,000 resulting in expenditure being £5,000 ahead of schedule.

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### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Committee notes the current projected overspend of £4,000 for the 2018/19 Communities Revenue Budget as at Period 11 to 28 February 2019.
- 3.2 It is recommended that the Committee notes that the current projected overspend will be contained within the overall Education & Communities 2018/19 Revenue Budget.

**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 Communities Revenue Budget as at Period 11 to 28 February 2019 and highlight the main issues contributing to the projected overspend of £4,000.

## **5.0 2018/19 PROJECTION**

- 5.1 The current Communities Revenue Budget for 2018/19 is £4,708,160. This is an increase of £58,130 from the approved budget. Appendix 1 provides details of the budget movements responsible for this decrease.
- 5.2 The main issues to highlight in relation to the projected overspend of £4,000 (0.1%) for the 2018/19 Communities Revenue Budget are :-

### Libraries & Museum: Projected Overspend £33,000

The projected overspend for Libraries & Museum is £33,000, an increase of £18,000 since the last Committee. Employee Costs are projected to underspend by £10,000, the same as previously reported to Committee.

Libraries & Museum Income is projected to under-recover by £32,000 (Libraries £19,000 and Museum £13,000) an increase of £16,000 since the last Committee. The balance of the projected overspend relates to Property Costs.

### Sports & Leisure: Projected Overspend £17,000

Whinhill Golf Income is projected to under-recover by £23,000, an increase of £2,000 since the last Committee. This projected under-recovery of income is partially offset by a projected underspend of £10,000 for Rankin Park mountain bike track maintenance.

### Community Safety: Projected Underspend £36,000

Community Safety Employee Costs are projected to underspend by £6,000, the same as reported to the last Committee.

The previously reported Internal Transport projected overspend of £8,000 has now been transferred to the Environment & Regeneration Committee as the vehicles have been identified as in use by Community Wardens.

Payments to the Children 1<sup>st</sup> Charity are projected to underspend by £30,000, the same as previously reported to Committee. This service ended in June 2018 and the budget for 2019/20 has been removed as a saving as part of the annual budget setting process.

### Community Halls: Projected Underspend £8,000

Community Halls Employee Costs are projected to underspend by £16,000, the same as previously reported to Committee.

Letting Officers costs are projected to overspend by £8,000.

## **6.0 EARMARKED RESERVES**

- 6.1 Earmarked Reserves for 2018/19 total £381,000 of which £37,000 is projected to be spent in the current financial year. To date, expenditure of £21,000 (57%) has been incurred. The spend to date per profiling was expected to be £16,000 resulting in expenditure being £5,000 ahead of schedule.

## 7.0 VIREMENTS

7.1 There are no virements this Committee Cycle.

## 8.0 IMPLICATIONS

### 8.1 Finance

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

#### One off Costs

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

#### Annually Recurring Costs / (Savings)

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

### 8.2 Legal

There are no specific legal implications arising from this report.

### 8.3 Human Resources

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

### 8.4 Equalities

There are no equalities issues within this report.

### 8.5 Repopulation

There are no repopulation issues within this report.

## 9.0 CONSULTATION

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

## 10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

**Communities Budget Movement - 2018/19****Period 11 - 1st April 2018 to 28th February 2019**

Service	Approved Budget	Inflation £000	Virement £000	Movements		Revised Budget
	2018/19 £000			Supplementary Budgets £000	Transferred to EMR £000	2018/19 £000
Libraries & Museum	1,532	3	(18)			1,517
Sport & Leisure	1,239	(33)	137			1,343
Community Safety	581		(24)			557
Community Halls	1,054		(15)			1,039
Grants to Voluntary Organisations	244		8			252
Totals	<u>4,650</u>	<u>(30)</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>4,708</u>

**Movement Details**

£000

**External Resources****Inflation**

Electricity & Gas  
Returned to Inflation Contingency

3  
(33)

(30)**Virement**

Additional Turnover  
Management Restructure  
Internal Transport to E&R  
Additional IL Funding

(29)  
(10)  
(5)  
132

88**Supplementary Budget**058

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 11 -1st April 2018 to 28th February 2019**

<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>28-Feb-19</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>
38	<b>Community Safety</b> Children 1st	38	38	8	8	(30)	(78.9%)
(44)	<b>Sport &amp; Leisure</b> Golf Income	(73)	(67)	(49)	(50)	23	(31.5%)
<b>Total Material Variances</b>						<b>(7)</b>	

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 11 - 1st April 2018 to 28th February 2019**

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	1,688	1,655	(33)	(2.0%)
682	Property Costs	711	714	727	13	1.8%
1,480	Supplies & Services	1,297	1,429	1,425	(4)	(0.3%)
11	Transport Costs	7	2	2	0	-
85	Administration Costs	72	73	68	(5)	(6.8%)
1,407	Other Expenditure	1,135	1,137	1,110	(27)	(2.4%)
(291)	Income	(299)	(335)	(275)	60	(17.9%)
5,277	TOTAL NET EXPENDITURE	4,650	4,708	4,712	4	0.1%
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,650	4,708	4,712	4	

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	1,517	1,550	33	2.2%
1,718	Sports & Leisure	1,239	1,343	1,360	17	1.3%
785	Community Safety	581	557	521	(36)	(6.5%)
1,006	Community Halls	1,054	1,039	1,031	(8)	(0.8%)
226	Grants to Vol Orgs	244	252	250	(2)	(0.8%)
5,277	TOTAL COMMUNITIES	4,650	4,708	4,712	4	0.1%
	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 11 2018/19</u>	<u>Actual Period 11 2018/19</u>	<u>Projected Spend 2018/19</u>	<u>Amount to be Earmarked for 2019/20 &amp; Beyond</u>	<u>Lead Officer Update</u>
		<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	
Community Fund	Grant McGovern	365	0	21	21	344	2018/19 expenditure relates to Auchmountain Glen project. Report on PB Pilot awards to 26/03/19 P&R Committee. Proposed to carry any underspend forward to the next phase.
Gourock Pool Extension	Grant McGovern	16	16	0	16	0	Funding to extend opening of Gourock Pool until end of September 2018. Invoice paid P12.
<b>Total</b>		<b>381</b>	<b>16</b>	<b>21</b>	<b>37</b>	<b>344</b>	



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<b>Report to:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Head of Inclusive Education, Culture &amp; Communities and Chief Financial Officer</b>	<b>Report No:</b>	<b>EDUCOM/51/19/GM</b>
<b>Contact Officer:</b>	<b>Grant McGovern</b>	<b>Contact No:</b>	<b>712828</b>
<b>Subject:</b>	<b>Communities Capital Programme 2018 - 2021 Progress</b>		

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## 1.0 PURPOSE

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

## 2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall, the Committee is projecting to contain the costs of the 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 31<sup>st</sup> March 2019 is 135.54% of the 2018/19 approved budget (93.08% of the revised projection). Projected net advancement of £765K (45.62%) is being reported across the programme of projects. This is a movement of +£462K (27.55%) from the projected advancement reported to the last Committee. The advancement is connected with the accelerated Inverclyde Leisure projects at Lady Octavia Sports Centre and the Indoor Bowling facility, with improved expenditure on the Watt Complex Refurbishment project as outlined in section 12.2.

## 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 16th 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.

5.2 Work on the main contract commenced on site in November 2017 to originally complete by August 2018. All works were completed and a Certificate of Practical Completion issued on 26 March 2019.

5.3 As previously reported, the works had experienced delay in connection with adverse weather over the winter periods (early and late in the year) and also in connection with materials availability (stone) which had to be sourced from an alternative quarry. Further dry and wet rot was also detected and treated during the exposure of the Library roofs. Asbestos lining to existing fire doors was also identified and removed.

5.4 Repatriation of the artefacts has been completed and an industrial clean of the interior is being arranged prior to the final setting-out of exhibits. Wayfinding signage is currently being designed with installation to be completed prior to opening of the Museum.

## **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 have now been completed. Phase 4 is to install power to all the new greenhouse and CCTV, this has been delay to due to weather condition. All outstanding works are now due to be completed by the end of summer 2019.

## **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. Detail design work is progressing in respect of the proposals which have been adapted to meet the building users' requirements in consultation with the Hub Committee. Planning consent is in place and the Building Warrant application has been submitted. Tender drawings have been completed with documents being prepared for tender issue.

## **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 have completed the work around installing new carpet and lighting to the main facility and painting the outside of the front of the main building. The outstanding balance of the funding has been used to complete an upgrade to the small kitchen area and

purchase a new electronic scoreboard. The work is now fully completed and full spend allocated

## **9.0 LADY ALICE BOWLING CLUB**

- 9.1 Provision of an additional £65K was made in the 2018/19 budget to augment the current earmarked reserve of £145K. The current Appendix 1 has been updated to reflect the total allocation. Officers within Legal Services have now completed the Common good 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, once the current courts process has been completed. New proposed drawings for the extension have now be completed and planning permission is now getting processed.

## **10.0 INDOOR SPORTS FACILITY FOR TENNIS**

- 10.1 Inverclyde Leisure (IL) 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. A detailed business case on the Stage 2 application was presented to Elected Members prior to the Committee meeting on 1<sup>th</sup> March.

Unfortunately IL were unable to meet 1 March submission date as the application form was not received until the day before submission. IL are now on track to have the application complete for the 1<sup>st</sup> June submission date. This has given more time to work with partner Alliance to ensure a robust technical development. This will include further development of community network plan and the indoor tennis programme including detailed information on the proposed staffing structure, and all technical information specification and details of the ancillary building for the project.

The Committee should note that Legal Services continue to progress the transfer of Rankin Park to Inverclyde Leisure.

## **11.0 INVERCLYDE LEISURE SPEND TO SAVE**

- 11.1 The Lady Octavia Sports Centre project is through a spend-to-save arrangement with Inverclyde Leisure. The main works have now been completed and it has reopened with a fantastic start and great customer feedback. The total project financials are still being finalised.

The Boglestone project is progressing well with a site start date of April 2019, IL are estimating a completion date of the end June or the beginning of July 2019, hopefully just in time for the start of the school annual summer holidays. Consultation with all user groups within Boglestone has now taken place to highlight any impacts on the area currently being used. IL are delighted that they managed to relocate the majority of activities and bookings with Boglestone. IL expect minimal disruption to existing user groups.

## **12.0 IMPLICATIONS**

### **Finance**

- 12.1 The expenditure at 31<sup>st</sup> March 2019 is £2.273m compared to an approved budget of £1.677m. This is expenditure of 135.54% of the approved budget subject to the final year end accounting process and accruals.
- 12.2 The Committee is requested to note the projected net advancement of £765K (45.62%) currently being reported. The March report noted potential advancement of £303K (18.07%)

mainly in connection with the progression of the Inverclyde Leisure project at Lady Octavia Sports Centre. The overall position in terms of advancement is linked to the completion of the Inverclyde Leisure projects at Lady Octavia Sports Centre and the Indoor Bowling facility. No defined programme existed for these projects when the original budgets were set and both have been taken forward and completed in the financial year 2018/19. The expenditure position on the Watt Complex Refurbishment has also improved over the original prudent estimates, given the nature of the works and type of building. Expenditure has also been possible in 2018/19 in connection with the repatriation of artefacts. A summary of all movements is included below:

- Watt Complex Refurbishment +£230K
- New Community Facility Broomhill -£24K
- Inverkip Community Hub Storage -£13K
- Indoor Bowling Investment +£40K
- Lady Alice Bowling Club +£3K
- Birkmyre Park Pitch Improvements -£22K
- Inverclyde Leisure Spend to Save – Lady Octavia Sports Centre +£455K
- Leisure Pitches AMP – Lifecycle Fund +£12K
- Complete On Site -£31K

12.3 The current budget is £6.868m for Communities projects. The Current Projection is £6.868m.

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

### Legal

12.5 There are no legal issues.

### Human Resources

12.6 There are no human resources issues.

### Equalities

12.7 Has an Equality Impact Assessment been carried out?

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

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

### Repopulation

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

### **13.0 CONSULTATION**

- 13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.
- 13.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.
- 13.3 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

### **14.0 LIST OF BACKGROUND PAPERS**

- 14.1 Communities Capital Programme Technical Progress Reports April 2019. (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 31/03/18	Approved Budget 2018/19	Revised Est. 2018/19	Actual to 31/03/19	Est. 2019/20	Est. 2020/21	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000				
<b>Communities</b>											
Watt Complex Refurbishment	2,110	768	903	1133	1015	170	39	0			
New Community Facility Broomhill	1,747	1,540	207	183	183	24	0	0			
Inverkip Community Hub Storage	50	0	20	7	7	43	0	0			
Indoor Bowling Investment	100	0	60	100	78	0	0	0			
Lady Alice Bowling Club	210	5	5	8	8	0	197	0			
Birkmyre Park Pitch Improvements	364	32	343	321	314	11	0	0			
Indoor Sports Facility For Tennis	500	0	0	0	0	0	500	0			
Inverclyde Leisure Spend to Save - Lady Octavia Sports Centre	470	0	0	455	433	15	0	0			
Inverclyde Leisure Spend to Save - Boglestone Community Centre	830	0	0	115	115	685	30	0			
Leisure Pitches AMP - Lifecycle Fund	361	0	100	112	112	18	50	181			
Complete On Site	126	87	39	8	8	31	0	0			
	6,868	2,432	1,677	2,442	2,273	997	816	181			

<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/46/19/AW</b>
<b>Contact Officer:</b>	<b>Alana Ward</b>	<b>Contact No:</b>	<b>01475 712347</b>
<b>Subject:</b>	<b>How Good Is Our Public Library Service – Review of Inverclyde Libraries</b>		

## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of the recent validated self-evaluation of Inverclyde Libraries by the Scottish Library and Information Council (SLIC).

## 2.0 SUMMARY

- 2.1 Library staff recently undertook a self-evaluation exercise, measuring the vision, strategy and continuous improvement of the service against the *How Good Is Our Public Library Service* (HGIOPLS) framework. A panel of representatives from SLIC visited Inverclyde on 28 February 2019 to review the evidence and self-evaluation undertaken, visit selected libraries in the area, and meet with staff, stakeholders and library users to validate the self-evaluation.
- 2.2 The assessment panel endorsed Inverclyde Libraries' self-evaluation grades as below:

Theme	Grade
Vision, innovation and management of change	5 – Very Good
Engagement with community development processes	5 – Very Good
Planning, developing & enhancing the library service	5 – Very Good

- 2.3 Inverclyde Libraries has participated in self-evaluation processes validated by SLIC on four occasions since a public library-specific self-evaluation process was first launched in 2007. The results range from a 2 (Weak) in 2007 to a 5 (Very Good) in 2019, and show a clear upward trajectory in terms of Inverclyde Libraries' continuous improvement journey.

### **3.0 RECOMMENDATIONS**

- 3.1 That the Committee notes the positive SLIC report on Inverclyde Libraries.
- 3.2 That the Committee notes the upward trajectory in respect of Inverclyde Libraries' continuous improvement journey as evidenced by self-evaluation undertaken by the service since 2007.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**



## 4.0 BACKGROUND

4.1 Developed by the Scottish Library and Information Council (SLIC) and launched in 2014 as a replacement for the Public Library Quality Improvement Matrix (PLQIM), the *How Good Is Our Public Library Service* framework focuses on planning, service delivery, and continuous improvement and assists Scottish public libraries to demonstrate the quality of their services and the impact they have on communities. As a validated self-evaluation process, a team of library staff evaluate the service provided under a number of quality indicators and then participate in a review day, where an assessment panel of two peer assessors and a Chair, drawn from Scottish libraries and trained by Quality Scotland, validate the self-evaluation process, through a robust review and challenge of evidence provided; visits to libraries in the area; and discussions with staff, stakeholders, and library users.

4.2 Assessment of quality indicators is made using the following six point scale:

- (6) Excellent: Clearly excellent and world-class
- (5) Very Good: Major strengths, high standard of provision, lots of examples of good practice
- (4) Good: Important strengths, some examples of good practice
- (3) Satisfactory: Strengths just outweigh weaknesses
- (2) Weak: Weaknesses have a negative impact on the quality of individuals' experiences
- (1) Unsatisfactory: Major weaknesses in provision, immediate remedial action required

The highest grade achieved by any Scottish library service for any aspect of provision since HGIOPLS was launched in 2014 is a 5 (Very Good).

4.3 Inverclyde Libraries undertook an assessment of Quality Indicator 5: Vision, Strategy and Continuous Improvement. A working group was established in late 2018 to carry out a self-evaluation of this indicator, and a review day was held on 28 February 2019. The review panel was chaired by the Director of Library Services from Glasgow School of Art and peer assessors came from Moray and Dundee City Library Services. Visits were carried out to South West and Gourock Libraries, and the panel met with a number of staff, stakeholders and library users over the course of the day.

4.4 The final report has been provided to the service, is appended to this report, and will be published on SLIC's website (<http://www.scottishlibraries.org>) later in the year.

## 5.0 CURRENT PROVISION

5.1 Through a robust self-evaluation process, the library staff working group assessed three aspects of QI5, with the grades assigned as below:

Theme	Grade
Vision, innovation and management of change	5 – Very Good
Engagement with community development processes	5 – Very Good
Planning, developing and enhancing the library service	5 – Very Good

The panel from SLIC validated these grades, endorsed the areas for improvement outlined by the working group, and provided a report on the review of library services, appended to this report.

5.2 The report highlights four particular strengths:

- The service vision and mission are succinct and memorable. The six aligned strategic goals are clearly linked to local council corporate plans, local Cultural Partnership plans, and to the national strategy for public libraries;
- The annual and project processes are robust with recently updated planning

documentation ensuring that the gathering of meaningful evidence of impact is consistently considered at the earliest stages of planning. The annual and project outcomes are specific targets linked to strategic goals;

- A strategic commitment to ongoing staff training and excellent staff communication contributes to a staff group highly engaged and supported to develop and implement innovative practice;
- Good track record of securing external funding to drive service improvement and innovation.

The report endorses areas for improvement outlined by the library staff working group:

- A more strategic approach to the use of volunteers;
- A further alignment of funding to desired outcomes;
- A continued emphasis on staff training and development;
- Extension of transparent and robust consultation with communities through large scale user survey.

Two further recommendations are made:

- Create and seek opportunities for the good practice, in terms of vision, strategy, planning and continuous improvement, that is developed and implemented within Inverclyde Libraries, and the related knowledge and expertise of staff to be shared with peer organisations;
- Ensure that evidence of impact is gathered in ways that make it possible to share and ideally benchmark against peer organisations.

The areas for improvement from the report have been built in to Inverclyde Libraries' Service Improvement Plan for 2019-20 and will be addressed over the coming year.

5.3 Inverclyde Libraries has participated in self-evaluation processes validated by SLIC on four occasions since a public library-specific self-evaluation process was first launched in 2007. The results are below, and show an upward trajectory in terms of Inverclyde Libraries' continuous improvement journey.

<b>Year</b>	<b>Quality Indicator</b>	<b>Grade</b>
2007	Meeting Readers' Needs	2
2011	Access To Information	4
2018	Access To Information	4
2019	Vision, Strategy & Continuous Improvement	5

## **6.0 IMPLICATIONS**

### **6.1 Finance**

There are no financial implications.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

**Legal**

6.2 There are no Legal implications.

**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 Review of Inverclyde Library Services (Appendix 1).

## REVIEW OF INVERCLYDE LIBRARY SERVICES

### Introduction

This report is the Self-Evaluation and Peer Review of Inverclyde Library Services into the following quality indicators:

- QI 5 – Vision, Strategy & Continuous Improvement

The Self-Assessment was undertaken by members of staff within Inverclyde Libraries with quality indicator 5 being led by Alana Ward.

### Peer Review

The Peer Review visit took place at Inverclyde Libraries HQ / Central Library on 28<sup>th</sup> February 2019 and was conducted by Alison Stevenson (Convener), Shona Donaldson and Rona Stephen. The assessors met with a variety of stakeholders including partners, users, and elected members during the lunch session. Visits were also undertaken to South West Library and Gourock Library.

### Results

The Peer Review Panel commend Inverclyde Library Service for their work undertaken for the review. Both the report on the previous HGIOPLS Assessment for Q1 and the self-evaluation for Q5 have clearly resulted in targeted work being undertaken to refine and improve some areas of provision (e.g. new Consultation and Engagement Strategy and new Communications Strategy and Action Plan) demonstrating a commitment to raise service performance to excellent.

#### Quality Indicator 5: Vision, Strategy & Continuous Improvement

The evidence presented in the self-evaluation demonstrates that there are some notable strengths in provision here, including:

- The service vision and mission are succinct and memorable. The six aligned strategic goals are clearly linked to local council corporate plans, local cultural partnership plans, and to the national strategy for public libraries.
- The annual and project processes are robust with recently updated planning documentation ensuring that the gathering of meaningful evidence of impact is consistently considered at the earliest stages of planning. The annual and project outcomes are specific targets linked to strategic goals.
- A strategic commitment to ongoing staff training (including annual performance reviews) and excellent staff communication contributes to a staff group highly engaged and supported to develop and implement innovative practises
- Good track record of securing external funding to drive service improvement and innovation.

The self-evaluation report and associated documentary evidence were very much brought to life during the peer review visit through the presentations from team members and conversations with staff, partners and users which spoke to the on the ground impact of the service commitment of strategically planned continuous improvement.

The Peer Review Panel endorse the Self-Evaluation Report and agree with the rating given by the Library Service

Quality Indicator 5 (Vision, Strategy & Continuous Improvement) is LEVEL FIVE (Very Good)

- Major strengths.
- A high standard of provision, examples of good practice to share.
- Any weaknesses do not impact on users' experience.
- Services will take opportunities to improve and strive to raise performance to excellent.

Quality Indicator	Self-Evaluation rating (1-6)	Peer Review rating (1-6)
QI5 - Vision, Strategy & Continuous Improvement	5	5

## IMPROVEMENT ACTION PLAN

The Peer Review Panel endorse the Improvement Action Plan for Inverclyde Library Service (Self Evaluation Report [pg36-37]) and summarised below:

### Quality Indicator 5 - Vision, Strategy & Continuous Improvement

- A more strategic approach to the use of volunteers
- A further alignment of funding to desired outcomes
- A continued emphasis on staff training and development
- Extension of transparent and robust consultation with communities through large scale user survey.

## KEY RECOMMENDATIONS FOR IMPROVEMENT ACTION PLAN

The Peer Review Panel, while endorsing the Improvement Action Plan for Inverclyde Library Service, make the following additional key recommendations:

- Create and seek opportunities for the good practice, in terms of vision, strategy, planning and continuous improvement, that is developed and implemented within Inverclyde Libraries, and the related knowledge and expertise of Inverclyde Library staff to be shared with peer organisations.
- Ensure that evidence of impact is gathered in ways that make it possible to share and ideally benchmark against peer organisations.

## CONCLUDING COMMENTS

The Peer Review Panel wish to express their thanks to all members of staff at Inverclyde Library Services for preparing the self-assessment report and for their engagement on the day of the Peer Review visit. We would also thank all stakeholders who met with us.

Alison Stevenson

Shona Donaldson

Rona Stephen

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisation Development</b>	<b>Report No:</b>	<b>EDUCOM/43/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Inspection of Local Authorities – Community Learning and Development in Inverclyde</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of Community Learning and Development, focusing on a two-phased approach - Strategic and Place Based inspections.

## 2.0 SUMMARY

- 2.1 Community Learning and Development (CLD) was inspected in a two-phased approach under the new Education Scotland model of 7 days inspection, with two days strategic leadership focus and five days community based inspection between January and February 2019.
- 2.2 The inspection focused on progress being by made Community Learning and Development (CLD) partners in contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities.
- 2.3 The report published on 11 March 2019 outlines the major strengths within practices and interventions that are having significant improving outcomes across the community in Inverclyde.
- 2.4 Education Scotland notes that the evidence and evaluation indicate that Community Learning and Development (CLD) in Inverclyde is making good process in improving learning, raising attainment and closing the poverty-related attainment, empowering communities.
- 2.5 The report also noted that Leaders across Inverclyde Council demonstrate strong leadership for CLD, and that embedded vision, values and aims are well understood across the senior leaders, elected members and partners.
- 2.6 It is recognised that there is a strong culture of partnership working evident amongst partner working in CLD activity. It is engaging in the Scottish Attainment Challenge, work in schools is becoming more embedded, especially in the field of family learning approaches and this is starting to lead to improvement and better engagement with parents.
- 2.7 The report acknowledges the strong commitment to continuing professional development through regular time set aside to help staff develop their practice. There is very good access to training and development opportunities and staff are highly motivated across the CLD sector.

## 3.0 RECOMMENDATIONS

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

- (i) Acknowledges the positive inspection outcome of the Strategic Inspection of Community Learning and Development including the place based part of the inspection within East and Central Communities of Greenock.
- (ii) Notes the improvement actions recommended by Education Scotland.
- (iii) Notes that Inverclyde is performing well nationally when compared with other local authorities inspected to date.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 4.0 BACKGROUND

4.1 Community Learning and Development provision provided by the local authority and sector partners is normally subject to formal inspection by Education Scotland on an 18 month to 2 year frequency basis. The inspection model has evolved over the last few years and over the 24 months there has been a move away from the “learning community” inspection which previously took place and focused around the catchment area of Secondary Schools.

4.2 The new inspection model takes place within the context of the Requirement for Community Learning and Development (Scotland) Regulation 2013 and the Strategic Guidance for Community Planning Partnerships: CLD (2012) and now takes the form of a two-phased approach with the inspection team working with local authorities and CLD partners to focus on:

- “How good is the strategic leadership of the community learning and development”?
- “How good is the learning and development in defined local community”?

### 4.3 **Scope of New Inspection Model**

The Scottish Government National Performance Framework set out the strategic objectives for all the public services, including these delivering CLD and as such the focus for the inspection is detailed as follows:

- Improved life changes for people all ages through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities

Inspection activity also focusses on the following current and evolving policy contexts:

- Closing the poverty-related attainment gap
- Early intervention and prevention
- Learning journey and youth employment
- Reducing social isolation
- Tackling health inequalities
- Empowering communities

4.4 The inspection itself incorporated key council services and partners who are involved with the following:

- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- Youth work, family learning and other early intervention work with children, young people and families
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community, for example people with disabilities, care leavers or offenders
- Learning support and guidance in the community

4.5 Inspectors were also keen to check progress against the CLD partners’ Strategic Plan for Inverclyde 2018-2021, including assessing how the plan was formulated by the partners as to how national priorities are being delivered at the local level.



## 5.0 CURRENT PROVISION

- 5.1 Community Learning and Development has received a very strong positive report from Education Scotland which outlines significant progress in key areas and interventions. In many cases these have been described as major strengths.
- 5.2 The report noted that governance arrangements are clear and generally understood by staff and partners, CLD partners are appropriately represented on the Strategic Implementation Group, reporting arrangements are robust and change is managed well.
- 5.3 The Community Learning and Development 3 year Plan (2018-2021) links well to Local Outcomes Improvement Plan (LOIP) and is based on effective analysis of the Inverclyde's population.
- 5.4 Community groups and organisations across Inverclyde East / Central are confident, active and skilled and are provide a range of good quality provision for local people, members demonstrate a strong sense of place and high levels of resilience.
- 5.5 The report acknowledge that learners are well supported to progress their learning and achieve their goals, family learning work in primary school are helping adults and children to gain awards, improve confidence and apply their learning in other settings. King's Oak Primary School provides outstanding learning opportunities.
- 5.6 Youth Workers have involved young people routinely in the design of their learning programmes and relationship with staff are of high quality, with young people benefiting from safe and accessible learning places to meet and learn together. Examples include the Recruit Programme, The Duke of Edinburgh Award, and Inverclyde Pride Group (LGBT).

In assessing the quality indicators, Education Scotland graded the key indicators as follows:

- |   |           |
|---|-----------|
| • Improvement in performance                  | Good      |
| • Impact on the local community               | Good      |
| • Delivering the learning offer with learners | Very Good |
| • Leadership and Direction                    | Very Good |

- 5.7 The report lists a number of points which are key strengths of CLD in Inverclyde:

- Strong partnership working in relation to the Attainment Challenge
- Community Planning partners' understanding of the essential role of CLD
- Strong culture of mutual support amongst organisations and groups
- Strong and effective leadership for CLD
- Evolving youth voice

- 5.8 The following areas for improvement that might continue to improve our work:

- Implement locality planning
- Improve joint self-evaluation across strategic partners in CLD
- Implement the CLD plan with focus on outcomes

## 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**

None.

**6.3 Human Resources**

None.

**6.4 Equalities**

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**

None.

**7.0 CONSULTATIONS**

7.1 Various consultations have been carried out in relation CLD 3<sup>rd</sup> Year plan 2019-2021.

**8.0 BACKGROUND PAPERS**

8.1 None.

# Community learning and development in Inverclyde Council

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DRAFT

# 1. Context

Community learning and development (CLD) partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019. During the visit Education Scotland staff talked to children, young people, adults and community organisations. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out the quality of the strategic leadership of CLD and the quality of CLD provision in the area. We also looked at how well paid staff and volunteers are developing their own practices and building capacity. We looked at how partners are contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities.

## 2. How good is the strategic leadership of community learning and development?

Leaders across Inverclyde Council demonstrate strong leadership in relation to CLD. Governance arrangements are clear and generally understood by staff and partners. CLD partners are appropriately represented on the Strategic Implementation Group, chaired by the Head of Education. Reporting arrangements are robust and change is managed well. The CLD Plan 2018-21 links well to the Local Outcomes Improvement Plan (LOIP) and is based on effective analysis of Inverclyde's population. However, the CLD plan would benefit from more specific and measurable outcomes. Elected members and senior officers are highly supportive of CLD. They value its key role in engaging with communities and in particular young people. There is strong commitment for the Year of Young People and its ongoing legacy. A strong culture of partnership working is evident amongst partners working in CLD related activity. CLD is actively engaged in the Scottish Attainment Challenge and work with schools is becoming more embedded. The authority is investing in Family Learning approaches and this is starting to lead to improvements and better engagement with parents. Visions, values and aims are well understood across senior leaders, elected members and partners. Leaders are working well with staff and partners to identify and mitigate risk. However, community engagement requires strengthening. Young people were consulted about CLD priorities through 'Clyde Conversations' although there is more work needed to strengthen community ownership of CLD priorities.

Inverclyde Council CLD staff have a strong commitment to continuing professional development. Time is set aside regularly to help staff reflect on and develop their practice. They have good access to training and development opportunities and are highly motivated. Training for youth workers is regular, helping them to reflect on and improve their practice. Adult learning volunteers receive effective support with good access to training, leading to good progression for individuals. Many are members of the CLD Standards Council. Partner agencies also encourage staff to develop their practice. Belville Community Garden encourages reflective practice to support their learning offer and CLD and Jericho House staff are learning from each other's approaches.

### 3. How good is the learning and development in this community?

Partners use a range of methods to demonstrate improvements against aims, outcomes and targets. There are clear links between the delivery of CLD provision by partners and the strategic priorities in the LOIP and the CLD Plan. The Family Hub at Kings Oak Primary School is improving life chances for families. Increasing numbers of adults are participating in learning programmes leading to achievement of SQA awards, engagement in further learning and employment. Increasing numbers of children are also gaining Dynamic Youth and Hi5 awards. Children are more engaged in their learning and exclusions at the school are now nil. The partnership team at Kings Oak Primary School meet weekly to track children's participation in out of school learning, using research and intelligence to target specific groups, for example, Syrian families. Partners across Greenock share effectively analysis of data and achievement outcomes for young people. Almost all school leavers now achieve a positive post-school destination, a significant improvement over recent years. The Duke of Edinburgh's award sustains high levels of participation with growth in the number of awards achieved in the past three years. Participation in Active Schools groups is improving. The Fife Online Referral Tracker system used in the IDEAS project is generating important data on participant data and client referral. Health based programmes are targeting groups most in need and this is starting to lead to improvements in physical and mental health. All adult learners have individual learning plans, helping them to track their progress. However, partners recognise the need to improve the analysis of data. More rigorous and regular self-evaluation would help improve partners' understanding of outcomes and their collective ability to monitor progress against shared objectives. Progress reports are currently focused mainly on levels of participation. These need to contain better partnership analysis of impact and outcomes.

Community groups and organisations across Inverclyde Central are confident, active and skilled. Supported by CLD staff and CVS Inverclyde, they provide a range of good quality provision for local people. Members of community groups and organisations demonstrate a strong sense of place and high levels of resilience. CVS Inverclyde supports around 125 organisations and through their networks, promote good practice, share information and make referrals. Adults dealing with addiction issues are well-supported by the Recovery Café to reconnect with their local community. Community groups such as River Clyde Homes, Belville Community Gardens and Knit and Natter are addressing social isolation and building resilience. Most community groups are open and inclusive. Craigend Resource Centre is tackling inequality in the community through developing a range of services. Diversity is recognised and welcomed in programmes at Auchmountain Community Centre. The Inverclyde Men's Shed is developing new facilities to help build social skills and tackle loneliness. Through Clyde Conversations Steering group, young people inspire others to influence practice in their schools and the wider community. The group is now more able to hold agencies and partners account for progress in tackling identified priorities for young people. Leadership of capacity building is not yet sufficiently clear. Delays in implementing locality planning is hampering the development of shared priorities at a local level. Whilst the Capacity Building Network has plans to take forward locality planning and participatory budgeting, it is at an early stage.

Learners are well supported to progress their learning and achieve their goals. Almost all learners are progressing well and opportunities for achievement are key to the learning offer. Family Learning work in All Saints and Kings Oak Primary Schools is helping adults and children to gain awards, improve confidence and apply their learning in other settings. Kings Oak Primary School provides outstanding learning opportunities. Pupils operate the credit union, promote road safety and participate in the life of their community. Many parents are gaining qualifications or

employment. A few are now leading programmes such as a toddlers' group and Bookbug sessions. Young people are involved routinely in the design of their learning programmes. Relationships with staff are of high quality. Young people benefit from safe and accessible learning places to meet and learn together. Examples include the Recruit Programme, the Duke of Edinburgh's award and the Lesbian, Gay, Bi-sexual and Transgender group. Young people on the autistic spectrum are well supported to learn at their own pace through the Connect Youth Group. The curriculum for young people in the Wider Achievement scheme at Inverclyde Academy is built around learner need and interests. Whilst the majority of young people have good access to award schemes, there is scope to ensure that this is available for all. Adult learners are achieving through a wide range of activity such as English for speakers of other languages (ESOL) classes, information, communication and technology, Play and Stay and Eat Better/Feel Better classes. Almost all adult learners reflect on their learning through individual learning plans. CLD staff and partners consistently use participant feedback to plan future programmes. However, progression routes for adult and ESOL learners to further and higher education are limited. Those facing challenges in their lives are supported well to engage in learning. Online modules provided by West College Scotland for literacies learners and the Greenock Recovery Alcohol Support Project are examples of this. The achievement of learners is recognised and celebrated. Many adults and young people are gaining national recognition.

### What is the capacity of the local authority and CLD partners to further improve?

This inspection of CLD in Inverclyde Council found the following key strengths.

- Strong partnership working in relation to the Attainment Challenge.
- Community planning partners' understanding of the essential role of CLD.
- Strong culture of mutual support amongst organisations and groups.
- Evolving youth voice.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Implement Locality Planning.
- Improve joint self-evaluation across strategic partners in CLD.
- Implement the CLD plan with a focus on outcomes.

## 4. What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the local authority's self-evaluation processes are leading to improvements. As a result we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of interesting practice which we would like to explore further. As a result we will work with the education authority in order to record and share more widely the interesting practice.

Sheila Brown  
**HM Inspector**  
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Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved. You can find these quality indicators in the publication [How good is the learning and development in our community?](#)

Education Scotland evaluates four important quality indicators to help monitor the quality of CLD across Scotland. Here are the results for this inspection.

<b>Improvements in performance</b>	<b>good</b>
<b>Impact on the local community</b>	<b>good</b>
<b>Delivering the learning offer with learners</b>	<b>very good</b>
<b>Leadership and direction</b>	<b>very good</b>

**This report uses the following word scale to make clear judgments made by inspectors.**

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/47/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott CLD Service Manager</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Community Learning and Development Literacies Report</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to keep the Committee apprised of progress within the Service against Adult Literacies In Scotland 2020: Strategic Guidance (ALIS 2020), all delivery linking to the 3 year plan 'Co-ordinating Community Learning and Development in Inverclyde'.

## 2.0 SUMMARY

- 2.1 The progress made against ALIS is very good. All recommendations in ALIS 2020 have been delivered to a high standard and this was recently endorsed in the recent CLD Inspection.
- 2.2 The CLD Service delivers literacies support to meet the needs of learners across Inverclyde who are 16+.
- 2.3 The CLD Service is the sole deliverer of community based literacies provision in the area. Literacies staff are trained to the highest level, have degrees and additional literacies training from SCQF level 6-11. All staff undertake ongoing professional development to ensure the best quality of provision is developed and delivered.
- 2.4 The range of programmes offered includes beginner, engagement / bite-size courses, dedicated literacies learning, embedded literacies within other programmes and online learning. They are community based in local areas and venues to provide easy access for learners.
- 2.5 Delivery focuses on literacies for employability and work, financial capability, families and health and wellbeing and all learners have access to accredited learning opportunities from SCQF level 2-5.
- 2.6 Services have been targeted at those most in need and this has been extremely effective with 69.6% of learners from a priority / vulnerable group, 49% with a disability, 91% were unemployed and 60% in SIMD area 1 and 2.
- 2.7 Partners are key spotters and referrers. 75 organisations received training to enable them to signpost literacies learners into the CLD Service. This has reduced the stigma associated with this area of work and removed barriers to participation, ensuring the most vulnerable learners are supported.
- 2.8 Additional support has been provided for learners at key transition stages to encourage learners to progress to further learning, training or employment.

### **3.0 RECOMMENDATIONS**

- 3.1 The Education and Communities Committee is asked to note the positive progress made against ALIS 2020.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 4.0 BACKGROUND

4.1 Specifically for adults, the Scottish Government's vision is:

***By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.***

### 4.2 Understanding literacies in Inverclyde

We have updated and enhanced our knowledge of the literacies levels of our working age population. The findings in the *Scottish Survey of Adult Literacies 2009* (SSAL 2009) state that:

- ***around one quarter of the Scottish population (26.7%) may face occasional challenges and constrained opportunities due to their literacies difficulties, which equates to 13,248 adults aged 16-64 in Inverclyde.***

We have found that these constraints can be a significant barrier to finding employment, financial and money management and helping family members particularly children and young people.

- ***within this quarter of the population, 3.6% (one person in 28) face serious challenges in their literacies practices, which equates to 477 people in Inverclyde.***

This means long term, intensive literacies support across all areas of life.

13,248 adults aged 16-64 in Inverclyde may face occasional challenges and constrained opportunities due to their literacies difficulties. We have found that these constraints can be a significant barrier to finding employment, financial and money management and helping family members particularly children and young people. This means short to medium term support in specific areas of life.

477 adults aged 16-64 in Inverclyde face serious challenges in their literacies practices. This means long term, intensive literacies support in all areas of life.

## 5.0 CURRENT PROVISION

### 5.1 Programme delivery

Adult literacies learners are not a homogenous group. They have a range of existing literacies capabilities and often complex needs. They are likely to have different personal circumstances and be motivated by different aspirations and pressures.

Diversity in learning programmes (including starter or bite-size courses, dedicated literacies learning or embedding the literacies within other types of learning) helps to meet the needs our learners. Many learners have not engaged in any form of learning for a number of years and we need to remove barriers and stigma attached to literacies learning. Learning opportunities are designed to be flexible and accessible. We target the most marginalised learners, identifying those places/services which are visited/used by those who may need literacies support and wherever possible, provide the support there.

The model of delivery recommended and used in Inverclyde is a learner-centred approach and the curriculum is developed round an individual's needs. Every learner in community based programmes has an individual learning plan. The focus is on how each learner will use the skills, knowledge and understanding of reading, writing and numbers in their everyday lives: with their families, at work, gaining qualifications to progress towards a job and in their communities.

### 5.2 Learner numbers

Number of learners- core and external funding				
2017-18		2018-19		Comments
Number of learners: CLD community based literacies Core budget	287	Number of learners: Community based literacies	305	Intensive 1:1 support
Number of learners: Employability ICDT funded	258	Number of learners: Employability ICDT funded	46*	short /medium term support. ICDT now fund less places*
Number of learners: ESOL Gov. funded	71	Number of learners: ESOL Gov. funded	97	
Number of learners: IDEAS ESF/Lottery Funded		Number of learners: IDEAS ESF/Lottery Funded	74	
Total number of learners	616	Total number of learners	522	

### 5.3 Learning Outcomes

A number of learning outcomes were achieved by learners, including:

- improved literacy and numeracy skills in personal, family, educational and working life.
- improved financial capabilities and ability to handle everyday numeracy, e.g. bills and budgeting.
- improved employability skills, e.g. CVs IT, interview skills, maintaining UC claim.
- improved communication skills in a variety of settings.
- improved parenting skills, ability to support the family/children and engage more fully in school life.
- improved literacies skills, knowledge and understanding enabling learners to fully engage with the communities in which they live.
- Increased number of learners gaining qualifications.

## 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

None.

### 6.3 Human Resources

None.

#### 6.4 **Equalities**

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**

None.

#### 7.0 **CONSULTATIONS**

7.1 None.

#### 8.0 **BACKGROUND PAPERS**

8.1 None.

## Appendix 1

Current Timetable of Literacies Provision: 2018 to date			
Day	Literacies Programme	Time	Venue
Monday	H.M.P	9.00am – 12.00noon	H.M.P Gateside
	St Mary's Homeless Café Literacies Programme	9.30am – 12.00noon	St Mary's Church Hall
	Basic ESOL	10.00am – 12.00noon	I Youth Zone, Greenock
	Intermediate ESOL	1.00pm – 3.00pm	South west library
	Literacies Session	1.00pm – 3.30pm	I Youth Zone, Greenock
	SDS / Literacies	3.00pm – 4.00pm	SDS
	ESOL – Driving Theory	1.00pm – 3.00pm	Auchmountain Resource Centre
Tuesday	ESOL Accreditation	9.30am – 11.30pm	Auchmountain Halls
	Employability: Trust	10.00am – 12.00pm	Westburn Centre
	Literacies Session	12.30pm – 2.30pm	Broomhill Hub
	Jericho M	2.30pm – 4.30pm	Auchmountain Halls
	Jericho F	2.00pm – 4.00pm	Auchmountain Halls
Wednesday	ESOL conversational	1.00pm – 3.00pm	I Youth Zone, Greenock
	Employability: Trust	1.30pm – 3.30pm	Westburn Centre
	Speaking Confidently for parents	1.00pm – 3.00pm	King's Oak Primary
Thursday	Enable – literacies	10.00am – 12.00noon	Victoria House
	Parklea Branching out Embedded Literacies	10.00am – 12.00noon	Parklea
	Literacies Session	1.30pm – 3.30pm	John Wood Street
	Employability: Trust	1.30pm -3.30pm	Westburn Centre
	Literacies support for work placement	2.00pm – 3.30pm	Trust Devol
	Literacies Session	6.00pm – 8.00pm	John Wood Street
	Literacies/ESOL Session	6.00pm – 8.00pm	Inverclyde Academy
	Speaking Confidently	12.45pm – 2.45pm	All Saint's Primary
Friday	HMP Prison	9.00am – 12.00noon	H.M.P Gateside
	ESOL	9.30am – 11.30am	St Margaret's Church
	Trust	10.00am – 12.00noon	John Wood Street

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/39/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Domestic Abuse (Scotland) Act 2018</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to the Committee on the Domestic Abuse (Scotland) Act 2018 and resulting changes to Criminal Law for perpetrators of Domestic Abuse in Scotland from 1 April 2019.

## 2.0 SUMMARY

- 2.1 The Scottish Government's 2015 consultation 'A Criminal Offence of Domestic Abuse' found strong agreement that the previous laws used to prosecute Domestic Abuse did not fully reflect the experience of victims of Domestic Abuse. In particular, previous laws did not criminalise some of the behaviours experienced by victims of ongoing and coercive controlling behaviour within relationships, at the hands of their partners or ex-partners. The Bill was passed by the Scottish Parliament on 1 February 2018 and received Royal Assent on 9 March 2018 as the Domestic Abuse (Scotland) Act 2018, with an implementation date of 1 April 2019.
- 2.2 Domestic Abuse consists of a range of behaviours causing more than physical or sexual harm, including behaviours which undermine the victim and restrict their freedom. The Domestic Abuse (Scotland) Act 2018 reflects this and introduces a new offence, known as Coercive Controlling Behaviour, which better reflects the actual experience of victims of Domestic Abuse and the long term pattern of abusive behaviour. It is recognised that Coercive Controlling Behaviour has a long lasting effect on both the adult victim and children. The offence allows, where the circumstances and evidence merits, the totality of an accused's behaviour to be prosecuted in a single charge rather than a series of distinct incidents. This approach recognises the cumulative impact of such behaviour on victims.

## 3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to note the introduction of the Domestic Abuse (Scotland) Act 2018, which came into force on 1 April 2019.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**



## 4.0 BACKGROUND

- 4.1 The Domestic Abuse (Scotland) Act 2018 creates an offence with respect to a course of behaviour which is abusive towards that person's partner or ex-partner. The new law covers not only spouses, civil partners and cohabitants but also people in intimate personal relationships who do not live together. As well as physical abuse, it will cover other forms of psychological abuse and coercive and controlling behaviour that cannot be easily prosecuted under the existing law. The Act provides a description as to what constitutes abusive behaviour.
- 4.2 The new offence provides clarity on the law and ensures that criminal law captures and reflects the actual experience of victims of Domestic Abuse. This will make it easier for the Police and Prosecutors to investigate and prosecute as a single offence the totality of behaviour amounting to Domestic Abuse. This will send a message out to the public, including perpetrators, that this behaviour is unacceptable in society and will not be tolerated.

## 5.0 IMPLEMENTATION

- 5.1 In preparation for the legislative changes a large-scale training programme is being delivered to Police Scotland by SafeLives which will see all Police Officers in Scotland receive the Domestic Abuse Matters training. Initial e-learning for all Police Officers has been undertaken in advance of the implementation of the Act and this training will be further enhanced by the specific training events which commenced in January 2019 and will continue for an 18 month period.
- 5.2 Inverclyde Council will incorporate the implications of the new Act into the Violence Against Women Strategy Action Plan and will include this in the ongoing Violence Against Women courses.

## 6.0 IMPLICATIONS

### 6.1 Finance

There are no financial implications.

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	Other Comments
N/A					

### 6.2 Legal

There are no legal implications.

### 6.3 Human Resources

This report does not impact on Human Resources.

## 6.4 Equalities

Has an Equality Impact Assessment been carried out?

X

YES (see attached appendix)

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

## 6.5 Repopulation

None

## 7.0 CONSULTATIONS

7.1 None.

## 8.0 BACKGROUND PAPERS

8.1 There are no background papers.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/42/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott Services Manager</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Crawl Space Access to Pitches</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the provision of crawl hole pitches across the estate, highlighting the additional 6 month review of the pilot at Inverclyde Academy's 3G pitch. In addition, this report seeks approval from the Committee to increase the number of crawl spaces across the school estate.

## 2.0 SUMMARY

- 2.1 A petition was submitted to the Council requesting the provision of either crawl space access to Inverclyde Academy's pitches or creation of suitable 3G pitches for the area. The petition was considered at the Petitions Committee on 15 June 2017.
- 2.2 The Petitions Committee decided to support the petition and required that a detailed report be brought to the Education & Communities Committee for the Committee's consideration.
- 2.3 The initial pilot for one year was not a success due to the damage of the pitch. However, due to the strength of feeling in the local community, a decision was taken at the October 2018 meeting of the Education and Communities Committee to extend the pilot for a further 6 months.

Following this 6 month extension of the Inverclyde Academy pilot, there were no reports of any further damage to the surface or surrounding area but it should be noted that there is still an increased demand on Janitorial services due to increased litter picking duties each day and especially after weekends and school holidays.

- 2.4 Following the successful extension of the pilot at Inverclyde Academy, officers are seeking to develop this model at other sites across Inverclyde on a phased basis commencing with access to the other Secondary Schools which would include Port Glasgow Community Campus, St Columba's High School, Gourrock and open discussions with the operatives of the two 'PPP' schools namely Notre Dame High School and Clydeview Academy.
- 2.5 There are a number of issues that still need to be considered around the provision of new crawl holes. Security and the risk of damage to the pitch and equipment such as goals and nets remain a possibility at the new sites. There are also likely to be increased demands on janitorial staff in litter picking and ensuring that the pitches are safe and suitable for school use. Specific consideration will be required in relation to physical access to the crawl hole at Port Glasgow Community Campus and at St Columba's High School in Gourrock.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Committee:

1. Agrees to the provision of the crawl hole at the Inverclyde Academy 3G pitch to remain in place following the successful pilot with monitoring procedures in place to ensure it remains fit for purpose.
2. Agrees to commence the roll out of other crawl holes within the wider schools estate on a phased basis commencing with the Secondary School pitches on a trial basis over the next 6 months.
3. Agrees to consider the further roll out of crawl holes within the Primary estate provision if further trials in the secondary schools are successful.
4. Agrees that any damage to pitches with crawl holes be monitored and that authority be delegated to Officers to close any crawl holes if significant damage occurs.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## **4.0 BACKGROUND**

4.1 The Petitions Committee convened on 15 June 2017 to consider the following petition which had been submitted to the Council with 593 signatures:

“We demand the creation of crawl-spaces and opening of Inverclyde Academy AstroTurf pitches to local youngsters on a 24/7 basis or the creation of a suitable 3G AstroTurf pitch within the immediate locality to bring the area up to a similar standard with other areas in Inverclyde.”

4.2 The Petitions Committee had two possible options:

- to reject the petition, bringing the matter to an end; or
- to support the petition and require Officers to submit a detailed report to the appropriate Service Committee on the subject matter of the petition

The Committee decided to support the petition in principle for a period of one year and then approved a further extension to the pilot for an additional 6 months.

4.3 There are a number of issues that still need to be considered around the provision of new crawl holes. Security and the risk of damage to the pitch and equipment such as goals and nets remain a possibility at the new sites. There are also likely to be increased demands on janitorial staff in litter picking and ensuring that the pitches are safe and suitable for school use. Specific consideration will be required in relation to physical access to the crawl hole at Port Glasgow Community Campus and at St Columba’s High School in Gourock.

4.4 If the decision is made not to make the crawl hole at Inverclyde Academy permanent, the petition asked for the creation of a separate 3G pitch in the immediate locality. Unfortunately, even if the budget were to be available for this there is no obvious site in the area for another 3G pitch. It is also the case that provision of another 3G pitch would be extremely unlikely to attract any external funding given the overall level of artificial pitch provision in Inverclyde.

## **5.0 PROVISION OF CRAWL HOLES ACROSS INVERCLYDE**

5.1 There are currently 10 full sized 3G pitches in Inverclyde together with 4 full sized 2G. Of these there are crawl holes at 3 pitches: Parklea, George Road and Lady Octavia. There was once a crawl hole at the Broomhill Pitch however this was blocked up following a vandalism incident which resulted in the pitch being out of operation for a number of weeks.

5.2 Crawl holes were originally installed at the pitches due to concerns over the Council’s potential liability should anyone be injured climbing into a pitch. There were also concerns regarding potential delays in rescuing anyone should there be an incident in a locked pitch. On the former point, current advice is that the Council would not be liable in any way should anyone be injured climbing a fence; an insurance claim to that effect has in fact been successfully repudiated. On the latter point, the emergency services, in particular Fire & Rescue, have equipment which would allow access to a pitch in an emergency.

5.3 The wording of the petition suggests that open access to 3G pitches is the norm across Inverclyde. This is far from the case with only three pitches having this facility and large areas of Inverclyde are a significant distance from a 3G pitch with a crawl hole. It should also be noted that the pitches with crawl holes are only accessible for free recreational use when there are no bookings on the pitches. This may be the case for a period during the day through the summer however for most of the year these pitches are heavily booked and are in use most evenings.

## **6.0 CURRENT PROVISION**

6.1 There were a number of issues that came to light during the initial 12 month trial period of the crawl hole. The school reported that over the year, they had seen an increase in damage to the pitch and equipment such as goals and nets. This had a direct impact on the delivery of the PE curriculum for

the school. However, over the past 6 months, there have been no reports of any damage to the pitch, goals, nets or surrounding area.

- 6.2 Whilst broken glass has always been an issue because of youths drinking on the pitch, incidents of broken glass have decreased over the past 6 months. A significant reduction in complaints have been received from both the school and those who hire the pitches. The Community Warden Service continue to visit and monitor the sites on behalf of Inverclyde Council.
- 6.3 The additional 6 month trial has seen the same demands on janitorial staff and letting officers for picking up litter and ensuring that the pitch is safe and suitable for day to day use.
- 6.4 Officers recommend that the crawl hole provision at Inverclyde Academy remains in place with the same level of monitoring procedures in place. This is because the recent trial extension has seen no issues with the pitch and therefore the trial has deemed to be a success. In addition, whilst incidents of litter and damage did increase during the first year, they were always present in some way and this needs to be balanced with the opportunity for the community use of the facility.
- 6.5 Following the successful pilot at Inverclyde Academy, officers are keen to trial the crawl hole access at other Secondary School sites across the authority. It is important that there is parity across the estates and that the local communities have a similar level of access. It is proposed that a similar trial period be considered to ensure that the new sites are effectively monitored. Discussions could also take place with the operatives of the PPP schools to determine the viability of installing crawl holes at these locations.

## 7.0 IMPLICATIONS

### Finance

- 7.1 The provision of a crawl hole could lead to costs in terms of staff time for safety checks and litter picks, of increased wear and tear on equipment and potential damage to the pitch and equipment.

#### Financial Implications:

##### One off Costs

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

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

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

### 7.2 Legal

None

### 7.3 Human Resources

None

#### 7.4 **Equalities**

Has an Equality Impact Assessment been carried out?

X

YES (see attached appendix)

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

#### 7.5 **Repopulation**

None.

#### 8.0 **BACKGROUND PAPERS**

8.1 None.

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<b>Report To:</b>	<b>Education and Communities</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/38/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Road Safety West of Scotland</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on our continued participation with Road Safety West of Scotland (RSWoS) and our role as Chair of the Road Safety West of Scotland Forum for the period 2019-21.

## 2.0 SUMMARY

- 2.1 Road Safety West of Scotland is a partnership of 12 Local Authorities, Police Scotland, the Safety Camera Partnership and the Royal Society for the Prevention of Accidents.
- 2.2 The partnership is focused on the development and promotion of road safety campaigns, the sharing and promotion of best practice, continuing professional development for road safety staff and securing value for money through bulk purchasing of both resources and training.
- 2.3 The RSWoS constitution commits each Local Authority to chairing the organisation for a 2 year period and the previous term, chaired by Renfrewshire Council, has now come to an end. Inverclyde Council will be Chair for the forthcoming 2 year period.
- 2.4 At its meeting of 25 May 2017, Inverclyde Council agreed that Councillor Curley would be the RSWoS representative for Inverclyde. Accordingly, Councillor Curley has become the Chair of RSWoS.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee:
1. Notes Inverclyde Council's continuing role in Road Safety West of Scotland; and
  2. Notes Councillor Curley's role as Chair of Road Safety West of Scotland.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**



## 4.0 BACKGROUND

- 4.1 Road Safety West of Scotland was formed in 1997, shortly after local government re-organisation. The initial aim was to maintain contact between the Road Safety Officers in the new “Local Authorities” and to create a body that would hold the copyright for the Road Safety resources that were originally held by Strathclyde Regional Council. Representatives now come from the original 12 authorities, Police Scotland, the Safety Camera Partnership and the Royal Society for the Prevention of Accidents.
- 4.2 Historically RSWoS ran a number of publicity campaigns that covered all of the ex-Strathclyde area and allowed cross boundary continuity. As most national campaigns are now undertaken by Road Safety Scotland, which is part of Transport Scotland, RSWoS now focus on promotion of road safety campaigns, disseminating best practice, arranging local CPD and organising bulk purchase of resources.

## 5.0 STRUCTURE AND GOVERNANCE

5.1 RSWoS is structured as a 3 group system:

- The Forum which is attended by Councillors and Senior Managers
- The Education, Training and Publicity (ETP) Group which is attended by Road Safety Officers
- The Officers’ Group which is generally attended by Roads Engineers

The RSWoS Constitution commits each Local Authority to chairing the organisation for a 2 year period and the previous term was chaired by Renfrewshire Council. Inverclyde Council will be chair for the forthcoming 2 year period, with chairing responsibilities for the groups set out as follows:

- The Forum – Chaired by the Councillor nominated to RSWoS
- ETP Group – Chaired by Community Safety & Resilience Team (Road Safety)
- Officers’ Group – Chaired by Roads (Roads Engineer)

The ET&P Group meets 4 times a year with the other 2 groups meeting twice a year.

- 5.2 The annual subscription is currently £1,000 a year and this is split between Community Safety and Roads Services, as both services benefit. The role of Treasurer is taken on for a two year period and currently, South Ayrshire Council fulfils this role, with West Dunbartonshire taking on the role of Treasurer from 1 April 2020.
- 5.3 Reports from the ETP Group, Officers’ Group and Treasurer are provided to the Forum for consideration.

## 6.0 IMPLICATIONS

### Finance

6.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
	Community Safety	2019/20	£500		
	Roads	2019/20	£500		

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**  
None

6.3 **Human Resources**  
None

6.4 **Equalities**  
There are /are no equality issues within this report. – **fill in as appropriate**

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.

6.5 **Repopulation**  
None

**7.0 CONSULTATION**

7.1 Roads are part of RSWoS and attend the meetings.

**8.0 LIST OF BACKGROUND PAPERS**

8.1 Appointments to Outside Bodies – Inverclyde Council, 25 May 2017 (SL/LP/045/17).

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/40/19/SP</b>
<b>Contact Officer:</b>	<b>Stephen Parsons</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on Lomond View Academy</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of Lomond View Academy. The inspection focused on progress being made within Lomond View Academy on improving learning and teaching and raising attainment.

## **2.0 SUMMARY**

- 2.1 Lomond View Academy was inspected in January 2019, under Education Scotland's short model. The inspection focused on progress being made within the school to improve learning and teaching, raising attainment and closing the poverty-related attainment gap.
- 2.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and areas for improvement.
- 2.3 Education Scotland notes that the evidence and evaluation to date indicate that Lomond View Academy is making satisfactory progress in improving learning, raising attainment and closing the poverty-related attainment gap.
- 2.4 The report noted the respectful relationships of staff towards all young people, providing a caring and supportive learning environment.
- 2.5 The inspection team also noted the priority that the school places on working with a range of partners to support young people to achieve and sustain college and work placements.
- 2.6 Education Scotland highlighted that parents and carers are positive about the work of the school and that they value the care and support offered to meet the needs of the young people and their families.
- 2.7 Education Scotland highlighted areas for improvement which include improving the consistency of learning and teaching, developing assessment approaches, and developing a health and wellbeing programme which will better meet learning, social and emotional needs and ensure that planning, tracking and monitoring provides clear information about the progress young people are making.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on Lomond View Academy.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## **4.0 BACKGROUND**

- 4.1 As part of Education Scotland's inspection framework, Lomond View Academy was inspected in January 2019. Education Scotland staff and associates assessors from education authorities, evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
- 3.2 Raising Attainment and achievement

- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils.
- 4.4 The report was published on 5 March 2019. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

## **5.0 CURRENT PROVISION**

- 5.1 Lomond View Academy has received a positive report from Education Scotland which outlines the progress made in the key areas.
- 5.2 The report noted that the young people learn within a supportive environment where staff treat them with respect. Staff across the school are strongly committed to supporting young people to achieve and attain qualifications.
- 5.3 It also reported that the senior leadership team and staff have a good understanding about young people's needs and their barriers to learning and that staff adapt their teaching approaches accordingly.
- 5.4 The school prioritises positive destinations for all leavers and almost all continue on to a work or college placement when they leave. Each destination is carefully considered and reflects very well the needs and interests of the young people
- 5.5 In assessing the quality indicators, Education Scotland found the two key indicators to be the following:
  - Learning, teaching and assessment - satisfactory
  - Raising attainment and achievement - satisfactory
- 5.6 The report lists a number of points which are particular strengths of the school:
  - Staff across the school demonstrate respectful relationships towards all young people and provide a caring and supportive learning environment.
  - Parents and carers are positive about the work of school. They value the care and support offered by both education and social work staff to meet the needs of young people and their families.
  - Almost all young people move to college or work placements when they leave the school. Staff work very well with a wide range of partners to support young people

achieve and sustain these placements.

5.7 The following areas for improvement were identified:

- Improve the consistency of learning and teaching to ensure that all young people engage fully with their learning and achieve as well as possible.
- Develop assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people.
- Ensure that planning, tracking and monitoring provides clear information about the progress young people are making. This information should be used to plan next steps in learning.

## 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					

Annually Recurring Costs/ (Savings)

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

6.2 Human Resources:

N/A.

6.3 Legal:

N/A.

6.4 Equalities:

N/A.

6.5 Repopulation:

N/A.

## 7.0 CONSULTATION

7.1 N/A.

## 8.0 BACKGROUND PAPERS

8.1 N/A.

5 March 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited Lomond View Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Staff across the school demonstrate respectful relationships towards all young people and provide a caring and supportive learning environment.
- Parents and carers are positive about the work of school. They value the care and support offered by both education and social work staff to meet the needs of young people and their families.
- Almost all young people move to college or work placements when they leave the school. Staff work very well with a wide range of partners to support young people achieve and sustain these placements.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Improve the consistency of learning and teaching to ensure that all young people engage fully with their learning and achieve as well as possible.
- Develop assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people.
- Ensure that planning, tracking and monitoring provides clear information about the progress young people are making. This information should be used to plan next steps in learning.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Lomond View Academy

Quality indicators	Evaluation
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/inverclyde/1004174>.

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Inverclyde Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Monica McGeever  
HM Inspector



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/41/19/SP</b>
<b>Contact Officer:</b>	<b>Stephen Parsons</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on All Saints Primary School</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of All Saints Primary School. The inspection focused on progress being made within All Saints Primary School on improving learning and teaching and raising attainment.

## 2.0 SUMMARY

- 2.1 All Saints Primary School was inspected in November 2018, under Education Scotland's model of 5 day standard inspections. The inspection focused on progress being made within the school to improve learning and teaching, raising attainment and closing the poverty-related attainment gap.
- 2.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and areas for improvement.
- 2.3 Education Scotland notes that the evidence and evaluation to date indicate that All Saints Primary School is making satisfactory progress in improving learning, raising attainment and closing the poverty-related attainment gap.
- 2.4 The report noted the strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff also undertake leadership roles, working to improve outcomes for learners.
- 2.5 The priority that the school places on family learning and increased levels of parental engagement was noted, supported by the warm and welcoming ethos created by learners and staff that encourages parents to participate in the life and work of the school.
- 2.6 Enthusiastic, polite, learners who have a great sense of pride in their school, were recognised for their motivation to learn and their skills in talking about their achievements in reading and writing.
- 2.7 Education Scotland highlighted areas for improvement which include strengthening approaches to self-evaluation, updating the curriculum, greater use of assessment to raise attainment and ensuring the needs of individual learners are being met in the speech and language base.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on All Saints Primary School.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## **4.0 BACKGROUND**

- 4.1 As part of Education Scotland's inspection framework, All Saints Primary School was inspected during the week commencing 26 November 2018. Education Scotland staff and associates assessors from education authorities, evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising Attainment and achievement

In addition further evidence was gathered to assist the school in reviewing their arrangements for the quality indicator 2.7 Partnerships

- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching, how well the school was raising achievement for all pupils, the school's processes for self-evaluation and innovation and the school's capacity for improvement.
- 4.4 The report was published on 6 March 2019. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education)..

## **5.0 CURRENT PROVISION**

- 5.1 All Saints Primary School has received a positive report from Education Scotland which outlines the progress made in the key areas and highlights areas for improvement.
- 5.2 The report noted the strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff also undertake leadership roles, working to improve outcomes for learners.
- 5.3 The priority that the school places on family learning and increased levels of parental engagement was noted, supported by the warm and welcoming ethos created by learners and staff that encourages parents to participate in the life and work of the school.
- 5.4 Enthusiastic, polite, learners who have a great sense of pride in their school, were recognised for their motivation to learn and their skills in talking about their achievements in reading and writing.
- 5.5 Education Scotland highlighted areas for improvement which include strengthening approaches to self-evaluation, updating the curriculum, greater use of assessment to raise attainment and ensuring the needs of individual learners are being met in the speech and language base.
- 5.6 In assessing the quality indicators, Education Scotland found the four key indicators to be the following:
  - Leadership of Change – satisfactory
  - Learning, teaching and assessment - good
  - Raising attainment and achievement - satisfactory
  - Ensuring wellbeing, equality and inclusion – satisfactory
- 5.7 The report lists a number of points which are particular strengths of the school:
  - A school community where everyone is very proud of their school. Relationships are

- positive and the learning environment reflects very well the Gospel values of the school.
- The strong leadership of the head teacher and the clear direction this provides in taking forward areas for development across the school. Staff undertake leadership roles and work together effectively to improve the school. Of note, are the examples of teachers and support staff making a positive difference to children’s experiences across the whole school.
- Enthusiastic, polite, children who are motivated to learn and skilled in talking about their achievements in reading and writing.
- The priority that the school places on family learning and increased levels of parental engagement. The warm and welcoming ethos created by children and staff that encourages parents to participate in the life and work of the school.

5.8 The following areas for improvement were identified:

- Strengthen approaches to self-evaluation to identify improvement priorities that reflect the local context. Engage stakeholders more effectively and ensure that leadership opportunities make an increased difference to children across the school.
- Take forward the planned improvements to refresh and update the curriculum. Ensure children benefit from a relevant and ambitious curriculum that takes account of what children already know.
- Raise attainment using assessment information to plan appropriate next steps in learning and increase the pace of progress for all children.
- Review practices and procedures to ensure the needs of individual children are met in the communication and language base. This includes working with partners to support children’s development and provide appropriate professional learning for all staff.

**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					

Annually Recurring Costs/ (Savings)

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

6.2 Human Resources:

N/A.

6.3 Legal:

N/A.

6.4 Equalities:

N/A.

6.5 Repopulation:

N/A.

## **7.0 CONSULTATION**

7.1 N/A.

## **8.0 BACKGROUND PAPERS**

8.1 N/A.

5 March 2019

Dear Parent/Carer

In November 2018, a team of inspectors from Education Scotland visited All Saints Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- A school community where everyone is very proud of their school. Relationships are positive and the learning environment reflects very well the Gospel values of the school.
- The strong leadership of the headteacher and the clear direction this provides in taking forward areas for development across the school. Staff undertake leadership roles and work together effectively to improve the school. Of note, are the examples of teachers and support staff making a positive difference to children's experiences across the whole school.
- Enthusiastic, polite, children who are motivated to learn and skilled in talking about their achievements in reading and writing.
- The priority that the school places on family learning and increased levels of parental engagement. The warm and welcoming ethos created by children and staff that encourages parents to participate in the life and work of the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Strengthen approaches to self-evaluation to identify improvement priorities that reflect the local context. Engage stakeholders more effectively and ensure that leadership opportunities make an increased difference to children across the school.
- Take forward the planned improvements to refresh and update the curriculum. Ensure children benefit from a relevant and ambitious curriculum that takes account of what children already know.
- Raise attainment using assessment information to plan appropriate next steps in learning and increase the pace of progress for all children.
- Review practices and procedures to ensure the needs of individual children are met in the communication and language base. This includes working with partners to support children's development and provide appropriate professional learning for all staff.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for All Saints Primary School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
<https://education.gov.scot/inspection-reports/inverclyde/8640220>

### What happens next?

As a result of our inspection findings we have confidence that the leadership of the school with support from the authority will make the necessary improvements. However, the headteacher has only recently been given responsibility for the Communication and Language base unit that is located within the school. As a result, there has been insufficient time for her leadership to impact on the quality of children's experiences within these classes. Therefore, we feel that the Communication and Language base unit needs additional support and time to make necessary improvements. We will continue to liaise with the local authority about the progress being made and a further inspection of the Communication and Language base unit will be made within 12 months of the publication of this letter. We will discuss with the local authority the details of this further inspection. Education Scotland will write to you as parents/carers within 12 months of the publication of this letter informing you of the progress that has been made.

Elizabeth C Montgomery  
 HM Inspector

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/48/19/SP</b>
<b>Contact Officer:</b>	<b>Stephen Parsons</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Report on Moorfoot Primary School, Nursery Class and Garvel Deaf Centre</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of Moorfoot Primary School, Nursery Class and Garvel Deaf Centre. The inspection focused on progress being made within Moorfoot Primary School, Nursery Class and Garvel Deaf Centre on improving learning and teaching and raising attainment/ securing children's progress.

## 2.0 SUMMARY

- 2.1 Moorfoot Primary School, Nursery Class and Garvel Deaf Centre were inspected in January 2019, under the Education Scotland's short model. The inspection focused on progress being made within the school, nursery class and centre to improve learning and teaching, to raise attainment, to secure progress and to close the poverty-related attainment gap.
- 2.2 The report published in April 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school, nursery class and centre and areas for improvement.
- 2.3 Education Scotland notes that the evidence and evaluation to date indicate that Moorfoot Primary School, Nursery Class and Garvel Deaf Centre are making good progress in improving learning, raising attainment and closing the poverty-related attainment gap.
- 2.4 The report noted the positive, respectful and inclusive ethos within Moorfoot Primary.
- 2.5 The inspection team also noted the range of opportunities for children to achieve more widely through participation in a range of activities and groups which promote leadership, positive relationships, active lifestyles and an inclusive school community.
- 2.6 Education Scotland highlighted that across the school, staff strive to promote equity across learning for all children in an inclusive ethos and they know children and families well and are aware of the different challenges children and families face.
- 2.7 Education Scotland highlighted areas for improvement which include continuing to build on the strong practice in learning and teaching to bring about greater consistency and continuing to raise attainment for all and, in doing so, developing further approaches to assessment and moderation.



### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on Moorfoot Primary School, Nursery Class and Garvel Deaf Centre.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## **4.0 BACKGROUND**

- 4.1 As part of Education Scotland's inspection framework, Moorfoot Primary School, Nursery Class and Garvel Deaf Centre was inspected in January 2019. Education Scotland staff and associates assessors from education authorities, evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
  - 3.2 Raising Attainment and achievement
  - 3.2 Securing children's progress (Nursery class)
- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils.
- 4.4 The report was published in April 2019. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener ( Education).

## **5.0 CURRENT PROVISION**

- 5.1 Moorfoot Primary School, Nursery Class and Garvel Deaf Centre has received a positive report from Education Scotland which outlines the progress made in the key areas.
- 5.2 The report noted that there is a positive, respectful and inclusive ethos within Moorfoot Primary School and children benefit from nurturing relationships with staff. Children and staff are proud of their school and feel valued.
- 5.3 It also reported that the strong and effective leadership of the headteacher is driving forward positive change across the school and the leadership team are very positive role models for staff. They have successfully helped to create a positive, calm and nurturing ethos across the school. They promote inclusion for all learners in a positive and meaningful way
- 5.4 Teachers' explanations and instructions are clear. Overall, a whole-school focus on formative assessment and the 'five star lesson' have had a positive impact on learning and teaching.
- 5.5 In assessing the quality indicators, Education Scotland found the two key indicators to be the following:

For the Primary School

- Learning, teaching and assessment - good
- Raising attainment and achievement - good

For the Nursery Class

- Learning, teaching and assessment - good
- Securing children's progress - good

- 5.6 The report lists a number of points which are particular strengths of the school:
- Children who are confident and well-mannered and demonstrate great pride in their new school. They engage positively with each other, staff and visitors and enjoy opportunities to support school improvement.
  - The strong and effective leadership of the headteacher, who is driving forward positive

change across the school. She demonstrates a great commitment to continuous improvement and to securing the best possible outcomes for children.

- The headteacher and leadership team who are very positive role models for staff. They have successfully helped to create a positive, calm and nurturing ethos across the school. They promote inclusion for all learners in a positive and meaningful way.
- Staff in Garvel Deaf Centre who understand and meet children's needs very well. They successfully promote equality in a relevant way. In doing so, children across the school have an improved understanding of diversity.

5.7 The following areas for improvement were identified:

- Continue to build on the strong practice in learning and teaching to bring about greater consistency across the primary stages and nursery class. In doing so, ensure that lessons are planned to offer a greater level of challenge for a number of learners.
- Continue to raise attainment for all and in doing so, develop further approaches to assessment and moderation.

## 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					

Annually Recurring Costs/ (Savings)

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

6.2 Human Resources:

N/A.

6.3 Legal:

N/A.

6.4 Equalities:

N/A.

6.5 Repopulation:

N/A.

## 7.0 CONSULTATION

7.1 N/A.

## **8.0 BACKGROUND PAPERS**

8.1 N/A.

23 April 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited Moorfoot Primary School and Nursery Class and Garvel Deaf Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Children who are confident and well-mannered and demonstrate great pride in their new school. They engage positively with each other, staff and visitors and enjoy opportunities to support school improvement.
- The strong and effective leadership of the headteacher, who is driving forward positive change across the school. She demonstrates a great commitment to continuous improvement and to securing the best possible outcomes for children.
- The headteacher and leadership team who are very positive role models for staff. They have successfully helped to create a positive, calm and nurturing ethos across the school. They promote inclusion for all learners in a positive and meaningful way.
- Staff in Garvel Deaf Centre who understand and meet children's needs very well. They successfully promote equality in a relevant way. In doing so, children across the school have an improved understanding of diversity.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Continue to build on the strong practice in learning and teaching to bring about greater consistency across the primary stages and nursery class. In doing so, ensure that lessons are planned to offer a greater level of challenge for a number of learners.
- Continue to raise attainment for all and in doing so, develop further approaches to assessment and moderation.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Moorfoot Primary School and Nursery Class and Garvel Deaf Centre

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/inverclyde/8641420>

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Inverclyde Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Jackie Maley  
HM Inspector

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Chief Financial Officer and Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>FIN/045/19/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Education 2018/19 Revenue Budget-Period 11 to 28 February 2019</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2018/19 Revenue Budget position as at Period 11 to 28 February 2019.

## 2.0 SUMMARY

- 2.1 The total Education budget for 2018/19, excluding planned carry forward for Earmarked Reserves, is £76,340,550. The School Estate Management Plan accounts for £14,429,000 of the total Education budget. The latest projection is an underspend of £60,000, an increase in expenditure of £107,000 since the last Committee.

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

- (a) Projected underspend of £46,000 for Teachers Employee Costs, the same as reported to the last Committee and equivalent to 0.1% of the Teachers budget. Teacher numbers will fluctuate throughout the academic year and the overall numbers are managed to stay within budget.
- (b) Projected underspend of £45,000 for Education Non Teachers Employee Costs, a decrease of £82,000 since the last Committee. The majority of the reduction in underspend is due to the one-off re-allocation of unused Early Years 1140 Hours budget to non-employee costs expenditure.
- (c) Projected underspend of £53,000 for Facilities Management Employee Costs, a reduction of £32,000 since the last Committee. This projected underspend is offset by a reduction in Facilities Management Income.
- (d) The previously reported projected underspend of £33,000 for Non Domestic Rates (NDR) has reduced to a projected underspend of £7,000. The empty relief received for the old St Ninian's Primary School building was less than expected. Officers are querying the increased charge with the Assessor.
- (e) Projected overspend of £61,000 for Electricity and a projected overspend of £43,000 for Gas, the same as reported to the last Committee.

- (f) The previously reported projected underspend of £21,000 for Biomass Fuel has

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reduced to a projected underspend of £12,000. The plant at Port Glasgow Community Campus was offline for several months and when deliveries resumed in January 2019, prices had increased by 13.2% compared to September 2018.

- (g) Projected underspend of £42,000 for Cleaning and £26,000 for Catering, the same as reported to the last Committee. This is mainly due to the underspend in Facilities Management Employee Costs reported above.
- (h) SPT School Bus Contract is projected to overspend by £22,000. A number of contracts have increased in price although the projected outcome is in line with the final out turn for the previous year.
- (i) Early Years Framework expenditure is projected to underspend by £20,000.
- (j) Projected shortfall in income of £20,000 for Facilities Management recharges. The projected shortfall in income has reduced by £45,000 since last Committee in line with the reduced Employee Costs underspend reported above.

2.3 Earmarked Reserves for 2018/19, excluding those for Asset Plans and Strategic Funds, total £600,000 of which £335,000 is projected to be spent in the current financial year. To date, expenditure of £238,000 (71%) has been incurred. Spend to date per profiling was expected to be £368,000, therefore slippage is £130,000 (35%) and is mainly due to delays in awarding funding for Autism Friendly Projects as previously reported to Committee.

### **3.0 RECOMMENDATION**

3.1 It is recommended that the Committee notes the current projected underspend of £60,000 for the 2018/19 Education Revenue Budget as at Period 11 to 28 February 2019.

**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 at Period 11, 28 February 2019 and highlight the main issues contributing to the projected underspend of £60,000 which is an increase in expenditure of £107,00 since the last Committee.

## **5.0 2018/19 PROJECTION**

- 5.1 The total Education Revenue Budget for 2018/19, excluding planned carry forward for Earmarked Reserves, is currently £76,340,550. This is an increase of £797,000 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.
- 5.2 The main issues to highlight in relation to the 2018/19 projected underspend of £60,000 (0.1%) are:

### Education Employee Costs - Teachers

The total budget for Teachers Employee Costs is £39,965,000 and the latest projection is an underspend of £46,000, the same as reported to the last Committee. This represents 0.1% of the Teachers budget. The number of Teachers employed fluctuate throughout the year and the overall numbers are managed to stay within budget. Teacher staffing numbers were fully reviewed at the start of the new academic year in August and will continue to be reviewed on a regular basis throughout the year.

### Education Employee Costs – Non Teachers

The total budget for Education Non Teacher Employee costs is £17,502,000 and the latest projection is an underspend of £45,000, a decrease of £82,000 since the last Committee. The majority of the reduction in underspend is due to the one-off re-allocation of unused Early Years 1140 Hours budget to fund non-employee costs expenditure.

### Facilities Management Employee Costs

The total budget for Facilities Management Employee Costs is £5,102,000 and the latest projection is an underspend of £53,000, a reduction of £32,000 since the last Committee. There is a corresponding loss of income from recharges as a result of this projected underspend.

### Electricity & Gas

The budget for Electricity is currently £786,320 and the latest projection is an overspend of £61,000. The budget for Gas is currently £455,170 and the latest projection is an overspend of £43,000. Both projected overspends are the same as reported to the last Committee.

### Biomass Fuel

The previously reported projected underspend of £21,000 for Biomass Fuel has reduced to a projected underspend of £12,000. The plant at Port Glasgow Community Campus was offline for several months and when deliveries resumed in January 2019, prices had increased by 13.2% compared to September 2018.

### Contract Cleaning

The current budget for Contract Cleaning is £1,304,000 and the latest projection is an underspend of £42,000. This is the same as reported to the last Committee and is mainly due to the over-achievement of budget savings due to increased efficiencies.

### Non Domestic Rates

The previously reported projected underspend of £33,000 for Non Domestic Rates (NDR) has reduced to a projected underspend of £7,000. The empty relief received for the old St Ninian's Primary School was less than expected. Officers are querying the increased costs with the Assessor.

### Catering Recharge

The current budget for Catering Recharge is £2,978,000 and the latest projection is an underspend of £26,000, the same as previously reported to Committee.

### SPT School Buses

The SPT School Bus Contract is currently £1,505,000 and the latest projection is an overspend of £22,000. A number of contracts have increased in price although the projected outcome is in line with the final outturn for the previous year. It should be noted that this projected overspend relates to buses funded from the Core Education budget and not those funded by SEMP.

### Early Years Framework

The budget for Early Years Framework expenditure is currently £36,690 and the latest projection is an underspend of £20,000. The underspend relates to a contingency budget held by Early Years Headquarters.

### Facilities Management Income

Facilities Management Income budget, mainly from internal recharges to various Council Services, is £6,303,000 and the latest projection is a shortfall in income of £20,000. This is a reduction of £45,000 since the last Committee and is in line with the reduction in Facilities Management Employee Costs reported above.

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

## **6.0 EARMARKED RESERVES**

- 6.1 Earmarked Reserves for 2018/19, excluding those for Asset Plans and Strategic Funds, total £600,000 of which £335,000 is projected to be spent in the current financial year. To date, expenditure of £238,000 (71%) has been incurred. Spend to date per profiling was expected to be £368,000, therefore slippage is £130,000 (35.3%) and is mainly due to delays in awarding funding for Autism Friendly Projects as previously reported to Committee.

## **7.0 VIREMENTS**

- 7.1 There are no virements this Committee cycle.

## 8.0 IMPLICATIONS

### 8.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

### 8.2 Legal

There are no specific legal implications arising from this report

### 8.3 Human Resources

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

### 8.4 Equalities

There are no equalities issues with this report.

### 8.5 Repopulation

There are no repopulation issues with this report.

## 9.0 CONSULTATION

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

## 10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

**Education Budget Movement - 2018/19****Period 11 - 1st April 2018 to 28th February 2019**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget 2018/19 £000
	2018/19 £000	Inflation £000	Virement £000	Supplementary Budgets £000		
Corporate Director	146					146
Education	69,734	87	(105)	836	(6,712)	63,840
Inclusive Education	12,312		(32)		(57)	12,223
Facilities Management	120		11			131
<b>Totals</b>	<b>82,312</b>	<b>87</b>	<b>(126)</b>	<b>836</b>	<b>(6,769)</b>	<b>76,340</b>

**Movement Detail****External Resources**

Probationer Teachers 718  
 School Clothing Grants 112  
 Free Sanitary Products 6

**Virements**

Additional Turnover Management Restructure (127)  
 SEMP Write Back Gen Reserves 1

**Inflation**

Electricity 48  
 Gas 39

836  
 (126)  
 48  
 39  
 87  
 797

EDUCATIONREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPeriod 11 - 1st April to 28th February 2019

<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>28-Feb-19</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	39,965	36,635	36,709	39,919	(46)	(0.1%)
17,037	ED Employee Costs - Non Teachers	17,502	15,032	15,367	17,457	(45)	(0.3%)
5,002	Facilities Management Employees	5,102	4,382	4,312	5,049	(53)	(1.0%)
777	Electricity	786	678	698	847	61	7.8%
429	Gas	455	366	314	489	34	7.5%
1,218	Cleaning	1,304	1,199	1,003	1,262	(42)	(3.2%)
2,923	Catering Charge	2,978	2,746	2,421	2,952	(26)	(0.9%)
1,525	SPT School Buses	1,505	1,505	1,645	1,527	22	1.5%
36	Early Years Framework	37	34	7	17	(20)	(54.1%)
(6,184)	Facilities Management Income	(6,303)	(5,785)	(4,923)	(6,283)	20	(0.3%)
<b>Total Material Variances</b>						<b>(95)</b>	

**EDUCATION****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 11 - 1st April to 28th February 2019**

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	39,965	39,919	(46)	(0.1%)
22,039	Employee Costs - Non Teachers	21,036	22,604	22,506	(98)	(0.4%)
14,168	Property Costs	7,568	7,701	7,742	41	0.5%
5,025	Supplies & Services	5,129	5,105	5,040	(65)	(1.3%)
2,557	Transport Costs	1,911	1,933	2,030	97	5.0%
684	Administration Costs	719	716	712	(4)	(0.6%)
4,699	Other Expenditure	17,778	19,798	19,805	7	0.0%
(13,107)	Income	(11,959)	(14,713)	(14,705)	8	(0.1%)
75,777	TOTAL NET EXPENDITURE	82,312	83,109	83,049	(60)	(0.1%)
	Earmarked Reserves	0	(1,941)	(1,941)	0	
	Loan Charges / DMR	0	(4,828)	(4,828)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	82,312	76,340	76,280	(60)	

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	114	(32)	(21.9%)
56,129	Education	55,105	55,923	55,994	71	0.1%
162	Facilities Management	120	131	98	(33)	(25.2%)
7,341	School Estate Management Plan	14,629	14,629	14,629	0	-
63,632	TOTAL EDUCATION SERVICES	69,854	70,683	70,721	38	0.1%
8,628	ASN	8,720	8,717	8,685	(32)	(0.4%)
1,523	Community Learning & Development	1,578	1,560	1,559	(1)	(0.1%)
1,842	Other Inclusive Education	2,014	2,003	1,970	(33)	(1.6%)
11,993	TOTAL INCLUSIVE EDUCATION	12,312	12,280	12,214	(66)	(0.5%)
75,777	TOTAL EDUCATION COMMITTEE	82,312	83,109	83,049	(60)	(0.1%)
	Earmarked Reserves	0	(1,941)	(1,941)	0	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Education &amp; Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2018/19</u> £000	<u>Phased Budget To Period 11 2018/19</u> £000	<u>Actual To Period 11 2018/19</u> £000	<u>Projected Spend 2018/19</u> £000	<u>Amount to be Earmarked for 2019/20 &amp; Beyond</u> £000	<u>Lead Officer Update</u>
Autism Friendly	Grant McGovern	250	150	10	40	210	Previously reported £206k allocation to groups in P7 did not happen due to poor quality of bids. CVS Inverclyde post being funded from P6 but not yet invoiced. Projected expenditure 18/19 reduced from £170k to £40k.
Funding for 1 Youth Zone Port Glasgow, Greenock & Gourock	Grant McGovern	186	135	125	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	35	35	0	Spending now complete.
Developing Young Person's Workforce	Ruth Binks	3	3	3	3	0	Spending Now Complete
Beacon Repairs & Renewals	Grant McGovern	120	80	65	65	55	First instalment of £65k has been paid. Balance of £55k will form part of the proposed recovery plan.
<b>Total</b>		<b>600</b>	<b>368</b>	<b>238</b>	<b>335</b>	<b>265</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development and Chief Financial Officer</b>	<b>Report</b>	<b>EDUCOM/52/19/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Education Capital Programme 2018 – 2021 Progress</b>		

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## **1.0 PURPOSE**

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

## **2.0 SUMMARY**

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the March 2019 Committee and the Capital Programme approved in March 2019. 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 The delivery of the programme of projects connected with the expansion of early learning and childcare is ongoing. In respect of the larger projects it will not be possible to achieve completion by August 2020 as outlined within section 8.4. There is ongoing dialogue between the consultants and the planning section on the Park Farm / Rainbow project in the hope that a satisfactory solution can be obtained.
- 2.5 Expenditure at 31<sup>st</sup> March 2019 is 86.82% of the 2018/19 approved budget (90.09% of the revised projection). Net slippage of £359K (3.62%) is currently being reported predominantly in connection with the delays experienced on the procurement of the St Mary's PS Refurbishment and Extension, the Gourrock PS Extension and the Hillend Refurbishment projects which have been partially offset by acceleration across other budget lines. This is a reduction of £719K (7.25%) from the net slippage reported to the last Committee.

## **3.0 RECOMMENDATIONS**

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



**Ruth Binks**  
**Corporate Director Education,**  
**Communities & Organisational**  
**Development**

**Alan Puckrin**  
**Chief Financial Officer**

#### 4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the annual review of the School Estate Funding Model approved by the Committee at the meeting of 12<sup>th</sup> March 2019 and the allocation of resources approved by the Inverclyde Council on 21<sup>st</sup> March 2019.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10<sup>th</sup> March 2016 will see completion of the remaining projects by 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2021.

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

- 5.1 The following projects are all being monitored through their respective defects liability periods with work ongoing on agreement of the final accounts. The Client Services Team continues to work with the Schools/Centres in conjunction with hub West Scotland, Technical Services and Contractors to address snagging and defects utilising out-of-hours working / holiday periods as required.

Project/Establishment Name	Operational Date	End of Defect Liability Period
Moorfoot Primary School Refurbishment	4 <sup>th</sup> June 2018	May 2019
Glenpark Early Learning Centre New Build	26 <sup>th</sup> June 2018	June 2019
Glenbrae Children's Centre (Aberfoyle Road Conversion/Refurbishment)	19 <sup>th</sup> July 2018	July 2019
Lady Alice Primary School Refurbishment & Extension	21 <sup>st</sup> August 2018	August 2019
St Ninian's Primary School New Build	21 <sup>st</sup> August 2018	August 2019 Ph.1 November 2019 Ph.2

- 5.2 As previously reported to the January Committee, the projected over-expenditure on the Lady Alice project will be contained within the existing funding model resources and a more detailed report brought back to a future Committee upon agreement of the final account for the project. The current Appendix allocates £329K against future (2020/21) lifecycle provision pending agreement of the various final accounts for recently completed projects, some of which are anticipated to release funding back into the overall model contingency.

#### 6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

##### 6.1 Demolition of Former St Stephen's High School:

The Contractor took possession of site on 1<sup>st</sup> October to originally complete by mid-January 2019. The demolition work has been completed with the final completion delayed in connection with the processing / crushing of demolition material for use in the River Clyde Homes development which has now commenced.

##### 6.2 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November with a formal start date

of 19<sup>th</sup> to complete in November 2019. The Contractor has completed the internal soft strip of the existing building with internal wall lining framing works now substantially completed to most areas and new internal partitions commenced. The re-roofing has been substantially progressed and is projected to be complete by mid-April. The new extension has progressed with foundations and steel frame now completed. Removal and replacement of existing windows is ongoing and projected to be completed in May. First fix services installations are also progressing with new water tank installation ongoing. The existing building internal stairwell removal and replacement is currently ongoing and is the main critical path item for the project. This work and the previously advised additional internal structural works are impacting overall progress and the Contractor is currently reporting behind programme. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

### **6.3 Gourock Primary School Extension:**

The Gourock Primary School Extension project is being 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. As previously reported, the temporary modular accommodation works commenced in November and were completed mid-December 2018. The transfer of two classrooms and the administration/office areas was completed over the February mid-term holiday period. The main contract enabling works commenced on 11<sup>th</sup> February with formal start on 25<sup>th</sup> February to complete in December 2019. The Contractor has formed the new car park to allow use of the area as a compound during the construction works. The excavations for the foundations of the new extension have progressed however the pouring of foundations has been delayed due to a combination of difficult ground conditions and the presence of existing services in locations that differ from the utility provider record drawings. The Contractor is currently reporting delay due to the above and the design team are working to address the issues. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

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

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

The January 2019 Committee approved the revised scope and proposals for the Hillend project. 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. The detail design is currently being progressed to allow preparation of tender documents. Planning approval has been received with building warrant application submitted. The Client Services Team continue to liaise with the Early Years Service and Centre staff on the planned decant ahead of the commencement of the project.

## **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 reworking 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 covers the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below. As previously noted, 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 £5.98m to Inverclyde Council as part of the overall 1140 hours funding with the below yearly spend allocation. The expenditure profile based on the Council's delivery programme is reflected in Appendix 1. Any yearly over or underspends will be contained within the overall £5.98m 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

#### Completed Projects

<b>Project/Establishment Name</b>	<b>Work Completed</b>	<b>Operational</b>
Blairmore Nursery Expansion (2-3's)	April 2018	August 2018
St Joseph's Primary School Nursery Class (2-3's and 3-5's)	December 2018	January 2019
St Francis Primary School Nursery Class (2-3's and 3-5's)	December 2018	January 2019

#### Projects at Briefing/Design/Pre-Construction Stage

**Craigmarloch School** – The proposals involve the alterations/adaptation of existing accommodation to provide a Nursery Class. The Client Services Team and Early Years Service have scoped of the works with documents being prepared to allow pricing by the Council's Building Service Unit with works proposed to be taken forward and completed during the summer 2019 holiday period. The planned operational date is August 2020.

**Gourock YAC** – The proposals involve the alterations/adaptation of part existing accommodation within the building to provide an early years facility. This accommodation is currently used by Wellington Children's Centre which provides a registered out of school care service. The Client Services Team and Early Years Service have developed outline proposals with further engagement with the building users planned to allow issue of a formal brief. Works will be taken forward and completed ahead of the planned operational date in August 2020.

### 8.4 NEW BUILD PROJECTS:

#### Projects at Briefing/Design/Pre-Construction Stage

**Larkfield Children's Centre** – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children's Centre which currently operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary's Primary School. The project is being progressed via hub West Scotland with the design process now progressed to hub stage 1. Initial dialogue with Planning has been undertaken ahead of the formal

Planning application which is imminent. The completion of hub stage 1 has been delayed due to the requirement to complete a value engineering exercise to address affordability of the initial proposals. The current programme as advised by hub will not achieve completion in time to allow operation by August 2020. The Committee is requested to note that the commencement of the works on site is also linked with the completion of the St Mary's Primary School project. The requirement to offer expanded capacity as of August 2020 could be temporarily met through use of the modular accommodation at the former Sacred Heart decant facility until such time as the new Larkfield building is operational.

**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 use of land around the existing Centre including that currently occupied by the existing Park Farm Community Centre building. The project is being progressed via hub West Scotland with the design process ongoing towards conclusion of hub stage 1. The completion of hub stage 1 has been delayed due to the requirement to complete a value engineering exercise to address affordability of the initial proposals. The Committee is requested to note that the delay is also connected with the ongoing discussions with the Planning Service who are not supportive of the current proposals. The Client Services Team and Design Team are currently further revising the proposals to allow a resubmission to Planning to allow approval in principle ahead of any formal submission. The current programme as advised by hub will not achieve completion in time to allow operation by August 2020 and conclusion of hub stage 1 will not be possible without an indication of support from Planning. The Client Services Team and Early Years Service are investigating options for temporary / interim arrangements to provide expanded capacity in the area until such time as the expanded provision / accommodation is available.

## 8.5 OUTDOOR PROJECTS:

### Completed Works

**Binnie Street Children's Centre** – Provision of additional WCs within the existing underbuilding accessed from the existing external play space. This work commenced in January 2019 through the Council's Building Services Unit and has now been completed.

### Projects at Briefing/Design/Pre-Construction Stage

The following projects involve the enhancement of existing external environments through provision of covered outdoor space / play structures and where necessary including additional WC provision:

**Blairmore Nursery** – Brief and drawings prepared and issued to PPP FM provider for pricing. Planned operational date August 2019.

**Binnie Street Children's Centre** – Tenders returned and evaluated for with acceptance issued. Pre-start meeting imminent with programme to be agreed to allow completion summer 2019. Currently operating at expanded capacity.

**Rainbow Family Centre** – Tenders returned for part of outdoor works, currently being evaluated. Tender documents being prepared for balance of works. Planned operational date August 2019.

**Gibshill Children's Centre** – Proposals being developed for the provision of additional WCs accessed from the existing external play space and external covered space / play structure. Technical Services section currently developing the detailed design to allow documents to be prepared and priced by the Council's Building Service

Unit with works proposed to be taken forward and completed during the summer 2019 holiday period. Planned operational date August 2019.

**Kilmacolm Primary School** – Tenders returned and evaluated with acceptance held pending approval of the proposals by the Care Inspectorate and with visit arranged for mid-April. Subject to approval and issue of formal acceptance, works will be taken forward largely over the summer holiday period. Advance services connection works were completed in early April 2019 ahead of the main project works. Planned operational date August 2019.

**Wemyss Bay Primary School** – Tenders returned and evaluated with acceptance held pending approval of the proposals by the Care Inspectorate and with visit arranged for mid-April. Subject to approval and issue of formal acceptance, works will be taken forward largely over the summer holiday period with some advance services connection works in April, Minor boundary fencing alteration works were completed in January 2019 ahead of the main project works. Planned operational date August 2019.

## 9.0 IMPLICATIONS

### Finance

9.1 The expenditure at 31<sup>st</sup> March 2019 is £8.606m from a budget of £9.912m. This is expenditure of 86.82% of the approved budget (90.09% of the revised projection) subject to the final year end accounting process and accruals.

9.2 The Committee is requested to note the net projected slippage of £359K (3.62%) predominantly in connection with the delays experienced in the procurement of the St Mary's PS Refurbishment and Extension, the Gourrock PS Extension and the Hillend Refurbishment projects which have been partially offset by acceleration across other budget lines as outlined in Appendix 1.

9.3 The current budget position reflects the following:

- SEMP model approved by Committee in March 2019.
- Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £46.582m, made up of £46.557m SEMP Supported Borrowing / Government Grant Funding and £25K Non-SEMP Supported Borrowing. The Current Projection is £46.582m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
Total School Estate	46,557	46,557	-
Total Non School Estate	25	25	-
<b>Total</b>	<b>46,582</b>	<b>46,582</b>	-

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

### Legal

9.6 There are no legal issues.

## Human Resources

9.7 There are no human resources issues.

## Equalities

9.8 Has an Equality Impact Assessment been carried out?

X

YES (see attached appendix)

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

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

## 11.0 LIST OF BACKGROUND PAPERS

11.1 Education Capital Programme Technical Progress Reports April 2019. (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 &amp; 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 31/03/19	Est 2019/20	Est 2020/21	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000			
<b>SEMP Projects</b>											
Demolish St Stephens HS	500	500	0	0	0	0	0	0	Oct-18	Jan-19	Apr-19
Glenpark Early Learning Centre - New Build	3,355	2,700	515	627	627	28	0	0	Aug-17	May-18	Jun-18
Glenbrae Children's Centre - Aberfoyle Rd Refurbishment	1,047	485	602	457	444	105	0	0	Oct-17	May-18	Jul-18
Hillend Children's Centre - Refurbishment	1,266	7	379	47	31	1,162	50	0	-	-	-
Larkfield Children's Centre - Upgrade	100	100	0	0	0	0	0	0	-	-	-
Free School Meals Capital Grant	60	34	26	23	23	3	0	0	-	-	-
Lifecycle Fund	6,198	1,918	662	945	932	465	2,870	0	Apr-14	-	Mar-21
Balance of Contingency	0	0	12	0	0	0	0	0	-	-	-
Moorfoot PS Refurbishment	5,047	4,232	692	792	749	23	0	0	Apr-17	Apr-18	Jun-18
Lady Alice PS - Refurbishment	4,085	2,178	1,401	1,907	1,907	0	0	0	Jun-17	May-18	Aug-18
St Ninian's PS - New Build	9,180	6,433	2,639	2,500	2,469	247	0	0	Jun-17	Oct-18	Nov-18
Gourock PS - Extension	2,056	38	594	285	206	1,569	164	0	Feb-19	Dec-19	Dec-19
St Mary's PS - Refurbishment & Extension	6,591	324	1,891	1,493	897	4,543	231	0	Nov-18	Nov-19	Nov-19
Demolish Kelly Street CC	80	0	0	0	0	0	80	0	-	-	-
Demolish Sacred Heart PS	266	0	0	0	0	0	266	0	-	-	-
Complete on site	771	423	152	49	24	0	299	0	-	-	-
<b>TOTAL SEMP</b>	<b>40,602</b>	<b>19,372</b>	<b>9,565</b>	<b>9,125</b>	<b>8,309</b>	<b>8,145</b>	<b>3,960</b>	<b>0</b>			
<b>Early Learning &amp; Childcare Expansion (1140hrs) Projects</b>											
Refurbishment - St Francis PS Nursery Class	187	93	82	94	94	0	0	0	Feb-18	Jun-18	Dec-18
Refurbishment - St Joseph's PS Nursery Class	215	83	100	104	104	28	0	0	Feb-18	Jun-18	Dec-18
Refurbishment - Blairmore Nursery Expansion	36	1	25	23	23	12	0	0	Apr-18	Apr-18	Apr-18
Refurbishment - Craigmarloch/Gourock YAC - Balance	252	0	0	0	0	48	204	0	-	-	-
New Build - Larkfield CC/Park Farm (Rainbow FC)	4,650	0	80	147	34	1,659	2,794	50	-	-	-
Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Bay	640	0	60	60	42	556	24	0	-	-	-
<b>TOTAL ELC EXPANSION</b>	<b>5,980</b>	<b>177</b>	<b>347</b>	<b>428</b>	<b>297</b>	<b>2,303</b>	<b>3,022</b>	<b>50</b>			
<b>TOTAL ALL PROJECTS</b>	<b>46,582</b>	<b>19,549</b>	<b>9,912</b>	<b>9,553</b>	<b>8,606</b>	<b>10,448</b>	<b>6,982</b>	<b>50</b>			



<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/36/19/KM</b>
<b>Contact Officer:</b>	<b>Louise McVey, Corporate Policy, Performance and Partnership Service Manager</b>	<b>Contact No:</b>	<b>01475 712042</b>
<b>Subject:</b>	<b>Education and Communities Corporate Directorate Improvement Plan 2016/19 – Final 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 (ECOD) 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 Service and the Inclusive Education, Culture and Communities Service.

Appendix 1  
Appendix 2

**2.0 SUMMARY**

- 2.1 The ECOD CDIP 2016/19 was approved by the Education and Communities Committee in May 2016. The Plan is reviewed annually and a refreshed Plan for the period 2018/19 was approved by this Committee on 4 September 2018.
- 2.2 This is the final progress report on the delivery of the year 3 actions within the Plan. Full detail of the progress that has been made is provided in Appendix 1.
- 2.3 The status of the CDIP's improvement actions as at the end of March 2019 is shown below:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
March 2019	4	0	3	16.

- 2.4 The new, three year CDIP for the ECOD Directorate is also on the agenda of this Committee.

**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 ECOD CDIP 2016/19; and

b. Notes that this is the last progress report on the ECOD CDIP 2016/19.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 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 Service and the Inclusive Education, Culture and Communities Service. 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 21 May 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 provided in Appendix 2.

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

- 5.1 This is the final progress report on the refreshed ECOD CDIP covering the period 2018/19. The status of the improvement actions at the end of March 2019 is:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
March 2019	4	0	3	16.

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

Syrian families participated in NHS 70 events (to mark the 70th year of the NHS).

The Council's BSL Plan was approved by the Policy and Resources Committee on 13 November 2018 and is available on the Council's website in both English and BSL.

The Education Outcomes 2017/21 were refreshed at the start of 2019 and a new improvement action was inserted at Education Outcome 3 around the setting up of a Locality Additional Needs Forum.

The Education Equality Mainstreaming Report 2019 and Progress on Education Equality Outcomes 2017/21 was considered by the Education and Communities Committee on 12 March 2019. Additionally, the Equality Mainstreaming Report 2019, Progress on Equality Outcomes 2017/21 and Equal Pay Statement 2019 was submitted to the meeting of the Policy and Resources Committee on 26 March 2019.

### Joint Children's Services Plan (CSP)

The Inverclyde CSP is in place and is being delivered.

A monitoring framework has been established in response to the Scottish Government guidance.

A final review and evaluation of the CSP Year 1 Delivery Plan was complete by January 2019. A draft year 2 Delivery Plan was issued in December 2018 and completed in February 2019.

Performance measures for the Plan will be reviewed by the Priority Delivery Groups.

### Leadership in educational establishments

Strong progress continues to be made and there are now opportunities for collaboration through the Regional Improvement Collaborative.

### Early Learning and Childcare

The early phasing plan for 2018/19 has been successfully delivered. The plan for 2019/20 is complete and has been approved by the Education and Communities Committee. Infrastructure developments are on course at this stage; however there is still a risk that infrastructure projects may not be complete by 2020.

Interim arrangements are also being explored. Workforce planning is on course at this stage; however there is still a risk that the number of qualified staff will not be available. Careful monitoring of workstreams is in place.

## 5.3 Improvement actions with amber status – slight slippage

There has been slight slippage with three improvement actions, 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 (YEAP). Delivery of the YEAP now lies with the Inverclyde Regeneration and Employability Partnership. The latest initial School Leaver Destination Results (SLDRs) are 93.3%. The SLDR follow-up will be published in May/June 2019.

#### 1+2 Modern Languages Strategy

Whilst language 2 is now embedded across our schools, there have been problems with the implementation of language 3, resulting in a slippage in progress.

#### School Transport

Whilst the audit has been completed and areas of inequality identified there has been slight slippage in this action. A report will be considered by the Education and Communities Committee in May 2019.

### 5.4 Improvement actions with a blue status – complete

Four improvement actions are now complete.

#### Community learning and development (CLD) inspection

CLD partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019.

The inspection found the following key strengths: i) strong partnership working in relation to the Attainment Challenge; ii) community planning partners' understanding of the essential role of CLD; iii) a strong culture of mutual support amongst organisations and groups; iv) strong and effective leadership for CLD; and v) evolving youth voice.

Evaluation against the 4 quality Indicators resulted in the service receiving 2 'very good' and 2 'good' evaluations.

#### National Strategy for Public Libraries in Scotland 2015/20

This action is now complete. The recommendations from the National Strategy have been implemented by Inverclyde Libraries.

#### The Education Scotland Act 2016

The improvement activity in relation to The Education (Scotland) Act 2016 is now complete and going forward, this will be delivered through specific work in relation to GIRFEC and ASN in the ECOD CDIP 2019/22.

#### Additional Support Needs Review

The review is now complete and the findings arising from it will be taken forward in the new ECOD CDIP 2019/22.

## 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 of each improvement action.

## 8.0 BACKGROUND PAPERS

8.1 ECOD CDIP 2016/19.

## 9.0 CONCLUSION

9.1 This is the final progress report on the year three improvement actions that sit within the Education Service and the Inclusive Education, Culture and Communities Service's sections of the ECOD CDIP 2016/19. It is presented for the Committee's consideration and approval. A new ECOD CDIP 2019/22 is also on the agenda 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 March 2019		Commentary March 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</p> <p>(timescale October 2018).</p>	●	On track	<p>Syrian families participated in NHS 70 events (to mark the 70th year of the NHS).</p> <p>The Council's BSL Plan was approved by the Policy and Resources Committee on 13 November 2018 and is available on the Council's website in both English and BSL.</p> <p>The Education Outcomes 2017/21 were refreshed at the start of 2019 and a new improvement action was inserted at Education Outcome 3 around the setting up of a Locality Additional Needs Forum.</p> <p>The Education Equality Mainstreaming Report 2019 and Progress on Education Equality Outcomes 2017/21 was considered by the Education and Communities Committee on 12 March 2019. Additionally, the</p>	<p>OP 5</p> <p>OP 9</p>

## Corporate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status March 2019		Commentary March 2019	Corporate Plan priority
					Equality Mainstreaming Report 2019, Progress on Equality Outcomes 2017/21 and Equal Pay Statement 2019 was submitted to the meeting of the Policy and Resources Committee on 26 March 2019.	
2.	<p><u>Engagement with young people/Youth Participation Strategy (YPS)</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision making affecting their schools, services for young people and communities.</p> <p>Young people 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>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).</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>	●	On track	It was a very successful Year of the Young Person 2018 in Inverclyde with an increase in the number of young people taking part in events.	OP2



## 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 March 2018	Commentary March 2019	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>	<p>●</p> <p>On track</p>	<p>Updated SEEMIS application and associated modules currently being developed. Due for implementation August 2020.</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 are fed back through the GIRFEC Strategic Implementation Group on a quarterly basis.</p>	<p>OP4</p> <p>OP5</p>
2.	<p><u>Joint Children's Services Plan (CSP)</u></p> <p>Inverclyde's Joint CSP is in place and being delivered.</p>	<p>The Children's Services Partnership will inform the revised plan.</p> <p>The Partnership will identify where monitoring information</p>	<p>●</p> <p>On track</p>	<p>The Inverclyde CSP is in place and is being delivered.</p> <p>A monitoring framework has been established in response to the Scottish Government</p>	<p>OP2</p> <p>OP4</p> <p>OP5</p> <p>OP6</p> <p>OP9</p>

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status March 2018		Commentary March 2019	Corporate Plan priority
	A monitoring framework is established in response to the Scottish Government guidance.	will be sourced from and set up mechanisms to gather it.			<p>guidance.</p> <p>A final review and evaluation of the CSP Year 1 Delivery Plan was complete by January 2019. A draft year 2 Delivery Plan was issued in December 2018 and completed in February 2019.</p> <p>Performance measures will be reviewed by the Priority Delivery Groups.</p>	
3.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the SAC 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</p>	●	On Track	<p>There has been a change in the leadership team.</p> <p>Strong progress continues.</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 March 2018		Commentary March 2019	Corporate Plan priority
		<p>are in place across all schools.</p> <p>Work with schools and partner agencies, including the third sector, to ensure that children and young people are supported to attend school.</p> <p>Implement and evaluate the new attendance policy.</p> <p>Through the continued implementation and evaluation of policies such as GIRFEC and the 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>Carry out refreshed survey of volunteering across the directorate and CLD partnership.</p>	●	On Track	<p>A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed.</p>	<p>OP1 OP2</p>

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status March 2018		Commentary March 2019	Corporate Plan priority
	<p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.</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>			<p>The action will be continue to be taken forward in the new CDIP 2019/22.</p>	
5.	<p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p> <p>Working towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD.</p>	<p>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</p>	●	On Track	<p>Progress made against all key priorities in ALIS 2020.</p> <p>A partnership development day focussing on Outcome 1 of ALIS 2020: Scotland's adults have access to literacies learning opportunities in which they can achieve their goals and progress was held in January 2019. A number of areas for development were identified which will be an development priority from April 2019, including:</p> <ul style="list-style-type: none"> <li>• identification of need/ barriers to participation</li> <li>• development of learner pathways and additional support at</li> </ul>	<p>OP2 OP3 OP4</p>

## Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status March 2018		Commentary March 2019	Corporate Plan priority
					transition phases. <ul style="list-style-type: none"> <li>• Identification of Literacies Champions.</li> </ul>	
6.	<u>Developing Inverclyde's Young Workforce</u>  Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document.  The Youth Employment Activity Plan (YEAP) is currently being discussed by Inverclyde Regeneration and Employability Partnership (IREP) to identify the collation of provision and identify gaps.  There is an increase in positive and sustained destinations for school leavers in Inverclyde.	Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.  Fully utilise the YEAP.  Continue to review senior phase vocational curriculum including activity agreements, school based personal learning pathways, school/college liaison programme.		On Track	Schools are progressing well against the local plan. A new three year plan for the period August 2019 to June 2021 will be finalised by the end of the school year (June 2019).  Responsibility for the delivery of the YEAP now lies with the Inverclyde Regeneration and Employability Partnership. The latest initial School Leaver Destination Results (SLDRs) are 93.3%, the SLDR follow up will be published in May/June 2019.	OP2 OP3 OP5 OP9
7.	<u>Large scale, informal youth gatherings</u>  Clear processes, roles and responsibilities in place across partner organisations including the Council, Police and Fire and Rescue.  Agreed action plan is completed.	Multi-agency Tasking and Co-ordinating (MATAC) partners identified and meetings held.  CSP action plan developed in Q4 of 2017/18 for actions in Q1/Q2 of 2018/19.  The CSP Co-ordinating Group meet 8 weekly to oversee		On Track	The existing multi-agency approach to large-scale youth gatherings is ready for delivery in 2019, with the Action Plan focussing on delivery of preventative actions and the resumption of reactive services as required at all known sites.  Practical initiatives include the	OP1 OP2 OP9

### Cross-Directorate Improvement Actions 2018/19

	Where do we want to be?	How will we get there?	Status March 2018		Commentary March 2019	Corporate Plan priority
		<p>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>delivery of ASB and fire raising awareness talks to secondary school pupils by SFRS in March 2019 and the planned trainline initiative for April and May 2019 to address ticketless travel in partnership with Scotrail, BTP and Police Scotland which includes support from the Community Wardens. Police Scotland will lead on an overall review of the approach to large-scale youth gatherings, with this review being progressed under the auspices of the Community Safety Partnership and being supported by the Community Safety and Resilience Team</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 March 2019		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>	●	Complete	<p>This will now be overtaken by specific work on GIRFEC and ASN which will be taken forward in the ECOD CDIP 2019/22.</p>	<p>OP2 OP5 OP6 OP9</p>
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 choice.</p>	●	On Track	<p>Schools continue to track and monitor performance at all levels.</p> <p>Work on the BGE toolkit and data packs is ongoing.</p>	<p>OP3 OP4 OP5 OP9</p>

Education						
	Where do we want to be?	How will we get there?	Status March 2019		Commentary December 2018	Corporate Plan priority
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.	●	Slight slippage	An officer is in post to promote plans.  Language 2 is embedded across schools, however the implementation of language 3 is still proving problematic.	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 2019/20 is complete and has been approved Education and Communities Committee. Infrastructure developments are on course at this stage; however there is still a risk that infrastructure projects may not be complete by 2020.  Interim arrangements are being explored. Workforce planning is on course at this stage; however there is still a risk that the number of qualified staff will not be available. Careful monitoring of workstreams is in place.	OP3 OP4 OP5 OP9 OP10
5.	<u>Leadership in educational establishments</u>  Enhanced leadership at all levels will	Further development of leadership strategy.  Leadership pathways and	●	On Track	Strong progress continues to be made and there are now opportunities for collaboration through the Regional	OP10



**Education**

	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>Status March 2019</b>		<b>Commentary December 2018</b>	<b>Corporate Plan priority</b>
	<p>ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.</p>	<p>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>			<p>Improvement Collaborative.</p>	

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status March 2019		Commentary March 2019	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>	●	Complete	The review is now complete and the findings arising from it will be taken forward in the ECOD CDIP 2019/22.	OP4 OP5 OP6 OP9 OP10

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status March 2019		Commentary March 2019	Corporate Plan priority
2.	<p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde Libraries will implement the recommendations from the National Strategy, focusing on two strategic aims per year for the next 3 years.</p> <p>In 2018/19 Inverclyde Libraries will:</p> <ul style="list-style-type: none"> <li>• Promote culture and creativity.</li> <li>• Provide excellent public services.</li> </ul>	<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 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>	●	Complete	This is now complete.	OP1 OP8 OP9 OP10
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>	●	Complete	Community learning and development (CLD) partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019.	OP2 OP5 OP9 OP10

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status March 2019		Commentary March 2019	Corporate Plan priority
					<p>The inspection found that the following key strengths:</p> <ul style="list-style-type: none"> <li>• Strong partnership working in relation to the Attainment Challenge.</li> <li>• Community planning partners' understanding of the essential role of CLD.</li> <li>• Strong culture of mutual support amongst organisations and groups.</li> <li>• Strong and effective leadership for CLD.</li> <li>• Evolving youth voice.</li> </ul> <p>The service received 2 very good and 2 good evaluations against the 4 quality indicators.</p>	
4.	<p><u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u></p> <p>Increased numbers of young people gaining qualifications. A broader range of qualifications offered to better meet the needs of individuals.</p>	<p>All CLD staff are trained in Assessor/verifier qualifications.</p> <p>Increased range of qualifications offered.</p>	●	On Track	<p>The range of opportunities has been expanded. 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 March 2019	Commentary March 2019	Corporate Plan priority
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>●</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>
6.	<p><u>Adult learning pathways</u></p> <p>All adult learning provision is mapped and processes are in place</p>	<p>Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued</p>	<p>●</p> <p>On Track</p>	<p>The development of pathways has been prioritised in the new CLD 3 year plan 2018/21. There are 5 key actions in</p>	<p>OP2</p> <p>OP3</p> <p>OP5</p> <p>OP9</p>

## Inclusive Education, Culture and Communities

	Where do we want to be?	How will we get there?	Status March 2019		Commentary March 2019	Corporate Plan priority
	to ensure no learner completes a programme without being encouraged to continue their learning.	engagement.			year 1 and 2 of the Plan. A plan for outcome 1 was developed following a partnership development day and focusses on the following key areas for delivery in 2019-21: Referral and support arrangements, progression pathways with a focus on transitions and FE, Literacies Champions and mapping of CLD services across partnership.	OP10
7.	<u>School Transport</u>  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.	●	Slight slippage	A report will be considered by Education and Communities Committee regarding equitable provision of school transport.	OP6 OP7 OP9

## 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 March 2019		Commentary March 2019	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, 2017/18 and 2018/19 are shown below, 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>Performance 2018/19</b>	<b>Target 2018/19</b>	<b>Commentary</b>
<b>Inclusive Education and Culture</b>					
<b>Libraries:</b> total number of visits	418,079	428,785	Data is being calculated	423,000	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	Data is being calculated	70,000	
<b>Adult learners:</b>					Targets achieved.
<ul style="list-style-type: none"> <li>• the number achieving core skills qualifications</li> </ul>	250	246	261	260	
<ul style="list-style-type: none"> <li>• the number improving their literacies</li> </ul>	601	616	750	590	
<b>Literacy and numeracy:</b>					13 volunteer tutors start SAL training in January 2019 and are due to finish their observed practice
<ul style="list-style-type: none"> <li>• the number of staff trained in</li> </ul>	10	40	21	N/A	



Inclusive Education, Culture and Communities					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2018/19	Commentary
the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10)					placement in June 2019.  RAL training planned for April-June 2019.
<ul style="list-style-type: none"> <li>the number of staff trained in the delivery of literacy and numeracy (across a range of non-accredited development and training)</li> </ul>	66	88	131	N/A	

Education				
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2018/19
<b>Attainment – S5:</b>			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 one pass at SCQF Level 6 by the end of S5</li> </ul>	56.7%	61.5%		57%
<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%	As above	44%
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S6</li> </ul>	28.7%	29.5%	As above	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%	As above	19%
<b>% Attendance rates:</b>			Attendance data will be collated at the end of the school year	
<ul style="list-style-type: none"> <li>primary schools</li> </ul>	94.3%	93.8%		95%
<ul style="list-style-type: none"> <li>secondary schools</li> </ul>	90.1%	89.6%	As above	92%

<b>Education</b>				
<b>Key performance measure</b>	<b>Performance 2016/17</b>	<b>Performance 2017/18</b>	<b>Performance 2018/19</b>	<b>Target 2018/19</b>
<ul style="list-style-type: none"> <li>• additional support needs schools</li> </ul>	90.1%	91.8%	As above	92%
<b>Exclusions from school per 1,000 pupils:</b>			Data will be collated at the end of the school year	
<ul style="list-style-type: none"> <li>• primary</li> </ul>	2.7	5.0		N/A
<ul style="list-style-type: none"> <li>• secondary</li> </ul>	35.8	45.6	As above	N/A
<ul style="list-style-type: none"> <li>• additional support needs</li> </ul>	12.7	12.1	As above	N/A
<ul style="list-style-type: none"> <li>• looked after children – primary</li> </ul>	10	10.9	As above	N/A
<ul style="list-style-type: none"> <li>• looked after children – secondary</li> </ul>	108.9	126.1	As above	N/A
<ul style="list-style-type: none"> <li>• looked after children – additional support needs</li> </ul>	47.6	55.6	As above	N/A

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Ruth Binks, Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/37/19/LM</b>
<b>Contact Officer:</b>	<b>Louise McVey, Corporate Policy, Performance and Partnership Manager</b>	<b>Contact No:</b>	<b>01475</b>
<b>Subject:</b>	<b>Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to seek the approval of the Committee for the new Education, Communities and Organisational Development Corporate Directorate Improvement Plan (CDIP) for 2019/22.

## **2.0 SUMMARY**

- 2.1 The Education, Communities and Organisational Development Directorate has developed a new CDIP for the period 2019/22. This is the Directorate's key improvement planning document and sets out the projects and improvement actions that will be implemented by the Directorate to help deliver the Corporate Plan organisational priorities, as well as the shared wellbeing outcomes with the Inverclyde Alliance.
- 2.2 The central focus of the CDIP is the Improvement Plan, which has been developed following a self-evaluation and improvement planning workshop, carried out by the Directorate's Senior Management Team. The improvement actions that have been developed are linked to the delivery of the Council's Corporate Plan 2018/22 organisational priorities.
- 2.3 The Best Value Assurance Report for Inverclyde Council, published in June 2017, contained a number of key recommendations for the Council and it was agreed that these actions should be incorporated into the Council's Corporate Directorate Improvement Plans.
- 2.4 The CDIP is a three year rolling plan which is reviewed on an annual basis to ensure that it continues to reflect any new challenges or areas for development. Progress reports on the delivery of the Improvement Plan will be brought to every second meeting of this Committee.
- 2.5 The Education, Communities and Organisational Development CDIP 2019/22 is attached as Appendix 1 for the consideration and approval of members.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education and Communities Committee:
- Approves the Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22.

**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 strategic priorities in the Inverclyde Outcomes Improvement Plan and the Corporate Plan organisational priorities as well as the delivery of the shared wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.2 The focus of the CDIP is on improvement activity, therefore it does not set out the day to day delivery of services, but those actions which will improve service delivery and outcomes for our children, citizens and communities.

## 5.0 EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CORPORATE DIRECTORATE IMPROVEMENT PLAN 2019/22

- 5.1 The Education, Communities and Organisational Development Directorate has developed a new CDIP for the period 2019/22. This Plan sets out the strategic direction for the Directorate, building on the achievements of recent years and setting out the key projects, programmes and improvement actions for the next three years.
- 5.2 The central focus of the CDIP is the Improvement Plan, which comprises a range of improvement actions for the Directorate. These improvement actions have been developed following a self-evaluation and improvement planning workshop, carried out by the Senior Management Team of the Directorate.
- 5.3 There has been no significant change to the format of the CDIP for the next planning cycle, although the Plan has been updated to reflect the management restructure carried out in April 2018. The Improvement Plan continues to be structured around the following headings:
- *Corporate Improvement Actions* – there are actions that have implications for the whole council, or more than one Directorate.
  - *Cross Directorate Improvement Action* – these are actions that will be implemented by more than one service within the Directorate.
  - *Service Improvement Actions* – these actions will be carried out by specific Services within the Directorate.
- 5.4 Some examples of the type of projects and improvement activity that the Directorate will focus on in the next three years are:
- Locality Planning
  - Workforce Planning
  - Expansion of early learning and childcare
  - Scottish Attainment Challenge
  - Broad General Education
  - Culture and Heritage
  - Children's Services Planning
  - Review of GIRFEC model
  - 'Place' marketing in support of repopulation agenda
- 5.5 The CDIP also contains a range a number of key performance indicators, comprising statutory and key performance indicators which helps the Directorate monitor and compare performance over time and benchmark results wherever possible.

- 5.6 The Plan will be reviewed on an annual basis to ensure that it continues to reflect any new challenges or areas for development.
- 5.7 Progress reports on the delivery of the improvement actions that sit within Education, Inclusive Education, Culture and Communities Services will be presented to every second meeting of this Committee, whilst the improvement actions that sit with Organisational Development, Policy and Communications Service will be reported in the Corporate Services Performance Report that is presented to the Policy and Resources Committee.

## 6.0 IMPLICATIONS

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

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

### Financial implications - annually recurring costs/(savings):

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

- 6.2 Human Resources: There are no direct human resources implications arising from this report.
- 6.3 Legal: There are no direct legal implications arising from this report.
- 6.4 Equalities: The CDIPs set out their commitment to ensuring equality of opportunity in everything they do. The Plan also sets out what the Directorate is doing in relation to equality and diversity.
- 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 The improvement actions contained within the CDIP were developed following an improvement planning workshop with the Senior Management Team.

## 8.0 CONCLUSION

- 8.1 The Education, Communities and Organisational Development CDIP 2019/22 is presented for the approval of the Education and Communities Committee.

## 9.0 LIST OF BACKGROUND PAPERS

- 9.1 None

# Education, Communities and Organisational Development

## Corporate Directorate Improvement Plan 2019/22



## 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 formie 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۔

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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 our Corporate Directorate Improvement Plan (CDIP) 2019/22. This Plan sets out the strategic direction for the Directorate, including the key projects, programmes and improvement actions that we intend to deliver over the next three years. The Plan also reflects the successes of the Directorate and the challenges that lie ahead in the future delivery of our services.

The services that the Directorate delivers contribute directly to the delivery of the strategic priorities in the Inverclyde Alliance's Outcomes Improvement Plan 2017/22 and Inverclyde Council's Corporate Plan 2018/22, as well as the delivery of the shared wellbeing outcomes to ensure that all our residents are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included.

In striving for excellence in the provision of early years and education services; promoting the arts and culture; strengthening partnership working and developing approaches to reduce poverty in our communities, the Directorate is helping to deliver the Council's vision of 'Getting it right for every child, citizen and community'. The Directorate also helps to ensure that the Council is 'getting it right' for its employees by driving forward continuous improvement, supporting and developing the workforce and providing an effective communication service to the Council and the public.

We are proud of the many successes that we have achieved over the past year, including winning at the Scottish Education Awards 2018; the publication of the Inverclyde Council British Sign Language Plan 2018/24; the hosting of our third Clyde Conversations conference and being the first, and one of the largest, employers in Scotland to sign up to the Disability Confident scheme. We were also delighted that an Education Scotland inspection found that very good progress is being made in improving learning, raising attainment and narrowing the poverty-related attainment gap in Inverclyde.

Looking ahead, a key focus for the Directorate will be tackling poverty and inequalities and narrowing the attainment gap further, to ensure better outcomes for children and residents affected by deprivation. We will also seek to strengthen our work with communities so that our residents can influence the decisions that affect them. One of our greatest challenges in the coming years will be maintaining the delivery of high quality services in extremely difficult financial circumstances. A reduction in the Council's workforce has reinforced the necessity for robust workforce development and succession planning and this work will be led by the ECOD Directorate.

This CDIP has been developed following a comprehensive review of national and local priorities, where the Directorate wants to be in three years' time, and the improvement activity that is linked to this. This involved consideration of a wide range of data, stakeholder views and reviewing how the services we provide contribute to the delivery of the Council's Corporate Plan organisational priorities and improving the quality of lives of our children, citizens and communities.

As a Directorate, we have a solution-focussed approach 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. In delivering this Plan, 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 three years and I look forward to updating you on our progress.



**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 Education, Communities and Organisational Development Directorate is to:

- Develop and widen opportunities for all children and young people to achieve their full potential through the delivery of early years, education; inclusive education and lifelong learning services;
- Support residents and groups through community based learning and action;
- Help people to feel safe at home, at work and in their community;
- To support, co-ordinate and drive forward a culture of performance management and improvement within the Council and the Community Planning Partnership, the Inverclyde Alliance;
- To provide a comprehensive HR and OD, press and media service to all parts of the Council.

The Directorate delivers this via three Services:

- Education
- Communities, Culture and Educational Resources
- Organisational Development, Policy and Communications

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.

We are committed to delivering high quality, professional and efficient services that are responsive to the needs of our children, young people and communities and deliver better outcomes. We aim to achieve the highest standard of customer care and satisfaction in the delivery of our services, whether this is in our nurseries and schools, in our community work or supporting other Council services and partners.

Examples of Directorate achievements in 2018 include:

- King's Oak Primary School won the Family and Community Learning Award at the Scottish Education Awards in 2018.
- Kilmacolm Primary and Nursery won the Raising Attainment in Literacy Award at the Scottish Education Awards in 2018.
- The continued transformation of our school estate to ensure that every child in Inverclyde is educated in a new or refurbished school, with the opening of a new Glenbrae Children's Centre, the brand new Glenpark Early Learning Centre, the refurbishment of Lady Alice and Moorfoot Primary Schools; and the new build at St Ninian's Primary School.
- Establishing the infrastructure to deliver the expansion in Early Learning and Childcare to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds.
- The expansion of the Health Surveillance Programme to include Facilities Management and Home Carers. There are now approximately 1,000 employees being monitored annually under this programme.
- The Council won a Healthy Working Lives Gold Award, jointly with the Inverclyde HSCP.
- The successful completion of auto re-enrolment.
- The publication of our British Sign Language Plan 2018/24.
- The publication of a new Inverclyde Council Corporate Plan 2018/22.
- The development and implementation of the Dignity and Respect at Work Policy and Policy and Procedures.
- Inverclyde Council was one of the first and largest employers in Scotland to sign up to the Disability Confident scheme to support disabled people in employment.
- Gaining the Carer Positive Award (Level 1), demonstrating that the Council supports employees who have caring responsibilities. Work in ongoing towards the next level of the award.
- The completion of a review of the Council's Pay and Grading structure.

- Succession plans have been completed.
- The third annual Clyde Conversations Conference took place, planned and delivered by young people from across all secondary schools in Inverclyde.

Some Services within the Directorate have also been subject to external inspection over the past 12 months, the findings of which have been very positive.

- ***Education Scotland Inspection of Local Authorities: How well is Inverclyde Council improving learning, raising attainment and closing the poverty related attainment gap***

In October 2018, Education Scotland published a report 'How well is Inverclyde Council improving learning, raising attainment and closing the poverty-related attainment gap?'. The report findings were that the Council's approach was described as life-changing and sector leading and that the Council is making very good progress in improving learning, raising attainment and closing the poverty related attainment gap.

The Education Scotland inspectors also praised the very strong vision and values across the whole local authority.

The improvement actions within this Corporate Directorate Improvement Plan aim to build on the achievements made by the Directorate to date. In all areas of service delivery we will seek to strengthen our engagement with our children, young people and communities to ensure that their voices are reflected in our service delivery. You can read the full report Education Scotland report here:

<https://www.inverclyde.gov.uk/news/2018/oct/inverclyde-leads-the-way-in-closing-the-attainment-gap>

- ***HMIE Community Learning and Development Place Based Inspection 2019***

Community learning and development (CLD) partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019.

The inspection found that the following key strengths:

- Strong partnership working in relation to the Attainment Challenge.
- Community planning partners' understanding of the essential role of CLD.
- Strong culture of mutual support amongst organisations and groups.
- Strong and effective leadership for CLD.
- Evolving youth voice.

You can read the full Education Scotland report here:

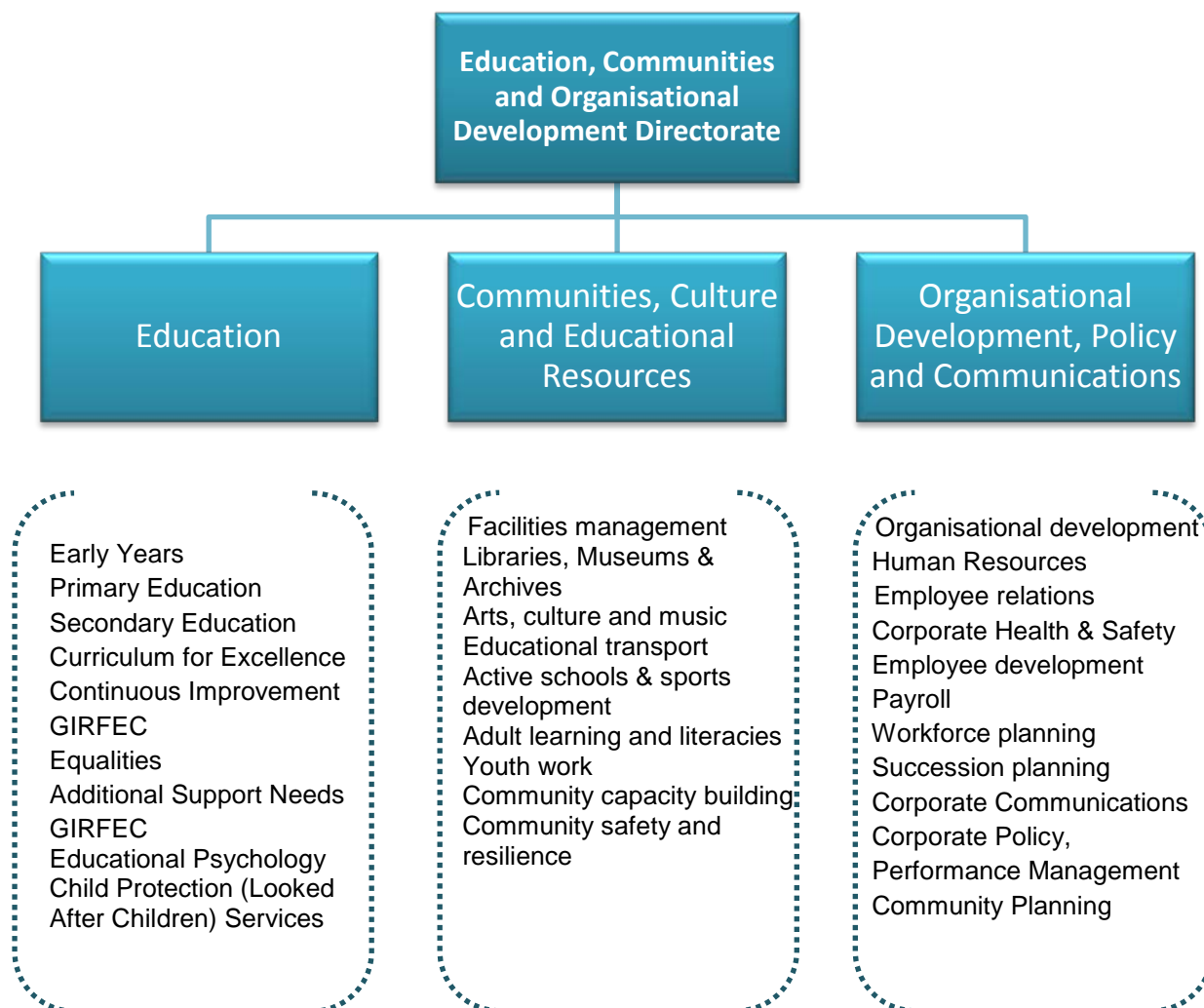
<https://education.gov.scot/assets/contactorganisationinspectionreports/cldinverclydecouncil110319.pdf>

- ***Inverclyde Libraries Validated Self Evaluation***

In February 2019, Inverclyde Libraries undertook a validated self-evaluation of the service using the How Good Is Our Public Library Service (HGIOPLS) framework and received a Level 5 rating (very good) for Q1 5 – Vision, Strategy and Continuous Improvement.

The review found major strengths in library provision including: strategic goals clearly linked to corporate plans, cultural partnership plans and the national strategy for public libraries; meaningful evidence of impact is consistently considered at the earliest stages of planning; strategic commitment to ongoing staff training and excellent staff communication contributes to a staff group highly engaged and supported to develop and implement innovative practises; and a good track record of attracting external funding to drive service improvement and innovation.

More detail on the management structure and Services within the Education, Communities and Organisational Development Directorate is provided in the structure chart below:



Key areas of focus for the Directorate this year will be:

- Embedding locality planning to provide a platform for people in Inverclyde to have a voice to inform decisions
- Workforce planning to ensure our workforce is highly skilled and able to deliver on outcomes
- Expansion of early learning and childcare
- The Scottish Attainment Challenge and reducing the poverty related attainment gap
- Raising attainment
- Culture and Heritage
- Children's Services Planning ensuring a joined up approach to meet the needs of families and children
- Further development of multi-agency partnership working through the Inverclyde GIRFEC model
- Promoting repopulation through the effective marketing of Inverclyde

## 2.2 National and local context

The Education, Communities and Organisational Development Directorate operates within a diverse legislative and policy framework. This includes any new legislation that emerges from the Scottish and UK Governments, which will have a direct impact on the nature of the services that the Directorate provides during the next three years.

Like all public sector organisations, our greatest challenge is managing a reduction in funding whilst maintaining the delivery of high quality services to local communities. The Directorate has, over a number of years, looked at ways to reduce costs to make savings, however the scope for further savings is becoming increasingly limited and we are developing new ways of working to ensure that we are well placed to meet the challenges that lie ahead. The OD and HR Service leads on the development of workforce planning for the Council and this will be vital to ensuring that the Directorate continues to work efficiently and effectively in a climate of reduced resources.

We will continue to work closely with our partners to reduce socio-economic inequalities through locality planning. To achieve this, we need to build on the work that has already taken place to develop community capacity and strengthen the voices of those living in our communities, so that residents feel empowered to be involved in decision making about the services that they receive and the things that affect their lives.

A key challenge for Education Services will be sustaining the improvements achieved through the Scottish Attainment Challenge Fund once the funding is no longer available. The development of exit and continuation strategies for Attainment Challenge initiatives will therefore be a focus of the work of Education Services in the next few years, particularly where initiatives are currently delivered in partnership.

There has been also been a change in how Councils across Scotland work together to deliver improvement in education nationally. Six regional improvement collaboratives have been established across Scotland. Inverclyde's Education Services is a partner in the Glasgow City Region Improvement Collaborative, also known as the 'West Partnership', which brings together authorities from across the Glasgow City Region. 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 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. In recognition of this, the performance reporting of Education Services within this CDIP has moved away from local performance indicators to reporting on the critical indicators that form part of the Partnership's evaluation of performance.

Other pieces of new legislation and national policy that will impact on this Plan in the coming years include:

- UK withdrawal from the European Union
- The Local Governance Review
- The Children and Young People (Information Sharing) Bill
- Domestic Abuse (Scotland) Act 2018
- Community Empowerment (Scotland) Act 2015 (Part 9: Food Growing Strategy)
- Consultation on Scottish Hate Crime legislation and Hate Crime Bill
- The British Sign Language Act 2015
- 1,140 hours expansion of Early Learning and Childcare in Scotland
- Changes to the Local Government Pension Scheme
- Changes to employment law legislation

### **2.3 Customer focus**

The Directorate's customer base is varied and wide. It includes all of Inverclyde's children, young people and their parents, those living in communities served by the Community Wardens, as well as communities supported by Community Learning and Development (CLD) employees. It also extends to the media,



people with an interest in libraries, culture, the arts and the music service, as well as those that are seeking employment with the Council. In addition, the Directorate provides support to colleagues in the Council through the functions of Corporate Policy and Organisational Development, Human Resources 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. Examples of the customer engagement activity that has been carried out by the services within the Directorate over the past year include:

- An Employee Survey was carried out in 2018 and all employees were encouraged to participate
- Our Budget Consultation processes (online and public engagement events)
- The launch of the Parental Engagement Strategy
- Two *#ClydeConversations* conferences took place with our young people (a main event and a follow-up event)
- An end of programme evaluation for all CLD participants (ongoing)
- Consultation with the community and providers on the expansion of early learning and childcare to 1140 hours by 2020.
- 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 (ongoing)
- learner-led action research in adult literacies
- Public consultation on the School Transport Policy
- Healthy Working Lives Questionnaire with employees

We also carry out formal and informal engagement with customers through for example; Pupil Councils, the Youth Council, Parent Councils and Community Groups, Adult Learners as well as on-going engagement with individuals through the Community Wardens' service.

Additionally, through the work of community planning, community engagement is co-ordinated through the Community Engagement and Capacity Building Network (CECBN).

## 2.4 Equality

The ECOD Directorate is committed to ensuring equality of opportunity in everything that it does. The Corporate Director 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. Examples of the Equality Impact Assessments carried out in the past year include:

- Pay and Grading Review
- Dignity and Respect at Work Policy and Procedures
- British Sign Language Action Plan

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. through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities and levels of hate crime are reduced
2. Council employees and Elected Members are able to respond confidently and appropriately to the needs of service users and colleagues who have protected characteristics
3. increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics
4. All Services consistently gather and analyse information on their service users by protected characteristics, where appropriate, which is used to inform improvement planning.

### **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.

## **2.5 Sustainability of the environment**

The Directorate supports the delivery of the Council's *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. This helps to support improved performance in one of our sustainable development performance indicators i.e. *to reduce CO<sub>2</sub> 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.

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 have a critical role to play in promoting sustainable development and environmental sustainability for future generations.

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; 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 56.

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

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.

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, which 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 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 2019/ is outlined below

Expenditure and FTE numbers

**Resource Statement: Education and Communities**

<u>Service</u>	<u>2019/.....</u>		
	<u>Gross Exp</u> <u>£000's</u>	<u>Net Exp</u> <u>£000's</u>	<u>FTE</u> -
Director			
Education			
Inclusive Education, Culture & Communities			
<b>Education &amp; Communities Total</b>			
Organisational Development, Policy & Communications			
<b>Policy &amp; Resources Committee Total</b>			
<b>Education and Communities Directorate Total</b>			

## 4. Self-Evaluation and Improvement Plan

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 2019/22 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, the Education Scotland Inspection 'How Well is Inverclyde Council improving learning, raising attainment and closing the poverty related attainment gap?' and the HMIE Community Learning and Development Place Based Inspection 2019.

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 statutory and key 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**

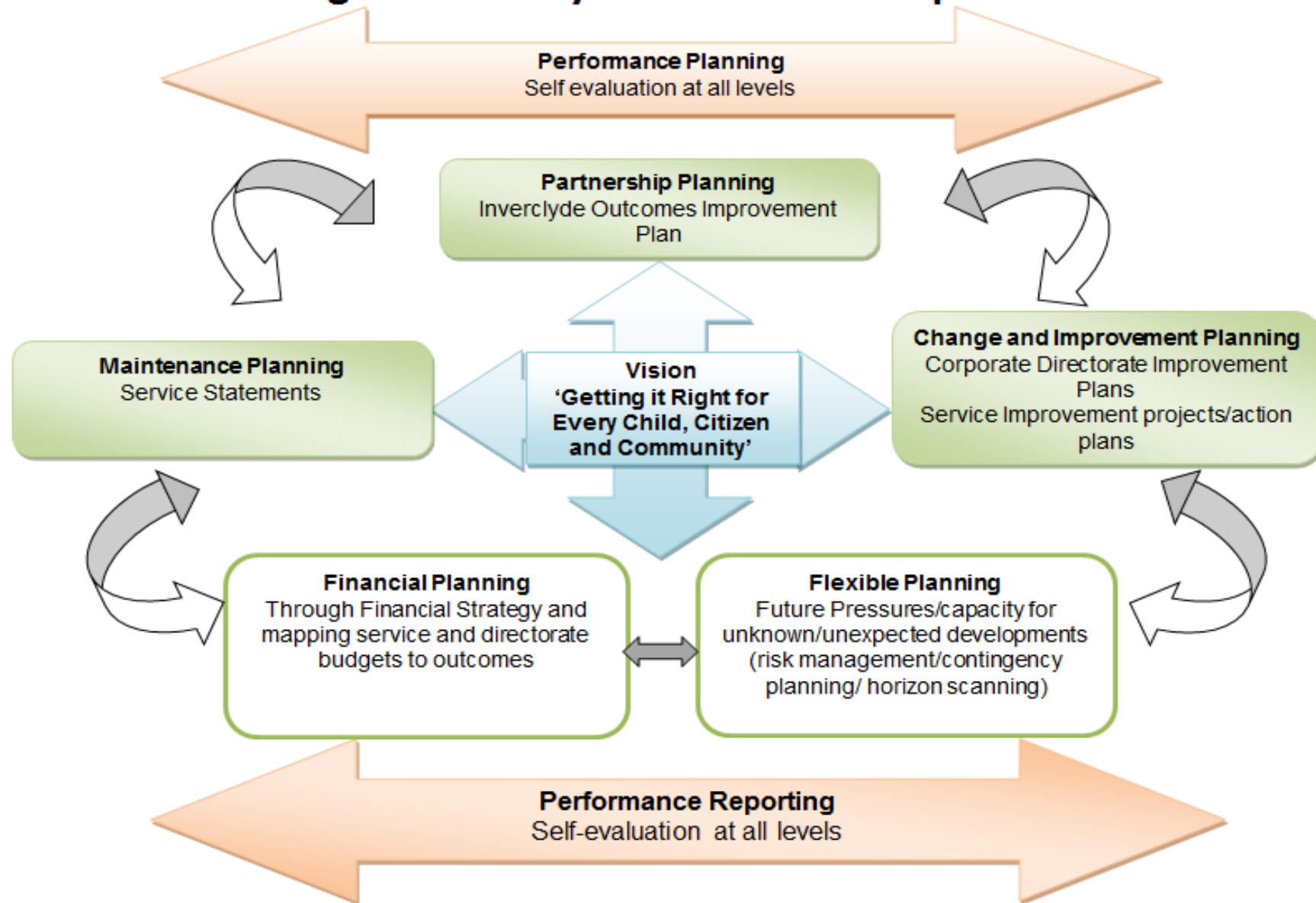
Education Scotland inspection and review; the Standards and Quality report, developed at both the centre and at a service level, Improvement Plans at both centre and at a service level; joint capacity building with the Regional Improvement Collaborative; How Good is Our School? 3 and 4, How Good is our 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 and establishment reviews.

- **Inclusive Education, Culture and Communities**

Validated self-evaluation; annual review with the senior management team members; evaluation of professional development initiatives; Education Scotland inspection and review; 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 3 Year Overview

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. 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 via 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. A specific focus will be given to performance indicators which fall into the third or fourth quartile, or have declined in performance over time with a view to improvement or understanding the reason behind the performance.

The 3 year Action Plan for the Directorate is set out on page 16 and is broken down into Corporate Improvement Actions, Cross Directorate Improvement Action and Service Improvement Actions:

Section	Actions	Page
5.1	Corporate Improvement Actions	18
5.2	Cross Directorate Improvement Actions	32
5.3	Service Improvement Actions	37

Each improvement action is aimed at helping to deliver at least one of 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

Where an action is a Corporate Improvement Action or a cross Directorate Improvement Action, it has been allocated to the service function that has lead responsibility for its delivery.

### 3 Year Improvement Plan Overview

Education	Corporate Plan Priority
Scottish Attainment Challenge	OP1, OP4, OP5, OP9, OP10
Broad General Education	OP1, OP5, OP9, OP10
Leadership in educational establishments	OP10
1140 hours expansion in early learning and childcare	OP4, OP5, OP9, OP10
Children's Services Plan	OP5, OP6, OP9, OP10
Review of Inverclyde GIRFEC model	OP2, OP5, OP6, OP9, OP10
Participation measure	OP3, OP9
Implement the findings from the Additional Support Needs Review	OP5, OP6, OP9
Autism Strategy	OP5, OP6, OP9
Communities, Culture and Educational Resources	Corporate Plan Priority
Culture and heritage	OP1, OP8, OP9, OP10
Library services for children and young people	OP1, OP2, OP8, OP9, OP10
Facilities management	OP4, OP6, OP9
School transport	OP9
Raising attainment and achievement in our communities	OP1, OP2, OP3, OP4, OP5, OP9
Adult pathways	OP1, OP2, OP3, OP4, OP5, OP9
Youth consultation and representation structures	OP2, OP9
Implementation of the 3 year plan for CLD	OP3, OP4, OP6, OP9, OP10
Development and implementation of a Sport and Physical Activity Strategy	OP6
Volunteering Strategy for Inverclyde	OP1, OP2, OP6
Organisational Development, Policy and Communications	Corporate Plan Priority
The Community Empowerment (Scotland) Act 2015	OP1 – OP9
Tackling poverty	OP4, OP6

<b>3 Year Improvement Plan Overview</b>	
Fairer Scotland Duty	OP2, OP4, OP9
Pay and grading structure	OP9, OP10
Health and safety monitoring system	OP9, OP10
Payroll system	OP
People and organisational development strategy	OP9, OP10
Repopulation and tourism 'place' marketing	OP1, OP9
<b>All Services</b>	
Change management	OP9, OP10
Measuring impact on outcomes	OP1 – OP8
Workforce planning	OP1, OP3, OP9, OP10



# **Corporate Improvement Actions 2019/22**

## 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?	Link to Corporate Plan priority
CA1	<b>The Community Empowerment (Scotland) Act 2015</b>	<p>Audit Scotland made a recommendation in the BVAR 2017 that Inverclyde Council should further develop the capacity of communities.</p> <p>An Inverclyde Outcomes Improvement Plan is in place and the first Annual Report has just been produced.</p> <p>Draft Locality Plans for three areas in Inverclyde have been developed and approved by the Alliance Board. A range of data at a local level has been gathered.</p> <p>Participatory Budgeting funding</p>	<p>The Council and its partners can demonstrate that it is effectively delivering on the statutory requirements of the Community Empowerment (S) Act 2015</p> <p>All Inverclyde Alliance Partners are investing in building the capacity of communities so that they feel confident about exercising their rights, as set out in the Community Empowerment (S) Act.</p> <p>Locality Plans are used by Services and CPP partners and communities to plan service delivery, target inequalities</p>	<p>Respond to Scottish Government guidance.</p> <p>Continue to gather data from partners around the three localities.</p> <p>Facilitate improved community engagement in the implementation of the Locality Plans and the development of more robust community engagement methods.</p> <p>Hold an annual event for the three localities, aimed at engaging with communities to ensure plans</p>	<p>Implementation of the three Locality Plans, involving all partners.</p> <p>The local priorities that have been identified through community engagement are delivered.</p> <p>Communities are making full use of the Community Asset Transfer, Participation Request and Participation in Public Decision Making elements of the Community Empowerment Act</p> <p>Individuals and communities are</p>	<p>Corporate Policy, Performance and Partnership Manager</p> <p>Community Learning and Development, Community Safety and Sports Service Manager</p>	<p>Contained within existing budgets</p>	<p>OP1</p> <p>OP2</p> <p>OP3</p> <p>OP4</p> <p>OP5</p> <p>OP6</p> <p>OP7</p> <p>OP8</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?	Link to Corporate Plan priority
		has been agreed across the 7 Wards.	and work together to reduce them.  Communities feel supported and empowered.	continue to reflect local priorities.  Create a Community Food Growing Strategy.  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 this.	stronger. Inverclyde has developed effective procedures and has allocated 1% of their budget through PB.  A Community Food Growing Strategy is in place.			
<b>CA2</b>	<b>Change Management</b>	Inverclyde Council continues to identify a variety of ways in which to develop and deliver its services more efficiently.  The BVAR recognised the Council's 'Delivering Differently' approach to change management and supported the	ECOD services have been reviewed and where appropriate redesigned to ensure they are fit for purpose, meet customer's needs and are efficient.	Continue to meet regularly and progress specific projects.  Detailed projects are established.  Ongoing work with the Policy and Resources Committee and Members Budget Working Group.	Savings are identified through change management process.  Change Management Directorate Group meets regularly.	Corporate Director, Education Communities and Organisational Development	Contained within existing resources	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?	Link to Corporate Plan priority
		<p>introduction of 3 Directorate Change Management Groups. 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 &amp; HR support.</p> <p>Heads of Service are accountable for promoting change management projects and taking necessary action to ensure timeous delivery.</p> <p>Progress reports using a RAG status are submitted bimonthly to the Corporate Management Team. Regular updates are</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?	Link to Corporate Plan priority
		presented to the P & R Committee.						
<b>CA3</b>	<b>Measuring impact on outcomes</b>	<p>The Audit Scotland Best Value Assurance Report contains a recommendation that the Council and partners need to better identify the extent of the impact services/partners expect to make to the overall strategic outcomes. The Inverclyde Council Corporate Plan 2018/22 has been approved.</p> <p>A LOIP Annual Report has been developed.</p> <p>The Corporate Policy Team monitors, collates and delivers reports on a range of performance information to the CMT, Committee and the Inverclyde</p>	<p>Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes.</p> <p>Performance reporting is linked to measuring impact on outcomes at an individual, community and population level.</p>	<p>Continue to work with experts and other performance management specialists, to identify processes to better measure impact on outcomes.</p> <p>Publish an Annual Report on the Corporate Plan that sets out progress on the delivery of the Council's priorities for the residents of Inverclyde.</p> <p>Review our public performance reporting to deliver a more streamlined, robust set of KPIs, linked to organisational priorities.</p> <p>Identify desired</p>	<p>In the next Best Value Assurance Report, Audit Scotland are assured that Inverclyde Council is able to demonstrate impact on outcomes for all its children, citizens and communities.</p>	Corporate Policy, Performance and Partnership Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8

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?	Link to Corporate Plan priority
		Alliance.		<p>outcomes with key milestones / timescales for the Inverclyde Alliance Partnership Action Plans.</p> <p>Continue to learn from good practice elsewhere.</p>				
<b>CA4</b>	<b>Workforce Planning</b>	<p>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&amp;D) for the Council.</p> <p>Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills.</p>	<p>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.</p> <p>Continue to ensure Service Workforce Plans are actioned and reviewed.</p>	<p>Analysis of workforce data and learning needs with a coordinated approach to WP and L&amp;D solutions.</p> <p>Assessing future workforce requirements via service workforce plans.</p> <p>Delivery of plans to be monitored by the Workforce Planning &amp; Development Group. (Ongoing)</p>	<p>Workforce Planning and Learning &amp; Development activity is prioritised and needs are met through coordinated and cost effective approaches.</p> <p>Appropriate WP and L&amp;D interventions are implemented to address key workforce challenges over the next 3 years and beyond.</p>	Head of OD, Policy and Communications	Contained within existing resources	OP1 OP3 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?	Link to Corporate Plan priority
CA5	<b>People and Organisational Development Strategy</b>	The Council has a People and Organisational Development Strategy in place which is due to be refreshed in 2020.	A new Strategy is developed for 2020/23 which builds on the work of the 2017/20 Strategy	Workshops to be arranged with relevant stakeholders to determine key priorities and objectives of the strategy  March 2020	A People and Organisational Development Strategy for 2020-23 is agreed.	Head of OD, Policy and Communications	Contained within existing resources	OP9 OP10
CA6	<b>Autism Strategy</b>	Autism friendly Officer appointed October 2018.  Applications received from 3rd Sector organisations with only one meeting appropriate funding criteria.  Move to commissioning process recommended to E&C Committee from January 2019.  Transfer of ASIG Chair to HSCP – May 2019.	Implementation of Autism Strategy continues.  Autism Strategy Implementation Group (ASIG) framework re-established to overview delivery of outcomes.  Commissioning process completed with contracts awarded to 3 <sup>rd</sup> sector partners to deliver stated outcomes:  1. Pre- and post-diagnosis support; 2. Transition to Adult Services; and 3. Raising	Engage wider Inverclyde commercial organisations through Chamber of Commerce including Oak Mall/Gallagher Centre management, local transport providers, etc.  Develop communication strategy to raise awareness of Autism Strategy across Inverclyde.  Develop implementation plan to achieve Autism friendly status,	Commercial organisations engaged in programme of assessment. Staff participate in training and awareness raising.  Communication strategy developed and implemented.  Wider Inverclyde community, commercial organisations and other front-facing staff engaged in training programme.	Head of Adult Services; ASIG; John Chapman (Autism Officer)	£150K EMR	OP5 OP6 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?	Link to Corporate Plan priority
			<p>Awareness in the Community</p> <p>Programme of training and awareness raising will be delivered over 2019/20 to provide opportunities for front-facing staff (both Inverclyde and commercial) to participate.</p> <p>Autism Officer continues to build support network across 3<sup>rd</sup> Sector partners, schools and community organisations.</p> <p>Allen Stevenson, Head of Adult Services HSCP, identified as ASIG Lead from May 2019.</p>	<p>Implement programme of assessment and support for organisations looking to Autism Friendly status.</p> <p>Assessment of Inverclyde Autism Friendly status.</p> <p>Educational establishments continue to work toward autism and communication friendly status.</p> <p>Autism Officer co-ordinates implementation of programme to deliver specified outcomes.</p>	<p>Council and partner organisations achieve Autism friendly status.</p> <p>Support and communication network established.</p>			
<b>CA7</b>	<b>Child poverty</b>	<p>25.7% of children in Inverclyde are estimated to be living in poverty. This is the 6<sup>th</sup> highest level in Scotland.</p> <p>A multi-agency Child</p>	<p>The projects and initiatives within the Inverclyde LAR 2018/19 are implemented and impact monitored.</p>	<p>All partner (CPAG) activity and data linked to child poverty is held centrally to enable partners to measure progress against the national child poverty</p>	<p>Qualitative and quantitative data will show improvement at an individual level, school or locality level.</p>	<p>Corporate Policy, Performance and Partnership Manager</p>	<p>Costs are set out in the Inverclyde Child Poverty Action Report</p>	<p>OP1 OP4 OP5 OP6</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?	Link to Corporate Plan priority
		<p>Poverty Action Group has been established, chaired by the Corporate Director, Education, Communities and Organisational Development.</p> <p>An Inverclyde Local Child Poverty Action Report is being finalised.</p> <p>The national estimate is that child poverty will increase due to wider economic and social factors.</p>		targets.				
<b>CA8</b>	<b>Children's Services Plan: Update</b>	<p>Inverclyde's 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>Final review and evaluation of CSP</p>	<p>Children's Services Partnership restructure will provide appropriate framework for multi-agency approach to planning, achieving outcomes and quality assurance across all partner agencies.</p> <p>Year 2 Delivery Plan to be implemented across all children support agencies.</p>	<p>Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC Pathway Model to ensure consistency across partner agencies.</p> <p>Delivery of identified CSP outcomes by CS Partnership sub-groups. Priority</p>	<p>Increase confidence of staff in implementation of GIRFEC Pathway model.</p> <p>Continuing improvement in the quality of GIRFEC pro-forma and documentation, e.g. Child's Plans, Chronologies;</p>	<p>Corporate Director ECOD; Head of Education; Children Services Partnership; GIRFEC Strategy Group</p>	<p>Contained within existing resources</p>	<p>OP5 OP6 OP9 OP10</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?	Link to Corporate Plan priority
		<p>Year 1 Delivery Plan completed by January 2019. Draft Year 2 Delivery Plan issued December 2018 – completed February 2019.</p> <p>Performance Measures to be reviewed by Priority Delivery Groups.</p>	<p>Governance framework provides overview of progress and service level accountability.</p> <p>Performance measures agreed across all service partners including Corporate Policy Team (LGBF).</p>	<p>Leads and sub-group Chairs will meet regularly to co-ordinate and monitor progress.</p> <p>Performance Management sub-group to link CS measures with service QA groups including Child Protection Committee, HSCP, Education and Corporate Policy Team</p>	<p>Education Action Plans, TAC outcomes.</p> <p>Year 2 Deliver Plan implemented.</p> <p>Appropriate data collated.</p> <p>Future priorities identified through multi-agency analysis of available evidence including local and nation performance measures.</p>			
<b>CA9</b>	<b>Review of Inverclyde GIRFEC Model</b>	<p>Inverclyde's GIRFEC Practice Model has now been in place for two years. The 2017 Children Services Inspection identified the need to further develop multi-agency confidence and partnership working. The implementation of Inverclyde's mental</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>Multi-agency</p>	<p>Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental health wellbeing of children and young people.</p> <p>GIFEC Pathway</p>	<p>Numbers of direct referrals from educational establishments to support services monitored.</p> <p>Overview of CS and GIRFEC QA processes used to inform Strategic Needs Assessment.</p>	<p>Head of Education; Education Officer; Principal Psychologist; GIRFEC Strategy Group.</p>	<p>Contained within existing resources</p>	<p>OP2 OP5 OP6 OP9 OP10</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?	Link to Corporate Plan priority
		<p>Health Strategy, Autism Strategy and Locality ASN Forums provides the opportunity to review and realign the practice model.</p> <p>Updated SEEMIS application and associated modules currently being developed – due for phase 1 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>workforce confidence in development of Inverclyde's GIRFEC Model will continue to improve and develop</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>Education service's procedures for school review to include the quality assurance of GIRFEC policy and procedures including:</p> <ul style="list-style-type: none"> <li>Wellbeing Assessments; Child's Plans;</li> <li>Chronologies; and TAC meetings. Data analysis of outcomes and impact included in process.</li> </ul> <p>QA procedures linked directly to compilation of Strategic Needs</p>	<p>Model to align with restructure of both Children's Services Partnership and implementation of Locality ASN Forum.</p> <p>Identification of training needs will identify multi-agency approach to build capacity across partner services.</p> <p>Implementation of cross-service quality assurance procedures to be led by Children's Services Performance Management sub-group.</p> <p>Education's QA processes to reflect changes in Education Scotland model.</p> <p>Implementation of CSP sub-groups to develop improved outcomes for</p>	<p>Information from TAC/Review meetings confirm positive impact for individual children and young people.</p> <p>Numbers of staff attending multi-agency training. Staff confidence with GIRFEC model and multi-agency working improves.</p> <p>QA procedures provides effective quantitative and qualitative information to inform future planning.</p> <p>Collated data informs Strategic Needs Analysis to allow identification of appropriate priorities for forward-planning and improvement.</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?	Link to Corporate Plan priority
			Analysis for Children's Services Planning.	LAC/CE children and Young People.  Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.				
<b>CA 10</b>	<b>Fairer Scotland Duty (FSD)</b>	Interim, non-statutory, advisory Guidance on the Duty was published by the Scottish Government in April 2018 and a report considered by the Policy and Resources Committee at its meeting on 18 September 2018.  The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.	Ensure we are compliant with the Duty, as appropriate, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.	By taking advantage of the supported offered by the Improvement Service to develop and share best practice on the Duty.  When making strategic decisions, actively consider, with an open mind, whether there are opportunities to reduce socio-economic disadvantage.	By actively considering how we could reduce inequalities of outcome in any major strategic decision we make and publishing a written statement showing how we have done this.	Council-wide responsibility, led by Corporate Policy, Performance and Partnership Manager	Contained within existing resources	OP2 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?	Link to Corporate Plan priority
CA 11	<b>Volunteering Strategy</b>	A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed.	<p>The quality and quantity of volunteering opportunities is increased.</p> <p>The number of people participating in volunteering is increased.</p> <p>Participation inequalities are addressed 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 to inform a volunteer action plan by June 2019. Community consultation carried out to inform the plan</p> <p>Draft action plan by end 2019. Final version by March 2020</p> <p>Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.</p>	<p>Volunteering action plan in place</p> <p>Increased number and quality of volunteering opportunities</p> <p>Increased number of people volunteering, particularly young people aged 13-18, people with a health condition or challenging circumstances, e.g. cultural barriers, men and those in the most deprived 20% of communities.</p> <p>Evidence of volunteering being promoted and valued.</p> <p>More local strategies and plans will demonstrate the contribution and impact of</p>	<p>Community Learning and Development, Community Safety and Sports Service Manager</p> <p>Volunteer Centre/Third Sector Interface</p>	No resource implications	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?	Link to Corporate Plan priority
					volunteering  Stronger partnership with CVS Inverclyde and the Volunteer Centre is evident.			

# **Cross-Directorate Improvement Actions 2019/22**

## 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?	Link to Corporate Plan Priority
CD1	<b>Participation Measures</b>	<p>The positive destination details for the last reporting year indicate that Inverclyde has dropped in national ranking – now 26<sup>th</sup>, in the 4<sup>th</sup> quartile.</p> <p>While Inverclyde's participation rates have been relatively consistent over the past few years (an increase of 0.3% of 2018/19), it is evident that other local authorities have improved their rates.</p> <p>Between 2016/17 and 2017/18, the participation rate decreased very slightly (by 0.3%). Although our 2017/18 figure for this measure is only marginally below the national average (by 0.2%), we dropped five places in the national rankings which meant</p>	<p>The Annual Participation Measure reports on the activity of the wider 16-19 year old cohort, including those at school, and will help to inform policy, planning and service delivery. The Annual Measure takes account of all statuses for individuals over the course of the year, rather than focusing on an individual's status on a single day.</p> <p>The aim is to increase the participating figure, reduce the non-participating figure and reduce the number of 16-19 year olds whose status is</p>	<p>Inverclyde Offer in school encourages pupils to remain on the school roll until the end of 6<sup>th</sup> year with the support of curricular PLP's.</p> <p>Inverclyde Offer post school meeting takes place weekly, all 16-24 year olds not currently participating, the partners check if they are or have in the past engaged with their services and the records are updated to reflect this then the appropriate partner is identified to support them.</p> <p>Greater planning and cooperation across the appropriate council services linked to improved partnership working through Inverclyde Regeneration and Employability</p>	<p>Positive destination details and the Annual Participation performance will increase year-on-year, to initially meet, and then exceed, the Scottish average and our comparator authorities</p>	<p>Schools working with SDS to maximise the senior phase and improve positive destinations Inverclyde Regeneration and Employability Partnership to improve the offer and range of the Employability Pipeline, the YEAP and the availability and accessibility of appropriate programmes and services for 16-25 year olds</p>	<p>Within existing budgets including guidance, PEF, DIYW and SDS CIAG input A review of the current employability provision / pipeline and a greater targeting of resources for this age group would include the Scottish Government 'Offer of Grants', existing Economic Development procurement of the employability pipeline, greater ED</p>	<p>OP3 OP4</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?	Link to Corporate Plan Priority
		<p>we moved from the second quartile to the third one. The range for this indicator is 88.7%-97.6% (Dundee City and Eilean Siar respectively).</p>	<p>unconfirmed.</p>	<p>Partnership to support the YEAP and availability of opportunities for those not participating Use of the 16+ tab, Inverclyde has the highest percentage of input to this not only in the West Region but across Scotland as a whole. This information is passed on to the Employability Engagement group and to Inverclyde Regeneration and Employability partnership to allow planning to take place re employment, FE, HE and training for transitions from school.</p> <p>Continue to deliver on Inverclyde's Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.</p>			<p>resources and incentives linked to partners procurement and budgets</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?	Link to Corporate Plan Priority
CD2	<b>Raising attainment and achievement in communities</b>	Feedback from young people, adults, the wider community and partners indicates that there is a need for CLD providers to continue to provide wider achievement and attainment opportunities.	<p>Raise levels of attainment and achievement in our communities.</p> <p>Individuals are supported in developing the skills, knowledge and attributes to achieve their full potential.</p>	<p>Increase the learning opportunities available to individuals.</p> <p>Support the work aimed at closing of the poverty related attainment gap.</p> <p>Continued provision and enhancement of high quality learning opportunities to young people, adults and the wider community with a focus of those most in need.</p> <p>Ongoing over 2019/20</p>	<p>There is an increase in the number of individuals achieving nationally recognised awards.</p> <p>There is an improved range of courses, qualifications and awards available to individuals.</p> <p>There is an increase in the number of individuals with improved literacies and ESOL skills.</p>	<p>Head of Communities, Culture, and Educational Resources &amp; CLD</p> <p>Head of Education Services</p>	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9
CD3	<b>Implementation of the CLD 3 Year Plan</b>	CLD service has identified a number of priorities for the service to be delivered over the period 2018/21.	<p>Delivery of the CLD priorities in relation to</p> <ul style="list-style-type: none"> <li>- Raising attainment and achievement</li> <li>- Develop of effective partnership</li> <li>- Effective community engagement structures</li> <li>- Health and Wellbeing</li> <li>- Poverty and deprivation</li> </ul>	<p>Delivery of the key activities as set out in the 3 year plan.</p> <p>Strengthening of partnership working both within and outwith the Council.</p> <p>Reporting of progress to the Strategic Implementation Group.</p> <p>Delivery over the period 2018 / 2021</p>	Data shows an improvement across a range of indicators linked to the 3 year priorities	<p>Community Learning and Development, Community Safety and Sports Service Manager</p> <p>Volunteer Centre/Third Sector Interface</p>	Contained within existing resources	OP3 OP4 OP6 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?	Link to Corporate Plan Priority
CD4	<b>Develop and implement Sport &amp; Physical Activity Strategy</b>	Members of the strategic steering group have been identified. Initial meeting held.	Strategy developed and launched 2019	<p>Public consultation</p> <p>Strategy is endorsed by Education &amp; Communities Committee</p> <p>Strategy is endorsed by Inverclyde Alliance Board</p> <p>Publish and launch of the strategy</p> <p>Establish a reporting mechanism through Inverclyde Alliance Board</p> <p>Operational group established</p>	Strategy is developed and launched	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP 6

# **Service Improvement Actions 2019/22**

### 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?	Link to Corporate Plan Priority
<b>Education</b>								
Ed1	<b>Scottish Attainment Challenge</b>	<p>Primary and secondary schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge and Pupil equity Fund.</p> <p>Increased family learning initiatives which are enabling establishments to better inform and involve parents</p> <p>Models of leadership, which supports a significant number of practitioners to engage in research and critical reflection is directly impacting on the quality of learning and teaching in the</p>	<p>Attainment gap linked to deprivation has decreased.</p> <p>A skilled understanding and use of data to set targets and inform next steps in improvement.</p> <p>Parents are enabled to better support their children in Literacy, Numeracy and Health &amp; Wellbeing</p> <p>Shared understanding of high –quality learning, teaching and assessment.</p>	<p>Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.</p> <p>Continue to ensure that co-ordinated quality programmes are in place with partners which impact on attainment.</p> <p>Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities.</p> <p>Evidence informed interventions which</p>	<p>Improvements in base line figures in literacy and numeracy.</p> <p>Parents' capacity to support their children's learning continues to increase.</p>	Head of Education/ Head Teachers	Scottish Government funding of £ 3,470,640	OP1 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?	Link to Corporate Plan Priority
		<p>classroom.</p> <p>Secondary schools are embedding collaborative practitioner enquiry in practice , to strengthen joint-working and support the dissemination of effective practice</p> <p>Continue to implement Applying Nurture as a Whole School Approach across all sectors</p> <p>A professional learning programme for teaching staff and support staff is empowering young people to take greater ownership of their learning Developing an exit and continuation plan of strategies for Scottish Attainment Challenge initiatives.</p>	<p>Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.</p> <p>Continue to reduce exclusions.</p> <p>Approaches and initiatives which have impacted on attainment are embedded.</p>	<p>are positively impacting on the lives of children and young people.</p> <p>Through the continued implementation and evaluation of policies such as GIRFEC ,Positive Relationships Positive Behaviour Policy and the Attendance Policy</p> <p>Building practitioners capacity across all sectors by providing high quality professional learning.</p> <p>Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.</p>	<p>Good practice is shared and effective interventions up scaled where appropriate using research informed by local and national policy</p> <p>Well-informed and targeted interventions have resulted in improved outcomes in children's attendance, motivation and attainment.</p> <p>Up-skilled work force</p>			
<b>Ed2</b>	<b>Broad General Education</b>	Schools continue to track and monitor performance	Schools will continue to develop tracking and	Revising the Quality Assurance Framework across the authority.	A robust and reliable tracking system is in place to report on	Head of Education	Contained within existing	OP1 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?	Link to Corporate Plan Priority
		<p>at all levels</p> <p>Primary schools are all using new progress and achievement tracking system for numeracy and literacy.</p> <p>Reporting aspect of progress and achievement is being introduced in a phased basis and will ultimately allow us to monitor pupils with barriers to learning.</p> <p>The newly developed Quality Improvement Framework processes include opportunities for all schools to discuss attainment and teacher professional judgement on an annual basis.</p> <p>Systems are in place to moderate teacher professional judgements</p> <p>The authority wide data set has been updated to include the</p>	<p>monitoring of other aspects of BGE curriculum. Schools also developing report templates.</p> <p>Schools are accessing information independently</p>	<p>Continue to work with schools so that they are able to articulate the rationale for their curriculum for all learners through both the BGE and the Senior Phase.</p> <p>Continue to develop the senior phase through enhanced pupil choice.</p>	<p>and monitor progress and performance of all pupils through the BGE.</p>		resources	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?	Link to Corporate Plan Priority
		<p>information on progress and achievement.</p> <p>Inverclyde continues to engage with the Glasgow City Regional Education Improvement Plan (West Partnership).</p> <p>Progression frameworks for understanding standards have been developed at Council level.</p>						
<b>Ed3</b>	<b>Leadership in educational establishments and school empowerment</b>	<p>We have developed leadership through authority courses- Uplifting Leadership and Leadership: A Practical Guide.</p> <p>Staff continue to take up places on SCEL courses, access masters funding and we are piloting a new DYW/SCEL programme.</p> <p>A Leadership Framework has been developed to support the Inverclyde</p>	<p>Enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.</p>	<p>Further development of the Leadership Strategy to include a Framework for Early Years.</p> <p>Further develop the Leadership Framework to reflect new opportunities.</p> <p>Work within the RIC workstream Leadership and Succession Planning to share practice with a view to succession planning.</p>	<p>All teachers who are actively seeking promotion will be known and better equipped to take on management roles.</p>	<p>Head of Education</p>	<p>Funded within existing resources and Attainment Challenge funding</p>	<p>OP10</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?	Link to Corporate Plan Priority
		<p>Leadership Strategy.</p> <p>Regular Pathways meetings further develop leadership skills and provide teachers with an opportunity to share practice.</p> <p>Leadership coaching is also being rolled out across the authority.</p>		<p>Continue to roll out Leadership training opportunities across the authority.</p> <p>Interview Leadership: A Practical Guide participants at the end of the training to identify those actively seeking promotion.</p>				
Ed4	<b>Implement the findings from the Additional Support Needs Review</b>	<p>The implementation of ASN Review 2015 recommendations contained has resulted in a well-developed Inclusive Support Service which is effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people.</p> <p>Attendance, educational attainment and wellbeing outcomes of Care Experienced, ASN and pupils with barriers to their learning remains an area for</p>	<p>Further embedding of the changes implemented through the ASN review are further embedded in practice to deliver the priorities outlined in the revised Children's Service Plan. This will be underpinned by a robust and comprehensive Inverclyde GIRFEC model (see below)</p> <p>Educational performance, attendance and exclusion rates for LAC and ASN continue to</p>	<p>Continue to monitor and improve attendance and reduce exclusions across schools and establishments, particularly linked to deprivation, care experienced and those with barriers to learning</p> <p>Improve the monitoring and tracking of care experienced pupils to support their educational</p>	<p>Inclusive Support Services re-organised to reflect the outcomes of ASN review.</p> <p>Improved wellbeing outcomes for all children and young people.</p> <p>Improved educational outcomes for care experienced pupils.</p> <p>Increased positive destinations for pupils with barriers to their learning.</p> <p>Inverclyde educational</p>	<p>Head of Education</p> <p>Principal Psychologist</p>	<p>Contained within existing resources</p>	<p>OP5 OP6 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?	Link to Corporate Plan Priority
		<p>development and improvement.</p> <p>Pilot Locality ASN Forum has been implemented in Port Glasgow over 2018/19.</p> <p>Communication Friendly Schools pilot has been in place in two Inverclyde 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>improve. BGE and SQA monitoring data is included in data packs.</p> <p>Three locality ASN forums operating from August 2019. Protocols and procedures will improve direct access to Tier 1 and Tier 2 mental health &amp; wellbeing support.</p> <p>Learning from pilot programme disseminated over session 2019/20. Assessment. ICOS Coaching and Modelling approach continues to be embedded.</p> <p>Programme disseminated across Inverclyde schools over session 2019/20. Teachers and support staff better trained in supporting anxiety</p>	<p>performance pupils and increase the number of looked after pupils entering a positive destination upon leaving school</p> <p>Education Service's revised Management restructure will more effectively support work at locality level.</p> <p>Inverclyde ASN Forum will continue to be mechanism for advice and support to locality forum.</p> <p>Access to support from partner services more readily accessible through locality forum arrangements.</p> <p>Planned programme of capacity building and support developed by ICOS team.</p>	<p>establishments include Autism friendly strategies into improvement planning cycle.</p> <p>Locality ASN forums operating effectively with clear lines of communication and referral implemented for actions by Inverclyde ASN Forum.</p> <p>Schools have more direct access to support for pupils with barriers to their learning.</p> <p>Staff capacity and understanding of Autism continues to develop.</p> <p>Staff capacity and understanding of anxiety in young people continues to develop.</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?	Link to Corporate Plan Priority
			in children and young people.	Planned programme of capacity building and support developed by LIAM team.				
<b>Ed5</b>	<b>1140 hours expansion in early learning and childcare</b>	<p>The strategic plan for the expansion of early learning and childcare is being implemented and includes the following workplans:</p> <ul style="list-style-type: none"> <li>• Infrastructure</li> <li>• Workforce</li> <li>• Operations</li> <li>• Quality</li> </ul> <p>Effective engagement with Scottish Government in relation to implementation and monitoring is ongoing.</p> <p>Early phasing plan for 18 / 19 was implemented effectively.</p> <p>Positive relationships with the private, voluntary and independent sectors are being sustained.</p>	By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare	The strategic work group will continue to monitor the implementation of the expansion plan.	<p>Regular monitoring of workplans and risk register.</p> <p>Early phasing targets are achieved.</p> <p>Timescales as per Education Capital Programme 2018/21 Progress. (7 May 2019)</p>	Head of Education / Early Years Manager	Funding costs met by the Scottish Government	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?	Link to Corporate Plan Priority
<b>Communities, Culture and Educational Resources</b>								
<b>CC&amp;E R1</b>	<b>Culture &amp; Heritage</b>	<p>Following a programme of refurbishment, the Watt Institution is due to re-open in 2019. Many elements of the service have been in place since the 1980s and require a comprehensive review.</p> <p>Additionally, Inverclyde has <i>Great Place Scheme</i> funding until 2020, which includes the production of a Heritage Strategy for the area, and elements of this work will require to be subsumed into the work of the Watt Institution when the project finishes.</p>	<p>The Watt Institution to be recognised as the key heritage asset in Inverclyde. Heritage services to be operating efficiently and adhering to modern best practice.</p> <p>Implementing the recommendations and action plan of the Heritage Strategy and adopting new working practices and services developed as part of the <i>Stories Frae the Street</i> project.</p>	<p>Full service review including: staffing structure, opening hours, services offered, and income generation opportunities.</p> <p>Service review to take account of emerging themes and priorities from the Heritage Strategy consultation.</p> <p>Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan.</p> <p>Timescale: 2019/20</p>	<p>% increase in visitor figures, facility usage, learning and access opportunities, and increased income.</p> <p>% increase in visibility / recognition of, and levels of engagement with, the Watt Institution by the general public</p>	<p>Libraries, Education Development and Arts Manager;</p> <p>Team Leader – Education Development and Arts;</p> <p>Heritage Outreach Officer;</p> <p>Watt Institution staff</p>	To be contained within existing revenue budget.	OP1 OP8 OP9 OP10
<b>CC&amp;E R2</b>	<b>Library Services for Children and Young People</b>	The Scottish Government recently published a national strategy for school	Joined up library services for children and young people, making	Review of children and young people's library services across Inverclyde to ensure	Use of Inverclyde's public libraries by children and young people will increase.	Libraries, Education Development and Arts	To be contained within existing	OP1 OP2 OP8 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?	Link to Corporate Plan Priority
		<p>libraries in Scotland 2018-23: <i>Vibrant Libraries, Thriving Schools</i>.</p> <p>There are 3 aspects of Inverclyde Council's library offer for children and young people: the public library service, individual school libraries within secondary schools; and outreach work carried out by an Outreach Librarian, based in the community and funded by the Attainment Challenge. While there is some joint working and linkages between the three, much more could be done to streamline, join up and improve the library offer for Inverclyde's children and young people.</p>	<p>best use of all available resources across public, school and "pop-up" libraries.</p> <p>Implementing the recommendations and action plan of the National Strategy for School Libraries and ensuring that Inverclyde's schools are in a good position to apply for School Library Improvement Funding from the Scottish Government.</p>	<p>that public library services, secondary school libraries, and outreach work are operating efficiently, in tandem, and adhering to modern best practice.</p> <p>Review of existing library provision within primary schools.</p> <p>Timecale: 2020/21</p>	<p>Use of Inverclyde's secondary school libraries will increase.</p> <p>Primary school library provision will be supported.</p> <p>The literacy-related attainment gap for children in Attainment Challenge schools will be reduced.</p> <p>Inverclyde's school libraries will apply for School Library Improvement funding on an annual basis with a high rate of success.</p>	<p>Manager;</p> <p>Team Leader – Libraries;</p> <p>Education staff;</p> <p>Staff with responsibility for delivering children's and young people's library services.</p>	<p>revenue budget</p>	<p>OP10</p>
<b>CC&amp;E R3</b>	<b>Facilities Management</b>	<p>The Scottish Government's free school meals provision began in January 2015 and has been implemented in all</p>	<p>To promote and increase the level of free school meal provision to increase levels to 80%.</p>	<p>Through monitoring and assessing the provision and promotion of the initiative to parents and children through</p>	<p>Measuring the percentage uptake of free school meals within the P1 to P3 age group.</p>	<p>Facilities Manager</p>	<p>Externally funded</p>	<p>OP4 OP6 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?	Link to Corporate Plan Priority
		<p>relevant schools.</p> <p>Current uptake is 78.2% and there is room to improve this.</p>		<p>each school.</p> <p>Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.</p>	<p>The target of 80% has been achieved.</p>			
<b>CC&amp;E R4</b>	<b>School Transport</b>	<p>Audit of current provision completed to identify areas of current inequity.</p> <p>Successful partnership working with contract providers to identify options to provide equity in provision of transport.</p> <p>A report will be considered by the Education and Communities Committee regarding the equitable provision of school transport in May 2019.</p>	<p>Work with school communities to implement changes to school transport provision over session 2019/20.</p> <p>Revised arrangements ready for implementation August 2020.</p>	<p>Consultation with secondary school Parent Councils and wider school community on equity of provision.</p> <p>ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council.</p> <p>Partnership working with transport providers.</p> <p>Work with communities to support implementation of revised arrangements.</p>	<p>Revised transport arrangements implemented.</p> <p>Payment arrangements in place.</p>	<p>Head of Communities, Culture and Educational Resources; Service Manager Educational Resources.</p>	TBC	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?	Link to Corporate Plan Priority
<b>CC&amp;E R5</b>	<b>Develop and improve Adult Learning Pathways</b>	A range of high quality learning opportunities are available for adults, however, there is a lack of awareness of appropriate pathways for young people and adult learners engaged in CLD activity and a lack of co-ordinated progression opportunities for learners in some areas has been identified.	<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>There is a better awareness of appropriate pathways for learners.</p> <p>There are new progression opportunities for learners and additional support at transition points for those most in need.</p>	<p>Improve progression pathways for both young people and adult learners.</p> <p>Raise awareness to CLD providers of the pathways available on the learner journey.</p> <p>Work in partnership with wider CLD partners to identify appropriate pathways for learners.</p> <p>Consult with learners on their experience and expectations of their learning pathway.</p> <p>Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.</p>	<p>Increased pathways available to learners.</p> <p>Increase in the number of learners progressing on to a positive destination.</p> <p>Clear and defined pathways are identified. CLD practitioners and wider partners and adult learners have a better understanding of pathways for their learners.</p>	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9
<b>CC&amp;E R6</b>	<b>Youth Consultation and Representation Structures</b>	Whilst structures are in place, there is a need to further develop the Youth Consultation and Representation Structures across	Community engagement structures are in place that enhance the participation levels of our young people.	Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.	A new Youth Cabinet is established with increased numbers of young people engaged in youth participation.	Community Learning and Development, Community Safety and Sports Service	Contained within existing resources	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?	Link to Corporate Plan Priority
		Inverclyde ensuring key community groups of interest are supported.	The voices of our young people have an appropriate platform to be heard.	<p>Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform.</p> <p>Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group &amp; create a peer education group to tackle issues affecting young people on a peer level.</p> <p>Deliver the Inverclyde YOYP Plan for 2018.</p> <p>Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021.</p> <p>Ongoing until 2021</p>	<p>A new refreshed Youth Participation Strategy is created to ensure young people are involved in service planning and delivery. LGBTi Clyde Pride achieves a bronze Charter Mark.</p> <p>The contribution of young people is celebrated and highlighted through the Year of Young People programme.</p> <p>Increase in the number of candidates standing for election and an increase in the number of young people involved in SYP elections.</p>	Manager		
<b>CC&amp;E R7</b>	<b>Community Safety &amp; Violence Prevention Initiative</b>	Following community consultation and the completion of a strategic assessment, the Community Safety	The introduction of a locality/community based community safety and violence	The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by	The pilot initiative will have been introduced to a locality/community in Inverclyde.	Community Learning and Development, Community Safety and	Contained within existing resources.	OP1, OP2, OP5, OP6, OP7,



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?	Link to Corporate Plan Priority
		Partnership has set out 3 overarching strategic priorities including 'Reducing Violence, Crime and Disorder' and 'Promoting Community Resilience'. Currently, the majority of responses to violence, anti-social behaviour and disorder are reactive and police led.	prevention initiative.	summer 2019.  The creation of a community consultation document to highlight the views of the chosen locality/community (existing and new consultations).  An evaluation of the project after 3 months to identify successes/areas for improvement and the opportunity to roll out to other areas.  An evaluation of the initiative after 12 months.	Members of the public within the locality/community will identify an improvement in their area.  The Community Safety & Resilience Team and wider community safety partners will have a better understanding of issues within the locality/community.	Sports Service Manager.		OP9,
<b>CC&amp;E R8</b>	<b>Community Safety Engagement</b>	The Citizen's Panel enables the Council to regularly consult with Inverclyde residents on a wide range of issues. Panel members are asked a series of questions regarding their satisfaction of where they live, their feelings of safety and their experience of	Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.	During the period the department will identify a range of community safety engagement messages that supports the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm in our communities and promotes community	We can measure the number of community safety engagements carried out across Inverclyde.  We will support national campaigns that supports the reduction of violence, crime and disorder in our communities, the	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources.	OP1, OP2, OP5, 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?	Link to Corporate Plan Priority
		antisocial behaviour.		resilience.	reduction of unintentional harm  We will main high feelings of safety in the forthcoming citizens panel (2020).			

## Organisational Development, Policy and Communications

<b>ODPC 1</b>	<b>Pay and Grading Structure</b>	A new Pay and Grading structure has been developed and now requires to be implemented.	A revised Pay and Grading model is fully implemented.	Finalise the Implementation Plan, including the creation of a new structure and the migration of employees to this.  Appropriate testing and employee communication to be carried out.  October 2019	New structure is in place.	Head of OD, Policy and Communications	£830,000 which has been accounted for in the 2019/20 budget	OP9, OP10
<b>ODPC 2</b>	<b>Health and Safety Monitoring System</b>	A new Health and Safety monitoring system, Figtree, is under development and requires to be implemented	To record and monitor key action points and control measures which require to be implemented at Service level.  To monitor and record that	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	The new system is operational.	Head of OD, Policy and Communications	Contained within existing resources	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?	Link to Corporate Plan Priority
			<p>implementation has taken place.</p> <p>To integrate the accident reporting function with Finance's Insurance section, allowing a more streamlined investigation and recording process to ensure that all documentation is readily available for use in the event of a claim.</p>	<p>and assessment modules and pilot them in selected areas (Fire Risk Assessment, Education and Environmental and Commercial Services.</p> <p>Develop the reporting function to bring statistical information to the Corporate Health and Safety Committee as required.</p> <p>December 2019</p>				
<b>OPDC 3</b>	<b>Payroll system</b>	The current payroll system requires a significant upgrade to improve its functionality	A 'Version 8' upgrade is fully implemented and rolled out across the whole Council.	<p>Carry out staff training and stakeholder engagement</p> <p>Conduct a review of processes</p> <p>Significant testing</p> <p>October 2019</p>	<p>Stakeholders will be fully engaged</p> <p>Review of processes complete.</p> <p>Staff training is complete.</p> <p>Significant testing complete.</p>	Head of OD, Policy and Communications		OP9 OP10
<b>ODPC 4</b>	<b>Repopulation and tourism 'place' marketing linked to overarching</b>	Limited tourism or place marketing has been taking place in Inverclyde in recent years.	A planned and coordinated place marketing campaign, involving a range of partners, linked to the work	A new web resource will be created as a new 'discover Inverclyde' website under the support to Inverclyde tourism, the	<p>A new web resource in place</p> <p>A new place marketing campaign developed and co-</p>	Communication Tourism and Health and Safety manager	Funding through existing tourism funding, support	OP1 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?	Link to Corporate Plan Priority
	<b>council branding exercise</b>	Previously as part of a previous repopulation work, there was a council led, successful short-term 'Inverclyde Living' place promotion marketing campaign.	of Tourism Inverclyde and using a redevelopment of the 'discover Inverclyde' brand to promote Inverclyde as a place to encourage more visitors, more businesses and more new residents	local area tourism partnership in the first half of 2019 supported by a place marketing campaign throughout 2019 and 2020 focused on promoting Inverclyde as a place to visit, live and work.	<p>ordinated across a range of on and offline mechanisms</p> <p>Increased visitor numbers to attractions</p> <p>Increased attendance at major events (where directly supported)</p> <p>Improvements in population measurements.</p>		sought from external partners and through existing earmarked reserves for repopulation and events.	

## 6. Education, Communities and Organisational Development Performance Information

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
The percentage of performance appraisals completed in the year and the individual development plans agreed	91%	93%	94%	Data is being calculated	93%	91%	-
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	53.2%	52.94%	53.92%	Data is being calculated	52.5%	47%	-
Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs	419,720	418,079	428,785	Data is being calculated	423,000	400,000	-
Number of visits to/usages of council-funded or part funded museums  source: Libraries and Museums Records; Inverclyde Performs	78,506	70,256	57,053	Data is being calculated	70,000	65,000	-
Number of adult learners achieving core skills qualifications (KPI 17)  source: Inverclyde Performs	229	250	246	Data is being calculated	186	140	2019/20 targets have been adjusted to reflect other modes of delivery

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	519	601	616	Data is being calculated	457	380	2019/20 targets have been adjusted to reflect other modes of delivery
P1 – P3 Free schools meals provision	74%	76.2%	74.3%	Data is being calculated	75%	70%	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	73..5%	Data not yet available	75%	70%	Scotland 71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	80%	Data not yet available	82%	75%	Scotland 78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	90.5%	Data not yet available	91%	88%	Scotland 87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	85.6%	Data not yet available	89%	83%	Scotland 89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	42.8%	Data not yet available	45%	40%	Scotland 46.4%

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	-	-	42.2%	Data not yet available	45%	40%	Scotland 56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	59.7%	64.8%	68%	Data not yet available	70%	62%	Scotland 62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	30.4%	32.5%	35.6%	Data not yet available	36%	31%	Scotland 36%
% of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	81.2%	83.2%	84.9%	Data not yet available	86%	81%	Scotland 82%
% of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	71.6%	73.9%	73.5%	Data not yet available	76%	71%	Scotland 69%

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
% Attendance rates: <ul style="list-style-type: none"> <li>primary schools (SPI 050aiK)</li> <li>secondary schools (SPI 050biK)</li> <li>additional support needs schools (SPI 050ciK)</li> </ul> source: Inverclyde Performs	94.8%	94.3%	93.8%		95%	92%	
	91.1%	90.1%	89.6%	Data not yet available	92%	87%	
	91%	90.1%	91.8%	Data not yet available	92%	87%	
Exclusion rate per 1,000 pupils: <ul style="list-style-type: none"> <li>primary</li> <li>secondary</li> <li>additional support needs</li> <li>looked after children – primary</li> <li>looked after children – secondary</li> <li>looked after children - additional support needs (KPI 48)</li> </ul> source: Insight	1.3	2.7*	5.0				
	28.2	35.8	45.6	Data not yet available	no targets set		
	14.1	12.7	12.1				
	18.7	10.0	10.9				
	95.7	108.9	126.1				
	41.7	47.6	55.6				

\*supressed data due to small numbers



Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
Satisfaction with Inverclyde as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	75%	Biennial survey	74%	Biennial survey	No target set	No target set	-
Satisfaction with Neighbourhood as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	81%	Biennial survey	86%	Biennial survey	No target set	No target set	-

- This option was not included in survey

## 7. Appendix 1: Strategic Planning Priorities

SHANARRI Wellbeing Indicator	
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.
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.
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.
Nurtured	Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.
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.
Respected and Responsible	Respected and share responsibilities. Citizens are involved in decision making and play an active role in improving the community.
Included	Overcoming social, educational, health and economic inequalities and being valued as part of the community.

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

## 7. Appendix 1: Strategic Planning Priorities

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

## 8. Appendix 2: Risk register

Corporate Directorate Improvement Plan: Education, Communities and Organisational Development		Risk Status as at 31/3/19 for 2019/22 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.
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.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/56/19/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Education Services Standards and Quality Report March 2018 - March 2019 and Improvement Plan 2019-20</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for March 2018-19 and the Education Services Improvement Plan for session 2019-20.

## 2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2018 to March 2019 and Improvement Plan 2019-20 are appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools from March 2018 to March 2019. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, inspection reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas where Inverclyde Education Services can improve further and the Improvement Plan details how this will be taken forward.
- 2.3 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. Education Services is fully committed to providing a high quality service which will enable all young people to achieve their full potential. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This is attached as Appendix 1.
- 2.4 For greater detail on the performance of any individual school, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report 2018 - 19 and the Improvement Plan 2019 - 20.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 4.0 BACKGROUND

4.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 imposed new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

The new duties for planning commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.

4.2 This year the annual report is made up of two parts, the Standards and Quality Report and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year. Because the Standards and Quality Report is a comprehensive in-depth document, a summary containing key messages is attached as appendix 1.

## 5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report – March 2017 to March 2018 include:

- An Education Scotland inspection of how well the authority is raising attainment and reducing the poverty related attainment gap found that Inverclyde was making very good progress with areas of sector leading practice.
- An Education Scotland CLD inspection found that CLD services had strong partnership working and leadership.
- The overall trends in Inverclyde remain very positive and continue to improve for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in almost all measures.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Data that shows we are closing our attainment gap linked to deprivation through the targeted work of the Attainment Challenge.
- 1 in 4 pupils in Inverclyde participate in the Duke of Edinburgh Awards scheme, one of the highest uptakes in the UK.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy. This year, because of our self-evaluation in this area, we will also undertake further work to ensure that highly effective inclusive practice is taken forward through locality forums and joined up work on the GIRFEC pathways.

- Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.
- All children and young people benefit from high quality learning experiences.
- All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.

- All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.
- All children and young people in Inverclyde experience a high quality curriculum that meets their needs.
- All children and young people feel safe and included in our schools and are achieving their potential.

## 6.0 IMPLICATIONS

### Finance

- 6.1 The resource implications fall within devolved school management, Scottish Government funding and authority support to schools.

#### Financial Implications:

##### One off Costs

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

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

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

### Legal

- 6.2 This Standards and Quality Report fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

### Human Resources

- 6.3 None anticipated.

### Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

There are equality implications because of differences in achievement within different sectors of pupils, for example, by deprivation, gender, looked after children etc.

Yes See attached appendix

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

## **Repopulation**

- 6.5 The Standards and Quality Report provides a flavour of the high quality of education available in Inverclyde and our ambitious plans for the children and young people in Inverclyde, which may help to make the area a more attractive place in which to live in.

## **7.0 CONSULTATIONS**

- 7.1 None.

## **8.0 BACKGROUND PAPERS**

- 8.1 Appendix 1 Education Services Key messages from Standards and Quality Report – March 2019.  
Appendix 2 Education Services Standards and Quality Report. – March 2018 – March 2019.  
Appendix 3 Education Services Improvement Plan – 2019/20.



# Key messages from Standards and Quality Report

March 2019



### Key Strengths

Leadership continues to be very strong across Inverclyde at both authority and establishment level. The influential leadership at all levels was highly praised by Education Scotland in May 2018.

The development of Leadership pathways means that there are increasing support networks and development opportunities in place for our current leaders and those who may wish to take up leadership positions in the future.

### Next Steps

- **Develop clarity and purpose of an empowered system in line with national advice.**
- **Implement the West Partnership toolkit on empowerment.**
- **Develop local guidance on empowerment.**
- **Continue to work with the West Partnership, Leadership and Succession Planning workstream, to share practice and ensure a consistent approach to succession planning.**
- **Monitor and evaluate the impact of existing leadership programmes.**
- **Further develop a culture of Leadership Coaching at all levels to improve outcomes for learners.**

## Teacher Professionalism

### Key Strengths

Inverclyde Council continues to offer a comprehensive programme to support career long professional learning and to support improvement across the service.

We consider the continued opportunities for professional learning to be a key strength. The impact of professional development can be seen in the classroom and has contributed to raising attainment and closing the poverty related attainment gap. Whole authority programmes are now embedded to ensure a more consistent approach to learning, teaching and assessment.

Inverclyde practitioners are fully involved in West Partnership events and learning opportunities.

### Next Steps

- Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that Career Long Professional Learning impacts on playroom / classroom practice.
- Embed the learning, teaching and assessment policy and develop a consistent and shared understanding of high quality learning and teaching.
- Evaluate Authority programmes in literacy, numeracy, health and wellbeing and nurture.

## Parental Engagement and Partnership Working

### Key Strengths

Partnership working remains strong across Inverclyde. The work being undertaken as part of the Attainment Challenge was identified as sector leading in the recent Education Scotland Inspection.

The new Inverclyde Education Services Parental Engagement Strategy 2018/19 was launched in May 2018, strongly reflecting parental and partner views gathered as part of our consultation process.

In June 2018, King's Oak Primary School was successful in winning the Family and Community Learning category at the Scottish Education Awards. Kilmacolm Primary School was also successful in winning the Raising Attainment in Literacy Award, for their programme encouraging reading both in school and at home with the family.

### Next Steps

- Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.
- Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment
- Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
- Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.

## Assessment of Progress

### Key Strengths

Performance in Inverclyde schools remains strong and we perform better when compared to those in similar circumstances in almost all measures. There is a strong and improving trend in almost all measures in the senior phase and the Broad General Education.

The Attainment Challenge continues to show a continued very positive trend in data as to how schools are raising attainment overall and closing the attainment gap linked to deprivation.

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. These opportunities include outstanding success in musical and sporting activities at both a local and national level.

### Next Steps

- **Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.**
- **Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment**
- **Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.**
- **Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.**

## School/Establishment Improvement

### Key Strengths

Inverclyde Council's schools, early years centres and Education Services deliver a high quality of provision overall and are well placed to continue to drive improvement. The quality assurance framework for schools has been reviewed to ensure that Education Services continues to provide support and challenge to all schools and centres.

The Attainment Challenge funding has meant that we are now in a position to be able to provide increasingly high quality support and training opportunities across all sectors. Schools have used Pupil Equity Funding to build upon the work of the Attainment Challenge and continue to evaluate the impact of interventions.

There is a continually increasing focus on data at school and authority level and this data is now being used to best secure improvements for learners. Schools and establishments have clear plans in place which are now informed by comprehensive data packages to identify evidence based interventions that will drive improvement. The high quality of self-evaluation and planning is contributing to Inverclyde's success in raising attainment and closing the poverty related attainment gap.

### Next Steps

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.
- Schools are better able to use data to inform improvement through self-evaluation.

## The Development of our Curriculum

### Key Strengths

Schools are increasingly defining their curriculum to meet the needs of their local context. Schools in Inverclyde are empowered to develop and lead their own curriculum.

The literacy and numeracy pathways are supporting schools to increase the pace of the curriculum but still ensure breadth and depth.

Schools are improving in their ability to define appropriate pathways for young people in their senior phase. Linked to the work on DIYW, employability skills are increasingly prominent through the Broad General Education and into the senior phase. More pupils are registered for My World of Work.

Continued progress has been made with the 1+2 languages initiative.

### Next Steps

- Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.
- Continue to develop the senior phase through enhanced pupil choice and monitoring of progress. Define the Inverclyde 'offer' for senior pupils.
- All establishments to continue to develop pathways for all learners.
- Work with all stakeholders to increase positive and sustained destinations to 95%.

### Key Strengths

Exclusion rates in Inverclyde remain significantly below the national average. Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched this year and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates.

The ongoing work on nurture has been taken forward with a high proportion of staff having been trained on fostering nurturing relationships with pupils.

Building on strong established practice and partnerships, Inverclyde is in a very good position to continue to take forward the Getting It Right for Every Child (GIRFEC) agenda.

The recent inspection of Inverclyde Children's Services highlighted the very strong partnership approaches to ensure that the needs of all pupils in Inverclyde are met. The work of the Attainment Challenge was identified as a key strength.

### Next Steps

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
- Increase the number of LAC pupils entering a positive and sustained destinations.
- Embed actions from the additional support review.
- Continue to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.



# Inverclyde council

## Education Services

### Standards and Quality Report

April 2018 – March 2019



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## Foreword

Welcome to our Standards and Quality Report for the period April 2018 – March 2019.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. The report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21<sup>st</sup> century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.

## Vision and Context

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are six mainstream secondary schools in Inverclyde, 20 primary schools and 22 Early Learning and Childcare Centres. In addition to this, Craigmarnoch School and Lomond View Academy schools support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. In school session 2018/19 there was 5343 primary school pupils and 4305 secondary school pupils. There are also 177 pupils in ASN schools and 1318 children in Early Years settings.

### Wellbeing Outcomes

We have a number of wellbeing outcomes (SHANARRI) that we wish to achieve for our children and young people. These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.

Inverclyde has benefited from significant investment as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered, and will continue to deliver, new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2020. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 class in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2018/19, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report.

## Key Achievements as of March 2019

### A few highlights:

- Kilmacollm Primary School won the Education Scotland “Raising Attainment in Literacy” award. #KPSLovesReading project encourages child and parental engagement.
- King’s Oak Primary School won the Education Scotland “Family and Community Learning Award”.
- Aileymill Nursery Class, Larkfield Children’s Centre and Wellpark Children’s Centre have developed sector leading intergenerational work across a range of settings.
- The 1140 Hours Implementation team won the Team of the Year category at the Pride of Inverclyde awards.
- Sector leading report from Education Scotland’s inspection of Inverclyde Attainment Challenge. The report noted the strong driver for change and recognised Inverclyde Council had implemented a range of sector leading approaches.
- The work of the attainment challenge project continues to be recognised and valued nationally.
- Over the year 2018/19, Community Learning and Development learners achieved 435 SQA awards, an increase from 262 the previous year. This included over 90 awards from the CLD PEF Workers at Inverclyde Academy and Kings Oak Primary School as well as 35 from the Primary Attainment Team.
- The Clyde Conversation Steering group consisting of 12 secondary school pupils continued to work together and planned, prepared and delivered the Clyde Conversations 3(b) event to over 80 secondary school pupils in November 2018.
- 2018 saw a 72% increase in the number of young people completing their Gold Duke of Edinburgh’s Award, contributing to an excellent year with 219 young people completing their award across all levels. Inverclyde remains the 4<sup>th</sup> best performing authority in the country.
- The appointment of CLD Workers in two of our Secondary Schools and two Primary Schools utilising the Pupil Equity Funding to support the raising attainment and improving the health and wellbeing agenda in schools.
- Moorfoot Primary School was the first school in Inverclyde to be presented with the Scottish Schools Digital Award.
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champions.
- Inverclyde Academy Young Enterprise won the Renfrewshire area finals - winners of best business report with additional awards for the best digital presence and best display stand.
- Inverclyde schools presented at a world conference on Visible Learning.
- The good practice established in Inverclyde schools was shared with colleagues at the ADES National conference.
- Presentations at Scottish Learning Festival and West Partnership events.
- Staff from Aileymill Primary School presented to other local authorities on the awareness of Mental Health in schools.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Senior school students attended Inverclyde Modern Apprenticeship Job Fair at Greenock Town Hall.
- Inverclyde schools participated in activities to celebrate and commemorate the 100 anniversary of WWI.

- Young Enterprise Scotland – Inverclyde secondary schools continue to participate in the entrepreneurial company programme. Inverclyde Academy and Clydeview Academy successfully won 5 awards at the Regional Finals.
- Greenpower Electric Car Project – Inverclyde Academy have continued to build on the previous year’s success with this “build an electric race car project” by becoming Scottish Champions. The team will represent Scotland at the International Final at the world famous Silverstone racetrack.
- The Recruit – 7 Young people landed jobs via the programme and raised £9k for charity.
- Incredible Innovations – Sponsored by Morrison Construction in partnership with DYW West Notre Dame High School won the regional construction challenge and won £1000 for the school.
- Concert Band and Wind Orchestra achieved Gold and Gold Plus awards at Regional and National Events. Inverclyde are the only local authority in Scotland who has qualified for the finals since the festival started 10 years ago.
- Sports Careers – 50 students showing an interest in sports related careers attended a bespoke event in Renfrewshire to talk with Sports Companies and Industry professionals.
- 5 primary schools achieved gold national school sports awards and 6 achieved silver.



## School/Establishment Leadership

### External Inspection Evidence from 18/19

#### Education Scotland Scottish Attainment Challenge Inspection

Inverclyde Council was inspected during May 2018. The theme for this inspection was “How well is Inverclyde Council improving learning, raising attainment and closing the poverty-related attainment gap?” The Inspection team identified that through a range of well-chosen and targeted interventions, reflecting sector leading practice, Inverclyde Council is making very good progress in improving learning, raising attainment and narrowing the poverty-related attainment gap.

The following strengths and areas for development were identified in the report:

#### Strengths

- The very strong vision and shared values which are ‘lived by all’ across the authority.
- The influential leadership at all levels, from the Chief Executive, head of education through the central teams, and heads of establishments empowering staff to play their part in improving the life chances of children, young people and their families.
- Sector-leading evidence-based professional learning resulting in a culture of strong reflective and confident practitioners.
- Staff and partners working very effectively together to provide sensitive and well-judged support for children and young people, which is improving literacy, numeracy and health and wellbeing outcomes.
- Robust self-evaluation, supported by strong strategic governance, at the heart of Inverclyde Council’s practice.

#### Aspects for development

- Continue to secure high-level outcomes for all children and young people.
- Strengthen exit and continuation strategies for Scottish Attainment Challenge initiatives.



## Education Scotland Community Learning and Development Inspection

Community Learning and Development (CLD) and Partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019. The inspection team used the “*How Good is the Learning & Development in Our Community*” framework to assess the following indicators:

Improvements in Performance	<b>Good</b>
Impact on the Local Community	<b>Good</b>
Delivering the Learning Offer with Learners	<b>Very good</b>
Leadership & Direction	<b>Very good</b>

The following strengths and areas for development were identified in the report:

### Strengths

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- Strong partnership working in relation to the Attainment Challenge.
- Community Planning partners’ understanding of the essential role of CLD.
- Strong culture of mutual support amongst organisations and groups.
- Strong and effective leadership for CLD.
- Evolving youth voice.

### Aspects for development

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- Implement locality planning.
- Improve joint self-evaluation across strategic partners in CLD.
- Implement the CLD plan with focus on outcomes.

## Education Scotland School Inspections 2018/19

### School Inspections

During the academic session 2018/2019 Education Scotland published inspection reports on four educational establishments in Inverclyde.

	Date of Report	1.3 Leadership of Change	2.3 Learning, teaching and Assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Attainment and Achievement
<b>Gourock Primary School</b>	September 2018	Excellent	Very Good	Excellent	Very Good
<b>All Saints' Primary School</b>	March 2019	Satisfactory	Good	Satisfactory	Satisfactory
<b>Port Glasgow High School</b>	February 2019	Very Good	Good	Good	Good
<b>Lomond View Academy</b>	March 2019	Not Assessed	Satisfactory	Not Assessed	Satisfactory
<b>Moorfoot Primary School</b>	April 2019	Not Assessed	Good	Not Assessed	Good

### Thematic Inspections

In addition, three National Thematic Inspections took place across the authority in early 2019:

- St Joseph's Primary School was involved in an inspection of Empowerment for Curriculum Leadership.
- Clydeview Academy was involved in an inspection of Numeracy and Mathematics.
- Notre Dame High School was involved in an inspection of Empowerment for Parent and Pupil Participation.

## Care Inspectorate Early Years Inspections 2018 /19

From April 2018 until March 2019 the Care Inspectorate visited seven early years' establishments.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
<b>Aileymill Nursery Class</b>	April 2018	Very Good	Very Good	Not Assessed	Not Assessed
<b>Bluebird Family Centre</b>	October 2018	Very Good	Good	Very Good	Good
<b>King's Oak Nursery Class</b>	November 2018	Good	Not Assessed	Good	Not Assessed
<b>Kilmacolm Nursery Class</b>	October 2018	Very Good	Not Assessed	Not Assessed	Very Good
<b>Moorfoot Nursery Class</b>	August 2018	Good	Not Assessed	Not Assessed	Good
<b>Rainbow Family Centre</b>	*March 2018	Very Good	Very Good	Not Assessed	Not Assessed
<b>Wellpark Children's Centre</b>	October 2018	Very Good	Not Assessed	Not Assessed	Very Good

\*Inspection was in previous year; however report was not published until April 2018

## **The Quality and Impact of Leadership within Schools and at all Levels**

### **Evidence we gather:**

- School/establishment Education Scotland and Care Inspectorate inspection reports.
- Self-evaluation of schools/establishments of HGIOS? 4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.
- Number of aspiring Head Teachers who are undertaking courses to meet the Standard for Headship.
- Number of senior managers in Early Learning and Childcare with BA Childcare Practice.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school reviews.

### **Last year we said we would have:**

#### **Implemented and evaluated the Inverclyde Leadership Strategy. This includes:**

- Identifying clear pathways for leadership.
- Continuing to develop a structured programme to support teachers who are actively seeking promotion.
- Monitoring and evaluating the impact of the existing programmes.
- Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise
- Working with all mentors to share good practice and support improvement.
- Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Years' theme.

### **Here's how we got on:**

#### **Identifying clear pathways for leadership**

All establishments are now familiar with the Leadership Pathways and Leadership Framework which are becoming an integral focus for discussion during Professional Review and Development meetings. 36 teachers have registered for Pathway 1, 41 experienced teachers / PTs registered for Pathway 2 and 20 experienced PTs / DHTs registered for Pathway 3.

A highly successful Leadership Festival in September, attended by over 100 teachers, further raised the profile of leadership within Inverclyde. Feedback was most positive with requests for more leadership workshops in the future.

Leadership is being developed at Masters Level in partnership with the University of Glasgow and the University of Strathclyde. This session we have increased the number of teachers who are being funded towards their Masters study by 8. There are 8 teachers working towards a qualification in Teacher Leadership and 6 teachers are piloting a new SCEL programme linking to DIYW.

**Continuing to develop a structured programme to support teachers who are actively seeking promotion.**

The 'Uplifting Leadership' course ran again this session, with over 30 staff from early years, primary and secondary attending 6 twilight sessions. A new leadership programme, 'Taking a School Forward: A Practical Guide' also ran as 4 twilights. Evaluations were very positive however constructive feedback has led to changes in this year's course.

**Monitoring and evaluating the impact of the existing programmes.**

As a result of feedback from our first delivery of 'Taking a School Forward: A Practical Guide' we have started to roll our Leadership Coaching training to NQT mentors and staff with some experience of coaching with a view to them becoming trainers in the future. This has been very positively received with all teachers reporting that they have grown in confidence through the training.

A full evaluation of the NQT programme, involving Head Teachers, mentors and NQTs was carried out last year. As a result of this, several changes have been made to the programme including the re-introduction of Learning Communities, increased sector working and plans to introduce a Celebration of Learning in partnership with Psychological Services.

**Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise**

A wide variety of opportunities for both non-promoted and promoted staff have been made available to teachers who have registered for the Leadership Pathways. These include:

- Presenting at the Uplifting Inverclyde Leadership Festival
- Supporting NQT Learning Communities
- Leading Pathway networks
- Delivering NQT training
- Cost of the School Day Champions
- Voluntary mentoring
- Carrying out Collaborative Action Research
- Piloting of SCEL / DIYW programme

These opportunities are being tracked at authority level to ensure all have equal opportunities.

Two Depute Head Teachers are currently taking part in the Into Headship programme, 4 Head Teachers are completing the In Headship programme and 9 are taking part in Excellence in Headship modules. 2 Head Teachers are taking part in the SCEL Leadership of Early Learning programme.

**Working with all mentors to share good practice and support improvement.**

An NQT mentor network has been established to support practice when working with NQTs, upskill mentors in Leadership Coaching to develop NQT skills and to share good practice. Raising the profile of the role of the mentor has been very well received.

**Developed leadership opportunities as part of the Glasgow City Region Education Improvement Collaborative, Early Year's theme.**

This workstream did not go ahead as the decision was taken to include Early Years within the wider West Partnership workstreams.

**Evaluation of Leadership in Inverclyde Education Services**

At authority level, there have been a number of changes in the senior leadership team over the last three years. Feedback from schools stated that they feel that the support from the authority and strategic direction remains strong. Head Teachers report that they have seen a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at Head Teacher meetings. Head Teachers also felt that they benefited from a very clear direction from the senior leadership team.

There has been a turnover of Head and Depute Head Teachers in the authority, but commendably the outcomes for pupils continue to improve. We continue to involve Depute Head Teachers (DHTs) as well as Head Teachers as part of the peer team undertaking whole school reviews led by the QIT (including the Attainment Challenge leads). Feedback from the DHTs and Head Teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice.

Working in partnership with the West Partnership and Education Scotland we have also developed and piloted joint capacity peer review models with East Renfrewshire and Renfrewshire Councils. This has resulted in upskilling Senior Leaders' knowledge and skills in the quality assurance process and in the validation of school self-evaluation grades.

The following support networks are now in place to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early year's sector heads meetings.
- A professional learning community for Attainment Challenge primary Head Teachers.
- A professional learning community for primary Head Teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary Head Teachers.
- Early Years depute network meetings.
- Early Years teachers network meetings.
- Primary and Secondary DHT network meetings.
- SQA Coordinators network meetings.

- NQT mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Secondary PT Guidance meetings.
- Primary PT meetings.
- Leadership Pathway 1, 2 and 3 meetings.
- Health and Wellbeing Coordinator meetings.
- Health and Wellbeing Coach meetings.

The quality of leadership in Inverclyde remains strong, with our senior leaders buying into professional leadership opportunities. Head Teachers work with each other and the local authority in a collegiate and supportive manner. We have seen increased participation in the take up of leadership development opportunities and have been able to recruit strong leadership teams to our schools. Sampling of parents' and teachers' views during school reviews showed that most staff and parents think that their school is well led. During most school reviews the leadership and vision of the Head Teacher to ensure improved outcomes for pupils was identified as a key strength.

A number of Head Teachers also support the Leadership Pathway networks and delivery of the NQT programme.

## **What do we hope to achieve in the future?**

### **Outcomes for Learners**

**Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**

### **Next Steps**

**Develop clarity and purpose of an empowered system in line with national advice.**

**Implement the West Partnership toolkit on empowerment.**

**Develop local guidance on empowerment.**

**Continue to work with the West Partnership, Leadership and Succession Planning workstream, to share practice and ensure a consistent approach to succession planning.**

**Monitor and evaluate the impact of existing leadership programmes.**

**Further develop a culture of Leadership Coaching at all levels to improve outcomes for learners.**

## Teacher Professionalism

**Teacher professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.**

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/establishments of HGIOS<sup>2</sup>, HGIOELC<sup>3</sup> Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Local authority self-evaluation visits and school reviews.

### Last year we said we would:

- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy (LTA). All observed lessons should be satisfactory or above with the majority being judged as good or above.
- Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress.

### Here's how we got on:

**Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.**

The authority has established an excellent culture of collaborative professional learning as demonstrated through effective implementation groups and professional learning. As recognised by Education Scotland, there is an impressive and well-structured approach for all staff through a wide range of learning opportunities resulting in a deeper understanding of evidence based approaches to raising attainment.

The Coaching and Modelling Officers (CMOs) continue to provide support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities as well as providing valuable professional learning sessions. The feedback from all training sessions has been very positive and the impact of the training can be increasingly seen in classroom practice.



Over the last year the Professional Learning has been delivered in the following areas:-

- Sessions on improving teacher skills in teaching and assessing maths and numeracy. This has included increasing skills and confidence in delivering Stages of Early Arithmetic Learning, Talking about Number, use of concrete-Pictorial-abstract approaches and Learning through Books.
- Progression Pathways for Literacy and Numeracy are now in use in classrooms allowing for better transitions between classes and from school to school to ensure a shared understanding of progress. The Numeracy and Mathematics Pathways Early level through to second level have been evaluated and improved. Third level numeracy and Mathematics Pathway has now been produced and is in educational establishments.
- Sessions on nurture, adolescence and attachment theories. This has resulted in a better understanding from all school staff of their role in developing and promoting the emotional wellbeing of all pupils.
- Literacy sessions have promoted dialogic teaching, reciprocal reading, reading for pleasure, developing writing and active literacy. CMOs have raised awareness of recovery programmes that can be used for those who have barriers to learning for whatever reason. The Word Aware programme is being implemented in one establishment to improve children's vocabulary and language in the early years.
- Making learning visible to the learner underpins all practice promoted through the Attainment Challenge and promotes a consistent message of high quality learning and teaching in all schools. Secondary establishments are now engaging with Visible Learning approaches.
- Progression pathways through CfE levels have been produced for literacy and numeracy. The pathways take into account the national Benchmarks and will allow for better transitions between classes and from school to school.
- There has been an increased focus on training opportunities for support staff across all establishments, resulting in a greater understanding of supporting the needs of pupils in literacy, numeracy and health and wellbeing.

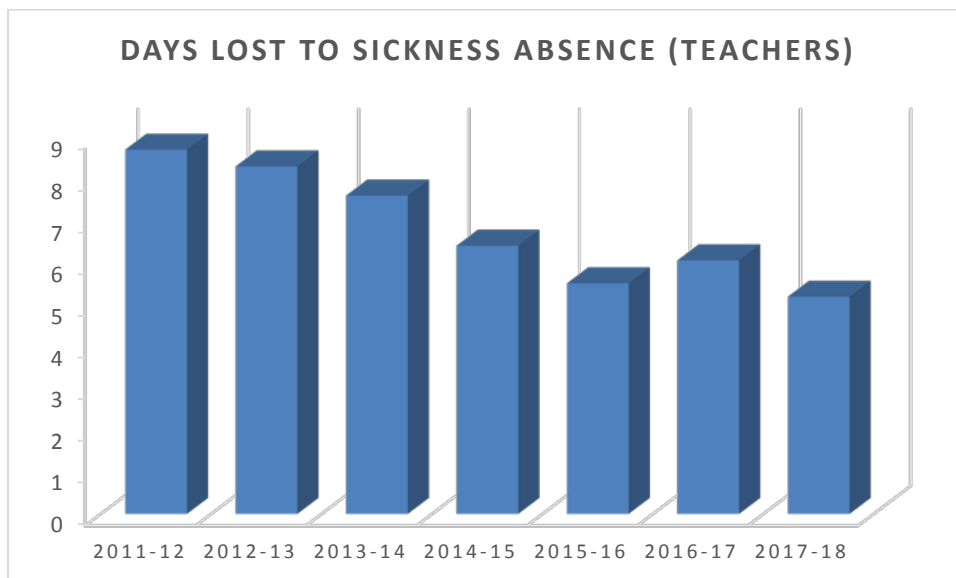
**Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised LTA. All observed lessons should be satisfactory or above with the majority being judged as good or above.**

- The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing. This has been distributed to all teaching staff and is a key component in developing pedagogy within establishments.
- Through our school reviews this session, all observed lesson were judged to be satisfactory or above with the majority being good or above. It was identified, however, that there is still a need to improve consistency in the quality of learning and teaching within our establishments.
- We continue to work with our colleagues within the West Partnership to develop a shared understanding of standards and expectations.

**Take forward a work plan through the Local Negotiating Committee for Teachers to better support staff that are experiencing work related stress and monitoring the sickness absence of teachers**

As part of a national strategy, Inverclyde Education Services continues to work alongside the trade unions to tackle issues of workload and to decrease unnecessary bureaucracy that could lead to work related stress. The work related stress questionnaire for teachers is now well used and has helped to identify early and effective interventions for those who experiencing work related stress. The LNCT committee continually review and monitor the authority’s Dignity and Respect Policy. This is maintained as a standing item on the LNCT agenda. Through ongoing communication and regular monitoring of workload issues, the LNCT for Inverclyde supports teaching staff to perform their best.

It is important that we monitor the attendance of our teachers as well as that of our pupils. The sickness absence rate for teachers rose slightly in 2016/17 after falling for the fourth previous years in 2015/16. In session 2017/18 the rate decreased again. This compares favourably to other parts of the Council.



**Evaluation of Teacher Professionalism in Inverclyde**

**Newly qualified teachers**

Our NQT programme remains a key strength in Inverclyde. All NQTs in 2017/18 met the Standard for Full Registration in June 2018 and are now registered to teach in our schools. Our revised programme has been very well received, with more sector specific sessions to ensure best use of time.

## **Career long professional learning opportunities**

We continue to use the Gateway system to record and reflect on professional learning opportunities for teaching staff. The GTCS requires teachers to be signed off for Professional Update on a five year rolling programme. To date we have had a 100% sign off for teachers in Inverclyde.

## **What do we hope to achieve in the future?**

### **Outcomes for Learners**

**All children and young people benefit from high quality learning experiences.**

### **Next Steps**

**Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.**

**Ensure that Career Long Professional Learning impacts on playroom / classroom practice.**

**Embed the learning, teaching and assessment policy and develop a consistent and shared understanding of high quality learning and teaching.**

**Evaluate Authority programmes in literacy, numeracy, health and well being and nurture.**

## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.**

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

**Last year we said we would:**

- Review and update Inverclyde's Young Workforce plan 2014/21.
- Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.
- Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation.
- Evaluate the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.
- Focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.

**Here's how we got on:**

**Review and update Inverclyde's Young Workforce plan 2014/21**

- A full review of the Young Workforce plan has been undertaken and a new 2019/21 plan is now in place.
- Partnership working is key to the successful delivery of the Developing Inverclyde's Young Workforce agenda. DYW West continues to work in partnership with other agencies to increase the level of support from business organisations supporting Inverclyde Schools.
- The number of employer led activities in schools continues to increase.

**Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement.**

The new Inverclyde Education Services Parental Engagement Strategy 2018/19 was launched in May 2018, strongly reflecting parental and partner views gathered as part of our consultation process. Four main areas of future focus were identified in this strategy including, parental partnerships, communication with parents, Learning at Home and Family Learning.

This strategy places the council in a strong position to respond to the recently published Scottish Government action plan, 'Learning Together: A national action plan on parental involvement, engagement, family learning and learning at home 2018/21'. Inverclyde Council currently chairs the West Partnership, Regional Improvement workstream on Families and Communities, which will continue to identify, share and develop best practices in addressing inequity through family learning community capacity building and parental engagement. Inverclyde has encouraged the involvement of parent representatives within this regional working group.

In June 2018, King's Oak Primary School was successful in winning the Family and Community Learning category at the Scottish Education Awards. Kilmacolm Primary School was also successful in winning the Raising Attainment in Literacy Award, for their programme encouraging reading both in school and at home with the family.

Our individual school Standards and Quality reports demonstrate a strong collective commitment to widening the participation of parents in the life of the school and in helping them to understand and support their child's learning. Schools continue to consult parents in the priorities for the use of Pupil Equity funding, resulting in an increased number of schools setting up parental learning hubs, family support rooms and a wider programme of family learning activities. Many of these activities are highlighted in our Key Achievements area of this report.

Evidence has been gathered and monitored through a shared database collating information from the services providing family learning opportunities. This creates a timeline of activities and interventions taken up by families and is aligned to children's attainment and progress.

The Families and Communities Services that are involved in the attainment challenge provide monitoring reports on a 6 weekly basis, to provide evidence on the most successful strategies and how these can be rolled out further.

**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**

Schools continue to consult with parents on a number of aspects of their operations and improvement priorities. Schools continue to involve their parent council and wider parent forum in shaping school improvement priorities and in seeking support to promote wider parental engagement.

Inverclyde now has parental representation on the following regional and National groups:

- Education Committee: 1 representative
- National Parent Forum of Scotland: 1 representative
- West Partnership, Families and Communities working group: 1 representative,

This ensures that parental opinion helps to reflect and shape both Council, regional and national opinion and policies.

The authority continues to meet with representatives of the Parent Councils four times a session. Areas for discussion this session have included, PEF allocations, progress of the Attainment Challenge, the development of school websites, ASN and autism support groups, the I58 Project providing support for families in need of help, GDPR and the impact on Parent Councils, Parent Network Scotland support, SNSA operation in Inverclyde and the work of the West Partnership.

Parent Councils continue to be consulted in the proposed use of Pupil Equity Funding. The Parent Council Representatives Group was also given the opportunity to share ideas on how this funding could best be used to support inclusion and school improvement.

Twenty schools and Early Years establishments have been creating new websites, eleven of which are already published and being used by the parents. The feedback from parents and school staff has been very positive. All sites have specific areas where aspects of parental engagement can be highlighted.

### **Evaluate the pilot project in primary schools for more regular reporting to parents and shared good practice and findings of the pilots.**

The SEEMIS Progress and Achievement Application introduced in November 2019 has been used by all of our schools to track literacy and numeracy across the CfE levels of the broad general education. This new application also has allowed schools to create their own templates and to look at the timing and frequency of the reports they send out to parents. Two schools have been piloting the use of this new reporting tool.

As part of the move towards the wider use of this new reporting system, individual schools have been consulting widely with parents about the format of the reports. The focus of our annual authority consultation with parents this session will be on reporting to parents. This questionnaire will be sent out to parents in May 2019 and the results will be used to help shape the format of reports for the future.

### **Evaluation of parental engagement and partnership working in Inverclyde**

Inverclyde Education Services are taking a lead role within the West Partnership Regional collaborative, chairing the 'Families and Communities' workstream to develop strong practices around family learning and home learning. This also continues to be a focus for our Attainment Challenge with a number of family learning opportunities running during the school holiday periods and a greater number of after school activities operating within our schools. The numbers of families involved in these holiday activities continues to grow.

The partnership with Barnardo's, Community Learning and Development, Speech and Language Therapy, Inverclyde Library Services continues to strengthen the involvement and participation of parents in their children's learning. A greater number of parents now work on a voluntary basis within schools and Early Learning Centres, assisting with family learning activities and are more actively involved in literacy and numeracy learning programmes.

The authority continue to provide a range of family learning events during school holidays, with a clear focus on play, family support, literacy and numeracy development. Examples of the range of family learning activities include reading for pleasure programmes, family literacy clubs, the 'Families Connect' programme, the First Minister's reading challenge, GEM (Going the Extra Mile) project and the 'Steps to Excellence' project.

Evidence based programmes such as Families Connect are delivered by the Attainment Challenge Team, led by Community Learning and Development and fully supported by the school nurture teachers, the library services and parents. The team has been trained by Save the Children and will repeat the 8 week course as a method of engaging parents in their children's learning, throughout the year. This programme has been delivered in 8 schools.

Partnership working is key to the successful delivery of the DIYW agenda. DYW West continues to work in partnership with other agencies to increase the level of support from business organisations supporting Inverclyde Schools. The number of employer led activities in schools continues to increase.

### **Partnerships and communication with parents**

In session 2018/19 the authority continued to provide parents, teachers and school leaders with the ability to access courses connected to the development of parental engagement partnerships. 18 further members of staff also recently completed a SCEL accredited course on 'Engaging Families in their Children's Education'. 20 members of staff attended a new course from the charity Connect\_Scot, focussing upon 'Evaluation - Assessing the Impact of Family Engagement'. A further 3 members of staff participated in a 'Family Engagement for School Improvement' course. 15 members of staff from across the wider Education partnership also participated in the West Partnership/Education Scotland Parental Engagement discussion day.

We have Parent Councils in all of our schools and attendance at the authority Parent Councils' representatives meetings has continued to grow, with opportunities to participate in discussions about many aspects of our schools. This has included:

- The use of PEF monies to support school improvement.
- The key messages resulting from the Integrated Children's Services Inspection of Inverclyde Council.
- Scottish Government: Education Governance review.
- National Parent Forum of Scotland Review of Parental Engagement Act 2006.
- Additional Support Needs: provision and presumption of mainstreaming.
- Council budget proposals and impact on education.
- Primary to secondary school transition processes.
- Guidance to support children and young people at risk of suicide and self-harm.
- Our Place, Our Future – Inverclyde Council's community engagement consultation.



A number of the Parent Councils have reviewed the focus of their group, opting to assist in developing family hubs, wider parent partnerships and family circles.

Parents are consulted, engaged and involved in the continued development of the Holiday Lunch Clubs that are offered across the Inverclyde Communities. At every session parents and children are asked what was good about the session and what could be better. Holiday Lunch parental focus groups continue to improve communication, raise awareness and encourage ongoing participation.

## Partnership working

Inverclyde continues to work well and has strong partnerships with other Local Authorities, SCEL and Education Scotland. Examples of this include being part of the West Group of Authorities formed to share practice including moderation processes, middle leadership, mathematics and early learning and childcare 1140 hours developments. Our involvement in national developments include national hubs for improving literacy and numeracy, regular meetings with other Attainment Challenge authorities and cross authority training opportunities. Officers represent Inverclyde on appropriate professional groups such as the Association of Directors of Education Scotland (ADES) and are well represented on national working and steering groups. We maintain a close link with our Associated Lead Officer and Attainment Advisor from Education Scotland, receiving advice and guidance from them and in turn contributing to training events at a national level.

## Focus on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.

Annual performance statistics are very positive, with key increases in four areas:

- Participant sessions increased by 53%
- Activity sessions up by 36%
- Distinct participants increased by 22%
- Distinct deliverers increased by 30%

Annual performance measures well against the national average. Inverclyde is punching above its weight exceeding the national average in four areas.

- 15% higher than the national average for the number of primary pupils taking part in our sessions.
- 5% higher than the national average for girls participating in our sessions.
- 4% higher than the national average for the number of sessions delivered by volunteers.
- 2% higher than the national average for the number of primary and secondary pupils taking part in our sessions.

Primary schools with the highest level of children in SIMD 1 and 2 are engaging well with the Active Schools programme, with seven of the top ten schools for pupil participation being attainment challenge schools.



Feedback from senior management within schools is positive. They value the partnership with Active Schools and are seeing the impact across their Health & Wellbeing curriculum, not just in extra-curricular areas.

Sport for Change programmes are seeing success in engaging non participants, improving confidence, self-esteem, determination, resilience and motivation. Transfer of these skills to the classroom setting has been achieved which is also targeting better performances in numeracy and literacy.

## **What do we hope to achieve in the future?**

### **Outcomes for Learners**

**Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**

### **Next Steps**

**Strengthen joint working through West Partnership to take forward Scottish Government's Action Plan on Parental Involvement and Engagement.**

**Continue to ensure a co-ordinated response to family learning is taken forward to maximise impact on attainment**

**Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.**

**Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2.**

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.
- Data from surveys on health and wellbeing.
- Senior phase qualifications and awards data.
- School leaver destinations.
- Wider achievement awards.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children's Progress.

### Last year we said we would:

- Take forward Inverclyde's Moderation and Assessment plan.
- Use moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.
- Use assessment information to track and monitor the progress of every pupil, in all schools.
- Increase the use of accredited courses offered by schools in partnership with CLD.
- Develop robust systems to track children's progress which are understood by all. This includes training on the BGE toolkit.

### Here's how we got on:

**Take forward the Inverclyde Moderation and Assessment plan. Use moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress.**

The Inverclyde Moderation Plan has been taken forward. Schools are allocating time for moderation within improvement plans. Each cluster has a moderation plan which focuses on aspects of literacy and numeracy and activities are undertaken to share standards and give staff confidence in their professional judgments about the levels pupils are achieving. Clusters are providing two opportunities throughout the school year to moderate. Authority moderation of reading and numeracy has gone through its first cycle of events.

For the third year, moderation of standards for achievement of a level events (reading and numeracy early through to fourth level) have taken place with neighbouring authorities. This joint working provides reassurance that we are making progress with the strengthening of teachers' understanding of standards.

Our team of Quality Assurance and Moderation Support Officers (QAMSOS) continues to grow, extending into listening and talking. QAMSOs attend every national quality assurance and moderation event for their level and, or area, collect a range of evidence from schools to demonstrate high quality holistic questions, standards and achievement of a level, share key learning and messages and share evidence and comment on it. Teams of QAMSOs and those involved in inter-authority moderation are delivering in-service to staff from across the authority on "How to run a moderation event" and "Planning for Assessment" which includes sessions on planning assessment and moderation, holistic assessment and achieving a level. The training is evaluated and improved after each session. This is further increasing staff confidence in judgements around pupil progress.

### **Use assessment information to track and monitor the progress of every pupil, in all schools**

Teacher judgements for pupil progress in literacy and numeracy in the BGE continued to be collated at authority level. The Scottish Government published this data and the results were published on Parentzone on a school by school basis. Work continued with Head Teachers and schools to ensure that systems and processes are in place.

Reliability around data has grown and further opportunities for moderation of teacher judgements have taken place.

Progression Pathways for numeracy and mathematics and literacy and english are accessible to practitioners. They are supporting staff in planning and tracking progressive learning experiences for young people and will assist teachers in having a shared understanding of progress within a level. Professional learning around the creation of the pathways has been offered and delivered to teaching staff.

Numeracy and Mathematics Pathways have been evaluated by teaching staff and edited.

All establishments continue to participate in training to support the implementation and ongoing use of Scottish National Standardised Assessments. There are now five training sessions which practitioners are attending. A range of assessment information is used to inform teachers' professional judgements on a learner's progress through Curriculum for Excellence levels. The consistent use of a tracking system for all schools continues to be effectively supported by our data officer, with updated information being supplied to schools at agreed stages of the academic session.

Training has been delivered on the National Standardised Assessment tool and the Broad General Education toolkit.

**Raise attainment for all in numeracy and maths through continuing work on the development of a numeracy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

Inverclyde are making good progress in raising attainment in numeracy and mathematics. In primary one to seven attainment has increased between 2015/16 and 2018/19. Primary four attainment saw the greatest increase of 19.7% in that period. Secondary schools saw a rise in attainment in both the broad general education and in the senior phase across the last two years. Pupils achieving fourth level in third year saw the greatest increase of 13% over the two years. At first level, third level and across the senior phase the poverty related attainment gap has reduced slightly over the two year period.

80% of primary pupils (P1, P4 and P7 combined) in session 2017/18 achieved their appropriate Curriculum for Excellence levels in numeracy.

85.6% of S3 pupils achieved third level or better in numeracy in session 2017/18, an increase on the previous session.

**Raised attainment for all in literacy through continuing work on the development of a literacy strategy. The most significant gains will be for our children and young people who are the most deprived and targeted through the Attainment Challenge and Pupil Equity Funding.**

Inverclyde are making very good progress in raising attainment in literacy. At early, first and second level attainment has increased in all areas of literacy between 15/16 & 17/18. Attainment at first level has saw the greatest rises, with increases in reading 14% writing 19% and talking and listening 17%. In the board general education secondary pupils' achieving level 3 or greater increased year on year in reading, writing and talking and listening over same period. At the senior phase the pupils attaining SCQF qualifications at all levels increased over the same two year period. Pupils attaining level 6 qualifications saw the greatest increase of 8.15%.

73.5 % of primary pupils (P1, P4 and P7 combined) achieved the appropriate levels or better in literacy. The figure for S3 pupils achieving third level or better is 90.5%.

As part of the Inverclyde Literacy and Numeracy strategies we set ambitious targets for the percentage of pupils who would leave school with National 5 in English and Mathematics:

- To increase the percentage of pupils achieving National 5 English or above by the end of S6 from the current 60%.
- To increase the percentage of pupils achieving National 5 Maths or above by the end of S6 from the current 40%.

The table below demonstrates that we are making very good progress in this measure:

Pupils leaving school in	% Achieved Nat 5 English	% Achieved Nat 5 Mathematics
2015	60%	40%
2016	66%	43%

2017	74%	46%
2018	86%	59%

**Develop robust systems to track children’s progress which are understood by all. This includes training on the BGE toolkit.**

Training in the use of the BGE toolkit has been delivered.

Education Officers and Attainment Challenge personnel have engaged with schools to ensure that there is a clear understanding of what the attainment data is telling them. Primary and Secondary Head Teachers have been involved in analysing their annual data report and have led discussions with the Head of Education and their link Education Officer. Our robust tracking system is in place and has been shared on the National Improvement Hub.

Following a period of consultation with schools, in September 2018, all Inverclyde Primary schools started to use the new SEEMIS Progress and Achievement BGE tracking application, to track the four key measures within Literacy and Numeracy. The new system has been well received by staff and a number of schools have started to move forward with discussions around the tracking of other CfE curriculum organisers, aspects of wider achievement and wellbeing. It is envisaged this will be a staged introduction over the course of next session.

A small number of schools have also started to create their own report templates in line with their new tracking ability. This aspect will be piloted in a small number of schools by the end of this session and will be extended further in Session 2019/20. Consultation with parents has been a central feature of this development.

Two secondary schools are currently developing a more fulsome tracking system for BGE as part of pilot work that has been taking place. This has involved curricular departments/faculties considering more broadly the organisers they wish to track.

For the first time, this BGE tracking system will be used by all schools to provide the teacher professional judgements directly to Scottish Government.

**Develop a robust tracking system for Early Years**

A working group of early year’s practitioners have considered different ways of tracking the learning in the Early Years setting. A number of our Primary schools with attached nursery classes have been using the new SEEMIS Progress and Achievement application to record the attainment of learners through the early level of CfE. This practice will be built upon further in the coming session.

**The Inverclyde framework for Employability Skills will be used in all of our schools and early years centres from 3-18.**

#### Framework for Employability Skills

The Framework and support materials have been distributed to all learning establishments (3-18) across Inverclyde. Establishments are now working towards embedding skills development across the curriculum with a particular focus on employability. The long term vision is for all young people in Inverclyde to be able to articulate their employability skills whilst recognising how they have been developed and how they will apply them in the future.

### **Evaluation of attainment in Inverclyde**

Attainment and achievement remains relatively strong overall in Inverclyde and areas for improvement are highlighted in this report. In the senior phase, SQA results continue to rise, are positive overall and better than virtual comparators across many key measures. Year groups in Inverclyde often attain above both the national average and schools serving similar catchment areas (virtual comparators). This is particularly marked in respect of the lowest attaining 20% of the pupil population in terms of total tariff at the end of S4. Pupils in Inverclyde tend to stay on at school longer than pupils nationally, however, not all students who choose to stay at school beyond S4 build on this level of attainment and further work needs to be undertaken to ensure all of our young people are making the most of their senior phase of education. In terms of attainment versus deprivation, Inverclyde is performing very strongly against the national picture in regard to children's attainment across a range of SIMD deciles. Through ongoing attainment meetings, schools and the authority have identified attainment in maths to be a key area for improvement across the authority.

Following collection of teacher judgements in 2016 which did not match standardised test data, schools and establishments have worked to moderate standards through familiarisation with benchmarks and moderation activities both within establishments and at cluster level. Teacher judgements for 2017 are more robust and in line with national figures. The attainment gap between pupils in the most and least deprived areas has reduced in most cases between 2016 and 2017, the exception being at some aspects of early level where the gap has increased. It should be noted that 5 times as many pupils live in the areas of most deprivation as those who live in the least deprived areas so caution needs to be applied when making comparisons.

**BGE Data June 2017 / 18 (although this is the second year of collation this data has been is still identified as experimental)**

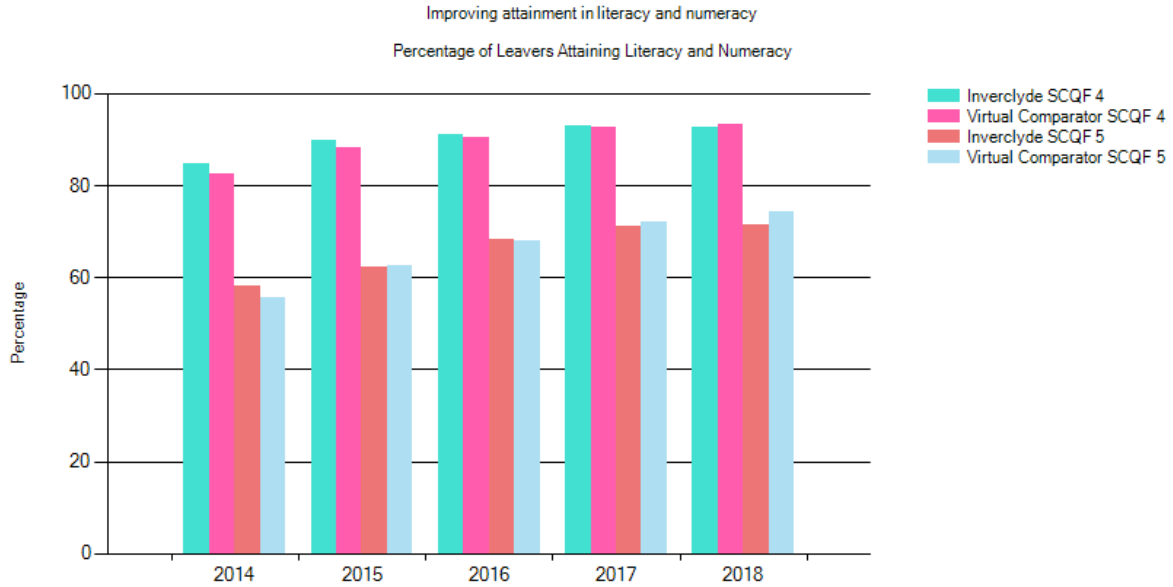
**Achievement of a Level 2017-2018**

2017/ 18 Data	Reading				Writing			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	83.9%	75.0%	17.3%	25.0%	83.2%	76.1%	13.7%	18.6%
P4 / Level 1	78.6%	69.6%	16.6%	20.4%	74.7%	63.5%	20.6%	25.4%
P7 / Level 2	76.9%	68.1%	17.1%	20.0%	70.8%	61.9%	17.2%	23.2%
S3 / Level 3	91.8%	88.2%	6.6%	9.0%	89.7%	85.3%	8.3%	12.0%

2017/ 18 Data	Listening & Talking				Numeracy			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	86.4%	79.4%	13.4%	20.6%	87.2%	80.2%	13.3%	17.1%
P4 / Level 1	85.6%	78.4%	13.3%	13.9%	79.7%	69.3%	19.0%	25.1%
P7 / Level 2	82.9%	75.7%	13.9%	18.4%	72.8%	62.4%	20.5%	28.6%
S3 / Level 3	92.4%	89.4%	5.7%	7.8%	84.9%	81.4%	6.4%	14.4%

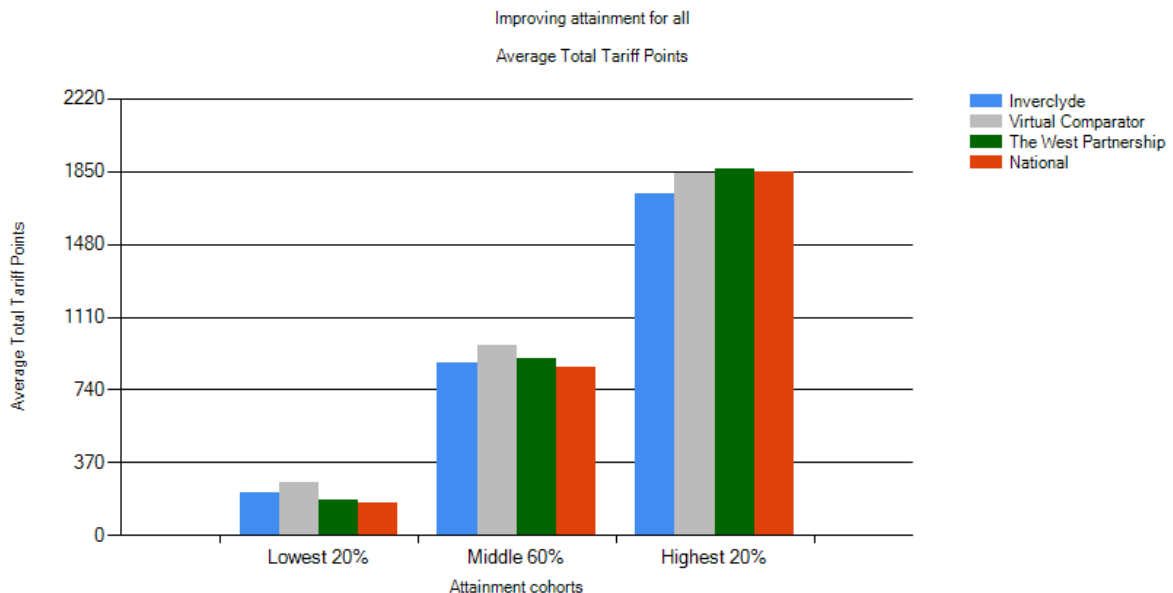
**Literacy & Numeracy**

This graph shows the overall performance in literacy and numeracy for all those who left our schools in 2017/18. Overall in literacy and numeracy, at SCQF level 4, our performance has improved year on year from 2009/10 to 2017/18. At SCQF level 5, the trend of attainment continues to improve.



## Attainment for All

This graph shows the total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and the middle 60% are above the national average and our West Partnership comparator figure. The attainment of the lowest 20%, middle 60% and highest 20% is below the virtual comparator. This is due to a large number of pupils staying on to S6 in Inverclyde compared to the virtual comparator or the national picture.

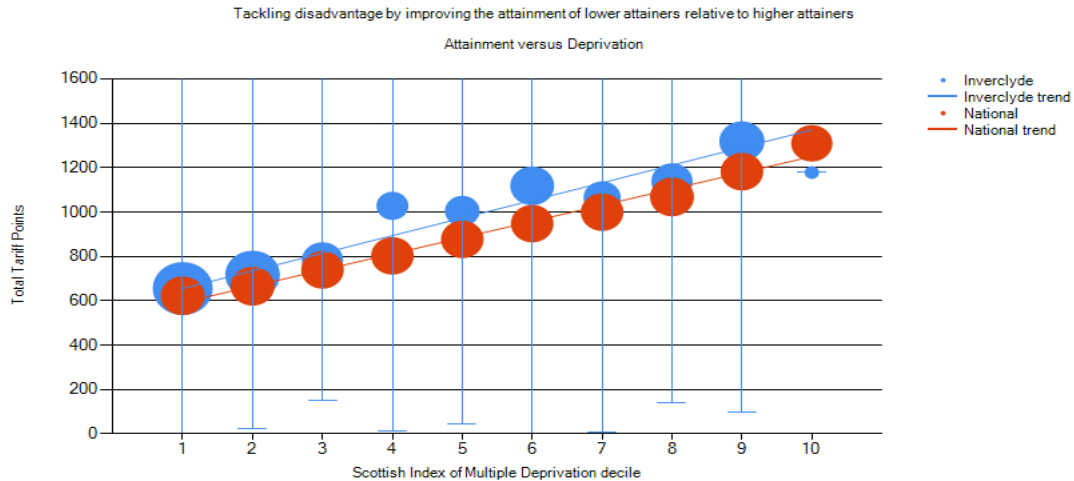




## Attainment v Deprivation

This graph shows the total tariff scores of pupils against their deprivation. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The total tariff scores of pupils in SIMD bands 1 to 9 leaving Inverclyde schools are consistently greater than the national trend. There is only one pupil in SIMD 10. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.



The tables below show our performance at Higher in S5 and S6. The overall trends in Inverclyde remain very positive and we perform better than our virtual comparator in all measures. We continue to perform in line with or below the national average in most measures. Our aim is to close the gap between Inverclyde and the national measures and this is being achieved in most measures with 1 or more Highers rising above the national average.

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2018	63.9	55.4		41.3	33.9		18.0	15.2	
2017	60.9	52.3	59.1	37.9	32.2	38.8	16.9	14.7	18.8
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.0	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.1	12.2

By the end of S6	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2018	66.8	75.4	66.2	48.4	41.2	44.9	32.4	27.1	30.4
2017	66.4	55.9	63.4	47.5	39.0	47.7	31.6	26.3	33.5
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44.0	26.8	24.7	30.8
2014	55.2	50.0	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21.0	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

Source: Insight Breadth and Depth All Candidates

## How do we perform for our leavers destinations?

### School Leaver Destination Results (SLDR) Initial

Inverclyde 2017/18	Ranking	Scotland	Local authority quartile	Change in rank 2016/17-2017/18	2016/17	2015/16	2014/15
93.3	26th	94.4	4 <sup>th</sup>	down 3	93	94.3	94.6

Inverclyde Council SLDR 2017/18 (Initial destination percentages)											
School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	713	41.1	31.1	1.4	17.3	0.7	0.8	5	1.7	0	93.3
Scotland	49,478	41.9	26.5	2.1	22.7	0.7	1.2	3.8	1.3	0.4	94.4
Difference LA to Scotland		-0.8	+4.6	-0.7	-5.4		+0.4	+1.2	+0.4	-0.4	-1.1

\* Value could provide information on a cohort of less than five or has been suppressed to prevent calculation of data for a small cohort. Values are rounded to the nearest whole value and therefore may not sum to 100.

**What the data tells us:**

The 2017/18 figure regarding the number of pupils entering positive destinations is 93.3%. In 2017/18, there were 713 school leavers in Inverclyde, 71 less than in 2016/17. The data shows that there was an increase (0.3%) in the number of Inverclyde pupils who entered a positive and sustained destination (for example, further or higher education, employment or training) after leaving school. The Inverclyde figure for this measure is now below the Scottish average which has increased year-on-year as authorities become better at assisting their school leavers into positive destinations.

Inverclyde continues to consistently perform and deliver on initial school leaver destinations and Inverclyde has had no unknown leavers for the last nine years. However, the data does not show the positive trend that we would wish and this will remain a priority for improvement next year.

**Increase the individual pathways through the senior phase for young people to achieve a sustained positive employment destination.**

The senior phase is continuing to develop and schools are building on their previous work to increase and refine curricular Personal Learning Pathways and ensure that this is available to all pupils as appropriate.

**Continue to implement the attendance policy and improved attendance rates, especially for those who are Looked After at Home.**

The attendance policy is now in place and schools are proactively taking steps to monitor and follow up attendance. The policy will be reviewed next year as head teachers are reporting that the process can be overly bureaucratic. Whilst the numbers for LAC are small and any percentages have to be treated with some caution, the figures shown later in this report show that this should remain an area of focus for Inverclyde.

**Continue to develop appropriate Personal Learning Pathways (PLPs) and flexible curriculum options for those with any barriers to their learning to further improve opportunities for transition to positive post-school destinations.**

PLP's are a universal offer that are being adapted and supported by Mor Choices More Chances to support schools and staff to ensure that all entitlements are available to young people requiring additional support, advice and opportunities. This is as part of their transition from school to post-school and ensuring that the appropriate support is in place and continues, as required, for the young person.

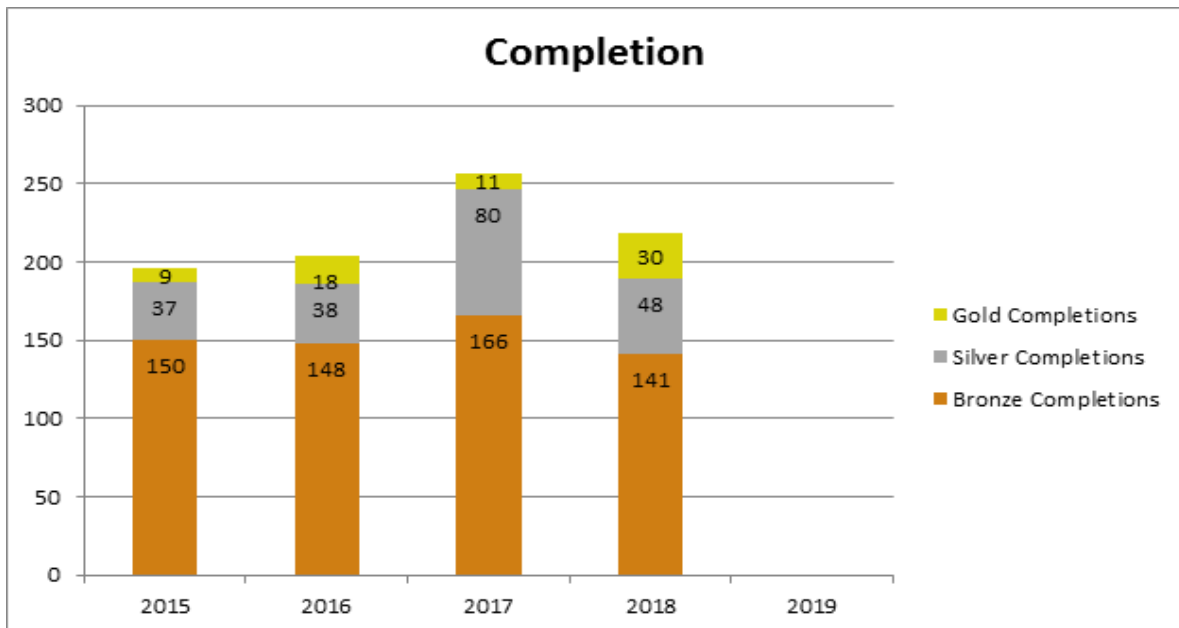
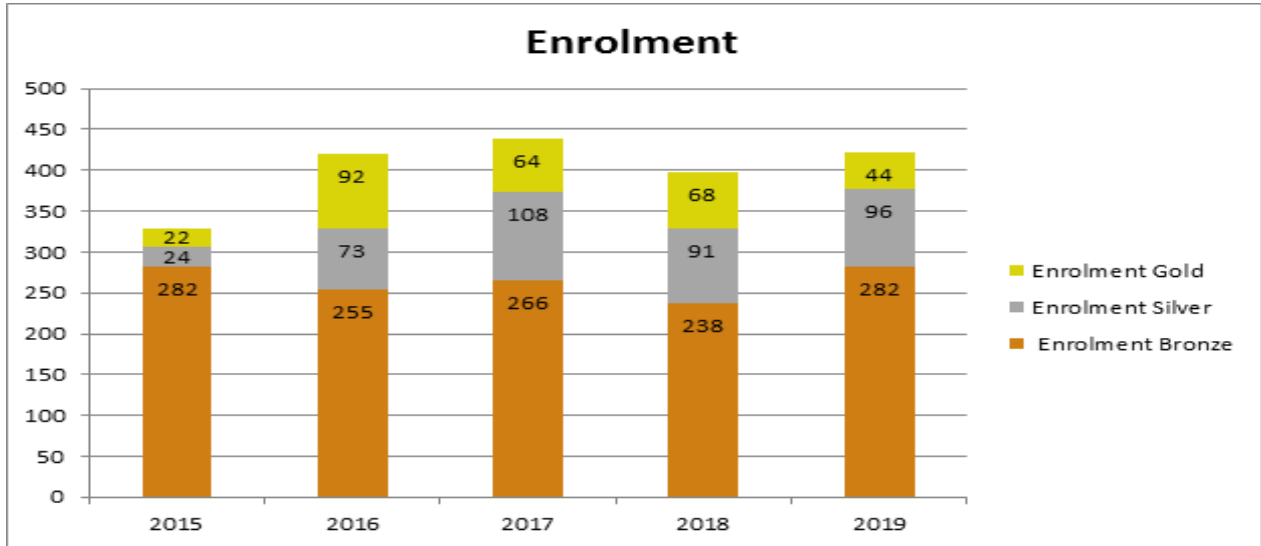
**How good is our wider achievement in Inverclyde?**

In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we hope to nurture talent and to develop the responsible citizens of the future.

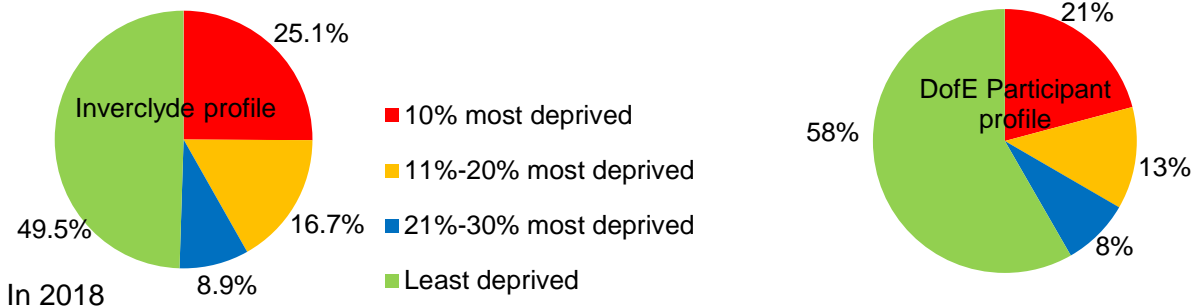
The Duke of Edinburgh's Award programme develops skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged

14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top four nationally for the overall awards achieved.

The tables below shows the trends for enrolments and awards gained for to Duke of Edinburgh's Award programme in Inverclyde.



The charts below show that the participation rate matched against deprivation for the awards is very positive for Inverclyde and that the demographics of participants in the Duke of Edinburgh's Awards closely match the demographics of Inverclyde overall.



Inverclyde completed a record 48 expeditions with over 748 camping occasions spanning over 116 expedition days.

Over the last year CLD Service has supported 3 young people to achieve the new Hi5 Award, 15 young people completed their John Muir Award and 65 young people achieved an SQA award in Personal Achievement, Personal Development, Leadership or Volunteering Awards. In addition, 92 Young people achieved the Dynamic Youth Award (SQA level 2) and an increase from 71 in 2016/17 and 10 young people undertook a voyage on the Ocean Youth Trust and gained a range of qualifications through this. The Dynamic Youth Award is an individual award to show participation and achievement with a set project or programme within the school, for example, Mentors in Violence Protection, Senior Phase Programme etc.

### **The Inverclyde Music Service**

The Inverclyde Music Service continues to inspire children and young people to fulfil their potential and improve attainment. Our music service continues to be a real strength in Inverclyde with many successes on both the local and national stage. From P.4 to S.6, 1052 pupils currently receive music tuition in schools with 385 pupils participating in Inverclyde's choirs, bands and orchestra. In addition to this all P6 pupils receive a minimum of 12 hours giving them an introduction to music. Pupils learning an instrument have the opportunity to sit exams from both with the associated Board of the Royal Schools of Music and Trinity College Exams. As well as building their wider achievement portfolio, it provides valuable experience for sitting their SQA exams.

### **Choir, Bands and Orchestras**

The Music Service manages eight ensembles and presents the Gala and Christmas Concert annually. In addition to this the choirs, bands and orchestras participated in church concerts, Armed Forces Day and this year the Junior and Senior Choir were invited to participate in the Glasgow Phoenix Choir at the Royal Concert Hall.

### **Youth Music Initiative (YMI)**

- **General Introduction to Music** – 12 hours of music to all P6 pupils

- **Music at Lomond View** – musician in residence for two days a week
- **ASN Music** –delivering specialist music programmes and CPD in Craigmarloch School and Garvel Deaf Centre
- **Streetband** – 120 P.7 pupils in St. St.Francis, St. Michaels and Newark trained and performed as the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD delivered and classroom teachers supported by music education software
- **Music in Craigmarloch** – 3 members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making.

## What do we hope to achieve in the future?

### Outcomes for Learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained

### Next Steps

Take forward the 2019-2020 Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil.

Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.

Through developing vocational programmes and pathways, improve the positive destinations for all pupils who leave Inverclyde Schools.

Devise action plans to collate and support the analysis of the West Partnership critical indicators.

## School / Establishment Improvement

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

### **We said we would:**

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This included the creation of an Inverclyde self-evaluation and quality assurance framework.
- Embed the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.
- Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.
- Fully participate in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

### **Here's how we got on:**

**Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework.**

Following a Quality improvement Team review, the quality assurance framework has been established and is open to all school leadership personnel on Glow. The framework clearly defines the roles and responsibilities of each member of the team and highlights to education establishments the range of support and advice that can be accessed.

The framework also has strengthened the annual processes of validation of establishments own judgements in key HGIOS?4/HGIOELC quality indicators. Set quality assurance activities now include opportunities for establishment leadership teams to take part in professional dialogues and report on their attainment, to participate in collaborative learning visits and to focus on self-evaluation processes and evidence based analysis.

**Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.**

Attainment meetings have taken place for all establishments this session. Early Learning and Childcare managers have taken part in specific securing children's progress meetings with the link ELC Education Officer around Q.I. 2.3.

Primary schools now produce their own annual data report which is discussed with the Head of Education and link Education Officer.

Secondary schools also produce an annual data report which also forms the focus of an attainment meeting involving the Director of Education, Head of Education and link Education officer.

**Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.**

In November 2018, over 80 young people from across all of our secondary schools attending the Clyde Conversations 3(b) Event in Greenock Town Hall as a follow up from the Clyde Conversations 3 event which took place in February 2018. A steering group of 12 pupils were involved in the planning of the event and had full ownership from the beginning. A range of issues were explored and the views of young people taken on board. The themes discussed at Clyde Conversations in 2018 included Careers Support, Drugs & Alcohol, Pupil Voice, Mental Health and Hate Crime. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform Education and Children's Services planning. Examples of work that has been undertaken as a result of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of sexual consent.
- Some schools have undertaken a review of their Personal Social Education (PSE) programme.

Furthermore, colleagues from Community Learning and Development carried out a range of consultations with young people throughout the past 12 months including:



- Focus groups and consultation with over 200 young people on the Council’s Savings Proposals.
- Consultations carried out by the Clyde Conversations Steering Group to identify the issues affecting young people – over 150 young people responded.
- A youth-friendly version of the “Our Place Our Future” survey carried out with young people involved in youth work services to ensure that their voice was heard. The findings contributed to the Local Outcome Improvement Plan.
- Members of the Scottish Youth Parliament (MSYPs) carried out a consultation with young people on public transport following a Scotland wide consultation with young people which attracted more than 10,500 responses. Our MSYPs consulted widely with local young people to gain their views on fares, accessibility and standards.
- In March 2019, young people from across Inverclyde voted in the Scottish Youth Parliament election to elect two new MSYPs for Inverclyde. The newly elected members will serve for a period of 2 years and will work alongside their peers to campaign on issues affecting young people.

**Fully participate in the Improvement theme of the Glasgow City Region Improvement Collaborative Improvement Plan.**

The Quality Improvement Team and school leaders have twice worked jointly with colleagues from Renfrewshire Council and Education Scotland on collaborative capacity building activities. These have helped strengthen the groups understanding of high quality learning and teaching and the use of evaluative feedback as part of review processes.

**What do we hope to achieve in the future?**

**Outcomes for learners**

**All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.**

**Next Steps**

**Work alongside schools / establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.**

**Embed the use of a consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.**

**Schools are better able to use data to inform improvement through self-evaluation.**

**Work with neighbouring Authorities to build capacity across all sectors.**

## The Development of our Curriculum

### Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS? 4 Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Creativity and Employability.
- Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Developing Creativity and Skills for Life and Learning.
- Learning pathways offered to our pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

### We said we would:

- Ensure that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.
- Continue to develop the senior phase through enhanced pupil choice and monitoring of progress.
- Continue to take forward our 1+2 languages initiative in relation to the development of a third language.
- Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

### Here's how we got on:

Education Officers have ensured that all schools are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.

In taking forward 1+2 languages initiative the newly appointed 1+2 development officer has increased L2 training opportunities for all primary staff and L3 for Primary 5-7 staff. Further training has been provided for school coordinators alongside the purchase of new resources to support the delivery of 1+2. Discussion has taken place with Principal Teachers of Modern Languages around collaborative work across the sectors as part of the schools' transition programmes. We had 26 French visitors to Inverclyde who were warmly received in 13 of our primary schools / early years establishments and the application for a reciprocal visit has been submitted.

**Continue to develop the senior phase through enhanced pupil choice and monitoring of progress.**

Our senior phase model has now been operating for the last three sessions. Schools have continued to increase the variety of courses on offer to better meet pupil interests e.g. Music Technology, Photography, Drama etc. Schools are trying to maximise flexibility within the timetable to allow pupils a more personalised pathway.

Attainment meetings with secondary Head Teachers focus on pace and challenge for pupils. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. Data is collected on skills for life, learning and work for S3-S6 pupils in all secondary schools. The data allows schools and the authority to track the needs of our young people, to discuss individual needs and to plan and deliver the curricular needs and structure of the senior phase. Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

Ultimately we aim to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named deputy Head Teacher responsible for DIYW and this includes vocational learning/college partnership. In addition, the authority wide DIYW steering group made up of key stakeholders meets twice annually to review progress.

This progress has included:

- New vocational learning opportunities have been agreed and delivered including the increased delivery of Foundation Apprenticeships across S5/S6 cohorts.
- STEM promotion supported by the delivery of events across the local authority (3-18).
- Saturday morning STEM session at the shared campus.
- Sector events for growth employment areas are offered to schools e.g. childcare.
- A significant rise in the number of schools attending employer led career/employability events.

**Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan (West Partnership).**

The Learner Journey Workstream is now represented through Curricular / Specialist and Curriculum Design Networks and we fully participate in both to establish self-sustaining subject networks for secondary schools, to bring about improvements in pedagogy and to ensure the design and delivery of a curriculum which has a range of pathways to meet the needs of all children and young people.

It is recognised that there is a need to develop a system which profiles alternative qualifications and the authority is in the process of gathering and sharing this information across the West Partnership.

### **Outcomes for Learners**

**All learners in Inverclyde experience a high quality curriculum that meets their needs.**

### **Next Steps**

**Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.**

**Continue to develop the senior phase through enhanced pupil choice and monitoring of progress. Define the Inverclyde 'offer' for senior pupils.**

**All establishments to continue to develop pathways for all learners.**

**Work with all stakeholders to increase positive and sustained destinations to 95%.**

## Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

### We said we would:

- Consult with schools, Head Teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.
- Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Continue to work with schools and partners to evaluate and implement the attendance policy.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school.
- As part of Inverclyde's Autism Strategy; develop Autism Friendly Schools.
- Fully participate in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.

### Here's how we got on:

#### **Consult with schools, Head Teachers and wider partners on the Inclusive Education, Self-evaluation and Quality Assurance Policy and have implemented the policy.**

Inverclyde's GIRFEC Practice Guidelines emphasises that we are committed to improving the outcomes for all Inverclyde's children and young people, in particular, those who are most vulnerable. The Inverclyde Health and Social Care Partnership and Local Authority have agreed that embedding the Getting it Right approach is critical to enabling us to achieve our vision for children and young people.

The collaborative approach taken in the implementation of our GIRFEC Pathways has provided a level of confidence in the consistency of approach used across both Education Services and Inverclyde's HSCP. Inverclyde's approach to working with children and young people with additional needs recognises that better outcomes are secured by services working together.

Quality assurance and self-evaluation was implemented on a cluster basis was implemented in June 2018. This provided an opportunity for the moderation and sharing of good practice in the development and implementation of children's plans, wellbeing assessments and the effectiveness of TAC meetings. It gave cluster management teams and Pastoral Care/Student

Support Teams an opportunity to look to best practice and share experiences in the implementation of the GIRFEC model.

Discussions continue at national level on the development of SEEMiS 2.0. The SEEMiS liaison Education Officer will continue to disseminate information on the updated SEEMiS application and associated modules currently being developed.

**Continue to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.**

Performance Measure - Attendance		
Sector	Inverclyde 2017 / 18	National 2016 / 18
Primary	93.8%	94.9%
Secondary	89.6%	91.2%
Additional Support Needs	91.8%	90.3%

The above table gives a comparison of attendance at Inverclyde schools against the national average. It should be noted that national figures are updated every two years. The revised attendance standard circular is now in operation and schools and the authority continue to monitor, and strive to improve, attendance of all pupils, particularly those who are looked after at home.

Performance Measure - Exclusion Rate per 1000 pupils		
Sector	Inverclyde 2017 / 18	National 2017 / 18
Primary	5.0	11.0
Secondary	45.6	47.4
Additional Support Needs	12.1	93.5
LAC – Primary	10.9	No data
LAC – Secondary	126.1	No data
LAC – ASN	55.6	No data

The above table gives a comparison of exclusions at Inverclyde schools against the national average. It evidences a very strong performance in Inverclyde schools. We continue to monitor exclusions for all LAC pupils very carefully as there is still remains a difference between exclusion rates for children who are LAC and those who are not.

Inverclyde’s Virtual School continues to ensure that every young person under the age of 18, who is not looked after but recognised as having barriers to their education or is otherwise disengaged from education, receives the same level of opportunities as every other young person.

The implementation of the policy over session 2017/18 of re-enrolling any young person accessing a post-school destination which subsequently proves to be short-term to their catchment school or, alternatively, on to the roll of the Virtual School, continues to be successful in ensuring that those young people that are potentially our most vulnerable continue to be supported by their identified Named Person.

During 2018, the Scottish Government used the SAC underspend to fund additional support to care experienced and looked after children through the introduction of the SAC LAC funding. This will provide targeted support to care experienced children and young people using the £1200 available to each young person and their family/carers. Inverclyde’s LAC Support Team

have been involved in the development of individual support plans to support and encourage access to education and improved outcomes.

**Continue to work with schools and partners to evaluate and implement the attendance policy.**

While the implementation of the revised policy on attendance has been effective across Inverclyde schools, feedback has indicated concerns on excessive bureaucracy in the process.

To date no schools have taken the opportunity to use the Attendance Referral Committee (ARC) procedures as outline in the policy. The implementation of the Locality ASN Forums structure across Inverclyde will allow for capacity in the Inverclyde ASN Forum (IASNF) to enable the ARC to be implemented.

**Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school.**

Improving the attainment of pupils with additional support needs or barriers to their learning continues to be a priority in school improvement planning. The tables below outline the Literacy and Numeracy attainment levels of LAC and ASN pupils compared to both the Virtual Comparator. In the main, performance has increased in Inverclyde year upon year for both LAC and ASN but concerns remain that Inverclyde does not perform as well as the Virtual Comparators identified by Insight.

Performance Measure: Literacy and Numeracy - ASN students						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	90.58	80.63	61.78	48.69	191
Virtual Comparator	2016	89.84	82.62	69.58	53.51	1910
Inverclyde	2017	93.5	86	66	50	200
Virtual Comparator	2017	92.5	85.5	74.45	56	2000
Inverclyde	2018	94.5	87	67	48	200
Virtual Comparator	2018	93.95	88.2	76.85	57.45	2000

The above table provides details of attainment in literacy and numeracy for ASN pupils. Attainment at both Level 4 and Level 5 in this measure has improved over the last 3 years.

Performance Measure: Literacy and Numeracy - All Looked After						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	84.62	30.77	38.46	13
Virtual Comparator	2016	91.54	77.69	68.46	43.08	130
Inverclyde	2017	82.35	58.82	23.53	5.88	17
Virtual	2017	85.29	74.12	56.47	41.18	170

Comparator						
Inverclyde	2018	89.47	84.21	52.63	42.11	19
Virtual Comparator	2018	92.11	85.26	71.05	47.89	190

The above table shows that over the last 3 years, in almost all measures, performance has improved. In line with all sectors literacy generally outperforms numeracy.

Performance Measure: Literacy and Numeracy - Looked after at Home						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	87.5	25	25	8
Virtual Comparator	2016	93.75	85	72.5	47.5	80
Inverclyde	2017	72.73	45.45	27.27	9.09	11
Virtual Comparator	2017	91.82	80	60.91	49.09	110
Inverclyde	2018	92.31	76.92	53.85	38.46	13
Virtual Comparator	2018	93.85	87.69	72.31	50.77	130

The above table provides details of attainment in literacy and numeracy for looked after at home pupils. Attainment in all measures has improved in the last year.

Performance Measure: Literacy and Numeracy Looked after away from Home						
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Inverclyde	2016	100	80	40	60	5
Virtual Comparator	2016	88	66	62	36	50
Inverclyde	2017	100	83.33	16.67	0	6
Virtual Comparator	2017	73.33	63.33	48.33	26.67	60
Inverclyde	2018	83.33	100	50	50	6
Virtual Comparator	2018	83.33	80	68.33	41.67	60

The above table provides details of attainment in literacy and numeracy for looked after away from home pupils. It shows that over the last 3 years, in almost all measures, performance has improved. In line with all sectors literacy generally outperforms numeracy.

### Curriculum Flexibility



Inverclyde's current curriculum model provides opportunities for flexibility for all young people in in the Senior Phase. For those with barriers to their learning timetable flexibility and tailored packages of support allows pupils to re-engage with their learning. This twin-track approach to school-based curriculum choices and the option of an alternative curricular pathways for those disengaged from education or with identified additional support needs is supported by the More Choices, More Chances Team in Inverclyde Education Services.

Children and young people with additional support needs are well supported to remain in mainstream education full-time or to integrate on a shared timetable between mainstream and special school. The partnership working across the schools in the Port Glasgow shared campus continues to develop to the benefit of all of the young people across the area. The realignment of Craigmarnock School's secondary school day with the shared campus mainstream has been hugely successful since implementation in January 2018 and has enabled more opportunities for access to mainstream curriculum and integration for young people across the campus. This is undoubtedly one of the factors that has significantly increased the confidence of parents/carers of children with complex support needs in the educational provision at Craigmarnock. This has resulted in a significant rise in the numbers of parents/carers requesting a place for their child at the school.

### **As part of Inverclyde's Autism Strategy; develop towards Autism Friendly Schools.**

Through the consultation process in the development of Inverclyde's Autism Strategy, the following themes were identified:

- Developing positive, enabling and supportive networks
- Developing a co-ordinated Autism Training Plan for Inverclyde
- Equal and timely access to an evidence-based pathway for assessment and diagnosis and the support that should follow
- A co-ordinated system for advice and information about autism
- Co-ordinated services based on accurate data
- Services that can be robustly evaluated

The Autism Strategy Implementation group subsequently identified three key objectives to support Inverclyde's aspiration to achieve "Autism Friendly". Those objective are:

- Developing community services and supports for people with autism that will assist in achieving an autism friendly Inverclyde;
- Developing services that will help to bridge the gaps that develop for young people impacted by autism at the transition period including signposting, resources and support;
- Early years including pre and post-diagnostic support and services.

#### Communication Friendly Schools Pilot

Over 2018/19 Inverclyde's Communication Outreach Service (ICOS) has been supporting two Port Glasgow primary schools to achieve Communication Friendly Schools status. The learning from this pilot will be disseminated to schools across Inverclyde in 2019/20.

#### Let's Introduce Anxiety Management (LIAM) Project

Throughout 2018/19 IEPS staff have been working collaboratively with NHS staff to deliver the LIAM project pilot in Inverclyde East Locality. The LIAM project aims to increase access to an

evidence-based intervention for mild to moderate anxiety presentations in children and young people. To that end, LIAM develops practitioner skills in the delivery of a Cognitive Behaviour Therapy-informed approach. The programme is suited to a range of professionals who work with children and young people, e.g. School Nurses, Teachers, Pastoral Care/Guidance Teachers, Social Workers.

As with the Communication Friendly School LIAM project will be available across all schools over session 2019/20.

**Fully participated in the Learner Journey theme of the Glasgow City Region Improvement Collaborative Improvement Plan.**

This theme did not go ahead as a specific workstream.

**Outcomes for Learners**

All pupils feel safe and included in our schools and are achieving their potential.

**Next Steps**

Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ level.

Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.

Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.

Embed actions from the additional support review:

- Establish ASN locality forums in 3 localities
- Implement a 3 tier mental health framework.
- Review Education service's GIRFEC model

Continue to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.

## Pupil Equity Fund

The evidence and evaluation to date indicates that Inverclyde Council is making very good progress in improving learning, raising attainment and closing the poverty-related attainment gap.

The recent Education Scotland report published in May 2018 noted the strong drive for change and improvement that has clearly directed the professional focus of elected members, centrally deployed staff and heads of establishment providing a strong shared vision which is driving excellence and equity.

Senior Staff across Inverclyde Council have established an excellent culture of collaborative professional learning as demonstrated through the highly effective implementation groups and professional learning communities.

It is recognised that Inverclyde Council has implemented a range of sector leading approaches to close the poverty related attainment gap. These approaches are grounded in sound research and have been developed in with the strong support of educational practitioners to meet the local needs of Inverclyde's communities

The Attainment Funding model and methodology with the innovative Start Small Think Big along with effective leadership has very successfully supported Inverclyde council in the development of strong impactful interventions that are addressing the needs of the local community.

Robust arrangements have been put place by Inverclyde Council to support Head Teachers to track and monitor individual establishments Pupil Equity Fund spending

Timetable for PEF Implementation was as follows:-

- i. PEF plans for session 2018/19 were submitted to authority in April 2018. The plans clearly show arrangements that schools have in place to evaluate projects.
- ii. PEF plans were discussed and evaluated against aims of Scottish Attainment Challenge and the Scottish Educational Endowment Toolkit.
- iii. Education Officers provided additional support and feedback to schools

In 2018/19 Inverclyde schools were awarded £2,436,120 in Pupil Equity Funding. Presently, as we approach the end of the financial year March 2019, schools have committed expenditure of £2,289,800. Schools have plans in place to ensure that the remaining underspend of £146,320 will be committed to spend over the next month.

The first evaluation of the impact of interventions through PEF on an individual school basis was reported through the school's Standards and Quality report in June 2018 and their proposals

submitted in April 2018. All Head Teachers are able to identify and articulate attainment gaps for their respective establishments. Head teachers implemented strategies and interventions to targeted cohorts of young people who were at risk of not making the expected progress.

Schools have taken forward a wide variety of interventions with opportunities to share best practice. Schools have ensured that their PEF plans align closely with Scottish Attainment Challenge aims. This is contributing to a wider whole authority overview of how we are reducing the attainment gap.

### Summary of Pupil Equity Spending proposals by Equity Intervention

1. Early Interventions	2. Social & Emotional Well Being	3. Health & Well Being
EYECOs Classroom Assistants Early Years Learning Assistants Active Play Programmes Language Assistants Staff Additional Responsibilities	Counselling Programmes Bespoke Counselling  Play Therapists Welfare Officers	Health & Well-being coaches Nurture Groups  Breakfast Clubs Outdoor Learning Play Coaches  Counselling Programmes
4. Targeted Support Literacy Numeracy	5. Professional Development	6. Wider Engagement
Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities	High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning  Literacy training PEF PT's Differentiated Support	Family Learning Officers Extra-Curricular Sports Clubs Family Library Outdoor Play Areas  Family Support Residential Seminars Enhanced Supported study STEM Week ends
7. Partnership Working	8. Resources	
Counselling Services Cluster Welfare Officers CLD Support Coaching Support	Administrative Assistants Digital IT Wi-Fi	

Outreach Workers Children's Advocacy Officer Residential		
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Across the education service, primary and secondary schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge and Pupil Equity Fund. The authority's investment in data analysis to improve performance monitoring is having a significant impact. Staff across establishments report very positively on how the quality of data has improved their work, and ultimately outcomes for learners.

Inverclyde Council has built upon, and further strengthened the impact of partnership working to enhance staff capacity in leading learning in literacy, numeracy and health and wellbeing. Community learning and development is a highly effective partner for schools, working to improve the life chances of children and young people and their families

# Inverclyde council

## Education Services

### Improvement Plan 2019/20





## Introduction

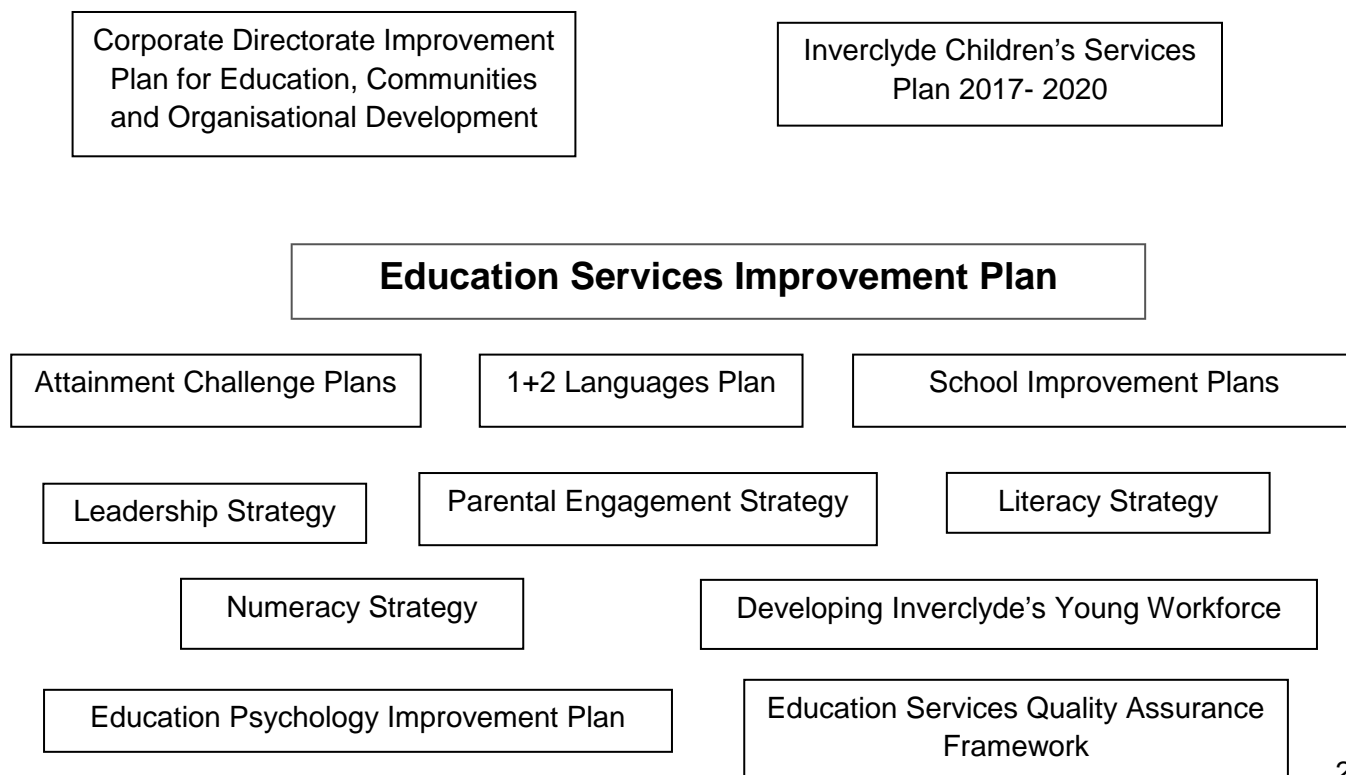
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2019/20. The first part of this process is the Standards and Quality Report for 2018/19. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The four strategic priorities of the NIF are:-

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children’s and young people’s health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children’s Services Plan 2017/20. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:



## **Inverclyde's Strategic Priorities**

Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Attainment and Achievement Group and will feed into the wider Children's Services Plan. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.



**School/Establishment Leadership**

**The Quality and Impact of Leadership within schools and at all levels**

**Outcomes for learners**

Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.

**The next steps we identified as part of our self-evaluation:**

- Develop a shared understanding of systems leadership and the context for systems change.
- Develop a shared understanding of what an empowered system looks and feels like.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<p><b>Develop a shared understanding of an empowered system.</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• Developed clarity and purpose of an empowered system.</li> <li>• Implemented West Partnership toolkit on empowerment.</li> <li>• Produced and developed local guidelines on empowerment.</li> <li>• Continued to work with the West Partnership ‘leadership and succession planning’ workstream to share practice and ensure a consistent approach to succession planning.</li> <li>• Monitored and evaluated the impact of the existing leadership programmes.</li> <li>• Further developed a culture of leadership and coaching, at all levels, to improve outcomes for learners.</li> </ul>	<p>Head of Education Attainment Challenge lead officers Education Officer with responsibility for leadership Education Officers</p>
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge plan.</li> <li>• Corporate Directorate Improvement plan.</li> <li>• Children’s Services Plan 2017/20.</li> <li>• Inverclyde’s GIRFEC Pathways Policy and Procedures.</li> <li>• West Partnership Improvement plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMIe and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> </ul>	

- Evidence of West Partnership toolkit being used in establishments.
- Impact of Locality Networks.
- Number of teachers/early years' practitioners who are on an identified leadership pathway or a recognised certificated leadership course.
- Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship.
- How staff are undertaking professional development to meet the standards for Leadership and Management.
- Local authority school /establishment reviews.

**Success Criteria:**

Evidence of empowerment actions at establishment, cluster and authority level.

Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience.

The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased.

Evidence of establishments sharing best practice and resources at a local level.

## Teachers Professionalism

**To support the development of learning networks by facilitating collaborative events and professional development opportunities.**

**Career Long Professional Learning (CLPL) will improve the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.**

### Outcomes for learners

All children and young people will benefit from high quality learning experiences and teaching.

### The next steps we identified as part of our self-evaluation

- Support the development of West Partnership learning opportunities
- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to embed the revised learning, teaching and assessment policy (LTA).
- All observed lessons should be good or above with the majority being judged as very good or above.

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the West Partnership, Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:                             <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and wellbeing/Nurture</li> <li>• The use of ICT to support learning</li> <li>• West Partnership conferences</li> </ul> </li> </ul>	Head of Education  Attainment Challenge Team  Education Officers
<ul style="list-style-type: none"> <li>• Ensured that CLPL impacts upon playroom/classroom practice.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Embedded the learning, teaching and assessment policy and developed a consistent and shared understanding of high quality learning and teaching.</li> </ul>	Head of Education Education Officers Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Evaluated Authority programmes in literacy, numeracy, health and</li> </ul>	Head of Education

well-being and nurture	Education Officers Attainment Challenge Team
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	

<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• School/establishment HMle and Care Inspectorate inspection reports.</li> <li>• Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change.</li> <li>• Number of teachers who are undertaking courses to meet the Standard for Headship.</li> <li>• Number of senior managers in Early Learning and Childcare with BA Childcare Practice.</li> <li>• Participation in West Partnership Conferences</li> <li>• How staff are undertaking professional development to meet the standards for Leadership and Management.</li> <li>• Local authority school reviews.</li> </ul>
<p><b>Success criteria:</b></p> <p>Almost all of observed lessons should be judged as good or above. The majority should be very good or above.</p> <p>All staff in schools will be able to evidence the impact of the Inverclyde learning, teaching and assessment policy.</p> <p>All staff are engaged in appropriate CLPL.</p> <p>Findings of the evaluation of Authority programmes in literacy, numeracy, health and well-being and nurture are implemented.</p>

## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families, professionals and wider partnerships work together to support children’s learning.**

### Outcomes for learners

Children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.

### The next steps we identified as part of our self-evaluation

- Continue to engage with the West Partnership to take forward the Scottish Government Action Plan on Parental Involvement and Engagement
- Devise programmes of opportunities to share and develop practices in Family Learning and parental/community engagement.
- Continue to improve and expand communication, consultation and collaboration with parents/carers and the wider community, to ensure that all are fully involved.

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Strengthened joint working with West Partnership to take forward the Scottish Government’s action plan on Parental Involvement and engagement.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Continued to ensure that a co-ordinated response to family learning is taken forward to maximise impact on attainment.</li> </ul>	Head of Education CLD Team Attainment Challenge Team
<ul style="list-style-type: none"> <li>• Further improved consultation and collaboration with parents / carers and the wider community, to ensure that all are fully involved.</li> </ul>	Head of Education Education Officer with responsibility for parental engagement
<ul style="list-style-type: none"> <li>• Continued to work on targeted intervention work with inactive children and young people from SIMD 1 &amp; 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 &amp; 2.</li> </ul>	Attainment Challenge Team Leader Active Schools Co-ordinator
<b>How does this link to other plans?</b> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Integrated Children’s Services Plan.</li> <li>• Corporate Directorate Improvement Plan.</li> </ul>	

- Inverclyde's Corporate Parenting Strategy.

**Evidence we gather:**

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicators 2.5 - Family Learning and 2.7 - Partnerships.
- Feedback from family learning events.
- Questionnaires from inspections and school/establishment reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.
- Evidence from Active Schools Annual Performance Statistics

**Success criteria:**

Evidence of effective joint working with West Partnership.

Gathered information on family learning's impact on attainment.

School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.

Evidence of improvement communication and engagement with parents/carers

Active schools will have a clear picture of the participation levels of SIMD Band 1&2 children and young people, which will allow for improved future planning and the setting of participation targets.

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.

### Next Steps

- All schools/establishments take forward the authority 2019/20 moderation plan and continue to use moderated assessment information to track and monitor the progress of every child and young person.
- Further develop robust systems to track children’s progress.
- Continue to develop the use of high quality assessments to determine next steps.
- Continue to develop literacy and numeracy progression pathways to raise attainment for all children and young people.
- Reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to take forward and implement the National Improvement Framework.

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Taken forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.</li> </ul>	Head of Education Education Officer Quality Assurance Moderation and Support Officers Attainment Advisor
<ul style="list-style-type: none"> <li>• Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.</li> </ul>	Head of Education Attainment Challenge Data Support Team SEEMIS Development Officer
<ul style="list-style-type: none"> <li>• Further develop the use of SEEMiS BGE tracking and reporting application.</li> </ul>	Head of Education Education Officer SEEMiS Development Officer
<ul style="list-style-type: none"> <li>• Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.</li> </ul>	Head of Education MCMC team

<ul style="list-style-type: none"> <li>Devised action plans to collate and support the analysis of the West Partnership critical indicators</li> </ul>	Head of Education
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>Attainment Challenge Workstreams.</li> <li>Integrated Children’s Services Plan 2017/20.</li> <li>Corporate Directorate Improvement Plan.</li> <li>West Partnership Improvement Plan</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3.</li> <li>Data from surveys on health and wellbeing including feedback from nurturing programmes.</li> <li>Senior phase qualifications and awards data.</li> <li>Youth Participation Measure.</li> <li>Wider achievement awards.</li> <li>Self-evaluation of schools of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.</li> <li>Self-evaluation of establishments of HGIOELC? Quality Indicator 3.2 - Securing Children’s Progress.</li> </ul>	

**Success Criteria for Attainment**

Performance Measure	Inverclyde	Target	National
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	73.5%	75%	71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Plan Critical Indicator</i>	80%	82%	78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	90.5%	91%	87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i>	85.6%	89%	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing	42.8%	45%	46.4%



and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>			
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	45%	56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	70%	62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	36%	36%
% of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	84.9%	86%	82%
% of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	76%	69%

## School / Establishment Improvement

**The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.**

### Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background

### Next Steps

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Embed the use of a consistent use of authority wide data set in all schools in Inverclyde. This data set is linked to SIMD levels to highlight any gaps linked to deprivation.
- Schools are better able to use data to inform improvement through self-evaluation.

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Worked alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.</li> </ul>	Head of Education Education Officers
<ul style="list-style-type: none"> <li>• Embedded the use of a consistent data set in all schools. The data will be linked to SIMD levels to highlight any gaps linked to deprivation.</li> </ul>	Head of Education, Education Officer Attainment Challenge Data Team
<ul style="list-style-type: none"> <li>• Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.</li> </ul>	Head of Education, Education Officer SEEMiS Development Officer Early Years Development Officer
<ul style="list-style-type: none"> <li>• Worked with neighbouring Authorities to build capacity across all sectors.</li> </ul>	Head of Education, Education Officers, Heads of Establishment
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	

### Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.

- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.
- Feedback from West Partnership joint capacity building activities.

**Success criteria:**

All establishments will have gathered evidence showing impact of improvements in self-evaluation, learning and teaching and leadership. This will have been discussed in authority evaluation visits.

All establishments will have a greater understanding of the use of data as a tool for improvement and of the West Partnership critical indicators.

Establishments are prepared for the launch of the new SEEMiS systems in August 2020.

All establishments are using the new version of pastoral notes.

## The Development of our Curriculum

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

### Next Steps

- Continue to support establishments to ensure the delivery of a curriculum which has a range of pathways, which support the needs of all learners, that will lead to improved outcomes.
- Continue to develop the range of courses available in the senior phase and work with DYW and FE to improve the range of curricular pathways for all young people.
- Improve Inverclyde Council's positive destination figures.

By March 2019 we will have	Who is responsible?
<ul style="list-style-type: none"> <li>• Engaged with the West Partnership to develop the Curricular / Specialist networks workstream to ensure appropriate pathways for all learners.</li> </ul>	Head of Education, Education Officers
<ul style="list-style-type: none"> <li>• Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils</li> </ul>	Head of Education, Education Officers Heads of Establishment
<ul style="list-style-type: none"> <li>• All schools will have developed appropriate pathways for all learners.</li> </ul>	Heads of Establishment DIYW Development Officer
<ul style="list-style-type: none"> <li>• Worked with all stakeholders to increase positive and sustained destinations to 95%.</li> </ul>	DIYW Development Officer More Choices More Chances Team
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Attainment Challenge Workstreams.</li> <li>• Children's Services Plan 2017 – 20.</li> <li>• Corporate Directorate Improvement Plan.</li> <li>• West Partnership Improvement Plan.</li> </ul>	
<p><b>Evidence we gather:</b></p> <ul style="list-style-type: none"> <li>• Inspection and validated self-evaluation evidence.</li> <li>• Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Improvement and Quality Indicator 3.3 - Creativity and Employability.</li> <li>• Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 Curriculum and Quality Indicator 3.3 - Developing creativity and skills for life and learning.</li> </ul>	

- Learning pathways offered to our children and young people.
- Evaluation of Developing Inverclyde's Young Workforce.
- Evidence of involvement in the West Partnership.

**Success criteria:**

The work of the Curricular / Specialist networks workstream has ensure appropriate pathways for all learners.

Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils

Further raised attainment in the Senior Phase.

Achieved the target of 95% for positive and sustained destination results for each school.

## Ensuring Wellbeing, Equality and Inclusion

### Outcomes for learners

All of our children and young people feel safe and included in our establishments and are achieving their potential.

### Next Steps

- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- Implement relevant actions from Inverclyde Council's Autism Strategy.
- Embed actions from the additional support review:
  - Establish ASN locality forums in 3 localities
  - Implement a 3 tier mental health framework.
  - Review Education service's GIRFEC model

<b>By March 2020 we will have</b>	<b>Who is responsible?</b>
<ul style="list-style-type: none"> <li>• Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<ul style="list-style-type: none"> <li>• Continued to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</li> </ul>	Head of Education Education Officers Educational Psychology Service
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.</li> </ul>	Head of Education Attainment Challenge Data Team Education Officers Heads of Education Officers Establishment
<ul style="list-style-type: none"> <li>• Improved the educational performance of our LAC pupils and increased the number of LAC pupils entering a positive and sustained destination upon leaving school.</li> </ul>	Head of Education More Choices More Chances Team
Embedded actions from the additional support review: <ul style="list-style-type: none"> <li>• Established ASN locality forums in 3 localities</li> </ul>	Head of Education Education Officers

<ul style="list-style-type: none"> <li>• Implemented a 3 tier mental health framework.</li> <li>• Reviewed education service's GIRFEC model</li> </ul>	<p>Educational Psychology Service</p>
<p>Continued to implement actions of the Autism / Communication Friendly Schools through dissemination and learning from 'Communication Friendly Schools' and 'LIAM project' pilots.</p>	<p>Head of Education Education Officers Educational Psychology Service</p>
<p><b>How does this link to other plans?</b></p> <p>Children's Services Plan 2017/20. Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIRFEC Pathways Policy and Procedures. Community Empowerment Implementation Strategy West Partnership Improvement Plan.</p>	
<p><b>Evidence we gather:</b></p> <p>Monitoring of recommendations of Authority ASN forum. Review and evaluation of feedback and data from implementation of ASN Locality Forums. Evaluation of fulfilment of statutory duties. Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Children. Data for LAC and ASN Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement, QI 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p><b>Success criteria:</b></p> <p>Fully integrated an inclusive education system.</p> <p>Improved educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.</p> <p>Established effective ASN locality forums .</p> <p>Implemented a 3 tier mental health framework.</p> <p>Reviewed education service's GIRFEC model.</p> <p>Actions of the Autism / Communication Friendly Schools are positively impacting on outcomes for learners.</p>	





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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/37/19/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott, Service Manager</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Scottish Youth Parliament Elections 2019</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee of the success of the recent Scottish Youth Parliament elections and to advise the Committee of our two newly elected Members of the Scottish Youth Parliament for the constituency of Inverclyde.

## 2.0 SUMMARY

- 2.1 Community Learning and Development's Youth Services Team are the lead support to the Members of the Scottish Youth Parliament (MSYPs) who are also represented through the Inverclyde Youth Council. This is a requisite to ensure that young people are supported and that they understand they are representing the views of their peers. Inverclyde Youth Council is open to young people aged 12-25 and they ensure that the views of Inverclyde young people are fully represented both locally and nationally. The Youth Council participate in a range of local and national programmes, groups and events.
- 2.2 Throughout Autumn 2018, staff from Youth Work Services recruited young people who were interested in standing as candidates. Posters and on line canvassing were used to engage young people with visits to schools, 1 Youth Zones and other community groups taking place. It is SYP policy that candidates must be aged between 14 and 25 and that they must live in Inverclyde in order to stand for election. The recruitment process concluded with 4 candidates standing for the 2 seats available in Inverclyde.
- 2.3 In January and February 2019, the candidates worked with the CLD Youth Work Services Team to develop manifestos, undertake candidate training and produce a short video which was later used to show pupils across our Secondary Schools. The candidates all completed the compulsory e-learning session, learned about the roles and responsibilities of being an elected member of the SYP, gained a better understanding of the local and national commitments and attendance required and developed knowledge of the election process, timetable and campaigning rules. Following on from their training, the candidates uploaded their manifestos to our social media pages and produced a short video which was shown to pupils in our schools.
- 2.4 The elections began on Friday 15 March and concluded on Friday 29 March 2019. As the election was online, there was no requirement for a "count". Young Scot, the national youth information and citizenship charity, hosted the online elections on our behalf. We worked with colleagues from our education establishments to provide pupils with the opportunity to vote in all of our secondary schools and promoted the elections online and through our colleagues across the 3<sup>rd</sup> Sector and in further education. Staff from Youth Work Services were always on hand throughout the elections to support the young people through the process.
- 2.5 The results were announced within the Grand Corridor in the Municipal Buildings on Friday 29 March 2019 at 3.30pm. All of the candidates were present along with their families and friends,

colleagues from schools, elected members, Provost Brennan as well as officers from Inverclyde Council. Ruth Binks, Corporate Director, acted as returning officer to announce the results.

2.6 2,724 votes were cast across Inverclyde to elect the following candidates:

Megan Alford  
Cameron Noble

This figure represents a 470% increase in the number of young people voting in comparison to the by-election held in March 2018. Across Scotland, over 70,953 votes were cast in these elections with Inverclyde accounting for 3.8% of this vote.

2.7 Each MSYP will serve for 2 years after which they are able to re-stand for election unless barred by age or living location. The next round of elections will take place in March 2021.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that Committee:

- notes the process of identifying and electing candidates to the Scottish Youth Parliament and congratulates the newly elected Members of the Scottish Youth Parliament;
- notes that the 2 new MSYPs will serve for a period of 2 years and will represent young people locally via the Inverclyde Youth Council and nationally through SYP sittings and committees;
- Otherwise notes the content of this report.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## **4.0 BACKGROUND**

- 4.1 The Scottish Youth Parliament is the democratically elected voice of Scotland's young people. Elections are held every two years, in which young people from all across Scotland stand as candidates to become MSYPs.
- 4.2 Fundamentally a rights-based organisation, their mission, vision and values are grounded in the United Nations Convention on the Rights of the Child (UNCRC). In particular, their purpose embodies Article 12: that young people have the right to express their views freely and have their opinions listened to in all matters affecting them.
- 4.3 Their democratically elected members listen to and recognise the issues that are most important to young people, ensuring that their voices are heard by decision-makers. They exist to provide a national platform for young people to discuss the issues that are important to them, and campaign to effect the change they wish to see.
- 4.4 The Scottish Youth Parliament operates under the values of:
- democracy
  - rights
  - inclusion
  - political impartiality
- 4.5 MSYPs range in age from 14 to 25 and represent constituencies in all 32 local authorities throughout the country, and several national voluntary organisations. The Scottish Youth Parliament was established on 30 June 1999, making it one day older than the Scottish Parliament.

## **5.0 NEXT STEPS**

- 5.1 The 2 newly elected MSYPs will remain MSYP Elects until they attend their first National Sitting in June 2019. At this sitting, the new membership will elect a new Board and new Subject Committee conveners. Our MSYPs will choose a subject committee to sit on which they will remain members of for the length of their term.
- 5.2 In addition to the above, the first sitting of the new term will also provide the membership with the opportunity to decide a new campaign for the year ahead. Regardless of what issue is selected this year, all MSYPs are responsible for taking the national SYP campaign forward in their constituencies.
- 5.3 The new MSYPs will then attend further sittings of the Scottish Youth Parliament, supported by Youth Work Services staff. These will take place in:
- Clackmannanshire (June 2019)
  - Fife (October 2019)
  - Scottish Parliament (March 2020)
- 5.4 The support staff within CLD Youth Work Services would like to take this opportunity to thank and recognise the outgoing MSYPs for their efforts and dedication to carrying out their duties in representing the views of their constituents. We thank Corey Beaton and Lucy Caldwell for their hard work over the past 2 years.

## 6.0 IMPLICATIONS

### 6.1 Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

### 6.2 Legal

None

### 6.3 Human Resources

N/A.

### 6.4 Equalities

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

N/A.

## 7.0 CONSULTATIONS

7.1 N/A.

## 8.0 CONCLUSIONS

8.1 The Scottish Youth Parliament elections have raised the profile of the SYP and the local Inverclyde Youth Council. Young people were enthused and motivated by the elections and the successful candidates have been elected on a strong mandate with a turnout of around 70%. The elections have had a positive impact on the young people in Inverclyde and have allowed the CLD Service reach a wider target audience.

## 9.0 BACKGROUND PAPERS

9.1 None.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Chief Financial Officer and Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>FIN/43/19/AP/CG</b>
<b>Contact Officer:</b>	<b>Craig Given</b>	<b>Contact No:</b>	<b>01475 712257</b>
<b>Subject:</b>	<b>Expansion of Free School Meals and Clothing Grant Policy</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval for changes to the Free School Meals and Clothing Grant policy which was agreed as part of the 2019/20 Budget .

## 2.0 SUMMARY

- 2.1 The Scottish Government has qualifying criteria for Free School Meals and Clothing Grants. This can be positively varied by Councils using the Education (Scotland) Act 2016.
- 2.2 Following a discussion at the Policy and Resource Committee in November, officers began looking at whether the roll out of Universal Credit within Inverclyde was having an adverse impact on eligibility criteria for Free School Meals and also at whether the Free School Meals qualification policy could be amended and expanded to address anomalies in legislation.
- 2.3 A number of options were reviewed and costed and thereafter considered by the Members' Budget Working Group. The option proposed involves increasing the earning threshold to the equivalent of working 24 hours per week at the Scottish Living Wage (SLW) of £9.00 per hour plus 0.5%. Officers believe that after allowing for an increase in take up, the extra cost of this proposal over a full year would be no more than £100,000 and that this would assist an estimated 234 families or 360 pupils.
- 2.4 The proposal clearly supports the Council's Corporate priorities and will form part of the Council's Child Poverty Action Plan which is required to be published in the summer of 2019. If approved the amended Policy would be implemented from August 2019.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approves the amended Policy for access to Free School Meals and School Clothing Grants for implementation from the 2019/20 Academic School Year.

**Alan Puckrin**  
Chief Financial Officer

**Ruth Binks**  
Corporate Director Education, Communities  
and Organisational Development

## 4.0 BACKGROUND

- 4.1 The Education (Scotland) Act 2016 permits Councils to introduce a locally enhanced Free School Meal scheme. Officers were asked to estimate the number of additional qualifying applications that could be expected and the associated cost if the statutory earnings threshold increased for Free School Meals (FSM) and School Clothing Grants (SCG). The qualifying conditions for FSM are used by Inverclyde Council for entitlement to SCG.
- 4.2 2324 applications for FSM and SCG had been approved by December 2018 and 109 applications had been rejected. The table below shows the circumstances in which applications were approved. These are in line with Scottish Government criteria. Inverclyde Council has the option to increase these criteria at the Council's expense. The number of rejected applications are low as families are generally aware of the qualifying criteria and do not apply when they know their income exceeds the threshold.

<b>Existing FSM Qualifying Criteria 2018/19</b>	<b>No. of pupils in receipt of FSM</b>
Maximum Working and Child Tax Credits with earnings less than £6,420 (£535 per month)	218
Universal Credit with earnings less than £610 per month	818
Income Support	740
Income Based Job Seekers Allowance	49
Child Tax Credit where income is less than £16,105 pa	223
Employment and Support Allowance (Income Related)	259
Asylum seeker	1
Looked after and Accommodated (no criteria)	2
Hardship/ exceptional circumstances	14
<b>TOTAL</b>	<b>2324</b>

- 4.3 An anomaly in the legislation means that families who work and claim Universal Credit are able to earn slightly more to qualify for Education benefits than those who work and claim Tax Credits. The proposed Policy change will address this issue.
- 4.4 The Council already holds household and income details to assess and award Council Tax Reduction. The criteria options were applied to Council Tax Reduction records at the beginning of February 2019 to identify the number and age of children to calculate costs. Entitlement to Council Tax Reduction is sensitive to changes in financial circumstances and household composition meaning the level of eligibility and the subsequent cost of any change to the scheme will vary according to families' circumstances.

## 5.0 PROPOSALS

- 5.1 Inverclyde Council has the option to increase the criteria for FSM and SCG at the Council's expense

Following consideration by the Members' Budget Working Group the recommended proposal is to increase the Earnings Threshold to the equivalent of working 24 hours per week at the Scottish Living Wage (SLW) of £9.00 per hour plus 0.5% to allow for marginal variations in the reporting or assessment of salary to ensure the policy intention is met.

The proposed changed qualifying criteria:

Universal Credit Claimant – monthly take home pay of no more than £915

Working Tax Credits and/or Child Tax Credit – annual gross earnings of no more than £11,288

The Councils current policy criteria if aligned with legislation for 2019/20 would be:

Universal Credit Claimant – monthly take home pay of no more than £610

Working Tax Credits and/or Child Tax Credit – annual gross earnings of no more than £6,900.

- 5.2 The assessment of earnings used to assess entitlement to Education benefits is carried out by DWP for Universal Credit claimants and by HMRC for Tax Credit claimants. The previous options did not leave any room for those whose earnings slightly exceed the threshold. Applications from those who marginally exceed the threshold will be refused unless there is a small tolerance built in to ensure the policy intention is achieved. It is therefore proposed to have a 0.5% tolerance level built into the policy..
- 5.3 Children of P1 – P3 age were excluded from the calculation because of the Scottish Government universal entitlement and P4 were excluded due the 2019/20 Council budget decision to provide universal support for this year group. The proposed costs do not take into account capital expenditure that may be incurred to provide additional capacity. The proposal also does not take into account lost income from those who would normally purchase a school meal as it is believed that the vast majority of pupils who will be supported by this Policy change will not currently pay for school meals on a regular basis.

Based on these criteria the qualifying children and estimated costs are as follows:

	Qualifying Children	Cost
School Clothing Grant	360	£52,200
Free School Meals P5-P7	88	£16,720
Free School Meals S1-S6	156	£29,640
Contingency		£1,440
TOTAL		£100,000

The above figures are based on the school clothing grant being paid at 2018/19 rate of £145 per pupil and the Council having to incur these costs with no extra additional top up from the Scottish Government.

FSM costs are based on £1 a day for materials. In addition to the contingency, there is currently an £8,000 underspend in the School Clothing Grants budget which could be added to the above contingency.

234 families would qualify. In 2018, 70 applications from families in these circumstances were rejected.

## 6.0 IMPLICATIONS

### 6.1 Finance

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
			0		

## Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
School Clothing Grants and Catering			100		In the event that the budget is over subscribed, officers will report back to Committee

### 6.2 Legal

There are no specific legal implications arising from this report

### 6.3 Human Resources

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

### 6.4 Equalities

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.

## 7.0 CONSULTATIONS

7.1 The MBWG supported the proposals contained in this report.

## 8.0 LIST OF BACKGROUND PAPERS

8.1 N/A



## 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	Expansion of Free School Meals and Clothing Grant Policy
2	Responsible organisations/Lead Service	Education
3	Lead Officer	Corporate Director Education, Communities and Organisational Development
4	Partners/other services involved in the development of this policy	Finance
5	Is this policy:	New <input type="checkbox"/> Reviewed/Revised <input checked="" type="checkbox"/>
6	What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)?	To amend the free school meal and school clothing grant qualification criteria to expand the scheme with clear revised qualifying criteria to include more low income families, in line with strategic child poverty aims.
7	What are the intended outcomes of the policy?	To increase the number of qualifying children/ families, within budget.
8	Geographical area (Inverclyde wide or a specific location)	Inverclyde wide
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)?	<input type="checkbox"/> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 <input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups <input type="checkbox"/> Foster good relations between people from different groups
10	Will those who may be directly or indirectly affected by this policy be involved in its development?	No

## 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					Children in low income families
Disability			X			
Gender reassignment			X			
Marriage and civil partnership			X			
Pregnancy and maternity			X			
Race			X			
Religion or belief			X			
Sex (male or female)	X					The parents and carers who are expected to benefit from the revised policy are likely to be predominantly female
Sexual orientation			X			
<b>Other groups to consider (please give details)</b> Adults with low income and with responsibility for children		X				Employment is considered to be a key socio-economic driver. Losing entitlement to FSM/SCG may be a barrier for some parents or carers from taking up employment or increasing their hours at work. Increasing the earnings threshold will ensure entitlement is retained by more families able to work, leading to improved socio-economic chances for the household.  Additionally, families who are entitled to Free School Meals also qualify for free Breakfast Club provision. Therefore, the revised Policy should have a positive impact on the reduction of poverty for children.

## 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
Consultation/Engagement (including any carried out while developing the policy)	<p>There was no direct consultation with service users while developing the policy because officers knowledge and research was considered sufficient.</p> <p>Informal consultation- with parent groups suggests that Breakfast Clubs are used for three main purposes: to provide child care for working parents; to provide a meal for children at the start of the school day; and to enable children to benefit from the social interaction provided at such Clubs.</p>
Research	<p>Inverclyde Council Corporate Plan 2018/22            Inverclyde Local Child Poverty Action Plan            Inverclyde Local Outcomes Improvement Plan 2017/22            Examination of other Council's policies            Proposed qualifying criteria was processed against anonymised Council Tax Reduction records to estimate the cost of the proposed scheme</p>
Officer's knowledge and experience (including feedback from frontline staff).	<p>Officers are aware that the current policy based on legislation, is less generous to legacy benefit claimants than those who claim Universal Credit.            Officers are aware of distressed families in particularly challenging circumstances whose income marginally exceeds the threshold of the criteria current policy</p>
Equalities monitoring data.	None
User feedback (including complaints)	<p>More than 100 applications were rejected in 2018/19 although it is acknowledged that others don't apply because they are aware of the qualifying criteria and so don't make speculative applications.</p>
Stakeholders	<p>Education Service            Parents and carers            Schools</p>

Other	
What information gaps are there?	The number of those who do not apply for Council Tax Reduction because they are not aware they will qualify or because they expect entitlement will be low outweighing the effort of applying.

## SECTION 4 – CONSEQUENCES OF ANALYSIS

<b>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.</b>		
1. Continue development with no changes		The alteration to the policy, together with the promotion of the revised qualifying criteria will achieve the intended outcome to reduce child poverty
2. Continue development with minor alterations		
3. Continue development with major changes		
4. Discontinue development and consider alternatives (where relevant)		
<b>How will the actual effect of the policy be monitored following implementation?</b>		
The number of children who become entitled to FSM/SCG within the expanded qualifying criteria will be tracked by Education Services.		
<b>When is the policy due to be implemented?</b>		
May 2019 - in time for School Clothing Grant and Free School Meal applications opening for academic year 2019/20. The revised criteria will be communicated in a press release and will be included on the 2019/20 application form.		
<b>When will the policy be reviewed?</b>		
The policy will be reviewed in line with Education Service's School Clothing Grant and Free School Meal monitoring arrangements		
<b>What resources are available for the implementation of this policy? Have these resources changed?</b>		

Approval for increased budget will be sought at Education & Communities Committee 7<sup>th</sup> May 2019  
Employee resources will not change – additional administration duties will be absorbed within existing resources at Customer Services and Education Services administration and by schools to prepare and serve additional meals.

**Name of Individual(s) who completed the Assessment**

Name(s): Tracy Bunton

Position: Benefits Team Leader

Date: 3<sup>rd</sup> April 2019

**Authorised by**

Name:

Position:

Date:

Please send a copy of all completed forms to Karen Barclay, Corporate Policy Officer at [karen.barclay@inverclyde.gov.uk](mailto:karen.barclay@inverclyde.gov.uk)

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/45/19/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>National updates and guidance</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to give an overview of current and emerging national updates related to education.

## 2.0 SUMMARY

- 2.1 Education Scotland's programme for inspections includes thematic reviews on mathematics and also on readiness for empowerment. The empowerment reviews will cover readiness for empowerment, curriculum leadership and parent and pupil participation. Inverclyde has been, and will be, involved in the national samples for inspection. The first publication on readiness for empowerment was published in December 2018. The second national thematic inspection focused on curriculum leadership and how well headteachers and schools are empowered to design their curriculum in line with Curriculum for Excellence and in collaboration with their school community. The outcome of this inspection was published in March 2019. The Thematic inspection for Curriculum Leadership focused on the following areas:

- rationale and design of the curriculum
- development of the curriculum; and
- leadership of learning.

- 2.2 The Scottish Government has recently published several documents on inclusion. These are:

- Guidance to education authorities on their duty to provide education in a mainstream setting unless certain exceptions apply.
- Implementation of Additional Support for Learning 2017-18.
- Additional Support for Learning: Research on the experience of children and young people and those that support them.

## 3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the current and emerging updates on curriculum and inclusion.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

- 4.1 Education Scotland's programme for inspections includes thematic reviews on mathematics and also on readiness for empowerment. The empowerment reviews will cover readiness for empowerment, curriculum leadership and parent and pupil participation. Inverclyde has been, and will be, involved in the national samples for inspection. The first publication on readiness for empowerment was published in December 2018. The second national thematic inspection focused on curriculum leadership and how well headteachers and schools are empowered to design their curriculum in line with Curriculum for Excellence and in collaboration with their school community.

## 5.0 CURRENT POSITION

- 5.1 The outcome of the curriculum inspection was published in March 2019. Education Scotland inspectors looked at the following areas:
- rationale and design of the curriculum
  - development of the curriculum; and
  - leadership of learning.

The report made the following recommendations:

- Support children and young people, parents and wider partners to engage with schools in evidence-based decision making about curriculum design and development.
- Further develop partnerships across the system to improve curriculum flexibility and provide progression pathways which prepare learners for lifelong learning and the world of work.
- Ensure all teachers have access to high quality professional learning; can collaborate across schools; and are able to be system leaders who energise and share curriculum developments across the country.

The following key strengths were found:

- Improving the curriculum remains a high priority for schools across Scotland. Headteachers are empowered to work with staff, pupils, parents and wider partners to design learner pathways which best suit the needs of their local community. In most cases, they are well supported to do this by their local authority.
- A broad range of local, national and international evidence is being used to inform curriculum development. Teachers are developing curriculum frameworks and courses to suit their local circumstances and provide relevant learning experiences.
- Within a range of supportive policies and guidance, teachers are increasingly being creative and taking the lead to improve learning and teaching across the curriculum.
- There are increasing opportunities to work collaboratively across schools and local authorities. This is supporting improvement across the system and an increasingly effective implementation of the principles of Curriculum for Excellence across the country.

The following aspects for improvement were identified:

- Build on current approaches to more consistently collaborate on curriculum development with parents and wider partners, including other schools across local authorities and regional improvement collaboratives.
- Involve children and young people more in the development of the curriculum and evaluation of its impact.
- Address staffing shortages, particularly in rural areas, to ensure teachers can participate in opportunities for professional learning and schools are able to deliver a curriculum that best suits the needs of children and young people.
- Continue to develop partnerships with colleges, employers and third sector organisations to further improve progression through the curriculum, increase the pace of delivering DYW priorities and provide an appropriate range of learning pathways for all young people.

The full document is attached as Appendix 1.

<https://education.gov.scot/Documents/ThematicInspectionEmpowermentCurriculumLeadership.pdf>)

5.2 The following three documents on inclusion were recently published by the Scottish Government.

- Updated presumption of mainstreaming guidance. This document outlines the key features of inclusion and developing inclusive practice, gives guidance on deciding on the right provision for a child or young person and outlines the legislative framework and where exceptions may apply. The full document is attached as Appendix 2. (<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>)
- Implementation of Additional Support for Learning 2017-18. This report was published in March 2019 and is intended to set out the picture of implementation of Additional Support for Learning. It is framed across the period April 2017-June 2018. The report uses statistical information to build that picture, and comments on recent developments in, and related to, additional support for learning.

The Additional Support for Learning Act was established in 2004 and came into practice in 2005. The Act was revised in 2009 and again in 2016. The most recent changes came into practice on 10 January 2018.

The 2009 Act places Scottish Ministers under duties to collect and publish information on additional support for learning. This is done each year, through the national pupil census collection and publication. From 2010 until 2016, Scottish Ministers reported to Parliament on the implementation of additional support for learning. This report follows on from that, but is no longer required by law. The full report is attached as appendix 3.

(<https://www.gov.scot/publications/implementation-additional-support-learning-2017-2018/>)

- Additional Support for Learning: Research on the experience of children and young people and those that support them. This report was published in March 2019 and uses qualitative research to explore the experiences of children and young people of additional support for learning, and the experiences of those who support them. The full report can be accessed at the link below but the executive summary is attached as Appendix 4. (<https://www.gov.scot/publications/additional-support-learning-research-experience-children-young-people-those-support/>)

## 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 BACKGROUND PAPERS

8.1 None.



# Thematic Inspection of Empowerment for Curriculum Leadership

March 2019



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## Foreword

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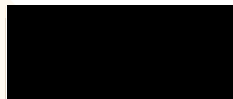
Together we can achieve change quicker and better than working alone. That has been a key theme of the Joint Agreement between Scotland's stakeholders in education, the School Empowerment Steering Group. That progress was seen in the publication of the [Thematic Inspection of Readiness for Empowerment](#) (December 2018) and is further evidenced with the publication of this report.

Part of Education Scotland's role is to carry out national thematic inspections that will gather evidence on school empowerment. Each thematic inspection looks at a different theme: readiness for empowerment; curriculum leadership; and parent and pupil participation. This report draws together the findings from the second thematic inspection Empowerment for Curriculum Leadership that took place in the spring term of 2019.

I am once again encouraged that the evidence gathered by HM Inspectors provides examples of education staff across Scotland working collaboratively with pupils, parents and partners to provide more flexible curriculum pathways and learn together.

There continues to be more to be done as schools are empowered to lead curriculum change within an ethos of collaborative learning. Schools should continue to discuss and review the curriculum in line with Curriculum for Excellence, the changing workforce and the skills required for the 21st century. Care should be taken to ensure that the curriculum guidance and frameworks provided to support schools in their curriculum journey are not restrictive, but support teachers to be innovative to improve outcomes for children and young people.

I hope staff can benefit from the findings of this report and use them to design a curriculum that is local, based around the learner and clearly reflects the needs of the local community. The final national thematic review on empowerment will be published later in 2019 and provide further evidence on the progress being made to establish an empowered education system.



Gayle Gorman

HM Chief Inspector of Education

# Introduction

The [Education Reform – Joint Agreement](#) published in June 2018 sets out the collective agreement by a commissioning group including the Scottish Government, COSLA, SOLACE, ADES and Education Scotland:

‘Improving the education life chances of our children and young people is the defining mission of our Scottish education system. Our shared ambition is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all. We are clear that our vision of excellence and equity cannot be achieved by one part of the system alone; all partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre. Empowered, responsible and collaborative schools are an important part of our shared vision for Scottish education.’

The Joint Agreement sets out agreed principles, enablers and measures that will support and encourage the empowerment of schools in Scotland. These include the commitment that Education Scotland would carry out three inspections in the 2018-19 academic year looking at the following themes: Readiness for Empowerment; Curriculum Leadership; and Parent and Pupil Participation.

This report provides the findings related to the second of these thematic inspections on Curriculum Leadership.

## Scope of the Empowerment for Curriculum Leadership thematic inspection

Over the period January to March 2019, Education Scotland visited 43 schools from the primary, secondary and special sectors across 32 local authorities. During their visits, HM Inspectors discussed how schools are leading collaborative work to co-design and develop the curriculum and empower collaboration and collegiality. They engaged with various groups, including senior leadership teams, teachers, non-teaching staff, pupils, parents<sup>1</sup> and wider partners and looked at relevant documentation.

<sup>1</sup> Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

## Evidence was gathered for each of the following areas:



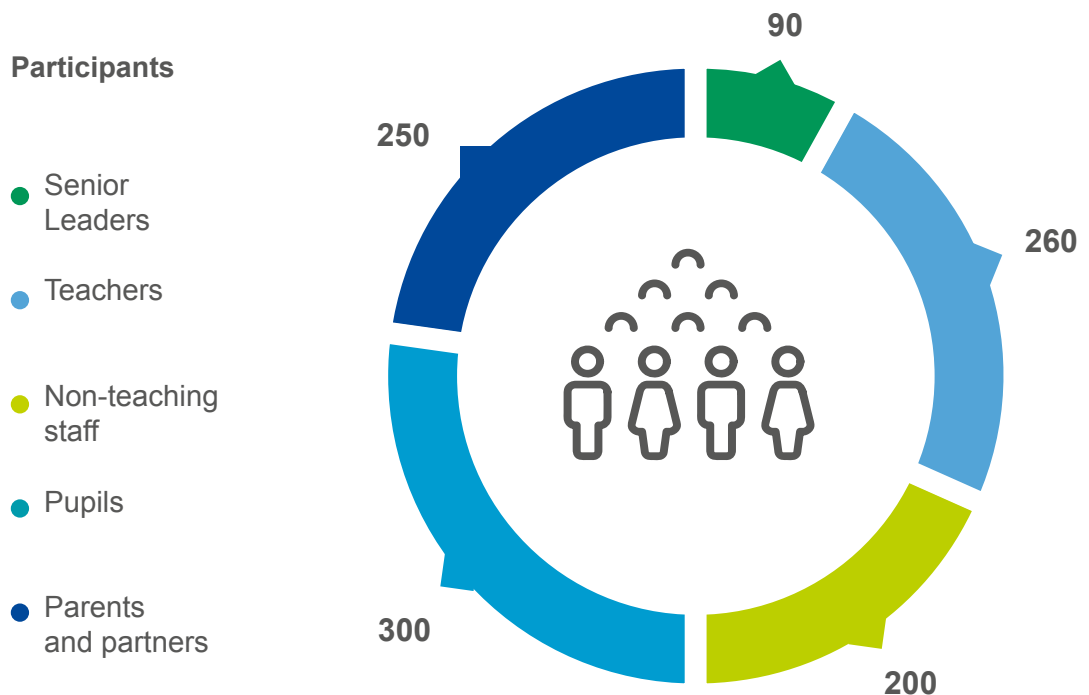
**Curriculum:** How well are headteachers and schools empowered to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

**Leadership of learning:** How well are headteachers and schools empowered to lead learning in line with Curriculum for Excellence and in collaboration with their school community?

Schools visited were asked to complete a self-evaluation of their empowerment for curriculum leadership and to provide evidence against the two categories above. This was used as a starting point for gathering evidence for the thematic inspection.

Education Scotland’s findings are summarised in the remainder of this report under the headings above. In each section and overarching narrative key messages, information on evidence from the thematic inspection visits together with views from participants and illustrations of practice are provided.

## Participants in the thematic inspection



# Thematic inspection findings

## 1. Curriculum: How well are headteachers and schools empowered to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

Almost all headteachers<sup>2</sup> and schools feel empowered to make decisions about their curriculum to best meet the needs of their children and young people within the local community. They develop distributive leadership and staff feel empowered to work with pupils, parents and partners with the aim of improving outcomes for learners, reducing inequalities and closing the poverty-related attainment gap. In most schools, the curriculum rationale is reviewed regularly. Almost all schools are increasingly consulting pupils, parents and partners on the design of the curriculum. However, schools now need to include pupils, parents and partners much earlier in discussions about curriculum design to ensure they have increasing influence on developments. Schools should also provide more opportunities for pupils to be part of the evaluation of the impact of curriculum changes.

In almost all primary schools, there is a focus on improving curriculum breadth and progression, particularly in literacy, numeracy, science and skills for work. In secondary schools, teachers are concerned about the number and timing of changes to Scottish Qualification Authority's (SQA) courses over the last few sessions, which has impacted on planning for progression. Almost all are now revisiting the broad general education (BGE) to plan better aligned learning pathways between the BGE and senior phase. In conjunction with colleges, schools are improving vocational pathways for young people. In a majority of secondary schools difficulties in recruiting staff in some subjects is constraining curriculum developments.

### Key messages

- Improving the curriculum continues to be a high priority for schools. Headteachers welcome the autonomy they have to work with their staff to develop a curriculum, which best suits the needs of their local community. They often find the support, challenge and guidance from their local authority helpful when considering changes to the curriculum.
- Headteachers work in collaboration with staff on curriculum design. There is now a need to more consistently collaborate with parents, pupils and wider partners on the design and evaluation of the curriculum.
- Teachers increasingly use a range of local, national and international evidence to inform curriculum development. Most adapt curriculum frameworks and courses to suit their local circumstances and to provide interesting and relevant learning experiences.
- Schools, particularly in rural areas, continue to find it difficult to recruit teachers. This limits opportunities to lead curriculum improvements and, in some instances, provide a local curriculum which meets the needs of children and young people
- Collaboration with colleges is an increasing feature of practice. Schools and colleges now need to build on this positive work to develop an appropriate range of vocational learning pathways for all young people.

<sup>2</sup> Throughout this report references to headteachers, teachers and others relate to those who participated in this thematic inspection





## Structuring and delivering a curriculum to provide flexible learning pathways

Headteachers in almost all schools are empowered to structure and deliver a curriculum, which takes account of local and national circumstances. This supports them to provide flexible learning pathways for children and young people. In almost all schools, staff are encouraged to take the lead in aspects of curriculum design in order to improve outcomes for children and young people. Most local authorities provide curriculum support to schools through the collaborative development of progression frameworks. Teachers value this guidance and can adapt these frameworks to meet the needs of their pupils. A few secondary teachers are concerned that a reduced choice of courses in S4 leads to a perception of more limited options for young people following academic pathways in S5 and S6. This continues to be part of the curriculum discussion across secondary schools. In most schools, staff are using Pupil Equity Funding creatively to provide opportunities to introduce learning experiences that are bespoke to the needs of children and young people who face the greatest barriers in their learning.

## Using information from a range of sources to support informed debate

Most senior leadership teams use an appropriate range of local and national sources of information to encourage debate about the curriculum. This is resulting in teachers developing a much better understanding about how learning can be delivered within their school. A few schools make use of current curriculum research to refresh, review and shape programmes of learning to ensure children and young people are motivated and engaged in their learning. To support an empowered system all teachers need to be involved in discussions about the curriculum and how it meets the needs and aspirations of children and young people.

All schools are using information from Curriculum for Excellence and Getting it right for every child (GIRFEC) to inform debate and discussion about the curriculum they need to deliver. Most are taking account of Developing the Young Workforce (DYW) to deliver a curriculum, which includes an understanding of the world of work and vocational pathways. However, there continues to be a need to increase progress in delivering DYW priorities and ensure pupils and parents are aware of the range of vocational options and pathways available.



## Engaging with pupils, parents and the local community

While almost all headteachers consult with parents and pupils on the vision for the curriculum, they do not yet collaborate with them sufficiently in discussions about curriculum design or evaluating the impact of curriculum change. In a few schools, ongoing involvement of the school community and partners in the design of the curriculum helps them contribute to planning. This is leading to greater involvement of local employers to strengthen the delivery of aspects of DYW, including opportunities for work experience.

A few schools have formal mechanisms in place which harness the skills and knowledge of parents and partners to support the delivery of the curriculum. Where this works well it promotes co-designing learner pathways which best meet the needs of all children and young people.

## Views of headteachers on curriculum

'We have a social mandate to help young people out of poverty. Our curriculum is designed to support that.'

02. 'We need to be flexible and creative with our staffing, our resources, our partnerships and our curriculum pathways. We couldn't do this without the support and understanding of the education authority.'

03. 'We are confident and empowered within a supportive framework.'

'The Pupil Equity Fund has allowed us to deliver learning experiences that we couldn't have done before.'

05. 'Partnerships are wonderful and they bring the skill set we need but they bring challenges too.'

06. 'Vocational education has impacted significantly on attainment.'

## Views of teachers on curriculum

01. 'I feel quite empowered to make connections and decisions about the curriculum. Where it works really well is where there are good relationships. It feels very much like we're all in this together.'

02. 'There continues to be disconnect in the system between the BGE in primary and secondary. Exams are still the gold standard which creates tension in the system.'

03. 'We are enabled to deliver a pertinent and relevant curriculum.'

04. 'We empower young people to work alongside industry professionals.'

'Our curriculum goes everywhere to meet the needs of all.'

05. 'I feel empowered to offer additional opportunities to young people. Through the Eco Club young people are learning about sustainability and the impact of plastics in the world.'

## *Views of parents and partners on curriculum*

01. 'The school nurtures all of its pupils: those who are academic and those who have different skills and interests.'

02. 'The school has developed my skills and confidence as well as my child's.'

03. 'Staff here understand my child as an individual and plan activities which help them progress.'

05. 'If the school thinks something can add value then they are keen to embrace it.'

04. 'We are able to shape what we are doing when we know the needs of young people.'

06. 'In this school parents are seen as co-educators, learners, policymakers and change agents.'

## *Views of pupils on curriculum*

01. 'All staff are very supportive. They go out of their way to ensure you get the subject of your choice.'

02. 'If we're interested in something the school will find a way for us to learn about it.'





## Illustrations of practice related to the curriculum

As part of a primary curriculum refresh, school staff engaged with almost all stakeholders and over 70 community partners and businesses. This is helping staff to build a curriculum which is embedded in the local community and provides opportunities for learning in wider contexts. As part of the ongoing development of the curriculum, staff, parents and children worked together to identify five mind frames which children are encouraged to develop as they progress through their learning.

The school's partnership model of curriculum development is very effective. The partnership group consists of staff, parents and partners. Aspects of the curriculum are given to the group to develop and evaluate. The partnership model successfully created a three-year school community wellbeing strategy. This brought about significant change in relation to mental wellbeing, nurture, knowledge of adverse childhood experiences and how they can be addressed through a community approach.

In response to the impact gang culture was having on the local community, teachers from a few schools established a group to support children to make better choices. They met with parents, health practitioners, the Violence Reduction Unit and many other community groups to identify the main challenges faced by children and young people living in the area. A driver document was written in collaboration with partners. Children in P7 were then involved in developing the curriculum. Pupil Equity Funding has secured the services of a community youth worker to continue to develop this area of the curriculum.

A rural secondary school has collaborated very well with a neighbouring secondary school, the local authority and the college to provide increased vocational learning pathways. Through a consortium arrangement there continues to be a wide range of academic options for young people.

# Thematic inspection findings

## 2. Leadership of learning: How well are headteachers and schools empowered to lead learning in line with Curriculum for Excellence and in collaboration with their school community?

Headteachers are increasingly adept at creating the conditions for effective empowerment of staff to improve learning and teaching. They support staff well to undertake roles which focus on leading improvements in the curriculum. Difficulties in staffing mean that headteachers sometimes have to cover classes which impacts on how well they can lead learning and how often staff participate in a range of professional learning and dialogue. Most support staff feel they would be further empowered to support children and young people through improved access to high quality professional learning.

Local authorities and regional improvement collaboratives need to continue to increase opportunities for staff to work across schools and authorities to share practice and improve leadership of learning and pedagogy. Where collegiate learning cultures are developing, it is important to evaluate how well these lead to improved pedagogy and measurable impact on outcomes for children and young people.

### Key messages

- Teachers should continue to take advantage of increasing opportunities to work collaboratively across schools and local authorities. This will support improvement across the system and an increasingly consistent quality of learning and teaching across the country.
- The quantity and quality of collegiate learning continues to improve. Schools are finding creative ways to use time for professional learning. The Attainment Scotland Fund is supporting schools to build in ways to evaluate the impact of improved pedagogy on outcomes for learners.
- Where there are difficulties in staff recruitment this impacts on teachers participating in collaborative activities such as professional enquiry, action research and curriculum development.
- The level of professional learning for support staff in schools is too varied. There is a need to increase opportunities for support staff to participate in high quality professional learning relevant to their local context.



## Conditions for empowerment focusing on leading learning and teaching

Almost all headteachers create conditions for effective empowerment at all levels, supporting staff to undertake roles which focus on leading and improving learning and teaching. In secondary schools, almost all principal teachers and faculty heads continue to be key leaders of learning and teaching within curriculum areas, supporting teachers to lead within their subjects. While almost all staff are keen to take a lead on elements of learning and teaching they sometimes find this challenging due to difficulties finding staff cover.

## Collaboration within and across schools to strengthen their understanding and implementation of the curriculum

Almost all staff work collaboratively within their schools. They participate in collegiate working groups and stage or departmental activities to improve learning and teaching. In primary schools, joint planning across Curriculum for Excellence levels is improving teachers' understanding of standards across the curriculum. Most teachers take part in professional learning led by collaborative networks to develop their understanding of curriculum areas and subjects. Most work collaboratively across their associated school group, particularly on moderation activities and arrangements to support learners at points of transition. In a few local authorities, schools work together more widely to help teachers share high quality learning and teaching. A few schools benefit from partnerships developed through the regional improvement collaboratives to extend collaboration and their understanding of key national policies.

## Collegiate learning culture leading to improved pedagogy and outcomes

Almost all teachers are participating in different forms of collegiate learning within their schools. They are making good use of peer observation and using it to share practice and improve learning and teaching. Increasingly, teachers are participating in professional enquiry or small-scale research projects which are impacting positively on outcomes for children and young people. There continues to be a need to ensure that, in all cases, the impact of professional learning on improving quality and consistency in learning and teaching and outcomes for learners is evaluated.



## Views of headteachers on leadership of learning

01. 'Closing the poverty-related attainment gap is a key purpose and goal for the school.'

'Developing leaders is the key to improving learning and teaching.'

03. 'If we were fully staffed developing leadership across the school would be easier.'

04. 'Creating an ethos where teachers are happy to take risks helps to develop a culture of distributed leadership.'

## Views of teachers and support staff on leadership of learning

01. 'It would be a rare occasion that we were not able to attend a course or network meeting. Our own professional learning is seen as very important to school life'

02. 'Staff constraints means it is almost impossible to get cover for classes and attend opportunities for our own learning.'

03. 'I am participating in the council's leadership for learning programme. As a result I am leading on digital learning within the school and getting a chance to see the bigger picture.'

04. 'The leadership team are good at identifying people's strengths and supporting them to build on these.'

## Views of pupils on leadership of learning

01. 'There are no barriers here. The school is always bringing out opportunities for us to lead.'

'My job as a digital leader is to harness new software and programmes and to help teachers and pupils make better use of technology.'

03. 'The school is creating young people with a strong sense of right and wrong who can add to the community.'

04. 'When you suggest things, normally they will happen.'

05. 'The school teaches us to have a voice and not just be a by-stander.'

06. 'Pupils are not involved in decisions, just the staff.'



## Illustrations of practice related to leading learning

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Across the school, teachers undertake a broad and varied range of lead roles, which impact positively on learning and teaching and outcomes for children. They co-ordinate aspects of curriculum development, for example 1+2 languages, creativity, physical education and nurture. All P3 to P7 teachers support pupil leadership groups. Working alongside pupils, staff use these groups to bring about effective change within the school and the local community. The groups also provide very good opportunities for children to contribute to the life and ethos of the school as a community.

The school has strong international links and uses them well to encourage leadership of learning. All primary teachers and some support staff participated in an immersion course in French as part of a commitment to delivering French as an additional language. This experience increased the confidence of staff in delivering French in the school and enabled staff time to learn and engage in discussion with colleagues from other schools in Scotland and beyond.

# Empowerment for curriculum leadership overall findings

The thematic inspection 'Readiness for empowerment' identified six dimensions of empowerment which are important levers for change. The inspection report highlighted that the dimensions can apply at all different levels of the education system to ensure that decisions about children's and young people's learning and school life are taken within schools, supported by parents and the local community. The following table uses the six dimensions of empowerment to highlight practice which is emerging in schools and next steps to continue to increase empowerment for curriculum leadership.

## **Autonomy**

Senior leaders are developing a culture of leadership for learning which allows teachers to take measured risks, be creative and innovate across the curriculum. All teachers should continue to embrace this developing culture and regard themselves as leaders of learning across the system.

## **Professional learning**

Teachers are increasingly participating in professional learning which is collaborative and generating evidence of improvement in outcomes for learners. Further extension of these approaches would increase improvement across the system.

## **Participation and engagement**

Increasingly schools are developing processes to engage more fully with pupils, parents and wider partners to develop the curriculum. They should accelerate the collaboration with these groups to gather evidence on the impact of the curriculum and make decisions about next steps.

## **Collaboration**

Teachers are collaborating within their schools and across associated school groups. They are starting to explore the benefits of engaging with schools who have similar goals in other local authorities. Engagement with regional improvement collaboratives will help to increase collaboration across schools.

## **Resources**

The Attainment Scotland Fund and Pupil Equity Funding are providing resources to some to bring about improvement. There is a continuing need to focus on increasing the number of teachers, particularly in rural areas where access to additional funding is more limited.

## **Impact**

Teachers are aware of the need to demonstrate the impact of the developments they implement. They should continue to build on the increasing use of data to demonstrate the impact of interventions and identify next steps.





## Key strengths

- Improving the curriculum remains a high priority for schools across Scotland. Headteachers are empowered to work with staff, pupils, parents and wider partners to design learner pathways which best suit the needs of their local community. In most cases, they are well supported to do this by their local authority.
- A broad range of local, national and international evidence is being used to inform curriculum development. Teachers are developing curriculum frameworks and courses to suit their local circumstances and provide relevant learning experiences.
- Within a range of supportive policies and guidance, teachers are increasingly being creative and taking the lead to improve learning and teaching across the curriculum.
- There are increasing opportunities to work collaboratively across schools and local authorities. This is supporting improvement across the system and an increasingly effective implementation of the principles of Curriculum for Excellence across the country.

## Aspects for improvement

- Build on current approaches to more consistently collaborate on curriculum development with parents and wider partners, including other schools across local authorities and regional improvement collaboratives.
- Involve children and young people more in the development of the curriculum and evaluation of its impact.
- Address staffing shortages, particularly in rural areas, to ensure teachers can participate in opportunities for professional learning and schools are able to deliver a curriculum that best suits the needs of children and young people.
- Continue to develop partnerships with colleges, employers and third sector organisations to further improve progression through the curriculum, increase the pace of delivering DYW priorities and provide an appropriate range of learning pathways for all young people.



## Recommendations

- Support children and young people, parents and wider partners to engage with schools in evidence-based decision making about curriculum design and development.
- Further develop partnerships across the system to improve curriculum flexibility and provide progression pathways which prepare learners for lifelong learning and the world of work.
- Ensure all teachers have access to high quality professional learning; can collaborate across schools; and are able to be system leaders who energise and share curriculum developments across the country.

# Appendix 1: Schools visited

School	Local authority
Kaimhill Primary School Hospital and Home Tuition Service	Aberdeen City Council
Auchenblae Primary School	Aberdeenshire Council
Maisondieu Primary School Monifieth High School	Angus Council
Oban High School	Argyll and Bute Council
St Bernadette's RC Primary School	Clackmannanshire Council
Creetown Primary School Sanquhar Academy	Dumfries and Galloway Council
Mill of Mains Primary School Grove Academy	Dundee City Council
Kilmarnock Academy Park School	East Ayrshire Council
Bearsden Academy	East Dunbartonshire Council
Dunbar Primary School	East Lothian Council
Eastwood High School	East Renfrewshire Council
Falkirk High School Maddiston Primary School	Falkirk Council
Kilmaron School Lochgelly High School	Fife Council
Croftcroighn Primary School St Margaret Mary's High School St Thomas' Primary School	Glasgow City Council
St Joseph's Primary School	Inverclyde Council
Beeslack Community High School	Midlothian Council
Speyside High School	Moray Council
Lawthorn Primary School	North Ayrshire Council
Firpark Special School Kilsyth Primary School	North Lanarkshire Council
Stromness Academy	Orkney Islands Council
St. John's RC Academy Luncarty Primary School	Perth and Kinross Council
Inchinnan Primary School	Renfrewshire Council
Parkside Primary School	Scottish Borders Council
Aith Junior High School	Shetland Islands Council
Carrick Academy	South Ayrshire Council
Townhill Primary School Trinity High School	South Lanarkshire Council
Stirling High School	Stirling Council
Currie Community High School St Margaret's RC Primary School	The City of Edinburgh Council
Holm Primary School Kilchuimen Academy	The Highland Council
Edinbarnet Primary School	West Dunbartonshire Council
Sgoil an lochdar	Western Isles Council (Comhairle nan Eilean Siar)
Bridgend Primary School	West Lothian Council



## Appendix 2: Explanation of terms of quantity

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The following standard Education Scotland terms of quantity are used in this report:

<b>All</b> <i>100%</i>	<b>Almost all</b> <i>91%-99%</i>	<b>Most</b> <i>75%-90%</i>
<b>Majority</b> <i>50%-74%</i>	<b>Minority/less than half</b> <i>15%-49%</i>	<b>A few</b> <i>&lt; 15%</i>

Other quantitative terms used in this report are to be understood as in common English usage.

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# **Guidance on the presumption to provide education in a mainstream setting**

**March 2019**

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## MINISTERIAL FOREWORD

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Scottish education has an inclusive ethos. Everyone involved in the education of Scotland's children and young people is working towards a single, clear vision for Scottish education – excellence and equity for every child and young person in Scotland.



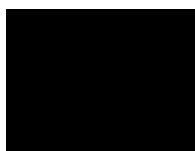
Each and every child and young person should be involved in their own education and have a voice to shape their experience. They should be provided with the support they need to reach their full learning potential.

We have made extensive policy and legislative changes over the past 15 years to enable those with additional support needs to thrive as part of their class, their school and their wider community. We must continue to make sure that all of our children and young people feel included and can participate and achieve to their full potential.

An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional wellbeing and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.

We are committed to mainstreaming as a central pillar of our inclusive approach to education. The Scottish approach to inclusion is already world-leading; our legislative and policy commitments are amongst the most extensive in the world. However, we must improve the *experience* of inclusion for all pupils if we are to deliver on the promise of such an ambitious framework. Being present in a mainstream school should not be the primary marker of successful inclusion.

This guidance aims to bridge the gap between legislation, policy and day-to-day experience, ensuring that children and young people have equitable access to a quality education which meets their needs and helps them achieve their full potential. I would like to thank the Advisory Group on Additional Support for Learning and the Advisory Group on the Guidance of Presumption of Mainstreaming for their efforts in bringing this piece of work to fruition.



**JOHN SWINNEY MSP**  
DEPUTY FIRST MINISTER AND CABINET SECRETARY FOR EDUCATION  
AND SKILLS

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# 1 INTRODUCTION

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1. This document is to provide guidance to education authorities on their duty to provide education in a mainstream school or early learning and childcare setting unless certain exceptions apply. This guidance sets this duty within the context of other policies and related duties. It also sets the presumption of mainstreaming within inclusive practices. This guidance is for policy and decision makers in education authorities, education authority officers, senior management teams in schools and early learning and childcare settings and all school and early learning and childcare staff.

2. The Scottish Government believes that mainstreaming must be delivered within an inclusive approach. The Scottish vision for inclusive education, which applies to all settings, is set out below:

‘Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.’<sup>1</sup>

3. In Scotland, the right to an education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential is enshrined in law.

4. This guidance aims to support:

- improved outcomes and the delivery of excellence and equity for all children and young people
- meeting the learning needs of all children and young people
- an inclusive approach which identifies and addresses barriers to learning for all children
- and empowers children and young people, parents and carers, teachers, practitioners and communities

5. Inclusive practice is considered in this document through four key features of inclusion. These can be used to evaluate whether or not inclusive practices are in place. These are:

- Present
- Participating
- Achieving
- Supported

These features will be explored further throughout this document.

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<sup>1</sup> This definition builds on research by Professors Mel Ainscow and Susie Miles

6. Since the duty to provide education in a mainstream school or early learning and childcare setting was introduced in 2003, the legislative and policy landscape in Scotland has changed. Annex A sets this out in detail.
7. There is a clear, single vision for Scottish education – excellence and equity for every child and young person in Scotland.
8. To realise this ambitious vision and the legislation and policy that underpins it, more needs to be done to get it right for every child and to ensure that they are all experiencing equity and excellence.

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## 2 KEY FEATURES OF INCLUSION AND DEVELOPING INCLUSIVE PRACTICE

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9. Inclusive practice is important whatever the setting, whether it be within a mainstream or special school. There are four key features of inclusion which can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. These are present, participating, achieving and supported. Together these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential.

10. Some aspects of the four features may interlink. For example, children and young people must be present in order to participate, as a result, elements of practice associated with the key features may also overlap.



### PRESENT

Key expectations:

- **All** children and young people should learn in environments which best meet their needs
- **All** children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
- **All** children and young people should receive a full time education including flexible approaches to meet their needs



11. The presumption of mainstreaming enshrines the right of all children and young people with additional support needs to learn in mainstream schools and early learning and childcare settings. Children and young people must be present, in person or engaged via virtual means, in order to benefit from learning. Presence is a fundamental requirement of inclusive practice.

12. Presence is also evidenced by attendance at school. [Included, Engaged and Involved – Part 1: Attendance in Scottish schools](#) provides guidance to education authorities and schools on the promotion of attendance and reduction of absence. The guidance explores attendance in relation to a range of circumstances, including additional support for learning and absence due to ill health. The use of technology may assist where a child is unable to attend school due to ill health or other factors, [Guidance on the education of children unable to attend school due to ill health](#) provides further guidance. Presence is also evidenced by a reduced level of exclusions from school, where exclusion is the last resort in the context of promoting positive relationships and behaviour. Education authorities and schools are guided in this by [Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions](#)

13. The wellbeing indicators within the [Getting it Right For Every Child approach](#) are of particular relevance to practitioners in this context. The wellbeing indicator [‘Included’](#) reflects the need for children and young people to have the opportunity, and be encouraged, to play an active part in the communities in which they live and learn. The [‘Achieving’](#) Indicator is also relevant, enabling children and young people to be supported to help them to progress and develop the skills, ambition and know how that will help create a positive future for them.

## **Evaluation**

14. The [How Good is Our Early Learning and Childcare?](#) and [How Good is Our School? \(4<sup>th</sup> edition\)](#) Quality Indicators provide a framework for the evaluation of the effectiveness of educational establishments on improving outcomes for children and young people. The Quality Indicators 2.4 Personalised Support and 2.5 Family Learning are particularly relevant in relation to presence. They focus on how well children and young people are supported to overcome barriers to learning and how families are engaged in learning. Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion is of key importance due to its focus on fulfilment of statutory duties and the impact of the school’s and early learning and childcare setting’s approaches to wellbeing to support inclusion and equality.

15. [How Good is Our School part 2](#) helps children and young people to have a say in how well their school is helping them be fully engaged and is relevant across all the key features. Theme 5 is especially helpful: Our relationships includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.

## PARTICIPATING

### Key expectations:

- **All** children and young people should have their voices heard in decisions about their education. Including decisions on where they learn
- **All** children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school or early learning and childcare life, including trips and extracurricular activity
- **All** children and young people should be enabled and supported to participate in their learning
- Children and young people with additional support needs, who are aged 12-15, also have extended rights within the ASL framework to use rights on their own behalf to affect decisions made about them

16. Participation does not only refer to school work, homework and involvement in subjects which may pose challenges for individual children and young people. Participation is also about addressing involvement in the wider school and local community; it is about feeling included as a peer, forming firm relationships and friendships and developing the skills for lifelong learning and success. Participation is full involvement in the life of the school through events, trips, school plays, sports and community events; it is about finding an avenue for children and young people to contribute and feel that their contribution is valued. All opportunities to participate in the life of the school should be available to all pupils, including those requiring additional support, and these should be appropriately supported.

17. In schools and early learning and childcare settings, learner participation is core to a good education. As part of all educational experiences, it is a child and young person's right to have a say in matters that affect them. It is intended that children and young people have the opportunity to learn about participation; participating through expressing their views; help shape educational provision; participating in decisions leading to meaningful impacts and outcomes, and monitor and evaluate their participation and impact. Education Scotland have developed [Learner Participation in Educational Settings \(3-18\)](#) to guide practice in this area.

18. Article 12 of the United Nations Convention on the Rights of the Child sets out children's rights to respect for their views. The Children and Young People's Commissioner Scotland has developed resources to support the participation of children and young people. The [7 Golden Rules for Participation](#) are a set of principles that anyone working with children and young people can use to ensure that children and young people's participation is meaningful.

19. Within the Getting it Right For Every Child approach the Wellbeing Indicators '[Included](#)' and '[Respected](#)' are relevant. In addition to being encouraged to play an active part in the communities in which they live and learn, children and young people should be being treated with dignity and respect, feel listened to and taken seriously by those around them and be treated as individuals in their own right with their own needs, expectations and aspirations.

## Evaluation

20. Quality Indicators 2.4 Personalised Support and 2.5 Family Learning from the How Good is Our Early Learning and Childcare and How Good Is Our School? 4 are relevant to the Participating feature of Inclusion. These indicators focus on the provision of high-quality support to enable all children and young people to achieve success and how well their outcomes are improving as a result of participation in family learning. Quality Indicator 3.1 from these frameworks is important both in relation to the fulfilment of statutory duties and inclusion and equality.

## ACHIEVING

### Key expectations:

- **All** children and young people should be achieving to their full potential
- **All** children and young people should have access to a varied curriculum tailored to meet their needs

21. This guidance is very clear on the ambition the Scottish Government has for each and every child and young person in Scotland – all children and young people should receive the support that they need to reach their full potential, in learning, life and work. Curriculum for Excellence sets out children and young people’s entitlements to education through both the [Broad General Education](#) and the [Senior Phase](#). These entitlements apply equally to all children and young people, including those who have additional support needs. The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\)](#) (“the 2004 Act”) and the [Experiences and Outcomes of Curriculum for Excellence](#) enable a tailored approach to meeting the learning needs of all pupils. The delivery of the experiences and outcomes are supported by the [Curriculum for Excellence Benchmarks](#) which set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas. Children and young people can also have their learning recognised through approaches to wider achievements. This includes approaches such as the [Duke of Edinburgh Award](#) and [ASDAN](#) which contribute to children and young people’s learning achievements as part of Curriculum for Excellence.

22. Within the Getting it Right For Every Child approach the Wellbeing Indicators ‘[Achieving](#)’ and ‘[Respected](#)’ are relevant. The Achieving Indicator is about enabling children and young people to be supported to help them progress and develop the skills, ambition and know how that will help create a positive future for them. The Respected Indicator is about children and young people being treated with dignity and respect, feeling listened to and taken seriously by those around them and be treated as individuals in their own right with their own needs, expectations and aspirations.

## Evaluation

23. Quality Indicators 2.2 Curriculum, 2.3 Learning, Teaching and Assessment and 3.2 Raising attainment and achievement from the How Good is Our Early Learning and Childcare and How Good Is Our School? 4 are relevant to the Achieving feature of Inclusion. QI 2.2 focusses on learning pathways and skills for learning, life and work; this is complemented by QI 2.3 which focusses on learning and engagement,

effective use of assessment, and planning, tracking and monitoring. QI 3.2 evaluates learners' attainment, quality of learners' achievements and equity for all learners.

## SUPPORTED

### Key expectations:

- **All** children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships
- **All** children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place
- **All** children and young people should be supported to participate in all parts of school life
- **All** children and young people should be supported to overcome barriers to learning and achieve their full potential

24. Support is primarily about how children and young people are enabled to achieve their full potential. To achieve their full potential, barriers to learning must be identified through robust assessment and addressed for all children and young people through the provision of flexible learning pathways and to enable them to participate in all parts of school life.

25. In order to support the wellbeing of all children and young people it is important to consider the [wellbeing indicators](#) of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Children and young people's wellbeing needs should be considered against these indicators and appropriate support provided. The 2004 Act requirements to identify, provide for and to review the additional support needs of children and young people aligns well with this framework. Whilst the Getting it Right For Every Child approach is focussed on the wellbeing needs of the child or young person, the 2004 Act focusses on the support needed to overcome barriers to their learning arising from disability or health; family circumstances; learning environment or social and emotional factors.

26. Within the Getting it Right For Every Child approach [all eight of the wellbeing indicators](#) are relevant to the 'Supported' feature.

### **Evaluation**

27. The How Good is Our Early Learning and Childcare? and How Good is Our School? (4) Quality Indicators provide a framework for the evaluation of the effectiveness of educational establishments on improving outcomes for children and young people. The Quality Indicators 2.4 Personalised Support and 2.5 Family Learning are particularly relevant. They focus on how well children and young people are supported to overcome barriers to learning and how families are engaged in learning. Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion is of key importance due to its focus on fulfilment of statutory duties and the impact of the school's and early learning and childcare setting's approaches to support inclusion and equality.

## INCLUSIVE PRACTICE

28. The core expectations of our inclusive approach in Scotland focus on children and young people being present, participating, achieving and supported. To support practitioners, Education Scotland have developed a free online learning module '[An introduction to Inclusive Education](#)'. The module is relevant for all educational practitioners and also supports teachers to meet the General Teaching Council for Scotland (GTCS) standards for registration, Career-Long Professional Learning, and Leadership and Management; as well as supporting the Professional Update process.

29. There are eight key areas that are crucial in helping to develop inclusive practice in schools and early learning and childcare settings:

- Inclusive school values and ethos;
- Leadership;
- Constructive challenge to attitudes;
- Evaluation of planning process;
- Capacity to deliver inclusion;
- Parental and carer engagement;
- Early intervention, prevention and strong relationships;
- Removal of barriers to learning.

30. **Inclusive school values and ethos** are essential to the delivery of inclusive educational practice. Values and ethos which recognise and value diversity and include a strong commitment to enabling and supporting all children and young people to learn and be part of school life are fundamental.

31. Strong **Leadership** is needed to promote inclusive ethos and values throughout the school community. Leadership does not only rest with the Headteacher or Manager in an early learning and childcare setting – distributed leadership at all levels is needed to deliver change and progress. Staff must be empowered and challenged to use their knowledge of the children and young people to drive inclusive practice. As the classroom leader, or ELC practitioner, their approach, their attitude and their vision will be the one predominately experienced by the children and young people in their class.

32. **Constructive challenge to attitudes** is essential to ensure that inclusion and equality lead to improved outcomes for all children and young people and that diversity is understood, valued and celebrated. It is essential that high expectations are in place for all pupils.

33. **Evaluation of planning process** is fundamental to ensuring improved learning outcomes for all pupils. Tracking and monitoring of learning outcomes over time, aligned to review of support and teaching and learning strategies will ensure progress in learning for all pupils.

34. **Capacity to deliver inclusion** is an important focus across education, not just in the context of mainstreaming and inclusion. Working with partners to deliver joint training and services builds capacity of those in schools and other services. Special schools can provide key support to their mainstream colleagues through experience of a range of highly personalised approaches including personalised learning, behavioural strategies and tailored support which may be beneficial for all pupils.

35. **Parental and carer engagement** supports improvement in learning and achievement. Strong, positive relationships are essential to this work – not only between partners but with families themselves. Just as the voice of children and young people should be listened to in their learning plans, ‘families should be consulted in a meaningful way when staff are looking at progression from their service.’ [The National Improvement Framework driver of Parental Engagement](#) reflects further on how to engage parents and carers.

36. **Early intervention, prevention and strong relationships** can have a positive impact particularly as regards the impact of socio-economic circumstances. Staff, in tandem with partners, should be informed and proactive, working to mitigate the impacts of socio-economic circumstances as part of removing barriers to learning.

37. **Removal of barriers to learning** are essential to ensure that all children and young people reach their full potential. All children with a disability, health issue or social or emotional needs benefit from high-quality targeted support. Schools and early learning and childcare settings working in partnership with others in the community can enhance support for families and, therefore, enhance outcomes in key areas. Partners are crucial in this process to provide targeted and specialist support in all environments and to ensure the improvement work being undertaken in school and early learning and childcare is also being supported at home.



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## 3 DECIDING ON THE RIGHT PROVISION FOR A CHILD OR YOUNG PERSON

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38. This chapter is primarily aimed at education authority decision makers and looks to support local authorities in making decisions on where a child should learn.

39. Information for parents and carers can be found on the [Enquire](#) website. This includes [fact sheets](#) on Choosing a School and Placing Requests.

### LEGAL CONTEXT

40. Under the legislative framework there are three core elements – education, support and wellbeing. Taken together, these frameworks require education authorities to consider a wide range of issues for children and young people. Education authorities need to:

- Make provision that is directed toward the development of the personality, talents and mental and physical abilities of the child to their fullest potential;<sup>2</sup>
- Have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities, prevent discrimination against pupils with disabilities and make reasonable adjustments for individual children to ensure equality of opportunity in learning. The technical guidance for Schools in Scotland provides guidance on the requirements under the Equality Act 2010;<sup>3,4</sup>
- Plan for accessibility of the curriculum, school information and physical access<sup>5</sup>;
- Identify and provide the support required to enable individual children and young people to overcome barriers to their learning, including looked after children and young people<sup>6</sup>;
- Consider the wellbeing of children and young people<sup>7</sup>.

41. Annex A provides more detail about the legislative and policy landscape. The table attached at Annex B sets out the main pieces of legislation related to deciding where a child should learn and areas that should be considered when making these decisions.

### PRESUMPTION TO PROVIDE EDUCATION IN A MAINSTREAM SETTING

42. The presumption to provide education in a mainstream setting has been in legislation since 2003 reflecting a move towards a children's rights based approach. Section 15 of the Standards in Scotland's Schools etc. Act 2000 provides that a preschool and school aged child should be educated in a mainstream school unless one of three circumstances set out in section 15 apply. The three exceptions are

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<sup>2</sup> Standards in Scotland's Schools etc. Act 2000

<sup>3</sup> Equality Act 2010

<sup>4</sup> Technical guidance for Schools in Scotland

<sup>5</sup> Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

<sup>6</sup> Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)

<sup>7</sup> Children and Young People (Scotland) Act 2014

that it would not be suited to the ability and aptitude of the child; would be incompatible with the provision of efficient education for the children with whom the child would be educated or would result in unreasonable public expenditure being incurred which would not ordinarily be incurred. Section 15 provides that it shall be presumed that those circumstances only arise exceptionally and that if one or more of them do arise, that the education authority may still provide education in a mainstream school but that they won't do this without taking into account the views of the child and the child's parents.

43. Section 15 is a continuing duty and can apply at any time there are decision making points about where a child should learn. Children and young people usually attend the school within their catchment area or the early learning and childcare setting of their parent or carers' choice. However, in some circumstances the education authority may propose that another school, including a special school, may be more appropriate to meet the needs of the child or young person. This decision can happen before starting at an early year and childcare setting, primary school or secondary school or any point in between if there are concerns that the current setting isn't meeting the child or young person's needs. Parents and carers can make placing requests to education authorities to ask for their child to be admitted to a particular school. Placing requests are usually made when a child is starting primary or secondary school, but they may also be made at any other point in a child's learning journey. This reflects the circumstances in which a child attends a school, but it is found that the school is unable or becoming unable to meet the child's learning needs. The different types of school are described in more detail below.

44. The legislative and policy landscape has evolved over time, reflecting increasing aspirations for Scotland's children and young people and changes in practice. This is also the case in the way in which learning is delivered across the country. In Scotland, there is a range of provision available to meet children and young people's additional support needs.

45. These include:

- **Mainstream** school provision;
- **Special** school provision;
- Provision where the pupils' needs are met through a mixture of provision, either within a unit within a mainstream school or through a mix of two different provisions. This forms a package of learning and support to meet individual needs, often referred to as **flexible provision or shared provision**.

46. **Mainstream schools** are organised by catchment area, and consist of primary and secondary schools. Some mainstream schools also have a unit or base within them.

47. **Special schools** are defined in law as schools whose sole or main purpose is to provide education especially suited to pupils with additional support needs<sup>8</sup>. Units or

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<sup>8</sup> Section 29(1) of the Education (Additional Support for Learning) (Scotland) Act 2004



bases which are attached to mainstream schools (and which are wholly or mainly for pupils with additional support needs) are in law, captured within the definition of a special school.

48. The balance of provision varies from local authority to local authority and has developed due to local contexts, geography and communities and in line with the duty to provide adequate and efficient provision.

49. Schools are often organised into clusters consisting of local primary schools and the associated secondary school. This provides an opportunity for schools to learn from each other in relation to provision of support for pupils. Special schools have a wealth of experience in differentiated learning which may be shared with other schools in the cluster.

50. The glossary referenced in Annex A provides definitions for mainstream schools, special schools and other terms such as grant-aided special schools and independent schools.

51. In addition to these two main types of provision, there is in practice, within a number of local authorities, a further approach whereby a child or young person needs are met between two types of provision. For the purposes of this guidance, we will use the term **flexible provision**. Flexible provision can be, for example:

- Where a pupil attends a mainstream school and a unit within another school or learning establishment (for example a third sector service);
- Where a pupil attends a special school and also has some time in a mainstream setting;
- Where an older pupil attends school and college as part of a full-time timetable;
- Where an older pupil attends school and also benefits from vocational opportunities as part of their full-time education.

52. This list provides examples of different types of flexible provision and is not exhaustive. It should be tailored to the individual circumstances, needs and strengths of each child and young person.

53. In all circumstances these provisions are about meeting the identified needs of the individual child or young person concerned. Placement decisions should be part of a wider consideration starting from the child's needs, what supports will enable them to develop and then where this can be provided. Children and young people and their parents/carers have the right to express their views in relation to decisions that affect their education. This includes the decision on the type of provision made to meet the pupil's learning needs although ultimately decisions on placement are for local authorities to make. The education authority has to consider those views alongside professional assessments and recommendations regarding the child's needs.

54. In good practice, this would be informed by key partners such as health, social care and third sector organisations where appropriate. There should be a partnership, multi-agency approach to meeting the needs of all children and young

people under the Getting it Right For Every Child approach. Deciding on the provision that best meets the needs of the child is a complex task that requires everyone involved to take the time to get to know the child well and make a decision on a timely basis, reflecting the legally defined timescales for placing request decisions.

55. The decision should also be reviewed on a regular basis to ensure that it is still meeting the needs of the child. Assessment and planning is a dynamic process and whether current provision is still suitable for a child must be reviewed on a regular basis. Particular care should be taken with transitions into and out of different provisions. [The Supporting Children's Learning Code of Practice](#) sets out the statutory guidance on the duties around transitions.

56. The table at **Annex B** includes suggested considerations to be taken into account when assessing the most appropriate provision for an individual child or young person. This should prompt a greater focus on the learning environment and the extent to which it can support the child or young person to be present, participating, achieving and supported. If these questions highlight that there are concerns about whether mainstream is the right setting for the child then there should be an in-depth exploration of the duties under section 15 and the exceptions set out in section 4 of this document. The further questions under the exceptions at section 4 should help to increase the transparency of the decision making process, particularly for children, young people and their parents or carers.

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## 4 HOW AND WHY COULD THE EXCEPTIONS BE APPLIED?

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57. This section provides further considerations for education authority decision makers if it becomes clear that one of the exceptions might apply. Where a child or young person is in school, during the decision making process the education authority will work with the school(s) and/or early learning and childcare provider(s), parents or carers and other partners to see what further adjustments can be made to ensure that the child or young person is getting the best possible support within their current provision. Where the child or young person is not in school or an early learning and childcare setting, the decision making process will be informed by the information available about the needs of the child and young person, and information from parents and partners.

58. If there is doubt about the suitability of mainstream provision, it is the role of the education authority to use the legislation to weigh up a range of matters including the child or young person's wellbeing, in order to reach a conclusion on the application of the three exceptions outlined in the Standards in Scotland's Schools etc. Act 2000. A summary of section 15 can be found in paragraph 42 and Annex A of this document. In best practice, this process should be completed with input from all those that know the child (see paragraphs 53 and 54 of the document). The exceptions do not automatically apply and the onus is on the education authority to demonstrate that the exception should apply.

59. The decision on placement and the use of exceptions is for the education authority. Children and young people and parents or carers must be involved in this process and in good practice the decision should be informed by the class teacher and the range of professionals involved in the child's life. The planning and assessment processes used for additional support for learning and set out within the Code of Practice should be seen as providing the structure for these discussions. It should be a transparent process with timescales attached. Education authorities should be mindful of the timescales which are provided by statute in relation to placing request decisions, by way of provisions for deemed decisions. Earliest possible decisions should be made to allow for appropriate planning of any transition to a new educational setting.

60. The three exceptions set out in section 15(3) of the 2000 Act are that mainstream education:

- (a) would not be suited to the ability or aptitude of the child;
- (b) would be incompatible with the provision of efficient education for the children with whom the child would be educated; or
- (c) would result in unreasonable public expenditure being incurred which would not ordinarily be incurred

The provision further states that it shall be presumed that those circumstances arise only exceptionally.

61. These terms deliberately do not overprescribe what the presumption to provide education in a mainstream school or early learning and childcare setting means in practice. Local circumstances can be very different and how efficient education can be provided will vary widely across local authorities. A difficult but essential role of local authorities is to strike a balance for the presumption of mainstream education for as many children and young people as possible and the use of specialist provision. Special schools are defined in law as schools whose sole or main purpose is to provide education especially suited to pupils with additional support needs. Units or bases which are attached to mainstream schools (and which are wholly or mainly for pupils with additional support needs) are in law, captured within the definition of a special school.

62. Guidance on how these exceptions could be interpreted is included in this section, but it is important that local authorities take account of their local circumstances and priorities when arriving at decisions. To assist authorities in their decision making process, there are a number of reflective questions in this section. If authorities have answered these questions before deciding which provision best suits a child or young person, then the decision making process is more transparent for everyone involved, including parents and carers and the children and young people at the centre of the process. As set out in the previous section, consideration should also be given to ensuring that thought is given to the key features of inclusion.

63. If the education authority considers that the child or young person cannot be supported within a mainstream environment it may be that the best option for that child or young person is a flexible placement within a unit or a base or a placement in a special school. Where one or more of the exceptions is considered to apply, the reasons for this must be clearly demonstrated.

## **ABILITY AND APTITUDE:**

64. This exception<sup>9</sup> applies where mainstream education would not be suited to the ability or aptitude of the child. This guidance frequently refers to 'achievement' as being one of the key features of successful inclusion. The terms ability and aptitude are narrower than achievement but reference to achievement reflects recent learning developments. Therefore when reflecting on achievement, ability and aptitude will be considered. It is essential that ambition is retained for all children and young people to enable them to fulfil their full learning potential. Achievement for children and young people with additional support needs is best realised through following a personalised learning pathway. It can be progress towards personal goals or the opportunity to exceed ability and aptitude with challenging and ambitious curricular and wellbeing targets. Achievement can also be more practical, and involve developing skills such as relationship-building and wider life skills. Ideally, achievement is a combination of the two, utilising the mainstream environment to include those with additional support needs alongside other learners and to aid the development of a more inclusive and just society. Achievement is about each and every child and young person fulfilling their full potential and if a child or young person is meeting learning targets and has a full experience of school life then they

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<sup>9</sup> Section 15(3)(a) of the 2000 Act

are being well supported by a mainstream education system. If they are not, or it appears that appropriate progress is not being made, then consideration should be given to whether they could be better supported in their current environment or whether the exception applies.

## REFLECTIVE QUESTIONS ON ABILITY AND APTITUDE

### Identifying and assessing additional support needs

The Getting it Right For Every Child Practice Model provides the framework for considering the needs of all children and young people. At the core of the Practice Model are the following 5 key questions staff should use when assessing the needs of children and young people:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I now do to help this child or young person?
4. What can my department/school do to help this young person?
5. What additional help, if any, may be needed from others?

The bullets below provide further prompts when considering achievement.

- Does the school have effective assessment systems in place to identify the ever increasing diverse needs of children?
- Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
- What information about the strengths, specific needs and support systems required for each learner requiring additional support do staff have access to? Have children and young people been able to contribute to this information?
- Do children and young people and their parents or carers have curricular learning targets to work on at home and at school?
- How are children and young people encouraged to become independent learners, expressing their views and making choices?
- How are children and young people encouraged to be as involved as possible in all aspects of the school and community?
- Has the child or young person been able to make appropriate progress building on prior levels of achievement? How has that been evidenced?
- How does the school assess, track and monitor progress in learning for all children and young people including those on individual programmes?
- How are children and young people improving their wellbeing? How do the school know they are making progress?
- Is the child or young person beginning to or continuing to make progress using the wellbeing indicators?

## INCOMPATIBLE WITH THE EFFICIENT EDUCATION FOR OTHER CHILDREN:

65. This exception<sup>10</sup> recognises that the inclusion of a child or young person with additional support needs within a particular classroom or learning environment may be incompatible with the provision of efficient education for the children with whom the child would be educated. This is particularly likely to be the case where a child or young person's additional support needs include particular behaviours which could be disruptive to other children or young people, or where behaviours are a signal of concern or the child or young person's distress. These behaviours may lead to disruption for other learners, but are beyond the control of the child or young person and therefore are likely to occur regularly or frequently. Also the learning of others may be impacted where the child or young person receives support from an adult within the classroom, for medical matters, keeping the child or young person focussed and on task, or to support positive behaviour. Education authorities must consider whether the placement of the individual child or young person within a particular mainstream environment would be incompatible with the provision of efficient education for the children with whom the child would be educated. This will require careful consideration, taking the full circumstances, evidence and options for provision of proactive support to address the pupil's needs into account prior to reaching a conclusion. [Included, Engaged and Involved Part 2](#) sets out the range of supports and strategies that can be put in place to support children and young people in developing and maintaining positive relationships and behaviour. Education authority staff will need to handle discussions on these matters with parents/carers with sensitivity and honesty, recognising that consideration of this exception may feel like a rejection of their child by the school or early learning and childcare setting.

## REFLECTIVE QUESTIONS ON EFFICIENT EDUCATION FOR OTHER CHILDREN

- To what extent is the placement an inclusive learning environment?
- How well does curriculum planning meet the needs of different groups of learners?
- How has or would the placement of this child or young person positively impact on the education, wellbeing and wider experience of other children and young people?
- Will the placement of this child or young person adversely impact on the education, wellbeing and wider experience of other children or young people? Can any adverse impact be overcome?
- How will the placement of this child or young person support the learning and wellbeing of the other children and young people? Equally, how might the placement of this child or young person present barriers to the learning of other children or young people?
- How will you balance the needs of all children and young people within the school or early learning and childcare setting?

<sup>10</sup> Section 15(3)(b) of the 2000 Act

## UNREASONABLE PUBLIC EXPENDITURE:

66. The exception<sup>11</sup> applies where mainstream education would result in unreasonable public expenditure being incurred that would not normally be incurred. Each local authority also has to consider what a reasonable level of public expenditure is within the context of their commitments. These commitments range from their legislative duties to the political commitments made by their elected members who are accountable to the communities they serve. The scale of resource available to adapt to a child or young person's needs must also be considered in light of the other exemptions, particularly as regards efficient education for other children and whether this expense would be ordinarily be incurred.

67. Ultimately the delicate balancing of differing priorities is a complex and necessary task undertaken by local authorities. Local authorities must take into account a range of factors relating to the child or young person, their parents or carers, their teachers, their school leaders, their school(s) and their early learning and childcare settings. They should carefully weigh the variables and produce an outcome that they are satisfied is the best option for the child, their classmates and does not result in unreasonable public expenditure being incurred that would not normally be incurred. The questions below are designed to aid that process.

## REFLECTIVE QUESTIONS ON UNREASONABLE PUBLIC EXPENDITURE

- How do we ensure that our resources are used most effectively? How do we ensure transparency and equity?
- How do we allocate resources to sustain improvement priorities effectively?
- What would the general benefit be to other pupils, in the long and short term, of the resource currently being proposed for the child or young person?

## CONCLUSION

68. This section sets out a range of information and advice to support decision making. It is recognised that these decisions are complex, and require to take account a wide variety of factors and considerations. The key principle is that the decision that is reached, regardless of whether that decision is for placement in a mainstream, special school or for the use of flexible provision, must be about meeting the child or young person's needs, with a continued focus on reaching that individual pupil's full potential.

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<sup>11</sup> Section 15(3)(c) of the 2000 Act



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# ANNEX A – LEGISLATIVE AND POLICY LANDSCAPE

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## KEY LEGISLATION

Education is provided at pre-school, primary and secondary levels in both mainstream and special schools. The key pieces of legislation are set out below.

### [Education \(Scotland\) Act 1980](#)

This Act requires Education Authorities to secure the provision of adequate and efficient education for their area, and sets out the rights and duties of parents in relation to their children's education, among other things.

Section 30 places a duty on the parent to provide efficient education suitable to age, ability and aptitude of the child either by causing him to attend a public school regularly or by other means.

### [Children \(Scotland\) Act \(1995\)](#)

This Act regulates parental responsibilities and parental rights and establishes the responsibilities of service providers in matters affecting children's care and welfare. Local authorities must provide services designed to minimise the impact of disabilities on children and to allow them to lead lives which are fulfilling. Children's views must be sought and taken account of in key decisions that affect them.

### [European Convention on Human Rights](#)

The UK is a party to the European Convention on Human Rights (ECHR), an international treaty to protect human rights and political freedoms in Europe. Article 14 covers prohibition of discrimination when exercising the right and freedoms under the ECHR and article 2 of the first additional Protocol sets out rights to education.

### [Human Rights Act 1998](#)

This Act incorporates most provisions of the European Convention on Human Rights into Scots law.

### [United Nations Convention on the Rights of the Child](#)

The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that sets out the civil, political, economic, social and cultural rights of children. Article 12 sets out right to respect the views of children and articles 28 and 29 set out educational rights for all children and young people.

As the UK has ratified the UNCRC, the Scottish Government has sought to incorporate the spirit of the convention in our own laws and our policy approach in Scotland. For example, section 1 of the Children and Young People (Scotland) Act 2014 requires Scottish Ministers to keep under consideration whether there are any steps which they could take which would or might secure better or further effect in Scotland of the UNCRC requirements, and if they consider it appropriate to do so, take any of the steps identified by that consideration.



## **UN Convention on the Rights of Persons with Disabilities (UNCRPD)**

The UK is a party to the UN Convention on the Rights of Persons with Disabilities (UNCRPD). Article 24 of this convention outlines the rights of disabled children and young people in education.

## **Standards in Scotland's Schools etc. Act 2000**

This Act is about the provision of school education specifically relating to children's rights and the duty of the education authority. The education authority has a duty to make provision that is directed toward the development of the personality, talents and mental and physical abilities to their fullest potential. This also reflects article 29 of the UNCRC. Education authorities are also required to have regard to the views of the child in decisions that significantly affect them in the exercise of that duty.

Section 15 of the 2000 Act provides that a preschool and school aged child should be educated in a mainstream school or early learning and childcare establishment unless one of three circumstances set out in the section apply. The three exceptions are that it would not be suited to the ability and aptitude of the child; would be incompatible with the provision of efficient education or would result in unreasonable public expenditure. The section provides that it shall be presumed that those circumstances only arise exceptionally and that if one or more of them do arise, that the education authority may still provide education in a mainstream school but that they won't do this without taking into account the views of the child and of the child's parents.

## **Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002**

This Act places a duty on education authorities, managers of grant- aided schools and the owners of independent schools to prepare a strategy to increase, over time, the physical accessibility of the school environment and the accessibility of the curriculum for pupils with disabilities and prospective pupils with disabilities.

## **Education (Additional Support for Learning) (Scotland) Act 2004**

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It sets out the duties on education authorities to identify, provide for and to review the additional support needs of their pupils. Education authorities will plan for children's learning using a range of planning mechanisms including (non-statutory) individual educational plans and where there is significant support from education and another agency to meet the complex or multiple needs, a coordinated support plan under the 2004 Act.

[The Supporting Children's Learning Code of Practice](#), to accompany the Education (Additional Support for Learning) (Scotland) Act 2004, supports the effective

implementation of the above legislation. All of the sections of the code are relevant but particularly the sections on –

[Meeting additional support needs](#)

[School attendance: Rights, responsibilities and placing requests](#)

[Co-ordinated support plan](#)

[Transitions](#)

[Working with children and families](#)

[Resolving disagreements](#)

### **Equality Act 2010**

The Equality Act 2010 prohibits discrimination and harassment based on certain specified protected characteristics. It further places duties on public authorities to challenge discrimination, advance equality of opportunity and foster good relations for a range of protected characteristics. These protected characteristics are defined in the Equality Act as race, sex, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy and maternity, and marriage and civil partnership. The provisions of the Act for schools do not apply in relation to age and marriage and civil partnership.

It includes admission to school, the way education is provided, access to a benefit, facility or service, and exclusion. They must not treat pupils with disabilities less favourably and must take reasonable steps to avoid putting these pupils at a substantial disadvantage. The duty related to aids and services means that, since September 2012, schools (including independent schools) have to make reasonable adjustments.

### **Children and Young People (Scotland) Act 2014**

This Act concerns the provision of services and support for children and young people; it includes sections related to the rights of children, children's services planning, early learning and child care, looked after children, adoption, children's hearings, detention in secure accommodation and consultation on certain proposals in relation to schools.

The 2014 Act includes direction on the Assessment of Wellbeing (section 96), specifically in relation to use of the 8 wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These requirements in relation to the Assessment of Wellbeing are referred to in other legislation and guidance and mean that wellbeing must be assessed in line with section 96 (see annex B).

The attached [glossary](#) provides definitions for different terms including mainstream schools and special schools.

## KEY POLICY DEVELOPMENTS

Key policy developments have included, but are not limited to:

- the introduction of [Curriculum for Excellence \(CfE\)](#)
- the introduction of [Getting it Right for Every Child \(GIRFEC\)](#)
- [The keys to life – Improving quality of life for people with learning disabilities](#)
- [Technical guidance for Schools in Scotland](#) - requirements of Equality Act 2010
- [Included, Engaged, Involved – Part 1: Attendance in Scottish Schools](#)
- [Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions](#)
- [Developing the young workforce](#)
- [Guidance on the education of children unable to attend school due to ill health](#)
- [Supporting children and young people with healthcare needs in schools](#)
- [Respect for All: The National Approach to Anti-bullying for Scotland's Children & Young People 2017](#)
- [Scottish Strategy for Autism: outcomes and priorities 2018-2021](#)
- [National Improvement Framework](#)
- [Scottish Attainment Challenge and Pupil Equity Fund](#)

Services have developed to provide parents, carers and young people on all of the rights and responsibilities in relation to additional support for learning:

[Enquire](#) provides independent and impartial advice for teachers, parents, local authorities and others caring for or working with children and young people with additional support needs.

[Let's Talk ASN](#) is an advocacy and legal representation service that provides help to parents, carers and young people in securing their rights.

[My Rights, My Say](#) is a children's service which provides advice and information, advocacy support, legal representation and a service to seek children's views independently about their support.

The following resources have also been referred to within the guidance –

The Self Evaluation Frameworks for Early Learning and Childcare and Schools -

[How Good is Our Early Learning and Childcare](#)

[How Good Is Our School 4](#)

[How good is our early learning and childcare?: Correlation of quality indicators and themes between How good is our early learning and childcare? and How good is our school? \(4th edition\)](#)

[How Good is OUR School part 2](#)

The Children and Young People's Commissioner Scotland 7 Golden Rules for Participation –

[7 Golden Rules for Participation – Children](#)

[7 Golden Rules for Participation – Young People](#)

[7 Golden Rules for Participation – Accessible versions](#)

## ANNEX B – DECIDING ON THE RIGHT PROVISION – RELEVANT DUTIES

Legislation	Duties	Suggested considerations
Standards in Scotland's Schools etc. Act 2000	<p>Education authority has a duty to make provision that is directed toward the development of the personality, talents and mental and physical abilities of the child to their fullest potential. Also required to have regard to the views of the child in decisions that significantly affect them. (section 2)</p> <p>Education authority in carrying out duty to provide education for preschool and school aged child they shall, unless the three circumstances set out in the section apply, be educated in a mainstream school. (section 15)</p>	<p>Could one or more of the three circumstances set out in section 15 apply:-</p> <ul style="list-style-type: none"> <li>- Not suited to the ability or aptitude of the child</li> <li>- incompatible with the provision of efficient education</li> <li>- would it result in unreasonable public expenditure</li> </ul>
Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)	<p>Education authority has a duty to assess if a child or young person needs additional support and to provide that additional support if they do. (section 4,5)</p> <p>Education authority has a duty to keep under review whether a child's additional support needs continue to be met. (section 10)</p> <p>Education authority has a duty to place a child in the school specified in a placing request, subject to a number of exceptions, including that doing so would breach the section 15 requirement to provide education in a mainstream school. (Schedule 2, paragraphs 2 and 3)</p>	<ul style="list-style-type: none"> <li>-What steps have been taken to make sure the needs of each child or young person have been correctly identified?</li> <li>- Are those identified needs being adequately addressed?</li> <li>- Would different provision or placement provide a better outcome for this child or young person?</li> </ul>

<p>Children (Scotland) Act 1995</p>	<p>When a local authority is considering the promotion of the welfare of children in need and assessing the needs of children who may be affected by a disability they must have regard to the general principle that functions should be exercised in relation to children and young people in a way which is designed to safeguard, support and promote their wellbeing. This should be done in line with the assessment of wellbeing as described in section 96 of the 2014 Act. (section 23A)</p>	<ul style="list-style-type: none"> <li>- How is the wellbeing of the child or young person being safeguarded, supported and promoted in their education provision?</li> <li>- How would a different provision provide better safeguarding, support and promotion of wellbeing?</li> </ul>
<p>Children and Young People (Scotland) Act 2014</p>	<p>The local authority when considering alternative early learning and childcare arrangements to meet wellbeing needs of looked after 2 year olds must assess their wellbeing in line with section 96 of the 2014 Act. (section 96)</p>	



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W W W . G O V . S C O T

# **Implementation of Additional Support for Learning**

**2017-2018**

**March 2019**

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# Introduction

## Background and Introduction

This report is intended to set out the picture of implementation of Additional Support for Learning in 2017. It is framed across the period April 2017-June 2018. The report uses statistical information to build that picture, and will comment on recent developments in, and related to, additional support for learning.

The Additional Support for Learning Act was established in 2004 and came into practice in 2005. The Act was revised in 2009 and again in 2016. The most recent changes came into practice on 10 January 2018.

The 2009 Act places Scottish Ministers under duties to collect and publish information on additional support for learning. This is done each year, through the national pupil census collection and publication. From 2010 until 2016 Scottish Ministers reported to Parliament on the implementation of additional support for learning. This report follows on from that, but is not required by law.

## Context

2017 has been a significant year in education. The proposals for Education reform in Scotland were published for consultation and contained a suite of proposals to achieve excellence and equity for all of our children and young people in a highly performing education system. In June 2018 it was announced that through consensus building and collaboration that an agreement with local government was reached on implementation of two key elements of the [reform agenda](#):

- a Joint Agreement on Regional Improvement Collaboratives with regional leadership, collaboration with Education Scotland and initial regional improvement plans in place and more detailed plans due in September – all achieved at pace, in partnership and with no legislation; and
- a landmark agreement which will see the Headteachers' Charter and meaningful school empowerment, collaboration and pupil and parent participation happening across Scotland this year.

2017 and 2018 have seen the publication of [National Improvement Framework plans](#). The National Improvement Framework structure has been adopted as that for the Doran Review 10 Year Strategy. It is intended that this alignment will ensure that the work on the implementation of the Doran Review, and in particular the work on Strategic Commissioning of services will complement the outcomes sought through the Improvement Plan.

Attainment Challenge and Pupil Equity Funding is focussed towards closing the poverty related attainment gap. The Scottish Attainment Challenge focusses and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland.

The £750 million Attainment Scotland Fund is a targeted initiative focused on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation.

The nine 'Challenge Authorities' are Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire.

[Pupil Equity Funding](#) is also provided through the Attainment Scotland Fund and allocated directly to schools, targeted at those children most affected by the poverty related attainment gap. A significant number of children and young people with additional support needs also benefit from these approaches to closing the attainment gap.

2018 was the Year of Young People in Scotland and provided an opportunity for generations to come together and celebrate our nation's young people. The extension of children's rights under the Additional Support for Learning Act demonstrates the Scottish Government commitments to hearing the voice of young people, and enabling them to work in partnership with us to design and shape policy. This commitment to engaging with children and young people will extend beyond 2018.



## Key points

This information is drawn from statistical information and is intended to provide a summary of the information about pupils with additional support needs.



The most common additional support needs are (see page 13 for further info on this):



16,742 pupils were assessed or declared as having a disability. This means that either they have been assessed by a practitioner as having a disability, or they have declared themselves as having a disability in alignment with the information below.

A disability under the Equality Act 2010 is if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. There is a clear interaction between the disabilities and additional support needs, but the terms are not interchangeable. Annex A sets out further information on the this. The image is the design developed by Grace Warnock as part of her campaign to recognise invisible disabilities [https://twitter.com/warnock\\_grace](https://twitter.com/warnock_grace)

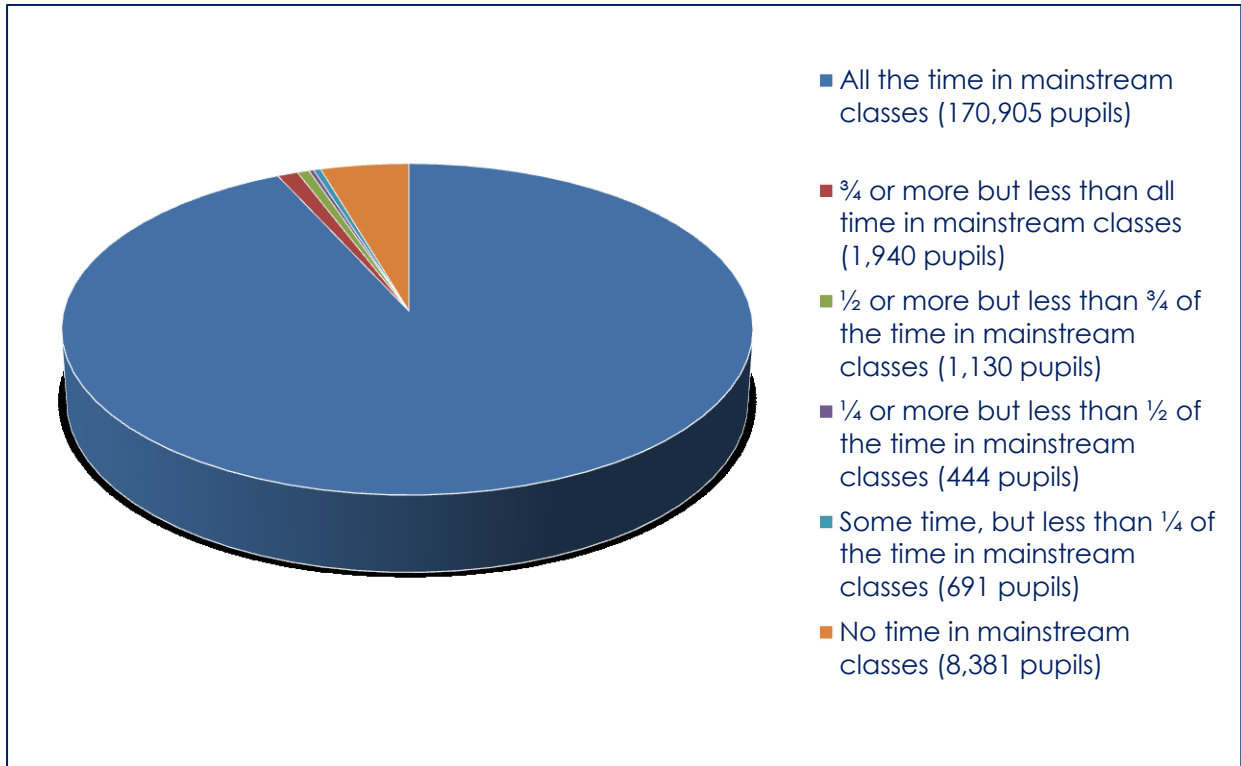


Statistics –additional support for learning, pupils and staff 2017

Attendance in 2016/17	Exclusion from school in 2016/17	Qualifications in 2014/15		Post school destinations in 2015/16
<p><b>91.2%</b> attendance at school</p>	<p><b>11,352</b> temporary exclusions. Pupils with ASN are <b>5 times more likely to be excluded</b> from school than other pupils</p>	<p><b>60.7%</b> of pupils left school with 1 or more qualification at SCQF level 5 or better.  <b>↑ 8% points</b> since 2011/12</p>	<p><b>85.6%</b> left school in 2014/15 with 1 or more qualification at SCQF level 4 or better.  <b>↑6.5 % points</b> since 2011/12</p>	<p><b>87.1%</b> achieved a positive destination.  <b>↑4.8 % points</b> since 2011/12</p>
<b>Teachers</b>		<b>Support staff</b>		
<p><b>51,513</b> teachers in Scottish public schools of which <b>2,838</b> have additional support for learning as their main subject taught.</p>		<p><b>13,763</b> staff supporting pupils with additional support needs in Scottish public schools. This includes:  Pupil support assistants, Behaviour Support staff, Home-school link workers, School nurse or other medical support and Educational Psychologists</p>		

### Time spent in mainstream classes

The vast majority of children and young people with additional support needs spend time in mainstream classes, whether they learn in a mainstream school, or a mainstream school with a unit or classes as part of the establishment. The number of children and young people learning in [special schools](#) has been reasonably static over the last 10 years.



Local Government Financial Statistics for 2016-17 showed that local authorities spent £5.07 billion on education in Scotland. This has gone up from £4.95 billion in 2015-16 - a 0.3% increase in real terms (2.5% in cash terms)

Of that, £610 million was on additional support for learning – this has gone up from £584 million in 2015-16 a 2.3% increase in real terms (4.5% in cash terms)

## **Additional Support Needs**

In summary, there are key positives in terms of pupils with additional support needs. Pupils are continuing to be identified as having additional support needs each year; more pupils with additional support needs are achieving qualifications, and those continue to be at a higher level. Pupils achieving positive destinations is continuing to improve.

However, there are areas where there needs to be continued improvement. Pupils with additional support needs are 5 times more likely to be excluded from school than those without additional support needs. Exclusions for pupils without additional support needs have significantly fallen in recent years (more than 30%). Pupils with social and emotional behavioural difficulties accounted for more than half of the pupils excluded from school.

Areas where there is little change include that boys continue to be more likely to have additional support needs, and those learning in special schools continues to be relatively static.

## **Developments in implementation**

2017-18 has been a significant year for the development of implementation in additional support for learning and related policies. Consequently, there have been a significant number of public consultations from the Supporting Learner's team. These have related to:

[Guidance for schools and education authorities on improving educational outcomes for Travellers](#)

[The Doran Review 10 year strategy](#)

[Regulations on Complaints to Ministers \(section 70\), Data Collection on Additional Support for Learning, and Dispute resolution](#)

[Statutory Guidance on implementation of Additional Support for Learning \(code of practice\)](#)

[Non-Statutory Guidance on assessment of capacity and wellbeing](#)

[Guidance on Complaints to Ministers \(section 70\)](#)

[Guidance on the presumption of mainstream education, and](#)

[Guidance on the provision of healthcare in schools](#)

A number of these consultations related to the **extension of rights to children** under the Additional Support for Learning Act. This significant development came into practice on 10 January 2018 and is the largest extension of rights to children and young people in this field across Europe. Rights are extended to children aged 12-15, who are able to use their rights. Those rights are almost the same as those enjoyed by young people and parents, the exceptions being that the right to make a placing request, the right to be a party in mediation (although children's views are now required to be sought and provided as part of mediation processes).

The **code of practice** for additional support for learning, was updated, and published on 20 December 2017, alongside **non-statutory guidance** on the assessment of capacity and adverse impact on wellbeing.



In support of children using their rights the Scottish Government established the **My Rights, My Say** service. This service which is delivered through partnerships between Enquire, Partners in Advocacy, and Cairn Legal offers:

- Advice and information
- Advocacy Services
- Legal Advice and Information, and
- An independent children's views service.

The service was established on 10 January 2018. Importantly, an MSYP was part of the process of evaluating the bids for the service and in selecting the preferred suppliers. Demonstrating our commitment to ensuring that children and young people are enabled to influence key decisions on policy delivery.

There were also further developments with the transfer of the Additional Support Needs Tribunals for Scotland into the new **first tier tribunal** structure. The Tribunal will look and feel very similar for those who use it, but will benefit from consistency of approach across other Tribunals. The specialism of the Additional Support Needs Tribunal's functions and its staff have been recognised and preserved as part of this change. This change came into practice on 12 January 2018.

The consultation on guidance on the **presumption of mainstream education** ran from 2 November to 9 February and drew 362 responses. The analysis of these responses will be drawn together with the outcomes from the research in the experiences of pupils, families and those who provide support in schools and authorities.

The consultation on the **Doran Review 10 year strategy** also closed in 2017. The consultation drew 61 responses. These will be used to inform the next steps on the implementation of the Doran Review recommendations.

There is a particular focus on the needs of **pupils who are from Travelling families**. A consultation on draft guidance was undertaken and the draft [guidance has been updated](#) in light of the comments received as part of the consultation.

The **Young Ambassadors for Inclusion** have an important role in shaping and developing policy and its implementation.

The Young Ambassadors for Inclusion are young people with additional support needs who have been nominated by their local authority to join a network which provides an opportunity for them to share their views and experiences of Scottish education. A total of 26 local authorities have been represented since the network began.

Through discussion and activities, the Young Ambassadors have identified the ways they feel schools are doing well in their provision of inclusive education and also where improvements could be made. Their views have influenced the development of policy, and have shaped the guidance to children about the Tribunal, and how Tribunals should work for young people.

The Inclusion Ambassadors met with John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills on 21 June 2017. The Ambassadors spoke to Mr Swinney about work they had done on the themes of Friendship and Belonging, Positive Attitudes, Awareness, Asking for Help and Support (see below).

A significant development in this year has been their film 'Ask Us, Hear Us, Include Us'. The Young Ambassadors were keen to share their views on what works in inclusive education. They decided to create a film which could allow their views to be heard and help staff understand how to support young people with additional support needs. As you will see from the film, they were involved in all aspects of its development.



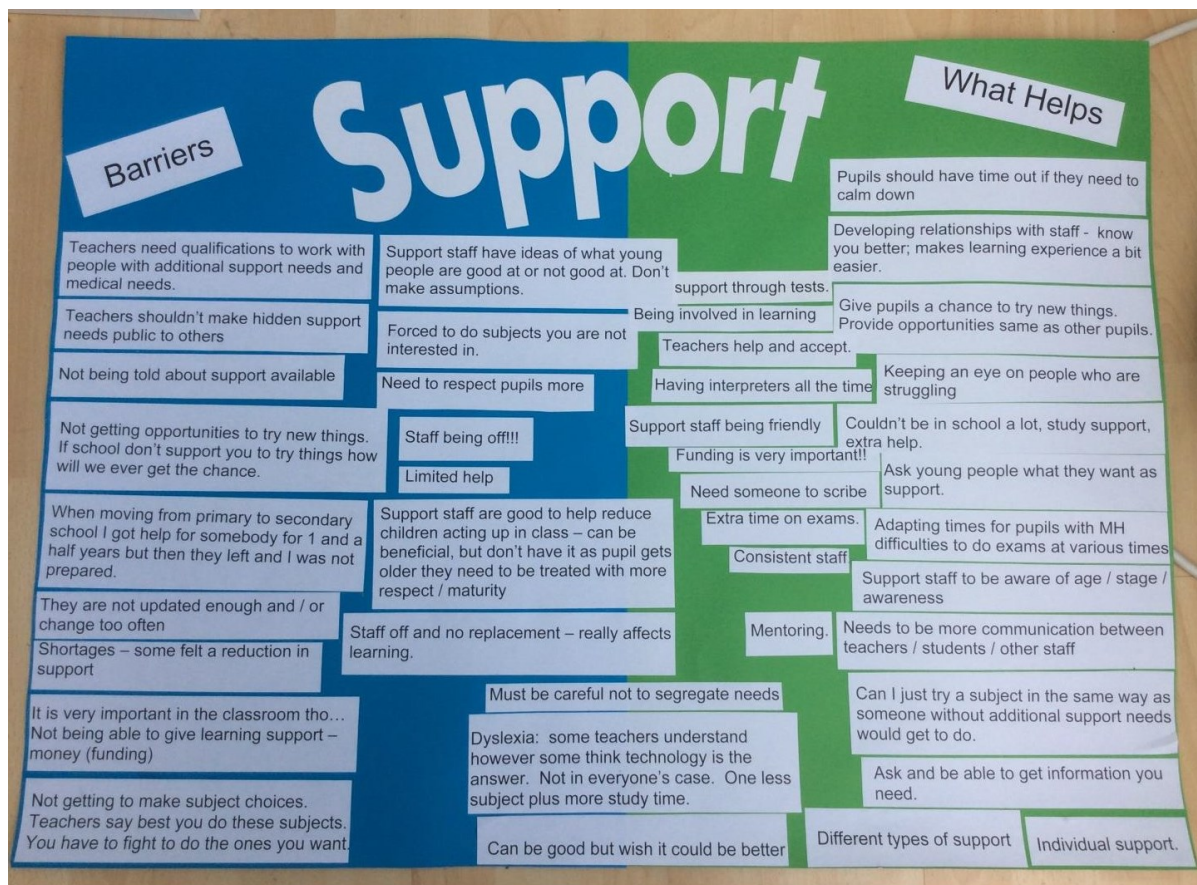


## Parliamentary Interest

In March 2017 the Education Committee considered the implementation of Additional Support Needs. The Committee reported on 15 May 2017 and John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills responded to the Committee's recommendations on 26 July 2017. A number of the actions highlighted above are reflected in the response to the Committee.

## Conclusion

This report sets out a range of information to provide an overview of the implementation of the additional support for learning Act during 2017 and early 2018. The report highlights that there are strengths but also challenges for implementation, and as we strive for continuous improvement, we will seek to build on strengths as we address challenges. It is fitting that the final word in this report is given to the Young Ambassadors for Inclusion. These are the conclusions on 'Support' that they presented to John Swinney, Deputy First Minister and Cabinet Secretary for Education and Learning on 21 June 2017, and which we seek to embody in our further work on implementation.



## Overlap between Equality Act and the Additional Support for Learning Act (taken from [Accessibility Strategies guidance](#)) **Annex A**

Pupils' needs which may meet definition of disability under the Equality Act to whom education accessibility strategies apply:

- Physical or Mental impairment including:
- Autism Spectrum Disorder
- Dyslexia
- Diabetes
- Eating disorder (diagnosed)
- Gross obesity
- Disfigurement
- ADHD
- Incontinence
- Epilepsy
- Learning difficulties, including severe and complex
- Hearing impairment
- Some conditions may progress to have a substantial adverse effect; heart conditions, Sickle cell anaemia, Rheumatoid arthritis.

Pupils' needs which **automatically** meet the definition of disability under the Equality Act and to whom education accessibility strategies apply:

- Cancer
- HIV
- Multiple Sclerosis
- Certified/Registered Visual Impairment
- Severe long-term disfigurement

There may be overlap between the Acts e.g. a pupil may have a disability and may also have additional support needs.

Pupils who may require additional support under the ASL Act have a barrier to learning as a result of one of the four factors giving rise to additional support needs:

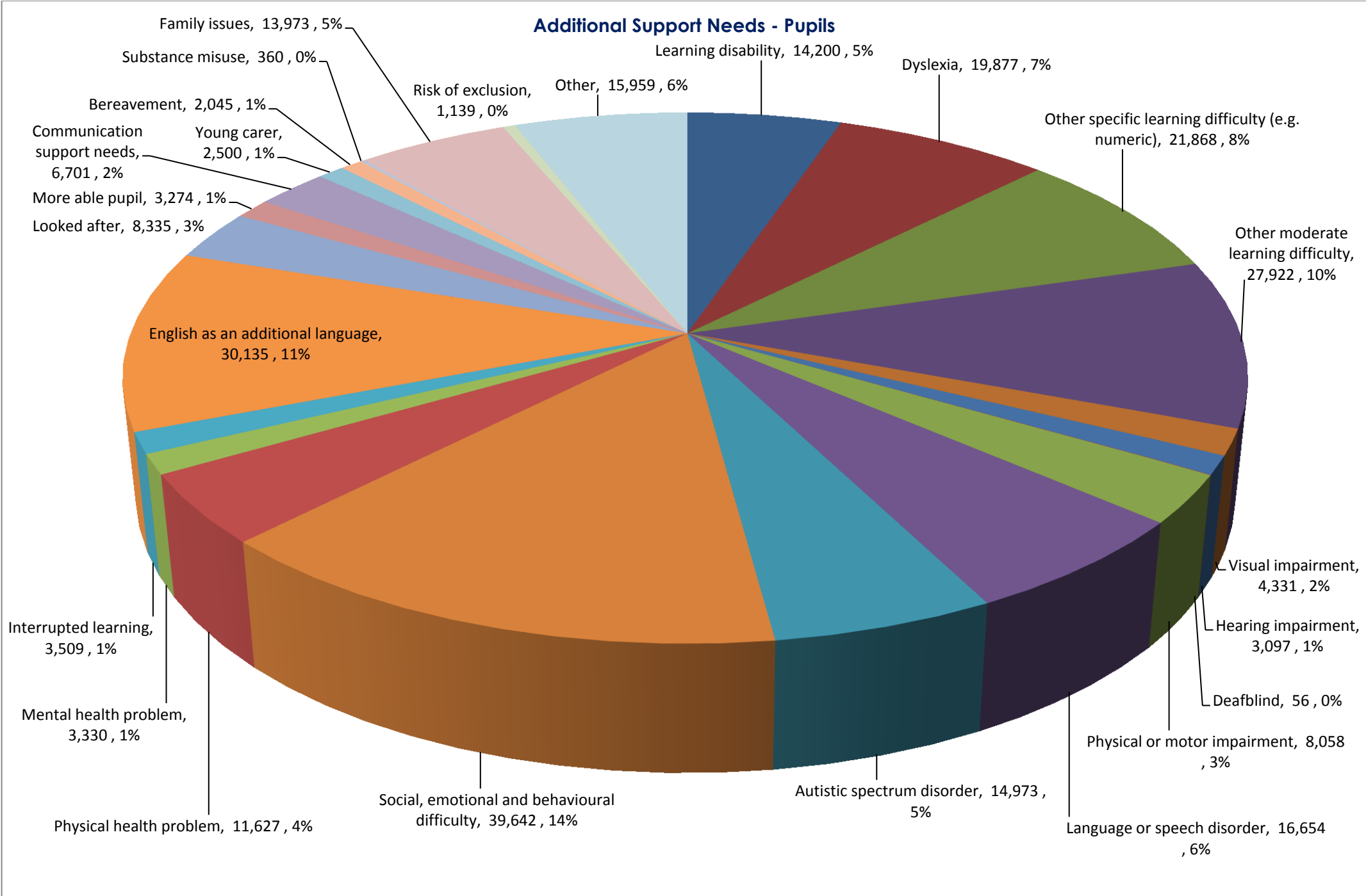
- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

These may include:

- Have motor or sensory impairment
- Are being bullied
- Are particularly able or talented
- Have experienced a bereavement
- Are interrupted learners
- Have a learning disability
- Are looked after by the local authority
- Have a learning difficulty, such as dyslexia
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

Or for any other reason

### Additional Support Needs - Pupils





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W W W . G O V . S C O T



# Additional Support for Learning: Research on the experience of children and young people and those that support them



## CHILDREN, EDUCATION AND SKILLS



**Additional Support for Learning:  
Research on the experience of  
children and young people  
and those that support them**

**Scottish Government**

**March 2019**

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We would like to thank all the children and young people, teachers and support workers, parents and local authority officers who took part in our research. The research would not have been possible without your support.

We understand that your time is extremely valuable and are very grateful for all of the help received.



# Executive Summary

## About this research

This qualitative research explored the experiences of children and young people of additional support for learning, and the experiences of those who support them.

The research took place in 18 schools in six local authority areas across Scotland, in 2018. The schools were a mix of:

- primary and secondary schools;
- types of school – including mainstream schools (with and without additional support needs bases or enhanced support) and special schools; and
- varied geographies and levels of deprivation.

It involved 100 face to face interviews with pupils ranging from P2 to S6. It also involved 54 school staff members (leadership teams, class teachers and support workers) and 39 parents.

The research was qualitative. Qualitative research is particularly useful in exploring complex areas, providing an in-depth understanding of particular experiences, views, choices and behaviours. However, it is important to note that while this report gives an in-depth understanding of the perspectives of those who were involved in the research, its findings cannot be extrapolated to the wider population.

## Additional support for learning provision

All local authority officers involved in the research said their authority had a clear ethos around meeting the needs of children with additional support needs (ASN), which was in line with the presumption of mainstreaming.

Overall, most local authority officers felt that the balance of additional support for learning provision was improving in their area, becoming more flexible and individualised. However, most felt that there was still more to do to improve the balance of provision, including developing the resources available in mainstream schools in terms of money, staff and facilities, and being able to recruit skilled teachers and support staff. In some areas, there was a clear feeling from local authority officers and school staff that there were not enough resources to meet needs – particularly in mainstream schools.

## School experiences of children and young people

Many pupils at mainstream primary schools liked their friends and teachers. A few said they liked everything and would not change anything.

Many secondary school pupils said that they liked the range of subjects and the support they received at school. However, some secondary school pupils said they did not like anything about their school at all. Some said they hated school and did not want to be there, and some said they did not like their teachers.

Pupils at special schools said they liked playing outside, learning life skills, and topics such as sport, music and art. Many said that there was nothing they did not like, and their dislikes were very diverse and included noise, school work, friends, safety and not being allowed to be independent.

Pupils at mainstream and special schools, generally felt positive about their experience, and were positive across SHANARRI indicators. However:

- In terms of **safety**, some mainstream school pupils said that they felt – or had previously felt – very unsafe due to bullying. Half of all secondary school girls involved in the research had experienced bullying, with two moving schools due to bullying. A few pupils at special schools said that pupils were violent or aggressive towards them and wanted more help with feeling safe.
- In terms of **achieving**, a few pupils at mainstream schools felt they could achieve better in small group or ASN base activity, rather than in the whole class. A few pupils at special schools said they were covering work they had already done, and were ready to be more challenged.
- In terms of **inclusion**, most pupils at mainstream schools felt they had lots of friends and that it was easy to make friends, and they were included in the life of the school. However, a few pupils in ASN bases in mainstream schools said they did not always feel involved in the life of the school beyond the base. Around half of pupils at special schools said they had lots of friends, but some (at two schools in particular) found it quite hard to make friends.

Overall, almost all pupils at mainstream schools and special schools felt their needs were well met.

A few primary pupils said that they wanted more help, and a few didn't like going out of the class to get support as they felt they missed things. Secondary pupils often enjoyed going to a targeted support session, and

enjoyed the quiet space. However, two secondary pupils felt they did not get the help they needed.

## **Parental views on school experiences**

Parents and carers were broadly positive about their child's experience of school across all of the SHANARRI indicators. Overall, most parents felt that their child's school was doing well in terms of meeting the needs of their child. Parents and carers valued when communication with the school was good; enhanced support was available; and their children were comfortable at the school.

Most parents of children at mainstream schools had something they would like to improve about the school – including some concerns about resources, staff and buildings and high staff turnover. A few secondary school parents had concerns about the busy school environment, the challenges ensuring all teachers had the information they needed about their child, and ongoing concerns about bullying.

Parents with children at special schools liked the small size of the school and classes, the good ratio of adults to children and the access to physical space both indoors and outdoors. While a few felt their child was achieving more than at mainstream school, a few had concerns about academic challenge. A few on split placements felt that their child's needs were better met in the special school than the mainstream school.

Almost all parents were very positive about the relationship and level of communication with teachers and support staff at their child's school. However, a few felt that they had to push to improve communication.

For many parents it had taken a long time to get their child to the right environment. The challenges included a lack of understanding from staff in mainstream schools; experiences of bullying; long assessment and diagnosis periods; having to push for extra support or spaces at special schools or ASN units; and being moved between schools with little notice.

## **Involving young people and families in decision making**

Pupils at primary mainstream schools and special schools generally felt well listened to by teachers, and gave examples of being able to learn in a way that suited them.

While most pupils at mainstream secondary school did feel listened to, a few did not. A few felt that teachers didn't make the adjustments they needed.

Almost all parents felt that they were involved in decision making relating to their child's education. However, some did not feel involved in choices about which school their child went to, or what support their child received at school.

Almost all school staff felt that children were able to express their views and have these heard at school. Involvement was felt to work best if it was ongoing and genuine, with flexibility in engaging young people and parents, and meeting their needs.

## **Meeting the needs of children and young people**

Local authority officers and school staff highlighted similar themes in relation to meeting the needs of children and young people with ASN. Overall, most local authority officers and school staff felt that they were meeting the needs of children with ASN reasonably and that most children would be having a positive and inclusive experience. However, most highlighted that this was in the context of having very limited resources. Almost all felt there was room for improvement.

Many said that the number, range and complexity of needs of children with ASN were increasing at a time when teachers, support workers, senior leadership and central support within the local authority were under pressure or decreasing in number. Some felt experiences could be very mixed dependent on the school. Some felt there may be gaps around meeting the needs of children with social, emotional and behavioural needs and autism.

Teachers highlighted particular challenges around balancing their time between the whole class and the pupils in need of individual support. A few teachers felt that the inclusion of children with ASN, particularly behavioural needs, was having a negative impact on learning within mainstream classes. This was a particular concern when some felt there was pressure to ensure all children were improving their attainment.



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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/57/19/GM</b>
<b>Contact Officer:</b>	<b>Grant McGovern Head of Inclusive Education, Culture and Communities</b>	<b>Contact No:</b>	<b>01475 712828</b>
<b>Subject:</b>	<b>Review of School Transport provision within Inverclyde</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to advise Members on the review of School Transport provision within Inverclyde and seek approval to communicate with parents and carers on a range of proposals for future implementation.

## **2.0 SUMMARY**

- 2.1 Officers have undertaken a review of school transport to all secondary and primary schools within Inverclyde taking cognisance of the Council's current policy. In this regard Officers have worked alongside SPT to review transport arrangements. This includes the possibility of issuing bus passes for secondary school aged pupils who could access a service bus and providing a subsidised bus service for pupils where a service bus is not a viable option, which has been extensively adopted by other Authorities in the West of Scotland. This approach would assist in reducing costs and importantly making public bus provision more sustainable in the longer term. Members should be aware that transport contracts are managed for Inverclyde Council by Strathclyde Passenger Transport (SPT) through standard procurement and tendering procedures and awarded on a best value basis to private bus operators.
- 2.2 Inverclyde Council's policy on the provision of free school transport currently applies to those children and young people who live more than 1 mile from their catchment primary school and 2 miles for pupils attending secondary school. The distance is defined by a safe walking route and not a radius or direct line. This provision is significantly more generous than the statutory walking distance which is two miles for children less than 8 years-old and three miles for children aged 8 or over from a child's designated school.
- 2.3 In January 2017 a report was taken to the Education and Communities Committee on the outcome of the statutory consultation on the proposal to increase school transport eligibility for pupils to 2.5 miles in secondary schools and 1.5 miles in primary schools. At that time the decision was taken to maintain the status quo, including any existing interim travel arrangements. The interim provision is currently funded until June 2020 from the SEMP ..
- 2.4 The review has also involved examining the designation of safe walking routes to schools and the distance to the school from the point where the pupil's residence meets the common walkway/pavement to the main gate of the school. This has resulted in the opportunity to reduce the requirement for transport.
- 2.5 All schools within Inverclyde must have equal treatment in the provision of school transport,

otherwise the Council could be challenged in terms of meeting its public sector equality obligations as set out in [Section 1](#) of the Equality Act 2010. The proposals identified in this report ensure that the Council meets its equalities duties.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that Committee:

1. Approves officers holding a series of events to seek views on the introduction of bus passes for relevant pupils who qualify for free school transport
2. Approves the use of Global Information Measuring Systems to ensure the accurate measurement of safe routes to school including the adoption of the most appropriate access points to school premises.
3. Approves the transition arrangements proposed for schools currently operating outwith the Inverclyde policy for academic year 2019/20 and undertaking consultation with school communities to implement the proposed arrangements for 2020/21 all as outlined in paragraph 5.3.
4. Notes the application of the transport policy will be reviewed on an annual basis. This will include any changes to safe routes, use of public service routes and uptake of subsidised transport.
5. Refers the increased revenue costs from August 2020 to the Policy & Resources Committee for inclusion in the 2020/23 Revenue Budget process.

<b>Grant McGovern</b>
<b>Head of Inclusive Education, Culture and Communities</b>
<b>Education, Communities &amp; Organisational Development</b>

## **4.0 BACKGROUND**

- 4.1 The current practice adopted by Inverclyde is to provide school transport through the provision of private bus operators for all pupils which meet Inverclyde Council's current policy. Free school transport currently applies to those children and young people who live more than 1 mile from their catchment primary school and 2 miles for pupils attending secondary school. This provision is significantly more generous than that the statutory requirement of a 3 mile limit for children aged 8 years and over. School transport is not provided for those submitting a placing request to attend a school outwith their designated catchment area as outlined in Inverclyde's Placing Requests Policy (2017).
- 4.2 In January 2017 a report was taken to the Education and Communities Committee on the outcome of the statutory consultation on school transport. A statutory consultation had taken place to increase school transport eligibility for pupils to 2.5 miles in secondary schools and 1.5 miles in primary schools. At that time the decision was taken to maintain the status quo, including existing interim preferential travel arrangements for a number of schools. As part of the 2018/19 Budget it was agreed to fund the continuation of these interim arrangements until June 2020 from the SEMP model.
- 4.3 Inverclyde's policy on designation of safe walking routes to schools is based on advice given in the West of Scotland Guidelines. Inverclyde's policy also includes the requirement for appropriate lighting as part of the criteria for designation as a safe walking route. Inverclyde's current policy is to measure the distance to the school from the point where the pupil's residence meets the common walkway/pavement to the nearest identified pupil main entrance to the school grounds.

## **5.0 PROPOSALS**

- 5.1 Transport contracts are managed for Inverclyde Council by Strathclyde Passenger Transport (SPT) through standard procurement and tendering procedures and awarded on a best value basis to private bus operators. Where pupils are entitled to transport under the policy, issuing bus passes for public service routes rather than providing a contracted bus would be a cost effective solution. Inverclyde currently does not offer this option and is the only Council in the West not to do so and one of only 7 Councils across Scotland (Map attached as Appendix 1). It is understood that this option can be offered for all secondary schools. If pupils are entitled to transport and an appropriate public service route is not available then the Council would continue to provide contracted transport. It is proposed that Officers work with SPT to progress the implementation of bus passes for pupils, where appropriate and to communicate plans to parents/carers.
- 5.2 Inverclyde School Transport Team has until recently used an on-line mapping system to measure distance from home/school for the provision of free school transport. At those times when parents/carers appeal the decision not to grant school transport the Transport Team have accessed Inverclyde's Global Information System (GIS) supported by colleagues in the Safer Communities Service for more accurate measurements.

It is now proposed for various reasons, not least Inverclyde's legal responsibilities to equity of provision, that the Council policy will require that for all measurements for entitlement to free school transport to be completed taking cognisance of the following:

- Accuracy of measuring distances of safe walking routes through GIS on-line mapping systems;
- Upgrade of previously unsuitable walking routes or the provision of new safe walking routes;
- The design and refurbishment of schools that now provide alternative/multiple entrances.

### **5.3 Proposed transitional arrangements**



Whilst all schools with school transport requirements will be affected to some extent by the proposals in this paper, detailed below are schools with school transport provision which will be materially changed by the proposals in the report.:

- Inverkip Primary School – New footbridge provides closer access for pupils
- Clydeview Academy – New safe walking route provided
- Notre Dame High School – New upgraded safe walking routes provided
- St Columba’s High School – Opportunities for providing a subsidised bus

In recognition of the changes envisaged the following transition arrangements are proposed:

School	Proposed transitional arrangements
<p><b>St Columba’s High School</b> It is recognised that the lack of a direct bus route to St. Columba’s from the Braeside area has been a long standing concern for families who attend the school.</p>	<p>That Inverclyde Council fully funds additional buses to meet the needs of St. Columba’s pupils for academic year 2019/2020 living in the areas identified in Appendix 2 (Braeside/Bow Farm). This is because this route is in the unique situation that there is no alternative route to the school by public transport. In line with all other transition arrangements, pupils will receive a free bus pass for this time. Based on current contract prices the cost of these buses will be approximately £240k</p> <p>That in academic year 2020/21 Inverclyde Council continues to fund the additional bus services from the Braeside/Bow Farm area. For academic year 2020/21 pupils using the route would pay the cost of a weekly bus pass of £6.90/week with the Council subsidising any shortfall between the income received and the cost of the buses required.</p>
<p><b>Inverkip Primary</b></p>	<p>Inverkip Primary School transport arrangements would continue for academic year 2019/20.</p> <p>For academic year 2020/21 there are no plans to replace the service with bus passes for pupils. This is because the distance for primary school pupils is only one mile rather than two and there are no plans to review primary school transport to use public bus services. This proposal gives parents from Inverkip Primary School a year to make appropriate alternative arrangements and brings the school into line with all other primary schools in the area. Any pupils who live over a mile from the school by the safest walking route will continue to be entitled to free transport in line with Inverclyde’s policy.</p>
<p><b>Clydeview Academy and Notre Dame High Schools</b></p>	<p>For those pupils who will be affected by this review, it is proposed to have an interim solution for the academic year 2019/20 that will provide free bus passes for those students previously in receipt of transport but now no longer entitled due to the implementation of policy as outlined above. This interim solution will be in place for one year only. Whilst service buses are expected to be able to cope with the majority of students affected, if all pupils choose to use the bus then there are not enough service buses to cope with the number of pupils for Clydeview Academy. This means that Inverclyde Council would put in a similar provision to that proposed for St Columba’s High School and fund transport for those pupils. For academic year 2019/20 this would be free to pupils but for academic year 2020/21 pupils would be</p>

	asked to pay for a bus pass at the same rate as that proposed for St Columba's High School.
	Maps of the catchment areas and available routes for pupils affected are attached as Appendices 3 and 4.

Appendix 5 outlines the full costs of the current provision for schools affected by transition arrangements the cost of the proposed transition year for 2019/20 and the final costs for academic year 2020/21 if the transition plan is agreed.

#### 5.4 Consultation and communication

No statutory consultation in terms of the Schools (Consultation) (Scotland) Act 2010 is required for the implementation of any of the proposals. It is however recommended as a matter of good practice to communicate any proposals contained within the paper with stakeholders who will be affected by the decisions. Communication about the proposed change to issuing of bus passes will be undertaken in May and June 2019 with all secondary schools and any particular transition arrangements where schools are specifically affected will also be addressed.

#### 5.5 Arrangements for review

The application of the transport policy should be reviewed on an annual basis. This will include any changes to safe routes, use of public service routes and uptake of subsidised transport.

### 6.0 IMPLICATIONS

#### 6.1 Financial Implications - One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report £000	Virement From	Other Comments
SEMP	Earmarked Reserve	Aug'19/June'20	349		

#### Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if applicable)	Other Comments
Education	School Transport	August 2020	168		On going increased recurring costs based on current uptake and proposals. To be referred to the 2020/23 Budget process

The majority of the funding for the existing arrangements is currently taken from SEMP but this cannot be sustained beyond June 2020. The proposals contained within this report will produce some saving on the current provision through the issuing of bus passes and removal of routes which no longer fit the criteria. The proposal is based on current uptake and Committee will be advised of any changes to these figures.

#### 6.2 Human Resources

N/A.

### **6.3 Legal**

Local authorities have a statutory obligation to provide free school transport. There remains concerns that by not fully implementing its policy on school transport the Council may be open to challenge in terms of the Equalities Act 2010.

In relation to the proposal for St Columba's High School set out at paragraph 5.3, officers looked at whether the Council could subsidise a registered local public bus service on the direct route. However, following discussion with SPT Legal Officers, it is clear that Inverclyde Council has no powers whatsoever to subsidise a public registered bus service for the affected pupils. SPT is the relevant organisation who has such powers, but their guidelines specifically prohibit SPT from subsidising a local bus service designed to serve "non-entitled" children in terms of home to school transport.

### **6.4 Equalities**

The Council is of the view that the public sector equality duty applies when the Council makes decisions about school transport.

### **6.5 Repopulation**

N/A.

## **7.0 CONSULTATIONS**

- 7.1 A comprehensive consultation on school transport was undertaken in November/ December 2016.  
CMT endorse this proposal.

## **8.0 CONCLUSIONS**

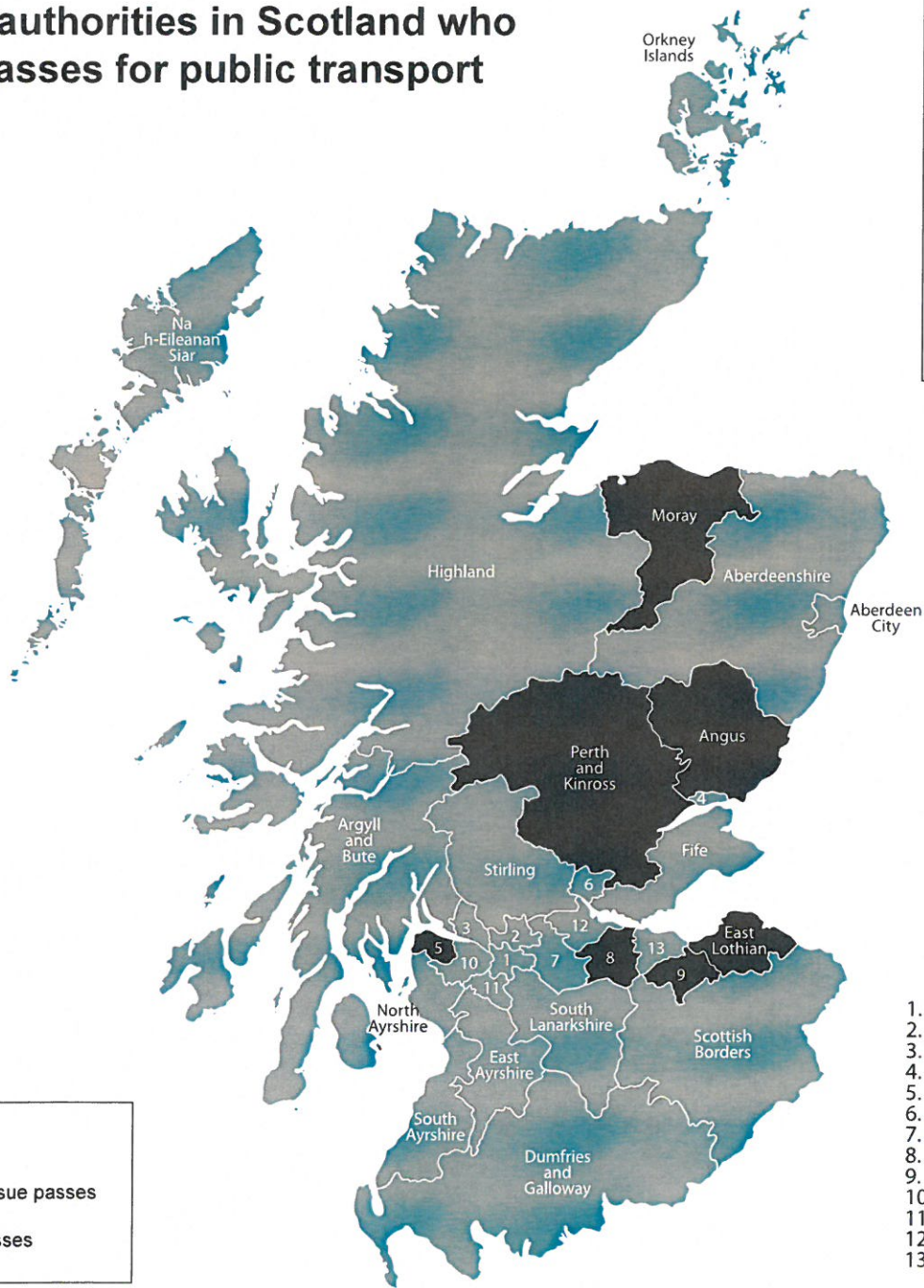
- 8.1 In the current financial climate where the Council is facing severe financial constraints, it is appropriate to review the current school transport provision in the context of the extremely challenging financial position faced by the Council in coming years. The review of school transport will also enable Inverclyde Council to ensure equality of school transport provision across all our schools.

Any future on going additional transport costs will require to be considered by the Council as part of the 2020/23 budget

## **9.0 BACKGROUND PAPERS**

- 9.1 Outcome of Statutory Consultation on School Transport Review Education Committee January 2017.

# Map of authorities in Scotland who issue passes for public transport

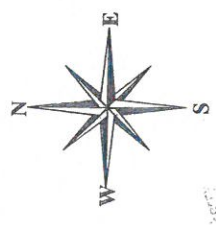
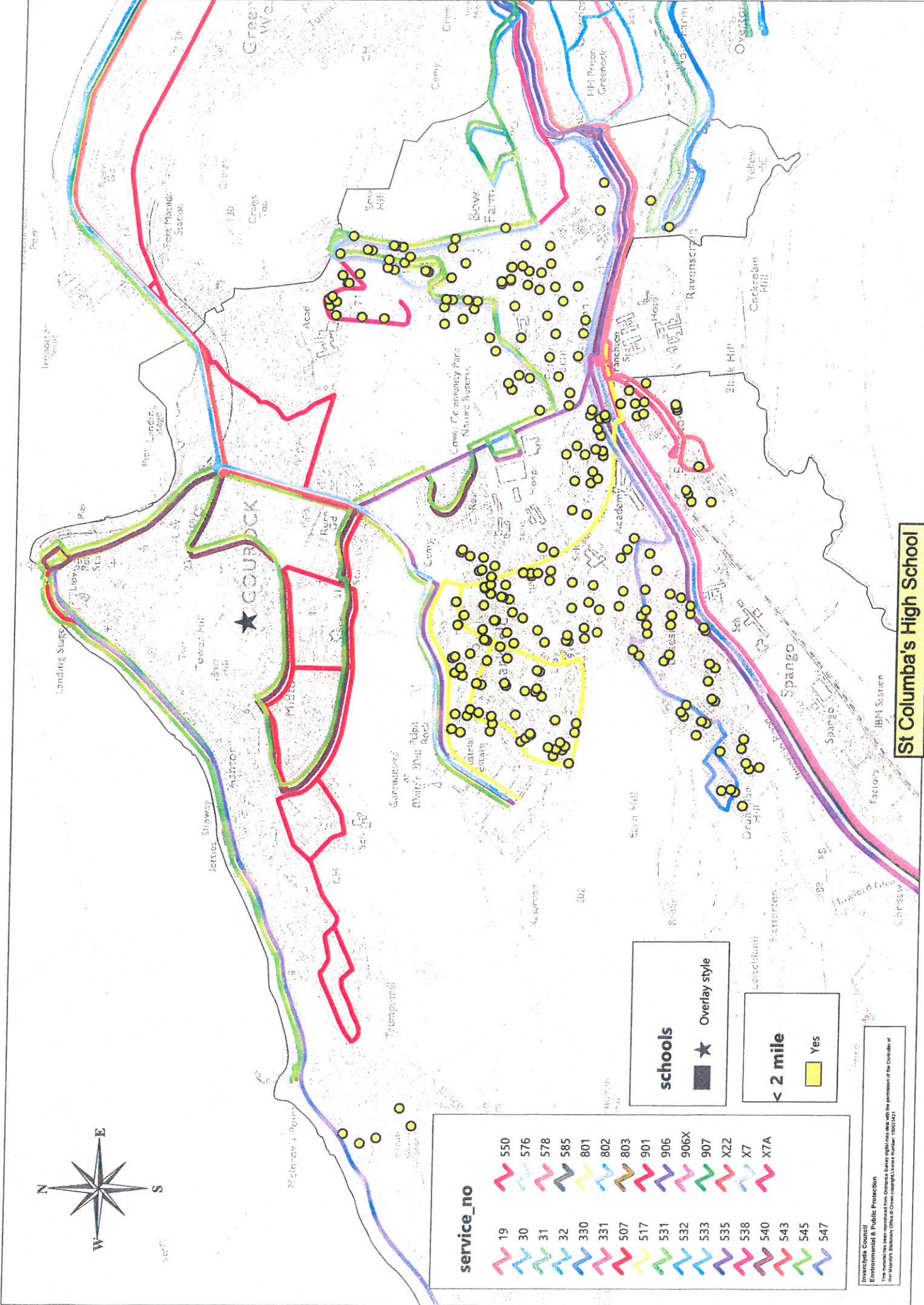


**Key**

- Do not issue passes
- Issue passes

1. Glasgow City
2. East Dunbartonshire
3. West Dunbartonshire
4. Dundee City
5. Inverclyde
6. Clackmannanshire
7. North Lanarkshire
8. West Lothian
9. Midlothian
10. Renfrewshire
11. East Renfrewshire
12. Falkirk
13. Edinburgh





service_no	Color
19	Light Blue
30	Light Green
31	Light Yellow
32	Light Purple
330	Light Red
331	Light Blue
507	Light Green
517	Light Yellow
531	Light Purple
532	Light Red
533	Light Blue
535	Light Green
538	Light Yellow
540	Light Purple
543	Light Red
545	Light Blue
547	Light Green
550	Light Blue
576	Light Green
578	Light Yellow
585	Light Purple
801	Light Red
802	Light Blue
803	Light Green
901	Light Yellow
906	Light Purple
906X	Light Red
907	Light Blue
X22	Light Green
X7	Light Yellow
X7A	Light Purple

**schools**

★ Overlay style

**< 2 mile**

Yes

St Columba's High School

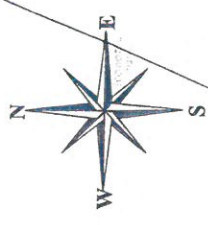
Inverclyde Council  
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Notre Dame High School



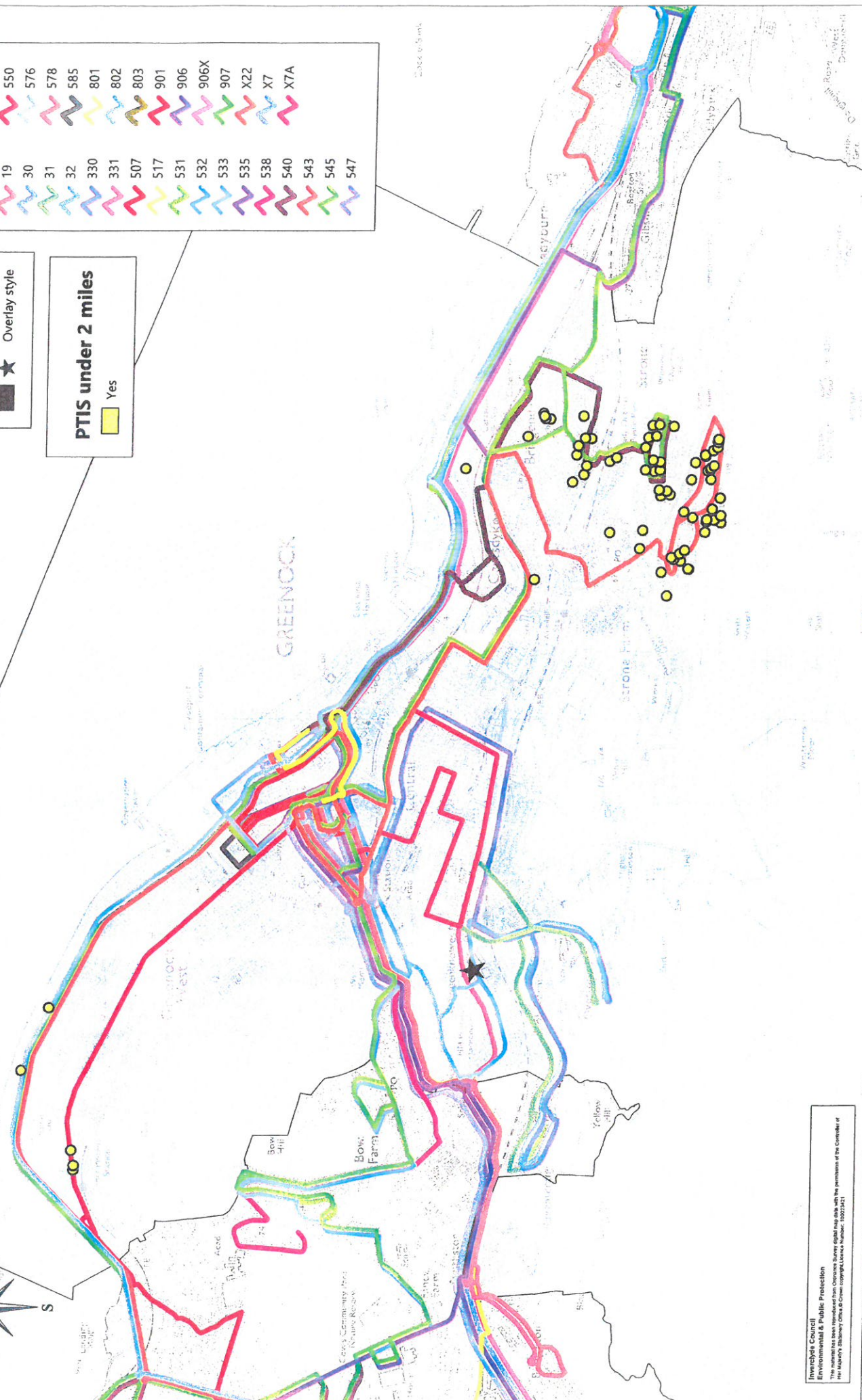
**schools**

★ Overlay style

**PTIS under 2 miles**

Yes

service_no	service_no
19	550
30	576
31	578
32	585
330	801
331	802
507	803
517	901
531	906
532	906X
533	907
535	X22
538	X7
540	X7A
543	
545	
547	



SEMP	2018/19 Academic Year Current £000	2019/20 Transition Current £000	2020/21 Steady State Current £000	
St Columbas	239.4	239.4	159	Note 1
Inverkip	39.9	39.9	4	Note 2
Clydeview	94.0	70	30	Note 3
SEMP Cost	373.3	349.3	193	
<u>Non-SEMP</u>				
Notre Dame	81.4	66.1	55.9	Note 4
Total	454.7	415.4	248.9	

Overall Pressure from 2020/21 Budget Year is £193k + 56k - 81k = £168k

Notes

- 1/ Assumes 292 pupils pay £276/year for a bus pass and current contract costs remain the same.
- 2/ Based on 4 qualifying pupils from 2020/21.
- 3a/ Transition assumes 70 pupils will get a bus provided by the Council whilst 72 will use public transport and be provided with a bus pass by the Council.  
b/ Steady state assumes all 142 pay for a bus pass and the Council continues to provide a bus for 70.
- 4/ Based on a current unit cost of £690/pupil (for 118 pupils). Assumes 37 will be bought passes in the Transition Year to use on public buses and from 2020/21, 37 will pay for a bus pass.

AP/LA  
25/4/19



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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2019</b>
<b>Report By:</b>	<b>Grant McGovern Head of Inclusive Education, Culture and Communities</b>	<b>Report No:</b>	<b>EDUCOM/55/19/GM</b>
<b>Contact Officer:</b>	<b>Grant McGovern</b>	<b>Contact No:</b>	<b>01475 712828</b>
<b>Subject:</b>	<b>Inverclyde's Autism Strategy – Progress To Implementation Update</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to advise of the progress made in the implementation of Inverclyde's Autism Strategy 2014 following the Committee's agreement in January 2019 to implement a process of direct contract award in order to deliver the strategy outcomes.
- 1.1 The report also informs the Committee about the change of Chair of the Autism Strategy Implementation Group from Education to HSCP as of May 2019.

## **2.0 SUMMARY**

- 2.1 In 2011 the Scottish Government's ASD Reference Group published The Scottish Strategy for Autism which acknowledged the improvement in the diagnosis, assessment and support for those living with autism through the development of a national 10 year autism strategy. The report provided 26 recommendations that looked to ensure improving services and access to services for those living with autism. Local Authorities were allocated funding from the Scottish Government to support the development of that strategy.
- 2.2 Subsequently, the Inverclyde Autism Strategy Implementation Group (AIG) was set up in April 2014 to oversee the implementation of the Inverclyde autism strategy. This strategy was published in 2014 to cover the ten-year period up until 2024. The strategy was based on a number of themes which would inform how it would be delivered.

As detailed in a previous report to the Committee (see EDUCOM/43/18/GM), the AIG has now evolved to a strategic implementation group restructured to include sub-groups representing the both Autism Community and 3<sup>rd</sup> Sector partners.

- 2.3 In March 2017, the Policy and Resources Committee approved the allocation of £150K from earmarked reserves to support the aspiration that Inverclyde achieve recognition as an "Autism Friendly Authority". An additional £100K was allocated to the implementation of the strategy as part of Inverclyde Council's budget process in April 2018.
- 2.4 In March 2018, the Committee approved the delegation of the governance of grant allocation to the Council's Grants Sub-Committee, however, following the unsuccessful completion of the required tendering and procurement process, the Committee (January 2019) agreed to a recommendation by officers that the allocation of funding should move from the previously agreed GtVO process to one of direct contract award.
- 2.5 In June 2018, the Corporate Management Team (CMT) agreed to the funding of Autism Strategy Development Office post to be funded from the allocated EMR. It was also agreed

that the post would be facilitated by CVS with day-to-day operational matters managed by Hugh Scott, Service Manager CLD. Following the completion of the recruitment process, a Development Officer was appointed to the post in October 2018.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Committee:

1. Notes the progress made to date in the implementation of the outcomes contained in Inverclyde's Autism Strategy through the direct grant award process previously agreed by Committee in January 2019;
2. Notes the anticipated project costs for each outcome prior to completion of procurement and legal procedures required in the allocation of grant funding; and
3. Agrees to delegate to officers the authority to make a direct award to the company specified in the private appendix to the report for the delivery of the Transition to Adult Services project in anticipation of the successful completion of appropriate financial scrutiny procedures required by procurement and legal services;
4. Notes that the Chair of the Autism Strategy Implementation Group will transfer from Education to a senior HSCP officer from May 2019.

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

## **4.0 BACKGROUND**

### **4.1 Development of Inverclyde's Autism Strategy**

In 2011, the Scottish Government's ASD Reference Group published The Scottish Strategy for Autism which acknowledged the improvement in the diagnosis, assessment and support for those living with autism through the development of a national 10 year autism strategy. The report provided 26 recommendations that looked to ensure improving services and access to services for those living with autism.

- 4.2 Development of Inverclyde's Autism Strategy 2014/24 was supported by national funding and produced by the HSCP in partnership with people with ASD, their families and 3<sup>rd</sup> Sector partner agencies. Inverclyde's AIG was set up to oversee the implementation of the strategy which lays out actions required over that 10 year period to improve the lives of people in Inverclyde with Autism.

A copy of the strategy can be viewed at:

<http://www.autismnetworkscotland.org.uk/files/2015/01/Alan-Best.pdf>

- 4.3 The Terms of Reference for the original AIG and rationale for development to the current strategic implementation group are detailed in the report submitted to the Committee in January 2018 (EDCOM/43/18/GM).

### **4.4 Funding for the Implementation of Inverclyde's Autism Strategy**

In March 2017 the approval was given (see report no: SW/23/2017/BC) for the allocation of £150K from Earmarked Reserves to support the aspiration that Inverclyde achieve recognition as an "Autism Friendly Authority". Subsequently, in April 2018, an additional £100K was allocated to the implementation of the strategy as part of Inverclyde Council's budget process and Committee approved the delegation of the governance of grant allocation to the Council's Grants Sub-Committee.

- 4.5 In June 2018, the CMT agreed to the funding of an Autism Strategy Development Officer post to be funded from the allocated EMR. Following the completion of the recruitment process a development officer was appointed in October 2018.

- 4.6 In January 2019, Committee agreed to a recommendation by officers that the allocation of funding to 3<sup>rd</sup> Sector organisations for projects or initiatives to deliver the strategy outcomes should move from the previously agreed GtVO process to one of direct contract award. The rationale for that change is detailed in the report presented to the Committee on 22 January 2019 (see EDUCOM/03/19/GM; para 4.6).

## **5.0 Update on Allocation of Direct Contract Awards – Legal Position**

The paragraphs below outline the progress made in the allocation of direct grant award to various local and national organisation to deliver the Autism Strategy stated outcomes.

While the use of a direct contract awards process has allowed the outcomes and specific projects outline below to progress to the position outlined below, it should be noted by the Committee that at the time of writing this report, the legal and procurement processes required under financial scrutiny procedures have yet to be completed. It should therefore be noted that the details outlined in this report may be subject to change. A further update on progress will be presented to the Committee at the conclusion of the legal process.

- 5.1 As noted in previous reports to the Committee, the agreed themes which would inform the delivery of the strategy were:

- Developing positive, enabling and supportive networks
- Developing a co-ordinated Autism Training Plan for Inverclyde
- Equal and timely access to an evidence-based pathway for assessment and diagnosis and the support that should follow
- A co-ordinated system for advice and information about autism
- Co-ordinated services based on accurate data
- Services that can be robustly evaluated

5.2 The ASIG subsequently developed three key objectives to support the aspiration that Inverclyde achieve recognition as an “Autism Friendly Authority”, including:

- Developing community services and supports for people with autism that will assist in achieving an autism friendly Inverclyde;
- Developing services that will help to bridge the gaps that develop for young people impacted by autism at the transition period including signposting, resources and support;
- Early years including pre and post-diagnostic support and services.

The commissioning criteria for the projects to deliver the above outcomes are attached as Appendix 1.

5.3 This section of the report outlines the progress to date of the projects and initiatives being recommended to implement the Autism Strategy. Members should note that the costing given are indicative at this stage and that negotiations continue in some aspects of delivery. This is particularly the case in the training and awareness raising projects outlined below. The training criteria are specified by Autism Scotland, however the training and achievement of the stated outcomes can be delivered by a local based organisation. It is anticipated that a final agreement on that aspect of the strategy will be completed by early May 2019.

## **Training and Raising Awareness in the Community**

### **1. Enterprise Childcare**

Enterprise Child Care were the one successful project proposal which was deemed to have met the funding criteria as detailed in section 4.6 of this report. Unfortunately, EC are no longer operating but have delivered a limited number of agreed outcomes from their original project proposals.

<b>Allocated funding:</b>	<b>£62K</b>
<b>Total Invoiced:</b>	<b>£10K</b>

### **2. Belville Community Garden Trust – Live Action/Animated Film**

The Belville Community Trust will work in partnership with RIG Arts and the UTV group at West College Scotland to produce a 3-minute animated film giving an insight in to what it is like to live with autism. The film will be a mixture of live footage, talking heads, drama & animation to create a documentary/drama which will be scripted and developed in partnership with the young people of Inverclyde living with autism. The film is inspired by the novel “Why I Jump” by Naoki Higashida and David Mitchell (Random House, 2007).

On completion the film will be available on-line via Inverclyde’s website as well as links available through partner agencies and school websites. Negotiations are underway to have the film will be shown at the Waterfront Cinema.

**Project Costs = £15K**

### **3. Autism Friendly Inverclyde: Assessment and Training**

A programme of training for front-facing staff across both the public and private/commercial sector is currently being developed by Inverclyde's Autism Development Officer. The training will be tailored to a variety of audiences and run as either half or full day events as required. The programme is designed by Scottish Autism but can be delivered by a range of organisations including those based in Inverclyde provided the outcome criteria are met. The organisations likely to deliver these outcomes will need to demonstrate that they have previously delivered training to a variety of retail and commercial business owners as well as practitioners and professionals who work with or alongside autistic people. The focus of the training is very much on understanding and supporting autistic people to access their local communities positively.

Opportunities to access this training programme will include consultation with:

- Inverclyde Council;
- Inverclyde Leisure;
- CVS Inverclyde;
- Inverclyde Chamber of Commerce;
- Oak Mall Management;
- Gallagher Retail Park Management;
- Local Transport providers (McGill's, Inverclyde Taxis);
- Others as appropriate.

A supporting communication strategy will also be developed to ensure that all public, private/commercial and partner organisations are aware of the programme.

### **Introduction to Autism**

This course is designed for practitioners, professionals, and those that work with or alongside autistic people. It is also suitable for those that work within the retail sector that those that engage with autistic people through their daily work. The training will be presented by an experienced practitioner who will explore how understanding has changed over the years, and allow participants to consider how an evidence-based practice approach can enable us to increase society's understanding of autism. This course is interactive with opportunities for comments, questions and discussion.

The course outcomes include:

- Session 1 Overview of autism and how our thinking has changed  
(What is autism, autism at developmental level)
- Session 2 Autism at the behavioural level  
(Key characteristics of autism)
- Session 3 Psychological theories and how these have evolved  
(Different ways of thinking and how this affects our interpretation of the everyday world)
- Session 4 Sensory processing and exploring how to support someone's sensory needs  
(Impact on senses and how to support this)

It is anticipated that there will be training events available each month from September 2019 to June 2020. The cost for each training event will include venue and catering costs.

**Anticipated project costs: £10K plus venue/catering £5K (TBC) = £15K**

### **Community Engagement - My Five Campaign**

Following a public consultation with autistic individuals and their families across Scotland, Scottish Autism has produced a document that highlights the five most common challenges that some autistic individuals can face when visiting retail outlets and businesses. This free document details the top five suggestions, of some simple adjustments that retailers and

businesses can make, to create a more welcoming and accessible environment.

This campaign can be offered to local businesses and other sectors such as sporting venues and workplace environments in order to gain insight into how to make their environments more accessible to shoppers and customers that may have autism or be visiting with an autistic person.

The criteria for this initiative are again detailed by Scottish Autism. The organisation commissioned to deliver these outcomes will also provide tailored support and/or guidance to commercial and retail businesses on how their environment can be more welcoming and accessible to those with autism through the “My Five” campaign. This campaign was initially run with the St Enoch centre in Glasgow and resulted in guidance being produced which is autistic led for businesses and retailers on how to make their environments more accessible to those with autism. Scottish Autism or other identified provider, will run this campaign specifically with businesses within Inverclyde and an action plan will be produced specifically relating to those businesses. Alternatively, retailers can be supported in the consultation process and thereafter run the campaign in-house on making their premises more accessible. The strength of the My Five campaign is that it is autistic led, focusing on the voices of the autistic community in Inverclyde. (See Appendix 3).

**Project costs: TBC**

**Training and Raising Awareness: Total Project costs:**

Enterprise Childcare	£10K
Belville Community Garden Trust – Live Action/Animated Film	£15K
Autism Friendly Inverclyde: Assessment and Training	£15K
Community Engagement - My Five Campaign	TBC
<b>Total costs:</b>	<b>£40K + TBC</b>

**5.4 Transition to Adult Services**

There is a prospective direct award relative to a project to improve transition to adult services for those with autism and details of this are set out in a private appendix to this report.

**5.5 Pre- and Post-Diagnosis Support**

As noted in the report to the Committee in March 2018, Inverclyde Education and HSCP were invited by Autism Network Scotland to participate in a short-term pilot project on autism support strategies along with four other local authorities. The focus for the Inverclyde pilot project was pre-school aged children now attending mainstream early years provision at Rainbow Family Centre, Port Glasgow, who have recently received a diagnosis of Autism.

A final report on the five local authority pilot projects was submitted to the Scottish Government’s Autism Strategy Group as part of the 2018 review of the national autism strategy. Inverclyde’s contribution to that programme of work was based on the previously identified early-years pre- and post-diagnosis outcome included in our local strategy. The national strategy now includes the development of a post-diagnosis toolkit as one of its revised outcomes. For further details on the toolkit development see: <http://www.autismstrategyscotland.org.uk/strategy/key-documents.html>.

**Audit and Consultation:**

As noted in Appendix 1, the successful applicant will review existing information and support available to families and children to support transition from Early Years Education to Primary School. A significant aspect of that review will include direct consultation with the HSCP service providers and other professional and 3<sup>rd</sup> Sector agencies working with families pre-

and post-diagnosis.

The main outcome of the project is to design, in consultation with the wider autism community, a range of leaflets, brochures and information packs across all areas of service provision including Education, NHS and Social Services that is able to inform, support and sign-post users to appropriate next steps that is high quality, consistent and effective. That information will be readily accessible across a range of printed and on-line resources.

The design company involved in this project will review existing resources and participate in wide ranging consultation review of existing resources as detailed below.

### **Existing Communication and Documentation:**

Existing documentation available to support families includes:

- Diagnosis Guidelines: Diagnosis and Assessment
- Post-diagnosis support opt-in Health professional clinic
- Information leaflets/brochures – various NHS and Education Services.

### **Focus Group Discussions and Questionnaires:**

Information will be collated through questionnaire, focus group discussion and consultation events with:

- Health Visitors;
- Skylark Team: Speech & Language Therapy (SLT);  
Paediatrician;  
etc
- Social Work Disability Team;
- Inverclyde's Educational Psychology Service (IEPS);
- Inverclyde's Communications Outreach Service (ICOS);
- Early Years Centres - Heads of Establishment;
- Primary Head Teachers;
- Parents/Carers of children with autism;
- 3<sup>rd</sup> Sector involved in support of family/children, e.g. Barnardo's.

### **Project Costs = £9K**

5.6 In parallel with the above, Inverclyde's Autism Development Officer has continued to support the development and implementation of individual Autism peer and self-support groups, particularly in schools. This has included supporting those groups to be recognised as constituted groups to enable them to access council-based and other funding and the further development of a communications framework between support groups, practitioners and those individuals and families impacted by autism.

### **5.7 Total Costs to Deliver Outcomes**

The total anticipated costs for the delivery of the strategy outcomes will be:

Autism Officer post	£70K
Training and Raising Awareness in the Community	£40K + TBC
Transition to Adult Services	£31K
Pre- and Post-Diagnosis Support	£9K

Total: £150K + TBC

5.8 Members should note that due to the management restructure in Education Services as of May 2019, the position of Chair of the Autism Strategy Implementation Group (ASIG) will transfer to a senior HSCP officer. With the projects and initiative outlined in this report

anticipated to be agreed and funded in the near future, the main issue for the ASIG will be to finalise Inverclyde's accreditation as an Autism Friendly Authority.

The sustainability of the strategy in both operational and financial terms will also be a significant issue for consideration.

## 6.0 Implications

### Finance:

6.1 There are financial implications at this time.

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
EMR	Autism Strategy	2018 - 19	£250		Funding allocated 2017 – 18. Requested rollover to 2019 – 20.

##### 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 National Procurement Laws permit the direct award of the health and social care contract(s) proposed in this case.

### Human Resources:

6.3 There are no staff implications in respect of this report.

### Equalities:

6.4 Has an Equality Impact Assessment been carried out?

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

### Repopulation

6.5 There are no repopulation implications in respect of this report.

## 7.0 CONSULTATION

7.1 Inverclyde Autism Strategy Public Event 2014.



## 8.0 LIST OF BACKGROUND PAPERS

### 8.1 **Scottish Autism Strategy**

<http://www.autismstrategyscotland.org.uk/strategy/key-documents.html>

### 8.2 Inverclyde HSCP Autism Strategy 2014-24.

<http://www.autismnetworkscotland.org.uk/files/2015/01/Alan-Best.pdf>

### **Inverclyde Council**

### **Inverclyde Autism Strategy Implementation Group**

### **Commissioning Criteria**

#### **Introduction**

The Autism Strategy Implementation Group have identified three priorities that, if implemented, will significantly improve outcomes for children, young people and adults with autism and their families and carers. Those priorities are:

- Pre- and Post-Diagnosis Support;
- Transition to Adult Services; and
- Training and raising awareness in the community

The ASIG are now looking to commission the design and development of an implementation strategy, where appropriate, and resources in each area. Successful implementation will require the successful applicant to consult with those with, or impacted by, autism and front-line service providers including Education Services, HSCP and 3<sup>rd</sup> Sector partner organisations.

#### **1. Pre- and Post-Diagnosis Support**

The successful applicant would be required to audit and review the current provision of advice, information and resources available to parents/carers of children with autism-like behaviours and those having received a diagnosis of autism. This will include:

- An audit of current resources across Education and HSCP to inform and support parents and carers. This will include the sign-posting of service providers and other support networks;
- Conduct a review of existing information/communication to parents/carers – advice leaflets, brochures, on-line including website and social media;
- Identify exemplification of existing good practice by creating links with other local authorities and national support organisations;
- Work with Inverclyde's Autism Officer to develop a strategy to address identified gaps in resources and skills;
- Develop and design an effective pre- and post-diagnosis communication strategy that will include resources as stated above.

#### **2. Transition to Adult Services**

The successful applicant will further develop existing services to support young people and adults impacted by autism at a time of transition. This will include strengthening links with schools, Further and Higher Education, training and employability and adult support services. As with 1. above, this workstream will include the review and development of a range of literature and on-line resources signposting young people and adults to appropriate services and support. This will include:

- Audit of current provision to support transition post-education and to appropriate adult services, e.g. HSCP; centre-based community groups, 3<sup>rd</sup> Sector providers, training and employment and post-16 education;

- Review of existing information/communication on transitions including signposting, resources and support available for those impacted by autism;
- Identify gaps in service provision and work with Inverclyde's Autism Officer to develop an appropriate strategic plan;
- Develop and design an effective communication strategy to support effective transition;
- Create links with local organisations providing autism training and awareness raising, see 3. below.

### **3. Training and raising awareness in the community**

The successful applicant will develop a framework to raise awareness of Autism in Inverclyde and provide support, advice and access to training for front facing staff in both the public and commercial sectors. This will include the provision of an organisations awareness of the development of an autism friendly environment, including commercial premises, e.g. shops and office space and, particularly front-facing customer services. This will include liaising with Inverclyde's Autism Officer to:

- Identify opportunities to facilitate the development of new and existing autism support groups across Inverclyde, e.g. peer support;
- Develop a communication strategy for networking existing and developing support groups using on-line and social media applications;
- Develop a communication strategy and implementation plan to raise awareness of Autism across Inverclyde, see 1. above;
- Identify existing good practice in community services and support;
- Work in liaison with Inverclyde Alliance Partners and commercial and public service providers to co-ordinate opportunities for training of front-line staff and to improve awareness of autism in Inverclyde;
- Develop strategic and working partnerships with commercial and public service providers across Inverclyde, e.g. Chamber of Commerce, Inverclyde Leisure, transport companies, etc.

**Inverclyde Council – Education Services**

**Autism Network Scotland – Strathclyde University**

### **Project: Early Years/Primary School Transition Support for Parents**

#### **Introduction**

Inverclyde's Autism Strategy Implementation Group (ASIG) look to target funding to support improvement in pre- and post-Autism diagnosis support for families. Given the limited timescales for this pilot the focus will be on two pre-school aged children now attending mainstream early years provision at Rainbow Family Centre, Port Glasgow, who have recently received a diagnosis of Autism, it is agreed that this would be an appropriate time to take an overview of existing support processes and procedures, including existing documentation, as experienced by those families and children. The timescales for this project would also provide an opportunity to review existing pre-school/primary transition processes.

#### **Current Procedures**

Inverclyde current procedures for under 5s with developmental concerns is to refer/ Request for assistance to Specialist Children's Paediatric Team (SCPT) the Disability Pathway based at the Skylark Child Development Centre at Inverclyde Royal Hospital. The SCPT team is a multi-Professional health team who assess, diagnose and provide interventions to support Children with Development concerns and disabilities. They include Speech and Language Therapists, Occupational Therapists, Nurses and Community Paediatricians. The child has initial assessment and then discussed at Case coordination meeting before progressing into Autism Diagnosis pathway.

Following ASD diagnosis -The Parenting programmes of support includes; Early Bird Plus and Cygnet (see Note). Stepping Stones Triple P and Post Diagnosis clinic (health) as well as unique professional interventions as indicated by Individual child and family and GIRFEC team working.

#### **Project Outline:**

1. Review of processes and procedures currently in place to support and inform families and children from initial referral to SCPT Skylark Team from Health Visitor and/or GP through to post-diagnosis support and interventions available to parents/carers and children;
2. Review existing information and support available to families and children to support transition from Early Years Education to Primary School.

#### **Existing Communication and Documentation:**

Existing documentation available to support families includes:

- Diagnosis Guidelines: Diagnosis and Assessment
- Post-diagnosis support opt-in Health professional clinic
- Information leaflets/brochures – various NHS and Education Services.

#### **Focus Group Discussions and Questionnaires:**

Information will be collated through questionnaire and focus group discussion - essentially a Team Around the Child (TAC) meeting. Support agencies involved will include:

- Health Visitor (Port Glasgow);
- Skylark Team: Speech & Language Therapy (SLT);  
Paediatrician.
- Social Work Disability Team;
- Inverclyde's Educational Psychology Service (IEPS);
- Inverclyde's Communications Outreach Service (ICOS);
- Rainbow Family Centre - Head of Establishment;
- Primary Head Teachers
- Parents/Carers: Early Years  
Primary 1
- 3<sup>rd</sup> Sector involved in support of family/children, e.g. Barnardo's.

### **Support form Autism Network Scotland**

The support of ASN Research Assistant would be to assist in:

- Design of questionnaires;
- Collation of data and responses.

### **Outcome:**

Use these case studies and information gathered to provide the rationale for a wider review of existing processes and procedures in place across Integrated Children's Services to better inform and support families and children from initial referral through post-diagnosis and transition to Primary education.

### **Note:**

The Specialist Community Paediatric Team (SCPT) provides a multidisciplinary health service for children from birth to 19 years of age. The team works in collaboration with parents and other agencies to provide assessment, treatment and support for children with Additional support needs and developmental concerns. One pathway is the Autism Service that provides formal assessment for Autism and post diagnosis support and information.

Early Bird Plus (4-8years) is a support accredited programme for parents and carers that offer advice and guidance on strategies and approaches for supporting children with autism. The programmes focus on understanding autism, building confidence and managing behaviour. Both programmes are delivered locally by staff from health and education.

The Cygnet programme (7-18 years) is delivered locally by Barnardos and Social Work services. The programme is designed for parents and carers of children and young people with an autistic spectrum condition. The programme is designed to:

- increase parents understanding of autistic spectrum conditions;
- help parents develop their knowledge on how a child on the autistic spectrum experiences the world and what drives their behaviour;
- guide parents through practical strategies they can use with children;
- direct parents to relevant ASC resources;
- give parents the opportunity to meet with other parents who have had similar experiences and to gain support and learn from each other.

# HOW TO MAKE YOUR BUSINESS ENVIRONMENT MORE WELCOMING AND ACCESSIBLE



RETAILERS



SHOPPING CENTRES



CAFÉS



RESTAURANTS



SUPERMARKETS

✓ BEING AUTISM AWARE

✓ MUSIC AND NOISE

✓ VISUAL ENVIRONMENT

✓ NAVIGATION

✓ QUIET TIME/SPACE

Implement what you do on the Autism Shopping Hour ALL THE TIME, families cannot fit shopping needs into 1 hour once a month!

Have friendly assistants standing by who have been trained in autism to help, if asked, to find goods and bring them

