

A meeting of the Education & Communities Committee will be held on Tuesday 3 September 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

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

Report To: Education & Communities Committee
Date: 3 September 2019

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development
Report No: FIN/71/19/AP/IC

Contact Officer: Iain Cameron
Contact No: 01475 712832

Subject: Communities 2019/20 Revenue Budget Report- Period 3 to 30 June 2019

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2018/19 Communities Revenue Budget final outturn and the 2019/20 Revenue Budget position at Period 3 to 30 June 2019.

2.0 SUMMARY

- 2.1 In 2018/19, excluding Earmarked Reserves and Centrally funded Employee Back Pay, there was an underspend of £16,000 against a budget figure of £5.750m This equates to 0.3% of the total budget and was £20,000 less expenditure than previously reported to Committee.

The main variances for 2018/19 were –

- (a) Underspend of £33,000 for Employee Costs, the majority of which related to the over-recovery of Turnover Savings in Libraries and Community Hubs.
- (b) Overspend of £33,000 for Property Costs, mostly Non-Domestic Rates (NDR) and Cleaning Costs within Libraries and Museum.
- (c) Underspend of £23,000 for Community Halls Resources.
- (d) Underspend of £30,000 for Payments to Third Party due to service no longer being delivered.
- (e) Overspend of £35,000 due to a shortfall in Libraries & Museum Income.
- (f) Overspend of £23,000 due to a shortfall in Whinhill Golf Income.
- (g) Underspend of £21,000 due to over recovery of School Lets Income.

2.2 The total Communities budget for 2019/20, excluding Earmarked Reserves, is currently £4,509,090. The latest projection is an overspend of £36,000 (0.8%.)

2.3 The main variances to highlight for the 2019/20 Revenue Budget are –

Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Employee Costs are projected to overspend by £20,000 due to the under achievement of Turnover Savings.

Libraries & Museum Income is projected to be under budget by £32,000 mainly due to the continued closure of the Museum shop during the refurbishment period.

Sports & Leisure: Projected Overspend £11,000

Income from Whinhill Golf Course is currently projected to under-recover by £19,000. This overspend is partially offset by an underspend of £8,000 for Rankin Park Cycle Track Maintenance.

Community Safety: Projected Underspend £8,000

The projected underspend relates to minor variances.

Community Halls: projected Underspend £15,000

Income from School Lets is projected to over-recover by £10,000.
The balance of the underspend relates to minor variances.

2.4 Earmarked Reserves for 2019/20 total £359,000 all of which is projected to be spent in the current Financial Year. To date, expenditure of £145,000 has been incurred. Spend to date per profiling was also expected to be £145,000 and there is no slippage to report at this time.

3.0 RECOMMENDATIONS

3.1 That the Committee notes the final outturn for the 2018/19 Communities Revenue Budget.

3.2 That the Committee notes the current projected overspend of £36,000 for the 2019/20 Communities Revenue Budget as at Period 3 to 30 June 2019.

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 2019/20 Revenue Budget as well as the 2018/19 final out turn and to highlight the main variances contributing to the £16,000 underspend in 2018/19 and the projected overspend of £36,000 for 2019/20.

5.0 2018/19 OUT TURN

5.1 The final outturn for the Communities 2018/19 Revenue Budget, after adjustments for Earmarked Reserves and centrally funded Employee Back Pay, was an underspend of £16,000. This was £20,000 less expenditure than reported to the last Committee. The performance in specific service areas was:

	Revised Budget 2018/19 £000	Outturn 2018/19 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,545	1,573	28	33	(5)
Sports & Leisure	1,443	1,474	31	17	14
Community Safety	582	552	(30)	(36)	6
Community Halls	1,050	1,006	(44)	(8)	(36)
Grants to Vol Organisations	252	251	(1)	(2)	1
TOTAL NET EXPENDITURE	4,872	4,856	(16)	4	(20)

The main variances are explained in greater detail below.

5.2 Libraries & Museum:

Total overspend £28,000 (1.8%).

Employee costs underspent by £11,000 due to increased Turnover Savings.

Property Costs overspent by £20,000 mainly due to Cleaning and Non-Domestic Rates (NDR).

Libraries Income from Sale of Books and Photocopying under-recovered by £22,000 and Museum Income under-recovered by £13,000.

The balance of the overspend is made up of minor variances.

5.3 Sports & Leisure:

Total overspend £31,000 (2.1%).

Income from Whinhill Golf under recovered by £23,000.
The balance of the underspend is made up of minor variances.

5.4 Community Safety:

Total underspend £30,000 (5.2%).

Payments to a Third Party underspent by £30,000. This service ended in June 2018 and the budget was removed as a saving as part of the budget setting process for 2019/20.

5.5 Community Halls:

Total underspend £44,000 (4.2%).

Community Hubs Employee Costs underspent by £16,000, mainly due to vacancies associated with the closure of the Paton Street facility.
Letting Officers overspent by £9,000 and Administration Costs overspent by £8,000.
Community Halls Resources budget underspent by £23,000.
Income from School Lets over-recovered by £21,000.

5.6 Grants to Voluntary Organisations:

Total underspend £1,000 (0.4%).

Underspend was due to a minor variance.

6.0 2019/20 PROJECTION

6.1 The current Communities budget for 2019/20 is £4,509,090. This is the same as the Approved Budget. Appendix 1 provides more details of the budget by Service area. The latest projection is an overspend of £36,000.

6.2 Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Employee Costs are projected to overspend by £20,000 due to the current under achievement of Turnover Savings.
Libraries & Museum Income is projected to be under budget by £32,000 mainly due to the continued closure of the Museum shop during the refurbishment period.

Sports & Leisure: Projected Overspend £11,000

Income from Whinhill Golf Course is currently projected to under-recover by £19,000. Inverclyde Leisure have still to transfer season book income to Inverclyde Council and the projection will be revised if necessary once this is completed. The income shortfall is partially offset by an underspend of £8,000 for Rankin Park Cycle Track Maintenance.

Community Safety: Projected Underspend £8,000

The projected underspend relates to minor variances.

Community Halls: Projected Underspend £15,000

Income from School Lets is projected to over recover by £10,000.
The balance of the underspend relates to minor variances.

7.0 EARMARKED RESERVES

7.1 Earmarked Reserves for 2019/20 total £359,000 all of which is projected to be spent in the current financial year. To date expenditure of £145,000 has been incurred. Spend to date per profiling was also expected to be £145,000 and there is no slippage to report at this time.

8.0 VIREMENTS

8.1 There are no virements this Committee cycle.

9.0 IMPLICATIONS

9.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 Legal

There are no specific legal implications arising from this report.

9.3 Human Resources

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

9.4 Equalities

There are no equalities issues within this report.

9.5 Repopulation

There are no repopulation issues within this report.

10.0 CONSULTATION

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

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Communities Budget Movement - 2019/20

Period 3 - 1st April 2019 to 30th June 2019

Service	Approved Budget 2019/20 £000	Movements			Revised Budget 2019/20 £000
		Inflation £000	Virement £000	Supplementary Budgets £000	
Libraries & Museum	1,550				1,550
Sport & Leisure	1,171				1,171
Community Safety	552				552
Community Halls	984				984
Grants to Voluntary Organisations	252				252
Totals	4,509	0	0	0	4,509

Movement Details

External Resources

Inflation

Virement

Supplementary Budget

£000

0

0

0

0

COMMUNITIESREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPeriod 3 -1st April 2019 to 30th June 2019

<u>Out Turn</u> <u>2018/19</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2019/20</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-19</u> <u>£000</u>	<u>Projection</u> <u>2019/20</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
1,092	Libraries & Museum Employee Costs	1,074	256	269	1,094	20	1.9%
Total Material Variances						20	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2019 to 30th June 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,715	Employee Costs	1,677	1,677	1,691	14	0.8%
756	Property Costs	719	719	712	(7)	(1.0%)
1,383	Supplies & Services	1,216	1,216	1,211	(5)	(0.4%)
4	Transport Costs	3	3	3	0	-
79	Administration Costs	73	73	73	0	-
1,270	Other Expenditure	1,113	1,113	1,106	(7)	(0.6%)
(351)	Income	(292)	(292)	(251)	41	(14.0%)
4,856	TOTAL NET EXPENDITURE	4,509	4,509	4,545	36	0.8%
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,509	4,509	4,545	36	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,573	Libraries & Museum	1,550	1,550	1,598	48	3.1%
1,475	Sports & Leisure	1,171	1,171	1,182	11	0.9%
552	Community Safety	552	552	544	(8)	(1.4%)
1,005	Community Halls	984	984	969	(15)	(1.5%)
251	Grants to Vol Orgs	252	252	252	0	-
4,856	TOTAL COMMUNITIES	4,509	4,509	4,545	36	0.8%
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2019/20</u> £000	<u>Phased Budget Period 3 2019/20</u> £000	<u>Actual Period 3 2019/20</u> £000	<u>Projected Spend 2019/20</u> £000	<u>Amount to be Earmarked for 2021/22 & Beyond</u> £000	<u>Lead Officer Update</u>
Community Fund	Tony McEwan	344	145	145	344	0	0 First tranche of payments made, balance to be spent by end of FY.
Gourock Pool Extension	Tony McEwan	15	0	0	15	0	Funding to extend opening of Gourock Pool until end of September 2019.
Total		359	145	145	359	0	

Report to:	Education & Communities Committee	Date:	3 September 2019
Report By:	Head of Culture, Communities & Educational Resources and Chief Financial Officer	Report No:	EDUCOM/65/19/TM
Contact Officer:	Tony McEwan	Contact No:	712828
Subject:	Communities Capital Programme 2019 - 2022 Progress		

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Education and Communities 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 2019-2022 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 31th July 2019 is 58.2% of the 2019/20 approved budget. No slippage is currently being reported.

3.0 RECOMMENDATIONS

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

Tony McEwan
Head of Culture, Communities
& Educational Resources

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 Inverclyde Council on 21 March 2019.

5.0 INVERKIP COMMUNITY HUB – STORAGE

5.1 Provision of £50K was made in the 2018/19 budget to expand/increase the storage provision at the recently completed Inverkip Community Hub facility. Planning consent and the Building Warrant are in place. Tenders were received with a value higher than the available budget and so a contribution will be made from the E&R minor works budget. A contractor has been appointed with works to commence by the end of August, subject to the contractor's mobilisation plans.

6.0 LADY ALICE BOWLING CLUB

6.1 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. We are still awaiting the outcome of the court proceeding.

7.0 INDOOR SPORTS FACILITY FOR TENNIS

7.1 The stage application has been completed and the bid submitted on behalf of Inverclyde Council in time for the June 2019 deadline. IL is working with its agents Alliance Leisure around the planning process and is the first organisation to achieve a stage 2 submission.

A full planning application has been submitted which included:

- technical information, including details project drawings, specification and details of the ancillary building for the project;
- project costs, providing details cost information and proposed construction type. Including a quotation or QS cost estimate based on the site and project specific solution; and
- a preferred supplier identified with fixed costing within budget.

A full stage application form has been completed with updates on the community network plan and the indoor tennis programme; this included clarification on the IL staffing structure.

It is estimated that the stage 2 process will take around 20 weeks, after the which a decision will be made on the application.

8.0 INVERCLYDE LEISURE SPEND TO SAVE

8.1 Boglestone

Boglestone Community Centre has recently undergone major refurbishment. The contractors began work in April 2019 and 12 weeks later the project was fully completed, resulting in significant improvement to the facilities.

Boglestone Community Centre now hosts the second largest gym in IL's portfolio, the main hall and stage area, which originally hosted a small handful of activities and events, were also part of the project. The main hall has been transformed into a large soft play area and a Proud to Serve Costa Coffee Café. The play frame has a capacity of 160 and the café has 30 tables and 120 chairs.

The project is now fully completed and IC and IL are finalising the final accounts.

9.0 GRIEVE ROAD COMMUNITY CENTRE

9.1 Provision of £200K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. Consultation has taken place with the centre voluntary committee and proposals for the upgrade have been agreed and are being developed. The schedule of works is due to be completed by March 2020.

10.0 YOUTH CONNECTIONS BURNS SQUARE

10.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. Consultation has taken place with the management committee and proposals for the upgrade have been agreed and are being developed. The schedule of works is due to be completed by March 2020.

11.0 WEMYSS BAY COMMUNITY CENTRE

11.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. Consultation has taken place with the centre voluntary committee and proposals for the upgrade have been agreed and are being developed. The schedule of works is due to be completed by March 2020.

12.0 IMPLICATIONS

Finance

12.1 The expenditure at 31 July 2019 was £864K compared to an approved budget of £1.485m. This is expenditure of 58.2% of the approved budget after 33% of the year. No slippage is currently being reported.

12.2 The current budget is £3.054m for Communities projects. The current projection is £3.054m.

12.3

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
Total Communities	3,054	3,054	-	
Total	3,054	3,054	-	

Legal

12.4 There are no legal issues.

Human Resources

12.5 There are no human resources issues.

Equalities

12.6 Has an Equality Impact Assessment been carried out?

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

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

13.0 CONSULTATION

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

13.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Human Resources 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 July 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 31/3/19	Approved Budget 2019/20	Revised Est. 2019/20	Actual to 31/07/19	Est. 2020/21	Est. 2021/22	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000				
Communities											
Inverkip Community Hub Storage	50	7	43	43	1	0	0	0			
Lady Alice Bowling Club Toilets	210	14	0	0	0	196	0	0			
Indoor Sports Facility For Tennis	500	0	0	0	0	500	0	0			
Inverclyde Leisure Spend to Save - Boglestone Community Centre	830	115	685	715	715	0	0	0			
Leisure Pitches AMP - Lifecycle Fund	601	112	18	18	0	50	280	141			
Grieve Road Community Centre	200	0	175	175	0	25	0	0			
Youth Connections Burns Square	100	0	80	80	0	20	0	0			
Wemyss Bay Community Centre Refurbishment	100	0	80	80	1	20	0	0			
Inverclyde Leisure Spend to Save - Port Glasgow Baths	150	0	130	130	80	20	0	0			
Complete On Site - Inverclyde Leisure Spend to Save	40	0	40	40	50	0	0	0			
Complete On Site	273	0	234	204	17	69	0	0			
	3,054	248	1,485	1,485	864	900	280	141			

Report To:	Education and Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/64/19/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715459
Subject:	Community Safety & Resilience Update Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the work and outcomes of the Community Safety & Resilience Team.

2.0 SUMMARY

- 2.1 The Community Safety & Resilience Team is part of the Education, Communities and Organisational Development Directorate.

- 2.2 The team delivers services on a preventative and early intervention basis and has a remit which touches many aspects of public life in Inverclyde:

- The coordination of the Community Safety Partnership;
- The coordination of the Violence Against Women Strategy;
- The coordination of the Multi-Agency Risk Assessment Conference (MARAC);
- The delivery of Community Mediation;
- School Crossing Patrols;
- Road Safety Education;
- Walked Routes to School;
- Sex Offender Liaison Officer;
- Co-ordinated support for Clune Park Regeneration Task Group.

- 2.3 Many aspects of the team's activities are already reported to the Inverclyde Alliance Board and other committees or scrutiny boards. However, this report provides the Education and Communities Committee with a collated update report so that elected members the public are aware of the co-ordinated approach and the successful delivery of services by the Community Safety & Resilience team.

3.0 RECOMMENDATIONS

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

- notes the content of the update report;
- notes the work of the team and its early intervention and preventative focus; and
- agrees that an annual report on the work of the community safety and resilience team is provided to this Committee

Ruth Binks
Corporate Director- Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Community Safety and Resilience Team, in its current format, was created following the corporate restructure of June 2018, having previously been part of the former Safer & Inclusive Communities Service.
- 4.2 The team co-ordinates, develops and delivers a wide range of services on a preventative and early intervention basis with a remit which touches many aspects of public life in Inverclyde. Its areas of focus include:
- the coordination of the Community Safety Partnership;
 - the coordination of the Violence Against Women Strategy;
 - the coordination of the Multi-Agency Risk Assessment Conference (MARAC);
 - the delivery of community mediation;
 - school crossing patrols;
 - road safety education;
 - walked routes to School;
 - Sex Offender Liaison; and
 - Co-ordinated support for the Clune Park Regeneration Task Group.

5.0 SERVICE DELIVERY

5.1 Community Safety Partnership

The Community Safety Partnership (CSP) co-ordinates and scrutinises community safety activities in Inverclyde and reports to the Inverclyde Alliance Board. Delivery of the community safety agenda is undertaken by two coordinating groups: one which focuses on delivery of the Violence Against Women Strategy (see Para 5.2) and one which focuses on delivery of the action plan arising from the Community Safety Strategic Assessment. Both groups have a number of sub-groups which assist in the delivery of partnership activity.

There are three overarching community safety themes – Reducing Violence, Crime and Disorder; Reducing Unintentional Harm; and Promoting Community Resilience. The work of the sub-groups is thematic and directed by the Community Safety Strategic Assessment. The provision of relevant data sets by CSP partners and the subsequent use of analytical expertise by the CSP analyst help the partnership make informed decisions on its priorities.

Current work streams within the CSP include the delivery of an area-based initiative known as “Improving Inverclyde - a Community Safety Initiative” which has been subject to separate reporting to the Inverclyde Alliance Board. Following the expiry of the previous Inverclyde Antisocial Behaviour Strategy, work is being undertaken to publish a new strategy to ensure that Inverclyde Council meets its legal requirements under the Antisocial Behaviour etc. (Scotland) Act 2004. This strategy will ensure Inverclyde Council’s and the CSP’s commitment to addressing anti-social behaviour. The CSP has also progressed work around reducing unintentional harm including: home safety initiatives with a focus on fire safety; a water safety reference group; a road safety (schools) working group; large-scale youth gathering action plan; 5th November action plan; information sharing with Scottish Fire & Rescue Service; fire risk training for staff of partner organisations; and development of a Missing Persons Framework.

All CSP initiatives contribute to improving community resilience in addition to the publication of monthly community safety reports and the promotion of campaigns (such as addressing crimes of dishonesty). A community safety communication strategy has been developed to complement the CSP work and to further promote community resilience.

The delivery of a Deliberate Fire Reduction Task Force contributes to community safety aims by reducing opportunities for secondary fires to occur in communal areas.

Inverclyde Council is represented at the Scottish Community Safety Network and makes a significant contribution to the development of regional and national community safety policies.

5.2 Violence Against Women Strategy

The Inverclyde Violence Against Women Strategy (VAW) Multi-Agency Strategy mirrors the priorities of the Scottish Government for the prevention and eradication of violence against women and girls. The 5 year VAW Strategy sets out 4 priorities within its action plan and performance is reported to the Inverclyde Alliance on an annual basis.

The Domestic Abuse (Scotland) Act 2018 came into force on 1 April 2019. The Act covers behaviour that is already criminal as well as elements of domestic abuse which were not covered by the previous law, for example, coercive control. A comprehensive training programme is being delivered to Police Scotland for all 14,000 police staff to improve awareness. In line with changes to the law the VAW Multi Agency Plan has a significant focus on provision of training and information sessions in 2018-2019 to ensure Inverclyde is able to apply the new law effectively to domestic abuse cases in order to get the best outcomes for the victim.

A VAW co-ordinator is also responsible for the local delivery and promotion of national campaigns, such as the 16 Days of Activism and International Women's Day.

Inverclyde Council is represented at the VAW National Network which allows us to make a contribution to the development of regional and national policy.

5.3 Multi-Agency Risk Assessment Conference (MARAC)

MARAC is a process established to respond to victims of domestic abuse who are at very high risk of serious harm and domestic homicide. The structured response to these high risk cases of domestic abuse fits with the priorities of the Violence against Women Multi-Agency Partnership, strategy and action plan. The MARAC process allows statutory and voluntary agencies to respond in a consistent and structured way to manage high risk perpetrators of domestic abuse. It also allows relevant agencies to share information and decide upon the most appropriate way to reduce or manage risks for victims of domestic abuse.

The MARAC links to the multi-agency tasking and coordinating meetings (MATAC), which target repeat domestic abuse perpetrators, those who present the greatest risk of harm to victims and links to the other multi-agency public protection arrangements (MAPPA) which are in place to manage risks to particular groups within society. There are also links to the Disclosure Scheme for Domestic Abuse Scotland (DSDAS) which sets out a formal mechanism to provide information to potential victims who may be in a relationship with perpetrators of domestic abuse. MARAC is co-ordinated by the VAW co-ordinator and uses multi-agency working effectively.

5.4 Community Mediation

The accredited Community Mediation service is delivered by trained mediators who can help neighbours find practical solutions to resolve disputes across a wide range of issues. Mediation is confidential and impartial and the early use of mediation can resolve an issue before it escalates and requires intensive intervention from a range of agencies or services. Table 5.4a highlights the referral routes for mediation from local agencies and from people within the community (self-referrals). Table 5.4b shows the type of disputes referred to the mediation service, highlighting a broad range of issues where mediation can assist in resolving disputes. Information sessions have been held with a range of agencies and with elected members to raise awareness of the service.

Table 5.4a referral routes for mediation

	2014/15	2015/16	2016/17	2017/18	2018/19
ASSIST	7	14	15	11	5
Oak Tree HA	3	5	7	8	7
River Clyde Homes	5	7	3	2	8
Police Scotland	1	2	4	4	8
Environmental Health	11	7	4	5	11
Self-referrals	5	6	7	9	13
Others*	0	3	3	3	2
TOTAL	32	44	43	42	54

(Table 5.4a)

* comprises of Larkfield HA, Cloch HA, Elected members and 3rd sector agencies

Table 5.4b Types of disputes

	2014/15	2015/16	2016/17	2017/18	2018/19
Noise	14	14	16	14	24
ASB	4	4	4	12	5
Boundary/Property	7	15	15	12	19
Children's Behaviour	5	8	7	1	2
Other	2	3	1	3	4
TOTAL	32	44	43	42	54

(Table 5.4b)

5.5 School Crossing Patrols

The School Crossing Patrol (SXP) Service is delivered at 35 sites across Inverclyde to ensure that primary school children have a safer place to cross the road. The policy for provision of SXP points utilises guidance from Road Safety GB and uses clear, calculable criteria and a two-stage assessment process for the assessment and allocation of SXP provision. The service is currently staffed by 34 permanent and 10 sessional employees, with emergency cover provided by Council enforcement officers and Community Wardens as and when required.

Inverclyde Council's Road Safety Officers have delivered CPD Training to other local authorities to ensure that appropriate standards are maintained in the delivery of SXP Services across the Road Safety West of Scotland area.

5.6 Road Safety Education

The educational and practical elements of our road safety programme are focused primarily for delivery in our pre-school and primary school establishments. In secondary schools our road safety programmes have a pre-driver focus. The engineering element of road safety work is located within our roads service, which is a shared service with West Dunbartonshire Council.

Our Road Safety (Schools) Working Group comprises road safety officers, roads engineers, property services manager, education/school transport co-ordinator, traffic enforcement officers and Police Scotland (local officers and RPU Officers) who meet on an 8 weekly basis to discuss local issues, agree required actions and implement those actions. Our road safety officers have previously been invited to attend the Police Scotland divisional road safety meeting, which maintained a link between local and regional/divisional road safety priorities and actions of Police Scotland and Inverclyde Council.

Inverclyde Council has recently become Chair of Road Safety West of Scotland for 2019-2021. The partnership is chaired by Councillor Curley as the Council's nominated representative to the partnership. 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.

Table 5.6a below summarises our road safety education delivery programme for 2019/20. The table illustrates the target audience; identifies the source information which evidences the need for action and is subsequently used to monitor improvement; and, sets out the positive health and wellbeing outcomes we expect to achieve.

Table 5.6a road safety education delivery programme

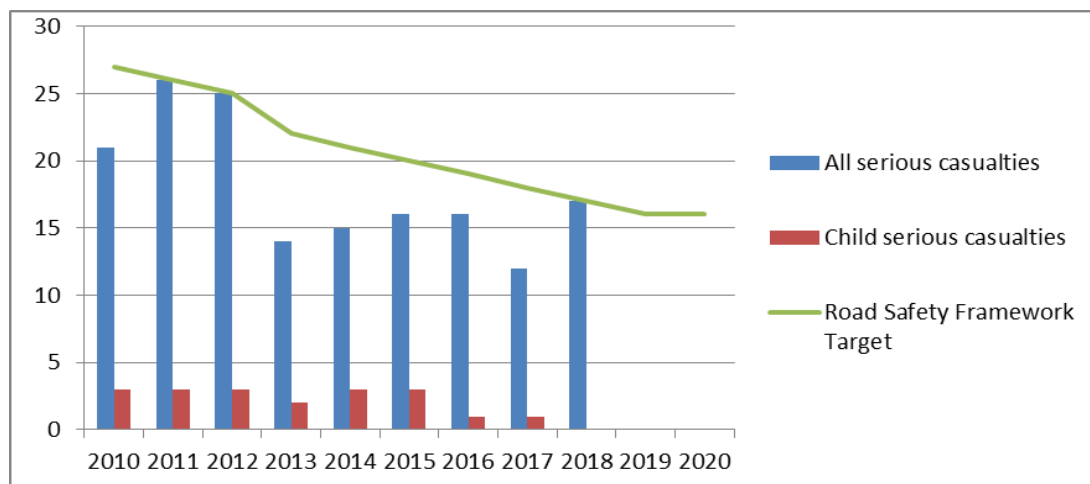
Programme/Plan	Evidence	Health and wellbeing Outcome/Aim
Road Safety Promotion – Ziggy (pre-school to P2)	Road Accident Statistics	Improving child and parental awareness
Traffic Trails – supported walks (pre-school and primary)	Local identified need	Improving child and parental awareness and JRSO involvement
Play on Pedals	Active Travel Strategy & Hands Up Scotland survey	Starting physical activity early
Walking Bus	Road Accident Statistics, Active Travel Strategy & Hands Up Scotland survey	Encouraging physical activity and supporting school attendance
Junior Road Safety Officers (JRSOs)	Road Accident Statistics	Supporting ambassadorial peer promotion
Bikeability	Active Travel Strategy & Hands Up Scotland survey	Encouraging physical activity and improving on-road confidence
Pre-driver awareness	Road Accident Statistics	Encouraging safe attitudes and practices in driving
Pass Plus	Road Accident Statistics	Supporting additional young driver skills
Promotion of national initiatives	Active Travel Strategy & Hands Up Scotland survey	Encouraging physical activity
In car safety checks	Local identified need	Minimising risk of injury
Road Safety West of Scotland Forum	Road Accident Statistics	Influencing national and regional road safety policy
RSWoS Education, Training and Publicity Group	Road Accident Statistics	Promotion and delivery of policy and programmes. Sharing of regional and national good practice
Road Safety Scotland - Theatre Programme	Road Accidents Statistics	Delivery of alternative routes to learning and increased awareness
Road Safety Scotland – Educational resources	Road Accidents Statistics	Post-school promotion of road safety messages
Cycling Scotland – Educational resources	Active Travel Strategy & Hands Up Scotland survey	Post-school promotion of cycling activities and take-up of cycling

(Table 5.6a)

The delivery of the road safety educational programme makes significant contribution towards our 10 year national road safety framework targets 2010-20 and graphs 5.6b and 5.6c show our performance against targets as at 31 December 2018.

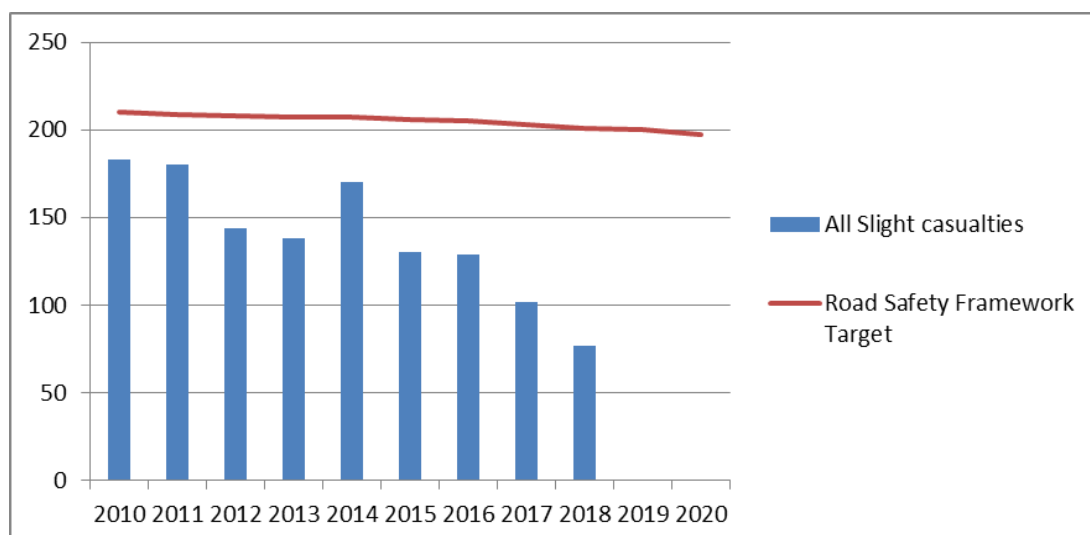
The charts below have been published by Police Scotland and presented to the Road Safety West of Scotland.

Road Traffic Collision Casualties; All Serious and Child Serious: Inverclyde Council Area



(chart 5.6b)

Road Traffic Collision Casualties; All Slight: Inverclyde Council Area



(chart 5.6c) Source: Police Scotland, RSWoS Report, December 2018

As the charts illustrate, we are meeting our national road safety framework targets. We will continue to direct our resources towards early intervention and preventative strategies to maintain this performance.

5.7 Walked Routes to School

The assessment of walked routes to school utilises the Road Safety West of Scotland Guidelines to determine whether or not a route is an acceptable walking route to school. There are three core elements in determining whether or not a route is acceptable and we use quantifiable criteria to determine this acceptability.

The routes are assessed on the basis that children will be accompanied by a responsible adult and that reasonable caution and basic road safety rules will be followed by people using the route. This procedure is in line with Scottish Government guidelines.

Assessments are conducted at a time when children would normally be making the journey and seasonal weather considerations are based on 'normal conditions'.

5.8 Sex Offender Liaison Officer

Senior officers within the community safety and resilience team have responsibility for the development and implementation of appropriate policies, procedures and systems to support

delivery of our statutory obligations and duties in rehousing sex offenders. Officers ensure that measures for public protection and the reduction of serious harm are in place under the multi-agency public protection arrangements (MAPPA)

Liaison and consultation with key partners, including the MAPPA co-ordinator, Police Scotland's Offender Management Unit, Criminal Justice Social Work, Homelessness and local registered social landlords are undertaken as part of an ongoing risk management process for the rehousing of sex offenders within the community.

5.9 Clune Park Regeneration

The regeneration of Clune Park is the Council's primary housing-led regeneration project. The Team Leader of the Community Safety & Resilience Team provides administrative and co-ordinated support for the Clune Park Task Group. This cross-directorate arrangement makes best use of existing specialised knowledge and resources. All updates are provided to the Environment and Regeneration Committee.

6.0 IMPLICATIONS

Finance

6.1 Financial Implications

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					

5.2 Legal

There are no legal implications.

5.3 Human Resources

This report does not impact on Human Resources.

5.4 Equalities

Has an Equality Impact Assessment been carried out?

YES	
X	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.

5.5 Repopulation

6.0 CONSULTATIONS

6.1 None.

7.0 BACKGROUND PAPERS

7.1 There are no background papers.

Report To: Education and Communities Committee **Date:** 3 September 2019

Report By: Corporate Director Education, Communities and Organisational Development **Report No:** EDUCOM/72/19/AW

Contact Officer: Alana Ward, Service Manager **Contact No:** 01475 712330

Subject: Cultural Services Annual Report 2018-19

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on progress within Cultural Services in 2018-19.

2.0 SUMMARY

- 2.1 The Cultural Services Annual Report 2018-19 provides information on the range and impact of the work of the service, celebrates the achievements of the service, and reviews the findings of service self-evaluation activities. It summarises work which has taken place in order to achieve the actions identified in the Inverclyde Libraries service improvement plan 18-19, the McLean Museum and Art Gallery service improvement plan 18-19, and the Great Place Scheme activity plan 2018-20.
- 2.2 The report also summarises the loans made from the collections of the McLean Museum and Art Gallery in the previous year.

Highlights of the annual report include:

- Inverclyde Libraries received a Level 5 (very good) in a recent How Good Is Our Public Library Service review;
- the library service facilitating over 6,000 log-ins to Universal Credit accounts;
- Inverclyde's libraries now all autism accessible, providing a variety of specialist resources and staff support;
- approximately 7,000 children engaged with library services, 9,200 children attended Bookbug sessions in a library setting, and over 1,000 children participated in the 2018 Summer Reading Challenge; and
- The McLean Museum and Watt Library were closed to the public for the whole of 2018-19 to allow an extensive programme of fabric repairs to take place. Staff are now working on refreshing and reinstating displays. It is planned that the Museum and Library will be able to re-open to the public as the Watt Institution later in 2019.

3.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The following summarises highlights from the 2018/19 report which is attached as Appendix 1:

4.2 Librarian Service

- Staff in the library service worked together to produce vision and mission statements and revised strategic objectives for the service. These were later held up as examples of very good practice by the Scottish Library and Information Council who awarded the service a Level 5 (Very Good) using the How Good Is Our Public Library Service framework;
- More than 1,300 people attended basic computing courses, work clubs, and informal digital participation opportunities held in Inverclyde's libraries;
- Working in partnership with Citizens, Advice, Inverclyde Libraries provides digital access and support for Universal Credit claimants. There were almost 6,000 log-ins to UC accounts from our libraries this year, and library staff provided additional assistance in 652 cases;
- Several reading related events were held throughout the year, allowing library users to meet with their favourite authors;
- 'Chatty Cafes' were established in South West and Port Glasgow Libraries which aim to help combat social isolation, particularly amongst older people;
- Inverclyde libraries are now all autism accessible, providing a variety of specialist resources and staff support, including our 'au-some afternoons' which involve a Makaton-signed Bookbug session and quiet library time, for those with autism and their families;
- We continued our outreach activities, working with a range of valued partners, including HMP Greenock, Broomhill Court, Belville Community Garden Trust, and NHSGCC;
- We welcomed thousands of children and young people to the library to promote reading for pleasure and to encourage families to access all the free literacy and learning resources available. Approximately 7,000 children engaged with library services through library visits for schools and early years settings; gifting parties; Library Club (our after-school offer); holiday activity programme; and a further 9,200 children attended library Bookbug sessions with their parents and
- Over 1,000 children took part in the popular Summer Reading Challenge with a theme of "Mischievous Makers" in 2018. Inverclyde's completion rate was higher than the national average, the number of new members was the fifth highest in Scotland, the participation rate was fourth highest in Scotland, and the participation rate for boys was the second highest in Scotland. None of these figures are population adjusted and therefore has higher participation rates per person than many other local authorities.

4.3 Arts and Culture

The McLean Museum and Watt Library were closed to the public for the whole of 2018-19 to allow an extensive programme of fabric repairs to take place. A public service was delivered from the Inverclyde Heritage Hub on Cathcart Street for part of the year and this facility closed in December 2018. Staff are now working on refreshing and reinstating displays. It is planned that the Museum and Library will be able to re-open to the public as the Watt Institution later in 2019. A report outlining the details will be presented at a future meeting of this Committee;

- A stained glass window designed and constructed by local artist Alec Galloway commemorating Inverclyde's involvement in the Dardanelles campaign of WW1 was installed in the upper bay window in the Museum;

- A painting from the Caird Art Collection, *Still Life with Pomegranates* by Mary Armour, was loaned to Kirkcudbright Galleries for the Stars of Scotland exhibition;
- Propaganda posters from the McLean Museum's social history collection were projected onto the Scottish Parliament building on 11 November to mark the centenary of Armistice Day; and
- Inverclyde's Great Place Scheme project, funded by the National Lottery Heritage Fund – *Stories Frae the Street* – got underway with the appointment of a Project Officer, Heritage Apprentice and Digital Storyteller (funded by Scottish Book Trust), working on a variety of activities aiming to empower local communities to use the power of the story and storytelling to build skills and civic pride.

5.0 IMPLICATIONS

5.1 Finance

There are no financial issues arising from this report.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.2 Legal

There are no legal implications arising from this report.

5.3 Human Resources

There are no Human Resources implications arising from this report.

5.4 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.

5.5 Repopulation

Culture, arts and heritage are useful ways in which to raise the profile of Inverclyde, and can attract people to visit the area.

6.0 LIST OF BACKGROUND PAPERS

6.1 See Appendix 1 – Cultural Services Annual Report 2018-19.

APPENDIX 1



Inverclyde Council
Cultural Services
Annual Report 2018-19

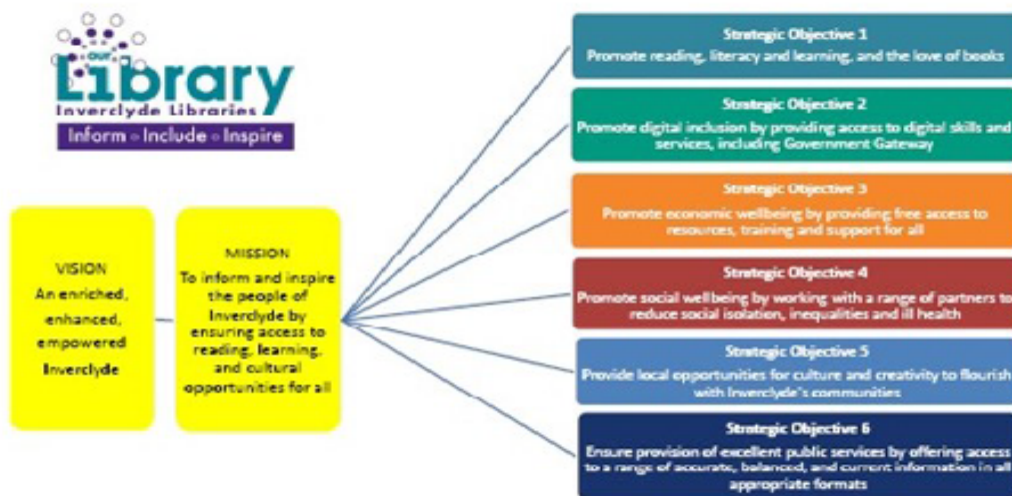
INTRODUCTION

It has been a busy year for Cultural Services, with 671,212 visitors across our service points (including online), borrowing 162,730 items and 35,220 people attended 1,931 events and activities, from Bookbug sessions, to author events and IT classes, to local history talks.

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

LIBRARIES

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



During 2018-19 we held an inaugural staff conference where all library staff gathered to work on launching a new vision and mission statement for the library, as well as new strategic objectives to guide our work and priorities in the coming years, and revised customer service standards.

The afternoon gave all staff the opportunity to look at the impact our services have on individuals and was only one of a number of training and development opportunities offered to all staff throughout the year, designed to ensure staff are equipped to offer the very highest levels of service.

In February 2019, Inverclyde Libraries undertook a validated self-evaluation of the service using the How Good Is Our Public Library Service 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 clear links between strategic goals and corporate plans, cultural plans, and the national strategy for public libraries; commitment to ongoing staff training and excellent staff training 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.

Our Programme Development team (3.73 FTE) offer a diverse programme of events and opportunities across Inverclyde, including informal digital learning, author events, book groups, access to national programmes, and forums to share knowledge and experiences. Services are delivered or supported by frontline staff, are available to all, and are free of charge.

Our Learning Offer, 'DiscoverIT @ the Library', provides informal learning sessions to encourage learning and digital participation. Throughout 2018/19 we increased opportunities to learn new digital skills delivering 96 digital sessions attended by 211 people. We also assisted 78 attendees at our 'Device Advice' drop-in sessions and delivered Family History sessions to 11 learners.



Inverclyde Libraries continue to work in partnership with the Inverclyde Council Community Learning and Development service by hosting basic computing courses and work clubs, both of which aim to enhance the employability skills of jobseekers. Over 1,000 participants attended the sessions throughout the year.



With support from the Scottish Book Trust, our Live Literature programme for 2018/19 included appearances by acclaimed Scottish author Graeme Macrae Burnet and BBC radio presenter, Theresa Talbot. Also to coincide with the 'Lifting the Lid – 400 Years of Food & Drink in Scotland' display, provided by the National Library of Scotland, we hosted cookery themed events which were delivered by Fife Food Ambassador, Christopher Trotter, food writer and novelist, Sue Lawrence and writer and literary critic, Lesley McDowell. We also ran a number of events for Rebel-themed Book Week Scotland.

In addition to our live author events, we also offer readers the opportunity to share a love of reading through our Book Chat book groups of which we hosted 29 sessions in 3 library branches. Overall attendance was 179 throughout the year.

To help address local and national concerns over social isolation, we established 3 Chatty Cafés in our libraries: 'Chatty Crafters', 'Bead & Blether' and 'Remember When...' where people from the Inverclyde community can come along to take up a new hobby, reminisce or just chat to others over a cup of tea and a biscuit. We held 69 sessions and attendance was 391 people throughout the year.



We completed our Au-some Libraries! Project in December 2018 and it now continues as a valued addition to our Inverclyde Libraries' programme. Our libraries are all autism accessible, providing a variety of specialist resources, autism-related book stock, and staff support to those with autism and their families. In September 2018 we also launched Au-some Afternoons which provide dedicated library access to those with autism or additional support needs and their families, and include a Makaton-signed Bookbug session for babies, toddlers and pre-school children followed by Quiet Library time for adults and young people.

Outreach activities continued during 2018-19, working with a variety of valued partners - HMP Greenock, Broomhill Court, Belville Community Garden Trust, and NHSGGC. For those who find physical access difficult, we also provide a 'Books on Wheels' service which delivered 2,919 books to housebound library members.

We continued and expanded our Macmillan Cancer Support provision in Inverclyde Libraries, adding a weekly drop-in session at Port Glasgow Library on Tuesday afternoons. In our continued quest to ensure that our libraries are community hubs, we also offer Action on Hearing Loss drop-in sessions at Port Glasgow as well as Future Skills drop-ins on an ad-hoc basis across the service.

A change in the referrals procedure from Future Skills to Citizen's Advice Scotland has meant a re-think about how we support and refer customers who need support accessing digital services such as Universal Credit. We now work in partnership with Citizen's Advice, and host a weekly drop-in session in Central Library. This session provides an opportunity for new Universal Credit claimants to be given one-to-one assistance in a friendly informal environment. This assistance is available up until the first Universal Credit payment is made. Libraries also provided PC access for 5712 customers to access their accounts with 652 of these given additional assistance from library staff.

In 2018/19 Inverclyde Libraries welcomed thousands of children and young people to the library to promote reading for pleasure and to encourage families to access all the free literacy and learning resources available:

- 773 children visited the library for special 'gifting parties during which all Inverclyde P1 pupils received their P1 Bookbug bags.
- 2,211 children made 108 visits to the library with school groups.
- 3,082 children were reached through library outreach work.
- 361 children made 36 visits to the library with their Early Years settings.
- 36 children made 5 family visits to the library through an ongoing partnership with Barnardos Early Years service.



We extended our Library Club programme for young people aged 8-12 years. Library Club now operates in three libraries. Club members meet once a week to develop their literacy, craft and digital skills in the library space. This year, there were 71 meetings of Library Club with 424 visits from Library Club members and 315 books borrowed by young people through club meetings. Parents said: "I believe they have both benefited with the interaction with other children, self expression and simply enjoyed their time at the club"; "My youngest son has become more of a reader since joining. I will make sure this continues".

Build it! sessions took place in 5 of our libraries for Doors Open Day weekend. 94 people visited libraries specifically for Doors Open Day and took inspiration from Inverclyde's rich architectural heritage to construct local buildings from Lego.

We launched the *Libraries Inspire!* Programme in February, formalising and consolidating our ongoing work with Inverclyde's network of primary schools. Libraries Inspire! is a series of public library based workshops designed to enhance primary school literacy programmes and promote library membership. Primary schools across Inverclyde were invited to participate in each of the sessions delivered at their local library. Libraries Inspire! meets all four strands of the Curriculum for Excellence and aims to inspire children to read for pleasure and for them to be inspired by all the services available at their local library.

Between February and March, 468 young people visited the library through 14 Libraries Inspire visits. 32 children joined the library as a result of this contact.



The Summer Reading Challenge is delivered with the aim of ensuring reading levels do not 'dip' over the long summer holiday period. Library staff inspire children to read six books over the summer holidays to promote reading for pleasure and establish or maintain positive reading habits.

1,037 children participated in the Challenge across Inverclyde. 60% of these young people read at least six books through the challenge – this made Inverclyde's completion rate higher than the national average of 57%. The number of children joining Inverclyde Libraries as a direct result of this initiative (105) was the fifth highest in number in Scotland. With Inverclyde being one of Scotland's smallest authorities, this success is proof positive that the Summer Reading Challenge plays a key part in increasing access to public services for young people in Inverclyde. The percentage of the 4-11 year old population who participated in the challenge in Inverclyde was amongst the highest in Scotland at 14%, lower only than Fife and Renfrewshire at 16% and the Shetland Islands at 15.3%. Of particular note was the percentage of boys participating in the challenge in Inverclyde – at 47% this was the second highest engagement percentage for this group across the Scottish local authorities. The Challenge was promoted widely across the authority with the support of school partners and community groups and was complemented by a range of free literacy-based activities and events running in libraries throughout the summer.

This year's Holiday Activity programme saw 880 children attend 80 free events run by library staff across all Inverclyde libraries aimed at increasing access to educational leisure activity during school holiday periods. One parent commented: "Library visits were a massive part of my childhood and I have ensured it has been the same experience for E. The range of activities on offer within the libraries in Inverclyde is amazing and we are lucky to have committed, enthusiastic staff like you all to encourage that love of reading in the next generation".



In partnership with W S Graham Estate and local secondary schools Inverclyde Libraries delivered a writing competition open to all secondary school pupils in Inverclyde. Inverclyde Libraries also facilitated the participation of school pupils in the flagship centenary celebration event at the Beacon, and celebrated the life and work of W S Graham with a poetry reading event during Book Week Scotland which also showcased the work of local adult writers from Greenock South West Library Writers Group and Greenock Writers Club.

Children aged 0-5 years participated in the hugely popular and educationally significant Bookbug Sessions delivered by Inverclyde Libraries. We ran 590 sessions which were attended by 9,231 children and their 8,664 parents. Parents said: "Good opportunity to get my son interacting with children his age and to be comfortable visiting the library"; "Gives us something to get up and out of the house for on a Saturday"; "The Bookbug Sessions have been a very important part of his development and learning, especially the interaction with other children"; "It's always important for mums to get out and about with the children. great for mums and kids alike"; "The staff are amazing, kind and thoughtful and we look forward to coming every week"; "Bookbug is a fabulous service run by the library. My children and I have been attending for nearly 7 years and we love it".



WATT INSTITUTION

The McLean Museum and Watt Library were closed to the public for the whole of 2018-19 to allow an extensive programme of fabric repairs to the building complex to continue. The annual lecture programme of the Greenock Philosophical Society was held at the Central Library.



The main work of the Museum service in 2018-19 has been to facilitate the major repair works in the Watt Institution, now concluded, and provide curatorial assistance to commercial removers tasked with moving exhibits and cases at different stages of the contract. The artworks and ship models which had been decanted to an external specialist art store were returned at the end of the contract and Museum staff members have started to refresh and reinstate the displays.

The Curator attended meetings of the James Watt Steering Group organising commemorative events to celebrate the achievements of the Greenock-born engineer, James Watt, in recognition of the 200th anniversary of his death in 2019. The Curator gave a presentation about James Watt to Kilmacolm Primary School in November to tie in with the school's involvement with the World of Walking website's *James Watt Walk* launch, supported by the Great Place Scheme. A newsroom style presentation about Watt featuring selected primary 7 pupils from Kilmacolm Primary was filmed by students at West College Scotland for the website and the film was projected onto the Municipal Buildings in January to mark the date of Watt's birth.



New acquisitions were catalogued and digitised including Clyde Pottery wares and an Italian watercolour painting of a Scotts' steam yacht, and a stained glass window designed and constructed by the artist Alec Galloway commemorating Inverclyde's involvement in the Dardanelles campaign of WW1 was installed in the upper bay window in the Museum.

The McLean Museum is a significant partner in the National Museums of Scotland's current Ancient Egypt and East Asia Programme. The Curator was filmed in December for a National Museums of Scotland presentation aimed at adult learners relating to the Museum's excellent Ancient Egyptian collection.

A painting from the Caird Art Collection, *Still Life with Pomegranates* by Mary Armour, was loaned to Kirkcubright Galleries for the *Stars of Scotland* Exhibition.

The temporary service point at the Heritage Hub continued until the end of 2018, allowing public access to local history book collections, archives and social history collections. Following its closure in December 2018, a temporary service has been set up at Central Library to allow visitors to access the collections prior to the reopening of the Watt Institution later in 2019.

A number of donations were received over the last year, with two notable larger donations of records from the former Greenock Academy and a collection of glass plate slides of images taken by Mr Kennedy, a local photographer who sadly passed away this year. The Kennedy collection of photographic slides have been digitised by one of the current Archive Volunteers, and are a wonderful record of Greenock in the 1970's. Both of these accessions are sure to provide a great deal of local interest and engagement.

The "Sugaropolis" project, which is an ongoing collaboration between the Watt Institution, Abertay University, Edinburgh University and St Andrew's University, continues with researchers from these three organisations making regular research trips to access and study the collections in Inverclyde. Two workshops took place during the summer of 2018 where the public were invited to attend a drop in event to share reminiscences and taste sugary treats based on historic recipes. Additionally there was a local history talk focusing on the wives of local men involved in the Sugar Trade organised to coincide with one of the week long research visits. Further workshops are being planned for later in 2019.

Some of the current Archives volunteers worked on a local history project called "Matron, Medicine and Mayhem" which consisted of collecting oral and written testimonies from those who previously worked in healthcare in Inverclyde. The project participants were thanked with afternoon tea to coincide with and celebrate the 70th anniversary of the NHS.

Finally, propaganda posters from the Watt Institution's social history collection were projected onto the Scottish Parliament building on 11 November to mark the centenary of Armistice Day.



GREAT PLACE SCHEME

In 2018, Inverclyde was awarded c. £200,000 from the Great Place Scheme (GPS) fund, administered by the National Lottery Heritage Fund. The aim of the GPS is to empower communities to use heritage as a vehicle for regeneration. Inverclyde's project – *Stories Frae the Streets* – uses the power of the story and storytelling to engage local people in heritage activity, building skills and civic pride in the process. The project is funding a dedicated Project Officer, and Heritage Apprentice, to facilitate this activity. Specific projects in 2018-19 were a learning programme and street spectacle in relation to the *Galoshans* Play as part of the *Galoshans* festival, where a professional street theatre company worked with Inverclyde community groups to create a 'play in a day' which took inspiration from the *Galoshans* play but had community participants developing and performing contemporary versions they had themselves created. These were subsequently performed as part of the *Galoshans* street parade finale, combining high quality professional street theatre with community-driven performance, celebrating part of Inverclyde's unique intangible cultural heritage, and the human need to tell stories.

The Great Place Scheme has also facilitated a James Watt-themed arts and music project to celebrate the inventor's bicentenary in 2019 – *When Art Tells Tales* – where a local artist and musician have worked with diverse community groups in Inverclyde to provide an artistic response to Watt. The art and music created will be showcased at the Beacon Arts Centre during the Watt bicentenary weekend in August 2019.



Finally, Inverclyde Cultural Services team successfully bid for a Digital Storyteller, 1 of 5 residencies across Scotland supported by Scottish Book Trust. The Digital Storyteller uses recording and sharing of personal stories to improve digital skills, and allow people to feel their individual stories and life experience are heard and recognised. Initial outreach to community groups took place, in particular with groups where voices could be considered to be marginalised. The Storyteller not only allowed individuals to tell their personal stories, but also provided an opportunity for groups to shine a light on their activities and encourage community members to use their services. He has also carried out training for library staff to ensure these new skills are embedded and sustainable going forwards.

PERFORMANCE

Activity	2016-17	2017-18	2018-19
Library visits – in person	271,341	276,177	256,465
Library visits – online	146,738	152,608	414,747
Hard copy loans	166,037	154,957	148,905
Electronic loans	10,997	13,587	13,825
PC Users	39,421	36,075	34,226
Adult Events—Participants	2,818	3,703	4,902
Children & Young People Events - Participants	23,361	25,651	30,318
Enquiries Received	37,274	54,178	52,616
Museum visits – online	44,355	57,053	57,076

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/69/17/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715450
Subject:	Progress on Year of Young People Legacy Plan		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education & Communities Committee on the progress made in delivering the legacy plan for the Year of Young People.

2.0 SUMMARY

- 2.1 Following the success of Inverclyde's Year of Young People activities, it was agreed that the Year of Young People programme should have a lasting legacy for young people in Inverclyde therefore a commitment was made to fund activities under the banner of Year of Young People Legacy for the next 5 years. A funding commitment was agreed by the Policy & Resources Committee to fund the legacy programme with £20,000 secured each year for the next 5 years.
- 2.2 Officers from Community Learning and Development, in partnership with colleagues from the Youth Work Sub-Group and local young people from Inverclyde Youth Council developed a plan for the first legacy year following the Year of Young People in 2018 to deliver a range of events and programmes to young people in 2019.
- 2.3 A range of events for the Year of Young People Legacy 2019 has already taken place including a significant summer programme and an end of year celebration event. In addition, more events and activities will be delivered by December 2019, including a Clyde Conversations event and a year of Young People Legacy Awards Night.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- notes the content of this report; and
 - notes the progress made in delivering the YoYP Legacy Plan for 2019.

Ruth Binks

Corporate Director: Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 The Scottish Government established 2018 as the Year of Young People (YoYP) and asked each local authority to develop a plan to take forward the YoYP agenda locally. In Inverclyde, this was taken forward by the Council's community learning and development service.
- 4.2 Youth work services worked alongside young people to create a plan of events for young people across Inverclyde. Officers worked in partnership with young people from Inverclyde Youth Council, Elected Members of the Scottish Youth Parliament, young people in schools and young people who accessed youth services provision as well as working with partners in the Youth Work Sub Group to draft the plan for Inverclyde.
- 4.3 The Education and Communities Committee endorsed the plan for Inverclyde in September 2017 with the Policy and Resources Committee March 2019 adding additional funding of £20,000 for the next five years, to enhance the range of events, activities and opportunities on offer for young people in Inverclyde.
- 4.4 Throughout 2018, officers, partners and young people delivered the key elements of the Inverclyde Plan. We delivered an ambitious, engaging and celebratory plan that has and will continue to showcase the skills, talents and contributions that Inverclyde's young people make to their communities.
- 4.5 A range of events, activities, workshops and sessions was delivered throughout 2018 under the umbrella of the Year of Young People. Over 1,000 young people engaged in a range of opportunities. The year was launched at the Battery Park in Greenock in February 2018 and closed with an awards evening and party for young people in December 2018.
- 4.6 The year was a success in celebrating the contribution young people make to society. Achievements include:
- over 200 young people, parents, families, staff and partners attended the inaugural Inverclyde Youth Awards night in December 2018;
 - over 175 awards achieved by young people in 2017/18 with another 550 on track to achieve during the school session 2018/19;
 - over 100 young people from 10 different local authorities travelled to Inverclyde in November 2018 to take part in the National Year of Young People event which was hosted by Inverclyde Council;
 - around 180 young people attended the 2 Clyde Conversations Events in February and November 2018;
 - over 4,500 young people received merchandise in the form of a mobile phone pop up socket to promote the Year of Young People locally; and
 - 150+ workshops delivered to over 2,500 young people on cyber safety, drug awareness and tobacco awareness.
- 4.7 2019 has also been a successful year with achievements including:
- an end of School Year Celebration Event at the Waterfront Cinema in June 2019. This event brought together over 200 young people from across Inverclyde to the Cinema for an exclusive film showing. Young people from schools, 3rd Sector partners, sports groups and I Youth Zones attended the event; and
 - our 2 I Youth Zones in Greenock and Port Glasgow delivering a 4 week summer programme to young people in July and August 2019. A range of activities took place in the I Youth Zones each Monday and Wednesday with a day out each Friday. Over 50 young people accessed these sessions each day with young people enjoying days out at the cinema, safari park and trampolining park.

4.8 A range of events will take place in the remaining part of the year, including:

- a Clyde Conversations 4 event taking place in Port Glasgow Town Hall in September 2019. The event is specifically targeting mental health;
- Year of Young People Legacy Awards Night. Nominations for the various categories will open in August 2019 with the event taking place in Greenock Town Hall on Wednesday 11 December 2019;
- supporting young people from Inverclyde to attend this year's national event which is being hosted by Dumfries and Galloway Council;
- an October Week Programme: a week of activities during the October school break will take place to offer young people a programme of activities. The sessions will be open to young people from across Inverclyde; and
- End of Year Celebrations: following the success of our Under 18s disco night, we will end the year with another disco night to bring our first Legacy year to an end.

5.0 IMPLICATIONS

5.1 Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
EMR		2019	20K		100K to cover five years funding.

5.2 Legal

None

5.3 Human Resources

None

5.4 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.

5.5 Repopulation

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

6.0 CONSULTATIONS

6.1 There were various consultations carried out with young people to ensure their views were reflected in both the plan and the activities on offer during 2019.

7.0 CONCLUSIONS

7.1 None

8.0 BACKGROUND PAPERS

8.1 None

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education Communities & Organisational Development	Report No:	EDUCOM/67/19/HS
Contact Officer:	Hugh Scott Services Manager	Contact No:	01475 715459
Subject:	SportScotland - Sport for Life		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the launch of **sportscotland's** new corporate strategy, Sport For Life.

2.0 SUMMARY

- 2.1 Inverclyde Council works in partnership with **sportscotland**, the national agency for sport and invests in a strategic sports development workforce through the Active Schools team. We have a formal partnership agreement in place until 31 March 2020.
- 2.2 **Sportscotland's** new corporate strategy was launched in May 2019. The strategy outlines the vision, mission and approach.
- 2.3 Inverclyde Council is supporting the key strategic development of a Sport and Physical Activity Framework for Inverclyde. Sport for Life will assist in guiding our own development of a Sport and Physical Activity Strategy for Inverclyde.

3.0 RECOMMENDATIONS

- 3.1 That the Committee:
- notes the content of this report; and
 - notes the summary of **sportscotland's** strategy, 'Sport for Life'

Ruth Binks
Corporate Director: Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council works in partnership with **sportscotland** with a formal agreement in place until 31st March 2020.

sportscotland is a public body funded by the Scottish Government and the National Lottery. They report through the Scottish Ministers to the Scottish Parliament. As the national agency for sport, their role is to make sure sport plays its part in a thriving Scotland. **sportscotland** do this by influencing, informing and investing in the organisations and people who deliver sport and physical activity.

sportscotland has launched a new corporate strategy in May 2019, Sport for Life. The corporate strategy outlines their vision, mission and the approach which will be taken.

Inverclyde Council is supporting the key strategic development of a Sport and Physical Activity Framework for Inverclyde. The framework will be collaboratively developed with **sportscotland**, Inverclyde Leisure, Community Sport Hubs, Active Schools, Sport Inverclyde, Health & Social Care Partnership, CVS Inverclyde and Your Voice. The development of the framework, public consultation, presentation to Inverclyde Alliance Board and establishing the strategic group will be led by Inverclyde Council. Sport for Life is relevant as it will assist in guiding our own development of a sport and physical activity strategy for Inverclyde.

Sport for Life's vision is for an active Scotland where everyone benefits from sport. A summary of the strategy is detailed below. A copy of the strategy can be accessed by using the following link: <https://sportscotland.org.uk/media/4714/sport-for-life-summary.pdf>

Sport for life

In an active Scotland we will all find ways to be physically active every day: keeping moving at home and at work. taking an active approach to getting around, choosing to be active in our leisure time. More of us will take part in sport because we see it being relevant to our lives, being involved in ways that suit us, meeting fewer barriers, feeling more included. We will all experience more of the benefits of sport, for some of us by taking part, for others through our communities.

We want the people of Scotland to get the most out of life – and for sport to help make this happen. We all have our own reasons for taking part in sport, whether it is fun, socialising, improving our wellbeing or winning medals. Sport has the ability to change lives, so whatever gets us into it, there's always more we can get out of it.



Sport for Life's mission is to help the people of Scotland get the most from the sporting system.

We want everyone to take part in sport at whatever level they choose. This could mean pulling on trainers for the first time, or moving from recreational to competitive sport. For some it will even be about performing consistently on the world stage. Using development and performance pathways helps people progress to their chosen level, supported on their journey by people and resources. **sportscotland** helps sports develop robust pathways which enable people to progress to their desired level, take on different roles and potentially move across sports. Working closely with partners, **sportscotland** ensure resources are suitably aligned across all environments.

The system illustrates the powerful role that sport plays in delivering an Active Scotland, alongside health, transport, education and the environment. Sport is key to getting more people more active more often. Helped by places and people, it is the main way that many choose to be active. Sport helps some people step out of inactivity and others to stay active throughout their lives. It helps build physical confidence from an early age and also brings communities together, creating wider benefits.

By encouraging people to take part in sport at all levels, the sporting system creates wider benefits in areas such as health, education, communities and the economy. These benefits can be either inherent or intentional. Either way, we want people to be aware of them.

A SPORTING SYSTEM FOR EVERYONE

We believe in a world class sporting system that makes the best use of Scotland's assets and adapts to change. It helps the people of Scotland take part in sport at the level they choose.



OUR APPROACH

We want to use the best approach to deliver the benefits of sport to the people of Scotland. To do this, we're guided by six key principles:



The Scottish Government has a vision for a Scotland where more people are more active more often. Alongside making improvements on poor diet and substance misuse, physical activity is vital to enabling a healthy and active population. For a more active Scotland, a variety of organisations need to work together with communities and individuals in different settings. To help focus this work, the Government has created a set of Active Scotland outcomes to which organisations can contribute. The Active Scotland Outcomes Framework is aligned with Scotland's National Performance Framework.

sportscotland shows how it contributes to Active Scotland outcomes using these seven

indicators.

Participate, progress & achieve	We improve opportunities to participate, progress and achieve in sport	Number of people taking part and achieving through our programmes
Wellbeing & resilience	We support wellbeing and resilience in communities through physical activity and sport	Percentage of people in our programmes with increased sense of wellbeing and connection to their community
Stay active	We encourage and enable the active to stay active throughout life	Age breakdown of people taking part in our programmes and how long they have been involved in sport
People & places	We improve our active infrastructure – people and places	Impact of coaches/facilities on people's activity
More active	We encourage and enable the inactive to be more active	Percentage of people no longer 'inactive' after taking part in our programmes
Physical confidence & competence	We develop physical confidence and competence from the earliest age	Percentage of people in our programmes with increased confidence or new skills
Inclusion	Our commitment to inclusion underpins everything we do	We will collect equalities data across the indicators

5.0 IMPLICATIONS

5.1 Finance

5.2 Financial Implications:

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

Annually Recurring Costs/(Savings):

Public Engagement Events, communications and administration costs

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

5.3 Legal N/A

5.4 **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.

5.5 **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 enhancing Inverclyde's reputation as a place to live and work.

6.0 **CONSULTATION**

N/A

7.0 **BACKGROUND PAPERS**

Appendix 1 Sport For Life corporate strategy in brief May 2019

<https://sportscotland.org.uk/media/4714/sport-for-life-summary.pdf>

SPORT FOR LIFE

A vision for sport in Scotland



SPORT FOR LIFE

Fun, health, medals. Whatever the reasons for getting into sport, we want people to enjoy as many of its benefits as possible.



Supports health

As well as helping us unwind, sport helps us develop stronger bodies and better health.



Improves activity

In an increasingly inactive world, sport gives us the motivation and support to help physical activity become a regular habit.



Develops skills

Sport can keep young people engaged at school and beyond, helping them develop and learn how to communicate, lead and work in teams.



Strengthens communities

Sport reduces loneliness and antisocial behaviour and makes people feel more connected to their community.



Helps the economy

Sport supports productivity and reduces health expenditure, while also boosting employment and tourism.

Even if people don't take part in sport, they can still enjoy these benefits, both in their communities and across Scotland as a whole.



OUR ASSETS

We want people to make the most of Scotland's many excellent sporting assets to get active and involved in sport. These include:



Talented people

At the heart of our sporting system are the thousands of staff and volunteers who help others take part and progress across the club, community, performance, schools and education environments.



Fantastic facilities

There are many places to play sport and get active. From local halls to international venues, these facilities help everyone enjoy sport at every level, and attract world class events to Scotland.



Exceptional natural environment

Scotland's water, air, mountains and countryside play host to a huge range of sports and activities, with everyone welcome to enjoy the great outdoors and access it responsibly.

We believe in a world class sporting system that makes the best use of these assets so people can take part in sport at the level they choose.

OUR APPROACH

To help us deliver the many benefits of sport to everyone in Scotland, we're guided by six key principles:

Inclusive

We understand the barriers people face and proactively address them so everyone has the opportunity to get involved in sport and physical activity.

Person-centred

We listen to people and put their voices at the heart of our thinking.

Accountable

We plan well, we measure our performance and we are accountable for delivering outcomes.

Collaborative

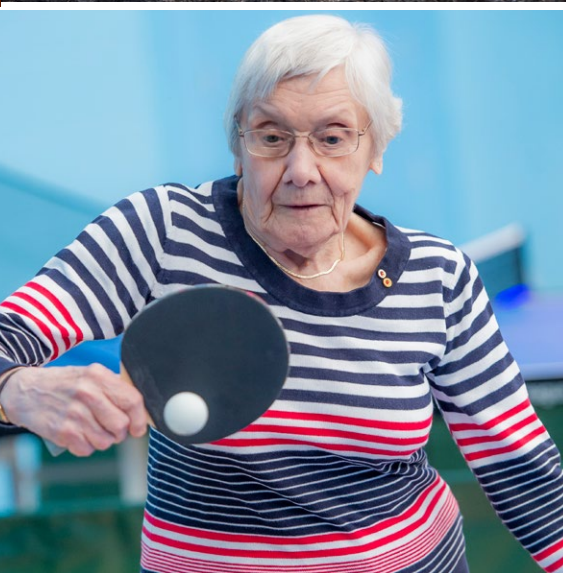
We develop and strengthen partnerships and collaborations across the public, voluntary and private sectors.

Responsive

We adapt what we do based on how we're doing and what's happening around us.

World class

We do everything to the highest possible standard, while seeking to continuously improve.



OUR VISION

An active Scotland where everyone benefits from sport.

In an active Scotland we will all find ways to be physically active every day. Keeping moving at home and at work. Taking an active approach to getting around. Choosing to be active in our leisure time.

More of us will take part in sport because we see it being relevant to our lives. Being involved in ways that suit us. Meeting fewer barriers. Feeling more included.

We will all experience more of the benefits of sport. For some of us, by taking part. For others, through our communities.

PLAYING OUR PART

As the national agency for sport our role is to make sure sport plays its part in a thriving Scotland.

We have an important part to play alongside other agencies to deliver an active Scotland where more people are more active more often. To do this we are funded by Scottish Government and the National Lottery and we report through Scottish Ministers to the Scottish Parliament.

An active Scotland is one where people are encouraged to participate, progress and achieve in sport. At the same time people become more active – and stay active. The nation enjoys better physical confidence and competence and increased wellbeing and resilience. All of this is made possible by the people, places and spaces providing sport and physical activity.



SCOTLAND PERFORMS

A MORE ACTIVE SCOTLAND

TRANSPORT

ENVIRONMENT

EDUCATION

HEALTH

MORE ACTIVE

STAY ACTIVE

PHYSICAL CONFIDENCE & COMPETENCE

PEOPLE & PLACES

WELLBEING & RESILIENCE

PARTICIPATE PROGRESS & ACHIEVE

PARTNERS



TIME



EXPERTISE



INVESTMENT



INFORMATION



PEOPLE



PLACES



PROFILE



CLUBS & COMMUNITIES



SCHOOLS & EDUCATION



PERFORMANCE SPORT



TAKE PART AT ALL LEVELS

WIDER OUTCOMES

OUR COMMITMENT TO INCLUSION UNDERPINS EVERYTHING WE DO

OUR MISSION

We're here to help the people of Scotland get the most from the sporting system. Here are just a few ways we do it:

Making an impact together

We help partners work together to make the best use of the money, time, information and expertise invested in sport. This means the right partners inside and outside sport working in the right way. Together, we can make the most of Scotland's facilities, outdoor spaces, and the people who make sport happen.

Making sport more accessible

We encourage people to get involved, whatever the sport and wherever they choose to take part. Not everyone feels they can participate or progress in sport. We want that to change. By listening to what matters to people, the sporting system can better meet their needs. We share insight on how to make sport more inclusive, with some opportunities tailor-made for specific needs.

Progressing to your level

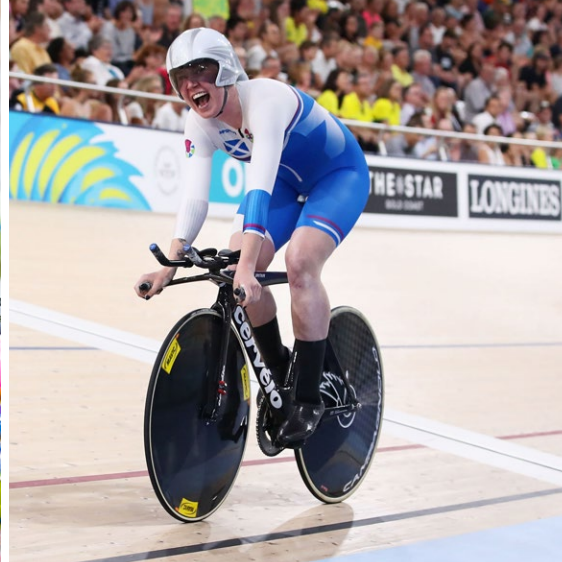
We want everyone to take part in sport at the level they choose. This could mean pulling on trainers for the first time or performing consistently on the world stage. We work with sports to develop the pathways and resources that support people on their sporting journey.

Celebrating the benefits of sport

Taking part in sport creates wider benefits in areas such as health, education, communities and the economy. These benefits can be either inherent or intentional. Either way we want people to be aware of them. We work with partners to promote how sport benefits people's lives.

Contributing to an active Scotland

Sport plays an important role alongside other agencies in creating an active Scotland, where more people are more active more often. We lead the sporting system to demonstrate its contribution to all the Active Scotland Outcomes.



Find out more at sportforlife.org.uk

#SportForLife

For further information or to request a copy of this document in Gaelic please contact:

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Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/66/19/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715450
Subject:	Grants to Voluntary Organisations 2019/20		

1.0 PURPOSE

1.1 The purpose of this report is to provide the Education and Communities Committee with details of the awards approved at the Grants Sub- Committee on 19 June 2019.

2.0 SUMMARY

2.1 The budget for the Grants to Voluntary Organisations Fund for 2019/20 is £252,200.

2.2 At the Education & Communities Committee in 2015, it was agreed that £18,600 of the core budget is allocated to pay commercial rents of the following third sector organisations:

- Samaritans;
- Youth Connections;
- Murdieston Dam Boat Club; and
- 1st Gourock Scouts (6th Greenock & District) - Drumshantie Road Scout Hall:

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

- Branchton Community Centre;
- Craigend Resource Centre;
- Auchmountain Community Centre;
- Youth Connections;
- Inverkip School (via Inverclyde Leisure); and
- Boglestone Community Centre (via Inverclyde Leisure).

2.3 Taking the above into account, the balance available for new one-off applications was £203,600.

2.4 Awards were approved to the amount of £196,465. Details are given in Appendix A. A balance of £7,134.40 remains.

2.5 A number of awards granted are 'Conditional' and these will be followed up by the service prior to funding being released. Examples of conditions include having access to bank account or making certain documents available for view.

2.6 The Grants Sub-Committee has requested a review to be carried out on the process of the Grants to Voluntary Organisations. A further report will be submitted to the Education and Communities Committee in January 2020.

3.0 RECOMMENDATIONS

It is recommended that the Education and Communities Committee:

- notes the awards granted to a voluntary organisation.
- agrees that guidance and procedures for grants to voluntary organisation are fully reviewed for 2020 and that a report on this matter is submitted to a future meeting of Education and Communities Committee.

Ruth Binks
Corporate Director: Education, Communities & OD

4.0 BACKGROUND

None required

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
00790	GTVO	19/20	£196,465.60	n/a	n/a

5.2 Legal

None

5.3 Human Resources

None

Equalities

5.4 Has an Equality Impact Assessment been carried out?

YES (See attached Appendix)

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

5.5 Repopulation

The grant will encourage the communities to feel they belong and are important contributors to the future of Inverclyde.

6.0 CONSULTATIONS

6.1 None required

7.0 BACKGROUND PAPERS

7.1 None required

APPENDIX 1

Approved Awards: GTVO 2019/20 Round 1

Category	Applicant	Details	Requested	Awarded
Arts Group	Gourock Heritage and Arts	Community Craft is a collaborative one year project which will focus on establishing a flexible programme of activities to support people with wide range of social, emotional or practical needs focusing on improving mental health and physical well-being	£16,130.00	£6,500.00
Arts Group	Greenock Art Club	To extend student award to encourage young people to pursue their interest in art beyond school	£1,430.00	£750.00 Conditional
Arts Group	Greenock Burns Club (The Mother Club)	Initial feasibility study which will provide an estimate cost and for the sculptor to create an accurate scale model in plaster and in terracotta, of the artwork to be commissioned	£5,000.00	£5,000.00
Arts Group	Greenock Light Opera Club	Venue hire charge, light and sound, costumes, production costs	£3,000.00	£1,000.00 Conditional
Arts Group	Hillend Art Club	Monthly tutor, supplies and an art based outing	£930.00	£500.00 Conditional
Arts Group	Inverclyde Juvenile Pipe Band	Support to purchase beginner drums to enable practice and development of skills on actual instrument	£5,000.00	£2,500.00 Conditional
Arts Group	Inverclyde Music Festival Association	Support towards running costs - Adjudicators, accompanists, trophy engraving, hall hire	£19,024.00	£4,750.00 Conditional
Arts Group	Inverclyde Pipes and Drums	Ongoing need to purchase band jackets and waistcoats and maintenance/ replacement of band equipment	£5,300.00	£2,500.00
Arts Group	Inverclyde Youth Theatre	Support towards hire of venues – Senior group perform musical over 4 nights and junior groups do combined show at smaller venue	£3,750.00	£1,750.00
Arts Group	Kilmacolm Dramatic Society	To purchase a set of "core" stage lighting and basic lighting controller that would be installed temporarily for each production, whichever venue we choose to perform in	£1,800.00	Reject
Arts Group	Renfrewshire Speakers Club	To ensure the continuation of the S3 Schools Youth Speech Competitions	£600.00	£600.00
Arts Group	RIG Arts	Financial assistance to make physical improvements to our Haig St studio and Broomhill Community Art flat	£3,000.00	£3,000.00
Arts Group	Stedfast Silver Band	Support for teaching programme being devised to improve the musical skills and knowledge of all ages	£500.00	£500.00 Conditional
Arts Group	Thistle Theatre Company	Wish to take productions out in the community which will require further technical equipment to allow us to create a performance stage in any venue	£2,416.00	£1,000.00 Conditional
Bowling Club	Gourock Bowling Club	Support towards running costs; maintaining and sharpening lawn mower; new Smart till to ensure of	£9,400.00	£2,000.00 Conditional

Category	Applicant	Details	Requested	Awarded
		accuracy in recording of transactions; re-turf first green due to its deteriorating state		
Bowling Club	Gourock Park Bowling Club	Running costs for club – security, insurance, maintenance of lawn mower, fertiliser	£3,000.00	£2,000.00 Conditional
Bowling Club	Grosvenor Bowling Club	General running costs and annual refurbishment of club buildings, ground and surrounding areas	£5,700.00	£2,000.00 Conditional
Bowling Club	Hillend Bowling Club	Support towards running costs	£4,000.00	£1,500.00 Conditional
Bowling Club	Inverkip Bowling Club	Continued support with general maintenance costs to green/clubhouse and outbuildings	£5,000.00	£1,500.00 Conditional
Bowling Club	Lady Alice Bowling Club	Funds to help towards the upkeep of the bowling greens	£2,000.00	£2,000.00 Conditional
Bowling Club	Rankin Park Bowling Club	Support with funding to repair 4 banks and renew artificial carpet covering the banks due to water damage from higher ground over the years	£5,750.00	£3,000.00 Conditional
Bowling Club	Rankin Park Bowling Club	Support towards running costs	£2,000.00	£1,500.00 Conditional
Bowling Club	Victoria Bowling Club	Support towards running costs	£4,900.00	£1,500.00 Conditional
Bowling Club	Victoria Bowling Club	Wish to refurbish locker rooms and toilets	£13,680.00	£4,680.00 Conditional
Bowling Club	Wellington Bowling Club	Club holding West of Scotland triples competition. Marquee required to cater for bowlers and spectators	£1,200.00	£1,200.00
Bowling Club	Wellington Bowling Club	Towards green maintenance, equipment and running costs	£3,500.00	£1,500.00 Conditional
Care Group	Ardgowan Hospice (Compassionate Inverclyde)	Support to establish a Compassionate Inverclyde Awards Scheme which will encourage schools, groups and businesses to become 'compassionate organisations' and help embed CI values. 3 tier scheme proposed - Bronze, silver, Gold. Funds for marketing, IT support, award materials, staff support, launch event	£12,000.00	£6,000.00
Care Group	Inverclyde Autistic Support Group (IASG)	Following closure of Enterprise Childcare there is a gap in services available to families affected by Autism. Committee wish to arrange a monthly support group (Lyle Kirk) and host two family fun days for summer 2019	£1,540.00	£1,540.00
Care Group	Inverclyde Enable	Support towards weekly transport costs to allow members to travel to and from the club	£2,768.75	£2,000.00 Conditional
Care Group	Inverclyde Family Contact Centre	Support towards increased venue costs to ensure we can continue our work in modern premises meeting the needs of the children we aim to help	£16,810.00	£6,000.00 Conditional

Category	Applicant	Details	Requested	Awarded
Care Group	Inverclyde Recovery Café	Funding to cover operational running costs. New funding would allow current funds to be used on education, training and skills development for IRC members	£3,900.00	£2,000.00
Care Group	Inverclyde Voluntary Council of Social Service	Support towards vehicle running costs and vehicle replacement programme	£25,000.00	£25,000.00 Conditional
Care Group	Moving On Inverclyde Ltd	Funding support for 15 IL gym passes to enable participants to participate in physical activity within a structured fitness environment	£5,400.00	£3,000.00
Community Group	Auchmountain Glen Project	Support with running costs for hall at Aberfoyle Road where equipment is kept and group meet	£5,010.00	£1,000.00 Conditional
Community Group	Colourful Kilmacolm	To maximise the impact of our floral displays we use annual plants which need to be replaced each year	£935.00	£470.00 Conditional
Community Group	Cowdenknowes Residents Association	Support towards admin costs, hire of hall, secretary expenses, coach hire for Christmas lunch	£330.00	£330.00 Conditional
Community Group	Fort Matilda Bridge Club	Purchase of a defibrillator and upgrading of central heating system	£5,500.00	Reject
Community Group	Friends of Coves Community Nature Reserve (CCNR)	Path widening of core path 19B; maintaining and improving the semi-natural grassland and woodland areas; maintenance of land to allow biodiversity to thrive; litter picks; engagement and involvement through training, education, awareness and social activities	£2,828.85	£500.00
Community Group	Greenock Central Residents Action Group	Support towards pensioners Christmas dinner	£2,260.00	£1,500.00
Community Group	I FiT	Funding sought for volunteer expenses, office equipment to support us in start up, activities/outings and rental costs	£10,000.00	£5,000.00
Community Group	Inverclyde Across To Lourdes Group	Wish to open a charity shop in Port Glasgow and seeking support towards rental costs	£1,550.00	£1,000.00
Community Group	Inverclyde Men's Shed	Group now moving premises - seeking support towards van hire/fuel, insurance and publicity	£2,000.00	£750.00
Community Group	Inverclyde Naval Club	Funding towards Armed Forces Day and Armistice Day event	£3,761.36	£1,500.00 Conditional
Community Group	Inverclyde Ramblers	Funding to subsidise coach trips to destinations further afield and also invest in new communication equipment to enable the walk leader to stay in touch with the back marker	£825.00	£750.00
Community Group	Kilmacolm Horticultural Society	Garden at the Cross now back in the hands of KHS. Designs are in place to nurture the area back to good shape with a carpet bed for 140th anniversary,	£750.00	£375.00 Conditional

Category	Applicant	Details	Requested	Awarded
		low lighting small fence to protect the area from rubbish		
Community Group	Wellington Allotment Gardens	Some paths and access stairs are becoming dangerously worn and need replaced. Due to ageing and health issues, the users are no longer able to do this themselves and require tradesmen	£1,750.00	£1,000.00
Community Group	Wemyss Bay Community Association	Support towards running costs of the Centre	£2,500.00	£1,750.00 Conditional
National/Regional Group	Glasgow and Clyde Rape Crisis	Support to allow for the delivery of information to schools to complement the prevention and education workshop. Funding will also allow us to build the capacity of the Connect Live support service to respond to increased demand and also respond with provision of a trauma specialist service	£17,900.00	£5,000.00 Conditional
National/Regional Group	Greenock Versus Arthritis (Formerly Arthritis Care, Greenock Branch)	Funding support towards summer outing, hall rental at Fitzgerald Centre, transport, activities equipment	£2,532.40	£1,000.00 Conditional
National/Regional Group	Macular Disease Society - Inverclyde Group	Monthly rent of accommodation at Greenock Baptist Church, monthly transport to and from meetings	£668.00	£668.00
National/Regional Group	Parkinson's Inverclyde Support Group	Support towards cost of transport to and from meeting, hall hire and administration costs	£860.00	£860.00
National/Regional Group	Victim Support Scotland	Support towards running costs for premises at Jamaica St - rental of operation office	£7,595.00	£3,500.00 Conditional
Older People	WOOP! Singers	Support for weekly hall let and transport which will allow us to continue to deliver and meet the requests of the community	£954.00	£700.00
Sports Group	Ardgowan Tennis Club	Club is keen to grow its membership – one way of doing this is to increase the coaching blocks offered which incur costs by way of coaching fees, equipment and promotion. Clubhouse also needs upgrading	£8,750.00	Reject
Sports Group	Fort Matilda Tennis Club	Pressing need to undertake repairs to gable end and front elevation of our clubhouse. Seeking contribution towards replacing the wooden facing boards with more durable PVC	£4,000.00	Reject
Sports Group	Gourock Golf Club	Funding to allow for installation of disabled toilets in both lower and upper floors.	£25,000.00	Reject
Sports Group	Greenock Juniors Football Club	Require support to continue to provide 2 nights training per week	£3,528.00	£3,500.00

Category	Applicant	Details	Requested	Awarded
Sports Group	Greenock Morton Hockey Club	Looking to fund additional coach time so we can work more with primary schools to provide support to PE staff where requested to allow us to facilitate an after school club and ultimately work with Active Schools to create an inter school league	£3,600.00	Reject
Sports Group	Inverclyde Amateur Swimming Club	Funding towards additional expenses incurred by the club as direct result of the broken pool floor at the Waterfront. Pool hire had to be arranged out with the authority. Additional costs to club: pool hire charges, travel costs for coaches, hire of pool for championships, mini league costs	£7,784.00	£5,000.00 Conditional
Sports Group	Inverclyde American Football Community Club	Support towards running costs and team kits - senior, youth and junior	£12,125.00	£4,000.00 Conditional
Sports Group	Inverclyde Cricket Club	Continue success of Growing Cricket in Inverclyde – further develop the playing pathway from school to club, expand the existing primary school programme, further develop the club junior coaching programme	£2,660.00	£1,000.00 Conditional
Sports Group	Newark Angling Club	To subsidise junior and older members who have limited resources	£600.00	£500.00
Sports Group	Ocean Youth Trust Scotland	Funding towards group of young people from Inverclyde Academy embarking on a week long voyage along the West Coast of Scotland	£3,000.00	Reject
Sports Group	Paisley District Schools Football Association	Funding sought towards running costs to maintain service/standards offered in recent years – boys/girls football for primary and secondary schools across the three authorities	£4,300.00	£800.00 Conditional
Sports Group	Port Glasgow Juniors	Assistance with training and match day costs and purchase of new training equipment	£18,250.00	£3,500.00 Conditional
Sports Group	Sport Inverclyde	Provide funding by way of grants to sports clubs and individuals for specific purposes where they meet strict criteria	£6,920.00	£2,000.00 Conditional
Sports Group	The Royal West of Scotland Amateur Boat Club	Current facilities not suitable for wheelchair users and those with mobility issues struggle with the stairs to access the toilets. Seeking support to make the necessary internal changes/new toilets	£15,000.00	Reject
Summer Playscheme	Gibshill Community Centre (SCIO)	Funding towards playscheme – 2 weeks at summer and 1 week at October	£7,000.00	£3,000.00 Conditional
Uniformed Group	49F Greenock Squadron Air Training Corps	Purchase of laptops for access to online learning programmes and flight simulator to replace the current one which is outdated	£10,823.00	£4,070.00 Conditional

Category	Applicant	Details	Requested	Awarded
Uniformed Group	Greenock & District Sea Cadet Corps	Support towards running costs to keep group in operation	£5,000.00	£3,000.00 Conditional
Uniformed Group	Greenock and District Scout Council	Seeking funding to support Everton training camp, Greenock HQ building, various competitions/ events, training and running costs	£5,000.00	£4,750.00 Conditional
Uniformed Group	Inverclyde & District Battalion The Boys Brigade	Support towards running costs of all Units	£7,000.00	£4,250.00 Conditional
Uniformed Group	The Girls' Brigade in Scotland (Inverclyde)	To buy a variety of pieces of equipment that will enhance the work within individual Companies as well as at Divisional events. Updated software for laptops previously purchased	£2,700.00	£1,000.00 Conditional
Voluntary Group	Gourock Business Club	Support for operation of kiosk - telephone, electricity and repairs	£800.00	Reject
Voluntary Group	Gourock Garden Party	Funding towards the Garden Party which is a family day out	£5,070.00	£4,750.00
Voluntary Group	Inverclyde Christian Initiative	Accommodation costs are minimal however seeking support towards ongoing training for new/existing pastors, equipment and promotion of the service to help recruit new pastors	£3,750.00	£2,000.00
Voluntary Group	Kilmacolm Old Kirk (Woodland Project)	Woodland Pathway project will be a community garden set in woodland with flowing water and native wildlife. Now site is clear, funding sought to allow pathways to be structured	£20,000.00	Reject
Voluntary Group	Lyle Gateway (SCIO)	Laptop for Community Development Leader who has been appointed to support growing demand on services	£868.00	£868.00 Conditional
Voluntary Group	Police Scotland Youth Volunteers - Inverclyde	Uniform for new youths/adults to PSYV in Inverclyde. Transport to allow volunteers to support events further afield. Airwaves to allow everyone to communicate better when at events. Marketing material	£5,000.00	£1,000.00 Conditional
Voluntary Group	Port Glasgow Voluntary Transport Group	To continue to employ part time co-ordinator and admin worker, running costs, clothing and rent	£53,037.00	£4,500.00 Conditional
Voluntary Group	Wemyss Bay Primary Parent Partnership and PTA	Wish to purchase and install new play equipment in the playground and also replace picnic/seating areas that have recently been vandalised	£13,363.20	Reject
Voluntary Group	World Walking (previously Inverclyde Globetrotters)	Seeking funds to keep World Walking website going	£750.00	£750.00
Youth Group	Inverclyde DofE (Duke of Edinburgh Award) Support Group	Due to high demand for our service further items are required and some need replacing. Support required for purchase of tents, walking boots, rucksacks and maps	£2,504.60	£2,504.60 Conditional

Category	Applicant	Details	Requested	Awarded
Youth Group	Inverclyde Youth for Christ	Contribution towards core running costs	£1,440.00	£800.00

**Approved Awards:
Deferred Applications from 2018/19 Round 2**

Category	Applicant	Details	Requested	Awarded
Arts Group	RIG Arts Ltd	Aim to run 2 x 10 week blocks of creative workshops, engaging elderly residents in the Broomhill area who face multiple disadvantages, barriers to access and are at high risk of social isolation	£4,666.00	Reject
Care Group	MindMosaic Counselling and Therapy	Funding to continue to provide therapeutic work for children and young people who require further support before or after therapy or counselling. Wish to purchase therapeutic tool kits which will allow parents to help their child by providing the structured play used in therapy	£5,000.00	Reject
Community Group	The Holy Family Lunch Club	Funding for kitchen/catering equipment, entertainment equipment, transport for members with mobility needs and day trips	£17,675.00	£6,000.00
Community Group	Inverkip Community Initiative	Purchase and install a Dolby Surround sound system in the main which would be used for the Community Cinema and other events to enhance the overall sound quality for all users	£4,930.00	Reject
Community Group	The Kilmacolm & Port Glasgow Agricultural Society Ltd	Support to purchase equipment to expand horse events and improve ring fencing equipment and safety radios	£2,318.00	£1,000.00
Sports Group	Greenock Cricket Club	Wish to engage the services of a Level 3 coach to lead all junior training with emphasis on overall organisation and mentoring those on the ongoing, club coach education programme	£1,470.00	Reject
Uniformed Group	Kilmacolm Local Association Guides	Funding towards new kitchen and renewal of electrical wiring at Guide hut	£1,500.00	£1,000.00
Voluntary Group	Campaign to Save Inchgreen Dry Dock	Funding for marketing material, advertising, travel costs, planning permission and meeting room hire	£5,644.00	Reject
Voluntary Group	Home Start Renfrewshire and Inverclyde	Funding to support new perinatal work with families and to cover the costs of additional training for volunteers	£4,710.00	£3,000.00 Conditional

Total Awarded

£196,465.60

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/68/19/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715450
Subject:	Under 19s Sports Grants 2019/20		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with details of awards approved at the Grants Sub-Committee on 26 June 2019.

2.0 SUMMARY

- 2.1 The budget for the Under 19s Sports Grants for 2019/20 is £140,730
- 2.2 At the Sub-Committee, awards were approved to the amount of £134,330, details of which are given in Appendix A. A balance of £6,400 remains.
- 2.3 One award granted has been marked 'Conditional' and this will be followed up by the service prior to funding being released. Grant conditions could be that we are awaiting to view documents or accounts for certain clubs.
- 2.4 The Grants Sub-Committee has requested a review to be carried out on the process of the Under 19's Sports Grants for future years. A further report will be submitted to the Education and Communities Committee in January 2020.

3.0 RECOMMENDATIONS

It is recommended that the Education & Communities Committee:

- notes the awards granted to Under 19's sports groups; and
- agrees that guidance and procedures for Under 19 Sports are fully reviewed for 2020 and that a further report on this matter be considered at a future meeting of the Education and Communities Committee.

Ruth Binks
Corporate Director: Education, Communities & OD

4.0 BACKGROUND

None required

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
00474	Waivers	19/20	£134,330.00	n/a	n/a

5.2 Legal

None

5.3 Human Resources

None

5.4 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.

5.5 Repopulation

The grant will encourage the communities to feel they belong and are important contributors to the future of Inverclyde.

6.0 CONSULTATIONS

6.1 None required

7.0 BACKGROUND PAPERS

7.1 None required

APPENDIX 1

Approved Awards: Under 19'S Sports Grants 2019/20 Round 1

Applicant	Details	Requested	Awarded
Ardgowan Football Development	Support towards hire costs of Wemyss Bay Astro turf for club development	£8,500.00	£7,500.00
Ardgowan Tennis Club	Wish to develop work in schools hopefully leading to schools league - this will involve venue, coaching and equipment costs. Also wish support towards ongoing fencing repairs	£7,150.00	£1,500.00
Broomhill Boys Club	Support towards pitch hire costs for training/match game, strips and training equipment and community project with Broomhill Hub on mental health awareness	£7,030.00	£7,000.00 Conditional
Clydeside Athletic	Assistance with training and match day kit for coaches and players and additional equipment	£1,900.60	£1,900.00
East End United Boys Club	Support towards pitch hire costs for the season	£15,000.00	£9,500.00
Greenock Cricket Club	Wish to purchase shock absorbing matting and a Flicx Portable Cricket Wicket – roll out synthetic surface that allows play in all weathers and can be used for matches, training and taking to school to provide a suitable playing surface	£3,538.15	£1,200.00
Greenock Glenpark Harriers	Support towards cost of hiring Ravensraig Stadium and Notre Dame HS for junior training.	£4,753.00	£4,700.00
Greenock Morton Community Trust	Funding towards facility hire for training purposes and coaching	£14,613.28	£12,660.00
Greenock United Football Club	Support to cover cost of pitch hire	£10,000.00	£5,300.00
Greenock Wanderers RFC	Support towards the hire of 3G pitches and sports hall to allow youth rugby training to take place throughout the year. Support also for training for coaches	£8,116.00	£6,750.00
Inverclyde Amateur Swimming Club	Funding towards facility hire costs which are substantive part of club running costs; coaching costs and costs associated with competing at galas	£15,000.00	£15,000.00
Inverclyde Archers	Support towards sports hall provision	£1,500.00	£1,500.00
Inverclyde Athletic Club	Support towards hire of facilities for weekly training sessions and development camps	£14,000.00	£12,000.00
Inverclyde Cricket Club	Extension of Growing Cricket in Inverclyde – develop the playing pathway from school to club, expand	£2,456.00	£1,320.00

Applicant	Details	Requested	Awarded
	the existing primary school programme, further develop the club junior coaching programme		
Lady Alice Bowling Club Junior Section	Support towards coaching of junior members	£3,000.00	£1,000.00
Port Glasgow Boys Club	Support towards hire of facilities for weekly training sessions/games, coaching and first aid courses and summer camp	£36,175.33	£12,500.00
Port Glasgow Juniors Community Sports Club	Support towards pitch hire for training and match days	£20,000.00	£12,500.00
St Andrew's Boys Club	Support towards hire of facilities for weekly training sessions/games	£14,000.00	£12,500.00
St Stephen's Boys Club	Support towards hire of facilities for training/games, league registration, coaching and PVG costs	£10,365.00	£8,000.00

Total Awarded

£134,330.00

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/77/19/HS
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715450
Subject:	Young Scot		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education & Communities Committee on the Young Scot offer to local authorities and to present the most recent Inverclyde report on usage and card uptake.

2.0 SUMMARY

- 2.1 Inverclyde Council works in partnership with Young Scot, the national youth information service for Scotland, to deliver a range of services to young people in our authority.
- 2.2 Young Scot has worked with Councils to encourage as many Local Authorities to sign a partnership agreement between Young Scot and each Authority. This partnership agreement outlines Young Scot's commitments to provide a suite of services and meet the expectations of the respondent local authority. At present, Inverclyde Council is signed up to the agreement and pays an annual contribution to Young Scot for its services.
- 2.3 Young Scot offers a range of services and products aimed at supporting young people and the youth work sector. These resources are varied and include:
- Young Scot NEC Card;
 - Young Scot Online;
 - Infoline;
 - Young Scot outreach team;
 - Consultation services; and
 - Young Scot Rewards

More information on each of these resources is provided in section 4 below.

- 2.4 Whilst the quality of services on offer from Young Scot is good, we recognise that these are not all utilised locally. There are a number of factors for this, such as the capacity of the local Youth Work Team, other service delivery commitments and our use of other resources and techniques which deliver similar or better results. For example, Inverclyde Council plans and delivers our own Clyde Conversations events to consult with young people. We also utilise the Youth Council to engage meaningfully with young people and we run the elections to the Scottish Youth Parliament using our own staff. We also employ a team of Outreach staff to engage with the hardest to reach young people on the streets.
- 2.5 There has been an increase in the usage in Young Scot resources since last year and the service continues to engage with Young Scot to increase further the opportunities for young

people in Inverclyde.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee:

- notes the offer from National Young Scot;
- notes the current usage of the NEC Young Scot and its benefits;
- otherwise notes the content of this report.

Ruth Binks

Corporate Director: Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Young Scot is the national youth information and citizenship charity for Scotland. It provides young people, aged 11 – 26, with information, ideas and opportunities to help them become more confident, informed and active citizens.

Young Scot does this in a variety of ways: mobile apps, online, phone etc., so young people can access information in a way they are comfortable with. Since 2002, Young Scot has been working closely with the Scottish Government, COSLA, the Improvement Service, all 32 Local Authorities and their community planning partners on Dialogue Youth. Dialogue Youth was Young Scot's local authority partnership network, and gained both national and international recognition as best practice in informing and engaging young people. Dialogue Youth principles and ethos of informing and engaging young people have now predominately been absorbed into normal operating practices of Community Learning & Development Services or Youth Work Teams rather than being separate units/projects.

- 4.2 The annual fee for Young Scot services is £8,228 including VAT. This is currently paid for from the CLD Youth Work Services core budget.

- 4.3 The range of services Young Scot provides are detailed below:

4.3.1 Young Scot National Entitlement Card

The Young Scot National Entitlement Card (NEC) is provided in partnership between the Scottish Government, the Improvement Service, Young Scot and all 32 Local Authorities in Scotland. The card is accredited by the Proof of Age Standards Scheme (PASS) and the Euro<26 network offering young people access to discounts across 42 countries.

The card is a free smart card available to all young people aged 11 – 26 who are living in Scotland. The technology capability of the card has allowed local authorities to choose whether they wished the card to link to cashless catering, library borrowing, and leisure services access systems, etc.

The NEC card is currently processed through schools, for those young people of school age, and in local offices for those young people who are above statutory school age. Inverclyde CLD currently has the role to promote the card but does not have a staff member to take this remit on.

The National Entitlement Card is not a Young Scot card and young people are able to access the card and its benefits with or without the Young Scot logo on the card. Our uptake of the card is high but establishments need to continue to encourage their pupils to take up this offer.

4.3.2 Young Scot Online

Redesigned in 2011, the new Young Scot Portal (www.youngscot.org) is the national information portal for Scotland for those in school. The portal is designed to give young people access to high-quality, up-to-date and reliable information and opportunities. Contained within this site is a dedicated section for each local authority to contribute content relevant to the Local Authority area.

The uptake of the youngscot.org local pages by young people is low. In addition the navigation through the site can be complex. CLD Youth Work staff have access to the local pages on the website but the number of hits per month means that CLD youth work staff are deployed elsewhere. Young People can still access the main youth information on a national context giving them high quality, reliable information.

4.3.3 Infoline

The Young Scot InfoLine is a free and confidential information phone number for young people across Scotland. It can give the answers needed on all sorts of topics, including health, money,

relationship, etc. Young Scot's Information Advisors are fully trained to listen and offer relevant information to callers.

It is unknown as to the uptake of this service by young people within Inverclyde as these statistics are not shared with local authorities.

4.3.4 Outreach

The Young Scot Outreach team are trained youth engagement workers. Its InfoMobile and Mobile Units are deployed throughout Scotland creating Mobile Youth Information Zones with access to laptops and a plasma screen.

Inverclyde CLD Youth Work Services currently employ a number of staff to carry out detached and outreach work as well as a member of staff to oversee our Youth Consultation and Representation agenda. The role of national Young Scot's Outreach team is to assist with consultations, elections to the Scottish Youth Parliament etc. all of which we manage internally. To date, we have not utilised the Outreach service from Young Scot.

4.3.5 Consultation Services

Young Scot: Says Who? (www.youngscotsayswho.org) is an online consultation toolkit which has methods to help partners to gather the opinions of young people. It provides a rich interactive mixture of surveys, video, audio and a range of background resources to allow our partners to consult with young people on a chosen topic.

4.3.6 Young Scot Rewards

Young Scot, supported by the Scottish Government and the Improvement Service, operates the national rewards platform.

Young Scot Rewards builds on lessons learned from the success of private sector loyalty schemes to use the concept of points and rewards, managed through an online portal, to encourage young people to participate in positive activities which benefit themselves and their communities.

5.0 Young Scot produces a quarterly Performance Report to each Local Authority that works in partnership with them. Attached to this report is the most recent report, published in March 2019. (Appendix 1). Key messages from the performance report are outlined below:

- 9,728 young people have a Young Scot Card which is 74% of the estimated population of 11-25 year olds in the area;
- This shows a 1% increase in the number of cardholders compared to the previous year;
- The number of reward users has averaged 1,500 per month which is approximately 15% of the number of cardholders;
- There has been a 51% increase in the number of reward activity completions compared to the previous year;
- The average reward redemptions is around 150 per month but this has slipped recently to 122;
- There are 19 discount opportunities in Inverclyde which are open to Young Scot cardholders. One of the main discounters is the Co-Op and young people made 3,223 transactions in 5 shops across Inverclyde in the last 9 months;
- Young people have saved a total of £1,713 by using their Young Scot Card in the Co-Op, an average saving of £0.52 per transaction;
- 44 young people have engaged in Young Scot surveys in the past 3 months and in the past 9 months, 15,432 page views have been recorded on the Young Scot page.

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

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
00517	CLD		£8000		

7.0 **Legal**

None

7.1 **Human Resources**

None

7.2 **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.

7.3 **Repopulation**

None

8.0 CONSULTATIONS

8.1 None

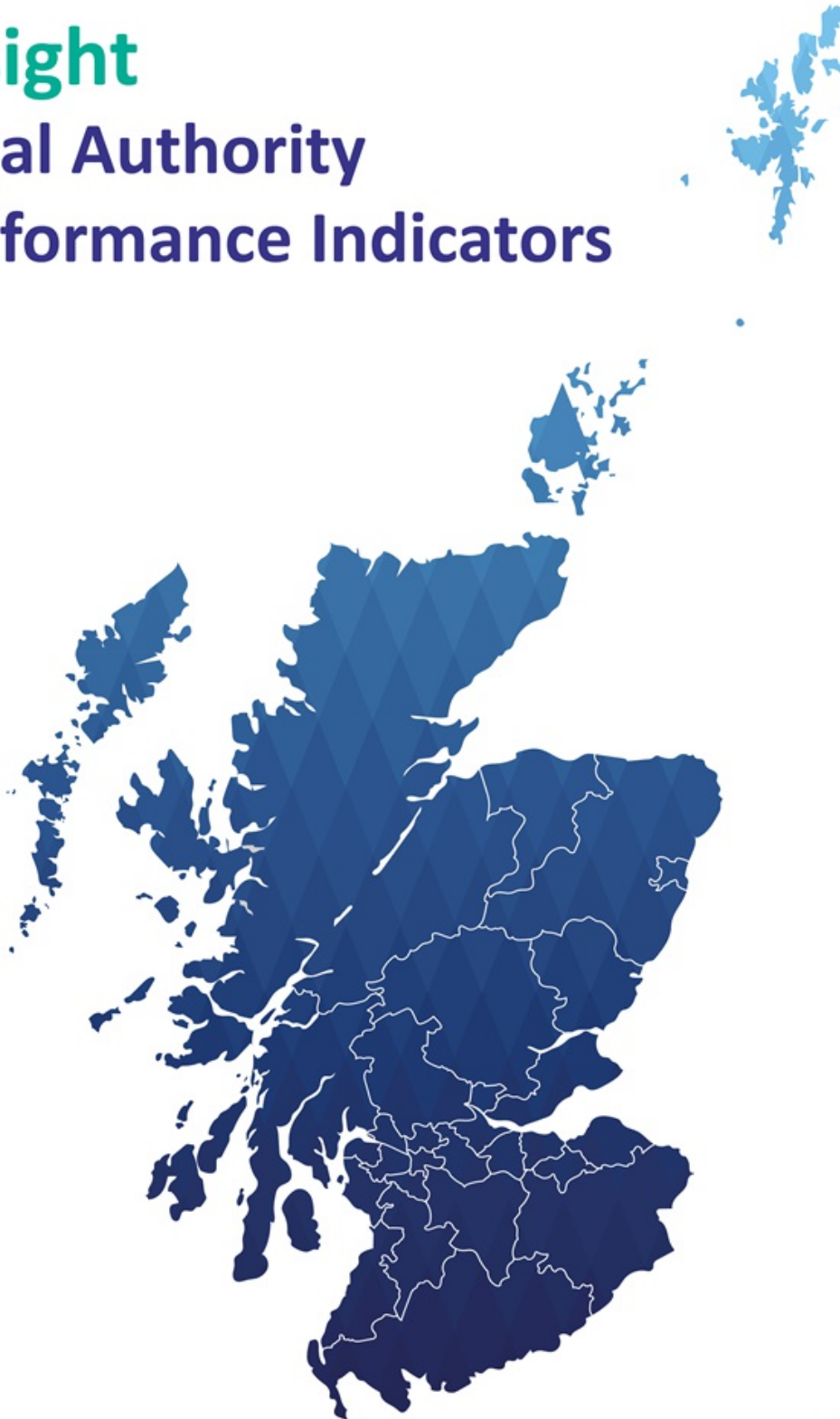
9.0 BACKGROUND PAPERS

9.1 Young Scot “Insight” Local Authority Performance Indicators March 2019

March 2019

Insight

**Local Authority
Performance Indicators**



Young Scot Partnership

Data Insight Report

Inverclyde Council

March 2019

Welcome to your Young Scot Partnership Performance Indicator Report for September 2018 – March 2019. Note that after some requests from partners, some of the data in this report also covers a whole financial year.

We have more valuable data than ever before to share with you and have tailored the format of the report after feedback from partners. We hope that this new data is clear as you read through – but please contact us if you have any questions about the quality or relevance of a particular piece of information.

As with all general data of this type, some of this will be more relevant to you than others. We give the same set of data to all 32 Scottish Local Authority areas.

Where appropriate we have given a comparison to the national average data, or from authorities of a similar size to yours. This is not to compare areas between each other, we know that each area faces different challenges, but the national or regional averages give you some indication when it comes to allocating resources.

The one thing that is clear across all of the reports is that those areas that carry out work around the Young Scot card see benefits in increased statistics across these performance areas. Work includes issuing the cards, adding entitlements (particularly Smart services such as cashless catering) or promoting services online. If young people have the card in their pocket every day, they are likely to use more of their entitlements.

It's worth noting that some of the data is within our control, whilst other data is taken from government statistics, such as population estimates and SIMD data. Although this Government data is valuable, it can never be 100% up to date and this can sometimes cause discrepancies with the report – the most notable example being when there appears to be more than 100% of young people who have a Young Scot Card. If you are in any doubt about whether a growth or drop in any statistic is relevant or not – please let us know.

Inverclyde Council have an excellent relationship with Young Scot. Young people from the area can access most of the universal services available to Young Scot cardholders. Young Scot work closely with a range of Inverclyde staff to ensure that services are available. Right now, young people in the area are voting in the Scottish Youth Parliament elections using the Young Scot electronic voting platform.



Cardholder Numbers

9,728

young people have a Young Scot card

74%

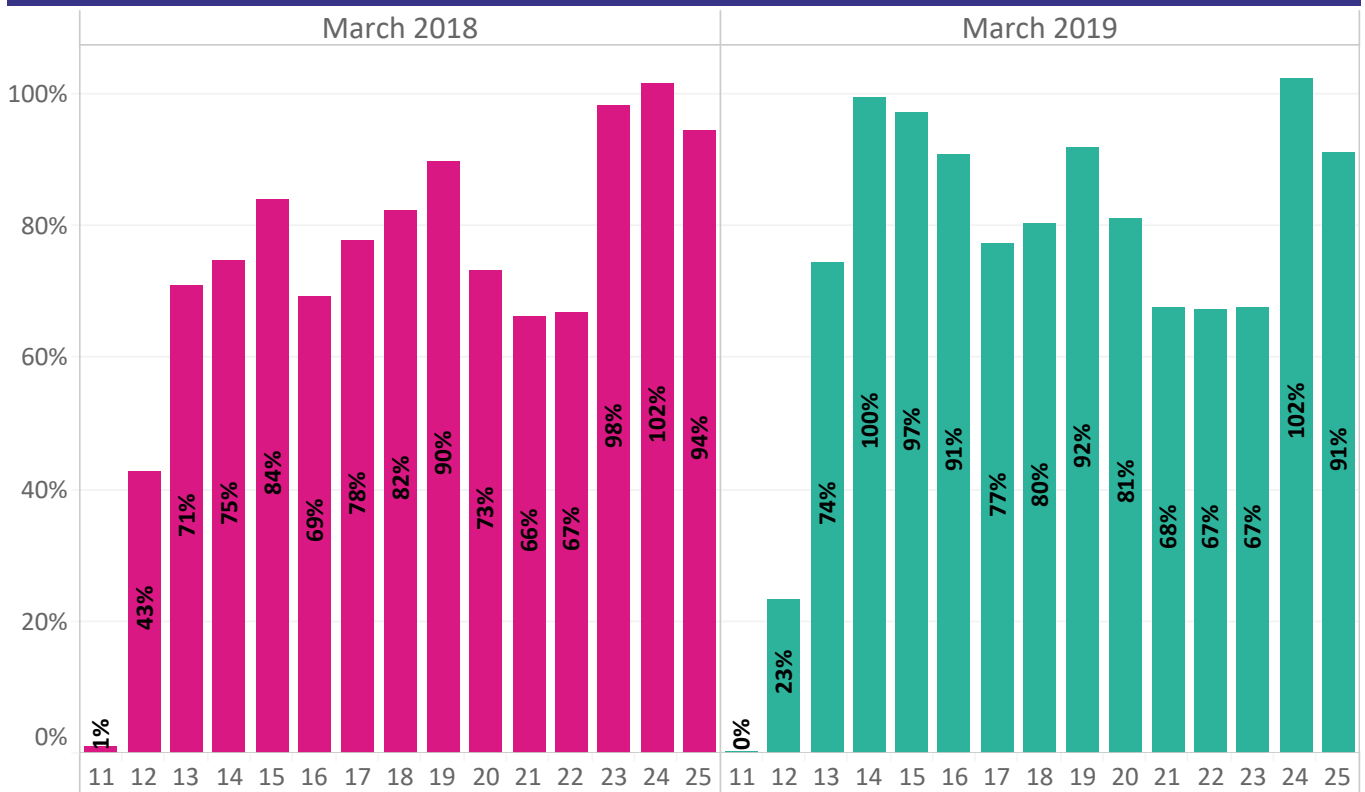
of the estimated population of 11-25 year olds in the area

1%

increase compared to March 2018

Saturation Rate of Cardholders

% of eligible population who are cardholders



Month with the most Cardholders

April 2017 - March 2018

October 2017

9,859

April 2018 - March 2019

July 2018

9,534

Bulk Issue Cardholders

Number of cardholders aged 11 and 12

373

March 2018

200

March 2019

-46%

decrease compared to March 2018

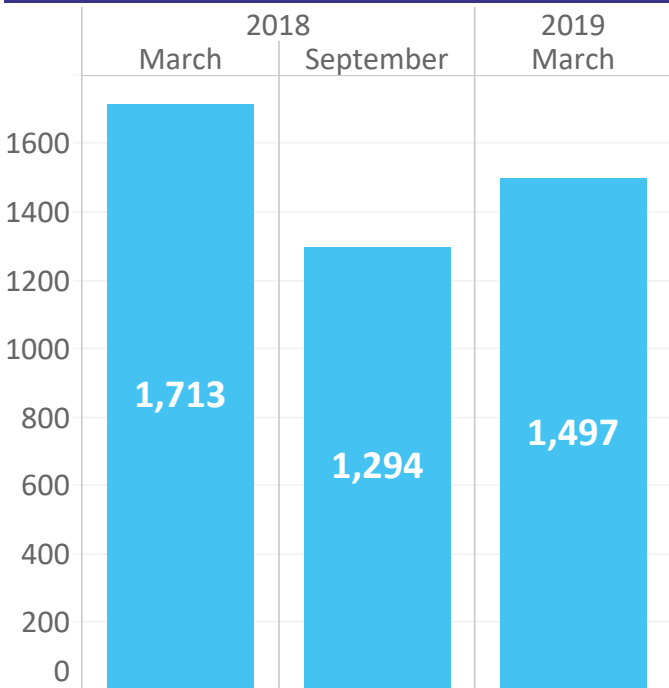
Caveats

1. The population figure used to calculate card saturation is only an estimate and can never be fully accurate.
2. Young people are entitled to the card from age 11 but most receive their card at the time of moving to high school (aged 12)
3. Some areas may have inflated card numbers (e.g. over 100% saturation). This is due to the movement - young people may have registered in one area but reside in another.
4. Some groups of young people may miss out on bulk card issues: young people moving to Scotland after S1, Gypsy Traveller communities, private school pupils and families who have opted out of the card.

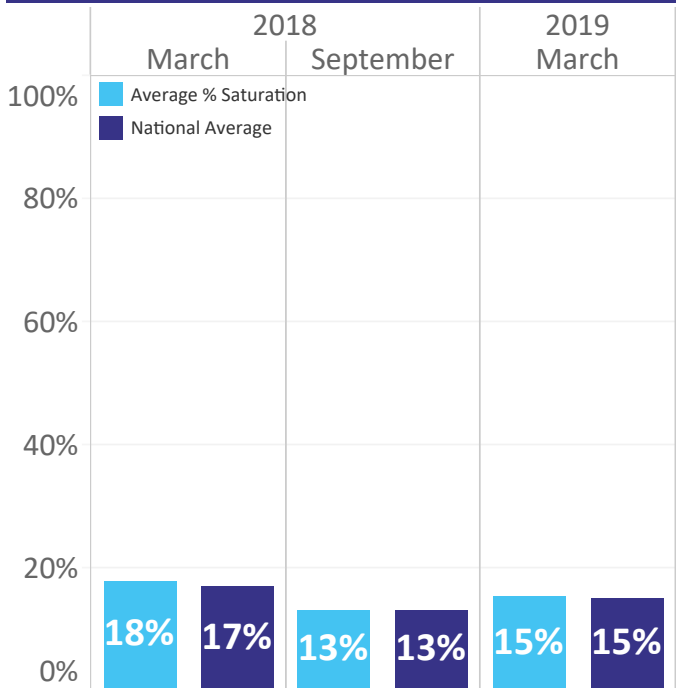


Rewards

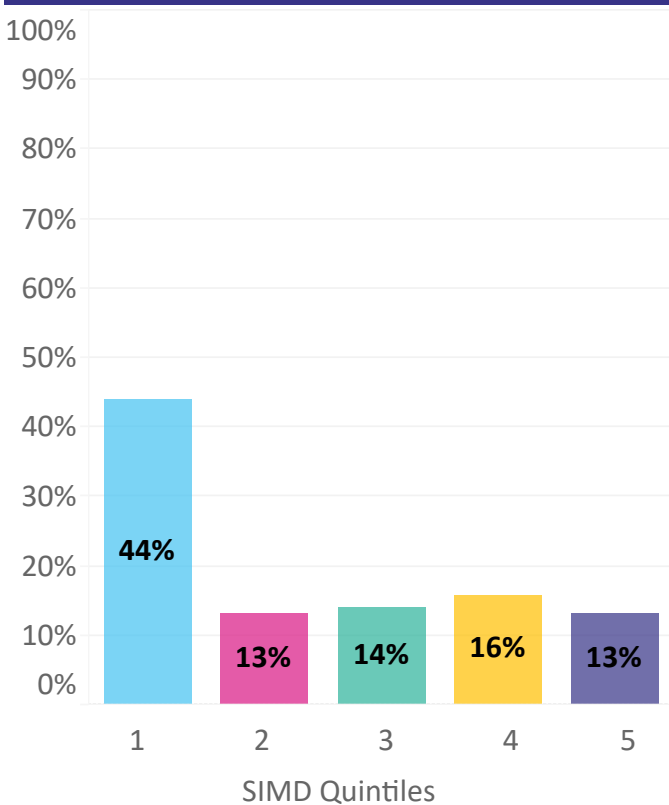
Number of Rewards Users



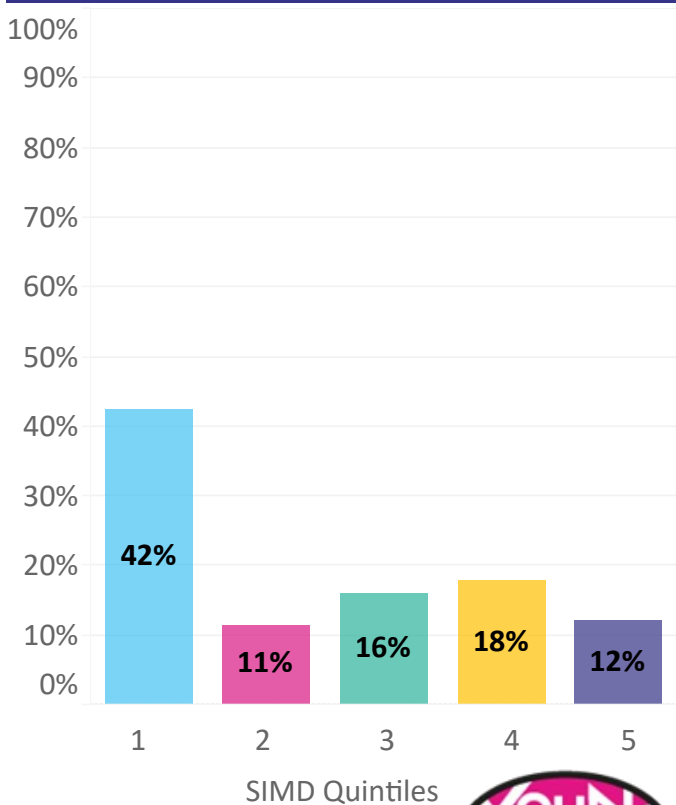
Rewards Users who are Cardholders



Local Authority Population split by SIMD Quintile* (latest available data)



Reward Users split by SIMD Quintile (latest available data)

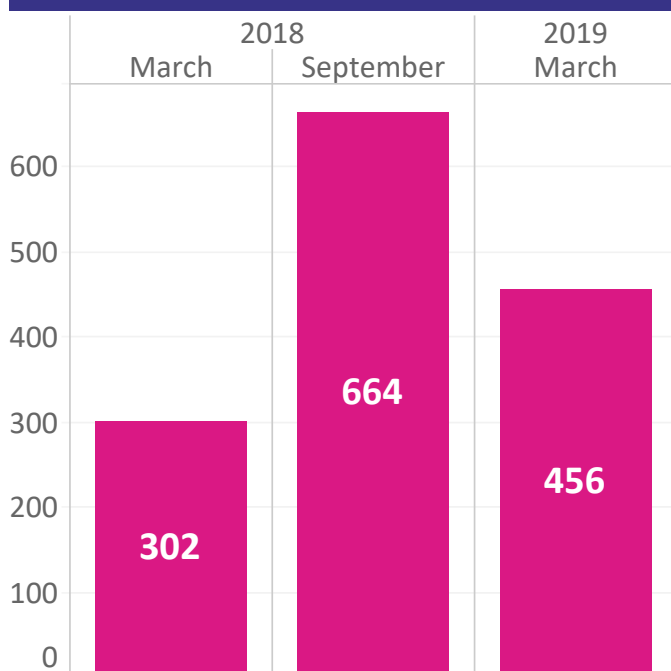


*This is a demonstration of the SIMD split of the entire population within each Local Authority. The SIMD data provided does not specify the age range of the population in these areas. These two graphs are therefore not directly comparable.

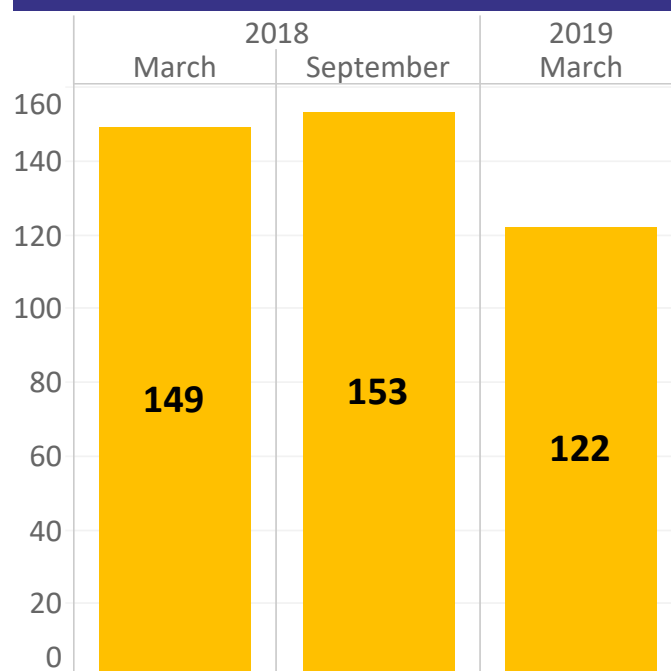


Rewards

Activity Completions



Reward Redemptions



51% Percentage difference in activity completions compared to previous year

-18% Percentage difference in reward redemptions compared to previous year

Top 10 Activities (Apr 18 - Mar 19)

Register for Rewards	374
Newsletter code	80
SURVEY: Education & Careers Abroad ..	18
READ: Stress Busters	16
QUIZ: Staying Healthy Outdoors #Active	14
READ: Community Councils	14
TELL US: The Digital World And Your Di..	14
READ: A Day of Suffragettes, Sisterhoo..	13
READ: Discover Scotland's Historic Sites	13
READ: Peace First UK Challenge	13

Top 10 Rewards (Apr 18 - Mar 19)

WIN: Lenovo Laptop with SCQF	31
WIN: Ryze VIP Pass	19
WIN: Sony Cybershot Compact Digital C..	15
WIN: iPad Pro	14
WIN: Scratch Map	13
WIN: £100 Ticketmaster Voucher	12
WIN: £100 IKEA Voucher	11
WIN: Travel Hamper	10
WIN: Ukulele	9
WIN: Scrapbook Bundle	8

Caveats

1. Some activities can be completed multiple times.
2. Not all points that are earned are claimed by young people. For example, if a code is generated for an event not all young people will claim their points.

If you require figures in reference to specific awards these are available upon request.



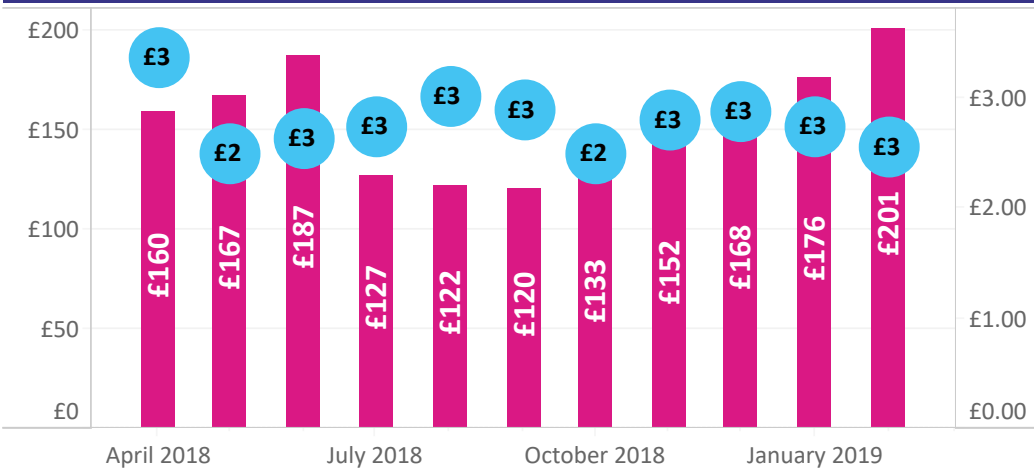
Discounts

19 discounts provided by **19** discounters are currently live in Inverclyde Council
73 online discounters are currently providing **76** discounts

Co-op Discount Usage

Young people made a total of **3,223** transactions in **5** local Co-op stores since April 2018

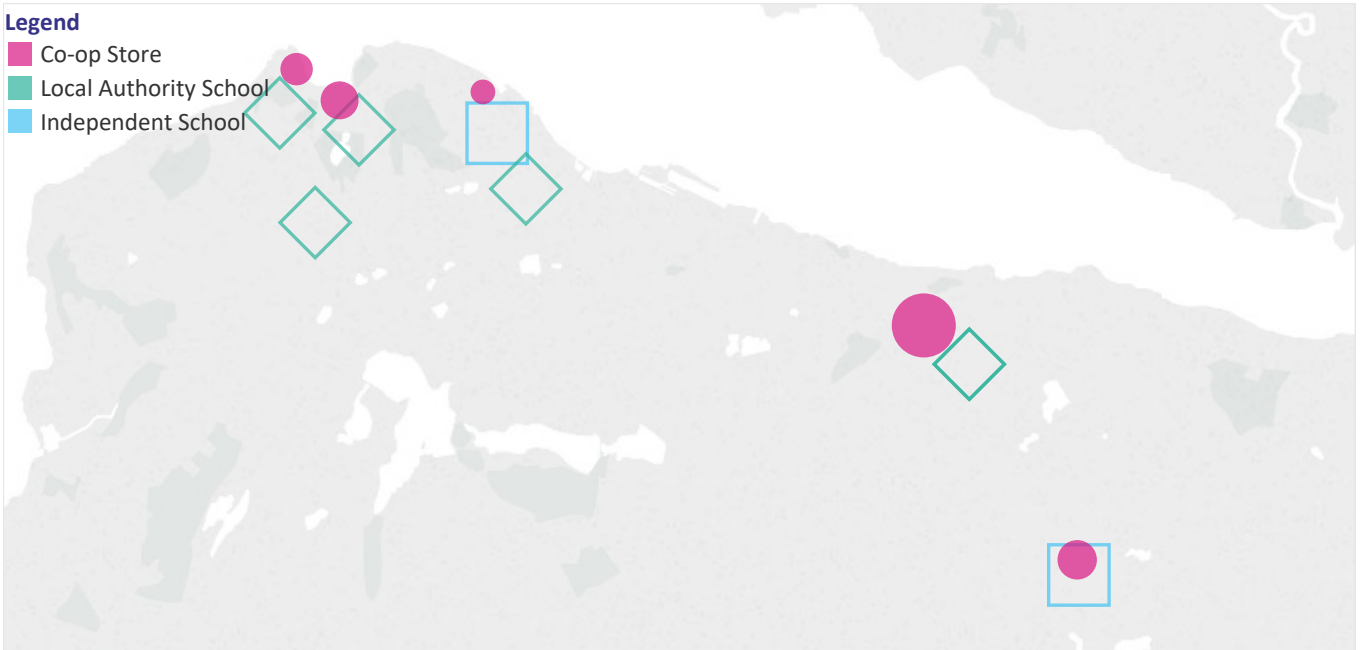
Monthly Savings in Co-op Stores



£1,713
Total Saved

£3
Average saving per transaction

Map of Co-op Stores and Secondary Schools: February 2019



Total amount of money saved in Inverclyde: **£201**

Average amount of money saved per store in Inverclyde: **£40**

Caveats

1. Map demonstrates proximity of Co-op stores (circles) to secondary schools (diamonds and squares).
2. The size of the circle depicts the amount of money that was saved in that Co-op store as the result of the Young Scot discount. The bigger the circle, the more money was saved.
3. Data is updated monthly. The current maps depict data from February 2019.

Individual Co-op maps can be produced upon request.



Other Volunteering and Participation

0

young people have volunteered a total of

0

hours in the past six months, as well as

44

instances of engagement in Young Scot surveys

Online Engagement

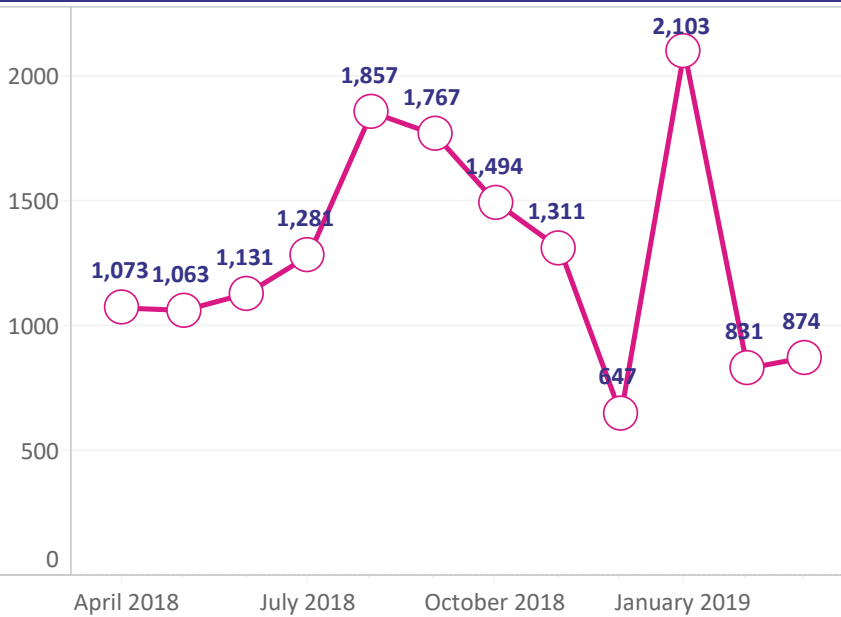
15,432

page views to the young.scot site from your area between April 2018 and March 2019

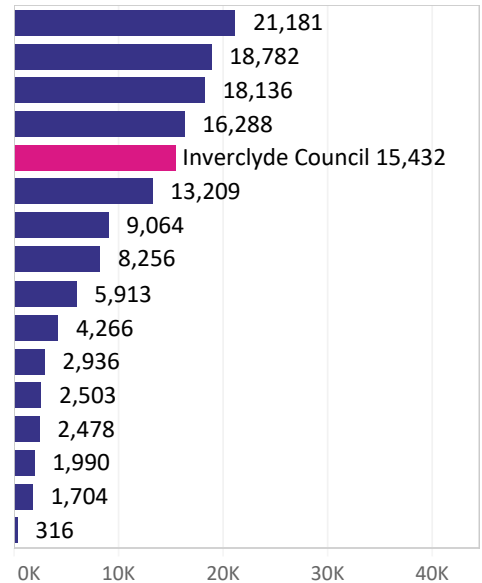
1,189

page views to your local Young Scot site between April 2018 and March 2019

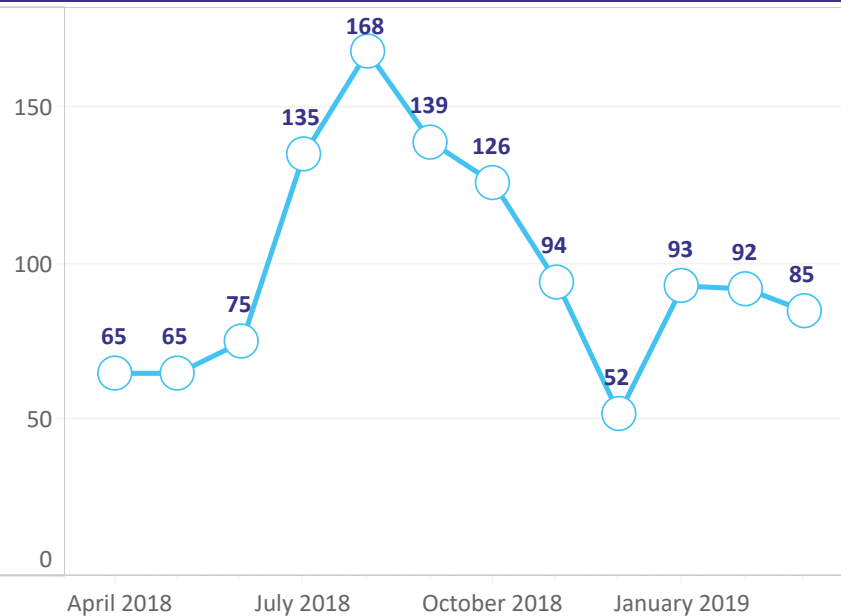
Monthly Page Views to young.scot



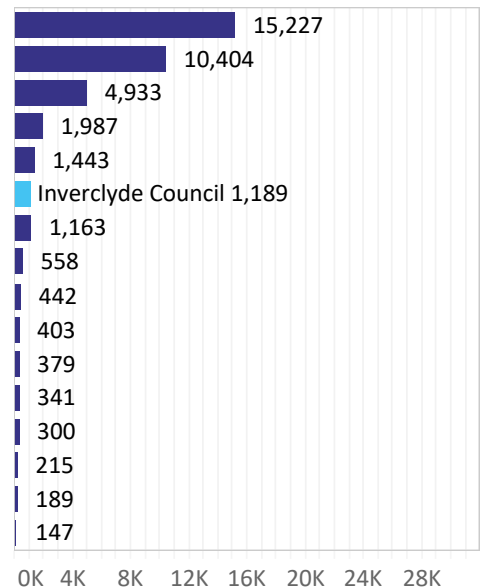
Views compared to other Local Authorities: Group 1



Monthly Page Views to Local Pages



Views compared to other Local Authorities: Group 1



Caveats

- There is no way to distinguish between a young person or an adult view.

More detailed website stats can be produced upon request.

All 32 Local Authorities have been split into groups based on the estimated population of people aged 11-25 in the area:

- Group 1: population of 11-25 year olds <20,000
- Group 2: population of 11-25 year olds >20,000 <40,000
- Group 3: population of 11-25 year olds >40,000 <60,000
- Group 4: population of 11-25 year olds >60,000 <80,000
- Group 5: population of 11-25 year olds >80,000



Report To:	Education & Communities Committee	Date: 3 September 2019
Report By:	Corporate Director, Education, Communities and Organisational Development	Report No: EDUCOM/74/19/HS
Contact Officer:	Hugh Scott, Service Manager	Contact No: 01475 715459
Subject:	The Scottish Community Safety Network	

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the Council's continued membership of the Scottish Community Safety Network and to seek approval for an appropriate officer from the Council to seek nomination to stand as Chairperson of the Board of Directors of the Scottish Community Safety Network.

2.0 SUMMARY

- 2.1 The Scottish Community Safety Network (SCSN) is the national forum for officers who are responsible for the strategic development at both a local and national level, in the public, private and third sector. SCSN is the strategic voice for community safety in Scotland and through working collaboratively with members and partner agencies, SCSN champions community safety, and influences and shapes the development of national policy and local delivery.
- 2.2 SCSN is managed by a Chief Officer and supported by 3 members of staff. The organisation is governed by a Board of Directors, currently recruited through the membership. The Board of Directors is chaired by a Council Officer from Fife Council and supported by a Vice Chair from Inverclyde Council and a Treasurer from City of Edinburgh Council. Other board members include representatives from Police Scotland, the Scottish Fire & Rescue Service, Community Justice Scotland, COSLA and local authorities from across Scotland.
- 2.3 The current Chairperson of the Board of Directors has indicated that he will not stand for re-election having been in position since 2015 and Inverclyde Council is considering nominating a relevant officer for the position of Chairperson to the Board of Directors, subject to committee approval.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
1. notes Inverclyde Council's continuing role in the Scottish Community Safety Network; and
 2. agrees to nominate an appropriate officer from Inverclyde Council for the position of Chairperson for the Board of Directors of the Scottish Community Safety Network which will be confirmed at its Annual General Meeting in September 2019.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0	BACKGROUND	
4.1	The Scottish Community Safety Network (SCSN) is the national forum for officers who are responsible for the strategic development at both a local and national level, in the public, private and third sector. SCSN is the strategic voice for community safety in Scotland and through working collaboratively with members and partner agencies, it champions community safety and influences and shapes the development of national policy and local delivery.	
4.2	The origins of SCSN can be traced back to the formation of the Scottish Local Authorities Community Safety Forum (SLACS) in 1998 as an informal network of practitioners to provide and share support and effective practice. By 2005, SLACS became known as SCSN as a membership model to a number of bodies across Scotland including local authorities, Police Scotland, the Scottish Fire & Rescue Service and a number of third sector organisations across Scotland.	
4.3	SCSN is managed by a Chief Officer and supported by 3 members of staff and is governed by a dedicated Board of Directors made up of representatives from local authorities, Police Scotland, the Scottish Fire & Rescue Service, Community Justice Scotland and COSLA. SCSN receives annual grant funding from the Scottish Government and generates additional income through membership fees. Membership is priced at £375 per annum and includes priority access to training and events, ad hoc briefings and learning reports, advocacy and representation.	
4.4	SCSN hosts and organises a number of events open to members. During the previous year there have been events organised around unintentional injury; participatory budgeting; safer communities; measuring outcomes; learning in complex system; and engagement with communities as well as a number of meeting forums such as Community Safety Officers forum, Data Analyst forum and Community Safety Chairs and Leads event. In addition, the network hosted a project advisory board overseeing research on public space CCTV in Scotland.	
4.5	In May 2019 SCSN published its five year business plan following a staff and board strategy day and a member and stakeholder event. The plan sets out short, medium and long term ambitions and will be supported by a one year business plan to satisfy the funding criteria from the Scottish Government. In summary, the business plan has identified the following priorities (see appendix): <ul style="list-style-type: none"> • SHORT TERM: (i) Clarify the role, brand and the work of SCSN, (ii)review the SCSN Membership model, (iii) defining the SCSN business model particularly around the mandate of the organisation and the role of the organisation; and (iv) developing a communication strategy, and learning offer to members; • MEDIUM TERM: (i) Working towards being a broker between the Scottish Government, Community Safety Partnerships and other national bodies; and (ii) a focus towards measuring evidence; and • LONG TERM: (i) Viewed as an international centre of excellence, (ii) a key influencer in the community safety arena; and (iii) strengthen relationships with policy, practice and change makers. 	
4.6	In September 2019 SCSN will enter into a contractual partnership with Neighbourhood Watch Scotland (NWS) where SCSN will provide management, administration and governance support to NWS. In turn, SCSN will have much better links with communities and community groups. This partnership will have a number of mutual benefits such as closer working relationship, sharing of work sites (Edinburgh and Stirling) and equipment, representation on each other's Board and some shared staff	

resources. Both organisations will retain separate identities and there will be no change to the level of service both organisations provide to their members and communities.

5.0 STRUCTURE AND GOVERNANCE

5.1 SCSN is managed by a Chief Officer and supported by 3 staff members. The role of the Chief Officer is to ensure that the organisation achieves the vision set out by the Board of Directors and reflects the need of the membership, stakeholders and funders.

5.2 SCSN is governed by a Board of Directors, currently recruited through the membership. The Board is chaired by an officer of Fife Council and supported by a vice chair from Inverclyde Council and a Treasurer from City of Edinburgh Council. Other board members include representatives from Police Scotland, the Scottish Fire & Rescue Service, Community Justice Scotland, COSLA and local authorities from across Scotland. The company's articles of association also allow for co-opted membership and include a representative from the Community Planning Network as well as future representation from Neighbourhood Watch Scotland (as noted at 4.6).

5.3 The current Chairperson of the Board of Directors has indicated that he will not seek re-election at the Annual General Meeting on September 12th 2019. Subject to Committee approval, an appropriate officer from Inverclyde Council will seek nomination to stand as Chairperson of the Board of Directors of the Scottish Community Safety Network.

5.4 The Board of Directors meet approximately 4-5 times per year (including the Annual General Meeting) to provide governance and oversight to the Chief Officer in respect of the annual business plan (to satisfy funders) and progression towards the Strategic Plan. Directors may also be asked to attend ad-hoc meetings relative to their role within their own organisations with officers from the Scottish Government and other partners although participation is voluntary. The role of the Chairperson may also involve meeting with officers from the Scottish Government's Building Safer Communities programme, the collaborative programme which seeks to help national and local partners and communities work together to make Scotland safer and stronger.

5.5 Representation on the Board of Directors is voluntary and any expenses incurred as a Director are paid for by SCSN.

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

Annually Recurring Costs/ (Savings)

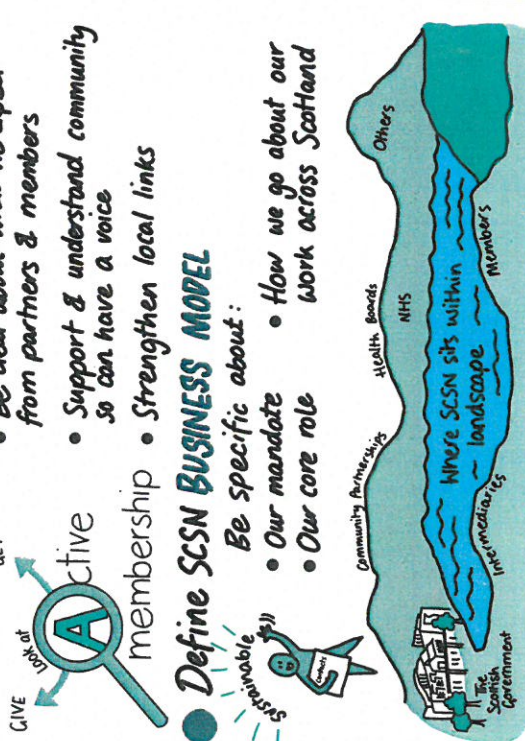
Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
	Community Safety	2019/20	£375		

6.2 Legal

	None					
6.3	Human Resources					
	None					
6.4	Equalities					
	There are no equality issues within this report.					
	Has an Equality Impact Assessment been carried out?					
	<table border="1"> <tr> <td></td> <td>YES (see attached appendix)</td> </tr> <tr> <td>X</td> <td>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.</td> </tr> </table>		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.	
	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	None					
8.0	LIST OF BACKGROUND PAPERS					
8.1	Community Safety- The emerging landscape and future opportunities- http://www.safercommunitiesscotland.org/wp-content/uploads/community_safety_-_the_emerging_landscape_and_future_opportunities-1.pdf					
8.2	Developing a Community Safety Narrative for Scotland- http://www.safercommunitiesscotland.org/wp-content/uploads/Developing-a-Community-Safety-Narrative-Final-Draft.pdf					

SHORT

- Be **CLEARER** about what we do
 - Our role
 - Our brand
 - What we do
 - How we do it
- Review **SCSN MEMBERSHIP MODEL**
 - Be clear about what we expect from partners & members
 - Support & understand community so can have a voice
 - Strengthen local links
- Define **SCSN BUSINESS MODEL**
 - Be specific about:
 - Our mandate
 - Our core role
 - How we go about our work across Scotland

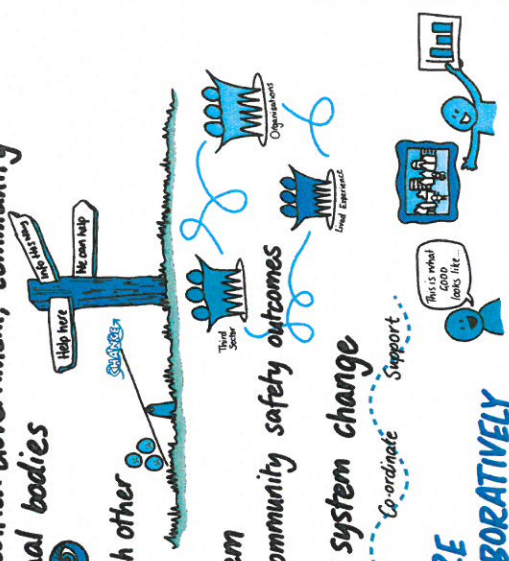


- Develop **COMMUNICATION STRATEGY**
- Consider our part in **RESEARCH LANDSCAPE**
- Continue to develop **OUR LEARNING OFFER**

PARTICIPATION HELPS ACHIEVE LOCAL AND NATIONAL OUTCOMES

MEDIUM

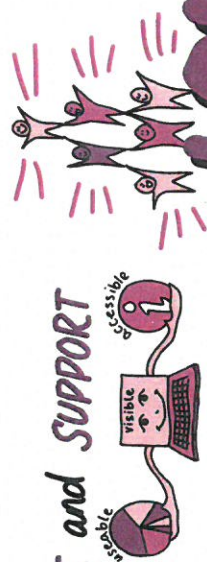
- Be the **BROKER** between Scottish Government, community partnerships & other national bodies
 - Horizon scanning
 - Help others engage with each other
 - Extend our reach
- **COLLABORATE** with the system
 - Support effective delivery of community safety outcomes
- **CREATE CONDITIONS** for system change
 - Influence
 - Co-ordinate
 - Support
- Focus on how to **MEASURE EVIDENCE IMPACT COLLABORATIVELY**



- Viewed as **INTERNATIONAL CENTRE OF EXCELLENCE**
 - Extend our reach further than Scotland
 - Strengthen relationships with policy, practise and change makers



- A **KEY INFLUENCER** and **DRIVE IMPROVEMENT** in areas we have a role
- We **ENCOURAGE** and **SUPPORT LEADERSHIP**



LONG

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/sc/LP/107/19
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	West College Scotland – Request by Councillor Rebecchi		

1.0 PURPOSE

1.1 The purpose of this report is to advise the Committee of a request received from Councillor Rebecchi in the following terms:

“(1) that the Committee requests the Board of West College Scotland to reconsider its decision to remove the James Watt name from the college; and

(2) that a report be submitted to the Committee on courses currently available and courses that were previously available at the James Watt College with a view to determining the impact this has had on jobs and economic benefit to the local community”.

2.0 RECOMMENDATION

2.1 The Committee is asked to consider the request by Councillor Rebecchi.

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/72/19/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2019/20 Revenue Budget- Period 3 to 30 June 2019		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2018/19 final outturn and the 2019/20 Revenue Budget position as at Period 3 to 30 June 2019.

2.0 SUMMARY

- 2.1 In 2018/19, excluding Earmarked Reserves and the centrally funded Employee Back Pay, there was an underspend of £58,000 against a budget figure of £77.912 million. This equates to 0.1% of the total budget and was £2,000 more expenditure than reported to the last Committee.

The main variances for 2018/19 were –

- (a) An underspend of £91,000 for Teacher Employee Costs, equivalent to 0.2% of the Teachers budget.
- (b) An underspend of £30,000 for Education Non-Teacher employee costs, mostly due to the Corporate Director post being vacant for a number of months.
- (c) An underspend of £21,000 for Public Conveniences Employee Costs due to a vacant post.
- (d) An overspend of £74,000 for Utilities Costs - £90,000 overspend for Electricity, £19,000 overspend for Gas, £18,000 underspend for Biomass and £17,000 underspend for Water.
- (e) An underspend of £46,000 for Contract Cleaning and an overspend of £26,000 for Contract Catering.
- (f) An overspend of £97,000 for Schools Transport Costs - £15,000 overspend Glasgow Gaelic School, £44,000 overspend Pupil Consortium Travel, £18,000 overspend SPT School Buses and £20,000 overspend Internal Transport.
- (g) An underspend of £39,000 for Administration Costs, mainly Telephones.
- (h) An overspend of £63,000 for Bad Debt Provision relating to Parent Pay, Early Years Wraparound and Music Tuition.
- (i) An underspend of £40,000 for Early Years Resources.

- (j) An overspend of £102,000 for ASN Resources and Personal Learning Plans partially offset by an underspend of £39,000 for ASN Placements.
- (k) An overspend of £46,000 for Hospital Tuition.
- (l) A £45,000 over-recovery of School Meal Income.
- (m) An underspend of £73,000 for Other Education Income including Active Schools and Community Learning.

2.3 The total Education budget for 2019/20, excluding planned carry forward for Earmarked Reserves, is £81,858,560. The School Estate Management Plan accounts for £14,797,000 of the total Education budget. The latest projection is an overspend of £163,000 (0.2%).

2.4 The main reasons for the 2019/20 projected overspend are –

- (a) Projected overspend of £6,000 for Teacher Employee Costs. For the new academic year starting in August 2019, it is estimated that the actual number of Teachers will exceed budget by 4.8fte (3.0fte in ASN Schools and 1.8fte in Primary & Secondary Schools.) Education Services are currently working towards reallocating these Teachers and consequently their costs have not been included in this projection. A full review of teacher staffing numbers will be completed at start of the new Academic Year and an update provided to the next Committee.
- (b) Projected overspend of £47,000 for Education Non-Teacher Employee Costs mainly due to the current under achievement of Turnover Savings within ASN Education.
- (c) Projected overspend of £43,000 for Education Contract Catering Recharge.
- (d) Projected overspend of £43,000 for Facilities Management Catering Provisions. This is offset by a corresponding over-recovery of Facilities Management Income.
- (e) Projected overspend of £44,000 for Pupil Consortium Travel.
- (f) Projected overspend of £20,000 for SPT School Buses.
- (g) Projected over-recovery of £58,000 for School Meal Income.

2.5 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £519,000 of which £439,000 is projected to be spent in the current Financial Year. To date, expenditure of £28,000 (6.4%) has been incurred. Spend to date per profiling was also expected to be £28,000, therefore there is no slippage to report at this time.

3.0 RECOMMENDATION

- 3.1 That the Committee notes the final outturn for the 2018/19 Education Revenue Budget.
- 3.2 That the Committee notes the current projected overspend of £163,000 for the 2019/20 Education Revenue budget as at Period 3 to 30 June 2019.
- 3.3 That the Committee approves the virement of £26,000 as detailed in paragraph 8.1 and Appendix 5.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2019/20 Revenue Budget, as well as the 2018/19 final outturn and to highlight the main issues contributing to the £58,000 underspend in 2018/19 and the projected overspend of £163,000 for 2019/20.

5.0 2018/19 OUT TURN

5.1 The final outturn for 2018/19, after adjustments for Earmarked Reserves and the centrally funded Employee Back Pay, was an underspend of £58,000. The main factors contributing to this underspend were:

	Revised Budget 2018/19	Outturn 2019/20	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	143	118	(25)	(32)	7
Education Services	65,014	65,374	360	38	322
Inclusive Education	12,755	12,362	(393)	(66)	(327)
TOTAL NET EXPENDITURE	77,912	77,854	(58)	(60)	2

The main variances are explained in greater detail below.

Employee Costs:

Total underspend for Employee Costs was £142,000 (0.2%).

There was an underspend of £91,000 for Teachers, an underspend of £31,000 for Education Non-Teacher employees and an underspend of £21,000 for Public Convenience Employees, mainly due to additional turnover savings.

Property Costs:

Total overspend for Property Costs was £36,000 (0.2%).

Overspends for Electricity (£90k) and Gas (£19k) were partially offset by underspends for Water (£17k) Biomass (£18k) and (£46k) for Cleaning.

Supplies and Services:

Total underspend for Supplies and Services was £42,000 (0.8%).

The majority of the underspend relates to Catering Supplies within Facilities Management.

Transport Costs:

Total overspend for Transport Costs was £97,000 (3.9%).

Overspends for Pupil Consortium Travel (£44k), Glasgow Gaelic School (£15k), Internal Transport (£20k) and SPT School Buses (£18k).

Administration Costs:

Total underspend for Administration Costs was £39,000 (5.3%).

The majority of the underspend relates to Telephones.

Other Expenditure:

Total overspend for Other Expenditure was £150,000 (2.0%).

Overspends for ASN Resources / Personal Learning Plans (£102k), Hospital Tuition (£23k) and Bad Debt Provisions (£63k) were offset by an underspend for ASN Placements (£39k).

Income:

Total over-recovery of Income was £118,000 (0.7%).

Over-recoveries for School Meal Income (£45k), Active Schools / CLD Income (£93k) was offset by a shortfall in School Milk Subsidy Income (£16k).

6.0 2019/20 PROJECTION

- 6.1 The total Education budget for 2019/20, excluding planned carry forward for Earmarked Reserves, is currently £81,858,560. This is an increase of £3,909,000 from the approved budget. Appendix 1 gives details of the budget movement responsible for this increase.
- 6.2 The main issues to highlight in relation to the 2019/20 projected overspend of £163,000 are:

Education Employee Costs - Teachers

Teachers are currently projected to overspend by £6,000. For the new academic year starting in August 2019, it is estimated that the actual number of Teachers will exceed budget by 4.8fte (3.0fte in ASN Schools and 1.8fte in Primary & Secondary Schools.) Education Services are currently working towards reallocating these Teachers and consequently their costs have not been included in this projection. A full review of teacher staffing numbers will be completed at start of new Academic Year and an update provided to the next Committee.

Education Employee Costs – Non-Teachers

Education Non Teacher Employee Costs are projected to overspend by £47,000. This is mainly due to the current under-achievement of Turnover Savings within ASN Education.

Biomass Fuel

Following approval of the virement requested in paragraph 8.1 and Appendix 5, the budget for Biomass Fuel will be £101,560 and the latest projection is on budget. The projected outturn for 2019/20 is £53,000 more than the previous year due to the heating system at Port Glasgow Community Campus being offline for several months in 2018/19.

Education Catering Recharge

The current budget for Catering Recharge is £3,029,000 and the latest projection is an overspend of £43,000. This is due to the Facilities Management increased expenditure on Catering Provisions reported below.

Facilities Management Catering Provisions

The current budget for Catering Provisions is £950,000 and the latest projection is an overspend of £43,000. Scotland Excel are currently investigating a number of price increases on behalf of Inverclyde Council and an update will be provided to the next Committee. This projected overspend is offset by a corresponding over-recovery of Catering Income.

Pupil Consortium Travel

The current budget for Pupil Consortium Travel is £60,000 and the latest projection is an overspend of £44,000. This budget is used to fund the transportation of pupils between secondary schools for curriculum classes.

SPT School Buses

The current budget for SPT School Buses is £980,000 and the latest projection is an overspend of £20,000 based on the outturn for 2018/19. This overspend is in addition to buses funded by the School Estate Management Plan (SEMP). A full review of all bus contracts will take place at the start of the new Academic Year once the information has been received from SPT.

School Meal Income

The total budget for School Meal Income is £963,480 and the latest projection is an over recovery of £58,000. The projected outturn for 2019/20 is £50,000 less than the previous year due to the introduction of Free School Meals for all Primary 4 children this year.

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

7.0 EARMARKED RESERVES

- 7.1 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £519,000 of which £439,000 is projected to be spent in the current Financial Year. To date, expenditure of £28,000 (6.4%) has been incurred. Spend to date per profiling was also expected to be £28,000, therefore there is no slippage to report at this time.

8.0 VIREMENTS

- 8.1 The Committee is asked to approve the virement of £26,000 as detailed in Appendix 5. The Biomass Fuel budget will be increased by £26,000 and the Environment & Regeneration Committee Renewable Heat Incentive Income Budget will increase by the same amount.

9.0 IMPLICATIONS

9.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 Legal

There are no specific legal implications arising from this report

9.3 Human Resources

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

9.4 Equalities

There are no equalities issues with this report.

9.5 Repopulation

There are no repopulation issues with this report.

10.0 CONSULTATION

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

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Education Budget Movement - 2018/19**Period 3 - 1st April 2019 to 30th June 2019**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget 2019/20 £000
	2019/20 £000	Inflation £000	Virement £000	Supplementary Budgets £000		
Corporate Director	143					143
Education	70,848	1,117	2,792		(5,903)	68,854
Inclusive Education	12,755					12,755
Facilities Management	107					107
Totals	83,853	1,117	2,792	0	(5,903)	81,859

Movement Detail

£000

External ResourcesProbationer Teachers
Teachers Pay Award718
2,0482,766**Virements**

Biomass From E&R Committee

26

26**Inflation**SEMP
Teachers Pay Award
Biomass
Electricity
Gas168
726
9
150
641,1173,909

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 - 1st April 2019 to 30th June 2019**

<u>Out Turn</u> <u>2018/19</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2019/20</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-19</u> <u>£000</u>	<u>Projection</u> <u>2019/20</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
17,037	ED Employee Costs - Non Teachers	17,694	4,219	4,303	17,741	47	0.3%
3,112	ED Catering Charge	3,029	505	547	3,072	43	1.4%
944	FM Catering Provisions	950	238	253	993	43	4.5%
86	Pupil Consortium Travel	60	0	0	104	44	73.3%
998	SPT School Buses	980	245	534	1,000	20	2.0%
(1,071)	School Meal Income	(963)	(202)	(231)	(1,021)	(58)	6.0%
(5,078)	FM Income - Catering	(4,716)	(1,179)	(1,031)	(4,764)	(48)	1.0%
Total Material Variances						91	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2019 to 30th June 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
41,472	Employee Costs - Teachers	40,683	44,905	44,911	6	0.0%
23,822	Employee Costs - Non Teachers	21,764	21,814	21,869	55	0.3%
14,956	Property Costs	7,693	7,958	7,953	(5)	(0.1%)
5,557	Supplies & Services	5,101	5,105	5,208	103	2.0%
2,573	Transport Costs	1,947	1,947	2,033	86	4.4%
691	Administration Costs	717	724	724	0	-
5,333	Other Expenditure	17,985	18,210	18,224	14	0.1%
(16,550)	Income	(12,037)	(12,901)	(12,997)	(96)	0.7%
77,854	TOTAL NET EXPENDITURE	83,853	87,762	87,925	163	0.2%
	Earmarked Reserves	0	(971)	(971)	0	
	Loan Charges / DMR	0	(4,932)	(4,932)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	83,853	81,859	82,022	163	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
118	Corporate Director	143	143	157	14	9.8%
57,537	Education	56,219	59,960	60,064	104	0.2%
111	Facilities Management	107	107	110	3	2.8%
7,726	School Estate Management Plan	14,629	14,797	14,797	0	-
65,374	TOTAL EDUCATION SERVICES	70,955	74,864	74,971	107	0.1%
8,867	ASN	9,055	9,055	9,122	67	0.7%
1,572	Community Learning & Development	1,638	1,638	1,638	0	-
1,923	Other Inclusive Education	2,062	2,062	2,037	(25)	(1.2%)
12,362	TOTAL INCLUSIVE EDUCATION	12,755	12,755	12,797	42	0.3%
77,854	TOTAL EDUCATION COMMITTEE	83,853	87,762	87,925	163	0.2%
	Earmarked Reserves	0	(971)	(971)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2019/20</u> £000	<u>Phased Budget To Period 3 2019/20</u> £000	<u>Actual To Period 3 2019/20</u> £000	<u>Projected Spend 2019/20</u> £000	<u>Amount to be Earmarked for 2020/21 & Beyond</u> £000	<u>Lead Officer Update</u>
Beacon Arts	Tony McEwan	55	26	26	55	0	Will be fully spent in 2019/20.
Autism Friendly	Tony McEwan	224	0	0	224	0	Proposals currently being developed.
I-Youth Zones	Tony McEwan	11	2	2	11	0	Will be fully spend by end of P5 - legacy costs for Gourrock I-Youth Zone closure
Year of Young People Legacy	Tony McEwan	100	0	0	20	80	Funding is £20k per year for 5 years. First event planned for Summer 2019.
Period Poverty	Tony McEwan	129	0	0	129	0	Will be fully spent in 2019/20.
Total		519	28	28	439	80	

EDUCATION COMMITTEE**VIREMENT REQUESTS**

Budget Heading		Increase Budget £	(Decrease) Budget £
Biomass Fuel RHI Income (Environment & Regen Committee)	1	26,000	(26,000)
		26,000	(26,000)

Note

1-£26,000 to be vired from E&R Committee Renewable Heat Incentive budget line to increase the Biomass budget.

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/59/19/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2019 – 2023 Progress		

1.0 PURPOSE

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

2.0 SUMMARY

2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.

2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the March 2019 Committee and the Capital Programme approved in March 2019. The programme covers the period 2019/23.

2.3 Overall, the Committee is projecting to contain the costs of the 2019/23 Capital Programme within available budgets.

2.4 Expenditure at 18th July 2019 is 16.5% of the 2019/20 approved budget (19.84% of the revised projection). Net slippage of £1.694m (16.82%) is currently being reported in connection with the pre-construction / design stage delays experienced on the Hillend Refurbishment project and the 1140Hrs projects at Larkfield and Park Farm (Rainbow) which have only partially been offset by projected acceleration of lifecycle expenditure.

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 12th March 2019 and the allocation of resources approved by the Inverclyde Council on 21st 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 10th March 2016 will see completion of the current programme and all projects in 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2023.

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. It should be noted that a number of the projects below have passed the original end of defect liability period however remain to be formally concluded due to some outstanding works yet to be completed by the Contractor(s). 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 th June 2018	May 2019
Glenpark Early Learning Centre New Build	26 th June 2018	June 2019
Glenbrae Children's Centre (Aberfoyle Road Conversion/Refurbishment)	19 th July 2018	July 2019
Lady Alice Primary School Refurbishment & Extension	21 st August 2018	August 2019
St Ninian's Primary School New Build	21 st August 2018	August 2019 Ph.1 November 2019 Ph.2

6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

6.1 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November with a formal start date of 19th to originally complete in November 2019. The Contractor has now substantially completed all of the internal demolition and structural alterations within the existing building. Good progress has been made on roofing to the existing building which is now complete with new windows also complete for the majority of areas. The Contractor is working from the top floor down completing internal linings, mechanical & electrical installations and decoration. The new extension has also progressed with main structure in place, roof sheeting completed and cladding work imminent. The existing building internal stairwell removal and replacement previously noted as the main critical path item for the project has progressed with new stairs currently being installed. This work and the previously advised additional internal structural works have impacted overall progress and the Contractor has sought and been awarded

extensions of time which have revised the projected completion date to the end of January 2020. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

6.2 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 Contractor experienced delay early in the contract due to ground conditions / existing utilities and there has been further delay associated with the delivery of the structural steel frame for the extension. The steel frame commenced mid-July and is now substantially completed with underbuilding works in progress. The planned replacement of all boiler and main plant room equipment over the summer period is progressing well and projected to complete for the new term in August. An extension of time request has been submitted by the Contractor which is currently being assessed however it should be noted that it is anticipated that the original completion date will not be achieved. A review of the programme and phasing is currently being undertaken to assess the overall impact of the delays above and any opportunities to mitigate some of this over the course of the remaining works. An update will be provided to the next Committee following completion of this review. 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 which addresses a 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 and Hillend are now operating from this location having completed the transfer in early July during the summer holiday period. Planning approval for the main project has been received with building warrant application submitted. Tender documents are currently being prepared with tender issue anticipated at the end of August with site start in late Autumn subject to tender return, evaluation and formal acceptance of contract. The Client Services Team continue to liaise with the Early Years Service and Centre staff ahead of commencement of the main project.

7.2 Former Kelly Street Children's Centre Demolition:

A planning application is currently being progressed seeking permission to demolish the former Kelly Street Children's Centre which has been declared surplus and is in very poor condition. The application involves elements dealing with the demolition of the building which is within the local conservation area, removal of trees that have preservation orders, and proposals for outdoor space to be created for use by the adjacent St Mary's Primary School currently undergoing refurbishment and extension (6.1 above). The outcome of the application is awaited to allow progression of the necessary tenders for works.

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

Project/Establishment Name	Work Completed	Operational
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 minor alterations/adaptation of existing accommodation to provide a Nursery Class. The Client Services Team and Early Years Service have scoped the works with documents prepared to allow pricing by the Council's Building Service Unit. Works are now proposed to be taken forward and completed during the Easter or Summer 2020 holiday period ahead of 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 proposals through engagement with the building users and the formal brief has been issued to Technical Services to allow the design to be progressed. Subject to progression of the design, it is anticipated that work could commence late 2019/early 2020 to complete by Spring 2020 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 being progressed through hub stage 2 towards market testing and financial close. The formal Planning application has now been submitted with first stage Building Warrant submission imminent. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020 and 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 / extension which will operate in tandem with the existing Rainbow Family Centre. As previously reported, the project has experienced some delay in achieving approval in principle via Planning however this has now been addressed and the project has achieved completion of hub Stage 1 and commenced Stage 2 detail design. Formal Planning application and first stage Building Warrant submissions are imminent. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020. The requirement to offer expanded capacity as of August 2020 could be met through temporary use of other accommodation within the Centre 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 were completed in March 2019. The outdoor space element commenced and completed in June 2019.

Projects On Site/Under Construction

Kilmacolm Primary School – Advance services connection works were completed in early April 2019 ahead of the main project works. Main contract works commenced on site early July and are progressing well with completion anticipated by the end of August. Operational date will be subject to Building Standards completion certification and Care Inspectorate Registration.

Wemyss Bay Primary School – Advance services connection works were completed in early April 2019 ahead of the main project works. Main contract works commenced on site early July and are progressing well with completion anticipated by the end of August. Operational date will be subject to Building Standards completion certification and Care Inspectorate Registration.

Blairmore Nursery – The change notice was processed through the Public Private Partnership Facilities Management provider in July 2019. Work commenced in early August and is anticipated to be completed slightly behind the original programme.

Projects at Briefing/Design/Pre-Construction Stage

Rainbow Family Centre – Tenders have been returned and accepted for all works. Part of the work involves building warrant submission by the main Contractor and this element has been delayed. The works are now anticipated to commence late August /

early September and be complete in October.

Gibshill Children's Centre – Tenders have been returned and accepted for all works. Part of the proposed works includes the provision of additional WCs accessed from the existing external play space via a small extension. This element required some re-design to address existing ground conditions. The works are now anticipated to commence in late August / early September and be complete in October.

9.0 IMPLICATIONS

Finance

9.1 The expenditure at 18th July 2019 is £1.662m from a budget of £10.068m. This is expenditure of 16.5% of the approved budget (19.84% of the revised projection).

9.2 The Committee is requested to note the net projected slippage of £1.694m (16.82%) in connection with the delays experienced in the pre-construction / design stages of the Hillend Refurbishment project and the 1140Hrs projects at Larkfield and Park Farm (Rainbow) which have only been partially offset by projected acceleration of lifecycle expenditure 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 £26.986m from SEMP Supported Borrowing / Government Grant Funding. The Current Projection is £26.986m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
Total School Estate	26,986	26,986	-
Total Non School Estate	0	0	-
Total	26,986	26,986	-

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

Legal

9.6 There are no legal issues.

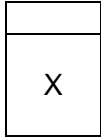
Human Resources

9.7 There are no human resources issues.

Equalities

9.8 Has an Equality Impact Assessment been carried out?

YES (see attached appendix)



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 July 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 & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	12
	Est Total Cost	Actual to 31/3/19	Approved Budget 2019/20	Revised Est. 2019/20	Actual to 18/07/19	Est 2020/21	Est 2021/22	Est 2022/23	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP Projects												
Hillend Children's Centre - Refurbishment	1,266	54	1,162	581	12	631	0	0	0	-	-	-
Lifecycle Fund	10,193	2,981	281	500	87	2,651	1,953	2,108	0	Apr-14	-	Mar-23
Gourock PS - Extension	2,056	311	1,581	1,581	106	164	0	0	0	Feb-19	Dec-19	Dec-19
St Mary's PS - Refurbishment & Extension	6,591	1,800	4,560	4,560	1,210	231	0	0	0	Nov-18	Nov-19	Jan-20
Demolish Kelly Street CC	80	0	0	4	4	76	0	0	0	-	-	-
Demolish Sacred Heart PS	266	0	0	0	0	266	0	0	0	-	-	-
Complete on site	554	0	257	257	3	297	0	0	0			
TOTAL SEMP	21,006	5,146	7,841	7,483	1,422	4,316	1,953	2,108	0			
Early Learning & Childcare Expansion (1140hrs) Projects												
Refurbishment - Craigmarloch/Gourock YAC	252	0	0	48	0	204	0	0	0	-	-	-
New Build - Larkfield CC/Park Farm (Rainbow FC)	4,650	147	1,659	275	20	4,178	50	0	0	-	-	-
Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Bay	640	74	542	542	220	24	0	0	0	-	-	-
ELC Complete on site	438	408	30	30	0	0	0	0	0			
TOTAL ELC EXPANSION	5,980	629	2,231	895	240	4,406	50	0	0			
TOTAL ALL PROJECTS	26,986	5,775	10,072	8,378	1,662	8,722	2,003	2,108	0			

Report To: Education and Communities Committee **Date:** 3 September 2019

Report By: Ruth Binks
Corporate Director, Education,
Communities and Organisational
Development **Report No:** EDUCOM/60/19/KM

Contact Officer: Louise McVey, Corporate Policy,
Performance and Partnership
Service Manager **Contact No:** 01475 712042

Subject: Education and Communities Corporate Directorate Improvement Plan
2019/22 Progress Report

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the delivery of improvement actions in the Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) 2019/22. Details are provided in the Appendices. Appendix 1
Appendix 2
- 1.2 The report focuses on the improvement actions that sit within the Education Service and the Culture, Communities and Educational Resources Service.

2.0 SUMMARY

- 2.1 The ECOD CDIP 2019/22 was approved by the Education and Communities on 7 May 2019. This is the first progress report on the delivery of the year 1 actions within the Plan. Full detail of the progress that has been made is provided in Appendix 1. The latest performance information for the CDIP key performance indicators (KPIs) is provided in Appendix 2.
- 2.2 The status of the CDIP's improvement actions as at the end of August 2019 is shown below:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
August 2019	-	-	4	16

3.0 RECOMMENDATIONS

- 3.1 It is recommended that Committee:
 - a. Notes the progress made in delivering the year one improvement actions contained within the Education, Communities and Organisational Development CDIP 2019/22.

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 the delivery of the organisational priorities in the 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 2019/22 was approved by the Education and Communities Committee on 7 May 2019.
- 4.4 Progress regarding delivery of the CDIP is reported to every second meeting of the relevant service Committee. This report aims to provide Members with a summary of progress with the CDIP's implementation and to give the Committee and officers the opportunity to make an appropriate judgement on where performance is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education Service and the Culture, Communities and Educational Resources Service. The CDIP improvement actions that sit within the Organisational Development, Policy and Communications Service will be reported via the Corporate Services Performance Report, which will be considered by the Policy and Resources Committee on 17 September 2019.
- 4.6 As shown in Appendix 1, improvement actions have been allocated a 'BRAG' status, i.e.:
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 services within the Directorate contribute to the Council's strategic priorities. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent performance data is provided in Appendix 2.

5.0 YEAR ONE IMPROVEMENT PLAN - PROGRESS 2019/20

- 5.1 This is the first progress report on the ECOD CDIP 2019/20. The status of the improvement actions at the end of August 2019 is summarised below:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
August 2019	-	-	4	16

Appendix 1 provides further information on each of the improvement actions, together with a commentary 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:

Culture and Heritage

The Inverclyde Heritage Strategy was approved by the Alliance Board at its meeting in June 2019. The Cultural Partnership will determine the next steps in August 2019.

Expansion of early learning and childcare

The approved early phase plan for 2019/20 will be implemented between August and October 2019. Additional projects have been developed and will be the subject of a separate report to the Education and Communities Committee.

Raising attainment and achievement in communities

The CLD service has supported partners to embed qualifications in their learning offer. New courses, qualifications and pathways have been developed and as a result, there has been an increase in the number of awards being offered. The number of SQA units achieved has increased year on year as has the number of recognised Youth Work awards.

Leadership in educational establishments

Strong progress continues to be made in relation to leadership development. A Regional Improvement Collaborative Leadership Officer is in place to support new Heads of Primary Schools.

Youth Consultation and Representation Structures

It has been agreed that the Inverclyde members of the Scottish Youth Parliament and members of the Inverclyde Youth Council will sit on the Inverclyde Alliance Board.

There was a 100% increase in the number of candidates at the Scottish Youth Parliament elections earlier this year and the number of votes cast was 2,724, an increase of 470%.

The Health and Wellbeing Survey was carried out with pupils during May / June 2019.

5.3 Improvement actions with amber status – slight slippage

There has been slight slippage with four improvement actions, the details of which are provided below:

Community Safety and Violence Prevention Initiative

The original timescale for the production of a community consultation report was originally planned for summer 2019 but has been rescheduled to September 2019. This has led to a slight delay in the roll out of the locality / community based community safety and violence prevention initiative.

Participation Measure

All elements of this improvement action are under review. The youth participation measure data is due to be published in August 2019. Work is ongoing with the current cohort of leavers from 2019 and those that are care experienced, through the HSCP.

Review of GIRFEC Model

The GIRFEC sub-group of the Children’s Services Plan is due to be reconvened and will identify the key professionals that will progress with the evaluation of the quality of the Child’s Plans. Work is also being undertaken with CELCIS to speak to practitioners and to evaluate planning.

Autism Strategy

The Council is currently engaging with a number of providers in relation to supporting the Autism Strategy. It has been agreed that responsibility for the Autism Strategy will move to the HSCP following the conclusion of these contracts. It is likely that this will take place in August / September 2019.

- 5.4 One improvement action ‘library services for children and young people’ has not yet started and there has been no significant slippage for any improvement action.

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

Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	Yes	See attached appendix.
<input checked="" type="checkbox"/>	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:** the provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde supports the Council’s aim of retaining and enhancing the area’s population.

7.0 CONSULTATION

- 7.1 Updates on the progress of the implementation of the improvement actions within the CDIP have been provided by the nominated officer with lead responsibility for each action.

8.0 BACKGROUND PAPERS

8.1 ECOD CDIP 2019/22.

9.0 CONCLUSION

9.1 This is the first progress report on the year one improvement actions that sit within the Education Service and the Culture, Communities and Educational Resources Service sections of the ECOD CDIP 2019/22. It is presented for the Committee's consideration and approval.

Education and Communities Corporate Directorate Improvement Plan 2019/22 - Progress Report 2019/20

Corporate Improvement Actions

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

Corporate Improvement Actions 2019/20					
	Where do we want to be?	How will we get there?	Status August 2019	Commentary August 2019	Corporate Plan priority
1.	<p><u>Autism Strategy</u></p> <p>Implementation of Autism Strategy continues.</p> <p>Autism Strategy Implementation Group (ASIG) framework re-established to overview delivery of outcomes.</p> <p>Commissioning process completed with contracts awarded to 3rd sector partners to deliver stated outcomes:</p> <ol style="list-style-type: none"> 1. Pre- and post-diagnosis support; 2. Transition to Adult Services; and 3. Raising Awareness in the Community <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>Engage wider Inverclyde commercial organisations through Chamber of Commerce including Oak Mall/Gallagher Centre management, local transport providers, etc.</p> <p>Develop communication strategy to raise awareness of Autism Strategy across Inverclyde.</p> <p>Develop implementation plan to achieve 'Autism Friendly' status,</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</p>	<p>● Slight slippage</p>	<p>The Council is currently engaging with four providers of services in relation to supporting Autism Strategy and contracts will be established.</p> <p>It was agreed that responsibility for the autism strategy would move to the HSCP following the concluding of contracts referred to above. It is likely that these will be concluded in August / September 2019.</p>	<p>OP5, OP6, OP9</p>

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
	Autism Officer continues to build support network across 3 rd Sector partners, schools and community organisations.	and communication friendly status. Autism Officer co-ordinates implementation of programme to deliver specified outcomes.				
2.	<p><u>Children's Services Plan Update</u></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>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>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 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>	●	On Track	The governance structure has been revised. Priority leads have been identified and sub-groups are now being more clearly identified.	OP5, OP6, OP9, OP10
3.	<p><u>Review of the Inverclyde GIRFEC model</u></p> <p>Evidence of quality planning both at single agency level and interagency with timely support being given to</p>	Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental	●	Slight slippage	The GIRFEC sub-group of the Children's Services Plan will be reconvened and will identify the key professionals to progress with evaluating the quality of Child's Plans. Work is being undertaken with	OP2, OP5, OP6, OP9, OP10

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
	<p>children and families to improve outcomes.</p> <p>Multi-agency 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"> • Wellbeing Assessments; Child's Plans; • Chronologies; and TAC meetings. Data analysis of outcomes and impact included in process. <p>QA procedures linked directly to compilation of Strategic Needs Analysis for Children's Services Planning.</p>	<p>health wellbeing of children and young people.</p> <p>GIFEC Pathway 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 LAC/CE children and Young People. Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.</p>			<p>CELCIS to speak to practitioners and evaluate planning.</p>	

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
4.	<p><u>Volunteering Strategy</u></p> <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</p> <p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.</p>	<p>Carry out refreshed survey of volunteering across the directorate and CLD partnership to inform a volunteer action plan by June 2019.</p> <p>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>	●	On Track	A Volunteering Survey has been developed and distributed across the council. The findings will be collated by the end of September 2019.	OP1, OP2

Cross-Directorate Improvement Actions 2019/20

These improvement actions are implemented by more than one Council Service

Cross-Directorate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
1.	<p><u>Participation Measure</u></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 unconfirmed.</p>	<p>Inverclyde Offer in school encourages pupils to remain on the school roll until the end of 6th 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 Partnership to support the YEAP and availability of opportunities for those not participating</p> <p>Use of the 16+ tab, Inverclyde has the highest percentage of</p>	●	Slight slippage	<p>A review of all aspects of this improvement action is underway. Youth Participation Measure statistics are due in August 2019 and work is ongoing with the current cohort of leavers from 2019 and those that are currently care experienced through the HSCP.</p>	OP3, OP4

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
		<p>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>				
2.	<p><u>Raising Attainment and Achievement in Communities</u></p> <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</p>	●	On Track	<p>The CLD service has supported partners to embed qualifications in their learning offer.</p> <p>New courses, qualifications and pathways have been developed.</p> <p>There is an increase in the number of awards being offered. The number of SQA units achieved has increased year on year for CLD from 262 in 2016/17 to 435 in 2017/18 and 503 in the first 9 months of 2018/19. The number of recognised Youth Work Awards</p>	OP1, OP2, OP3, OP4, OP5, OP9

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
		community with a focus of those most in need. Ongoing over 2019/20			achieved has increased from 98 in 2016/17 to 570 in 208/19 (175 in 2017/18).	
3.	<u>Implementation of the CLD 3 year Plan</u> Delivery of the CLD priorities in relation to <ul style="list-style-type: none"> - Raising attainment and achievement - Develop of effective partnership - Effective community engagement structures - Health and Wellbeing - Poverty and deprivation 	Delivery of the key activities as set out in the 3 year plan. Strengthening of partnership working both within and outwith the Council. Reporting of progress to the Strategic Implementation Group. Delivery over the period 2018 / 2021	●	On Track	Activities are on track and partners are working together to produce an annual report.	OP3, OP4, OP6 OP9, OP10
4.	<u>Sport and Physical Activity Strategy</u> Strategy developed and launched in 2019	Public consultation Strategy is endorsed by Education & Communities Committee and Inverclyde Alliance Board Publish and launch of the strategy Establish a reporting mechanism through Inverclyde Alliance Board Operational group established.	●	On Track	A meeting with the Elected Member Health and Wellbeing Champion and the Elected Member Sports Champion is scheduled for August.	OP6

Service Improvement Actions 2019/20

These improvement actions are implemented by individual Council Services

Education					
	Where do we want to be?	How will we get there?	Status August 2019	Commentary August 2019	Corporate Plan priority
1.	<p><u>Scottish Attainment Challenge</u></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 & Wellbeing</p> <p>Shared understanding of high – quality learning, teaching and assessment.</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>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 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>●</p> <p>On Track</p>	<p>There has been a change in the membership of the teams following the original temporary appointments returning to school.</p> <p>The initial analysis of the Broad General Education attainment shows progress in closing the gap in most measures.</p>	<p>OP1, OP4, OP5, OP9, OP10</p>

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
		Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.				
2.	<p><u>Broad General Education</u></p> <p>Schools will continue to develop tracking and monitoring of other aspects of BGE curriculum. Schools also developing report templates.</p> <p>Schools are accessing information independently</p>	<p>Revising the Quality Assurance Framework across the authority.</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>	●	On Track	<p>Schools will be developing their use of SEEMIS.</p> <p>The post of data officer is currently vacant.</p>	OP1, OP5, OP9, OP10
3.	<p><u>Leadership in educational establishments</u></p> <p>Enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.</p>	<p>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>	●	On Track	<p>Strong progress continues to be made in leadership development. A Regional Improvement Collaborative Leadership Officer is in place to support new heads in the primary sector.</p>	OP10

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
		<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>				
4.	<p><u>Implement the findings from the Additional Support Needs Review</u></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 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 & wellbeing support.</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 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>	●	On Track	<p>Education services continues to monitor attendance and exclusions across all of our establishments. In session 2018/19 there were small improvements in attendance in all sectors.</p> <p>Our MCMC team has been meeting with HSCP colleagues on a six weekly basis to monitor the support for care experienced pupils both in school and post school situations. The team is now targeting these pupils at an earlier stage in S3 to ensure that the support to a reach positive destination is in place. Increased involvement in F.E. and employment is now evidenced.</p> <p>A team of Education Officers, Educational Psychologists, CLD workers and ICOS support staff have been identified for each locality.</p>	OP5, OP6, OP9

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
	<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 in children and young people.</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>Planned programme of capacity building and support developed by LIAM team.</p>			<p>A clearly defined structure of advice and support, available within each locality is in place. Establishments are able to more readily direct refer to partner services.</p> <p>The pilot of the Port Glasgow locality ASN Forum was undertaken in Session 2018/19. Protocols and procedures were established and shared with establishment leaders across the authority. The procedures need to be further developed now that support staff have been allocated to the three localities. All three localities will operate from August 2019.</p> <p>The calendar of ICOS planned capacity building activities is in place and will be delivered throughout session 2019/20. ICOS delivered support information to all establishment leads towards the end of session 2018/19.</p> <p>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</p>	

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
					<p>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.</p> <p>As with the Communication Friendly School LIAM project will be available across all schools over session 2019/20.</p>	
5.	<p><u>1140 hours expansion in early learning and childcare</u></p> <p>By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare</p>	<p>The strategic work group will continue to monitor the implementation of the expansion plan.</p>	●	On Track	<p>The approved early phase plan for 19/20 will be implemented from August to October 2019. Additional projects have been developed and will be presented to the Education Committee in September 2019. The closure of a 3rd sector organisation caused a shortfall in the delivery, this has now been addressed.</p>	OP4, OP5, OP9, OP10

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
					<p>Workforce plan continues to be implemented and reviewed. Bespoke course (1) has 15 participants and is scheduled to finish in May 2020. Bespoke course (2) has 23 participants and is scheduled to finish in February 2021. There are currently 9 modern apprentices across the service, with an additional 10 places available from August 2020. Training / work placements for internal staff with a qualification is underway. Recruitment to early phase projects for 19/20 is nearing completion. 2019/20 infrastructure projects are underway however not all planned works will be complete for August 2019.</p> <p>The current projections are that Weymss Bay and Kilmacolm will complete in August, subject to final certification / registration (Building Standards / Care Inspectorate); Rainbow and Blairmore registration is complete with part works anticipated to be complete by August (overall work completion will not impact registration – awaiting PPP Funder approval at Blairmore and Building Warrant at</p>	

Education

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
					<p>Rainbow (Contractor Design Element)). Gibshill registration will be impacted by project works completion (currently awaiting Building Warrant for WC extension post alteration of design to reflect points list) – likely completion October 2019 subject to site start being made during current holiday period. 2020/21 projects being progressed – Larkfield new build via hub West Scotland, planning submission made and working through hub stage 2 towards market testing and financial close – behind programme with completion anticipated Nov 2020. Rainbow (Park Farm) extension via hub West Scotland, planning submission imminent and working through hub stage 2 towards market testing and financial close – behind programme with completion anticipated Nov 2020. Remaining projects at Craigmarloch / Gourrock YAC briefed/commissioned and being programmed for completion by August 2020.</p>	

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status August 2019	Commentary August 2019	Corporate Plan priority
1.	<p><u>Culture & Heritage</u></p> <p>The Watt Institution to be recognised as the key heritage asset in Inverclyde.</p> <p>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>● On track</p>	<p>The Heritage Strategy was approved by the Inverclyde Alliance in June 2019. The Cultural Partnership will determine the next steps in August 2019. The Watt Institution service review is about to start.</p>	<p>OP1, OP8, OP9, OP10</p>
2.	<p><u>Library Services for Children and Young People</u></p> <p>Joined up library services for children and young people, making 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>Review of children and young people’s library services across Inverclyde to ensure 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>Timescale: 2020/21</p>	<p>- No RAG status</p>	<p>This project is not yet started.</p>	<p>OP1, OP2, OP8, OP9, OP10</p>

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status August 2019	Commentary August 2019	Corporate Plan priority
3.	<p><u>Facilities Management</u></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 each school.</p> <p>Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.</p>	<p>●</p> <p>On track</p>	<p>The free school meal provision for Inverclyde school children has been extended to primary 4 children. In addition, the qualifying criteria for clothing grant / free school meal has been increased to support the council's corporate priorities and will form part of the council's Child Poverty Action Plan.</p>	<p>OP4, OP6, OP9</p>
4.	<p><u>School Transport</u></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>●</p> <p>On track</p>	<p>A series of parental consultation events took place in June 2019 in relation to proposals of the use of bus passes for pupils entitled to free school transport.</p> <p>A report will be considered by the education and communities committee in 3 September 2019 seeking approval for the next phase of the review of school transport.</p>	<p>OP9</p>
5.	<p><u>Develop and improve Adult Learning Pathways</u></p> <p>All adult learning provision is mapped and processes are in place to ensure no learner completes a</p>	<p>Improve progression pathways for both young people and adult learners.</p>	<p>●</p> <p>On track</p>	<p>The clearer articulation and strengthening of pathways is a key focus for the Adult Learning and Literacies sub-group. Approaches are being discussed and trialled, mainly themed, e.g. employability and care or family learning or between partners or</p>	<p>OP1, OP2, OP3, OP4, OP5, OP9</p>

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?		Status August 2019	Commentary August 2019	Corporate Plan priority
	<p>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>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>groups of partners but a more systematic approach, which is partnership wide is being developed.</p> <p>Transitions from community-based adult learning to further education is an area for development. It has been agreed that Inverclyde Life will be the one repository for all service delivery/offers. A guide has been produced and sent to partners and training events organised for August 2019.</p> <p>A pilot phase will be developed and delivered September 2019 - March 2020.</p> <p>Information from partners and WCS partner consultation re gaps in provision to inform this process. Areas previously identified were coding industry including the opportunities for self-employment and childcare.</p> <p>An ESOL pathway has been developed from community based to FE, which is flexible and better meets the needs of learners.</p> <p>National Lottery Awards for All bid from the Adult Literacy and Learning sub-group will support new opportunities to uncover need, support an asset based/social practice approach which will better articulate the strengths and needs of individuals and communities.</p>	

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status August 2019	Commentary August 2019	Corporate Plan priority
6.	<p><u>Youth Consultation and Representation Structures</u></p> <p>Community engagement structures are in place that enhance the participation levels of our young people.</p> <p>The voices of our young people have an appropriate platform to be heard.</p>	<p>Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.</p> <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 & 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>Carry out a young person's Health and Wellbeing Survey in 2019.</p> <p>Ongoing until 2021</p>	<p>● On track</p>	<p>It has been agreed that our members of the Scottish Youth Parliament and members of the Inverclyde Youth Council will sit on the Alliance Board.</p> <p>A bronze LGBT Charter Mark has been achieved. Peer education group plans have been developed and should be launched following the schools return in August.</p> <p>The Year of the Young Person Plan has been fully delivered. The Scottish Youth Parliament elections have been fully delivered and 2 MSYPs have been elected. There was a 100% increase in the number of candidates and the number of votes cast was 2,724, an increase of 470% from the last by-election.</p> <p>The Health and Wellbeing Survey was carried out with pupils during May / June 2019.</p>	OP2, OP9
7.	<p><u>Community Safety and Violence Prevention Initiative</u></p>	<p>The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by summer 2019.</p>	<p>● Slight slippage</p>	<p>The Community Engagement Consultation report will now not be available until September 2019.</p>	OP1, OP2, OP5, OP6, OP7, OP9

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status August 2019		Commentary August 2019	Corporate Plan priority
	The introduction of a locality/community based community safety and violence prevention initiative.	<p>The creation of a community consultation document to highlight the views of the chosen locality/community (existing and new consultations).</p> <p>An evaluation of the project after 3 months to identify successes/areas for improvement and the opportunity to roll out to other areas.</p> <p>An evaluation of the initiative after 12 months.</p>			This has led to a slight delay in the public role out of the initiative.	
8.	<p><u>Community Safety and Engagement</u></p> <p>Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.</p>	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 resilience.	●	On track	The Community Safety Data Analyst provides regular reports to officers, partner agencies and the community of community safety based issues which fit within the Community Safety Partnership overarching themes. The promotion of community activities are scheduled in our social media outputs which includes thematic promotion of Inverclyde issues and promotion of national campaigns.	OP1, OP2, OP5, OP6, OP7, OP9,

Education and Communities Corporate Directorate Improvement Plan 2019/22 - Progress Report 2019/20
Performance Indicators

The Council's key performance indicators help demonstrate performance against strategic 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 along with data on the first financial quarter in 2019/20, where this information is available.

Key Performance Indicators						
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Financial Quarter 1 2019/20	Target 2019/20	Commentary
Culture, Communities and Educational Resources						
Libraries: total number of visits	418,079	428,785	671,212	N/A	423,000	The performance data for these measures is calculated on an annual basis.
McLean Museum: number of visits to/usages of the Museum	70,256	57,053	57,076	N/A	70,000	
Adult learners:						2019/20 targets have been adjusted to reflect other modes of delivery.
<ul style="list-style-type: none"> • the number achieving core skills qualifications 	250	246	261	55	186	
<ul style="list-style-type: none"> • the number improving their literacies 	601	616	750	160	457	

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
Education Services					
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	-	73.5%	Awaiting data	75%	Information for this indicator will be published by the West Partnership Regional Improvement Collaborative once ratified
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	-	80%	Awaiting data	82%	As above
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	-	90.5%	Awaiting data	91%	As above
% of S3 pupils achieving third level or better in numeracy	-	85.6%	Awaiting data	89%	As above
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	-	42.8%	Awaiting data	45%	As above
% of S3 pupils achieving fourth level or better in numeracy	-	42.2%	Awaiting data	45%	As above

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.8%	68%	Awaiting data	70%	As above
% of leavers achieving 5 or more awards at SCQF Level 6 or better	32.5%	35.6%	Awaiting data	36%	As above
% of leavers achieving SCQF Level 5 or better in literacy	83.2%	84.9%	Awaiting data	86%	As above
% of leavers achieving SCQF Level 5 or better in numeracy	73.9%	73.5%	Awaiting data	76%	As above
% Attendance rates:					
<ul style="list-style-type: none"> primary schools 	94.3%	93.8%	94.2%	95%	There was an 0.4% improvement in the attendance rate in primary schools in 2018/19
<ul style="list-style-type: none"> secondary schools 	90.1%	89.6%	89.8%	92%	There was a small improvement, 0.2% in the attendance rate in secondary schools in 2018/19
<ul style="list-style-type: none"> additional support needs schools 	90.1%	91.8%	91.5%	92%	There was a small decline, 0.3% in the attendance rate in additional support need schools
Exclusions from school per 1,000 pupils:					
<ul style="list-style-type: none"> primary 	2.7	5.0	Awaiting data	No target set	
<ul style="list-style-type: none"> secondary 	35.8	45.6	Awaiting data	No target set	
<ul style="list-style-type: none"> additional support needs 	12.7	12.1	Awaiting data	No target set	

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
<ul style="list-style-type: none"> looked after children – primary 	10	10.9	Awaiting data	No target set	
<ul style="list-style-type: none"> looked after children – secondary 	108.9	126.1	Awaiting data	No target set	
<ul style="list-style-type: none"> looked after children – additional support needs 	47.6	55.6	Awaiting data	No target set	

Report To:	Education and Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/73/19/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Progress with actions from the Children's Services Inspection and the Year 2 Delivery Plan for the Strategic Children's Service Plan 2018.		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on progress with the Children's Service Plan 2018.

2.0 SUMMARY

- 2.1 The strategic Children's Services Plan for Inverclyde was published in August 2017. The plan contained the more in depth "delivery plan" for the first year.
- 2.2 After the outcome of the Children's Services Inspection led by the Care Commission was published in October 2017, an inspection action plan was written to take forward the 3 key action points.
- 2.3 Progress has been made in all of the key areas but there is still further work to take forward. The action plan from the inspection is now subsumed into the delivery plan for the second year. Appendix 1 details the present status of each of the 3 Key Areas for Improvement.
- 2.4 The year 2 delivery plan for the strategic Children's Services Plan is attached as Appendix 2. The report highlights the many strengths and achievements of Children's Services over the last year as well as actions for the future. A lot of work has been undertaken to streamline this delivery plan and to establish effective governance arrangements. This has now been completed and the strategic group feel that the delivery plan and the associated groups are more reflective of multi-agency Children's Services rather than individual service plans.
- 2.5 The plan has been linked to the relevant UN Convention on the Rights of the Child (UNRC) articles and it is our intention to continue work with young people to identify priorities and successes over the coming years. Further consultation will take place through the Clyde Conversation events.
- 2.6 There is still further work to be undertaken on establishing the most pertinent key performance indicators and this will be completed over the next year.

3.0 RECOMMENDATIONS

It is recommended that the Committee:

- a. Notes the second delivery plan for the Children's Services three year plan.
- b. Notes that the plan has been linked to the relevant UN Convention of the Rights of the Child articles.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The strategic Children's Services Plan for Inverclyde was published in August 2017. During the period May to June 2017, the Care Inspectorate led a joint inspection of Inverclyde Children's Services and the report was published in October 2017.
- 4.2 Many strengths were identified in the report and the report listed 3 main areas for improvement which were:
- further strengthen joint risk assessment and decision making in response to child protection concerns, including new concerns arising in open cases and from accumulating signs of neglect
 - develop joint quality assurance systems and processes to achieve high standards of practice in key processes more consistently
 - demonstrate clearer links between activities and measurable improvements in outcomes through implementation of key priorities in the children's services delivery plan.
- 4.3 Whilst a specific action plan was produced to take forward the areas outlined in the plan, these actions have now been subsumed into the second year of the delivery plan.

5.0 PROPOSALS

- 5.1 Feedback on the first delivery plan from both stakeholders and the Care Inspectorate was that there were too many activities listed under the key priorities. The four key priorities have been maintained (the fourth changing focus from strategic housing to corporate parenting) and the number of activities have been streamlined to ensure that they truly reflect joint Children's Services planning.
- 5.2 All actions relating to Key Action 1 of the inspection action plan (further strengthen joint risk assessment and decision making in response to child protection concerns) are being taken forward by the performance management sub group of the Child Protection Committee. As GIRFEC practice is integral to multi-agency working, these actions also join with work streams of the GIRFEC Implementation group and CELCIS in their work on improving practice in relation to addressing Neglect in Inverclyde. Joint working and collaboration are also taking place with the domestic abuse working group and the training sub group. All actions are contained within the actions plans of the performance management sub group and the relevant sub groups; these in turn link to the Child Protection Committee business plan which is monitored by the Child Protection Committee.
- 5.3 The delivery plan highlights that whilst some progress has been made with Key Action 2, to develop joint quality assurance systems, this work has mainly been undertaken at individual service level. Whilst some quality assurance systems have been put in place by individual services to reflect on the quality and standard of children's plans this is yet to be taken forward on a multi-agency basis.
- 5.4 To address Key Action 3, the governance structure and groups to take forward the plan have been revised over the last year. The old SOA6 structure was no longer fit for purpose and the purpose of groups, membership of the groups and how the groups feed into the plan had to be clarified. The new governance structure is outlined in the delivery plan.

- 5.5 The Key Performance Indicators for the plan still need to be revised and streamlined and this will be undertaken by the strategic leads for the groups over the coming year. The work undertaken for the strategic needs assessment was very strong and gives a firm platform to build on.
- 5.6 The plan has been linked to the relevant UN Convention on the Rights of the Child (UNRC) articles and it is our intention to continue work with young people to identify priorities and successes over the coming years. Further consultation will take place through the Clyde Conversation events.
- 5.7 The delivery plan highlights the many successes and achievements over the last year in relation to the identified priorities. Many of the successes have built on strong working relationships and partnership working. The positives include the work of the Champions' Board, the inspection of the Attainment Challenge and Community Learning and Development, the emerging work with CELCIS, the links with poverty initiatives across Inverclyde and the establishment of the funding model to support attainment money for care experienced young people.

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

Has an Equality Impact Assessment been carried out?

Yes

No

- 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 CONSULTATIONS



- 7.1 N/A.




8.0 LIST OF BACKGROUND PAPERS




- 8.1 None.





Inspection Action Plan – Update Report April 2019



1. Further strengthen joint risk assessment and decision making in response to child protection concerns, including new concerns arising in open cases and from accumulating signs of neglect		
Outcome	Initial Referral Discussions will be consistently undertaken, with evidence of key partners being actively involved in the decision making process.	
End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE QA activity shows improved, effective and consistent application of IRD processes Initial Referral Discussions are taking place in 100% of cases where concern is raised about children thought to be at risk, we are continuing to develop practice to ensure that this includes those at risk through accumulating neglect. 100% of Initial Referral Discussions take place as soon as reasonably practical or within 24 hours of the concern being received. 100% of IRD records show clear multi-agency discussion, decision making and rationale regarding the provision or non-provision of medicals.</p>	
Outcome	IRD records are consistent within all agencies files.	
End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE Following the improved IRD process Quality assurance activity has evidenced that 100% of IRD's audited were consistently stored within all agencies files.</p>	




Outcome	Systems will support “real time” Initial Referral Discussion.	
End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE Real time conference calls between Police , SW , CPS (Health) and any other relevant agency went live in March 2018</p>	
Outcome	There will be consistent high quality assessment of risk and need.	
End of year position	<p>This outcome is PARTIALLY ACHIEVED and improvement activity shall continue</p> <p>EVIDENCE An improvement project is underway involving CP lead officer, Children and families service manager, SW Quality Improvement officer and SW’s from the request for assistance team to address the quality of Child Protection reports initially as a test of change. This is a longer term outcome that is anticipated to take up to 2 years to identify issues, design and implement improvements and review progress and then scale up across all teams.</p> <p>* RESOURCING ISSUE IDENTIFIED This Outcome has been delayed as a result of the SW CP QI officer having limited capacity due to the completion of S21 notices relating to the historic abuse enquiry. This work has however now been completed and progress against this indicator is anticipated to progress in line with the above.</p>	
Outcome	Agency responses to domestic abuse is child centred, joined up and streamlined	

End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE RFA team was established which has aligned the SW duty response and Domestic abuse screening process under one team remit. Collaborative approach to addressing perpetrator based work between criminal justice and children and families SW teams sourced and training to commence in Autumn 2019.</p>	
Outcome	The cumulative impact of neglect is recognised and addressed.	
End of year position	<p>This outcome is PARTIALLY ACHIEVED</p> <p>EVIDENCE The Addressing Neglect and Wellbeing Work stream shall continue to collaborate with CELCIS on this until 2020. This is a longer term outcome that is anticipated to take up to 2 years to identify issues, design and implement improvements and review progress and then scale up across all Inverclyde.</p>	
Outcome	All Child's Plans are SMART and consider all wellbeing indicators routinely.	
End of year position	<p>This outcome has been PARTIALLY ACHIEVED</p> <p>EVIDENCE All reviews chaired by our child planning and reviewing officers have their plans recorded on a SMART / Outcome focused format. Quality Assurance of these plans to ensure the target of 80% of plans are graded good or above has not been possible due to the vacant Post within the team. This was filled on 23/3/19 and should allow work to progress.</p>	
Outcome	All Named Persons and Lead Professionals will engage in joint risk assessment re child protection concerns, both for new cases and for cases where there are accumulative signs of neglect.	

End of year position	<p>This outcome has been PARTIALLY ACHIEVED</p> <p>EVIDENCE The improved IRD process does ensure that named person / lead professionals are consulted and if can be possible involved. Further coaching of named persons is planned to allow named persons to be competent participants in IRD's.</p>	
Outcome	All staff will receive appropriate level of support and challenge in order to meet their responsibilities.	
End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE The communities of practice continue to share good practice in relation to their roles as named persons. This Outcome shall continue to be developed as the learning from the ANEW work stream feed into these learning / good practice forums</p>	
Outcome	All multi-agency chronologies are fit for purpose and used meaningfully to inform assessment of risk/need.	
End of year position	<p>This outcome is NOT ACHIEVED</p> <p>EVIDENCE The aim of implementing a shared format for Health, SW and Education has not yet been achieved. There are issues relating to different ways of recording in each agency and strategic liaison is underway to address this</p>	
Outcome	Chronologies are subject to review and analysis.	

End of year position	<p>This outcome has been ACHIEVED</p> <p>EVIDENCE CP Chairs and Reviewing Officers have been including review of the chronology as an agenda item in review meetings. Further improvement is required to evidence the quality of chronologies and the difference they are making for children and young people.</p>	
<p>2. Develop joint quality assurance systems and processes to achieve high standards of practice in key processes more consistently</p>		
Outcome	<p>A Joint Quality Assurance framework is in place with measurable standards which is used to improve quality across key processes.</p>	
End of year position	<p>This outcome has been PARTIALLY ACHIEVED</p> <p>EVIDENCE The Performance Management Group created a multiagency QA Calendar across key processes – the IRD group has met regularly, single agency file reading has occurred , audit activity feedback is shared as a fixed agenda item at PMG agenda Multi-agency screening of child plans has not occurred due to vacancy in the planning officer role and shall now be progressed.</p>	
Outcome	<p>Quality assurance systems and processes are applied and improvements are evidenced through Plan, Do, Study, Act cycle as part of the continuous improvement framework</p>	

End of year position	<p>This Outcome is NOT ACHIEVED</p> <p>*RESOURCING ISSUE IDENTIFIED</p> <p>HEALTH and SW capacity at Performance Management Group has been affected due to staff being allocated to other duties. i.e.: S21 historical child abuse enquiry. This area of work has been completed and the resource capacity has again increased</p> <p>NHS Child Protection Service had advised that they were temporarily unable to participate in committee business due to a shortage of operational staff. This has been addressed in part as vacancies have been recruited to, however the specific post to support Inverclyde is pending imminent allocation.</p>	
3. Demonstrate clearer links between activities and measurable improvements in outcomes through implementation of key priorities in the children's services delivery plan		
Outcome	Key outcome measures from the children's services delivery plan are linked to specific, measurable and activities that are tracked and reported on.	
End of year position	<p>This Outcome is ACHIEVED</p> <p>Evidence</p> <p>Significant work is underway to realign the children's service plan and its reporting structure to include links with CPC and GIRFEC strategic group</p>	
Outcome	Integrated children's services plan sits within a framework for evaluating, monitoring and intervening to ensure that it delivers improved outcomes for children and young people.	

End of year position	<p>This Outcome is ACHIEVED</p> <p>Evidence A new reporting structure including flash reports shall be utilised to report on the progress of the CSP.</p>	
Outcome	<p>Robust governance and structures support our statutory planning and reporting requirements for the integrated children's service plan.</p>	
End of year position	<p>This Outcome is ACHIEVED</p> <p>Evidence The governance arrangements for CSP have been mapped and continue to be developed.</p>	

Inverclyde Alliance Children's Services Delivery Plan (second year)

2019



Welcome to the second Delivery Plan for the Inverclyde Children’s Services 3 year Strategic Plan (2017-2020). This plan reflects on the progress to date and also takes forward the learning and challenges from the first year. There have been very many positives over the last year built upon the strong relationships and partnership working across Inverclyde. The positives include the work of the Champions’ board, the inspection of the Attainment Challenge and Community Learning and Development, the emerging work with CELCIS, the links with poverty initiatives across Inverclyde and the establishment of the funding model to support attainment money for care experienced young people.

Whilst, there have been many successes taken forward through the plan, initial feedback has suggested that the first year delivery plan had too many priorities and that the plan was too cluttered. Therefore work has been taken forward over the last months to streamline the plan and prioritise actions and governance. The second delivery plan has 4 main priorities, each with a priority lead, and the simplified “plan on a page” can be seen on page 12. Priority 4 is the only priority to change and this is because the priority very much focussed on corporate parenting through strategic housing rather than the other way round as initially presented. Priority 4 is now corporate parenting but will encompass the work of strategic housing. Work has also been undertaken to ensure that there is a clear linkage between delivery groups and to put a governance structure in place so that all groups are clear as to how the actions will be taken forward and who is responsible.

The plan has been linked to the relevant UN Convention on the Rights of the Child (UNRC) articles and it is our intention to continue work with young people to identify priorities and successes over the coming years. Consultation will take place through the Clyde Conversation events.

As well as delivering on the plan, work undertaken over the next year will be to review and streamline the key performance indicators which will be revised as the plan progresses.



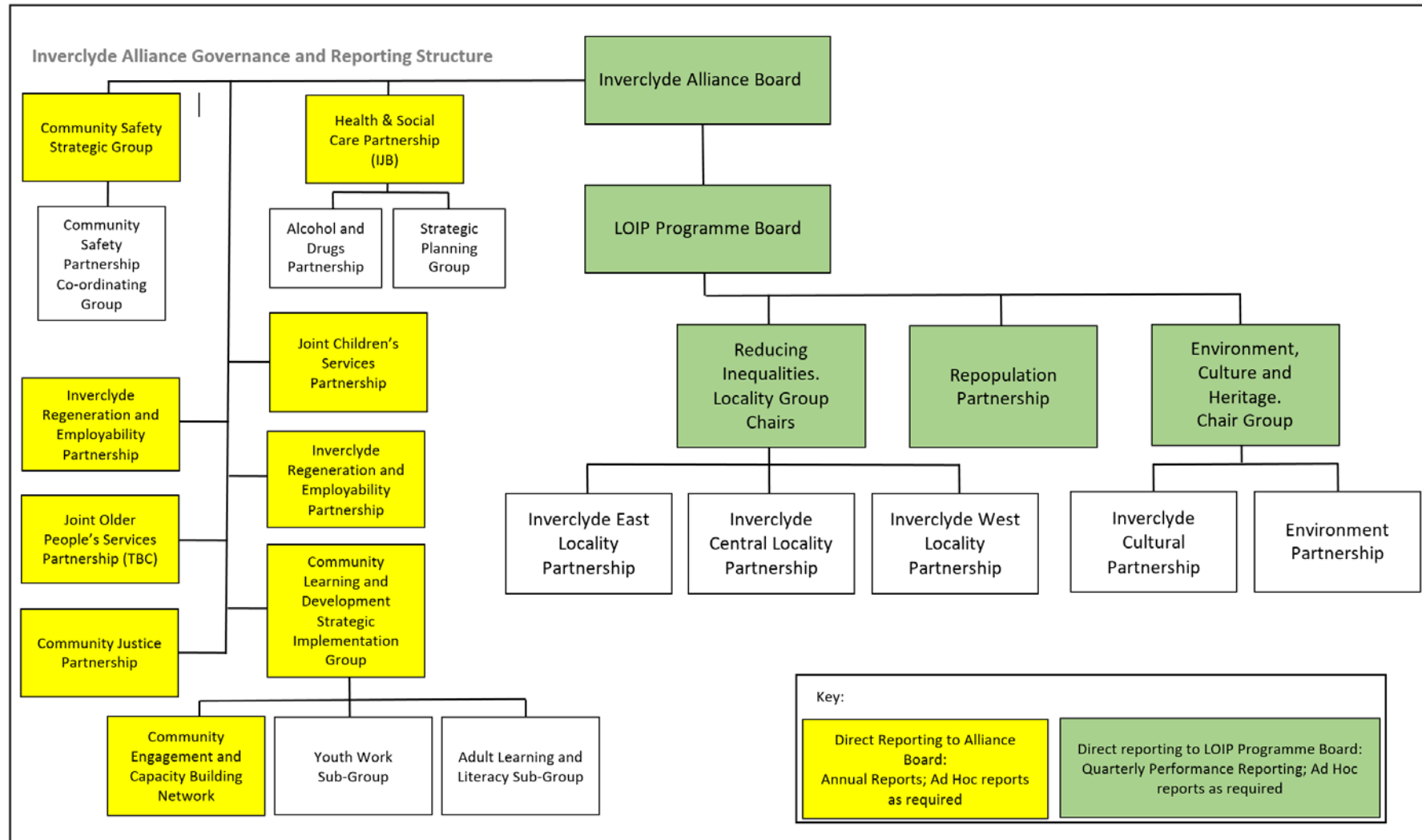
Ruth Binks

Corporate Director, Education, Communities and Organisational Development

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The Inverclyde planning partnership structure and the delivery groups for the Children’s services plan are detailed in the diagrams below:

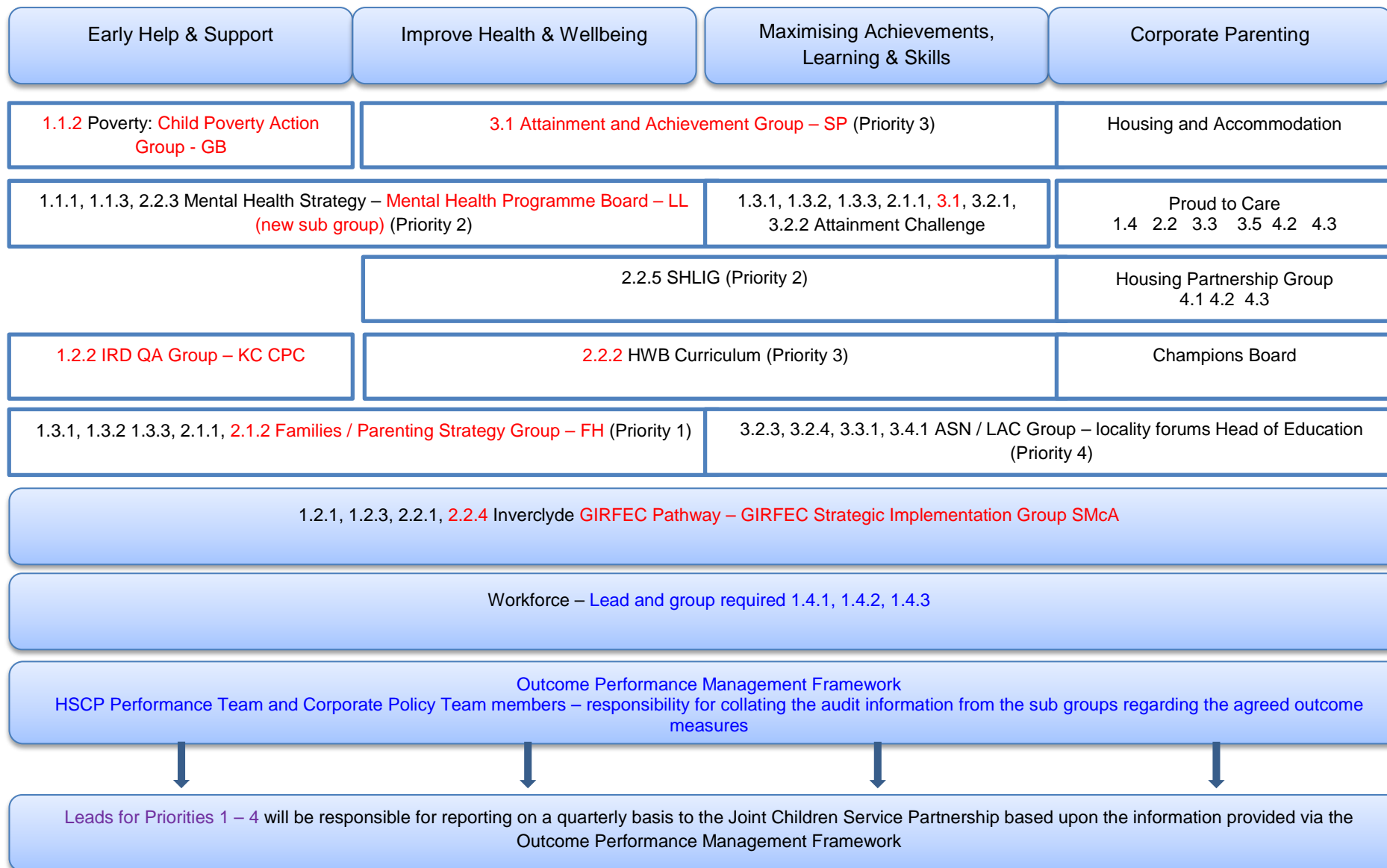


Priority 1

Priority 2

Priority 3

Priority 4



Evaluation

Children's Services Plan 1 Year On

Priority 1: Access to early help/support.

We said we would focus on the following key areas:

- GIRFEC/Inverclyde framework - well understood, multi-agency training, communities of practice (multi-agency)
- Early year's expansion - impact for under 2s
- 27-30 month assessment - identified needs - early years collaborative work. Children/parental support related to child behaviour (strengths and difficulties—parenting strategy)
- Parental participation on school by school basis

Priority 1 areas of achievement were:

- Request For Assistance / Duty team in place giving clarity and single point of access to social work services
- Significant developments over the last 2 years focused on system wide understanding of wellbeing; development, alignment and implementation of multiagency assessment & planning processes, and workforce development and awareness raising.
- Under 2's - early years - uptake and provision
- Financial inclusion strategy
- Primary care improvement plan - access to Primary Care Multi-disciplinary team
- Commitment to more Health Visitors and school nurses
- Immunisation uptake - streamline service
- Sexual health strategy
- Wellbeing assessment/ESP parents active contribution to child's plan
- Literacy development work - attainment challenge

- Parent Councils – increasingly involved in school improvement
- Your Voice
- Community learning and development activity
- Health - Experience of Service Questionnaire survey - moving to digital technology 2019 / CAMHS (Child and Adolescent Mental Health Services)
- Implementation of recommendations of the Scottish Government report “Rejected and redirected Referrals CAMHS paper” since May 2018 improved access to CHOICE appointment and increasing referrals into Tier 3 CAMHS services
- Active work and improvement in did not attend for CAMHS appointments with reduction and improved attendance rates
- Barnardo’s evaluations of work undertaken
- Full Implementation of universal pathway by September / October 2019
- Core and additional Health Plan Indicator (HPI) implemented. HPI assigned by health visitor in all 0 – 5 year olds in Inverclyde.
- Wellbeing assessment and unmet needs identified and child’s plan progression
- Special Needs in Pregnancy co-ordinated support
- Whole system approach to tackling youth offending
- Post Autism Diagnostic clinic - ASN – interface. Reviewed to improve uptake and meet local needs of parents and practitioners based on first two years of delivery
- LACC - permanence - PACE
- Birth Ties
- Kinship care
- Neglect - CELSIS - strong growth
- Drug and alcohol - use - impact at birth/early years etc.
- GIRFEC continued implementation
- Improved health input at ASN cluster forum meetings

Priority 2: Improved health and wellbeing outcomes.

We said we would focus on the following:

- Children’s Screening and immunisation uptake
- Mental health - tier 2 services (nurturing Inverclyde)

- Areas from inspection for improvement - update on progress
- Participation of children and YP - strategic plan and children plan

Other Priority 2 areas of achievement are:

- Attainment - participatory budgeting approach to allocation for care experienced funding
- Health survey being progressed
- School support - Pupil Equity Funding, HSCP, Attainment
- LIAM project for mental health - school nurses. NES whole system approach to low level 8-18 year old anxiety management using CBT framework and intervention. Commenced with school nurses and Barnardo's. Second phase Education staff still to be progressed.
- Family support and relationships
- Nurturing approach
- Active living schools strategy
- Champion's Board
- Summer clubs and holiday hunger initiatives
- Alcohol and Drugs Partnership strategy
- Children's Plan - reviewed every 3 months reviewed
- Mental wellbeing - national strategy being taken forward
- Proud 2 Care - very strong group established - connected with senior leaders
- Family Nurse Partnership is well established
- Poverty strategy being progressed
- Health Visitors - at full staffing compliment as per the 2019 caseload weighting tool. Ongoing annual review via the national workload tool.
- Progressing the Healthy Child Programme through establishment of Local Implementation Groups (LIG) in Inverclyde to ensure good learning in line with collaborative and Scottish Government strategy
- Support for full implementation of national universal pathway in 2019
- LACC health pathway in place
- Advocacy - participation

- Children Affected by Parental Substance Misuse (CAPSM) Plan is in place and progressing
- Kinship - financial support for kinship care
- Awards related to children and YP

Priority 3: Opportunities to maximise learning, achievements and skills for life.

We said we would focus on the following:

- C&YP participation- student councils, Rights respecting schools, LGBT group, Proud 2 Care, Clyde Conversations, Representation Scottish Youth parliament, working towards education committee representation and policy development i.e. anti-bullying PRPB
- Attainment challenge - Barnardo's
- Consistent approach in GIRFEC pathways in schools, multi-agency training and consistent approach partner agencies
- Family support - learning, pathways for parents - signposting and increased confidence - qualification, Inverclyde Live.

Other Priority 3 areas of achievement are:

- Rights respecting schools status continues on almost all schools with many now achieving level 2
- Well progressed GIRFEC strategic implementation group – CELSIS + QA
- Community Engagement taking place - our place, our future (OPOF); LOIP priority
- Joint training- strategic children services - structure
- Report back from Education Scotland on inspection of Attainment Challenge work in Inverclyde hugely positive
- Introduce participatory budgets to support children looked after in their learning needs
- Effective values programme
- Nurture/trauma, anxiety, autism training. Inverclyde Communication Outreach Service team into primary schools
- Clyde conversations/Proud 2 Care/Champions Board events have all taken place
- Redesign principles - Strategic Planning consultation
- Working continuing on closing attainment gap + improving attainment across the board
- Taking forward the Community empowerment Act
- Localities and development of LOIP and participatory budgeting
- Move towards ASN locality forums on locality basis for decision making

- PEF/attainment funding - individual schools and planning based on school and individual needs to improve attainment
- Team Around the Child meetings and progressing collaborative children's planning

Priority 4: Housing and accommodation as part of the corporate housing strategy.

We said we would focus on the following:

Role of Government as corporate parents- £250K, Council enables to waive council tax, what more can you do?

- Developed young person's housing contribution statement
- Registered Social Landlords- rapid housing - eradicate homelessness
Strategic Housing Investment Plan - housing stock improvement

Other Priority 4 areas of achievement are:

- Community tolerance, respect and support
- Child poverty action gap - conference
- Developed continuous care core and cluster
- Champions Board - relationship - advocacy
- Participation of care experienced YP - housing strategy
- Reducing number of care leavers reporting homelessness
- Champions network
- Strong links to attainment and employability - see priority 3
- Resettlement scheme - unaccompanied minors
- Strategic Plan - HSCP
- Corporate parenting - relationships
- Looked after raising awareness - Proud 2 Care
- Teacher nurturing relationships - high proportion of teachers now trained
- Commissioned research
- Continued multi-agency representation and awareness on the agenda of Children's service Strategic group

What were the challenges we faced when taking the plan forward?

The challenges identified primarily fell into themes related to poverty, deprivation and health and social inequalities, barriers to systems working and structure and governance.

Barriers to working across boundaries and commissioning as a system were identified:

- How do we design /achieve whole system approaches when funding and policy focus is in silos and ring-fenced?

Challenges related to poverty, deprivation and health and social inequalities included:

- Lowest attaining children/LACC
- In Scotland, children in the most deprived 10% of small neighbourhoods were around 20 times more likely to be looked after or on the child protection register than children in the least deprived 10% (Nuffield foundation 2017)
- Intergenerational impact and across service, inequalities and deprivation, unemployment, poverty
- Family support - strategy refresh required
- Breast feeding initiation
- Drugs and alcohol
- CAMHS targets - demand and capacity

Structure and governance challenges included:

- Quality assurance across agencies and information sharing
- Groups - governance structures - how to reorganise and how do groups fit together?

Children and Young People Services Plan 2017-20

Delivery Plan

Priority Theme 1: Early Help and Support

- Outcomes:**
- 1.1 Children, young people and families experience less poverty, neglect and harm;
 - 1.2 Children, young people and families have access to early intervention.
 - 1.3 Parents are more confident and have improved parenting skills.
 - 1.4 The workforce that supports children and young people is well trained, motivated and feels valued.

Priority Theme 2: Improve Health and Wellbeing

- Outcomes:**
- 2.1 Parents make positive attachment and are actively engaged in their child's development
 - 2.2 Children and young people's health and wellbeing is improved.

Priority Theme 3: Maximising Achievements, Learning and Skills

- Outcomes:**
- 3.1 Close the attainment gap.
 - 3.2 Parents support their children to improve attainment.
 - 3.3 Learning and skills for life are improved, including for LAC,
 - 3.4 Young people aged 16-24 are in employment and training.
 - 3.5 Children young people and parents influence planning decisions.

Priority Theme 4: Corporate Parenting

- Outcomes:**
- 4.1 LAC young people where possible, will be supported and maintained in their local community
 - 4.2 Care experienced young people know how to get the help they need to sustain a home.
 - 4.3 Care experienced young people have nurturing relationships through key transition points.

Priority Theme 1: Early Help and Support

- Outcomes:**
- 1.1 Children, young people and families experience less poverty, neglect and harm;
 - 1.2 Children, young people and families have access to early intervention.
 - 1.3 Parents are more confident and have improved parenting skills.
 - 1.4 The workforce that supports children and young people is well trained, motivated and feels valued.

Article 3 - (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development)

Every child has the right to life.
Governments must do all they can to ensure that children survive and develop to their full potential.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child.
Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

1.1 Children, young people and families experience less poverty, neglect and enhancing wellbeing

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
1.1.1	<p>ACES / Trauma Informed Improve outcomes for children impacted by Adverse Childhood Experiences (ACEs) / Trauma</p> <p>Raise awareness</p>	<p>Continue to raise awareness of the importance of Adverse Childhood experiences by sharing research across agencies. Screening and panel discussions on Resilience film are held (multi-disciplinary)</p> <p>Common use of language by professionals supporting children with adverse childhood experiences and their families</p>	<p>Practitioners become reflective skilled workforce more aware of poverty, neglect and harm impact and the affect into adult hood and chronic lifetime conditions.</p> <p>Parents, public and other key agencies e.g. Police service are given opportunity to develop understand and skills around the ACEs and Trauma.</p> <p>Develop a common understanding and collaborative approach, and ensure this is accessible to all those in support services.</p>	Workforce Strategy Group		<p>2.2.3 3.5.1 4.1</p> <p>Article 3</p> <p>Article 6</p> <p>Article 12</p> <p>Article 18</p> <p>Article 20</p> <p>Article 19</p> <p>Article 24</p> <p>Article 27</p> <p>Article 29</p>
	<p>Identify Trauma</p>	<p>Presence of Trauma / ACEs Risk is identified to minimise impact of</p>	<p>Improved outcomes for children and young people. Reduced generational ACES being recorded.</p>			

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
	<p>Assess effect of Trauma</p> <p>Understand intervention techniques and strategies</p>	<p>adverse childhood experiences.</p> <p>All children's service staff are trauma informed to ensure barriers to accessing services and early help are reduced</p> <p>All services consider their 'front door' from a trauma informed perspective.</p> <p>All trauma framework training materials and animations are cascaded throughout children's services</p>	<p>Staff understand the impact of trauma on children's wellbeing, family dynamics and challenge to attainment, both social and educational.</p> <p>All services maximise opportunities to ensure that early help is accessible to the children and families who have experienced ACEs and Trauma.</p> <p>Staff in all agencies become aware of how their interactions with services users – however short- can make a difference to their ability to access early help and overcome the effects of trauma by developing resilience and having a trusting relationship with those working with the child and their family.</p>			

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
1.1.2	<p>Poverty Reduce the impact of poverty and deprivation as a barrier to positive educational outcomes for children and their families. Decreasing those people living in or close to poverty thus improving Health and Wellbeing for all and closing the attainment gap.</p>	<p>Improved financial and welfare access for those identified as in greatest in need.</p> <p>Increase the number of families accessing IDEAS project through Nurture services:</p> <ul style="list-style-type: none"> • Continue to promote the IDEAS service through social media; • Targeted approach focusing on educational establishments across Inverclyde; • Continue with regular meetings to review and track progress. <p>There will be an increased awareness of the impact of poverty on families when implementing educational systems and processes.</p>	<p>Impact will be seen in adult life is addressed early in childhood.</p> <p>Parents and families through empowerment and support move out of poverty bracket.</p> <p>Income maximisation for families. Reduction in levels of poverty across Inverclyde. Reduction in parental and family stress resulting in reduced risks to children and young people. Increase in the number of families attending meetings.</p> <p>The monthly outlay of a family reduces by an average of £3.10 per female (£37.18 annually), school absenteeism reduces.</p>	Child Poverty Action Group		Child Poverty Action Plan 3.1.1 3.1.2 3.2.1

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
		<ul style="list-style-type: none"> • The cost of a school day is reduced by providing free sanitary products in schools, council buildings, health centres; • Free school meals continue through the summer holidays; • The cost of a school day is reduced by grant support for activity expenses (sport equipment, etc); • 1140 hours Early Phase project will be prioritised to support families experiencing poverty; • Cost of the School Day will be highlighted to all heads of establishments to ensure that families do not have additional costs for everyday 	<p>The financial pressure and stress upon families is reduced as children on low incomes continue to have access to a hot healthy meal during the school holiday</p> <p>Children living in poverty have less barriers to achieving / being active</p> <p>Parents/carers will have the opportunity to access employment, education and training due to increased early learning and childcare hours</p> <p>Fewer requests for additional costs will be made. e.g. costs of trips, activity weeks etc. to avoid children being at risk of missing out on opportunities Children will have access to free school meals during holiday periods.</p> <p>Those eligible receive the monies/transport they are entitled to. The most vulnerable are not reliant on parents sourcing and completing the relevant paperwork.</p>			

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
		<p>educational activities;</p> <ul style="list-style-type: none"> • Holiday lunch clubs will continue to provide family lunches and learning • Review current practices for distribution and completion of clothing grant/free school meal/transport. <p>Successful CELSUS project Interagency outcomes and Improvement collaborative in neglect in Inverclyde.</p> <p>Groups to use data in Strategic needs assessments and identifying areas of concern and targeting future provision to avoid ACES and impact on children and young people health and wellbeing.</p>	<p>Completion of Project September 2020 with changed methodology and improved outcomes for test of change area identified.</p> <p>Staff have greater awareness and can apply the local knowledge base to children individual plans in the analysis of need.</p> <p>Improved staff awareness of the national picture. Improved staff confidence in resources and supports available locally to support those greatest in need.</p>	<p>GIRFEC Strategic Group</p> <p>Child Poverty Action Group</p>		

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links & UNRCR
		All staff dealing with children, young people and families to have poverty strategy awareness and workshop session to support staff awareness on the local prevalence, causes and impact to support person centeredness and family resilience and empowerment.				

1.2 Children, young people and families have access to early intervention

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
1.2.1	<p>Early Interventions To improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi agency approaches throughout a child's experience</p>	<p>Analyse practice at transition points as the child's steps down the Inverclyde GIRFEC pathway.</p> <p>Investigate and observe multi-agency cooperation through the team around the child approach, noticing whether equality of partnership and participation is achieved by agencies, children and their families</p>	<p>Named person and lead professional practitioners will be well equipped to promote and support the wellbeing of all children especially at points of transition, when responsibilities are handed from one practitioner to another.</p> <p>Professionals, children and their families will collaborate to develop support packages that effectively address unmet need.</p> <p>Relationships and collaboration, between partner agencies, children and their families, will be based on a minimum standard offer of timely and evidence informed assessment.</p>	GIREFC Strategic Group		3.1.2 3.1.3 4.1

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>Promote the use of evidenced informed tools in assessment and planning practice, noticing to what extent they are offered by early help practitioners at the Collaborative and Enhanced collaborative levels of the Inverclyde GIRFEC pathway</p> <p>Refresh of staff training to enable a commonality of understanding of the role, function and practice for Named Persons, Team Around the Child and the use of the wellbeing indicators.</p> <p>Review of referral pathways to ensure early and effective support for children and young people.</p>	<p>The use of evidence informed tools, validated in the UK context, will result in improvements in assessment of risk for children in need and their families and help ensure developmental and health needs are adequately met.</p> <p>Staff will be equipped to provide early and effective safeguarding for children and young people.</p> <p>Streamlined multi agency processes and delivery of support.</p>			

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		Continue to monitor Internal governance and practice to ensure a cohesive approach.	Practices continue to be underpinned by an effective review process and are reflective of trend, demand and needs of young people within Inverclyde.			
1.2.2	IRD Further strengthen joint risk assessment and decision making in response to child protection concerns including new concerns arising in open cases and from accumulating signs of neglect	<p>A collaborative approach is taken to improve services and multi-agency procedures to protect children and young people.</p> <ul style="list-style-type: none"> • The Initial Referral Discussion (IRD) includes the Named Person where appropriate. • Review and develop IRD multi-agency guidance. • Provided coaching to named persons to facilitate robust engagement in multi-disciplinary discussion about 	<p>Children are safer as a result of early identification of potential for significant harm</p> <p>Staff are supported and confident when engaging in discussions</p> <p>Children are safer due to informed professionals jointly assessing and planning to manage risk</p>	Child Protection Committee		4.1

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>thresholds of risk and decision making</p> <ul style="list-style-type: none"> Promote consideration of issues of poor parenting in police referrals 	Better early information which will support IRD process.			
1.2.3	<p>Health and Wellbeing: Early interventions Improve health and wellbeing outcomes for all children aged 0 – 5 years.</p>	<p>Full implementation of the Universal health visiting pathway in Inverclyde HSCP by Sept 2019</p> <p>All core children will have 11 core home visits and 3 child health assessments.</p> <p>Evaluated via case record audit and performance management data. ISD reports.</p> <p>Team will focus on Family strengths and respond to “needs”</p>	<p>Improved outcomes for children 0-5 years.</p> <p>Captured in school readiness and improved assessment scores and ratings across the 9 domains.</p> <p>Early interventions for children and parents. Collaborative working identified at earlier age. Improved developmental outcomes for children.</p> <p>Standardised approach to understanding and capturing additional</p>	GIRFEC Strategic Group		

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>Application of the Health plan Indicators to assess level of need and address vulnerability at each visit.</p>	<p>vulnerabilities and risk in children and families. Universally adopted across caseloads. Evaluated at Case load management to ensure health visitors have capacity to build strong relationships form pregnancy with parents. Improved knowledge of strategic needs in Inverclyde's child population and level of need.</p>			

1.3 Parents are more confident and have improved parenting skills

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
1.3.1	Skills for Parents	<p>Continue to identify initiatives to promote parental skills with Neighbourhood Officers continue to engage with schools and youth groups to ensure identification of parents requiring assistance;</p> <p>Continued development of services with a range of external partners including Barnardo's Business Development Unit</p> <p>Ongoing identification of gaps in service provision, directed through relevant forums, groups and partnerships.</p> <p>Complete a follow up analysis of recent parental engagement survey and event</p> <p>Continue to work in partnership with Barnardo's and other relevant agencies</p>	<p>Children and young people are safeguarded from significant harm. Provide broader opportunities to identify those families in need of assistance and generate ground level collaboration.</p> <p>Improved joint working across and opportunities for new service growth.</p> <p>Improved service provision to children and families</p> <p>Parents' views are collated and points for future action agreed</p> <p>Bespoke packages of support are provided for families</p>	Family/ Parenting strategy Group.		2.1.1 3.2.2

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		Embed Parental Engagement Strategy	More parents are engaged in their child's education			
1.3.2	Range of Support and Help	<p>A range of parenting supports are implemented and evaluated across the locality with all agencies contributing cohesively:</p> <ul style="list-style-type: none"> • Improved understanding of parenting approaches in Staff groups at universal level; • Improved evaluations to measure impact adopted across the approaches and programmes used; • Involve parental evaluations and comments into future service developments/ initiatives 	<p>Staff able to identify need and link children and parents to what service they require early and with success.</p> <p>Improved data collection across universal services to detail level of parenting currently undertaken in 121 basis by practitioners. To access demand and capture unmet needs and gaps for future planning. Providing a service that meets needs and allows attendance and accessibility to improve outcomes for children and young people.</p>	Family /Parenting Strategy Group		1.3.1, 1.3.2 1.3.3, 2.1.1, 2.1.2
1.3.3	Parental Engagement	Continue to collate & evaluate feedback that evidences sustainable changes for children and families.	<p>Parental confidence increased leading to improved child-family relationships.</p> <p>Improved sustainable family relationships.</p>	RIC Families & Communities		RIC Families & Communities 2.1.2 3.2.2

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>Increased provision in numbers of parenting programmes provided.</p> <p>Continue to work in partnership with Barnardo's and other relevant agencies</p> <p>Embed Parental Engagement Strategy</p>	<p>Bespoke packages of support are provided for families</p> <p>More parents are engaged in their child's education</p>			

1.4 The workforce that supports children and young people is well trained, motivated and feels valued.

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
1.4.1	Analysis of workforce needs	<p>Joint workforce training needs analysis The workforce that supports children and young people is well trained, motivated and feels valued</p> <p>Review and develop quality of joint training and awareness sessions with Inverclyde Social Work and CLD Outreach.</p> <p>Recognition both within service and partners of good practice and reporting to Governance Groups with partners and Inverclyde Council.</p> <p>Continue to identify existing skills across all agencies and utilise these through multi-agency training.</p> <p>Ongoing scoping and identification of training</p>	<p>Joint roles / working teams in areas of GIRFEC, Neglect and Child protection are adopted.</p> <p>Enable multi partners perspectives and priorities to be examined and shared across partnership</p> <p>Deliver improved practice and highlight positive work across partnership.</p> <p>Continual increase in staff knowledge and diversity in service delivery across workforce enabling ongoing improved response to the needs of children and their families.</p>	Workforce Strategic Group		3.2.2 4.1 4.2

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		needs on local and national areas of priority.	Improved health and wellbeing in children and their families.			
1.4.2	Partnership	<p>Workforce training and development is done on a multiagency basis where possible to have shared understanding of roles and responsibilities and collaborative approach is adopted to poverty, neglect and harm.</p> <p>Continue to support the work of the multi-agency Child Protection Practitioner's forum in developing and sharing expertise amongst practitioners in this area.</p> <p>Collective approach to identifying thematic workforce training relevant to the changing needs of children and families.</p>	<p>Reduced training costs and continued promotion of consistent multi-agency working further recognition and evidence of the breadth of transferrable knowledge and expertise which Inverclyde's workforce have to offer.</p> <p>Shared understanding of child protection issues and developments across the partnership. Increase in skills and expertise. Opportunity for frontline staff to contribute to strategic issues in the field of child protection.</p>	Workforce Strategy		<p>2.2.4</p> <p>3.2.3</p> <p>3.3.2</p> <p>4.2</p>

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
1.4.3	CPD Workforce development improves the skills of Named Person and Lead Professionals	<p>Improve awareness and education of self-care and identifying secondary traumatisation for staff supporting vulnerable/ high risk children and families</p> <p>Deliver staff training on maintaining staff wellbeing and resilience building</p> <p>Establish group reflective practice sessions to combat work stress to help staff identify when they need individual support and provide it</p> <p>There is a continued focus on developing Leadership skills at all levels.</p> <p>Five to Thrive approaches are evident in more establishments</p> <p>Effective use of wellbeing assessments</p>	<p>Staff feel valued and motivated</p> <p>Support to vulnerable children and families is more effective as a result of trauma informed self-reflective relationship based practice</p> <p>Workplace Stress is reduced /Absenteeism is reduced</p> <p>Increased motivation to improve outcomes for children and families</p> <p>Increased understanding of attachment leads to improved support strategies</p> <p>Clear identification of needs results in</p>			3.2.3

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		Integrate training into practice around Corporate Parenting responsibilities	<p>appropriate support provided</p> <p>Increased knowledge across Education and HSCP of responsibilities in Corporate Parenting</p>			

Priority Theme 2: Improve Health and Wellbeing

Outcomes:

- 2.1 Parents make positive attachment and are actively engaged in their child's development
- 2.2 Children and young people's health and wellbeing is improved.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy

Article 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children

Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this

2.1 Parents make positive attachment and are actively engaged in their child's development

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
2.1.1	<p>Nurture and Attachment Parents' understanding of the importance of attachment and nurturing is supported.</p>	<p>Five to Thrive workshops are delivered in schools and Early Years establishments</p> <p>Nurturing approaches continue to be developed across all establishments, with Nurture teachers meeting regularly with parents</p> <p>Health visiting assessments result in early identification of nurture need and assessment leading to individualised action plans to address areas of development</p>	<p>More parents understanding Five to Thrive approaches.</p> <p>Increased engagement from parents who were previously reluctant to attend school events Parent(s) are helped and supported at the earliest possible stage of their child's development</p> <p>Services are targeted to offer early help and support to support parents in accessing services to increase their confidence and their parenting skills</p>	Families/Parenting Strategy Group		<p>2.1.2 1.3.1 1.3.2 1.3.3</p>

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
2.1.2	Parental Engagement Increase parental involvement by providing opportunities for engagement and participation with staff across CPP.	<p>Pilot a Parents/Carer Group, modelled on the structure of the Lomond View Parents Group, in a small number of schools.</p> <ul style="list-style-type: none"> • Increase parental and carer involvement • Kinship Care • Foster Care • ASN/LAC at Home <p>Family Support Workers linked to schools and early years' establishments to model family learning activities</p>	<p>Reduces the barriers to engaging with parents/carers.</p> <p>Parents/Carers become more invested in their child's education</p> <p>Increased parental confidence in use of Five to Thrive approaches through seeing this modelled with their own children</p>	Families/Parenting Strategy Group		<p>RIC Families & Communities</p> <p>1.3.3</p> <p>3.2.2</p>

2.2 Children and young people's health and wellbeing is improved

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
2.2.1	Early Development Children and young people's right to good health is increasingly being recognised	Develop partnership working with services to support wellbeing All children to have Health plan indicator identified and recorded on EMIS record. Those vulnerable and additional High to have wellbeing assessment and child's plan.	Children and young people access support services when needed Additional assessment / visit will identify early family strengths and respond to "needs" via national practice Model and wellbeing assessment if Additional High identified.	GIRFEC Strategic Implementation Group		2.2.4 1.2.1 1.2.3
2.2.2	Health & Wellbeing Curriculum Schools and Early Years establishments continue to develop a comprehensive programme of learning experiences to develop health and wellbeing.	Ensure pupil voice influences HWB curriculum Health improvement is included in local promotions and in the school curriculum; including on-line safety	Relevant learning experiences provided Children and young people know how to access information and support when needed	HWB Implementation Group		Priority 3

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
2.2.3	Mental Health Strategy Early identification of need for those children and young people identified as requiring emotional health and mental health being needs can access suitable services in Inverclyde	<p>Improved GIRFEC approach and interagency response to Wellbeing concerns to those children identified as vulnerable.</p> <p>Implementation of recommendations from mental health strategy around prevention and early intervention for Emotional and mental health.</p> <p>Opportunities for professional learning in mental health awareness.</p> <p>All children seen by health visiting team to have Health Plan Indicator identified.</p>	<p>Improved outcomes for children at lower level of collaborative working by applying Team Around the Child (TAC).</p> <p>As per GGC 5 year mental health strategy.</p> <p>The National 10 year mental health strategy with specific areas for children and young people.</p> <p>Teaching and support staff have increased knowledge and understanding of mental health issues.</p>	Mental Health Programme Board		1.1.1 1.1.3

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
2.2.4	Inverclyde GIRFEC Pathway A multi-agency collaborative approach to identify and find relevant support	<p>Application of record keeping audit tool in health visiting EMIS records to ensure quality standards are high and continuous improvement is addressed.</p> <p>Childs plans evaluated and outcome goal based focussed.</p> <p>Establish a robust system to identify health and well-being outcomes that require support.</p> <p>Develop a clear and concise referral process. Continue to develop nurturing approaches across all establishments</p> <p>Provide opportunities for professional learning to support</p>	<p>Children and young people with areas of concern identified for further professional discussion.</p> <p>Children and young people receive appropriate targeted support.</p> <p>More staff confident in supporting children affected by trauma</p> <p>Relationships develop as sense of belonging Children and young people are active in their local communities</p> <p>Improved access to services.</p>	GIRFEC Strategic Implementation Group		1.2.1 1.2.3 2.2.1

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>assess health and wellbeing need through adult mentoring</p> <p>Continue to build peer networks of support Implement the recommendations identified in the Scottish Government Rejected and Redirected referral Audit August 2018.</p>	<p>Ensure that children and young people are receiving the right help at the right time from services</p>			
2.2.5	Sexual Health Improvement - young people	<p>Young people can access contraception from primary care providers and from Sandyford sexual health service but face barriers in relation to accessibility.</p> <p>Young people who are or may be pregnant require easy and fast access to information about pregnancy and services which can support them.</p>	<p>Young people have increased knowledge and skills around contraception and sexual negotiation</p> <p>All young people have equal access to information about contraception and support to make informed choices Young parents have increased knowledge about local services</p>	Sexual Health Local Improvement Group		Pregnancy and Parenthood Young People Strategy

Outcome	Development Area	Actions	Expected Impact	Who is Responsible	Timescale	Links
		<p>Particularly vulnerable young people are able to access appropriate services</p> <p>Aligned services, focusing on the needs of vulnerable young people are supportive of their needs.</p>	<p>and are confident using them</p>			

Priority Theme 3: Maximising Achievements, Learning and Skills

Outcomes:

- 3.1 Close the attainment gap.
- 3.2 Parents support their children to improve attainment.
- 3.3 Learning and skills for life are improved, including for Looked After/Care Experienced,
- 3.4 Young people aged 16-24 are in employment and training.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times,

Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

Article 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture must receive special support to help them recover their health, dignity, self-respect and social life.

Priority Theme 3: Maximising Achievements, Learning and Skills

3.1 Close the attainment gap

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
3.1.1	Reduce poverty related barriers to accessing education which will supporting learning and life skills.	Raise awareness of the availability and eligibility of free meal entitlement/clothing grants/Education Maintenance Allowance.	Children and young people are ready for their school day and work experience	Financial Inclusion Partnership; Education Services; Services/Attainment Challenge Programme Manager.	Ongoing 2019-20	
	Close the attainment gap between the poorest pupils and their classmates.	Schools to raise awareness of impact of cost of the school day on families. Implement strategies to reduce cost of the school day.	Impact reduced	Child Poverty Action Group; School management Team; Education Officers	December 2019	
		Develop teacher's capacity through Coaching and Modelling sessions in Nurture and Family Learning Sessions	Whole system approach to improve attainment	Head of Education; Services/Attainment Challenge Lead; Locality Education Officer	Ongoing 2019-20	
		Further develop <i>Holiday Literacy Lunch Clubs</i> within Attainment Challenge Communities.	Reduce barriers between parents/carers and school.		June – August 2019	

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
3.1.2	Close the attainment gap for LAC at home children and young people	<p>Review/revisit Inverclyde GIRFEC model including:</p> <p>Quality Assurance of wellbeing assessment process; TAC procedures, Education Action Plans and Child's Plan.</p> <p>School improvement planning priorities improved outcomes for LAC/Care Experienced young people</p>	<p>Whole system support of children, young people and families supports attainment</p> <p>Whole school, departmental and teacher planning for LAC/CE improves.</p>	<p>Integrated Children's Services Partnership - LAC Outcomes Group Head of Education Education Services</p> <p>Head of Education Head Teachers</p>	<p>Ongoing 2019-20</p> <p>June 2019</p>	
3.1.3	Reduce the number of LAC and Care Experienced young people who are NEET.	<p>Ensure all opportunities for work, further education and training are explored for all LAC/Care Experienced young people.</p> <p>Create and develop partnerships working with colleges, universities and employers to create education, training and</p>	<p>More robust procedures. Employers, colleges and training providers widen their support for LAC and Care Experienced (CE) young people.</p> <p>All LAC/CE and Care Experienced young people will have participated in work/college/training prior to leaving</p>	<p>Head of Education; Champions Board; MCMC Team; Head Teachers; Integrated Children's Services Partnership - LAC Outcomes Group (See CSP Revised Structure)</p> <p>Head of Education MCMC Team Head Teachers Integrated Children's Services Partnership</p>	<p>Ongoing 2019-20</p> <p>Ongoing 2019-20</p>	

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
		work opportunities for LAC and Care Experienced young people. Develop current tracking and intervention strategies to targeted groups.	school thus enhancing their opportunities for a positive destination. Young people develop skills to support them in the world of work, training and further education.	- LAC Outcomes Group Head of Education Head Teachers	August 2019	

3.2 Parents support their children to improve attainment.

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Link
3.2.1	Parents/carers work collaboratively with schools and Early Year establishments. Increase school's capacity for family learning	Develop and implement Parent Strategy to improve partnership working Develop partnership working between Education Services, 3rd Sector, parents/carers and young people'	Whole system approach to improve attainment Reduced barriers between parents/carers and school.	Head of Education Locality Education Officer; Services/Attainment Challenge Programme Manager. Head of Education Locality Education Officer Champions Board. Head of Education;	Ongoing 2019-20 Ongoing 2019-20 Ongoing	

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Link
		Increase parent capacity to engage and be involved in their children's learning.	Events to build partnerships that shares the learning between parent/carer and child Working together sustains learning	Locality Education Officer; Champions Board.	2019-20	
3.2.2	Improve attendance in all Inverclyde schools.	Identify the children within SIMD 1 and 2 with less than 80% attendance in P1, 2, and 3. Review/revisit GIRFEC pathway for this cohort.	Improved attendance. Longer term increased attainment for children in SIMD1 & 2.	Head of Education Services; Head Teachers Attainment Challenge Lead; Barnardo's Nurture Inverclyde Integrated Children's Services Partnership - LAC Outcomes	Ongoing 2019-20 Ongoing 2019-20	
3.2.3	Reduce exclusions in Inverclyde Schools	Identify the children and young people at risk of exclusion. Review/revisit GIRFEC pathway.	For LAC/CE improve: tracking and monitoring; Target setting; Curriculum flexibility. Improved integration and	Head of Education; Locality Education Officers; Locality ASN Forum; Integrated Children's Services Partnership - LAC Outcomes Group. Multi-agency and 3 rd Sector partners;	Ongoing 2019-20 Ongoing 2019-20	

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Link
			partnership working to support LAC/CE.	Integrated Children's Services Partnership - LAC Outcomes Group.		
3.2.4	Raising awareness of Corporate Parenting responsibility improves outcomes for LAC	<p>Review impact of Champions Board</p> <p>Consultation events around priority areas</p> <p>Increase parental and carer involvement for those in Kinship/Foster Care and ASN/LAC at Home</p> <p>Multi-agency review of GIRFEC model.</p>	<p>Provide a governance and communication framework</p> <p>Builds networks of support and social capital</p> <p>Reduced barriers to engaging with parents/carers allowing them to become more invested in their child's education</p>	Champions Board; Proud2Care Group/Inverclyde Council/Elected members/Inverclyde Corporate Parenting Steering Group; Integrated Children's Services Partnership - LAC Outcomes Group	Ongoing 2019-20	

3.3 Learning and skills for life are improved, including for LAC

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
3.3.1	Improve employability, skills and sustained positive school lever destinations for LAC.	Young people have experiences while at school to prepare them for post-school outcomes.	Improved pupil readiness for post-school destinations.	Education Services; Inverclyde Corporate; Champions Board; Parenting Steering Group.	Ongoing 2019-20	3.3, 3.4, 4.3
		Develop Annual Survey of all S3-S6 pupils which shows their thoughts and aspirations for the senior phase, this also supports schools and post-school partners.	Increased resilience and capacity of LAC as they prepare for the world outside school.	Inverclyde Corporate Parenting Steering Group; Integrated Children's Services Partnership - LAC Outcomes Group; MCMC Team	Ongoing 2019-20	3.5
		Listen to the views of LAC/CE young people as they prepare for beyond their school years.	Enhanced partnership between school and home for LAC and CE young people.	Inverclyde Corporate Parenting Steering Group.	Ongoing 2019-20	3.5
		Developing partnerships to improve opportunities to provide work experienced learning and develop skills.	Improved community involvement in offering opportunities for local skills development for LAC pupils.	Inverclyde Corporate Parenting Steering Group/Inverclyde Academy/Education Scotland/children and young people Improvement collaborative.	Ongoing 2019-20	2.2, 3.3, 3.5
		Promote an improvement culture that engages young	Improved destinations for LAC.	Parenting Steering Group;	Ongoing 2019-20	4.3

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
		people, families and communities.		Integrated Children's Services Partnership - LAC Outcomes Group; MCMC Team		

3.4 Young people aged 16-24 are in employment and training.

Outcome Reference	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
3.4.1	Increase the number of Care Experienced 16-24 year olds in employment and training	Pathway assessment and Plans reviewed at key transition points Consultation event with Chamber of Commerce and Inverclyde Council	Care experienced young people's self-esteem will be increased Engage and lobby local need	Champions Board; Inverclyde Corporate; Parenting Steering Group; Economic Regeneration; Integrated Children's Services Partnership - LAC Outcomes Group; Chambers of Commerce.	Ongoing 2019-20	3.3.1 4.3

Priority Themes and Outcomes:

Priority Theme 4: Corporate Parenting

Outcomes:

- 4.1 LAC young people where possible, will be supported and maintained in their local community
- 4.2 Care experienced young people know how to get the help they need to sustain a home.
- 4.3 Care experienced young people have nurturing relationships through key transition points.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

Article 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Priority Theme 4: Corporate Parenting

Outcome	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
4.1	A collaborative approach is taken to improve services to give care experienced young people a sense of place and belonging in their local communities	Evaluate the effectiveness of the TAC to promote the wellbeing areas identified in the Pathway Plan.	Increased capacity and knowledge amongst the TACs to build an evidence base of what works to improve health and wellbeing.	Champions Board, Child Poverty Action Group, Integrated Children's Services Partnership, Inverclyde Corporate Parenting Steering Group	Ongoing 2019-20	1.1.1 1.1.3 1.2.1 1.2.2 1.4.1 2.2.3 3.3.2 3.4.1
		Provide opportunities for multi-agency professional learning to support staff to improve their understanding of the lived experience of care experienced children, young people and their families.	Increased awareness improves practice and support to care experienced young people and their families.	Inverclyde Corporate Parenting Steering Group, Proud2Care Group	Ongoing 2019-20	3.2.4
		Establish a Care Experienced Champions Network across the Community Planning Partnership.	Sharing practice improves outcomes for experienced young people.	CEYP Attainment Fund Evaluation Group, Proud2Care Group, Your Voice	Autumn 2019	3.2.4 3.3.1

Outcome	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
4.2	Reducing housing instability is improved by co-ordinated approaches from services	<p>Analyse with the Throughcare/Aftercare Team, RSLs and care experienced young people the impact of the launch of the Youth Housing Statement.</p> <p>Review the existing packages of support with care experienced young people and support services.</p> <p>Establish an Aftercare / Continuing Panel</p> <p>Establish a gateway community hub that promotes access to information and support networks.</p>	<p>Increasing opportunities for care experienced young people to build skills in preparation to move into a tenancy.</p> <p>Reduce barriers that support care experienced young people to sustain their tenancy.</p> <p>Care experienced young know how to access relevant support to improve them sustaining a tenancy.</p>	<p>Champions Board, Housing Partnership Group, Inverclyde Corporate Parenting Steering Group</p> <p>Inverclyde Corporate Parenting Steering Group, Aftercare Team and care experienced young people</p> <p>Inverclyde Corporate Parenting Steering Group, Aftercare Team and partnership with RSLs</p>	Ongoing 2019-20	1.4.1 1.4.2
4.3	A collaborative approach to workforce development improves graduated transitions	<p>Analyse and evaluate the Child's Planning process to ensure that wellbeing need is identified and addressed early.</p> <p>The ICPG, a multi-agency group of</p>	<p>Care experienced young people know who will support them at key transition points.</p> <p>Outcomes for individual care</p>	<p>Champions Board, Inverclyde Corporate Parenting Steering Group, Child's Planning and Improvement Officers and the Team Around the Young Person</p> <p>Joint Children's Services Partnership,</p>	<p>Quarterly Reporting</p> <p>Quarterly Meetings</p>	<p>2.2.4 3.1.1 3.2.4</p> <p>1.4.3</p>

Outcome	Development Area	Actions	Impact	Who is Responsible	Timescale	Links
		<p>corporate parents increasingly uses data to track transition points.</p> <p>Care experienced young people identify who will support them at transition points</p>	<p>experienced young people are improved by data analysis.</p> <p>Care experienced young people feel valued</p>	<p>Inverclyde Corporate Parenting Steering Group</p> <p>Advocacy, Child's Planning and Improvement Officers</p>	<p>Cycle of pathway planning</p>	<p>3.3.1</p>

Appendix 1

Glossary of Terms	
Child	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Care Experienced Leavers	Aged 16-26 previously looked after at the age of 16
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
Child's Plan	Where those working with the child and family have evidence that suggests that one or more targeted interventions is required to meet the child's wellbeing needs, then a Child's Plan should be drawn up to include a single plan of action, managed and reviewed through a single meeting structure even if the child is involved in several processes. Where a child protection intervention is required, the Child's Plan will exist and incorporate a „Child Protection Plan“ for as long as this is deemed to be necessary.
Child Protection	Child protection is when a child requires protection from child abuse or neglect. For a child to require protection, it is not required that child abuse or neglect has taken place, but rather a risk assessment has identified a <i>likelihood</i> or <i>risk</i> of significant harm from abuse or neglect
Getting It Right For Every Child (GIRFEC)	The GIRFEC approach is a Scotland-wide programme of action to improve the wellbeing of all children and young people. Its primary components include: a common approach to gaining consent and sharing information where appropriate; an integral role for children, young people and families in assessment, planning and intervention; a co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the Wellbeing Indicators; a Named Person in universal services; a Lead Professional to co-ordinate and monitor multi-agency activity where necessary; and a skilled workforce within universal services that can address needs and risks at

Glossary of Terms	
	the earliest possible point. Key elements of the GIRFEC approach, such as Named Person and Child's Plan, are given a statutory basis through the Children and Young People (Scotland) Act 2014
Harm/significant harm	Harm means the ill treatment or the impairment of health or development of the child – in this context, "development" can mean physical, intellectual, emotional, social or behavioural development and "health" can mean physical or mental health. Child protection is closely linked to the risk of <i>significant</i> harm – whether the harm suffered, or likely to be suffered, by a child is „significant" is determined by comparison of the child's health and development with what might be reasonably expected of a similar child.
Lead Professional	For a child who is receiving support from a number of different agencies, the Child's Plan will be multi-agency. In these circumstances, the role of the Lead Professional is vital to ensuring that support is coordinated across agencies the child, young person and family are kept informed and are actively involved in the process, and the agreed support is being taken forward in line with the plan. The Lead Professional will be the professional who is best placed to carry out that coordinating role and work with the family to improve outcomes for the child, or young person. The role of the Named Person in relation to promoting, supporting and safeguarding the child's wellbeing, will continue to be important alongside the coordinating role of the Lead Professional
My World Triangle	As part of the GIRFEC National practice model for assessing risk and need, the My World Triangle is a framework that provides a starting point for considering what risks might be present in a child's life. It focuses attention on the three dimensions of a child's world: <i>how I grow and develop what I need from people who look after me, my wider world.</i>
Named Person	The Named Person is a professional point of contact in universal services, most often known to the family and available as a single point of contact both to support children and families their parents/carers when there is a need, and to act as a point of contact for other practitioners who may have a concern about the child's wellbeing.
Request for Assistance	Where a practitioner has a concern about a risk to a child's wellbeing, they should share that concern with the child's Named Person as soon as is reasonably possible. Where concerns about possible harm to a child arise these should always be shared with the appropriate agency (normally police or social work) so that staff responsible for investigating the circumstances can determine whether that harm is <i>significant</i> . Concerns should be shared without delay as per local guidelines. Once a concern is shared, information will be gathered by the investigating agencies to determine whether a response under child protection is required.
Parents/carers	A parent is defined as someone who is the genetic or adoptive mother or father of the child. A carer is someone other than a parent who has rights/responsibilities for looking after a child.
Resilience Matrix	The Resilience Matrix is a tool for analysing what the information gathered around a particular child protection concern might mean for a child. It provides practitioners with a framework for weighing up the particular risks against any protective factors for the individual child in relation to resilience, vulnerability, adversity and the protective environment.

Glossary of Terms	
Risk	In the context of this guidance, risk is the <i>likelihood</i> or <i>probability</i> of a particular outcome given the presence of factors in a child's or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect.
Wellbeing indicators	The Wellbeing Indicators are the broad framework for identifying a child's needs where potential child protection (and other) concerns are identified. They do so under eight headings – <i>safe; healthy; achieving; nurtured; active; respected; responsible; and included</i> – which are used to identify what needs to change in the Child's Plan (or the incorporated Child Protection Plan) and how progress on outcomes should be monitored and recorded.
Team around the Child	Skill set around the child, young people and family to work in partnership to deliver improved SMART outcomes in the Child's Plan

Report To:	Education and Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/71/19/TM
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	712828
Subject:	Update on review of school transport in Inverclyde		

1.0 PURPOSE

- 1.1 The purpose of this report is to update members of the Education and Communities Committee on the review of school transport in Inverclyde, following the report to committee in May 2019.
- 1.2 The report provides members with a summary of the consultation events held with parents in June 2019 and is seeking approval for further work to be undertaken to move towards equity in the school transport policy in Inverclyde.

2.0 SUMMARY

- 2.1 A report was considered by the Education and Communities Committee in May 2019 which outlined several proposals to revise the school transport policy in Inverclyde.
- 2.2 The report was in the particular context that School Estate Management Plan (SEMP) funding, currently used to provide enhancements to the current policy in respect of providing free transport to non-qualifying pupils, will no longer be available from June 2020. Continuation of this aspect of the policy will result in a £375,000 cost pressure to the Council.
- 2.3 In considering the report in May 2019, the Education and Communities Committee agreed the following:
- (i) That approval be given for officers to hold a series of events to seek views on the introduction of passes for relevant pupils who qualify for free school transport; and
 - (ii) That consideration of the item be continued for a further report to include the feasibility of:
 - o proposals for the devolution of financial decision-making concerning equitable school transport, based on the individual needs of all school communities across the area, as part of phase 2 of the Council's participatory budgeting development; and
 - o the provision of a transport grant of £6.90 (now £7.25) per week based on the current weekly bus pass costs, to all high school pupils who live 1-2 miles of their school, entitlement to the grant being automatic for pupils in receipt of free school meals or upon identification of individual circumstances by Education staff.

2.4 In addition to the recommendation to pursue the introduction of bus passes for pupils who qualify for free school transport under the current policy, the Committee also considered the following recommendations which are carried forward to this report :

- the use of the global information measuring system (GIS) to accurately measure acceptable walking routes to schools, including the adoption of the most appropriate access points to school premises;
- the review of the transport policy on an annual basis. This will include any changes to safe routes, use of public service routes and uptake of any subsidised transport;
- arrangements for particular schools affected by proposals; and
- funding sources for increased revenue costs.

2.5 Feedback from parents during the consultation period highlighted issues in relation to current public service bus routes, perceptions of safety, bus timetabling and space on routes. However, if the Council was in a position to address these concerns and offer bus passes where appropriate, this would be a feasible option for those pupils who are entitled to free school transport under the policy.

2.6 The provision of a grant for pupils in receipt of free school meals who live between 1 and 2 miles from their school will result in an additional cost pressure of around £65,000 - £70,000 per year (based on current figures). The report considers two options for the funding and implementation of this proposal in paragraph 5.2. The CMT recommendation is that the authority maintains the current transport policy in respect of pupils in receipt of free school meals who live between 1 and 2 miles of their school with the option for schools to fund any additional provision above policy through alternative funding sources

It is not recommended at this time to take forward proposals for the devolution of financial decision-making concerning equitable school transport as part of phase 2 of the Council's participatory budgeting development for the reasons detailed in paragraph 5.3 of this report.

2.7 Arrangements and timescales for those schools most affected by the recommendations in this report, are detailed in paragraph 6 of this paper. This includes the particular arrangement for a subsidised bus for St. Columba's High School where there is no public bus service between parts of the catchment area and the school.

2.8 At this stage in the process, it is not possible to accurately assess the reduction in budget pressure the revised policy will bring as much will depend on the value of current bus contracts, school roll, uptake of subsidised transport and the implementation of provision for pupils in receipt of free school meals.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

1. approves the phased introduction of bus passes from January 2020 for secondary school pupils who qualify for free school transport where routes are currently provided by service buses and where it is more cost effective than providing a dedicated school bus;
2. approves the revised arrangements for school transport from session 2020/21 as set out in paragraph 6.1;
3. agrees to the use of global information measuring systems (GIS) to accurately measure qualifying distances and acceptable walking routes from home to school;
4. approves the annual review of the school transport policy, taking into account any revisions to acceptable walking routes and uptake of subsidised transport;
5. refers the increased revenue costs for providing subsidised transport for St.

Columba's High School where no alternative public service routes is available from August 2020 to the Policy and Resources Committee for inclusion in the 2020/23 revenue budget process;

6. approves the option for secondary schools to fund any additional provision above policy, through alternative funding sources, for their pupils in receipt of free school meals who live between 1 and 2 miles of their school; and
7. notes that proposals for the devolution of financial decision-making concerning equitable school transport as part of phase 2 of the participatory budgeting process, are not taken forward at this time.

Ruth Binks

Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 A review of school transport has taken place in the context of a decision by the Education and Communities Committee in January 2017 to continue with the current arrangements for school transport. Within this report was a continuation of the preferential travel arrangements for some pupils which was funded through the School Estate Management Plan (SEMP). These preferential travel arrangements provided free school transport to a number of pupils who in effect are not entitled under the current policy. From June 2020, this funding will no longer be available which will result in a budget pressure to the Council in the region of £375,000.
- 4.2 In this context, and in the context of providing equitable free school transport across the school estate and to reduce costs associated with the policy, a report was considered by the Education and Communities Committee in May 2019 which proposed issuing bus passes to eligible secondary school pupils to be used on public service buses. Eligibility for a free bus pass would be restricted to those who live over two miles from their catchment school. Inverclyde Council is currently only one of five local authorities in Scotland who currently do not offer a bus pass scheme for school transport.
- 4.3 The report in May 2019 also made provision that where an existing public transport route does not exist, the Council will continue to provide a bus service. Pupils who are not entitled to free public transport but still wishing to be transported will be able to use this bus for a weekly contribution to the Council amounting to no more than the value of a weekly bus pass (currently £7.25 per week).
- 4.4 Issuing of bus passes to those entitled to free school transport will be pursued, on a phased basis, over the 2019/2020 school session. Phasing will be informed by consideration of where there are bus services available; where there is availability of routes; and where current contracts allow for changes to be made. Work is ongoing with Strathclyde Partnership for Transport (SPT) and current public service transport providers to inform the implementation of the revised policy.
- 4.5 The service is currently using GIS to accurately assess acceptable walking routes to schools; bus routes, stops and timetables to ensure that implementation of the revised policy is based on the most up-to-date information available. There will be a requirement to revisit the policy each year as more routes become available and as school rolls change.
- 4.6 Further to the provisions set out in the May 2019 report, the Education and Communities Committee agreed that:
- (a) that approval be given for officers to hold a series of events to seek views on the introduction of passes for relevant pupils who qualify for free school transport; and
 - (b) that consideration of the item be continued for a further report to include the feasibility of:
 - I. proposals for the devolution of financial decision-making concerning equitable school transport, based on the individual needs of all school communities across the area, as part of phase 2 of the Council's participatory budgeting development; and
 - II. the provision of a transport grant of £6.90 (now £7.25) per week based on the current weekly bus pass costs, to all high school pupils who live 1-2 miles of their school, entitlement to the grant being automatic for pupils in receipt of free school meals or upon identification of individual circumstances by Education staff.

Progress in considering the proposals put forward at the May 2019 Committee is detailed in section 5 below.

5.0 CURRENT POSITION

5.1 Feedback from events to seek views on the introduction of passes for relevant pupils who require free school transport.

- 5.1.1 Five evening consultation events for parents of secondary school pupils took place in June 2019 and were led by the Education, Communities and Organisational Development Directorate Management Team. Despite letters being issued to parents, there was a very low attendance rate at each of the events. Comments were also received by email with 12 items of correspondence being received during the consultation period.
- 5.1.2 While some parents welcomed the use of bus passes, particularly given that they could be used to support attendance at after school activities and used at weekends, concerns were raised around the current availability of public bus services at certain times of the day, the reliability of public bus services, perceptions of safety in respect of younger children walking to and from bus stops and limited spaces for pupils on some routes. During the events, a few parents asked the Council if it would consider issuing passes for trains where this would be more convenient and the service will take this forward if it is cost-effective to do so.
- 5.1.3 The table below provides a list of the main concerns raised by parents and what the Council could do to alleviate concerns / mitigate risk (in addition to carrying out necessary risk assessments) where it can:

Concern	Potential action
In some cases, there may be the requirement for children to change buses in the town centres	The service would not consider bus passes for these pupils
Some buses on routes are small and would not have the capacity to take on large numbers of pupils	The service would work with existing bus companies to ensure that buses of sufficient size are used to reflect demand on the route. On more popular routes, there may be a requirement to 'stagger' or allocate bus times for pupils.
Some younger children are not used to travelling on public transport	The service would consider offering guidance and building this in to the primary to secondary transition programme
Will drivers on service buses be subject to the PVG scheme	We will work with transport providers, through SPT, to ensure this is the case before passes on these routes are agreed
Timetables on some routes would get pupils in too early or too late	We will only allocate passes to pupils on routes where there is sufficient time for them to walk from the bus stop to school.
Safety of pupils waiting, walking to and from bus stops that differ from current pick up points	Acceptable walking routes to and from bus stops will be used. In addition, the service would consider the capacity of each stop to cope with large numbers of pupils. However, pupils already walk to and from bus stops for school transport and it is likely that in many cases, it is the same bus stop.
What happens when a child misses the bus or the bus does not turn up?	The service could develop, in partnership with schools and bus providers, a simple protocol for these events. Similarly, provision will have to be made in terms of not marking pupils 'late' where the service bus is at fault.
Disruption to families, particularly those who work, in terms of change to routine in the mornings or evenings	While the service will try and accommodate family circumstances, it will not be possible to plan for every eventuality and there will be disruption for some families.

5.1.4 Taking these concerns into account, officers would need to address any concerns through taking a phased approach to the implementation of bus passes on certain routes.

5.2 Feasibility and implications for proposals for the devolution of financial decision-making concerning equitable school transport, based on the individual needs of all school communities across the area, as part of Phase 2 of the Council's Participatory Budgeting development.

5.2.1 The service considered the feasibility of devolving financial decision-making as part of the Council's participatory budgeting (PB) development. There is currently no additional budget within the Council to enhance transport beyond the current policy due to the £375,000 budget pressure. We would not therefore be able to take this proposal forward at this time. Nevertheless, as PB becomes more developed across the Council, there may be opportunities for communities to become more involved in setting local priorities for PB, with school transport potentially being one option.

5.2.2 Although it is not recommended that the PB option is progressed at this time, option b (ii) below does make provision for school communities to make decisions regarding transport which meets the needs of their school communities beyond that of Council policy.

5.3 Feasibility of the provision of a transport grant of £6.90 per week (now £7.25) based on the current weekly bus pass costs, to all secondary school pupils who live 1-2 miles of their school. Entitlement to the grant being automatic for pupils in receipt of free school meals but also provided on identification of individual circumstances by Education staff.

5.3.1 The additional cost associated with providing a bus pass or transport grant to every secondary school pupil in receipt of free school meals who lives between 1 and 2 miles from their school would be in the region of £65,000 – £70,000 per year, based on current school roll figures). This cost to the Council would be in addition to any subsidy required to provide transport to specific schools where a bus route does not exist. There is no funding in the directorate budget allocated to this and the directorate would have to remove funding from elsewhere or cease a service to meet the cost. This is in addition to any savings proposals being taken forward as part of the 2020/23 budget process. To give the Committee a flavour of the saving that would have to be made to meet the costs, this would equate to the removal of 10% of the DMR budget for all schools (both primary and secondary). The impact of this on schools would be significant because this is the budget used for curricular resources for pupils. Schools have already had a 5% reduction in DMR allocation through the 18/19 budget process. This saving would be difficult to progress.

5.3.2 An alternative approach, rather than increasing the savings pressure on schools would be to allow each school community to identify if they wish to take forward the grant and if so, the funding they would be prepared to allocate to this. Whilst this approach could create different approaches across the authority, it would give school communities the opportunity to prioritise areas for spend and give them the flexibility to do so. Based on current school rolls, the approximate financial impact to each school if they were to progress would be as follows:

- St Columba's High School £20,000
- Clydeview Academy £10,000
- Notre Dame High School £18,500
- Inverclyde Academy £5,500
- St Stephen's High School £5,300
- Port Glasgow High School £4,400

5.3.3 Pupil Equity Funding is allocated to schools to raise attainment and close the poverty related attainment gap and the funding is based on free school meal entitlement. Schools also have control over their DMR budget and this will increase with the head teachers' charter and school empowerment. If schools decided to support the attendance and raise the attainment of any child in receipt of free school meals by enhancing the current transport policy, it would be an acceptable allocation of either school DMR or PEF to do this.

The CMT recommends this alternative approach and this is the option taken forward in recommendation 6 of this paper.

5.3.4 The service was also asked by members to consider the provision of free bus passes for other pupils who have, other than being entitled to FME, particular circumstances as identified by education staff. Current policy ensures that any child with an identified additional support need is provided for through the current transport policy. In addition, schools already use their discretion to support pupils with transport issues if this is required.

6.0 SPECIFIC ARRANGEMENTS FOR SCHOOLS FOR 2020/21 AFFECTED BY THE RECOMMENDATIONS IN THIS REPORT

6.1 Whilst all schools with transport requirements will be affected by the proposals set out in this paper, some will have changes to their provision. The table below provides further information.

School	Revised arrangements
St Columba's High School, Gourock	<p>It is recognised that there is no direct bus route from the Braeside or Bow Farm areas of Greenock. This has been a long-standing concern for families of pupils who live in these areas.</p> <p>The current preferential transport arrangements would continue for the school year 2019/20.</p> <p>From the beginning of school session 2020/21, the Council will continue to fund a dedicated bus service from both Braeside and Bow Farm areas. Pupils choosing to use the service will be required to pay the cost of a weekly bus pass (currently £7.25 per week) with the Council subsidising any shortfall between the income received and the cost of the bus service.</p> <p>An annual review of uptake will be carried out which may have an impact on the service provided.</p> <p>This change will affect approximately 292 pupils.</p>
Inverkip Primary School	<p>The provision of an acceptable walking route would remove the necessity to provide school transport for 58 pupils from August 2020.</p>
Clydeview Academy, Gourock	<p>The current preferential transport arrangements will continue in academic session 2019/20.</p> <p>The revised policy will apply from August 2020 with only those pupils who live beyond 2 miles from the school either being eligible for free transport on a dedicated bus service or being issued with a bus pass to be used on an available public service route.</p> <p>This change will affect approximately 142 pupils.</p>
Notre Dame High School, Greenock	<p>The current preferential transport arrangements will continue in academic session 2019/20.</p> <p>The revised policy will apply from August 2020 with only those pupils who live beyond 2 miles from the school either being eligible for free transport on a dedicated bus service or being issued with a bus pass to be used on an available public service route.</p> <p>This change will affect approximately 37 pupils.</p>

6.2 Appendix 1 outlines the full costs of the current school transport provision in Inverclyde. A further report will be submitted to a future meeting of the Education and Communities Committee with detailed expected costs of providing subsidised transport and any reduction to the budget pressure of £375,000, should the recommendations be agreed.

7.0 CONSULTATION AND COMMUNICATION

7.1 Although consultation with chairs of parent councils has taken place, advice from legal services is that there is no requirement, in terms of the Schools (Consultation) (Scotland) Act 2010, for further consultation in terms of the implementation of the proposals set out in this report.

The service will, however, ensure that agreed proposals and implementation timeline will be communicated to schools, parents and other stakeholders affected by the policy.

8.0 IMPLICATIONS

8.1 Financial Implications - One off Costs

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

Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if applicable)	Other Comments

8.2 **Human Resources**

N/A.

8.3 **Legal**

N/A

8.4 **Equalities**

An equalities impact assessment has been carried out for this report.

8.5 **Repopulation**

N/A.

9.0 BACKGROUND PAPERS

Education and Communities report May 2019
 Outcome of Statutory Consultation on School Transport Review Education Committee
 January 2017.

Education, Communities and Organisational Development

Mainstream School Transport Costs

	£
Primary	290,473.42
All Saints	6,350.08
Ardgowan	22,450.88
Kilmacolm	54,517.86
Moorfoot	28,369.22
Newark	30,417.06
St Andrew's	38,417.32
St Michael's	17,482.52
St Ninian's	78,056.40
Whinhill	14,412.08

	£
Secondary	655,423.26
Clydeview	29,347.88
Inverclyde	285,488.87
NDHS	89,251.77
PGHS	129,264.66
St Columba's	116,972.80
St Stephen's	5,097.28

	£
SEMP	373,434.97
Clydeview	96,270.97
Inverkip	36,213.36
St Columba's	240,950.64

Report To:	Education and Communities Committee	Date:	3 September 2019
Report By:	Ruth Binks, Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/61/19/ LMcV
Contact Officer:	Louise McVey, Corporate Policy, Performance and Partnership Manager	Contact No:	01475 712746
Subject:	Local Child Poverty Action Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to present the Committee with the Inverclyde Local Child Poverty Action Report (LAR) 2018/19.

2.0 SUMMARY

- 2.1 Under the Child Poverty (Scotland) Act 2017 there is a requirement for all local authorities and relevant Health Boards across Scotland to reduce child poverty. The Act sets out four national statutory income based targets to be achieved by 2030. The four targets are:-
- Fewer than 10% of children are in relative poverty
 - Fewer than 5% of children are in absolute poverty
 - Fewer than 5% of children are in combined low income and material deprivation
 - Fewer than 5% of children are in persistent poverty
- 2.2 The Act requires that each local authority and relative NHS Health Board must jointly prepare annual Local Child Poverty Action Reports (LARs). The first report will cover the financial year 2018/19. These annual reports must set out the activity undertaken during the reporting period and those planned going forward to meet the 2030 targets. The report required to be submitted to the Scottish Government by 30 June 2019.
- 2.3 Child poverty is a significant issue for a large number of families in Inverclyde. In recognition of this, funding has been allocated to some actions included within the LAR to specifically develop strategies and implement projects with the aim of reducing child poverty in Inverclyde.
- 2.4 It is recognised that a multi-agency approach is required in order to tackle poverty, and partners delivering activities at a local level to tackle Child Poverty must be involved in the forward planning element. To facilitate this, an Inverclyde Child Poverty Action Group has been established. Membership of the group is shown in 5.2 of this report.
- 2.5 The Inverclyde Child Poverty Action Group has agreed that the Inverclyde LAR should focus on a small number of set themes. Each theme provides an overview of current service provision and what is planned for the year ahead.
- 2.6 The Inverclyde LAR Report 2018/19 is attached for noting by the Committee in Appendix 1.

3.0 RECOMMENDATIONS

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

Notes the themes and detail contained within the Inverclyde Local Child Poverty Action Report 2018/19.

4.1 The Fairer Scotland Strategy set out a vision to ensure that Scotland is the best place in the world to grow up. To realise this outcome, it is committed to eradicating child poverty. Evidence suggests that poverty can undermine the health, wellbeing and educational attainment of children who experience it. A 2013 study found that child poverty in the UK cost at least £29 billion a year.

4.2 **Child Poverty (Scotland) Act 2017**

This legislation sets out a clear agenda for measuring, reporting on and reducing child poverty levels across Scotland. There are a number of statutory requirements which are set out below:

- Four statutory national **income** targets, to be met in the financial year beginning 1 April 2030.
- Places a duty on local authorities and health boards to report annually on activity taken, as well as planned action to contribute to the reduction of child poverty by 2030.
- Four **interim income** targets, to be met by Scottish ministers in the financial years beginning 1 April 2023 and 2026.
- Places a duty on Scottish ministers to publish child poverty delivery plans in 2018, 2022 and 2026, and to report progress towards meeting the 2030 targets.
- To report on delivery plans annually.
- The creation of a Poverty and Inequality Commission to be established from 1 July 2019 with functions related to the child poverty national reduction targets.

Scotland is now the only part of the UK with statutory targets to reduce child poverty.

5.0 **DEVELOPING INVERCLYDE’S LOCAL CHILD POVERTY ACTION REPORT (LAR)**

5.1 The range, role and collaborative engagement with partners delivering activities at a local level to tackle child poverty must be reflected in the LAR. In addition, partners delivering these activities must also be involved in the forward planning element.

5.2 To facilitate this, an Inverclyde Child Poverty Action Group has been established with the following leads:-

Designation	Service
Corporate Director	Education, Communities and Organisational Development
Corporate Policy Officer (Poverty)	Corporate Policy
Service Manager	Children’s Specialist Service
Children’s Planning and Improvement Officer	Children & Families
Manager	Corporate Policy, Performance and Partnership
Principal Benefits and Customer Services Officer	Finance
Service Manager	Children & Families
Team Leader	Public Health and Housing
Head of Culture, Communities & Educational Resources	Culture, Communities & Educational Resources
Quality Improvement Officer, Early Years	Education
Head of Organisational Development, Policy and Communications	Organisational Development, Policy and Communications
Service Manager	Community Learning & Development, Community Safety and Resilience
Head of Education	Education
Implementation Lead	CELCIS
Health & Wellbeing and Poverty Linked Initiatives	Education

Officer	
Chief Executive Officer	CVS
Operations Manager	The Trust Employability Service
Service Manager	Strategy and Support Services
Service Manager	Primary Care, Public Health & Equalities
Project Manager	Scottish Attainment Challenge

5.3 The Inverclyde Child Poverty Action Group has agreed that the Inverclyde LAR should focus on a small number of set themes. Each theme provides an overview of current service provision and the work that is planned for the year ahead

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	£103,706	n/a	n/a

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

6.3 Legal: The Child Poverty (Scotland) Act places a legal requirement on Councils and NHS Health Board to produce a Local Child Poverty Action Report.

6.4 Equalities: There are no equality implications associated with this report at present.

6.5 Repopulation: A reduction in poverty levels will improve the quality of life for many residents in Inverclyde. Improved satisfaction levels may encourage more young people to stay in the area and may make Inverclyde a more attractive place for those considering moving to the area. Repopulation remains a key priority within the Inverclyde Outcomes Improvement Plan.

7.0 CONSULTATION

7.1 n/a

8.0 CONCLUSION

8.1 The Local Child Poverty Action Report is presented for the approval of the Education and Communities Committee.

9.0 LIST OF BACKGROUND PAPERS

9.1 None

Inverclyde

Local Child Poverty Action Report

2018/19



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Foreword

We are pleased to introduce the first Inverclyde Child Poverty Action Report.

Inverclyde is an area with many strengths and a great deal to be proud of, however there are communities where levels of poverty and inequality are disproportionately high. Too many children in Inverclyde are currently living in poverty and experiencing poorer outcomes as a result of this. Urgent action is needed now, both to help these children and to prevent future generations of children growing up in poverty.

Poverty however is multi-dimensional in nature and one organisation alone cannot deliver the change that is required to tackle its root causes. Collaboration is essential to bring resources, knowledge and expertise together that can make lives better for those children and young people in our communities experiencing the greatest inequalities.

That is why, to inform the development of this Inverclyde Local Child Poverty Action Report, we held a dedicated Inverclyde Child Poverty Event 'Every Child, Every Chance' in October 2018. This event was the first of its kind locally and was attended by more than 100 representatives from across the public and the third sectors. It provided an invaluable opportunity to learn more about the drivers of poverty, to discuss the particular issues prevalent in our communities and to forge closer professional relationships. The event was a great success and provided a robust platform on which to develop this Inverclyde Child Poverty Action Report.

We know that poverty is not inevitable and we are committed to working together, sharing our learning and developing new ways of working in order to deliver improved outcomes and life chances for the children and young people of Inverclyde.

Aubrey Fawcett
Chief Executive
Inverclyde Council

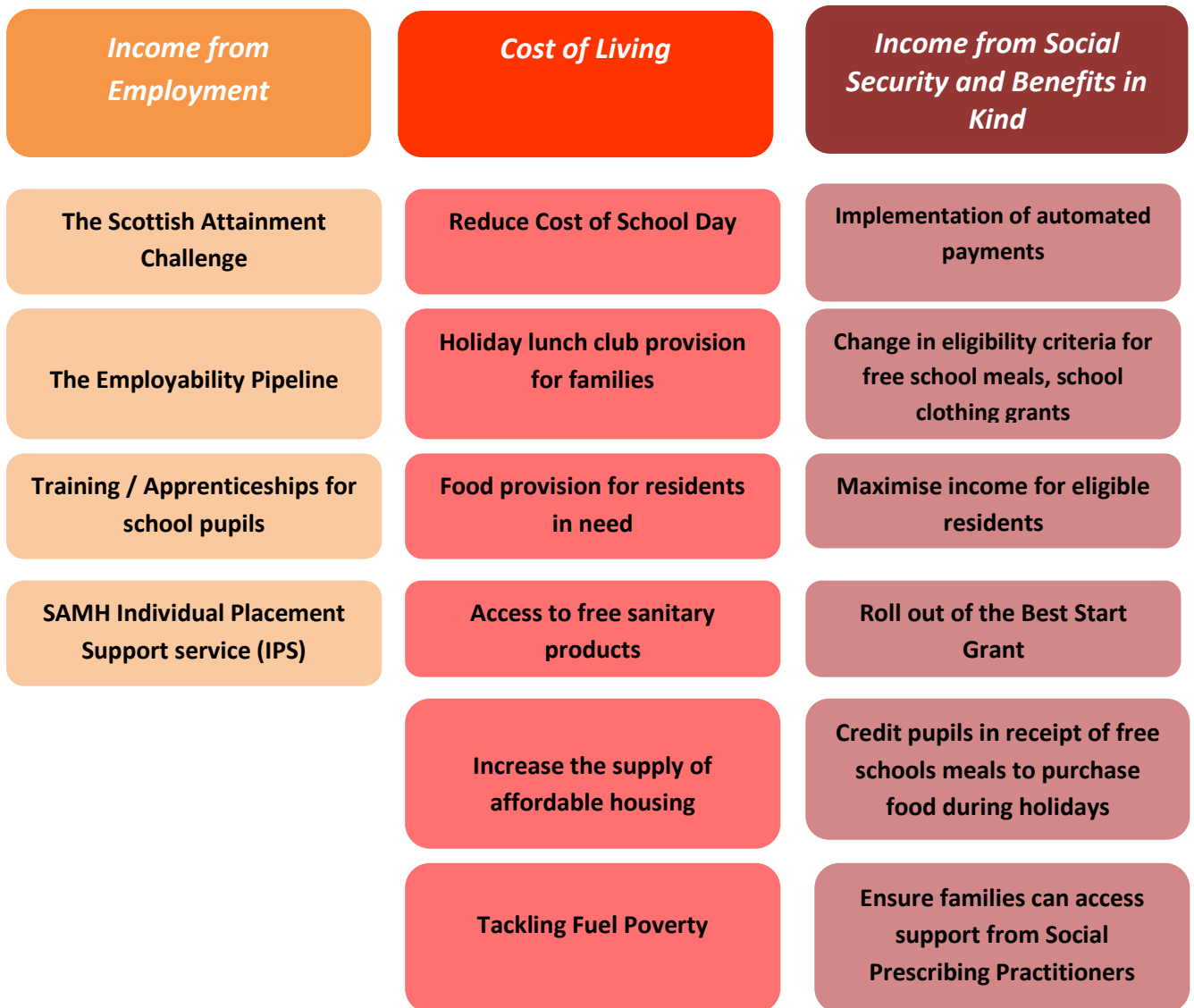
Jane Grant
Chief Executive
NHS Greater Glasgow and
Clyde

Executive Summary

Just over 1 in 4 children in Inverclyde is living in poverty, increasing to 1 in 3 in some of our communities. Partners in Inverclyde recognise that child poverty and deprivation limits opportunities and choice and that by tackling child poverty; alleviating the financial strain on low income households and improving the living standards of families in poverty, we will help to improve outcomes for our children and young people and create thriving, sustainable communities across Inverclyde. In doing this, we will achieve our vision of 'Getting it right for every child, citizen and community'.

This Inverclyde Local Child Poverty Action Report sets out what actions Inverclyde Council and NHS Greater Glasgow and Clyde, along with partners, will take to reduce child poverty in Inverclyde. The report sets out what we have done in the past year and what we plan to do in the year ahead.

The diagram below provides an overview of the local actions for delivery within this Inverclyde Child Poverty Action Report and how they link to the national drivers of poverty:



In developing this Child Poverty Action Report we have looked at what we know is working, sharing our learning and developing approaches, however radical, to doing things differently to tackle the poverty and inequalities that exist in our communities. The initiatives described below are intended to provide a flavour of the work that is being taken forward in Inverclyde to tackle child poverty.

Implementation of Automated Payments

We have identified that the application process for school clothing grants, free school meals and EMAs can act as a barrier to some families, resulting in them not claiming what they are entitled to. Work is currently being carried out to explore how information currently held by Finance for Council Tax Reduction purposes can be used to provide automated payments to those eligible families, to ensure that they receive these benefits without the additional requirement to complete the application forms.

Income Maximisation for pregnant women and families with children

NHS Greater Glasgow and Clyde received £63,750 in 2018/19 for the enhancement of referral pathways into income maximisation for pregnant woman and families with children. Specifically, this money will be used to:

- Create local capacity in Health Board areas to establish or enhance referral pathways;
- Plan and delivery of training on child poverty, money matters and referral pathways for universal maternity and health visiting workforce;
- Develop formal referral pathways; and
- Negotiate additional capacity with local advice services.

Inverclyde Council has been allocated £2,704 of this funding and Child Poverty Action Group will use this to deliver input to midwifery, family nurse and health visiting staff around maternity and other benefits.

Cost of the School Day

'Cost of the School Day' awareness raising sessions have been carried out with the Head Teaches of all Inverclyde schools. As a result, new projects and initiatives have been adopted by local schools to reduce the cost of the school day, including:

- The purchase of additional PE kits to increase participation and allow children to exercise in comfort;
- Uniform swaps / banks;
- A reduction in the number of non-uniform days with no set donation;
- A reduction in fundraising events; and
- Offers of support for school trips to ensure opportunity for all.

The next stage will be to train local 'Cost of the School Day Champions' who will work to raise awareness amongst staff, parents and carers within the school community.

Our Plan

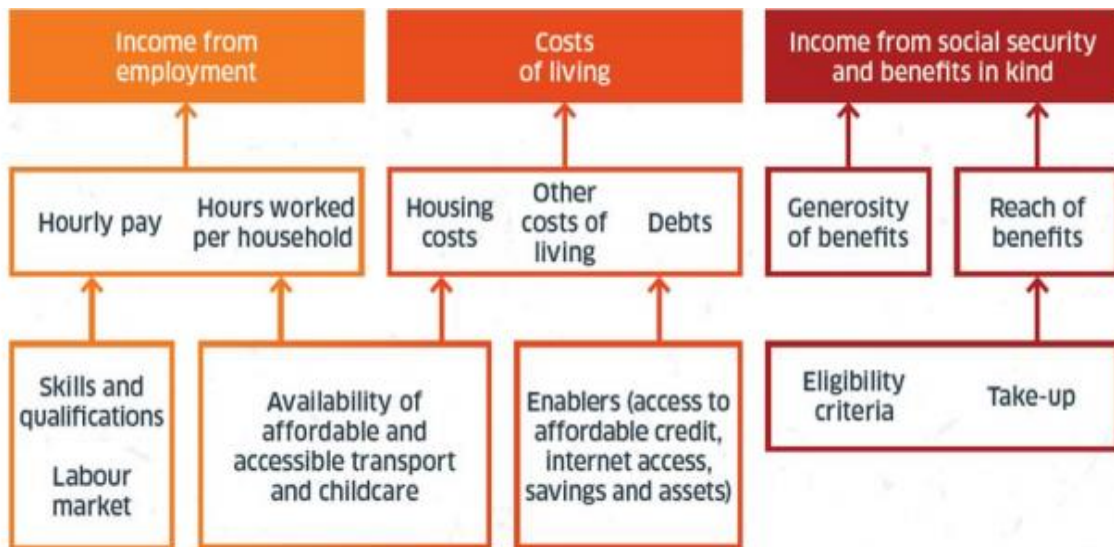
Introduction

Under the Child Poverty (Scotland) Act 2017 there is a requirement for all local authorities and relevant Health Boards across Scotland to reduce child poverty. The Act sets out four national statutory income based targets to be achieved by 2030. The four targets are:-

- Less than 10% of children live in households that are in relative poverty
- Less than 5% of children live in households that are in absolute poverty
- Less than 5% of children live in households that are in combined low income and material deprivation
- Less than 5% of children live in households that are in persistent poverty

The Act requires that each local authority and relative NHS Health Board must jointly prepare annual Child Poverty Local Action Reports (LAR's). The first report will cover the financial year 2018/19. These annual reports must set out the activity undertaken during the reporting period and those planned going forward to meet the 2030 targets.

The direct drivers of poverty fall in to 3 main categories:-

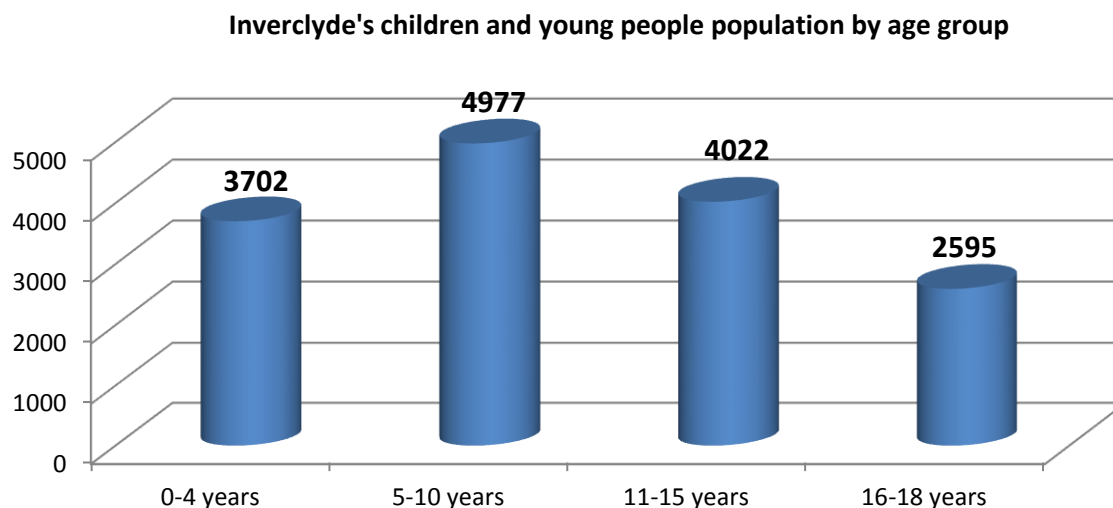


How the risk of child poverty varies between different groups



Child Poverty in Inverclyde

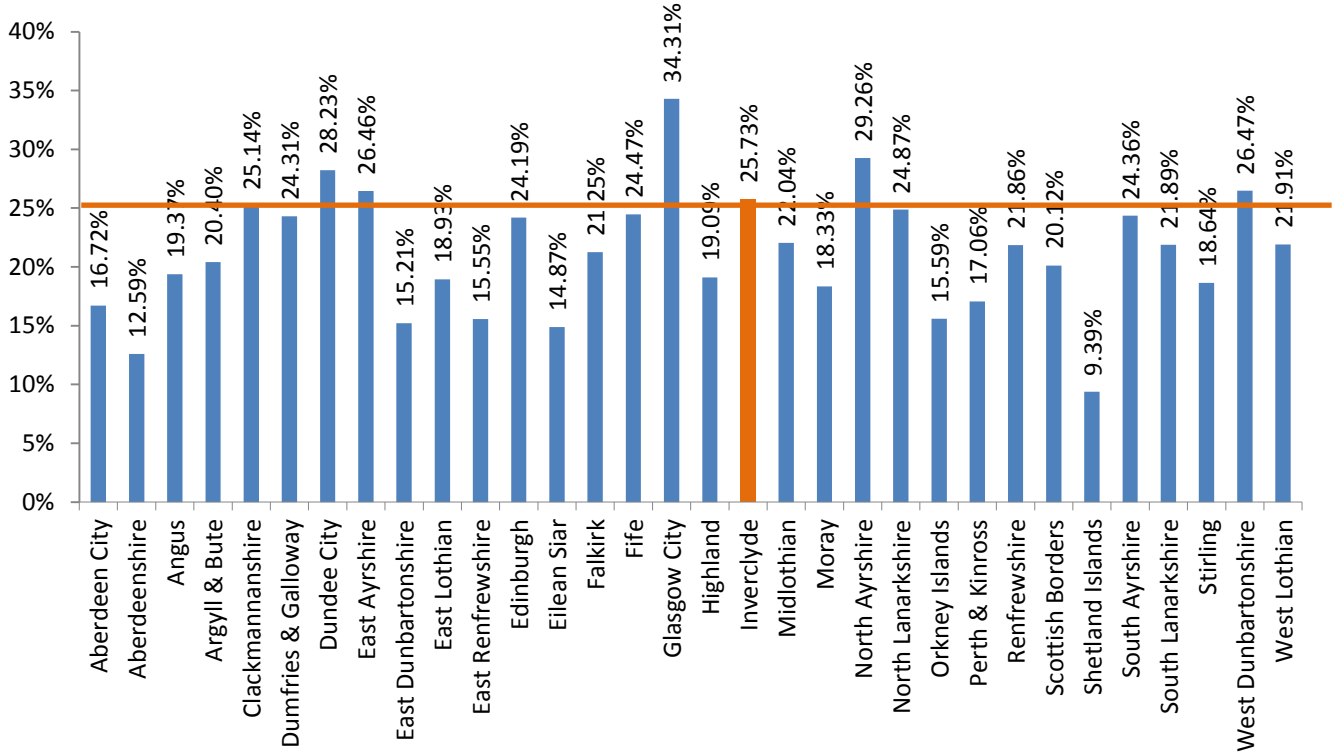
Inverclyde's population in 2017 was estimated to be 78,760. Just under one fifth, (19.4%) of the population is aged 18 years or younger. The age breakdown is shown in the graph below.



Source: NRS, Mid-year population estimates, 2017

According to poverty figures published by End Child Poverty, Inverclyde has the sixth highest level of child poverty in Scotland, after housing costs. It is estimated that just over 1 in 4 (25.7%) children and young people in Inverclyde are living in poverty.

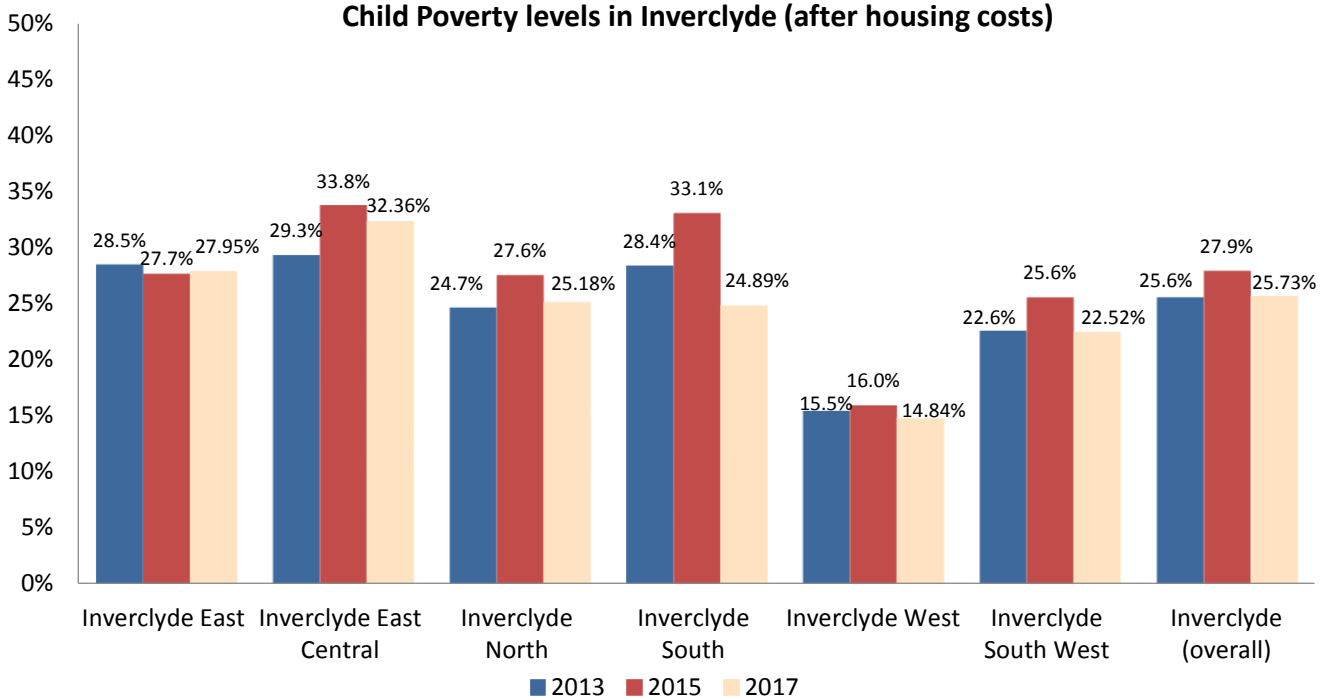
Comparison of child poverty levels across Scottish LA areas, 2017



Source: End Child Poverty, published January 2018

However, poverty levels vary significantly across the authority. The graph below shows that in Inverclyde East Central, child poverty levels rise to almost 1 in 3 children and young people.

Child Poverty levels in Inverclyde (after housing costs)



(n.b ward boundaries as of 2013)

The Attainment Challenge

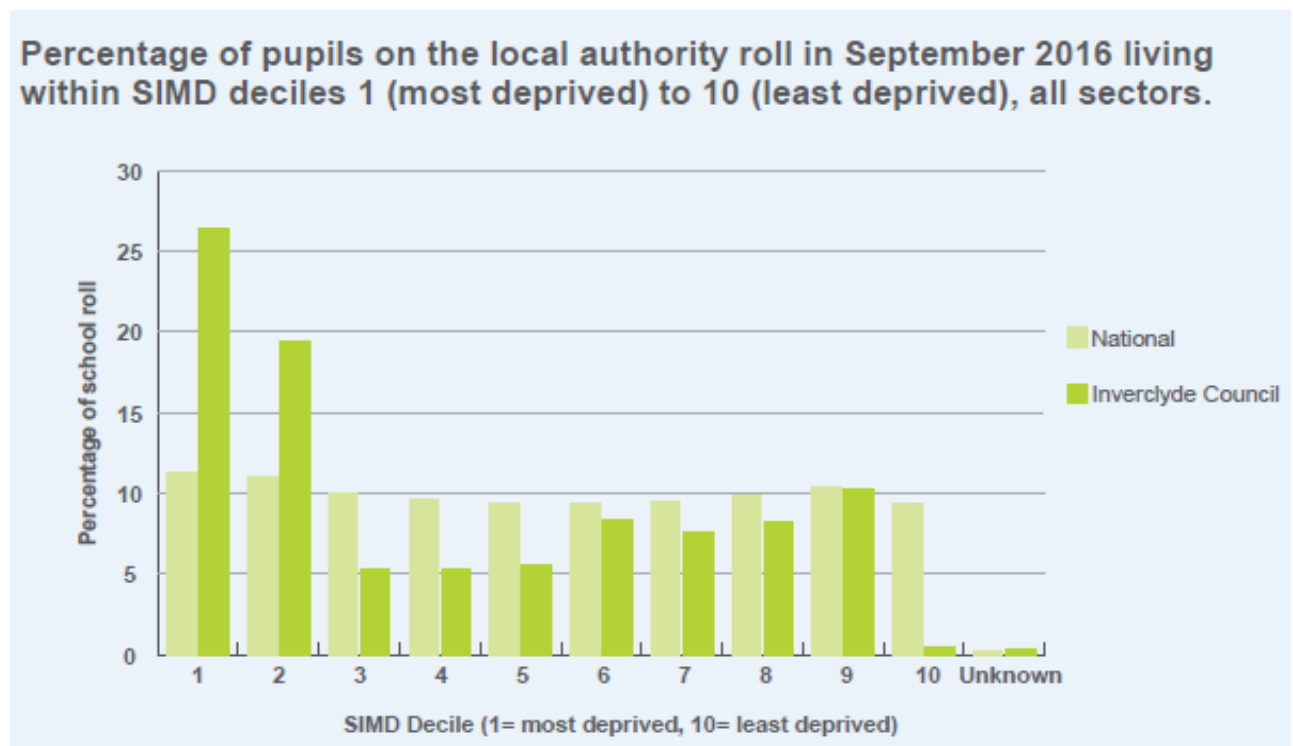
Differences in educational attainment can be a consequence of poverty but can also drive it too. It has been recognised nationally that there is a clear and persistent gap in attainment between pupils living in Scotland's most and least deprived areas. Educational attainment affects employment prospects later in life and in turn, the risk of future poverty. Children who achieved higher qualification levels increase their probability of being employed and having access to increased earnings.

The Scottish Attainment Challenge was launched by the Scottish Government in February 2015 with a focus on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds.

Inverclyde was one of the first attainment challenge authorities in Scotland. This funding has been used to implement proven interventions designed to improve outcomes for children, and their families, including:

- increasing leadership at all levels, including parents and children;
- further strengthening links with third sector partners, including Barnardo's;
- embedding nurture across the education system; and
- supporting the skilled understanding and use of data for improvement.

The graph below shows that just under half of all pupils in Inverclyde schools live in the areas of highest deprivation categorised as SIMD 1 and 2. This is well above the national average. Moreover, Inverclyde has more than twice the national average number of pupils living in SIMD 1.



Locality Planning

Partners have recognised that there are particular communities in Inverclyde that suffer from higher levels of multiple deprivation and experience the greatest inequalities and therefore require targeted support and attention.

The Inverclyde Alliance is currently developing its approach to locality planning in Inverclyde and has produced Locality Plans for three areas in Inverclyde which experience the greatest level of inequality and deprivation.

Inverclyde has committed to developing these plans with communities, co-producing them using asset based community development. Work with communities has been going on via Aspiring Communities funded activity and is being used to inform the Locality Plans for Port Glasgow, Greenock East and Central and Greenock South and South West. This is in addition to the large scale community engagement programme 'Our Place, Our Future' which informed the Inverclyde Outcome Improvement Plan, and the responses from that have been broken down into the localities.

Developing our Local Child Poverty Action Report

Tackling child poverty, alleviating the financial strain on low income households and improving the living standards of families in poverty is key to improving outcomes for future generations and creating thriving, sustainable communities across Inverclyde.

Research has shown that childhood experiences have a strong bearing on a child's prospects in adulthood. Children that have grown up in poverty have a much higher likelihood of having poorer experiences than those who have grown up in better off households.

The Scottish Public Health Network report 'Polishing the Diamonds', Addressing Adverse Childhood Experiences (ACEs) in Scotland highlighted that ACEs have been shown to be related to deprivation with the experience of four or more ACEs being reported by 4.3% in the least deprived quintile and 12.7% in the most deprived quintile. ACEs and particularly childhood abuse and neglect are linked to poverty in adulthood.

- **Inverclyde Child Poverty Action Group (CPAG)**

Poverty is multi-dimensional, many people move in and out of poverty during the course of a year or over their lifetime, while a minority are in poverty for longer periods of time. Levels of poverty also vary, from people who are just under the poverty threshold to those who are in severe poverty or destitute and struggle to acquire the basic necessities of life. A partnership approach is essential to ensure that we develop a holistic approach locally to tackling poverty. Partnership working also has the benefit of collaborative gain, where we can achieve more than the sum of our parts.

Recognising this, we have established an Inverclyde Child Poverty Action Group, encompassing a wide range of partners:

Designation	Service
Corporate Director	Education, Communities and Organisational Development
Corporate Policy Officer (Poverty)	Corporate Policy
Service Manager	Children's Specialist Service
Children's Planning and Improvement Officer	Children & Families
Manager	Corporate Policy, Performance and Partnership
Principal Benefits and Customer Services Officer	Finance
Service Manager	Children & Families
Team Leader	Public Health and Housing
Head of Inclusion, Culture and Communities	Inclusion, Culture and Communities
Quality Improvement Officer, Early Years	Education
Head of Organisational Development, Policy and Communications	Organisational Development, Policy and Communications
Service Manager	Community Learning & Development, Community Safety and Resilience
Acting Head of Education	Education
Implementation Lead	CELCIS
Health & Wellbeing and Poverty Linked Initiatives Officer	Education

Designation	Service
Chief Executive Officer	CVS
Operations Manager	The Trust Employability Service
Service Manager	Strategy and Support Services
Service Manager	Primary Care, Public Health & Equalities
Project Manager	Scottish Attainment Challenge

An essential element in reducing child poverty in Inverclyde is effective engagement with those coping with the challenges of living in poverty. By developing a greater understanding and raising awareness across partners of the causes and effects of poverty, we can deliver services in a more targeted way as well as enhance the service that we are providing. Most importantly of all, it will ensure that the voices of those that are experiencing poverty are being heard.

Strengthening and building on the engagement that has already taken place is a key priority for the Inverclyde Child Poverty Action Group and we are currently looking at the best ways to develop our community engagement further.

- **Inverclyde Child Poverty Event ‘Every Child Every Chance’**

The Inverclyde Child Poverty Event ‘Every Child, Every Chance’ was the first event locally where services and organisations came together as a whole to discuss how together, we can work to eradicate child poverty.

The event was attended by 103 people from various Services, organisations and the 3rd Sector. Of those attending, 26% of participants were from Inverclyde Council (Education Services); 17% from other Services within Inverclyde Council and 15% of participants were from the HSCP. The remainder of participants, 42%, were from the 3rd Sector.

The event was a success for Inverclyde, providing participants with the opportunity to gain an insight into the requirements for the Local Action Report, providing networking opportunities with other Agencies/Services and increasing the knowledge and understanding of participants as to what services are available that can support families living in poverty. An evaluation of the event was carried out which showed that it was positively received.

- **Clyde Conversations 3**

The third annual Inverclyde ‘Clyde Conversations’ event, which is an event solely for our young people in secondary schools took place in February 2018, with a follow up event in November 2018. Clyde Conversations is planned and co-delivered by the young people of Inverclyde, including agreeing a series of workshops to enable young people to have the opportunity to take part in decisions that affect their lives. The focus of the workshops was:

- Mental Health
- Career & Job Prospects
- Alcohol & Drugs
- Pupil Voice
- Hate Crime
- Sexual Health
- Young People’s Reputations

83 young people from across Inverclyde secondary schools attended the event. A number of actions emerged from the event and these will be taken forward by partners.

- **Our Place Our Future**

As part of the development of the Inverclyde Outcomes Improvement Plan, an Inverclyde-wide conversation was generated by the Our Place Our Future survey.

This survey used the Place Standard tool and delved into a wide range of themes that affect an individual's overall health and wellbeing, from streets and spaces, to work, care, housing and local amenities. The first phase was coordinated and delivered by community planning partnership, the Inverclyde Alliance, with funding support from the Big Lottery Fund Awards for All Scotland.

1,310 people completed the main survey and an additional 83 young people responded to an adapted survey featuring some of the same questions. This represents 1.75% of the total population of Inverclyde and is the highest number of respondents Inverclyde Alliance has ever had to an engagement process.

Results have been segmented down to locality level to provide the partnership with a greater understanding of the issues that are affecting residents in their communities and what changes residents would like to see in their area.

NHSGGC Child Poverty Leads Network

In December 2017, NHS Greater Glasgow and Clyde established a pan-GGC child poverty action co-ordination network. The purpose of the network is to co-ordinate board-wide corporate/acute service NHS action to reduce child poverty with local-partnership strategies and reports and to provide a forum for sharing evidence and learning across NHS GGC's six partner local authority areas. The network, is chaired by NHSGGC's Lead for Child Poverty, meets three times per year and involves senior maternity and children services staff, child poverty leads from each of the health board's six partner local authorities and health and social care partnerships, Glasgow's Child Poverty Co-ordinator and representation from the Glasgow Centre for Population Health. Outputs include a development session sharing local successes – including description of automation of local authority provided benefits – a best practice guide and local child poverty data resource. The network links into NHS GGC's Maternal and Child Health Strategy, Health and Employment, HR and Equalities and Financial Inclusion committees and reports to the Board Public Health subcommittee. **Appendix 3** details NHS child poverty actions undertaken in the main at a pan-GGC level.

Resources

It is anticipated that cost of some of the projects in our delivery plan will be met from existing resources. Where indicative costs have been identified, these are noted in the plan. Opportunities to access external funding streams will also be explored where appropriate.

Equality Impact Assessment

You can find the equality impact assessment on our Local Action Report here (weblink to be inserted)

Links to other plans and strategies

The Inverclyde Alliance vision for Inverclyde is:

‘Nurturing Inverclyde: Getting it Right for Every Child Citizen and Community’

This means that the Alliance will work in partnership to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

Partners in Inverclyde recognise that poverty and deprivation limits opportunities and choice. That is why, within the Inverclyde Outcomes Improvement Plan, reducing inequality has been established as one of three strategic priorities that the Community Planning Partnership will focus on.

In addition to this, this delivery of the actions and projects within this Local Action Report, will make a significant contribution to the delivery of a range of strategic plans and priorities for partners across Inverclyde and these are noted in the Delivery Plan in Appendix1.

The links between the LAR and the area’s high level strategic Plans is shown below:

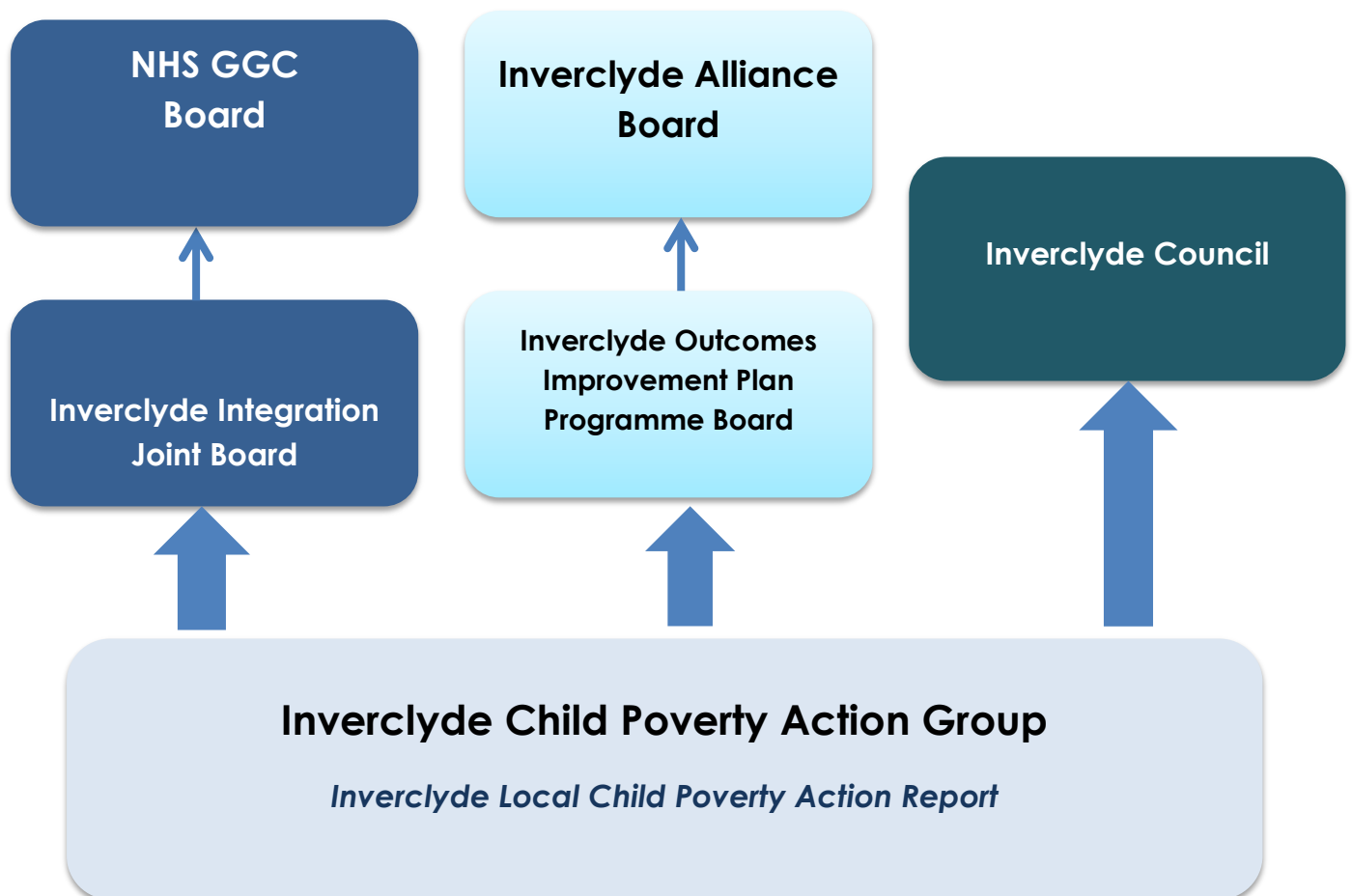


Governance Framework

Immediate responsibility for the governance of this Inverclyde Local Child Poverty Action Report rests with the Inverclyde Child Poverty Action Group. This group meets on a regular basis and is chaired by the Corporate Director of Education Communities and Organisational Development, Inverclyde Council.

The cross-cutting nature of this Report and its central focus on reducing child poverty, means that it has a key contribution to make to the Community Planning Partnership's strategic aim of tackling inequalities. The Inverclyde Alliance Board, supported by the Programme Board will therefore provide leadership and scrutiny to the work of the Child Poverty Action Group, as well as helping to co-ordinate partnership activity.

Both the Council and NHS Greater Glasgow and Clyde have the lead responsibility for the delivery of projects and initiatives within this Report and as such, the management teams and relevant committees of both organisations will receive progress reports on the Delivery Plan.



Appendix 1

Inverclyde Child Poverty Action Report Delivery Plan

June 2019

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
<p>The Scottish Attainment Challenge – maximise every child and young persons opportunity to achieve their potential and succeed by providing equity in education.</p>	<p>Education Services</p>	<p>£3506,002 (Scottish Attainment Challenge) £2,428,800 (Pupil Equity Fund)</p>	<p>Particular focus is on closing the poverty-related attainment gap by improving activity in literacy, numeracy and health and wellbeing in our communities with the highest concentrations of deprivation.</p> <p>The aspirational local vision is to develop practice which is both effective and sustainable. In order to improve outcomes in literacy, numeracy and health and wellbeing as well as narrow the attainment gap, parental engagement, workforce expertise, meeting learning needs and leadership will be transformed. Our vision is that every school will be a nurturing school, with benefits to the pupils of improved attendance, attainment and well-being. New interventions are implemented alongside the scaling up of interventions that have been developed as small pilots or tests of change.</p> <p>Inverclyde’s project is based on a sustainable model which focusses on upskilling our permanent workforce. This has led to the establishment a range of posts with an emphasis on a coaching and modelling role. Our CMOs are leading improvements in pedagogy across the authority.</p> <p>There are opportunities for leadership development at all levels, recognition of and use of staff skills to develop practice across our community of schools. The programmes implemented for literacy, numeracy and health and well-being are evidence based. All</p>	<p>August 2023</p>	<p>This action covers all priority groups as the Scottish Attainment Challenge covers all young people living in SIMD 1 & 2 areas within Inverclyde.</p>	<p>Attainment Challenge Plan, Inverclyde Council Corporate Plan, Education, Standards and Quality Report, Inverclyde Outcomes Improvement Plan, Inverclyde Children’s Services Plan</p>	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>changes to practice are monitored for impact and effectiveness. Practice which has been measured for impact and found to be effective is then shared across the authority, leading to long term improvements.</p> <p>Parental engagement is a focus within our Families and Communities workstream, with Family Support Workers providing bespoke packages of support, Community Learning and Development staff delivering tailored learning packages to young people and parents and our libraries staff supporting parents to support literacy at home.</p> <p>There have been improvements across the authority in the quality of learning and teaching, matched by improvements in the progress of learners, especially P1 – P3, particularly in relation to literacy and numeracy. There are noticeable improvements in numeracy at S3. Across the broad general education and into the senior phase there is clear evidence that Inverclyde is making progress in narrowing the poverty-related attainment gap.</p> <p>Pupil Equity Funding (PEF) has been paid by Scottish Government to local authorities by means of a ring-fenced grant with indicated amounts that should be allocated directly to each school. The amount allocated to each school has been decided according to the number of pupils in P1 – S3 who are eligible to be registered for free school meals.</p>				

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Schools submit annual plans to the authority officers outlining how they intent to use their PEF. The plans are supported by national and local guidance. All schools are expected to link their PEF plans to their annual improvement planning process through the ongoing Standards and Quality and Improvement Plan. The table on the following page outlines Spending proposals of Pupil Equity by Equity Intervention.</p> <p>The latest key findings from Mid-Year Progress Report shows at June 2017:-</p> <p>Primary</p> <ul style="list-style-type: none"> • P1 Pips results have improved in average scores for all focus schools in reading and maths, with 8 out of our 9 target schools above the national average for Maths and 4 of our target schools above the national average for Reading. • 92% of pupils in P1 made appropriate progress, or better, according to their Maths standardised assessments, with Attainment Challenge focus schools improving from 8% from last year's figures, compared to an overall gain of 4% across the authority. • 90% of pupils in P1 made appropriate progress, or better, according to their Reading standardised assessments, with Attainment Challenge focus schools improving by 5% from the previous years 				

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>figures, compared to the same figure across the authority.</p> <ul style="list-style-type: none"> • Teacher Professional Judgements this year demonstrate increased number of pupils achieving appropriate levels of Curriculum for Excellence. • Overall attendance at professional learning opportunities has increased. <p>Secondary</p> <ul style="list-style-type: none"> • Teacher Professional Judgements this year demonstrate increased numbers of pupils achieving appropriate levels of Curriculum for Excellence. • Professional Learning opportunities • Attendance at professional learning opportunities has increased. <p>The Year Ahead</p> <ul style="list-style-type: none"> • Increase in attainment for targeted groups of pupils in literacy and numeracy. • Increase in teachers' knowledge and skills to engage children in learning in literacy and numeracy. • Increased confidence in assessment and planning. • Increased teacher skill in on-going assessment and reflective planning to meet the needs of children. • Increase in parental awareness of children's 				

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			learning in literacy and numeracy. <ul style="list-style-type: none"> Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts. Increase in children's reading for pleasure. 				
1. Early Intervention		2. Social & Emotional Well being		3. Health & Well being		4. Targeted Support Literacy	
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		Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities	
5. Professional Development		6. Wider Engagement		7. Partnership Working		8. Resources	
High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning Literacy training PEF PT's Differentiated Support		Family Learning Officers Extra-Curricular Sport Clubs Family Library Outdoor Play Areas Family Support Residential Seminars Enhanced Supported study STEM Weekends		Counselling Services Cluster Welfare Officers CLD Support Coaching Support Outreach Workers Children's Advocacy Officer Residential		Administrative Assistants Digital IT Wi-Fi	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Employability			<p>The purpose and structure of the Employability Pipeline is to provide Inverclyde residents with a tailor made pathway of support, where their individual circumstances, barriers, needs and aspirations are assessed and delivery organisations work collaboratively to support and progress each individual through their personal pathway towards, and into, a positive destination.</p> <p>The Inverclyde Employability Pipeline provides a range of employability support to local residents looking for work, or looking to improve their employment situation. It also supports Inverclyde businesses to train and grow their workforce.</p> <p>The Council contract with relevant organisations to deliver services that are of high quality and provide best value for money.</p> <p>Currently, three main contractors deliver services on behalf of the Council (see below)</p>			Inverclyde Council Corporate Plan, Inverclyde Outcomes Improvement Plan, Inverclyde Children Services Plan	
Employability	Stepwell Consultancy Ltd	£117,500	<p>Stepwell Consultancy Ltd is a local Social Enterprise company specialising in improving the health, well-being and employment opportunities of local people who have a health condition that is preventing them from moving into employment.</p> <p>Their “Progress” programme delivers support that enables people to identify their barriers and builds</p>	Initial funding agreed until 31 st March 2019	This action covers all priority groups given the eligibility criteria of the programme.	Inverclyde Council Corporate Plan, Inverclyde Outcomes Improvement Plan,	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>positive coping strategies whilst working on a plan to improve their physical and mental health activities available through “Progress” include Stress and Condition Management, Counselling, Mentoring, Vocational Training, Personal Development and Supported Employment/Work Placement opportunities.</p> <p>Stepwell work in partnership with a number of local services and employers to provide specialist client support when needed, ensuring a connected quality service is provided for every client’s individual needs.</p> <p>Commissioned by Inverclyde Council as part of the wider Inverclyde Resilience Project with funding from Scottish Government, Whole Life Restore employability programme was established.</p> <p>Whole Life Restore is an innovative employability programme that is locally delivered, specialist in nature, inventive in its flexibility and utilises a holistic, person centred and asset based approach within a restorative and supported employment delivery model.</p> <p>Whole Life Restore is for residents of Inverclyde who:-</p> <ul style="list-style-type: none"> • Are in receipt of unemployment benefit 			Inverclyde Children Services Plan	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<ul style="list-style-type: none"> Have a 'lived experience' of criminal justice, addictions and/or homelessness Are ready to explore their future aspirations including actively looking to progress into employment or other positive destinations. <p>Attending Whole Life Restore will not affect any benefits and provides access to an extensive and collaborative range of therapeutic interventions, life skills training, resilience workshops, pre-vocational and vocational qualifications, one2one employability support, work placements and supported employment opportunities.</p>				
Employability	Trust Employability Services	£2,061,000	<p>Trust Employability Services is funded by Inverclyde Council (ESF) and delivered by Inverclyde Community Development Trust. The Trust aims to assist residents of Inverclyde to access opportunities in education, training and employment by providing them with advice, information, guidance and practical support.</p> <p>Contracted Volumes 1050 individuals over 12 months with specific eligibility criteria</p> <p>What's on Offer Training - The Trust offers a variety of training; accredited, non-accredited and e-learning opportunities. Once a person is registered with the</p>	Ongoing		Inverclyde Council Corporate Plan, Inverclyde Outcomes Improvement Plan, Inverclyde Children Services Plan	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Trust this will be discussed more fully during a one to one appointment with one of the team. This will include where relevant; Prevocational training, Work Preparation Workshops, Pre-employment training, Vocational training, Practical Work place training and Industry specific options relevant to the prevailing labour market demand.</p> <p>The team will actively support Work Preparation – providing hands on assistance with job applications, online recruitment, CV & interviews. Travel expenses - Travel to arranged appointments and training will be reimbursed when using public transport</p> <p>Funded Training package - Funding assistance can be offered for external training, any required licences relevant to the job opportunities a person is seeking, travel to interviews, specific clothing for the job and travel expenses while waiting on first salary payment. All funding is subject to evidence of securing an interview or job offer, a member of the team will work with an individual to support any relevant funding requirements.</p> <p>Partners - Financial Fitness and Community Learning & Development will offer benefits assessment & literacy and numeracy support where required.</p>				

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Employment & Work Experience The Trust team works in collaboration with local & national partners, local employers and businesses to support the creation of employment opportunities & work experience.</p> <p>The Trust offers a Job Matching Service designed to alert relevant jobs to match a persons skills and experience.</p>				
Employability	Inverclyde Advice & Employment Rights Centre	£65,900	<p>Inverclyde Advice & Employment Rights Centre is a local organisation providing a unique service to Inverclyde by supporting people in work who are experiencing difficulties with their employer. The organisation works with the client and their employer at the earliest possible stage, to resolve issues with a view to maintaining the client in employment.</p> <p>Inverclyde Advice & Employment Rights Centre works in partnership with a range of services including Welfare Rights, Local Trade Unions, Legal firms and Occupational Health units to ensure the required mix of expertise is available for an individual client.</p>	Ongoing		Inverclyde Council Corporate Plan, Inverclyde Outcomes Improvement Plan, Inverclyde Children Services Plan	
Training / Apprenticeships for school pupils	Regeneration and Planning Service	£90,000	Within Inverclyde Council we aim to recruit young people to the workforce through an Apprenticeship Programme, which will be open to young people attending Secondary School.	August 2019 – June 2020	This action will benefit school pupils within the Senior age group of	Inverclyde Council Corporate Plan, Inverclyde	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>The year ahead</p> <p>Recruit 12 secondary school pupils to take part in this apprenticeship. This will give an opportunity to gain qualifications and receive work experience.</p>		school.	Outcomes Improvement Plan, Inverclyde Children Services Plan	
Employability	SAMH Individual Placement Support service (IPS)		<p>The Individual Placement and Support (IPS) Model is a specialist service supporting people to engage in work and work related activity. It places people into employment quickly and then provides open-ended 'in-work support' to both employee and employer.</p> <p>The IPS employment model is internationally recognised as the most effective way to support people with mental health problems and/or addictions to gain and keep paid employment and assist in their Recovery.</p> <p>Co-location of IPS within Community Mental Health Teams is a fundamental part of IPS, and fits well with the Scottish Government's commitment to joining up health and employability.</p> <p>IPS is an integrated service requiring the IPS Specialists to be co-located with all aspects of the Inverclyde Adult Mental Health Services, including specialists and clinicians. This approach helps to ensure collaborative working and integrated care planning resulting in successful and positive employment and job outcomes.</p>	May 2019 - May 2020	People with long term Enduring Mental Illness of Working Age	Mental Health 5Yr Strategy HSCP Strategic Plan	

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>The Model operates on six key outcome principals:</p> <ul style="list-style-type: none"> • Outcome 1: Employment support is embedded within the Inverclyde adult community mental health service. • Outcome 2: People with mental health problems access paid employment. • Outcome 3: People with mental health problems sustain paid employment. • Outcome 4: Partnerships with employers, and other relevant partners and organisations, are developed and sustained. • Outcome 5: People with mental health problems are involved in shaping the service and central to the development of a Quality Assurance Framework which is used to obtain stakeholder experiences of IPS. • Outcome 6: People experiencing mental health problems from all backgrounds and circumstances are able to access IPS. <p>Individual recovery Outcomes include:</p> <ul style="list-style-type: none"> • People have knowledge and tools to better self-manage their mental health and wellbeing • People are more resilient • People have increased self esteem 				

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<ul style="list-style-type: none"> • People have improved life skills to live independently • People are more connected to their communities which have an Employment focus. <p>Wide Actions 2019:</p> <ul style="list-style-type: none"> • To extend the work of IPS within the service for a further two years (2019/2021) • To link wider to local Employability Pipeline and Employability Health Outcomes • Explore options to extend provision to include pathways related to Primary Care • Strengthen the linkages within Fairstart projects to enable local reporting and monitoring. 	2019/21			

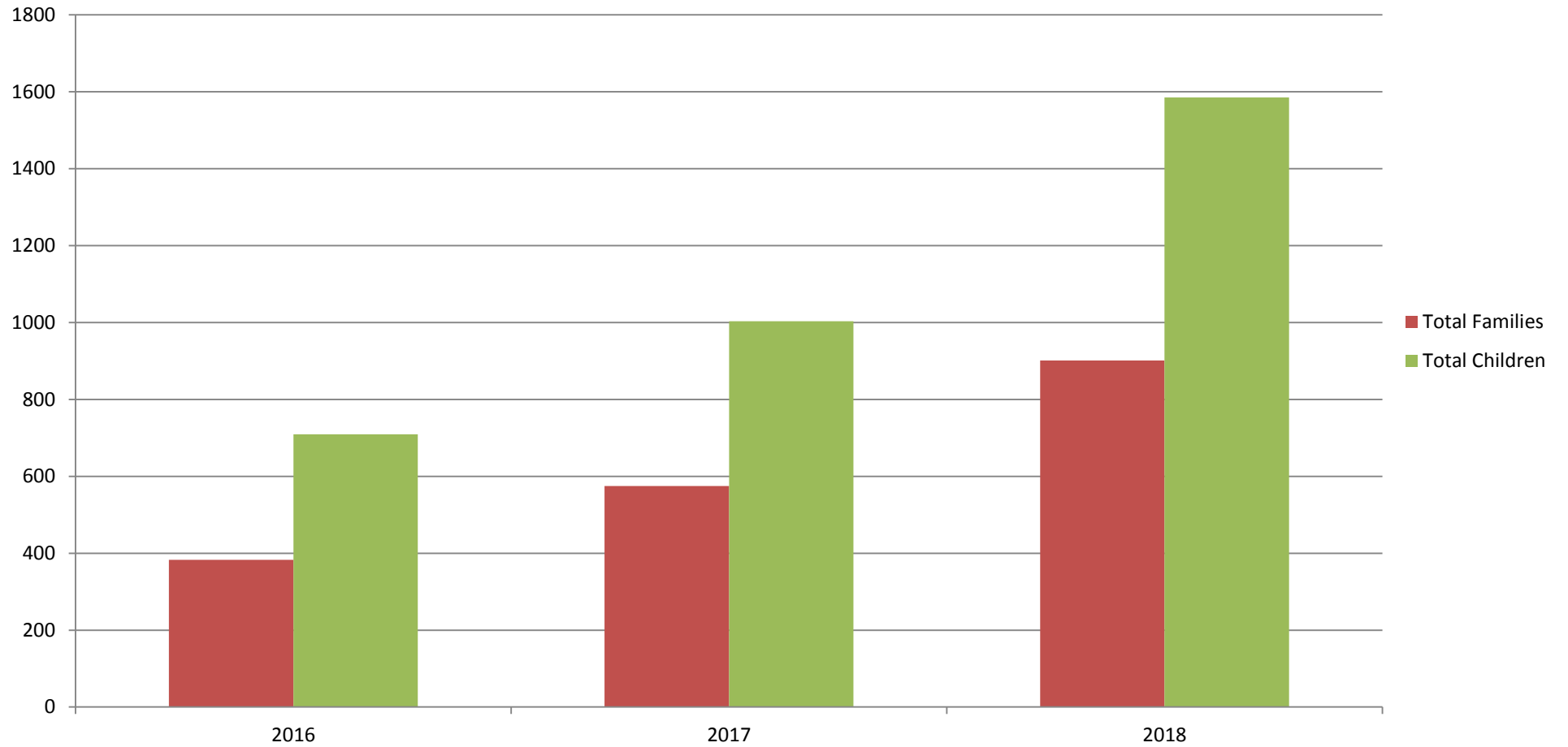
COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Reduce cost of school day within Inverclyde's schools and nurseries.	Education Services	£3,706	<p>Head Teachers attended both a workshop and Inverclyde's Child Poverty Event where there were presentations with regards to the Cost of the School Day and how schools can assist in reducing this.</p> <p>The Year Ahead Whilst Schools have implemented ways to assist with reducing the cost of the school day (see below for some of examples from our local schools), further awareness is required for school staff, pupils and parents/carers. Inverclyde has agreed to train local Cost of the School Day 'champions' who in turn will raise awareness within all schools.</p> <p>Some of the ways in which our local schools are assisting to reduce the cost of the school day:-</p> <ul style="list-style-type: none"> • Purchase of additional PE kits to increase participation and allow all children to exercise in comfort (kept and laundered in school) • Uniform swap/bank • Reduction in the amount of non-uniform day with no set donation • Reduction in fundraising for charities • Offer support for school trips to ensure everyone gets the opportunity to attend. 	Commencing August 2019	This action covers all priority groups as raising awareness will cover all families with school aged children within Inverclyde.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan 2019 – 2024, Inverclyde Children's Services Plan	
Provide holiday clubs for Inverclyde families.	Education Services	£54,000 currently funded from the Attainment	<p>Families within Inverclyde Council are benefitting from school holiday clubs which offers family play and fun with a light lunch.</p> <p>Families were able to enjoy a range of activities</p>	Ongoing	This action covers all priority groups as the holiday clubs are open	HSCP Strategic Plan 2019-2024	

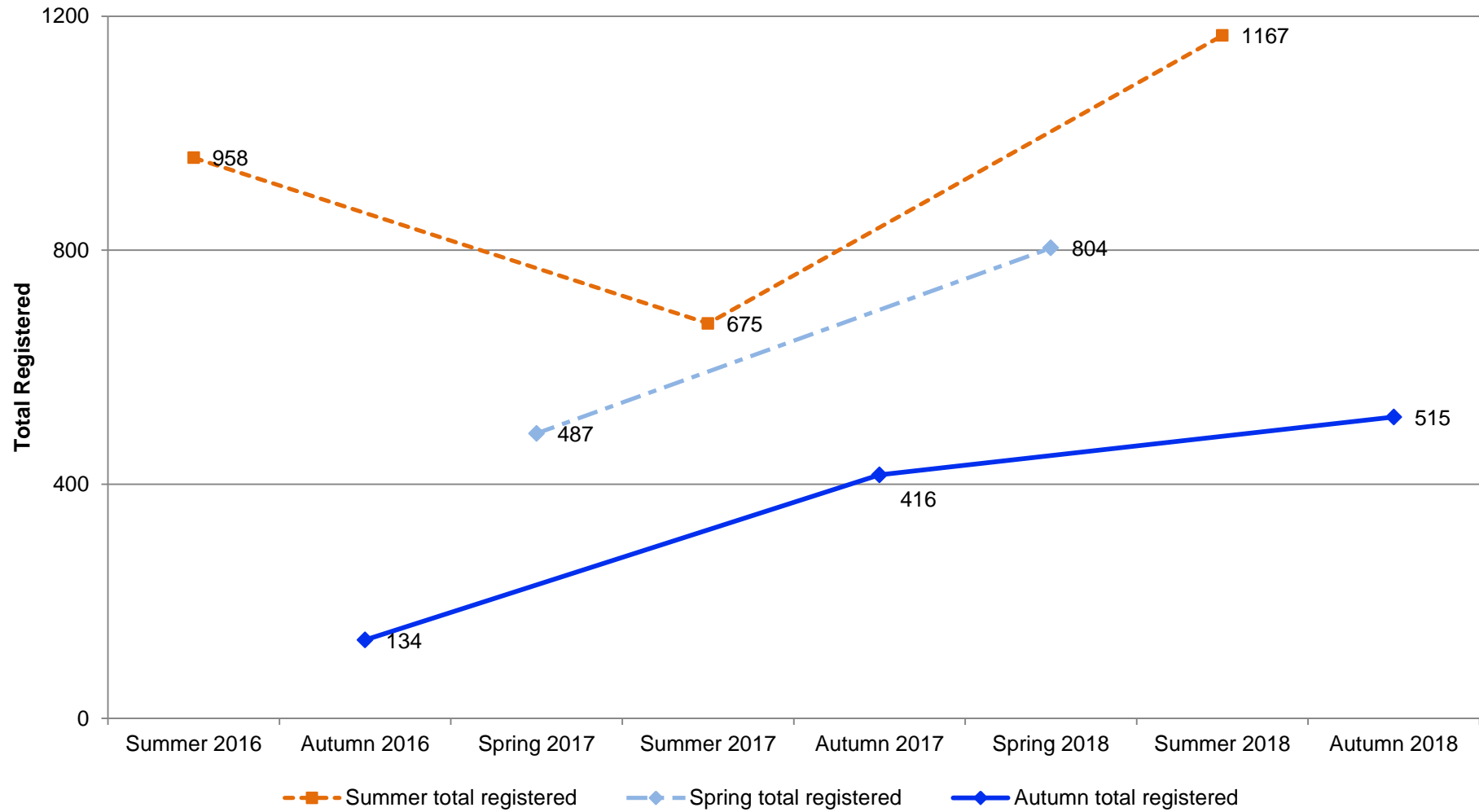
COSTS OF LIVING

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		Challenge	<p>including reading, arts and crafts and outdoor games.</p> <p>Families had access to the school family support workers, arts, craft, Bookbug sessions and family cooking. Children were encouraged to take part in the Inverclyde libraries Summer reading challenge.</p> <p>Families were welcome to attend any of the hubs at dates and times that suit their needs.</p> <p>In addition and for the first time the Scottish Attainment Challenge also provided lunch for the Stay and Play project that is offered from Play4All in Craigmarloch Additional Support Needs School.</p> <p>The Year Ahead</p> <p>There will be holiday hubs running in 9 locations over the spring break. This will provide a total of 29 play sessions. Consultation with CLD, libraries, Barnardo's, CMO's and Family Support Workers has taken place to begin planning for Spring, Summer and Autumn 2019 holiday hubs.</p>		to all families with Primary School aged children (siblings welcome).		

Total number of families / children benefitting from Holiday lunch clubs within Inverclyde



Total Registered Attendees for Summer Holiday Clubs

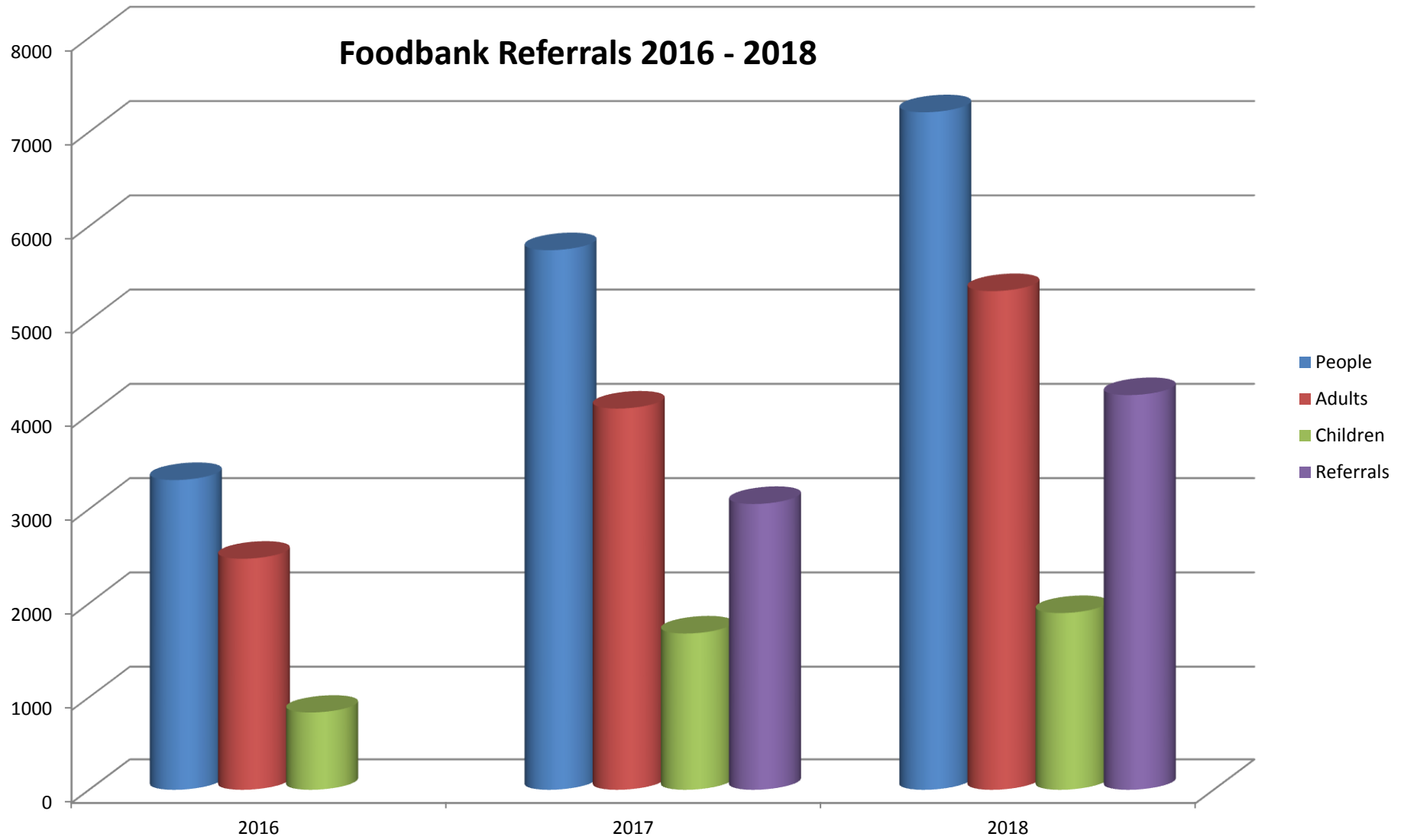


COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Provision of food to Inverclyde residents in need	I58 Project	N/A	<p>INVERCLYDE FOODBANK I58 PROJECT All food given out by Inverclyde Foodbank is donated. Non-perishable, in date food is donated via 'Supermarket Collections, Schools, Churches, Businesses and Individuals. There are currently 25 volunteers who meet clients over a cup of tea and are able to signpost people to agencies able to solve the longer-term problem.</p> <p>Foodbank has seen a significant rise in referrals over the last 2 years with the roll out of Universal credit having an impact on this increase. Referrals to the foodbank are received from 137 local agencies / services.</p> <p>Services available in addition to Foodbank are as follows:-</p> <ul style="list-style-type: none"> • Fuel bank – referring clients for fuel vouchers • Baby bank – referrals specifically for baby items such as food and nappies • Uniform bank – referrals for school uniforms. Foodbank are also keen to support local schools in promoting ideas within schools to have their own uniform banks. • Christmas hampers – self referrals accepted • Christians against Poverty – free debt counselling charity with money management and budgeting courses available for adults, adults with literacy needs, Students, Secondary School pupils, Primary 7 pupils. 	Ongoing	This action covers all priority groups.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan	

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>The Year Ahead</p> <p>Foodbank will continue to provide and support local residents in need, and refer to other agencies where appropriate. They will continue to raise awareness of the Services available to residents through liaising with referring agencies.</p>				



COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Providing access to free sanitary products in Inverclyde	Education Services	£28,000	<p>Menstruation, or periods, is a natural bodily function of women and young girls. There are a number of women and girls in Scotland who are unable to afford essential sanitary products during menstruation due to poverty. Inverclyde Council have rolled out access to free sanitary products for pupils across all of its primary, secondary schools, libraries, youth clubs and community centres.</p> <p>Inverclyde have received £28,000 to purchase the sanitary products and suitable storage for the schools. Workshops and training sessions will also be organised to promote access.</p> <p>Providing access that protects dignity and avoids anxiety, embarrassment and stigma, will ensure that everyone can participate in education at all levels.</p> <p>The Year Ahead</p> <p>In addition to the plastic boxes located in toilets, there will be tote bags purchased for the back of toilet cubicle doors in secondary schools to ensure a variety and quantity of products can be accessed in privacy.</p> <p>On 30 November 2018, COSLA Leaders agreed to the proposed funding to expand access to free sanitary products and “aim to increase the number and range of places where sanitary products are</p>	Ongoing	This action covers all menstruating people.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan	

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			available for those who need them. We will do this through working with a range of public and private sector organisations and with additional third sector partners to expand the geographical spread of support". The budget allocated for 2019/20 is £72,947.				
Increase the supply of affordable housing	Housing Strategy / Developing Registered Social Landlords / HSCP	£32 million Scottish Government grant funding	<p>Good housing has the potential to play a central role in poverty reduction and increasing housing affordability is a key lever in reducing poverty for households with children.</p> <p>National and local housing providers will receive around £32 million grant funding from the Scottish Government's Affordable Housing Supply Programme and will deliver over 800 new homes (including specialist provision homes to cater for our disabled population) in Inverclyde over the next 3 years.</p> <p>£17m has been spent and 234 socially rented homes completed so far in the area from 2015 – 2018. These homes all address fuel poverty through increased energy efficiency.</p> <p>To secure funding every local authority is required to prepare an annual Strategic Housing Investment Plan (SHIP). The SHIP sets out the key investment priorities for affordable housing in Inverclyde over a five year period to achieve the outcomes of the Local Housing Strategy (LHS) 2017-2022, and help the</p>	March 2021	This action includes all priority groups.	<p>Local Housing Strategy 2017-2022</p> <p>Strategic Housing Investment Plan 2019 – 2024</p> <p>HSCP Strategic Plan 2019 2024</p> <p>Housing Contribution Statement 2019 - 2024</p>	

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Scottish Government reach the national target of providing 50,000 new affordable homes by 2021/22.</p> <p>The SHIP will Increase the supply of affordable housing in the area and mitigate against fuel poverty, Reducing housing costs will positively contribute to one of the 3 key drivers of reduced child poverty: 'Reduced cost of living for families'.</p> <p>Our LHS mentions the need to tackle fuel poverty and our SHIP notes that all new homes will be developed to the Greener Standard. This compliments the successful recent work by Inverclyde Council and partners on delivering our HEEPS ABS programme.</p>				
Continue tackling fuel poverty in the area through the Home Energy Efficiency Programme: Area Based Scheme (HEEPS: ABS).	Housing Strategy / Developing Registered Social Landlords / HSCP	£1,015,000 HEEPS resource in 18/19.	<p>In Inverclyde as across Scotland, many people do not live in a house that is warm, dry and affordable, with people on low incomes being disproportionately affected.</p> <p>Local Councils, COSLA and the Scottish Government are working hard to deal with fuel poverty, and to reduce greenhouse gas emissions in order to tackle the threat of climate change. As part of a range of programmes aimed at achieving these objectives, the Scottish Government has developed and funded the Home Energy Efficiency Programme: Area Based Scheme (HEEPS: ABS).</p>		This action includes all priority groups.	Local Housing Strategy 2017-2022	

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>From 2013 to date a total over £8m HEEPS funding has been awarded to Inverclyde from the Scottish Government. This has helped the Council in collaboration with RSLs to provide External Wall insulation to over 2000 properties in Inverclyde, making homes more energy efficient and cheaper to keep warm and dry.</p>				

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Implement Automated Payments (School Clothing Grant, Free school meals, EMA)	Education Services and Finance Services, Inverclyde Council	£0 contained within overall budget	<p>Education Services currently provide application forms directly to families who have previously received School Clothing Grants/Free School Meals. The application forms are also sent to schools to encourage families who may be eligible to complete and return the application forms. There is also a full communication exercise using social and local media to encourage an increase in the take up of the benefits. Inverclyde uses the same form for applications for free school meals and clothing grants.</p> <p>The Year Ahead</p> <p>Work is currently being undertaken to explore methods of using information already held by Finance for Council Tax Reduction purposes to automate payments to ensure families received the benefits without the need to complete additional application forms. The application process may be a barrier to some eligible families so removing the responsibility to complete and submit a form with supporting evidence would increase the number of families receiving payments. It is acknowledged that not all scenarios will fit an automated process so the manual application will remain for those who require this.</p>		This action covers families with school aged children who are eligible for School Clothing Grants, Free School Meals and EMA	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan, Inverclyde Children's Services Plan	Cost of Living
Change the eligibility criteria for Free School Meals, School Clothing Grant to	Education Services and Finance Services, Inverclyde Council	£100,000	<p>Education Services provide Free School Meals in accordance with Scottish Government legislation. Entitlement for working families is approximately the equivalent of working no more than 16 hours per week at the National Minimum Wage. The same qualifying criteria are used for the provision of School Clothing Grants.</p>		This action covers working families on low earnings with school aged children.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan,	Cost of Living

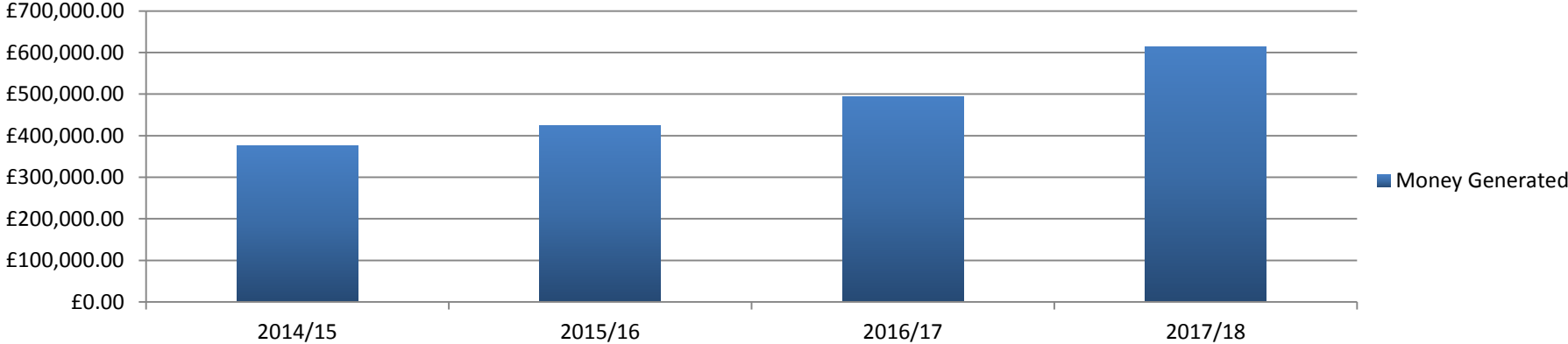
INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
allow more families to qualify			<p>The Year Ahead</p> <p>To widen support, a local scheme will be introduced providing universal entitlement to Primary 4 pupils and new enhanced qualifying criteria for P5 to S6 pupils will be introduced. Criteria will be based on the equivalent of working no more than 24 hours each week at the Scottish Living Wage.</p>			Inverclyde Children's Services Plan	
Ensure eligible families receive appropriate Kinship Payments	HSCP	<p>£563,250</p> <p>This is the overall Kinship amount. The child poverty element is contained as part of the overall figure.</p>	<p>Social Work Services has a general duty to safeguard and promote the welfare of children in their community who are in need by providing a range of services. This means that kinship carers and the children for whom they are caring can ask for assistance under this provision. Kinship payments are paid until at least the young person's 18th birthday. Inverclyde Council provides a kinship allowance to carers who meet certain criteria and have been assessed and approved by social work services as formal kinship carers.</p> <p>Examples of the kind of help offered are outlined below: Access to individual social work support Financial support Advice on welfare rights and legal options Training in relation to behaviour management, child development, attachment, effects of separation and loss Advice on managing difficult behaviours Advocating on behalf of carers to relevant agencies such as health, housing and education</p>	Ongoing	This action is intended for children subject to legal status of Section 11 Children (Scotland) Act 1995' or Section 83 Children's Hearing (Scotland) Act 2011.	Inverclyde Corporate Plan, Inverclyde Children's Services Plan, HSCP Strategic Plan	

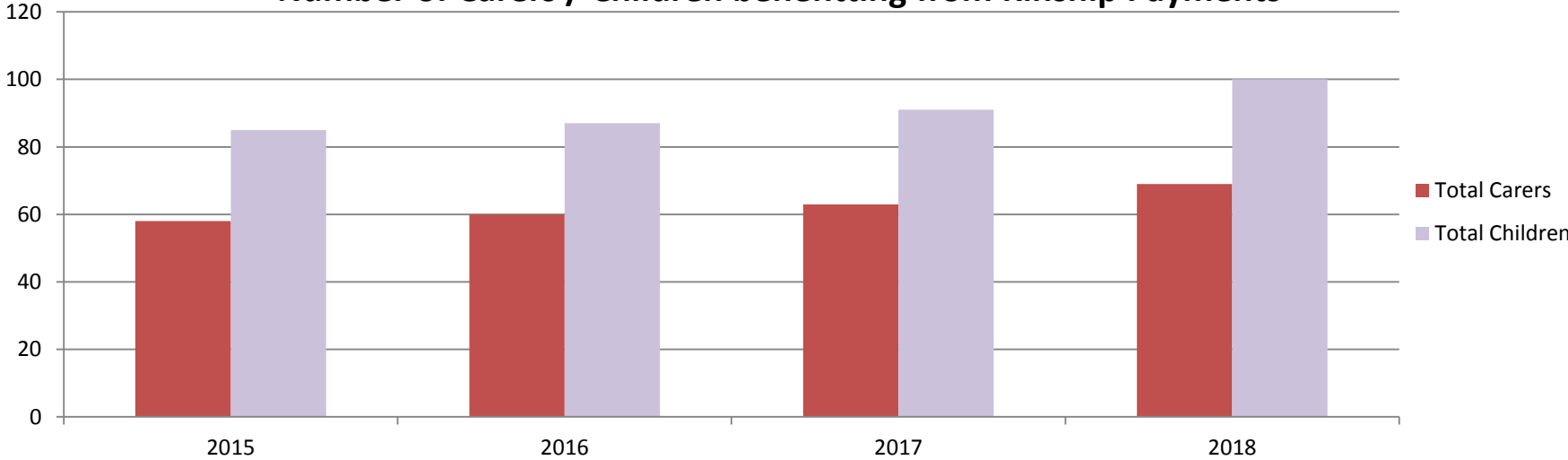
INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Regular local support group meetings for kinship carers</p> <p>All kinship carers have an Income maximisation check from a welfare rights officer, supporting the notion that good advice is crucial in ensuring the financial basis of a placement is sound. This formed part of the Healthier Wealthier Children programme and involves the following robust process :-</p> <ul style="list-style-type: none"> • Identifying the correct kinship allowance • Identifying the correct level of benefit and tax credit entitlement • Kinship allowance paid by the local authority <p>The above demonstrates ways that efficiencies can be realised from the local authority budgets and most importantly, it plays a part in developing a stable secure and nurturing placement for children and young people. The following page shows both total money paid in Kinship Payments and the number of carers/young people benefitting from Kinship Payments from 2014/15 to 2018/19.</p> <p>The year ahead Continue to provide a robust process to ensure families are receiving correct benefits.</p>				

Total Kinship Payments



Number of Carers / Children benefitting from Kinship Payments



INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Maximise Income for eligible residents	HSCP	£616,300. This is the overall advice resource. The child poverty element is contained within this.	<p>Inverclyde HSCP Advice Service providing money advice, benefits advice and welfare rights representation, is predicted on a rights-based perspective that contributes to the alleviation of poverty and effects of debt in the community. It plays a vital role in working to protect the well-being of vulnerable claimants and consumers; and also supports the wider Inverclyde economy by ensuring residents receive the support they require during these times of change and uncertainty. The challenges facing Inverclyde residents are diverse and vary from the effects of continuing austerity, growing reliance on personal debt and continued welfare reform.</p> <p>The provision of an effective one stop, holistic advice service is an effective method of delivering advice and is relevant to the Statutory duty of Inverclyde Council to deliver advice and assistance to promote the social welfare of Inverclyde residents.</p> <p>Within the context of the continuing impacts of welfare reform and devolved social security, Inverclyde Council commissioned a review of all advice provision across Inverclyde. This offered the opportunity for Inverclyde HSCP Advice Service, and other partner organisations, to consider if the current models of service delivery best meet the needs of service users going forward.</p> <p>In March 2018 the positioning statement of Social Security Scotland Agency (SSSA) was published with a strapline of 'Dignity, Fairness, Respect.' Advice Services have engaged</p>	Ongoing	Due to the Service and Advice available, this Action covers all priority groups.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan	

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>in a discussion with SSSA to explore job shadowing opportunities for SSSA workers to understand the role of Advice Services and the challenges of dealing with the current social security system. SSSA are keen for this to happen viewing it as 'an opportunity that will be of great benefit.'</p> <p>The following page shows statistics from Advice Services from 2015/16 to 2017/18.</p> <p>The Year Ahead Advice Services will continue to offer high standard advice, information and support to Service Users. A key task for Advice Services will be to revisit the 'Healthier Wealthier Children' income maximisation model currently operating in Inverclyde to consider improvements in referral pathways and explore how to further extend the coverage and effectiveness of the initiative. Advice Service remains as committed as ever to make an active contribution to Inverclyde HSCP's vision of improving lives.</p>				

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

	2015/2016	2016/17	2017/18
Advice First Calls Handled (Inbound and Outbound – includes calls from internal departments. N.B. some enquiries may require multiple calls to resolve the issue)	10,945	12,435	11,209
Face to Face Appointments Scheduled (Port Glasgow and Greenock) (Many clients require multiple appointments to resolve their issue ¹)	2776	3414	3390
Home Visits	214	222	166
Vulnerable Groups – New Clients (Advice Outreach for Hard to Reach Groups – Homelessness, Addictions, Mental Health)	315	444	278*
Macmillan Cancer Support Advice and Welfare Rights - New Clients	370	384	329*
Welfare Rights appeals scheduled (Some clients may require multiple appeals, e.g. appeal is adjourned, goes to Upper Tribunal or is revised in client favour prior to hearing)	698	591	1033
Welfare Rights Cases with final outcome decision in favour of the appellant	74%	70%	75%
Money/debt interventions carried out with clients (2 new Money Advisors started in August 2017)	258	824	1021 ²
Amount of multiple debt managed by Money Advice Team	£1,393,712	£2,098,654.95	£2,178,052.28

¹ Universal Credit issues are requiring multiple interventions/appointments to attempt to resolve.

² Money Advice interventions now include all correspondence on behalf of client, including liaising with creditors.

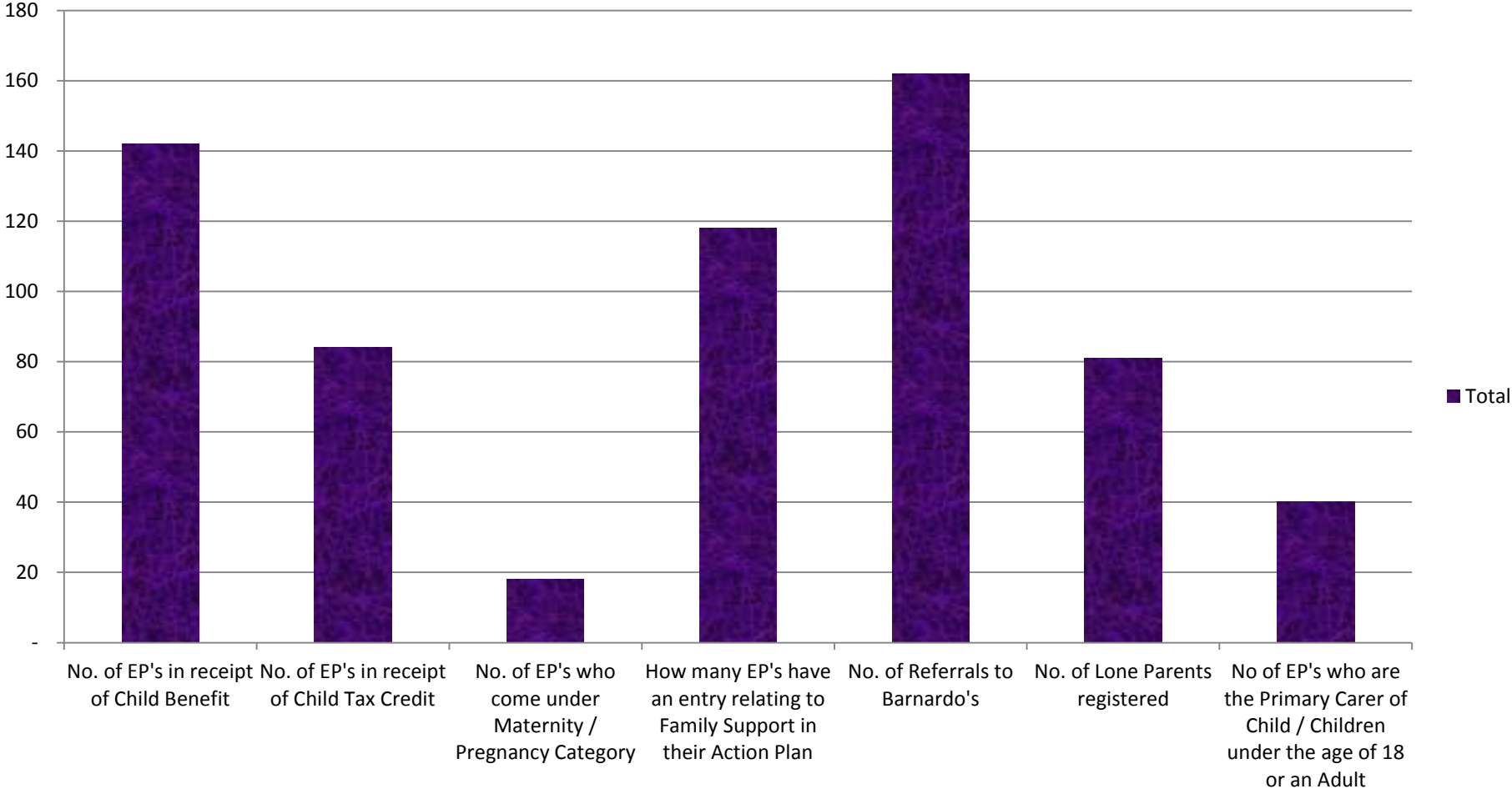
INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
	I:DEAS project	£2,270,000 The total I:DEAS budget supports a number of priorities including child poverty.	<p>I:DEAS (Inverclyde Delivering Effective Advice and Support) Project offers a service to individuals/families who:-</p> <ul style="list-style-type: none"> • Live in a workless household • Live in a low income household • Living in a single parent household (could also be homeless and meet one of the above) <p>Eligible participants (Eps) go through a registration process and have an allocated Mentor who will support them as much or as little as they require.</p> <p>I:DEAS offer a truly holistic service with regard to finances and inclusion in society. Partners are:-</p> <ul style="list-style-type: none"> • CVS • Future Stills • HSCP Advice First • Barnardo's • The Wise Group • Financial Fitness • Scotcash • Community Learning Development <p>There are dedicated workers in each of these organisations who all work together as a wider team.</p> <p>The allocated Mentor will walk hand in hand with the participant and will provide ranging degrees of support dependant on the individual. From the Services available</p>	Ongoing	This action benefits all priority groups given the eligibility criteria.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan,	

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>above, I:DEAS will improve a person's current situation with their finances and ensure they have the skills and capacity to be able to continue with positive finances through their lives. A big part of the service is to ensure that those who are socially excluded due to debt will no longer be, I:DEAS will provide family support if required.</p> <p>The Year Ahead</p> <p>Funding (by European Social Fund and The Big Lottery) has been sourced until March 2020. This project will continue to support local eligible participants. I:DEAS project are looking for volunteers and peer supporters to support the good work.</p>				

I:DEAS project from September 2017



INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
<p>Improve income maximisation referral uptake within antenatal, community child health, early years education and other community based services.</p>	<p>Advice Services & NHS</p>	<p>£2,704 from NHS GGC</p>	<p>Healthier Wealthier Children (HWC) was a project that aimed to help families at risk of poverty. The project worked closely with antenatal and community child health, early years education and other community based services working with families at risk of poverty. It aimed to target pregnant women and families with young children experiencing, or at risk of, child poverty, as costs increase and employment patterns change around the birth of a child. Following the cessation of funding in October 2010 there was agreement for Inverclyde Advice First to provide income maximisation services and collate numbers of people benefiting and report on the financial gains received. Funding was then withdrawn in 2013. Inverclyde no longer had a dedicated resource which meant that the publicity and promotion to Health Visitors and Midwives to encourage referrals greatly reduced. Initially Health Improvement staff picked this up, however, due to lack of capacity this ceased. There is no longer a separate referral form or process meaning referrals have been subsumed into the generic referral process for Inverclyde Advice First.</p> <p>The Year Ahead NHS GGC have received £63,750 for 2018/19 for enhancement of referral pathways into income maximisation for pregnant woman and families with children. This funding will also be available next year. The money should be used for:-</p> <ul style="list-style-type: none"> • Create local capacity in Health Board areas to establish or enhance referral pathways • Plan and delivery training on child poverty, money matters and referral pathways for universal maternity and health visiting workforce • Develop formal referral pathways (including consideration of 		<p>This Action covers all priority groups due given it is aimed at antenatal, community child health, early years education and other community based services.</p>	<p>Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan,</p>	

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>electronic referrals)</p> <ul style="list-style-type: none"> Negotiate additional capacity with local advice services. <p>Inverclyde Council has been allocated £2704 of the £63,750. The proposed way to spent eh money locally is to commission CPAG (Child Poverty Action Group) to deliver input around maternity and other benefits. At the same time we will ask them to do a refresh on HWC (Healthier Wealthier Children) and set up an inbox for HWC referrals. The training will be delivered to approximately 25 Health Visitors and midwives before the end of the financial year. In turn, the 25 Health Visitors/Midwives will become local 'champions' and train all Health Visitors/Midwives locally. Impact will be measured by the increase in referrals from Health Visitors/Midwives.</p> <p>On a pan-NHSGGC basis NHS Greater Glasgow and Clyde staff have also worked to review and refresh the Healthier Wealthier Children intervention. Workshops and training sessions for new and existing midwives and health visitors were delivered to raise awareness of the new statutory duty on the NHS to work with local authorities to maximise the incomes of pregnant women and families with children and revise how to raise the issue of money worries and pathways into money advice services. Staff and client facing promotional materials were produced and development of electronic referral pathways explored.</p> <p>A money advice service continues to be provided to families in Royal Hospital for Children with average annual income gains of over £8,000 per family eligible for financial support.</p>				
Maximise Income for	Financial Fitness	£140,000	Financial Fitness's aim is to tackle poverty by ensuring local people have access to welfare benefit and financial advice and information		Due to the Service	Inverclyde Outcomes	

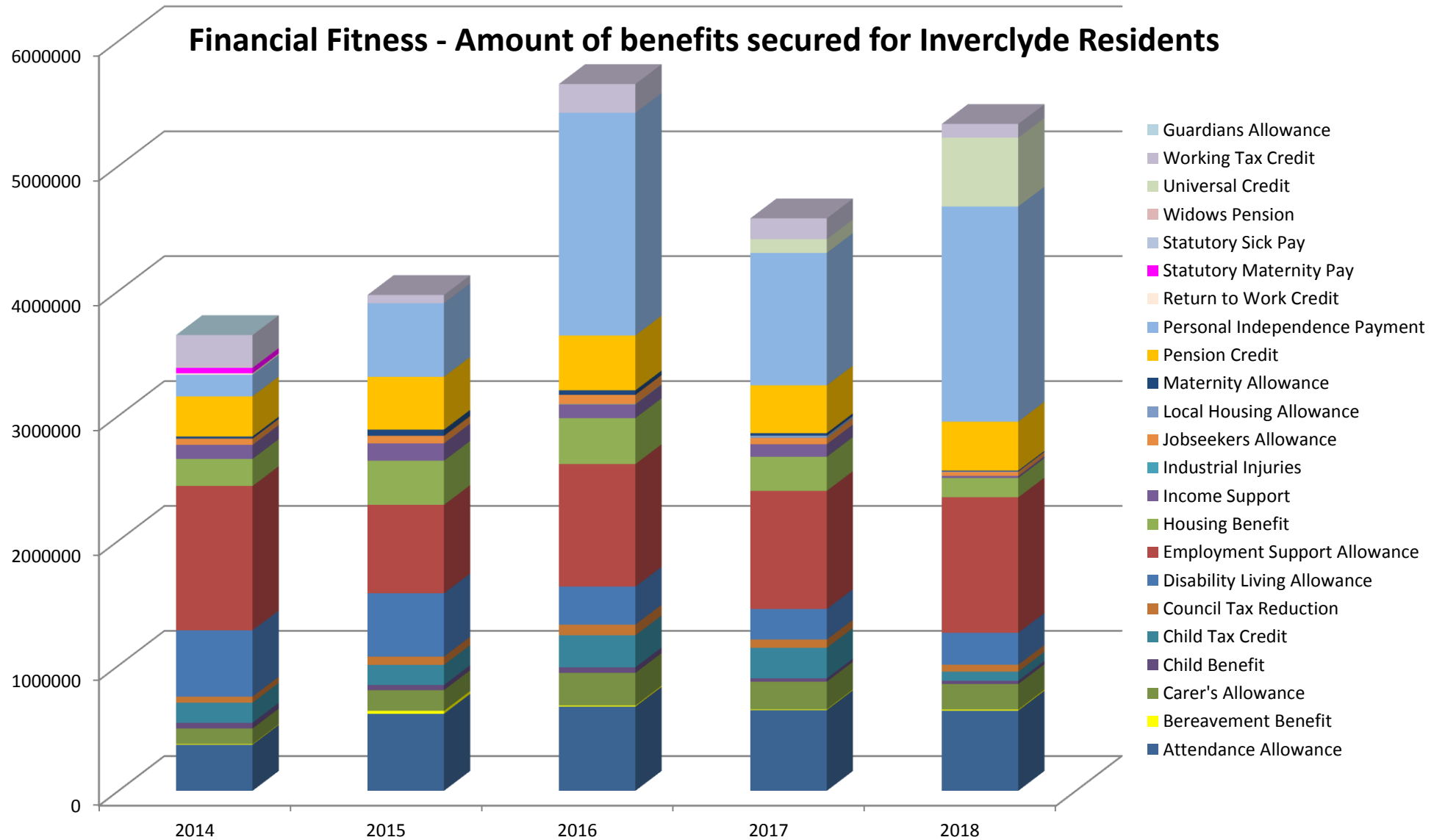
INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)										
eligible residents.			<p>in their own communities. They therefore tackle social exclusion, poverty and deprivation by providing a grass roots service of advice which is free, independent, impartial and confidential. Furthermore, this service is provided in the local communities, through home visits or the use of various local venues which are easily accessible. The following page shows the amount of benefits Financial Fitness has secured for Inverclyde Residents from 2014 – 2017 split by benefit type. The total amount secured for each year is as follows:-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>£3,646,480</td> <td>£3,966,258</td> <td>£5,655,419</td> <td>£4,580,191</td> <td>£5,335,741</td> </tr> </tbody> </table> <p>This is an indication of just how many benefits are going unclaimed in the area and highlights the continuing need for the service across the district. These statistics, however, fail to show the full extent to which people's lives have been impacted upon. Many Inverclyde residents are able to make informed lifestyle choices based on need rather than affordability. Clients have been affected personal in the following ways:-</p> <ul style="list-style-type: none"> • Increased income leads to healthier living as clients have greater access to better foods, exercise and leisure facilities. • Clients are now able to deal with existing debt and budget accordingly due to higher household income. • Many locals now experience greater self-esteem and confidence due to higher household income. • Many locals now experience greater self-esteem and confidence due to increased social inclusion. • Clients will tend to spend relatively high amounts of their extra income on local services and businesses, thus improving the local economy. 	2014	2015	2016	2017	2018	£3,646,480	£3,966,258	£5,655,419	£4,580,191	£5,335,741		and Advice available, this Action benefits all priority groups.	Improvement Plan	
2014	2015	2016	2017	2018													
£3,646,480	£3,966,258	£5,655,419	£4,580,191	£5,335,741													

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

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			<ul style="list-style-type: none"> • Higher incomes generally lead to less erratic lifestyles, as rent/mortgage, council tax and other household priorities can be paid timeously. <p>The Year Ahead Financial Fitness will continue to support clients through the benefits system’s biggest change since its conception, with a host of benefits affected. Clients are being notified of changes and up-to-date advice.</p>				

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND



INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
<p>Best Start Grant – Local Roll Out</p>	<p>Social Security Scotland</p>		<p>Initial roadshows were arranged and held in various locations in Scotland, stakeholders were invited to attend. Inverclyde were included in events in Glasgow on Wednesday 24 October and Johnstone on Monday 5 November however a full timetable was issued to allow flexibility of venues and dates. Following the roadshows the presentation, links to Web pages, advice etc was shared together with Q&A docs. Stakeholders were asked that this was shared across the LA area.</p> <p>Best Start Grant opened at 00:01 on Monday 10 December. The response to the launch of Best Start Grant Pregnancy and baby Payment has been unprecedented with more than 4000 claims being submitted on the first day. This incredible response is largely down to the excellent support from stakeholders.</p> <p>Meetings have taken place with local groups to promote the benefits and raise awareness. One group have requested information packs in other languages. These will be given out January 2019 and a session planned for the families. Calls have been made to; play group, Local Nurseries etc to further raise awareness. National Engagement lead and local delivery for Social Security Scotland have engaged with CVS Inverclyde and other partners and stakeholders regarding sharing publicity and publications to utilise their communications routes. Information has also been publicised through Inverclyde Council's Social Media.</p>	<p>10th December 2018 (Pregnancy and Baby Payment), Summer 2019 (Early Learning Payment), Summer 2019 (School Age Payment)</p>	<p>This action will benefit all priority groups.</p>	<p>Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan</p>	

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

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			<p>Social Security Scotland have appointed a Local Delivery Relationship Lead for Inverclyde who will work on building relationships, work collaboratively with existing local agencies and services and provide face to face pre-claim support in offices, outreach centres or home visits.</p> <p>Organisations and individuals have made enquiries about BSG as a result of the publicity already out there. . To Summarise BSG;</p> <p>A Pregnancy and Baby Payment, available from 10.12.18 - will help with expenses in pregnancy or having a new child, for example maternity clothes, a pram or additional heating. This replaces the DWP's Sure Start Maternity Grant. Pregnancy and Baby Payment - pays £600 for a first child, and £300 for other children. There will be an extra £300 if there is a multiple birth.</p> <p>An Early Learning Payment, available by Summer 2019 – will help with costs during nursery and early learning years to support child development, for example travel costs, trips out and toys for home learning. Early Learning Payment – A payment of £250 when a child reaches the age of 2 or 3 years.</p> <p>A School Age Payment, available by Summer 2019 – will help with the costs of preparing for school, for example a school bag, after school activities such as swimming or football, or helping with the cost of school trips. School Age Payment – A payment of £250 around the time a</p>				

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>child would usually start school.</p> <p>The Year Ahead</p> <p>Moving forward engagement will continue within Inverclyde to ensure that the information surrounding not just the pregnancy and baby payments but the additional elements due to be available from Summer 2019 are publicised and available to ensure families in Inverclyde are aware of Best Start Grant and support them to claim these new benefits. Inverclyde would benefit from receiving Local statistics in order to measure against local information.</p>				
<p>Use of Young Scot card to allow secondary pupils on Free School Meals to be credited during school holidays.</p>		To be determined	<p>Whilst holiday clubs are available for Primary school children, their siblings and parents/carers, there is currently no provision for Secondary school pupils to receive food during holidays.</p> <p>The Year Ahead</p> <p>It has been agreed by Inverclyde Child Poverty Action Group to liaise with Young Scot to discuss the possibility of progressing towards achieving electronic payments during school holidays for pupils in receipt of Free School meals. Discussions are currently in progress.</p>		<p>Secondary School Pupils receiving Free School Meals</p>	<p>Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan, Inverclyde Children's Services Plan</p>	<p>Cost of Living</p>

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

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Ensure families can access support from social prescribing practitioners	HSCP	£250,000 estimate including 5.5 WTE Community Links Worker, 1.00 WTE Social Prescribing Co-ordinator, 0.2 WTE Welfare Rights Officers	<p>Social prescribing is provided by a range of third sector organisations in their day to day services however the most notable impact for families will come from Community Links Workers attached to GP practices. Whilst the majority of referrals will be for adults – both services work across the range of age groups and will be supporting families. Most referrals include support around money – benefits & debt, housing, social isolation, emotional and practical support and resilience.</p> <p>The Year Ahead</p> <p>A commissioning process for community links workers will take place in 2019/20.</p> <p>Welfare rights officers based and embedded in GP practices will be tested and evidence collected.</p>			Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan	

Appendix 2
Inverclyde Local Child Poverty Action Report

Short, Medium and Long Term Planning Framework

June 2019

Long Term Plan/Outcomes: (3-5 years)

- To reduce inequalities (Inverclyde Local Outcome Improvement Plan)
- To reduce the prevalence of child poverty in our communities. (Inverclyde Corporate Plan)

Medium Term Plan/Outcome (1-3 years)

- To maximum social security and benefits in kind for eligible children and families living in low income
- To support priority groups to ensure that they receive support and advices they need to increase their skills and move into work employment and training.
- To provide enablers such as affordable child care and transport to reduce the cost of living for families on low income

Short Term Plans/Outcomes; (12 months)

- Automate payments for free school meals, school clothing allowance and educational maintenance allowance for families in receipt of Council Tax Reduction
- Provide a robust system that ensures all families are receiving maximised benefits.
- Train local champions within schools to raise awareness of cost of the school day
- Tackle Food Inequalities during the weekend and school holiday period.
- Provide training opportunities for young people through an expansion of the Apprenticeship Programme

What data evidence informs this long term outcome?

- Every Child, Every Chance - The Tackling Child Poverty Delivery Plan 2018-22
- Understanding Society <https://www.understandingsociety.ac.uk/>
- JRF Research highlighting the link between poverty and attainment - <https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education>
- <https://www.jrf.org.uk/report/poverty-scotland-2018>
- Child Poverty Action Group for Scotland <http://www.cpag.org.uk/cost-school-day>
- Scottish Government National Performance Framework <https://nationalperformance.gov.scot/national-outcomes/poverty>

Drivers/Interventions:

- Income from Employment
- Cost of Living
- Income from social security and benefits in kind

Measures (How will we know we are successful):

2019/20 short term plan - 12 months

Intervention	When?	Who?	Measure / questions	Expected Impact
Implement Automated Education Benefits Payments (School Clothing Grant, Free School Meals and Education Maintenance Allowance)	By Christmas 2019 and ongoing	Revenue and Benefits and Education Services	% increase in the number of families receiving these benefits	The eligible families will be in receipt of benefits without having to complete further forms/documentation
Increase the qualifying criteria of families in receipt of Council Tax Reduction to enable eligibility of Education Benefits	From April 2019	Revenue and Benefits.	Increase in the number of families who are eligible for these benefits.	<i>217 families 316 children</i> will benefit from receiving FSM/SCG.
Eligible Families receive appropriate benefit payments			Number of Kinship payments provided Number of Kindship Carers who have received an income maximisation check. Healthier, Wealthier Children will consider extending coverage and	



Intervention	When?	Who?	Measure / questions	Expected Impact
			<p>effectiveness to providing support to families in receipt of benefits. There will be an increase in local capacity to establish or enhance referral pathways. Plan and deliver training on child poverty, money matters and referral pathways for universal maternity and health visiting workforce.</p> <p>The IDEAS group will support eligible participants and recruit volunteers to provide information and advice.</p>	
SSSC – Benefits			<p>Role out the new SSS benefits to eligible families including Pregnancy and Baby Payments, Early Learning Payment School Age payments.</p>	
Foodbank Referrals			<p>Raise awareness of local foodbank support that is offered including financial awareness and support.</p>	



Intervention	When?	Who?	Measure / questions	Expected Impact
<p>Reduce the Cost of the School Day within Secondary, Primary and Early Years Establishments</p>			<p>Train local champions to raise awareness and share good practice across all schools.</p> <p>Provide children and families with food and play activities during the holiday and weekend period to reduce food insecurity.</p> <p>Provide funding to families in receipt of free school meals to impact on food insecurity during the weekend and holiday period.</p>	
<p>Inverclyde Attainment Challenge in Schools</p>				<p>Increase in Attainment for targeted groups of pupils in literacy and numeracy.</p> <p>Increase in teachers knowledge and skills to engage children in learning in literacy and numeracy.</p> <p>Increase in confidence in assessment and planning</p> <p>Increase in parental awareness of children’s learning in literacy and numeracy.</p>



Intervention	When?	Who?	Measure / questions	Expected Impact
Employability			Provide 12 Apprenticeship opportunities for young people unlikely to gain attainment in school.	

2020-2023- Medium term plan

To maximum social security and benefits in kind for eligible children and families living in low income

What data/ evidence informs these priorities	Outcomes	How are you going to achieve it? / Interventions	How are you going to measure the impact? What questions are you going to ask?	Expected Impact
To support priority groups to ensure that they receive support and advices they need to increase their skills and move into work employment and training.				



What data/ evidence informs these priorities	Outcomes	How are you going to achieve it? / Interventions	How are you going to measure the impact? What questions are you going to ask?	Expected Impact
To provide enablers such as affordable child care and transport to reduce the cost of living for families on low income				
What data/ evidence informs these priorities	Outcomes	How are you going to achieve it? / Interventions	How are you going to measure the impact? What questions are you going to ask?	Expected Impact



NHS Greater Glasgow and Clyde

**Public Health Standing Committee
17 April 2019**

Paper No: You will be given this

**Dr Sonya Scott, Consultant in Public Health
Dr Noreen Shields, Planning and Development Manager**

NHS GGC Corporate and Acute Service Child Poverty Action Report 2018

Recommendations

The Public Health Committee is asked to:

- Note the work undertaken by NHS GGC staff in 2018/19 to meet our statutory duty to contribute to reductions in child poverty rates in Scotland.
- Respectively approve and endorse the planned actions by staff directly managed by the health board and delegated to Integration Authorities (IJB's) in pursuit of reduced child poverty levels in 2019/20, as described in our six local area child poverty action reports and summarised in this paper.
- Note the wider partner actions undertaken and planned to reduce child poverty in each of our six community planning partnership areas and continue to influence development of these through appropriate local partnership structures.

Purpose of Paper

This paper aims to summarise the range of activities undertaken in 2018/19 by NHS GGC staff which contribute to reducing child poverty rates in Scotland and outline planned future actions for approval.

Summary of Key Messages:

- The NHS has a new statutory duty to report in partnership with local authorities, action taken to reduce child poverty and maximise the incomes of pregnant women and families with children.
- A range of activity has been undertaken by corporate, acute and health and social care partnership (HSCP) health staff to contribute to reducing child poverty across Greater Glasgow and Clyde (GGC).
- Employability actions have focused on promoting NHS career opportunities and pathways into NHS employment via a range of activity including awareness and guidance sessions for unemployed people in the community and awareness and guidance training sessions for staff in Jobcentre Plus and employability advisors in partner agencies. IJB's also support, fund and deliver a range of employability programmes for groups of patients with specific engagement needs. Note the review of employability services funded and managed through GGC specialist mental health services hosted within Glasgow Integration Authority.
- Work has also been undertaken to understand and support staff financial wellbeing, with training for managers on universal credit and available sources of support for staff experiencing money worries.
- There has been a substantial amount of work undertaken to refresh and extend the Healthier, Wealthier Children Programme (HWC)³, including staff information and

³ HWC is a programme routine enquiry about family financial wellbeing by maternity and health visiting staff and referral to money advice services where required.

training sessions and the development of staff support materials and promotional materials.

- HWC continues to result in substantial financial gains for families resident in GGC.
- An innovative and enhanced model of co-located money advice support for families has been piloted with our Special Needs in Pregnancy Service, highlighting the significant financial vulnerabilities of this patient group (average household income <£6000).
- Co-location of money advice services in GP practices in deprived areas has been successfully piloted in Glasgow.
- Evidence and data briefings have been produced and a development session hosted by NHS GGC to support evidence-informed action in partner local authority areas.
- In 2019/20 there will be a continued focus on improving the practice of routine enquiry of financial wellbeing. We will develop electronic referral pathways into money advice services for health visitors and in some HSCP areas pilot the co-location of money advisors with vaccination clinics in deprived communities. We will also explore how we can have a focus on parents within our employability programmes and understand current gains from community benefits with a view to maximising for children and families.

Any Patient Safety/Patient Experience issues

This work seeks to improve patient experience by ensuring assessment and treatment of social health has parity with physical and mental health.

Any Financial Implications from this Paper

NHS GGC received a small amount of funding (£2, 640) to provide for one month of a band 7 officer's time to report on child poverty reduction actions and an additional £63, 750 to: enhance referral pathways from maternity and children's services into money advice services, provide training for midwives and health visitors on family financial wellbeing and provide capacity in money advice services for responding to referrals from maternal and child services.

A recent review of NHS GGC's Healthier Wealthier Children (HWC) programme⁴ noted the precarious nature of funding for money advice services, which are often reliant on non-recurrent funding and funding from charitable sources.

NHS GGC's Child Poverty Strategy seeks to ensure maximal community benefits are gained from our procurement spend.

Any Staffing Implications from this Paper

Effective action requires strategic leadership on a board-wide and community planning partnership-specific basis and therefore time of health staff working in corporate and acute directorates and health and social care partnerships.

The new statutory duty requires that midwives and health visitors in particular, support action to maximise the incomes of pregnant women and families with children.

Any Equality Implications from this Paper

⁴ Naven, L. Review of Healthier, Wealthier Children (HWC) in NHS Greater Glasgow and Clyde. Glasgow Centre for Population Health. 2018. Available at: https://www.gcph.co.uk/assets/0000/6927/Review_of_Healthier_Wealthier_Children_HWC_for_Financial_Inclusion_Group.pdf [Accessed 4 February 2019]

Some members of our population are at greater risk of experiencing poverty in childhood. Action to reduce child poverty should therefore particularly benefit children of lone and/or young parents, children with disabilities and/or children of parents with a disability and black and minority ethnic children.

Any Health Inequalities Implications from this Paper

Health inequalities are fundamentally caused by inequalities in income, resource and power. Work to reduce child poverty will contribute to reduced inequalities in income and therefore inequalities in health outcomes.

Has a risk assessment been carried out for this issue? If yes, please detail the outcome.

No

Highlight the Corporate Plan priorities to which your paper relates

Produce and implement joint reports and plans on tackling child poverty including maintaining and developing the healthier, wealthier children programme and exploring how to use our role as an employer and procurer of goods and services to help tackle child poverty.

Authors – Sonya Scott and Noreen Shields.

Tel No – 01412014888

Date –

- **NHS Greater Glasgow and Clyde Child Poverty Report 2018/19**

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1. Purpose

This paper aims to summarise the range of activities undertaken in 2018/19 by NHS GGC staff which contribute to reducing child poverty rates in Scotland and outline planned future actions for approval.

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2. Background

The Child Poverty (Scotland) Act 2017 placed a new statutory duty on health boards to maximise the incomes of pregnant women and families with children and to jointly plan and report on these and other actions taken to reduce child poverty in each local authority area. The submission deadline for the first local area action reports is 30th June 2019.

Family poverty is associated with a range of health risks and adverse outcomes including unplanned pregnancy, smoking in pregnancy, stillbirth, injury in childhood, child neglect and maltreatment, emotional and behavioural problems and adverse health-related behaviours. Furthermore it is now known that household income is a cause factor in a child's cognitive, emotional, behavioural and physical development. It is estimated that £78 billion (£1 in every £5) is spent in the public sector each year dealing with the consequences of poverty.

Twenty-nine percent of children are living in relative poverty after housing costs⁵ in NHS GGC. Over 40% of all children in poverty in Scotland are in the Greater Glasgow and Clyde Valley Region. Rates vary across local authority areas from 1 in 7 children in East Dunbartonshire and East Renfrewshire to 1 in 3 in Glasgow City. As a result of welfare reform it is predicted that if we do nothing child poverty rates in Scotland will increase from 26% to 38% by 2030.

Child Poverty is not inevitable, indeed rates halved in the UK between 1997 and 2012. The causes of poverty are often confused with the consequences which can impede progress in reducing rates of poverty. The new legislation and accompanying guidance makes clear that poverty is caused by the costs of essential goods and services outstripping household income from employment and/or social security. It requires local authorities and health boards to work with other community planning partners to consider and act on powers they have to maximise incomes and reduce costs for families.

In 2018/19 NHS GGC received Scottish Government funding of £2, 641 to report on child poverty actions and an additional £63, 750 to enhance the Healthier Wealthier Children (HWC) Programme. HWC is a programme of routine assessment of the financial wellbeing of pregnant women and families with children by health staff and where required referral into money advice services. This programme was established in NHS GGC in 2010. In the last eight years the programme has resulted in over £20 million financial gain for families living in GGC. Due to its success in NHS GGC it is currently being rolled out across all Scottish health boards. Recent funding has been provided to: enhance or develop referral pathways from maternity and children's health services into money advice services, provide training on addressing family financial wellbeing for midwives and health visitors and/or fund increased capacity within money advice services to respond to referrals from maternity and children's health services.

The majority of HWC monies (£35812) were disbursed according to the national funding formula to Health and Social Care Partnership (HSCP) health improvement teams. These

⁵ defined as living in a household with less than 60% of the average household income for equivalent family size and composition

teams have been strategically leading HWC in their areas since 2013. The remaining £27938 (including South Glasgow and Renfrewshire's HWC funding) has been used to fund continued provision of a co-located money advice service with our Special Needs in Pregnancy Service.

3. Approach

While statutory responsibility for local area planning and reporting falls to the NHS and Local Authority the guidance accompanying the legislation states, "we know that solving poverty requires collaborative working across a range of partnerships. In many cases it will make sense for the Community Planning Partnership process to provide a helpful vehicle to coordinate reports."

Community Planning Partnerships (or similar partnership fora e.g. Glasgow City Poverty Leadership Panel) have therefore often been the structures through which local partnership strategies have been created, agreed and delivered.

Health staff have contributed to reducing child poverty on both a board-wide and locally specific basis. Board-wide actions are delivered through the following existing strategic groups: The Financial Inclusion Group, The Employment and Health Strategic Group and The Equalities and Health Group. At a local level health improvement staff in health and social care partnerships have been integral to, sometimes leading, local partnership planning processes.

NHS GGC staff can and have taken action to increase family incomes and reduce family costs in our role as an employer and in the provision of our service. Staff have also advocated evidence informed action to relevant partners where authority for action lies out with our control. Appendix 1 describes the range of action undertaken in 2018/19 within these categories.

Impact

Action to maximise incomes and reduce costs for pregnant women and families with children through Healthier, Wealthier Children and the Neonatal Expenses Fund have resulted in the financial gains for families in NHS GGC detailed in tables 2 and 3. Referrals and average financial gain have increased substantially between 2017 and 2018 for all services. This could be the result of improved detection of need and/or increasing levels of financial needs.

Table 2. Healthier Wealthier Children referrals and financial gain Jan-Dec 2017 & 2018

Year	Midwifery referrals	Health visiting referrals	Other referrals*	Average gain per family p.a.	Total gain
2017	293	1581	708	£2,100**	£2,498,258
2018	304 (4% ↑)	1965 (24% ↑)	767 (8% ↑)	£2,533**	£4,415,769

*GPs and health care assistants

**Approximately 46% of those referred take up the referral.

Table 3. Money advice referrals from wards and Family Support and Information Service (FSIS) in the Royal Hospital for Children (RHC) and families supported through the Neonatal Expenses Fund 17/18 &

18/19 (Q1-3)

	Number of families supported	Average gain per family p.a.	Income gained
17/18			
Referrals to money advice services from RHC wards and FSIS	361	£6,743	£2,434,358 (income)
18/19 (Q1-Q3)			
Referrals to money advice services from RHC wards and FSIS	332	£8,024	£2,664,077
Neonatal expenses fund	206	£195	£40,201

4. Future Areas of Development

Appendix 2 details child poverty reduction-relevant actions which are planned for 2019/20.

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5. Challenges

- Local action to reduce child poverty necessarily requires relationships, intelligence and influence across a complex range of internal and external policy areas.
- Funding to NHS boards has been provided for one month of reporting activity only and being the same for all boards does not reflect local levels of child poverty or the number of local authority reporting partners.
- Despite clear and compelling evidence of effectiveness in maximising incomes, referral rates from maternity and health visiting services into money advice service are less than we might expect, more work is required to develop relationships between health and money advice services, embed routine enquiry in practice and reduce stigma of accepting a money advice referral.
- Demand for money advice services is increasing at a time of static or decreased funding⁶.

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6. Recommendations

The Public Health Committee is asked to:

- Note the work undertaken by NHS GGC staff in 2018/19 to meet our statutory duty to contribute to reductions in child poverty rates in Scotland.
- Approve and endorse the planned deployment of health resource in pursuit of reduced child poverty levels in 2019/20 as described in our six local area child poverty action reports and summarised in this paper.
- Note the wider partner actions undertaken and planned to reduce child poverty in each of our six community planning partnership areas and continue to influence development of these through appropriate local partnership structures.

⁶ The Improvement Service. *Money Advice Services – Investing in the Future*. 2018. Available from: http://www.improvementservice.org.uk/documents/em_briefing_notes/em-briefing-future-money-advice-svcs.pdf [Accessed Feb 2019].

APPENDIX 1. Actions undertaken by NHSGGC staff to maximise incomes and reduce costs for families in 2018/19

A	Employer-related actions	Poverty driver	Partners involved	Priority Groups ⁷	How measure success?	Timeframe
A1	Promotion of NHS career opportunities and pathways into NHS employment via: <ul style="list-style-type: none"> • schools engagement activity • awareness and guidance sessions for unemployed people in the community • awareness and guidance training sessions for staff in JobcentrePlus and employability advisors in partner agencies • college visits • attendance at community jobs fairs and careers events . A total of 84 events have been hosted in 2018/19	Income from employment	NHS Workforce Employability Team Local Authority Education Services Developing the Young Workforce Regional Groups Jobcentre Plus Clyde Gateway Rosemount Learning Centre Prince's Trust Jobs and Business Glasgow	All	May be possible in future to report activity by SIMD of school, community organisation and report the number of parents reached.	2018/19
A2	NHSGGC pre-employment training programme delivered to 21 people, 13 of whom gained employment following the programme, 11 within NHSGGC.	Income from employment	NHS GGC Workforce Employability Team Clyde Gateway and partner agencies	All	Number of people supported into good quality employment.	2018/19
A3	Apprenticeship opportunities provided for young people including: <ul style="list-style-type: none"> • 3 Foundation Apprenticeship Engineering placements for senior phase school pupils hosted by hospital based Estates Teams 	Income from employment	NHS GGC Workforce Employability Team and range of services across NHS accepting MAs.	All	Number of apprentices securing positive destination following	2018/19

⁷ Lone parents, families with disabled member, families with child aged <1y, families with three or more children, BME families.

	<ul style="list-style-type: none"> Modern Apprenticeship Programme recruitment (20 MAs starting with NHSGGC in next 6 months). 				programme.	
A4	Research on staff financial health needs and creation of an action plan to address those needs.	Income from employment, social security, reduced costs and mitigation of impact.	Public Health, staff participants across range of directorates.	All	As below for actions A5-A7	2018/19
A5	Poverty Awareness training for HR, occupational health and support and information services staff, delivered by Public Health Staff in partnership with Poverty Alliance and Child Poverty Action Group. Training content included Welfare Reform and 'in work' benefits, the rise in 'in work' poverty and the impact of poverty, how to raise the issue of money, the support and resources available and appropriate pathways for referral and signposting staff.	Income from employment, social security, reduced costs and mitigation of impact	Public Health Poverty Alliance Child Poverty Action Group	All	Number of staff trained (100 in 2018/19) Pre and post training assessments Explore feasibility of monitoring number of staff supported through support and information services.	2018-20
A6.	Money advice information to be included with standard Payroll letters informing staff of either move from full to half or half to no pay during sickness absence or recovery arrangements for overpayments.	Income from social security. Reducing household costs.	HR and Payroll staff.	All	Standardisation of process.	2018/19

A7.	Money and debt advice webpage developed for managers and staff on NHSGGC intranet.	Income from social security. Reducing household costs. Mitigation of impact.	Public Health	All	Number of visits to website.	2018/19
A8.	Continued provision and promotion of family-friendly working policies and opportunities.	Income from employment and reduced costs.	HR	All but may particularly benefit lone parents and families with disability.	.	Ongoing
A9.	Continued provision of monthly payment scheme for annual travel cards for staff.	Reduced costs	First Glasgow, ScotRail, Scottish Passenger Transport.		890 staff benefited during 2018 calendar year.	Ongoing
A10	Provision of educational bursaries to support in-work progression for staff.	Income from employment	Learning and Education Team.	All	Number of applications received and awarded by job band.	2018/19
B	Service-related actions	Poverty driver	Partners involved	Priority Groups	How measure success?	Timescale
B1	Four child poverty information sessions reaching 70 staff in total across all HSCP areas, two chaired by Director of Nursing and in collaboration with University of Stirling, to raise awareness of new child poverty legislation and new statutory income maximisation duty , provided for health visiting, family nurse and senior midwifery staff.	Income from social security. Reduced costs	Director of Nursing, public health, health visitors, midwives, family nurses, academic colleagues.	All	Post-event evaluation on knowledge and confidence responding to money worries	2018/19

B2	Development of refreshed staff and patient-facing materials to promote new statutory duty, routine enquiry of financial wellbeing, maternity benefits available and referral pathway into money advice services.	Income from social security. Reduced costs	Public Health Communications colleagues	All	Number of referrals from midwifery and health visiting colleagues into money advice services.	2018/19
B3	Development of materials for staff on sources of support for asylum seekers who have no recourse to public funds.	Mitigation of impact	Public Health	All particularly black and minority ethnic families.		2018/19
B4	Further development and promotion of a poverty and financial inclusion e-learning module for staff. 83 staff have completed in 11 months from 1/4/18	Income from social security, reduced costs and mitigation	Public Health	All	Number of staff completing e-module	Ongoing
B5	Face-to-face briefing sessions for new midwives and Royal Hospital for Children staff on assessment of family financial wellbeing. 32 new midwives and 16 RHC staff attended these briefings.	Income from social security, reduced costs and mitigation of impact.	Public Health, midwifery and paediatric staff.	All	Number of staff trained	2018/19
B6	Development of team-level training programme on raising issue of money worries for existing midwifery staff.	Income from social security and reduced costs	Public Health, Glasgow City Health Improvement.	Priority groups highlighted	Increased referrals from midwifery teams into money advice services.	2018/19
B7	Training for new health visitors on financial wellbeing,	Income from	Public Health	Priority	Increased	2018/20

	benefits of income maximisation, referral pathways and broader employability services available from money advice providers.	social security and reduced costs	HSCP Health Improvement teams.	groups highlighted	referrals from health visiting teams into money advice services.	
B8	Use of health visiting peer champions for promotion of routine financial health enquiry and referral in Glasgow City HSCP.	Income from social security and reduced costs	HSCP Children and Families Teams and Health Improvement	All	Increased referrals from health visiting teams into money advice services.	2018/20
B9	Training and information for adult health service staff on assessment of patient financial wellbeing. Information provided at nursing induction sessions in both Greater Glasgow and Clyde. FI briefings provided to Diabetes MCN, Beatson and Pulmonary Rehab staff. 78 staff in total attended these sessions.	Income from employment, social security, costs of living and mitigation of impact.	Public Health and range of community and acute adult service staff.	All	Number of staff attending sessions.	2018/19
B10	Inclusion of a question on financial wellbeing in adult acute ward nursing admission documentation and associated staff training. Three training sessions for senior nursing staff and 26 ward briefings delivered.	Income from employment, social security, costs of living and mitigation of impact.	Public Health and acute adult service nursing staff.	All		2018/19
B11	Development of a NHSGGC briefing for organisations representing priority groups on referral pathways from maternal and child services into money advice services.	Income from social security and reduced costs	Public Health		Increased referrals into money advice services for priority groups.	2018/19

B12	Management of the Financial Inclusion, Money Advice service in the Royal Hospital for Children (RHC) which provides parents/carers with a range of services to support their financial wellbeing including: benefits checking, income and expenditure support, financial capability and budgeting information debt management support, assistance with housing and eviction issues and energy advice. Parents and carers can also access emergency family funds and foodbank vouchers via the Family Support and Information Service co-located with the Financial Inclusion service at the RHC.	Income from social security and reduced costs. Mitigation of impact.	Public Health	All	Number of families' supported, average and total financial gain.	Ongoing
B13	Management of neonatal expenses fund for parents or guardians with either premature or sick babies in neonatal care to claim reimbursement for food and travel expenses.	Reduced costs	Public Health	Families with child under age of one.	Number of families supported and average financial gain.	Ongoing
B14	Facilitation of co-location of money advice services with Special Needs in Pregnancy Service (SNiPs) to target income maximisation support and advocacy to those with greatest financial health needs (e.g. average household income for this client group <£6000 per annum).	Income from employment, social security, reduced costs of living and mitigation of impact.	Third sector money advice service SNiPs staff, Glasgow City and Renfrewshire HSCP Health Improvement, Public Health	All, particularly pregnant women, young families.	Number of families' supported, average and total financial gain.	Ongoing
B15	Development of electronic referral pathway into money advice services developed for health visiting staff.	Income from social security, reduced costs.	Public Health, children and families staff, e-health, local authority and third sector money advice providers	All	Increased number of referrals into money advice from health visiting.	2018/20

B16	Regular feedback to health visiting teams on money advice referrals and patterns.	Income from social security and reduced costs.	HSCP health improvement teams	All	Increased number of referrals into money advice from health visiting.	Ongoing
B17	Analysis of uptake of healthy start food vouchers for low income families to support ongoing promotion to families by midwifery and health visiting staff.	Income from social security	Public Health, midwifery and health visiting teams.	All, particularly Pregnant women and families with children under one.	Increased uptake of health start benefit.	2018/20
B18	Survey of family financial health needs undertaken for families of children with disabilities attending child development centres.	Income from social security and reduced costs.	Families with lived experience of poverty. Specialist Children's Services. Glasgow City Council, Third sector Carers' Centre and Money Advice Services Public Health, Glasgow City HSCP Health Improvement.	Families with a disabled household member.	Increased money advice referrals from CDC staff. Average financial gain of £5000 per family supported.	2018/19

B19	Proposal developed and funding secured for research into the financial impact of pregnancy and possible cost-related barriers to attending antenatal care for low income families living in NHS GGC	Reduce costs, mitigation of impact.	NHS Health Scotland, NHS Ayrshire and Arran, Glasgow Centre for Population Health (GCPH), The Poverty Alliance, Child Poverty Action Group, Midwives, Family Nurses, Health Visitors, Public Health.	All, with particular focus on pregnant women and families with children under one year and inclusion of BME families.	Funding secured.	2018/19
B20	Financial incentives for pregnant women to stop smoking in pregnancy.	Mitigate impact of poverty	Midwives, Lead Midwives, University of Glasgow, Corporate Communications, HSCP Health Improvement Teams, eHealth, Public Health Directorate, Quit Your Way Services (Pregnancy, Pharmacy, Community, Acute)	All eligible pregnant women.	Number of women who receive full incentives by SIMD. Number and rate of women who maintain quit at 12 and 24 weeks post-quit date.	2018/20
B21	Provision of a money advice service for adult users of acute health services with a cancer or long-term	Income from social security	Macmillan Cancer Support	All – universal	Total and average	Ongoing

	condition diagnosis. 92 (4% of all) individuals supported had dependent children. Total financial gains for these 92 families in 2018/19 financial year were £235, 698, an average gain of £2562 per family referred.	and reduced costs		service	financial gain	
B22	Colocation of money advice service in nine GP practices in deprived areas in North East Glasgow. Over 350 people supported in the first three quarters of 2018/19 with total financial gain of £1,148,423 for those benefiting financially.	Income from social security and reduced costs	Money Advice services, Clyde Gateway, Primary Care Teams, Glasgow City Health Improvement Team	All	Total and average financial gain	2018/19
C	Advocacy	Poverty driver	Partners involved	Priority Groups	How measure success?	Timescale
C1	Child Poverty Action network for local authority and HSCP leads established to co-ordinate board-wide and local area action and to share evidence and best practice across GGC.	All	All six local authorities and HSPCs, NHS Health Scotland, Public Health.	All	A number of supporting resources have been developed for local areas including an evidence briefing and data guide.	2018 -
C2	Development session for local area child poverty leads organised with input from NHS Health Scotland, The Improvement Service and the Scottish Poverty and Inequalities Research Unit – focus on advocacy of	All	All six local authorities and HSPCs, NHS Health Scotland, The Improvement Service,	All	A number of areas are now exploring automation of	2018/19

	automation of local area benefits and return on investment from referrals into money advice services from health service sources.		GCPH, Public Health.		local benefits.	
C3	Presentations on impact of child poverty on health, new statutory duty and evidence base for local action presented to: - NHS GGC Board Heads of Children’s Health and Social Care Services and Area Partnership Forum and also -partnership forums in each local authority area -the national Scottish Local Authority Economic Development Conference.	All	Public Health	Priority risk groups highlighted.	Child Poverty plans discussed at and endorsed by senior strategic partnership committees.	2018/19
C4	Guidance on evidence informed action to reduce child poverty at a local level produced.	All	Public Health	All		2018/19
C5	Guidance on data available at local authority level to measure poverty and its drivers produced.	All	Public Health	All	Indicators being used in local child poverty action reports	2018/19
C6	A range of articles produced for staff news, core brief and hot topics related to child poverty.	All	Communication Staff and Public Health	All	Increased awareness of child poverty legislation amongst staff	2018/19
C7	A blog on evidence informed local action to reduce child poverty written for GCPH - https://www.gcph.co.uk/latest/news/861_poverty_isn_t_in_evitable_local_action_is_possible	All	Public Health and GCPH	All	Increased awareness of causes of poverty and	2018/19

					evidence informed actions which can be taken at local level in local policy makers and practitioners	
C8	A blog on the benefits of integrating money advice into primary care health services written for GCPH https://www.gcph.co.uk/latest/news/877_at_the_deep_end_integrating_money_advice_workers_into_gp_practices	All	Glasgow City Health Improvement Team and GCPH	All	Further roll out of co-location of money advice support in general practice.	2018/19

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Report To: Education and Communities Committee **Date:** 3 September 2019

Report By: Corporate Director, Education,
Communities and Organisational
Development **Report No:** EDUCOM/62/19/LW

Contact Officer: Linda Wilkie **Contact No:** 01475 712812

Subject: Early Learning and Childcare 1140 Hours Expansion
Programme

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the implementation of the 1140 hours expansion programme.

2.0 SUMMARY

- 2.1 The Scottish Government is committed to increasing the entitlement to Early Learning and Childcare (ELC) from 600 hours to 1140 hours by 2020.
- 2.2 The report provides the background to the expansion programme and a summary of the additional 1140 hours early phase developments for 2019 / 20.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approves the additional early phase projects for 2019 / 20.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Scottish Government is committed to increasing the entitlement to Early Learning and Childcare (ELC) from 600 hours to 1140 hours by 2020.
- 4.2 The increase to 1140 hours is a universal entitlement for all children aged 3 and 4 years and an entitlement for 25% of 2 year olds.
- 4.3 Inverclyde Council submitted its expansion plan to the Scottish Government in March 2018. The plan provided details of current services and the developments required to deliver 1140 hours.
- 4.4 Inverclyde Council received notification of its revenue and capital funding allocation from the Scottish Government in February 2018. The funding is allocated as a specific grant to ensure that it is protected for investment in early learning and childcare. Authorities are required to report to the Scottish Government on how this funding has been applied.
- 4.5 Inverclyde Council is clear that all developments will be contained within the funding allocation from the Scottish Government.

5.0 EARLY PHASE PLAN 2019 /20

- 5.1 The revenue allocation for 2019 / 20 is £4,885,000. This is split £4,609,000 from the Scottish Government allocations and £276,000 from core spending.
- 5.2 A number of early phase developments were approved by Committee in March 2019 however £1,381,673 was uncommitted at this time.
- 5.3 The additional early phase projects funded from the uncommitted budget are listed below:
- 188 additional local authority 1140 hours placements
 - 24 outdoor learning 1140 hours placement
 - 59 additional 1140 hours placements with funded providers
 - 30 additional 1140 placements with childminders
 - Cost of lunches for local authority, funded providers and childminders
 - Resources for new / expanded funded providers
 - Grants to funded providers
 - Increase in rate to funded providers
 - Funding for Additional Support Needs Workers
 - Additional funding for bespoke training programmes
 - Additional funding for training and development
 - Personal and Protective Equipment for outdoor learning
 - Additional costs of ICT /WiFi

- 5.4 A small contingency budget of £634.00 remains.
- 5.5 Realising change: funding of £110,480 was received from the Scottish Government, in January 2017, to support local authorities in the implementation of the expansion programme. This funding has to be spent by August 2020. £99,670 was carried forward into this financial year. This will be used to build existing capacity at the centre and for joint work across West Partnership.

6.0 CAPITAL UPDATE

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

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

6.2 Details of progress with the infrastructure plan are contained in Section 8 of the 'Education Capital Programme 2018 -2021 Progress' report to this Committee.

7.0 IMPLICATIONS

Finance

7.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report £000	Virement From	Other Comments
Various	Early Years	2019 /20			Spend projection / profile as Education Capital Report Appendix 1

Annually Recurring Costs (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if applicable)	Other Comments
Various	Early Years	2019/20	£4,885,000		Expected to spend revenue allocation in 2019 /20

7.2 **Legal**
There are no legal implications.

7.3 **Human Resources**
There are significant HR implications with regard to workforce planning, recruitment, and training. The workforce plan was refreshed in November 2018.

7.4 **Equalities**
There are no equality issues within this report.

Has an Equality Impact Assessment been carried out?

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

7.5	Repopulation An early learning and childcare service that delivers on quality, flexibility, accessibility and affordability will contribute to repopulation.
8.0	CONSULTATION
8.1	Consultation with stakeholders is continuing throughout this session. This includes private / voluntary providers, partner providers, trade unions and local authority early years workforce.
9.0	LIST OF BACKGROUND PAPERS
9.1	Scottish Government 01.05.18, ELC – Multi-Year Revenue and Capital Allocations.

Report To:	Education and Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/58/19/NH
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Access to Free Sanitary Products Update		

1.0 PURPOSE

- 1.1 The purpose of this report is to update and inform the Committee on the implementation of the Scottish Government commitment to provide free access to sanitary products in schools and places where those who need them can access them.

2.0 SUMMARY

- 2.1 On 30 May 2018, the Scottish Government committed funding to provide “access to free sanitary products to students in schools, colleges and universities”. To support equality, dignity and rights for those who menstruate and to ensure that lack of access to products does not affect an individual’s ability to participate in education at all levels.
- 2.2 This commitment continues to roll out a Scotland wide initiative with the basis on the main findings of the pilot study from Aberdeen in 2018. A set of Guiding Principles is available to help shape local delivery models.
- 2.3 Inverclyde Council received a total of £28,075 to set up and provide products in schools from August 2018 to March 2019. An additional amount of £25,733 was allocated from January 2019 to March 2019 to increase the number and range of places where sanitary products could be available for those who need them in the community.
- 2.4 Using the national framework for sanitary products, varieties of products are now sourced and available at a number of locations throughout Inverclyde.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes that:
- Inverclyde Council continues to support the commitment to roll out Access to Free Sanitary Products across schools.
 - This provision will increase in 2019/20 to include a range of places in the wider community where sanitary products are available for those who need them.
 - Community Access locations will have a range of products available during term time, weekends and school holidays.

Ruth Binks
Director of Education

4.0 BACKGROUND

- 4.1 On 30 May 2018, the Scottish Government announced funding to local authorities to provide access to free sanitary products to students in schools, colleges and universities and to provide access to products during holidays and weekends.
- 4.2 The Scottish Government also issued a set of guiding principles which the local delivery model for access to free sanitary products in schools should be based on:
- **Protecting students' dignity**, avoiding anxiety, embarrassment and stigma
 - Making a range of products and different quantities available, giving students **choice** about the products they want to use
 - A response that is **reflective of students' views and experiences**
 - An efficient and dignified approach which demonstrates **value for money**
 - An offer for all eligible students **throughout the year** to include both **term time and holidays**
 - Ensuring sanitary products are easily accessible to **meet individual needs**
 - Individuals being able to get sufficient products to **meet their needs**
 - **Gender Equality**, ensuring anyone who menstruates can access products, including transgender men and non-binary individuals, and that language is gender neutral. The roll out of gender-neutral toilets should also be taken account of.
 - **Awareness raising and education** to both promote the 'offer' and change cultural norms.
- 4.3 The findings of the Aberdeen pilot project in 2018 confirmed access to sanitary products as an issue for some people and different groups are affected in different ways. The key learning point from the pilot was that in educational institutions, there was embarrassment about periods generally and having to ask a staff member for products is a particular issue for young pupils. School staff noted a need for education around menstruation and sanitary products to reduce stigma and normalise discussion of menstruation. Provision during the holiday and weekend periods should also be easily accessed (without having to ask a member of staff) and discreet for people on low incomes.
- 4.4 Prior to October 2018, schools in Inverclyde held supplies of sanitary products for pupils who ask for them; this was the case in both primary and secondary schools. There was no charge for these products and they tended to be required in one-off emergencies. However, there is a stigma attached to menstruation and some pupils may not have felt comfortable about asking school staff for sanitary products.
- 4.5 On 30 November 2018, COSLA Leaders agreed to the proposed funding to expand access to free sanitary products and "aim to increase the number and range of places where sanitary products are available for those who need them. We will do this through working with a range of public and private sector organisations and with additional third sector partners to expand the geographical spread of support".
- 4.6 The Scottish Government also issued a set of guiding principles which the local delivery model for access to free sanitary products in the wider community should be based on:
- **Protecting people's dignity**, avoiding anxiety, embarrassment and stigma
 - Making a range of products available in places that people use
 - A response that is **reflective of communities views and needs**
 - An efficient and effective approach which demonstrates **value for money**
 - Individuals being able to get sufficient products to **meet their needs**
 - Individuals being able to get sufficient products to **meet their needs**
 - **Gender Equality** - ensuring anyone who menstruates can access products, including transgender men/non-binary individuals, and that language is gender inclusive
 - **Awareness raising and education** to both promote the 'offer' and change cultural norms.

5.0 CURRENT POSITION

5.1 Product Sourcing within Inverclyde

There is a national framework, which offers a selection of sanitary products across 4 suppliers. Hey Girls have been the supplier used for all product orders for both schools and community locations. The previous understanding that a mini competition would be required, is not now the case due to the ranked one supplier going out of business and the very competitive rates of the nearest ranked supplier.

5.2 Delivery Model within Inverclyde

All Head Teachers have received the Scottish Government Guiding Principles and Good Practice information for the provision of sanitary products in schools, to share amongst staff.

Sanitary products are now available in ASN, primary and secondary schools and are located in medical rooms, reception areas, pupil support areas and various toilet areas. Plastic storage boxes are located in each of these areas and are stocked with a variety of sanitary products ensuring accessibility without having to ask a member of staff. Tote bags are also on the back of most secondary school toilet cubicle doors and stocked with multiple types of products that can be accessed privately and discreetly.

Primary schools are more likely to know which pupils may require the products, because the numbers are likely to be low and they have been given a smaller range of sanitary products to be made freely available for pupils to access when they need them. Pupils in Primary 6 and 7 will learn about the changes in their body as part of the Curriculum for Excellence and the offer of free sanitary products and how to access them will be raised at this time.

Inverclyde has established a short life working group to support the development, delivery and measurement of impact of accessing free sanitary products as part of the tackling poverty and gender inequality agenda. The short life working group has relevant representatives from procurement, children and young people's rights, school nursing, teachers, youth workers, and facilities services.

There is now access to sanitary products at a number of different community accessible locations throughout Inverclyde. Products are available in female, gender-neutral and accessible toilets. Storage of sanitary products is the same as school based delivery methods, plastic boxes or tote bags.

5.3 Funding Allocation 2018/19 & 2019/20 – School Access

An allocation of £28,075.00 for 2018/19 (August 2018 to March 2019) for school access to sanitary products. The budget consisted of 2 elements: £7,254 for set up & development and £20,821 for sanitary products.

Initial orders of £9k on sanitary products and £2k for set up processed in October 2018, leaving £17k in the budget. The supplier could not fulfil the final order placed, to the value of £17k, before 31 March 2019. The order was for educational resources, tote bags and 'First Period Kits'. This resulted in the budget carrying forward and orders raised again in May 2019 when the items became available.

The CLD Youth Work Team and the Health & Wellbeing Co-ordinators in schools will use the educational resources purchased. CLD have developed a proposal to roll out educational activities and workshops in all Youth Projects. In September 2019, 'Hey Girls' will be running a workshop with all Health & Wellbeing Coordinators to give an overview of the educational resources available and tips for product distribution. Guidance will be given on how to distribute the 'First Period Kits' purchased for P6-S6 pupils and how best to encourage pupils to utilise the products available within school. The purchase of tote bags, for hanging on the back of toilet cubicle doors, allows private and discreet access to multiple types of products.

5.4 Funding Allocation 2018/19 & 2019/20 – Community Access

There was an initial budget allocation for 2018/19 (January 2019 to March 2019) of £25,733. The budget consisted of 2 elements: £7,496 for set up and development funding and £18,237

for sanitary products.

In 2018/19 expenditure on sanitary products totalled £15k for Foodbanks, Public Toilets and Spring Holiday Hubs. COSLA agreed to the £10.5k (£7.5k set up/£3k sanitary products) underspend being carried forward to 2019/20. During May/June 2019, additional locations have been stocked with sanitary products. This has used the remaining product budget and £2k of the set up & development budget used to purchase storage for the additional locations.

Of the £5k left for set up & development, posters, window stickers, drawer labels and cubicle stickers will be purchased for each location.

A funding allocation for sanitary products has been set at £72,947 for 2019/20. To date, there is expenditure of £12k on sanitary products. Additional locations have been identified and will be stocked with sanitary products once the needs of the location have been established (**Appendices 1 & 2**).

5.5 Development Required 2019/2020

The Scottish Government supports the principle of reusable products on both value for money and environmental grounds. Two types of reusable products are within each secondary school however, a local delivery plan needs to be developed to consider how to make products available and educate those pupils who wish to use them.

A communications plan has been developed to promote the initiative and will start in August 2019. Posters, window stickers, social media and plasma screens are some of the methods that will be utilised.

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		2018/19	£28,075		<p>School Access Set up and Development Funding - £7,254 Sanitary Products Allocation - £20,821 Total for 2018/19 (August 2018 to March 2019) -</p>
			£25,733		<p>Community Access Set up and Development Funding - £7,496 Sanitary Products Allocation - £18,237 Total for 2018/19 (January 2019 – March 2019)</p>
		2019/20	£31,000		School Access

			£72,947		Community Access
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Annually Recurring Costs/ (Savings)

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

Legal

6.2 None

Human Resources

6.3 None

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

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

Repopulation

6.5 N/A

7.0 CONSULTATIONS

7.1 Young People / Youth Council
 Other Local Authorities
 Health & Wellbeing Coordinators
 Head Teachers
 Education Services
 HSCP
 COSLA
 3rd Sector
 CLD
 SCEN

8.0 CONCLUSIONS

8.1 Inverclyde Council will continue to expand on the access to free sanitary products initiative by increasing the geographical spread of locations where products are available for those who need them during 2019/20.

9.0 BACKGROUND PAPERS

9.1 Access to Sanitary Products Aberdeen Pilot: Evaluation Report

Public Toilets

Coronation Park, Port Glasgow
 Hunters Place, Greenock
 Kilblain Street, Greenock
 Campbell Street, Greenock
 Gourock Walled Gardens (Bunny Park), Gourock
 Shore Street, Gourock
 Albert Road, Gourock
 Inverkip Road, Inverkip

Community Centres

Belville Community Gardens
 Gibshill Community Centre
 Craigend Resource Centre
 Broomhill Gardens and Community Hub
 Auchmountain Halls
 Grieve Road Community Centre
 Branchton Community Centre
 Wemyss Bay Community Centre
 Kilmacolm Community Centre
 Inverkip Community Hub
 Clune Park Resource Centre

Foodbanks

Inverclyde Food Bank
 Church Angels

I Youth Zones

Greenock I Youth Zone
 Port Glasgow I Youth Zone
 Youth Connections

Libraries

Central Library
 Gourock Library
 Inverkip & Wemyss Bay Library
 Kilmacolm Library
 Port Glasgow Library
 South West Library

HSCP / NHS

Fitzgerald Resource Centre
 Inverclyde Centre for Independent Living
 Crown House
 Wellpark Centre
 Inverclyde Homelessness Centre
 Port Glasgow Health Centre
 Ardgowan Medical Practice
 Roxburgh Practice
 Mount Pleasant Practice
 The Medical Centre
 The New Surgery
 Dr Rai & Goyal
 Dorema Surgery
 Greenock Health Centre
 Gourock Health Centre
 Princes Street House
 Skylark Child Development Centre
 CAMHS Larkfield Child and Family Centre

Inverclyde Council Customer Service Centre

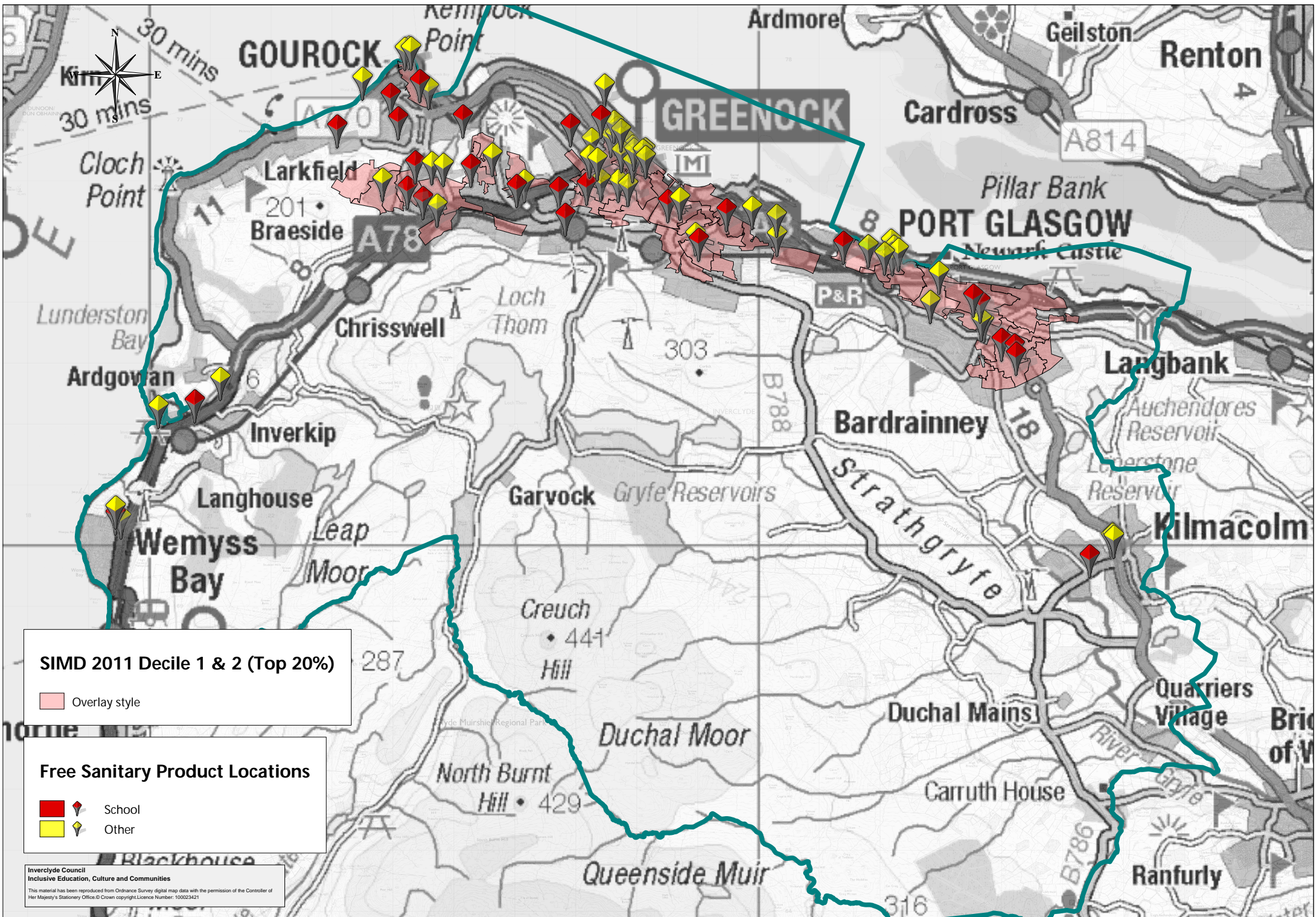
Prospecthill Christian Fellowship

DWP - Greenock Job Centre

Skills Development Scotland

CVS Inverclyde

Inverclyde Community Development Trust - Greenock
 Inverclyde Community Development Trust - John Wood Street
 Inverclyde Community Development Trust - Devol



SIMD 2011 Decile 1 & 2 (Top 20%)

Overlay style

Free Sanitary Product Locations

◆ School
◆ Other

Inverclyde Council
 Inclusive Education, Culture and Communities
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Report To:	Education & Communities Committee	Date: 3 September 2019
Report By:	Ruth Binks Corporate Director Education, Communities & OD	Report No: EDUCOM/70/19/TM
Contact Officer:	Tony McEwan	Contact No: 01475 712828
Subject:	School Term Dates – Session 2020 / 2021	

1.0 PURPOSE

- 1.1 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2020/21.

2.0 SUMMARY

- 2.1 The intention of this report is to set out the school term dates.
- 2.2 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.
- 2.3 The proposed term dates take account of the term dates set by Renfrewshire Council.
- 2.4 Consultation has taken place with Trade Unions on the proposed term dates and in-service days with no adverse comments received.

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to approve the term dates for 2020/21 as set out in appendix 1.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

Education Services

Term	School Term Dates, In-Service Days & Local Holidays - Session 2020/2021		Working Days (Teachers)
First	<p>In-Service Day In-Service Day</p> <p>Pupils Return</p> <p>Close Local Holiday</p> <p>Re-Open</p> <p>Close October Break</p> <p>In-Service Day Pupils Return</p> <p>Close</p>	<p>Friday, 14 August 2020 Monday, 17 August 2020</p> <p>Tuesday, 18 August 2020</p> <p>Friday, 04 September 2020 Monday, 07 September 2020</p> <p>Tuesday, 08 September 2020</p> <p>Friday, 09 October 2020 Monday, 12 October 2020 to Friday 16 October 2020 (inclusive)</p> <p>Monday, 19 October 2020 Tuesday, 20 October 2020</p> <p>Tuesday, 22 December 2020</p>	87
Second	<p>Re-Open</p> <p>Close Mid-Term Mid-Term</p> <p>In-Service Day Pupils Return</p> <p>Close</p>	<p>Wednesday, 06 January 2021</p> <p>Friday, 05 February 2021 Monday, 08 February 2021 Tuesday, 09 February 2021</p> <p>Wednesday, 10 February 2021 Thursday, 11 February 2021</p> <p>Thursday, 01 April 2021</p>	(147) 60
Third	<p>Spring Break</p> <p>Good Friday Easter Monday</p> <p>Re-Open</p> <p>May Day</p> <p>Close Local Holiday Local Holiday</p> <p>In-Service Day Pupils Return</p> <p>Close</p>	<p>Friday, 02 April 2021 to Friday, 16 April 2021 (inclusive)</p> <p>Friday, 02 April 2021 Monday, 05 April 2021</p> <p>Monday, 19 April 2021</p> <p>Monday, 03 May 2021</p> <p>Thursday, 27 May 2021 Friday, 28 May 2021 Monday, 31 May 2021</p> <p>Tuesday, 01 June 2021 Wednesday, 02 June 2021</p> <p>Monday, 28 June 2021</p>	(195) 48

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report	EDUCOM/76/19/TM
Contact Officer:	Tony McEwan	Contact No:	2828
Subject:	Additional In-Service Days for Schools		

1.0 PURPOSE

- 1.1 The purpose of this report to the Education & Communities Committee is to note two additional in-service days during session 2019/20 approved by the Policy & Resources Committee on 21 May 2019. (refer to Appendix 1)

2.0 SUMMARY

- 2.1 These extra in-service days for teachers follows the announcement by COSLA on 25 April 2019 as part of the teachers' pay settlement.
- 2.2 The setting of the additional in-service days came through discussion at the West Partnership Regional Improvement Collaborative. Subsequent consultation with Head Teachers, professional associations and trade unions agreed that the most suitable dates were Tuesday 22 October 2019 and Friday 7 February 2020 for all schools.

3.0 RECOMMENDATION

- 3.1 The Education & Communities Committee is asked to note the two additional in-service days on Tuesday 22 October 2019 and 7 February 2020 for all schools.

Ruth Binks
Corporate Director of Education, Communities and Organisational Development

Report To:	Policy and Resources Committee	Date:	21 May 2019
Report By:	Ruth Binks Corporate Director of Education, Communities & Organisational Development	Report No:	PR/15/19/SP
Contact Officer:	Stephen Parsons	Contact No:	2828
Subject:	Additional In-Service Days for Schools		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Policy and Resources Committee with information regarding two additional in-service days during session 2019/20.

2.0 SUMMARY

- 2.1 These extra in-service days for teachers follows the announcement by COSLA on 25 April 2019 as part of the teacher's pay settlement. The purpose of the additional in-service days is to reduce unnecessary workload and address challenges in supporting children and young people with additional support needs.
- 2.2 The setting of the additional in-service days came through discussion at West Partnership Regional Improvement Collaborative. Subsequent consultation with Head Teachers, professional associations and trade unions agreed that the most suitable dates were Tuesday 22 October 2019 and Friday 7 February 2020 for all schools.

3.0 RECOMMENDATIONS

- 3.1 The Policy & Resources Committee is asked to approve the proposed dates for the additional in-service days on Tuesday 22 October 2019 and Friday 7 February 2020 for all schools.

Ruth Binks
Corporate Director of Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 COSLA announced two additional in-service days for teachers as part of the pay settlement. The West Partnership have agreed that all authorities in the west will allocate one of the in-service days in February so that joint support events can be planned if required.

5.0 PROPOSALS

5.1 It would be beneficial for all educational establishments to work more collaboratively at cluster, Authority and Regional Improvement Collaborative level to ensure consistency in moderation and assessment standards.

5.2 The proposal for the additional in-service days came through discussion at West Partnership Regional Improvement Collaborative. Subsequent consultation with Head Teachers, professional associations and trade unions agreed that the most suitable dates were Tuesday 22 October 2019 and Friday 7 February 2020 for all schools.

6.0 IMPLICATIONS

6.1 Additional in-service days have implications for pupils, parents/carers and teachers. Aligning the additional in-service days on to additional holidays/in-service days should minimise disruption for parents/carers.

6.2 Finance

6.3 Financial Implications:

There are no direct financial costs associated with the information provided in this paper.

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):

Public Engagement Events, communications and administration costs

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

6.4 Legal

There are no legal implications. Dispensation from Regulation 5 of the Schools General (Scotland) Regulations 1975 has been approved by the Scottish Government.

6.5 Equalities

Has an Equality Impact Assessment been carried out?

YES (see attached appendix)

NO – There is no equality impact with this change.

6.6 Repopulation

N/A

7.0 CONSULTATIONS

7.1 Consultation with Head Teachers, professional associations and trade unions on an appropriate date for the additional in-service days and were asked to inform parent/carers.

8.0 Background Papers

8.1 N/A

Report To:	Education & Communities Committee	Date:	03 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/77/19/RB
Contact Officer:	Tony McEwan	Contact No:	01475 712828
Subject:	Additional Closure Day for Educational Establishments		

1.0 PURPOSE

- 1.1 The purpose of this report to the Education & Communities Committee is to note an additional closure day on Friday 8 May 2020 for all educational establishments which was approved by the Policy & Resources Committee on 6 August 2019 and by the Scottish Government on 14 August 2019.
- 1.2 The purpose of the additional closure day is to commemorate the 75th Anniversary of VE Day.

2.0 SUMMARY

- 2.1 The additional closure day for educational establishments follows the approval from the Policy & Resources to retain the public holiday on 4 May and commemorate the 75th Anniversary of VE Day on 8 May 2020.
- 2.2 The Scottish Government approved the change to the school year to accommodate an additional closure day to commemorate VE Day in 2020.

3.0 RECOMMENDATION

- 3.1 The Education & Communities Committee is asked to note the additional closure day on 8 May 2020 for all educational establishments.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council's Policy and Resources Committee heard that nationally the UK Government had decided to move the May Day public holiday from Monday 4 May to Friday 8 May in 2020 to commemorate the 75th anniversary of Victory in Europe Day.
- 4.2 In what is believed to be the first council in the UK, Councillors have agreed that in Inverclyde the May Day holiday will be retained and the Friday will be marked with council offices and facilities closed to allow staff, service users, residents and school pupils to commemorate VE Day 75 in addition to May Day.

5.0 IMPLICATIONS

5.1 Additional closure days have implications for parents with extra childcare costs.

5.2 Finance

5.3 Financial Implications:

There are no direct financial costs associated with the information provided in this paper.

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):

Public Engagement Events, communications and administration costs

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

6.0 Legal

There are no legal implications. Dispensation from Regulation 5 of the Schools General (Scotland) Regulations 1975 has been approved by the Scottish Government.

7.0 Equalities

Has an Equality Impact Assessment been carried out?

YES (see attached appendix)

NO – There is no equality impact with this change.

8.0 Repopulation

N/A

9.0 CONSULTATIONS
N/A

10.0 BACKGROUND PAPERS
N/A

Report To:	Education & Communities Committee	Date:	3 September 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/63/19/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	National Updates and Guidance		

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 The Attainment Scotland Fund Evaluation: Headteacher Survey 2018 was published on 30th May 2019. The report presents findings from a recent survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF). The survey was commissioned by the Scottish Government's Learning Analysis Unit to inform the wider evaluation of ASF.
- 2.2 After criticisms of the Scottish National Standardised Testing in Primary 1, the Scottish Government commissioned an independent review of testing. The review concluded that the tests should continue and the Scottish Government has published responses to the review and stakeholder groups as well as advice and guidance.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the national updates on the Attainment Challenge and Scottish National Standardised Assessments.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The Attainment Scotland Fund was established to support the Scottish Attainment Challenge in 2015. The Scottish Attainment Challenge prioritises improvements in literacy, numeracy and health and wellbeing of children adversely affected by the poverty-related attainment gap in Scotland's primary and secondary schools. This built on a range of existing initiatives and programmes focused on raising attainment and reducing inequity for children in Scotland, and aimed to support schools, local authorities and partners to develop and deliver approaches tailored to their own circumstances. Inverclyde is an Attainment Challenge Authority.

4.2 SNSA testing was introduced in the academic year 2017/18. School children in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching.

The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support.

There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

5.0 CURRENT POSITION

5.1 Attainment Scotland Fund Evaluation: Headteacher Survey 2018

This report presents findings from a recent survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF). The survey was commissioned by the Scottish Government's Learning Analysis Unit to inform the wider evaluation of ASF.

The Attainment Scotland Fund consists of several strands of ASF funding including the Challenge Authorities and Schools Programmes, Pupil Equity Funding, as well as a number of National Programmes. This funding is distributed in a number of different ways: via local authorities, directly to schools and directly to national organisations. In 2017/18 the three main strands of the Scottish Attainment Challenge supported by the ASF were:

1. Challenge Authorities Programme. Provides targeted funding to the 9 local authorities with the highest concentration of pupils living in SIMD 1 and 2 areas. The local authorities develop strategic plans to drive forward improvements in their primary and secondary schools. Funding is provided via local authorities.
2. Schools Programme. Funding to individual schools outwith challenge authorities, where 70% or more pupils live in SIMD 1 and 2 areas. Currently 74 schools across Scotland, with funding provided via local authorities.
3. Pupil Equity Funding. Provides additional funding to schools on the basis of the number of Primary 1 to S3 pupils eligible for free school meals - reaching 95% of schools across Scotland in 2017/18. Funding is provided via grant funding to local authorities.

The report identifies the findings across the key themes addressed through the survey:

Views on the Attainment Scotland Fund;

Funded interventions and approaches;

Use of data and evaluation;

Impact and sustainability;
Governance and administration; and
Pupil Equity Funding.

The full report is attached as Appendix 1 and can be accessed via the following link:

<https://www.gov.scot/publications/evaluation-attainment-scotland-fund-headteacher-survey-2018/>

The Inverclyde Attainment Challenge team continue to work with the Scottish Government and Education Scotland to evaluate progress and ensure that evidence-based interventions are used to drive forward improvements and close the attainment gap.

5.2 Scottish National Standardised Assessments (SNSAs): review 2019

After criticisms of the test, the Scottish Government commissioned an independent review of the SNSAs in Primary One. Between January and March 2019, the review gathered information – conducting stakeholder interviews, inviting written feedback and examining the submissions to and findings from the P1 Practitioner Forum and the Education and Skills Committee’s Inquiry into the SNSA. Visits to schools were also undertaken to observe the SNSA being delivered to Primary One children in real time.

The conclusions of the review were published alongside a set of recommendations, both for the Scottish Government and for local authorities. The review concludes that it is beneficial for the SNSA tests to continue, albeit with important modifications and the establishment of additional guidance and support for practitioners – to ensure they deliver their intended value as low stakes, diagnostic assessments. The review found that the assessments can provide an additional source of objective, nationally consistent information about where a child is performing strongly, and where he or she might require further support.

The full review, the Scottish Government Responses, Year 2 progress report and draft improvement activity can all be found at the link below but the full report and the Scottish Government response are attached to this report as Appendix 2.

<https://www.gov.scot/publications/scottish-national-standardised-assessments-review-2019/>

Inverclyde Education Services have provided guidance to practitioners on the administration of the SNSA tests. This guidance has been devised in consultation with teaching unions. Inverclyde, has previously used standardised testing and offered to be part of the review because of the positive experience of administering and analysing standardised tests in a culture of collegiality based on improvement. Education Services will continue to work with the Scottish Government and Education Scotland to monitor and review administration of the tests.

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

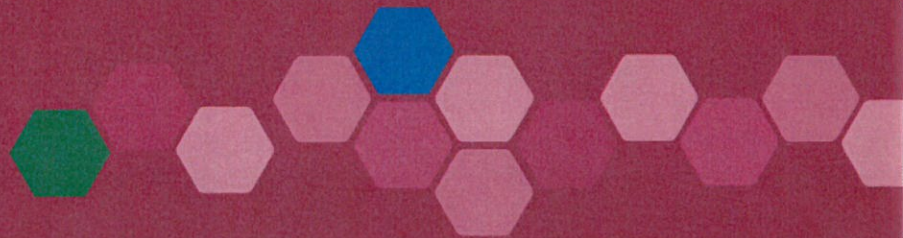
8.1 None.

App 1



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Evaluation of the Attainment Scotland Fund: Headteacher Survey 2018



CHILDREN, EDUCATION AND SKILLS



Attainment Scotland Fund Evaluation: Headteacher Survey 2018

Lead author: Chris Thornton



January 2019

1. Introduction

- 1.1. This report presents findings from a recent survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF). The survey was commissioned by Scottish Government's Learning Analysis Unit to inform the wider evaluation of ASF.
- 1.2. This section summarises the background and objectives for the survey. The remainder of this report sets out the fieldwork approach, level and profile of survey response, and findings across the key themes addressed through the survey:
 - Views on the Attainment Scotland Fund;
 - Funded interventions and approaches;
 - Use of data and evaluation;
 - Impact and sustainability;
 - Governance and administration; and
 - Pupil Equity Funding.

Background

- 1.3. The Attainment Scotland Fund was established to support the Scottish Attainment Challenge in 2015. The Scottish Attainment Challenge prioritises improvements in literacy, numeracy and health and wellbeing of children adversely affected by the poverty-related attainment gap in Scotland's primary and secondary schools. This built on a range of existing initiatives and programmes focused on raising attainment and reducing inequity for children in Scotland, and aimed to support schools, local authorities and partners to develop and deliver approaches tailored to their own circumstances.
- 1.4. The Attainment Scotland Fund consists of several strands of ASF funding including the Challenge Authorities and Schools' Programmes, Pupil Equity Funding, as well as a number of National Programmes. This funding is distributed in a number of different ways: via local authorities, directly to schools and directly to national organisations. In 2017/18 the three main strands of the Scottish Attainment Challenge supported by the ASF were:
 - **Challenge Authorities Programme.** Provides targeted funding to the 9 local authorities with the highest concentration of pupils living in SIMD 1 and 2 areas. The local authorities develop strategic plans to drive forward

improvements in their primary and secondary schools. Funding is provided via local authorities.

- **Schools Programme.** Funding to individual schools outwith challenge authorities, where 70% or more pupils live in SIMD 1 and 2 areas. Currently 74 schools across Scotland, with funding provided via local authorities.
- **Pupil Equity Funding.** Provides additional funding to schools on the basis of the number of primary 1 to S3 pupils eligible for free school meals – reaching 95% of schools across Scotland in 2017/18. Funding is provided via grant funding to local authorities.

1.5. These strands have developed over the period of the Scottish Attainment Challenge, with the Pupil Equity Funding being the most recent addition (in 2017/18). An interim evaluation of the first two years of the Scottish Attainment Challenge was published in 2018; drawing on, amongst other evidence sources, surveys of headteachers across Challenge Authorities and Schools Programmes undertaken in 2016 and 2017.

1.6. The figure below summarises development of the ASF, and surveys of headteachers conducted to date.

Attainment Scotland Fund timeline

2015/16 7 Challenge Authorities 57 Schools Programme (primary only)	2016/17 CA and SP extended to include secondary schools - 9 Challenge Authority, 74 Schools Programme	2017/18 Continuation of CA/SP, introduction of Pupil Equity Funding (claimed by 95% of schools)	2018/19 Continuation of all 3 ASF streams
	2016 survey Focus on 2015/16, CA and SP schools	2017 survey Focus on 2016/17, CA and SP schools	Present survey CA and SP schools, inc PEF only schools for first time

Study objectives

- 1.7. Scottish Government commissioned the survey to include headteachers of schools in receipt of Challenge Authority, Schools Programme and/or Pupil Equity Funding. The overall aim is to build on learning from previous surveys to further improve operation of the ASF, and to maximise the impact of programmes supported by the Fund. This includes the following specific objectives:
 - Provide insight on the experience of headteachers benefiting through each of the ASF streams, identifying any variation in experience or views across schools;
 - Build on longitudinal data to monitor changes over time; and
 - Provide evidence of what is working and what is not working well to inform ongoing delivery of the ASF.

2. Methodology

- 2.1. This section summarises the survey fieldwork approach, and the level and profile of response.

Survey design and fieldwork

- 2.2. Survey content was adapted from previous exercises to maintain longitudinal data, and was adapted to ensure relevance to the experience of schools in receipt of Pupil Equity Funding only, included in the survey for the first time in 2018.
- 2.3. The survey sample comprised 100% of schools in receipt of Challenge Authority and Schools Programme funding, and a sample of schools in receipt of PEF-only stratified by urban/rural geography and the level of PEF allocation. The survey sample is summarised below

Survey sample structure

	Challenge Authority	Schools Programme	PEF-only	All
Urban area	550	57	300	907 (47%)
Small town	60	9	102	171 (16%)
Rural area	64	8	239	311 (37%)
Total	674 (49%)	74 (5%)	641 (46%)	1,389

- 2.4. The survey was issued direct to schools by email in October 2018, supported by promotion via Education Scotland and local authorities. The fieldwork period was maximised to enable the broadest possible response, running for 9 weeks to early December 2018.
- 2.5. The survey response and approach to survey weighting is summarised over the following pages, with further detail provided in an associated Technical Report.

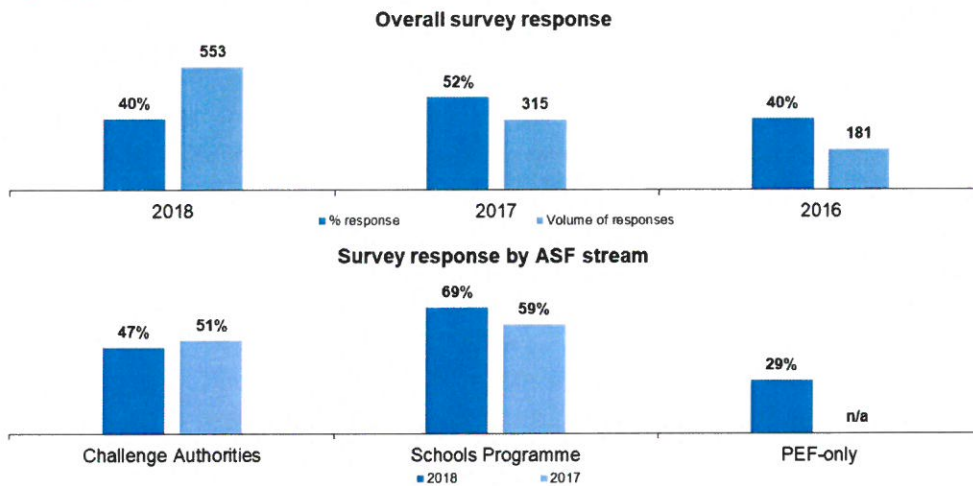
Survey response

- 2.6. A total of 553 responses were received by survey close, equivalent to an overall response rate of 40% and comparing with 52% in 2017. The lower overall response is due to a lower 29% response from 'PEF-only' schools included in the survey for the first time this

year; the 47% response rate for Challenge Authority schools is similar to that achieved in 2017, and the 69% Schools Programme response is 10 points higher than 2017.

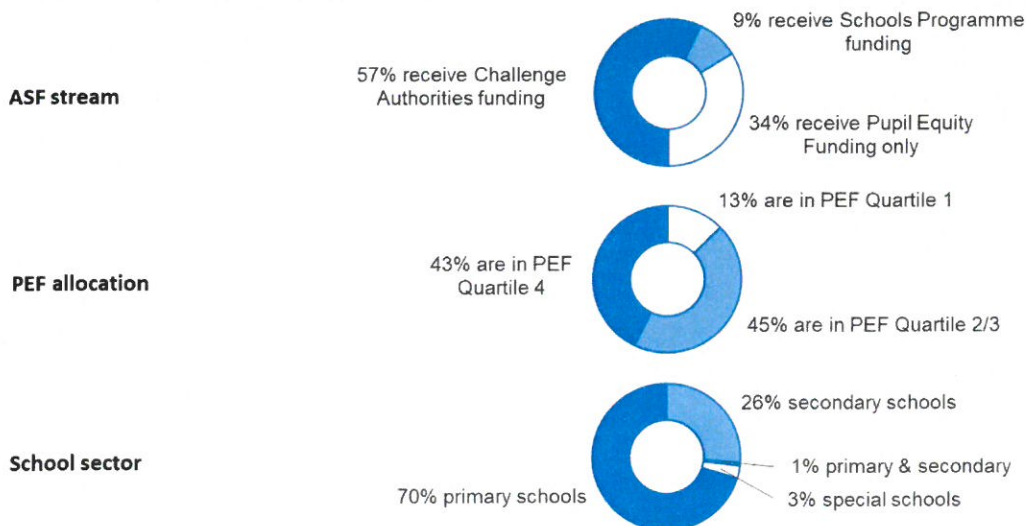
2.7. It should also be noted that the larger survey sample in 2018 means that the volume of responses is significantly larger than that achieved by previous surveys; 553 compare to 315 responses in 2017. The larger volume of responses has enabled more detailed analysis to identify variation in views and experiences across key respondent groups.

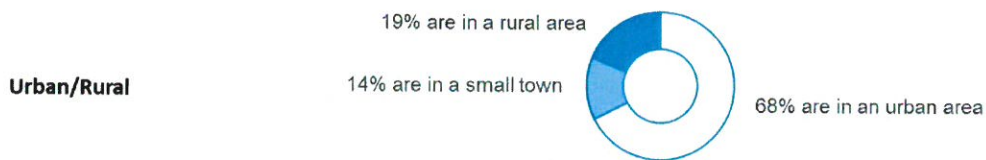
Survey response 2016 to 2018



2.8. The profile of survey respondents is summarised below. The largest groups are Challenge Authority schools, schools with a higher PEF allocation, primary schools and schools in urban areas. The lower response received from PEF-only schools has resulted in some under-representation of this group – survey weighting has been used to correct for this response bias.

Profile of survey respondents (n=553)





Note: Quartile 1 = lower PEF allocation, Quartile 4 = higher allocation.

Analysis and reporting

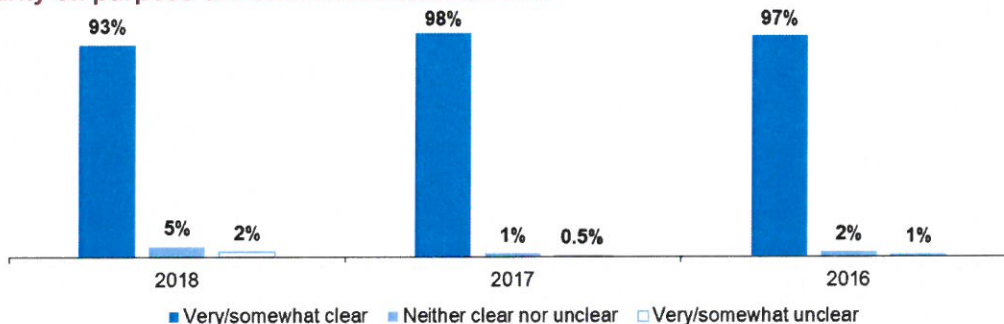
- 2.9. Survey data show some inconsistency between responses and data on ASF support provided to schools. For example, 84 Challenge Authority and 2 Schools Programme respondents indicated their school received only Pupil Equity Funding, suggesting some lack of clarity on funding streams. The final categorisation of respondents has sought to correct these inconsistencies.
- 2.10. Survey responses have been weighted by ASF stream and urban/rural location. This adjusts for response bias and to account for the over-sampling of Challenge Authority and Schools Programme funding streams in the original survey sample. Results presented in the remainder of this report are based on respondents to each question – i.e. they exclude non-respondents to individual questions unless we state otherwise.
- 2.11. Survey analysis has used 95% Confidence Interval tests to identify significant differences from previous survey findings, and across key respondent groups. These include ASF stream, PEF allocation, school sector and urban/rural location. Where variation across these groups is noted in the body of the report, this is based on a statistically significant difference between groups.
- 2.12. A full list of survey questions and tabular survey results are provided in an associated Technical Report.

3. Views on the Fund

3.1. This section sets out findings in relation to headteachers' understanding of the purpose of the Attainment Scotland Fund, and the extent to which headteachers agree with the Fund's stated purpose.

3.2. A great majority of headteachers feel they are clear on the purpose of the Fund; 93% are very or somewhat clear. This is somewhat lower than that reported in previous surveys, and appears to reflect a less positive response from the PEF-only schools included in the survey for the first time; 91% are clear on the purpose of the Fund compared to 97% of Challenge Authority and Schools Programme respondents.

Clarity on purpose of Attainment Scotland Fund



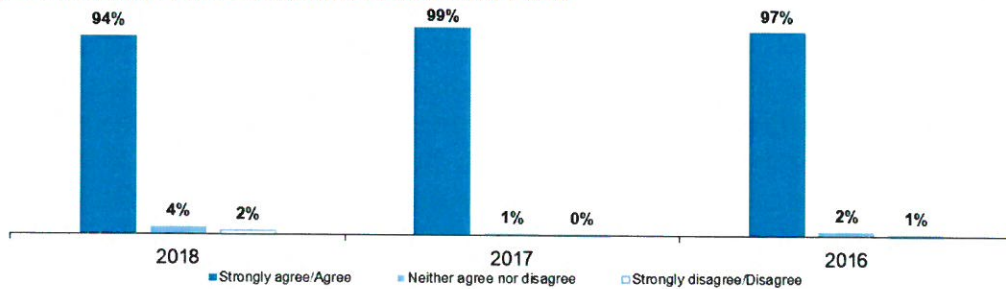
3.3. The survey also asked headteachers to describe the aims of ASF in their own words. Around half of respondents provided an answer here – common themes across these responses are summarised below.

Reference to 'closing the gap'	83% ¹
Reference to poverty and deprivation	67%
Reference to targeting of pupils/parents/schools	27%
Specific reference to targeting deprivation	24%
Raising attainment	23%
Reference to literacy	14%
Reference to numeracy	14%
Reference to health and wellbeing	13%
Reference to raising quality and standards	4%
N=282	

¹ Percentage results are based on those answering the question.

3.4. A great majority agree with the aims of the Fund (94%). As is noted above in relation to clarity on the aims of the Fund, this is a somewhat less positive result than previous surveys (99% in 2017). These views are consistent across funding streams and other key respondent groups, although it is notable that those who are clear on the aims of the Fund are more likely than others to agree with these aims.

Agreement with aim of Attainment Scotland Fund



3.5. A small number of respondents (2% of all survey respondents) who do not agree with the aims of the Fund provided further detail on the reasons for this. These respondents indicated that, while they agreed with the principle of ASF, they disagreed with aspects of how the aims of the Fund are framed and how funding is allocated. This included concern that: the Fund is based on a narrow definition of poverty; that the focus on numeracy, literacy and health and wellbeing is too narrow; that the focus should be at pre-school stages; that basing allocation on take-up of (rather than entitlement to) free school meals disadvantages schools where local factors contribute to low take-up rates; and that individual funding to schools can only have limited impact in the context of broader reductions in education funding.

4. Interventions and approaches

- 4.1. This section summarises survey findings on the interventions and approaches funded by the ASF. This includes an overview of the range of interventions used, schools' approach to planning, and how schools have targeted interventions.

Overview of funded interventions and approaches

- 4.2. Almost all survey respondents had interventions or approaches being supported by Challenge Authority, Schools Programme and/or PEF funding during 2017/18; 97% of all respondents indicate this (99% of those answering the question²). This finding is similar to previous surveys.
- 4.3. The survey asked respondents to list the ASF-supported interventions and approaches for their school during 2017/18. More than 250 schools provided details of their interventions and approaches, equivalent to 50% of those who indicated their school had interventions supported by the Fund in 2017/18.
- 4.4. Almost all of these schools referred to interventions and approaches across multiple curricular areas, the most common being those with a literacy focus (95% of those describing interventions). A large majority also referred to interventions with a numeracy and/or health and wellbeing focus (88% and 90% respectively). Over the page we provide a brief overview of interventions mentioned by respondents.

² The very small number of schools who did not report ASF supported interventions referred to a range of reasons for this. These included a newly opened school, new headteachers, a school in the process of developing a plan for funded interventions, and a school receiving insufficient funding to support specific interventions.

Overview of interventions/approaches supported by ASF

Numeracy approaches	<p>Mentioned by 88% of respondents</p> <p>Funding additional staffing or staff time (mentioned by around 1 in 4 respondents). Also reference to a focus on developing practice and pedagogy around numeracy through dedicated CPD, purchase of resources and digital learning, leadership development, parental/family engagement, collaboration within and between schools, and reference to a broad range of specific programmes and initiatives such as being SEAL, Sumdog, Number Talks and Number Box.</p>
Literacy approaches	<p>Mentioned by 95% of respondents</p> <p>Funding additional staffing or staff time (mentioned by around 1 in 6 respondents). Also reference to developing practice through dedicated CPD, leadership development including Challenge Leaders of Learning, speech and language-focused interventions, purchase of resources, collaboration within school particularly to support CPD, parental engagement, and reference to specific programmes and initiatives including Reading Wise, Literacy for All, Rainbow Reading, Active Literacy and Read Write approaches.</p>
Health/wellbeing approaches	<p>Mentioned by 90% of respondents</p> <p>Respondents are less likely to refer to having funded additional staffing or staff time (around 1 in 10). Most responses refer to specific approaches or initiatives, and the staff training and engagement with external agencies to support these. This includes reference to nurture-based approaches, outdoor learning, play-based approaches, counselling and therapist services, and family support and engagement.</p>
Other approaches	<p>Mentioned by 62% of respondents</p> <p>Respondents referred to a broad range of other approaches and interventions, including a mix of specific initiatives and wider approaches or principles that apply across specific programmes. This was most commonly with reference to developing pedagogical approaches across the curriculum such as through visible learning or outdoor learning, family learning and engagement, whole-school approaches to encourage collaboration and sharing of practice, support for pupils with ASN, development of the learning environment including creation of new resources within schools, and developing use of data and evidence.</p>

Planning

- 4.5. In terms of the planning of funded interventions and approaches, the survey gathered information on the extent to which interventions had been newly introduced or built on existing work, whether schools had stopped or were planning to stop any funded

interventions, and schools' approach to planning where they receive multiple ASF streams.

- 4.6. More than half (56%) of schools indicate that most of their funded interventions were newly introduced during 2017/18. This is a 12 point increase on 2017, reflecting the inclusion of PEF-only schools in the present survey; 61% of respondents in receipt of PEF-only indicated that most interventions were newly introduced during 2017/18. In contrast, less than half of Challenge Authority (47%) and less than a third of Schools Programme (30%) schools indicated that most of their funded interventions were newly introduced in 2017/18.
- 4.7. Most schools in receipt of multiple ASF funding streams (i.e. PEF alongside Challenge Authority or Schools Programme funding) have a single school plan integrating approaches across funding streams. Around 3 in 5 (61%) indicate this, compared to 35% who had separate school plans for each funding stream. Challenge Authority schools who also receive PEF are more likely to have developed a single school plan; 64% compared to 34% of those in receipt of Schools Programme and PEF.
- 4.8. Around 1 in 10 (11%) of survey respondents indicated they had stopped or were planning to stop Challenge Authority or Schools Programme funded interventions, and 1 in 5 (20%) had stopped or were planning to stop PEF-funded interventions. Survey results indicate that Schools Programme schools are more likely to have stopped or expect to stop funded interventions; more than 1 in 4 have stopped Schools Programme funded interventions, compared to less than 1 in 10 stopping Challenge Authority funded interventions.
- 4.9. Written responses refer to a range of factors having influenced schools stopping or planning to stop ASF supported interventions. These are summarised below.

Lack of impact, including assessment of impact against cost	47% ³
Reduction in funding or resourcing (inc staffing limitations and reduced PEF allocation)	23%
Change of focus over time (e.g. between literacy, numeracy and health/wellbeing)	8%
Consultation/feedback from pupils, parents or teachers	7%
Change of local authority strategy or priorities	3%

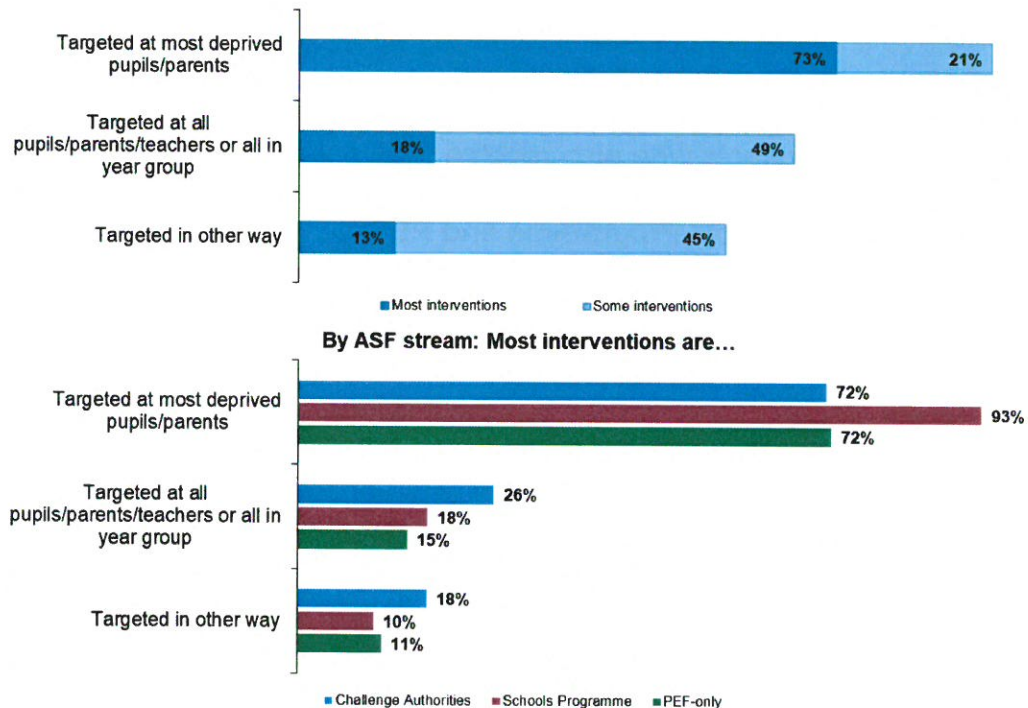
N=88

³ Percentage results are based on those answering the question.

Targeting

4.10. Survey responses indicate that most funded interventions are targeted specifically at the most deprived pupils and/or their parents. Around three quarters (73%) of schools indicate that most of their funded interventions are targeted in this way. Relatively few schools indicate that most of their interventions are targeted at all pupils, although most have at least some interventions with this broad focus. The survey indicates targeting of interventions varies somewhat across funding streams, most notably with Schools Programme respondents being more likely than others to specifically target the most deprived pupils and parents.

Targeting of funded interventions and approaches: pupils and parents



4.11. More than half of respondents (58%) have some or most interventions targeted in other ways. This includes respondents noting that SIMD targeting includes all or nearly all pupils, such that additional criteria have been used to prioritise resourcing. Others suggest that geographically-based SIMD measures do not capture the full range of disadvantaged pupils in their school, and highlight the role of local knowledge in targeting. For those using other criteria to inform targeting, these are summarised below.

Additional Support Needs	18% ⁴
Attendance, engagement and risk of exclusion	17%
Attainment	12%
Looked after, care experienced pupils	12%
Adverse childhood experiences	8%
Pupils with English as an additional language	8%
A lack of family engagement	8%

N=153

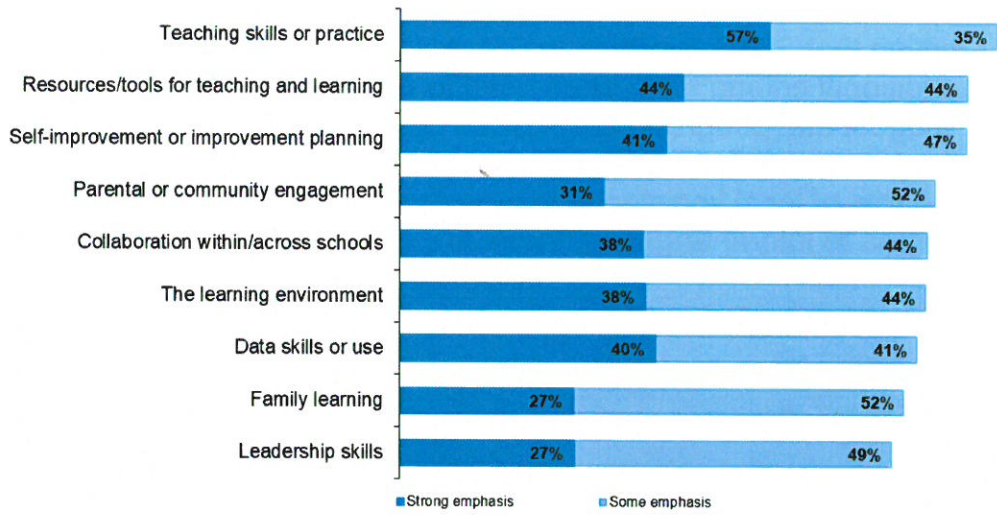
4.12. The survey also asked about the focus of interventions in terms of the skills and capabilities they are seeking to improve. The survey provided a list of potential areas of focus, and these are summarised over the page.

4.13. Responses indicate that schools have a relatively broad focus, with the great majority referring to multiple skills/capabilities. Teaching skills and practice are the most common focus. More than half (57%) of schools report interventions with a strong emphasis on these areas, and more than 9 in 10 have interventions with at least some emphasis on teaching skills and practice. Other common areas of focus include teaching and learning resources, self-improvement and improvement planning, parental or community engagement, collaboration between staff and schools, the learning environment, and data skills and use.

4.14. A small number of respondents (around 1 in 20) mentioned targeting other skills and capabilities. These schools referred to interventions targeting a range of areas including attendance and disengaged pupils, school ethos and sense of community, partnership working, mental and physical health, digital literacy, assessment and communication.

⁴ Percentage results are based on those answering the question.

Targeting of funded interventions and approaches: skills & capabilities

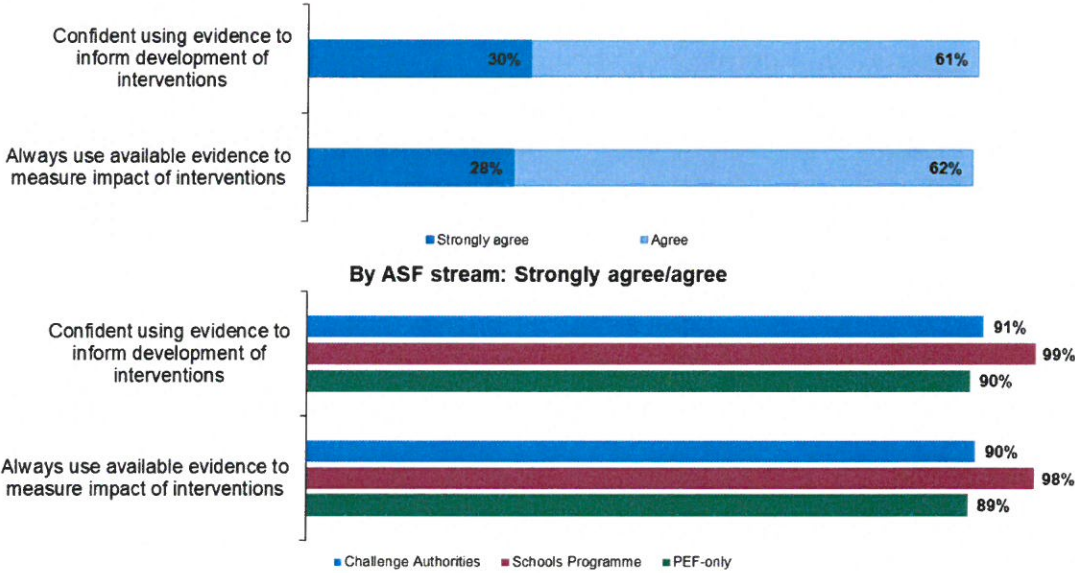


5. Use of data and evaluation

5.1. This section summarises survey findings on schools’ use of data and evaluation in relation to ASF supported interventions and approaches. In this context the survey asked about the extent to which headteachers feel confident using data in this way, the extent to which receipt of ASF support has impacted on their skills, and approaches to evaluating impact.

5.2. The great majority of headteachers feel confident using data and evidence to inform development of their interventions; around 9 in 10 indicate this (91%) and only 2% disagree. Similarly, a large majority (90%) indicate they always use evidence to measure the impact of interventions. It is notable that Schools Programme respondents are more positive than others across both measures.

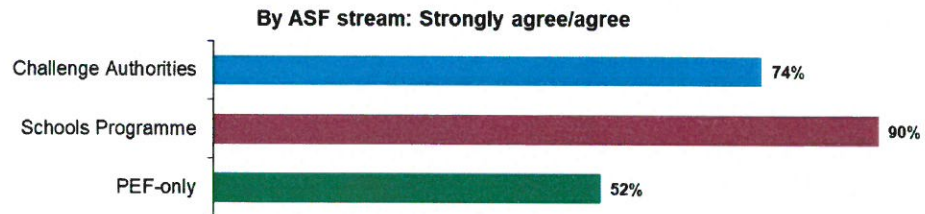
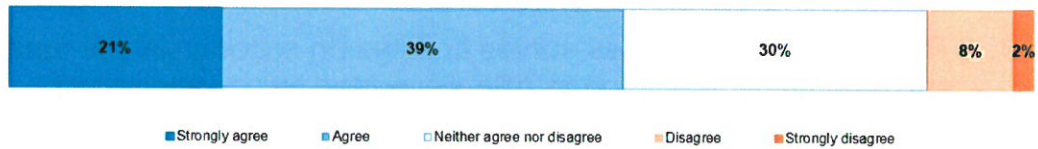
Using data to develop interventions and measure impact



5.3. Most respondents feel that their skills and knowledge in using data for planning, evaluation and improvement has significantly improved through the Fund. Around 3 in 5 (60%) respondents indicate this, and only 1 in 10 disagree. As is noted above in relation to headteachers’ confidence in using evidence, Schools Programme respondents are typically more positive than others on the extent to which their skills and knowledge have improved.

Impact of Fund on ability to use data for planning, evaluation and improvement

"Through the fund, I feel that my skills/knowledge in using data for planning, evaluation and improvement at a school level have been significantly improved"



- 5.4. A great majority of schools (92%) have an evaluation plan in place to measure the impact of ASF-supported interventions and approaches. This finding is consistent across key respondent groups.
- 5.5. For schools in receipt of PEF and Challenge Authority or Schools Programme funding, most have a single evaluation plan to measure progress irrespective of funding stream. More than 2 in 3 (69%) indicate this, with around 1 in 4 (24%) using separate evaluation plans for each funding stream. This finding is also consistent across key respondent groups.

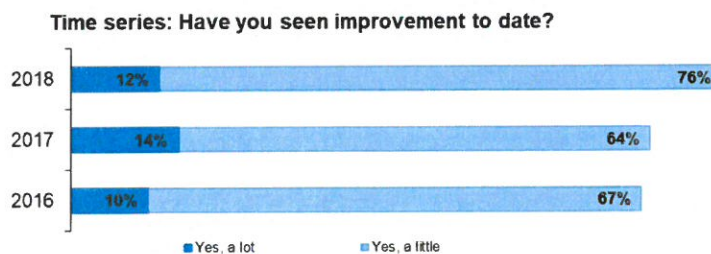
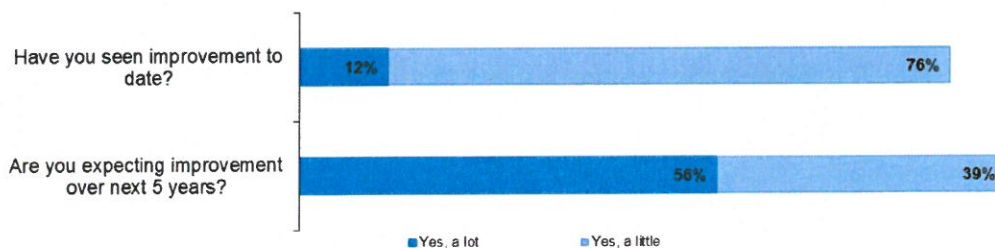
6. Impact and sustainability

- 6.1. This section sets out findings on views and experiences on the impact of funded interventions. This includes views on the factors that contribute to or hinder success, whether positive impacts are likely to be sustainable, the extent to which ASF support has contributed to an increase in collaborative working, and whether schools have seen any unintended positive or negative consequences of ASF support.

Impact of interventions

- 6.2. Nearly 9 in 10 (88%) schools have seen an improvement in closing the poverty-related gap in attainment and/or health and wellbeing as a result of ASF supported interventions. A minority of these (12%) have seen 'a lot' of improvement to date, although more than half (56%) of respondents are *expecting* to see a lot of improvement over the next five years as a result of ASF supported interventions (see figure below). Survey responses indicate that those who have seen some improvement to date are significantly more likely to expect further improvement over the next five years.
- 6.3. There has been a 10 point increase from the 2017 survey in the proportion of schools seeing an improvement in closing the gap. The survey also shows some variation in views across funding streams, with Schools Programme respondents most likely and PEF-only least likely to have seen an improvement. This difference may reflect that PEF-only schools did not have access to ASF support prior to 2017/18.

Perceived improvement in closing the poverty-related gap in attainment or health/wellbeing



- 6.4. More detailed survey analysis has been undertaken to assess the strength of correlation between perceived improvements in wellbeing/attainment, and a range of other factors and respondent groups. This indicates that the following groups are significantly more likely to have seen improvement as a result of ASF support interventions: those who feel confident using evidence to inform development of interventions; those who feel they had sufficient support available to develop their school plan; those who have an evaluation plan in place; and those who have seen an increase in collaborative working.
- 6.5. The survey also asked for headteachers' views on the factors that contribute to or hinder the success of ASF supported interventions. The factors most commonly raised by respondents are summarised below.

Contributing to success (n=245)

Teachers and staffing resource	70% ⁵
Teacher training and skills development	18%
Resources and funding	18%
Family engagement to support pupils	17%
A shared set of objectives, collective focus	13%
Use of data and evidence to inform approaches	13%
Effective targeting of support	13%

Potential barriers to success (n=247)

Staffing, staff time and workload	51%
Resources and wider funding	24%
Family engagement	22%
Mental health, behavioural issues and support needs of pupils	14%
Wider community issues, pupils' experience at home and family wellbeing	14%
Organisational issues, reporting and paperwork requirements	12%
Difficulties ensuring effective targeting	10%
Teacher training and skills development	9%

⁵ Percentage results are based on those answering the question.

Sustainability

- 6.6. Around 2 in 5 (42%) survey respondents expect that improvement as a result of ASF supported interventions will be sustainable beyond the years of funding. This represents a 16 point reduction from the 2017 survey, where 58% of respondents felt improvements would be sustainable. However, it should be noted that a substantial proportion (42%) of respondents were unsure of the sustainability of impacts, and only 16% were of the view that impacts would not be sustainable.
- 6.7. Survey findings also suggest a correlation between views on sustainability and perception of improvement to date; those who have seen improvement in attainment or wellbeing to date are significantly more likely than others to expect improvements to be sustainable beyond funding.
- 6.8. The survey asked headteachers to expand on why they do (or do not) expect improvements to be sustainable. Responses give an indication of the factors influencing views here.

Why feel improvement will be sustainable (n=115)

Staffing training, skills development and capacity building	70% ⁶
Embedded practice, pedagogy development	26%
Raising awareness and change of ethos/culture	20%
Ongoing access to resources	13%
Developed a collective, shared focus	10%
Developed capacity to use data/evidence to inform approaches	9%
Collaboration within school, with partners and parents	7%
Longer-term health and wellbeing impacts	6%

Why feel improvement will not be sustainable (n=47)

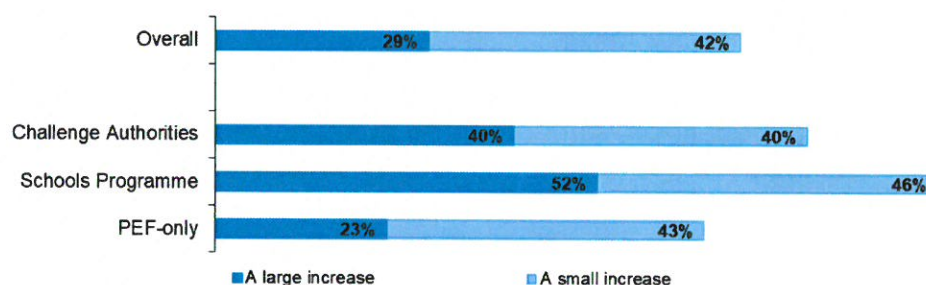
Loss of staffing, resources and skills	81%
Loss of initiatives and interventions	28%
Loss of external support and access to services	12%
Too early to tell	12%
Pupils' health and wellbeing needs	9%
Reduction in local funding/resourcing	7%

⁶ Percentage results are based on those answering the question.

Collaborative working

- 6.9. The majority of headteachers have seen an increase in collaborative working in their school as a result of ASF support. Around 7 in 10 (71%) indicate this, including around 3 in 10 (29%) who have seen a large increase in collaborative working.
- 6.10. Survey responses indicate significant variation across funding streams in the extent to which ASF support has led to an increase in collaborative working. Schools Programme respondents are more likely than others to have seen an increase in collaborative working as a result of funding (98% have done so), while PEF-only schools are least likely to have seen such a change (66%).

Whether seen increase in collaborative working as result of Fund



- 6.11. The survey asked headteachers to expand on why they feel there has been an increase in collaborative working as a result of ASF support. These are summarised below.

Greater emphasis on collaboration from school leadership, empowerment of teaching staff	41% ⁷
More staff resourcing and staff time	23%
Collaboration embedded as a key part of CPD	16%
Change of culture/ethos across the school	12%
More opportunities for collaboration and partnership	12%

N=227

- 6.12. A small number of respondents who feel the Fund has not led to greater collaboration within their school provided further comment on this. These respondents (around 2% of all survey respondents) most commonly referred to a culture of collaboration already being well-established prior to the school receiving ASF support. Some also referred to ASF support not having had sufficient impact on

⁷ Percentage results are based on those answering the question.

staff time or opportunities within their school for collaborative working.

Unintended consequences

- 6.13. In addition to views on the extent to which interventions had produced the anticipated impacts, the survey also asked headteachers about any unintended consequences of ASF support.
- 6.14. Nearly 2 in 5 (38%) respondents have seen unintended positive consequences as a result of their receipt of ASF funding, and nearly 1 in 5 (18%) have seen unintended negative consequences. These findings are broadly consistent across key respondent groups, although primary school respondents are more likely than secondary school respondents to have seen unintended negative consequences.
- 6.15. The survey asked headteachers to expand on the unintended consequences they had seen as a result of ASF support. Responses are summarised below.

Unintended positive consequences (n=108)

More and better collaboration and partnership working	28% ⁸
Training and skills development for staff	21%
Improved pupil and parent engagement, attendance	19%
A change in school ethos/culture, a shared focus	16%
More leadership opportunities for staff	12%
Better awareness/understanding of the attainment and wellbeing gap, recognition of the value of targeting	7%
More and better use of data/evidence	7%

Unintended negative consequences (n=66)

Additional workload for leadership, management and administrative roles	39%
Reporting requirements, pressure to demonstrate improvement	20%
Reduction in other resourcing, loss of free access to 3 rd sector support, perception that 'awash' with funding	9%
Potential for schools, pupils or parents to feel excluded where not the focus of ASF	9%
Recruitment difficulties	6%
Difficulty balancing ASF with other priorities	3%

⁸ Percentage results are based on those answering the question.

7. Governance and administration

- 7.1. The survey built on previous exercises by asking for headteachers' views on national and local governance and organisation around the Attainment Scotland Fund, and the support they receive from Scottish Government, Education Scotland, their Attainment Advisor and/or their local authority.
- 7.2. Respondents were asked to indicate what they felt was working well and what could be improved around: i) Challenge Authority/Schools programme funding and ii) Pupil Equity Funding. Responses are summarised below.
- 7.3. This suggests that views are broadly similar to those expressed through the 2017 survey, with local authority and Attainment Advisor support the main positives, and organisational and staffing issues the main areas for improvement. However it is notable that the greater autonomy and flexibility provided to schools has been added as a key positive this year, primarily based on feedback from PEF-only schools.

Working well	CA/SP (n=175)	PEF (n=184)
Support from local authorities	30%	17% ⁹
Support from Attainment Advisors	23%	14%
Collaboration and sharing of practice/experience	15%	11%
Access to resources and funding	7%	15%
Greater autonomy/flexibility for schools	-	15%
Positive experience of initiatives	5%	9%
A collective, shared focus	4%	5%

⁹ Percentage results are based on those answering the question.

Could be improved	CA/SP (n=87)	PEF (n=139)
Need to address organisational issues, bureaucracy	22%	19%
Staffing issues, insufficient resourcing, workload	14%	12%
More collaboration, sharing of practice and experience required	13%	19%
More support required from local authorities	11%	9%
More support required from Attainment Advisors	3%	-
Better access to resources and guidance required	3%	12%
Inaccurate or imprecise targeting of pupils	3%	7%
A consistent, shared focus required	2%	4%

8. Pupil Equity Funding

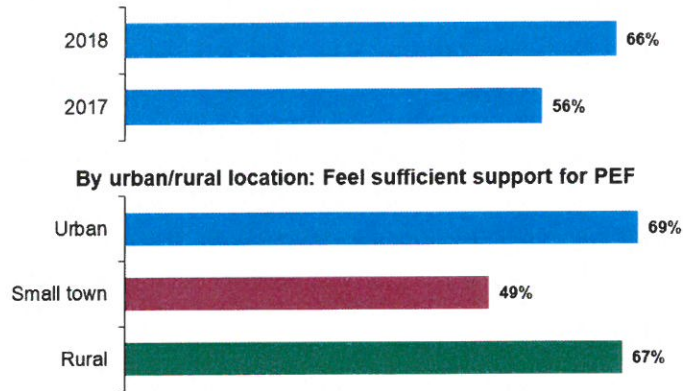
- 8.1. Following the introduction of Pupil Equity Funding (PEF) in 2017/18, the 2018 survey is the first to include schools in receipt of PEF who are not also part of the Challenge Authority or Schools Programme streams. The survey also incorporated a more significant focus on schools' experience around application for and receipt of PEF.¹⁰ This gathered views on access to information and support around the development of school plans for PEF, on the implementation of PEF within schools, and on the processes around the allocation of PEF. This section summarises responses.

Developing schools' approach

- 8.2. Around 2 in 3 (66%) schools feel there was sufficient support in place to develop and implement their school plan for PEF. This represents a 10-point improvement on the 2017 survey (56% felt there was sufficient support in place). There is no significant variation in views across funding streams, but survey responses show some variation across geographic areas. In particular, headteachers of schools in areas defined as 'small towns' are less likely to feel they had access to sufficient support (49% compared to 69% of rural and urban schools).
- 8.3. There remains 1 in 4 respondents (25%) who feel there was insufficient support available. Written comments indicate this is most commonly related to a perception that schools had insufficient planning time for the 2017/18 allocation, including reference to spending deadlines from local authorities. Some felt this limited scope for more strategic planning. Respondents also referred to the substantial time commitment required for planning, implementation and ongoing evaluation of interventions. Comments also suggested there was insufficient support where schools experienced recruitment and staffing difficulties, and some wished to see more training and advice around budget management and tracking – including reference to a lack of clarity around costs at the planning stage.

¹⁰ The 2017 survey included a small number of questions on PEF for schools also in receipt of Challenge Authority of Schools Programme support.

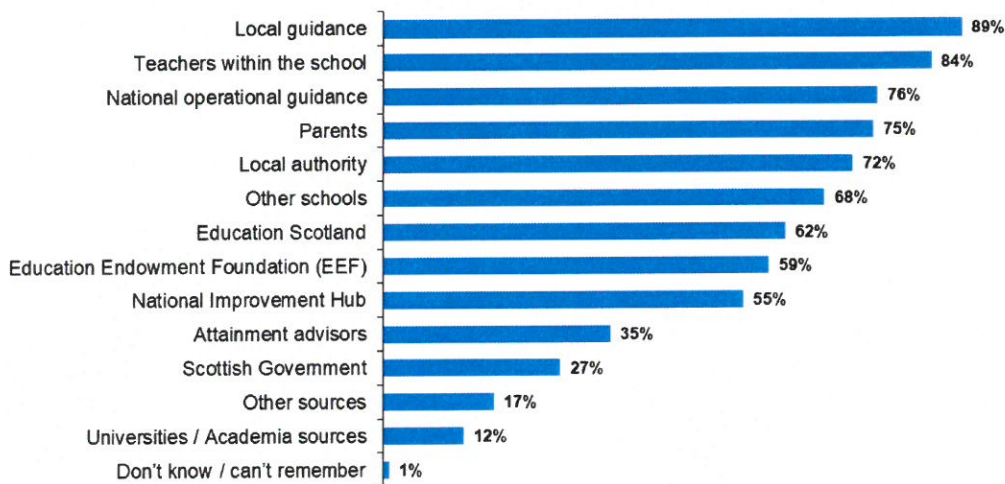
Whether felt sufficient support to develop and implement school plan for PEF



8.4. In terms of information sources used by schools in developing plans for PEF, most respondents had used two or more specific sources. The most commonly used were local guidance published by local authorities (used by 89%), teachers within the school (84%), Scottish Government national operational guidance (76%), parents (75%) and the local authority (72%).

8.5. Results show some differences from the 2017 survey in use of specific information sources, the most significant being an increase in the proportion of schools consulting with parents when developing PEF school plans.¹¹ Variation is also evident across funding streams; Schools Programme schools are more likely than others to consult Attainment Advisors, and less likely to consult the National Improvement Hub, local guidance and teachers.

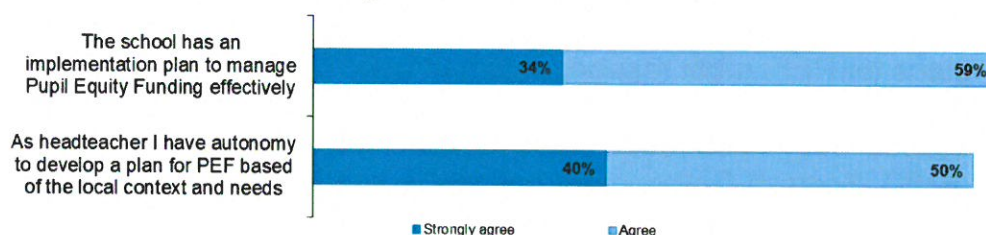
Information sources used when developing plan for PEF



¹¹ There was a change to the structure of this question for the present survey that may have affected responses, and it will be important to continue to monitor trends in use of information sources through any future surveys.

- 8.6. The great majority of schools have an implementation plan to manage PEF effectively (93%), and headteachers feel they have autonomy to develop PEF plans that are responsive to their local context and needs (89%). Very few respondents disagree with either statement.
- 8.7. These results are consistent across funding streams and other key respondent groups. However, there has been an 8-point increase since the 2017 survey in the proportion of headteachers who feel they have autonomy to develop plans based on local context and needs (from 81% in 2017 to 89% in 2018).

Views on development and implementation of PEF in school



- 8.8. Schools in receipt of Pupil Equity Funding alongside Challenge Authority or Schools Programme support were asked to reflect on the additional benefits of receiving both funding streams, and any additional challenges encountered. Responses are summarised below.

Benefits of PEF alongside CA/SP (n=185)

Additional resourcing enables schools to build on CA/SP initiatives, target a wider range of pupils	49% ¹²
PEF provides greater autonomy and flexibility for schools, alongside more consistent authority-wide approaches	19%
Access to more partnership working, support and strategic input	8%
Funding additional CPD for teaching staff	6%
Able to extent support offered to parents and wider community	3%

Challenges of PEF alongside CA/SP (n=144)

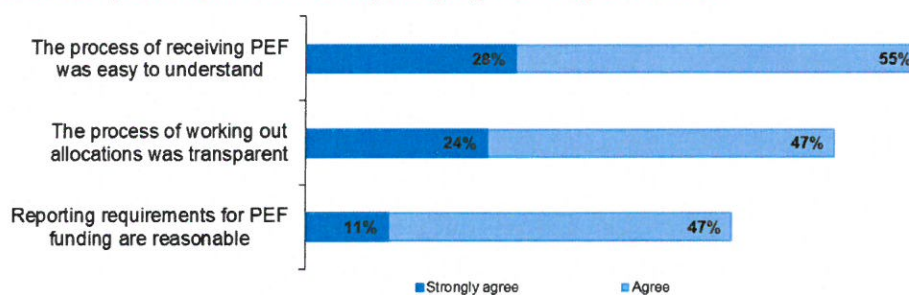
Additional workload and management requirements	51%
Accountability for substantial additional funding, challenges around demonstrating impact	36%
Ensuring a coordinated approach across multiple initiatives, working with different planning structures/timescales	16%
Challenges around recruitment and procurement	11%
Ensuring sustainability	3%

¹² Percentage results are based on those answering the question.

Views on PEF processes

- 8.9. Finally in relation to Pupil Equity Funding, views are generally positive in relation to processes around the allocation of funding. A large majority feel that the process of receiving PEF is easy to understand (83%), and respondents also generally agree that the process of working out allocations has been transparent (71%). There is some variation in views across funding streams, with PEF-only schools and those in receipt of a lower PEF allocation typically less positive about the transparency of the allocation process. Schools Programme schools are most positive on this issue.
- 8.10. Views are more divided in relation to reporting requirements for PEF funding. More than half (58%) of respondents feel these are reasonable, but there remain nearly 1 in 5 (17%) who disagree. Views on reporting requirements are least positive amongst PEF-only schools (55% feel they are reasonable), and most positive amongst Schools Programme respondents (85%).

Views on processes around Pupil Equity Funding allocation





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The views expressed in this report are those of the researcher and do not necessarily represent those of the Scottish Government or Scottish Ministers.

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Independent Review of the Scottish National Standardised Assessments at Primary 1

David Reedy

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Introduction: Scottish National Standardised Assessments and the remit of P1 SNSA Review

The Scottish National Standardised Assessments (SNSA) were introduced in 2017 – 18 as part of the National Improvement Framework (NIF) for Scottish Education. These assessments are designed to provide a standard set of information of some aspects of literacy and numeracy attainment of children in P1, P4, P7 and S3.

The rationale for the introduction of SNSA has been outlined by the Scottish government in its response to The Education and Skills Committee Inquiry concerning Scottish National Standardised Assessments (see https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Government.pdf)

As part of the development of the NIF, the Scottish Government decided to discontinue the previous national survey, the Scottish Survey of Literacy and Numeracy (SSLN), and replace it with a census-based approach predicated on teachers' professional judgement. The Achievement of CfE Levels Return (not the Scottish National Standardised Assessment) is the replacement for the SSLN. Data is collected from schools each June detailing the proportion of children in P1, P4, P7 and S3 who have achieved the relevant Curriculum for Excellence level. This ACEL data is published each December. The achievement of a level judgements provide data from every child and every classroom, rather than the sample approach used by SSLN.

The Scottish Government argued that this new approach has a number of significant advantages over the SSLN, which again are outlined in the submission to the Education and Skills Committee:

- It empowers teachers, placing primacy on their professional judgement as the key indicator of children's progress prior to national qualifications.
- It looks across the full CfE level not just elements of each level and determines whether a child or young person has achieved that level.
- It embeds the primary method of assessing the standard of Scottish education within the curriculum. A teacher's professional judgement on whether a child or young person has achieved a level is based on a range of evidence from a number of sources and potentially over a number of years.
- It aligns to systems that schools and local authorities already have in place to monitor and track each individual child or young person's progress within and between CfE levels.
- It provides annual data at school and local authority level and data which is broken down by pupil characteristics, allowing school and local authority staff

to analyse their own data for improvement purposes. National level data also contributes to national improvement planning.

- It provides annual data on both literacy and numeracy rather than every two years and it includes an additional stage, Primary 1, that was not covered by the SSLN.
- The results can be published and used for improvement purposes more quickly, within six months of the data being collected. SSLN results were generally published eleven months after the survey took place.
- It reflects the OECD's endorsement that 'an assessment system that encompasses a variety of assessment evidence, that includes rich tasks and a clear indication of expected benchmarks referenced to the breadth and depth of the curriculum, can enhance teachers' assessment skills and learners' progress.'

(Education and Skills Committee, Scottish National Standardised Assessments Inquiry to assess the evidence base and the alternative approaches. Submission from the Scottish Government, 2018:2-3)

https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Government.pdf Accessed April 2019

As part of the process for supporting teachers' professional judgement and ensuring consistency across schools and local authorities in Scotland, the Scottish Government has taken a number of steps. These include:

- the publication of literacy and numeracy National Benchmarks to support practitioners when making decisions of children's progress between levels and achievement of a level;
- the Quality Assurance and Moderation Support Officer (QAMSO) programme and the development of a National Moderation Hub available to practitioners via GLOW;
- the introduction of the Scottish National Standardised Assessment (SNSA) to bring an element of national consistency to teachers' judgements, but also to provide a local and classroom perspective.

The Scottish Government argued that these elements are an essential part of the process of developing a consistent national system in line with the OECD report (2011) which points out that curriculum, instruction and assessment are interdependent, so it is important for a government clearly to define education standards aligned with the curriculum.

The SNSA are aligned to the Benchmarks in order to provide information to teachers on children's progress towards the achievement of a CfE level and thus inform judgements about whether objectives have been achieved in the areas that are assessed through the standardised assessments. The Scottish Government noted that

a range of standardised assessments, amongst a variety of other assessment tools, were already in use by schools in almost all local authorities. However, none of these tools was specific to Curriculum for Excellence. In short, SNSA, including in P1, should be seen in the broader context of the development and implementation of the National Improvement Framework.

Independent Review of SNSA in P1

The Australian Council for Educational Research International United Kingdom (ACER UK), a wholly owned subsidiary of ACER group, which is a not-for-profit organisation established in 1930, was contracted by the Scottish Government in October 2016 to implement and deliver the Scottish National Standardised Assessments (SNSA) across all publicly funded schools in Scotland.

The Scottish National Standardised Assessments were introduced nationally in August 2017 for the academic year 2017-18. Towards the end of the academic year, concerns about the implementation of SNSA, particularly in P1, began to be reported, including by the Educational Institute of Scotland (EIS). As a result, a debate took place in the Scottish Parliament which questioned the continuation of the use of SNSA in P1. In order to address these concerns, the Scottish Government commissioned an Independent Review.

Remit of the Review:

The Review will consider and provide recommendations on the following issues:

- the compatibility of the assessments with the play-based approach to early level of CfE;
- the alignment of the assessments to the Benchmarks for early level;
- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information provided to teachers and how it supports their professional judgement;
- the implications of the Review for the ongoing development of the national Gaelic Medium Education standardised assessments; and
- the future of the assessments considering in particular whether they continue in line with the current continuous improvement model, whether they be substantially modified, or whether they should be stopped.

Scope of the Independent Review

From January to March 2019, the Independent Review visited schools to observe the SNSA being undertaken, interviewed headteachers, deputes and P1 teachers, stakeholders, Local Authority staff and HMI, and looked at relevant documentation. In addition, the Review sought evidence through anonymous surveys completed by local authorities, headteachers and P1 teachers. It also took account of the conclusions of the P1 Practitioner Forum and the ACER User Reviews and responses to the dedicated email address. During the course of the Review, other issues arose which were not specified in the remit from Scottish Government: the purpose of the P1 SNSA; the use of the P1 SNSA data for school improvement purposes, and the challenges associated with implementation of the assessment. These are included in the Review report as they have informed the recommendations of the Review.

Evidence was gathered for each of the following areas:

- The purpose and administration of the P1 SNSA.
- The compatibility of the assessments with the play-based approach to early level of CfE, including the effect of taking an on-line assessment on P1 children.
- The usefulness of the diagnostic information provided to teachers to support professional judgements and specifically to inform achievement of CfE levels judgements.
- The use of the P1 SNSA data for school improvement purposes.
- The challenges of using the P1 SNSA.
- The implementation of national Gaelic Medium Education standardised assessments.
- The future of the P1 SNSA.

Coverage

Local authorities, headteachers and P1 teachers were interviewed and invited to complete an anonymous survey¹. The Review visited schools to observe the P1 SNSA being undertaken and interviewed staff involved. Stakeholders, particularly those who had sent submissions to the Scottish Parliament Education and Skills Committee's Inquiry, were interviewed to explore their opinions and concerns. A dedicated email address was established for general responses and the Review attended two sessions of the P1 Practitioner Forum held at Strathclyde University. In addition, the Review attended familiarisation sessions with the P1 SNSA and a training session, and interviewed staff from ACER, the assessment developers.

These sources of evidence, scrutiny of relevant documentation and reviews of recent research into key themes, were used to gather evidence for the Independent Review. The conclusions are summarised in the remainder of this report under the headings above. Each section includes an overarching narrative, key conclusions and

¹ Throughout this Review references to headteachers, teachers and others relate to those who participated in the interviews and surveys.

recommendations based on evidence from observations, interviews, surveys and documentation.

Participants in the Independent Review

Number (approx.)	Participants
142	P1 teachers
131	Headteachers and deputes
21	Local authorities
10	HMI and Education Scotland staff
20	Stakeholders and responders to the Education and Skills Committee Inquiry
324	Total

The Independent Review was carried out by David Reedy, formerly Co-Director of the Cambridge Primary Review Trust, Past President of the United Kingdom Literacy Association and Principal Advisor for Primary Schools, London Borough of Barking and Dagenham, assisted by Dr Eve Bearne, formerly of The University of Cambridge Faculty of Education.

Executive summary

This summarises the Conclusions reached in the areas covered by the Review.

The Independent Review identifies the primary purpose of the P1 SNSA as informing teachers' professional judgements about learning and teaching. P1 SNSA is a formative assessment which can inform summative judgements such as ACEL. However, it is not, and cannot be, in itself summative, as it only assesses part of the early level CfE and only forms part of the toolkit a teacher draws on to make professional judgements. P1 SNSA information does not have the capacity to perform a summative function on its own. As part of teachers' professional judgements the P1 SNSA offers a useful standard element within the overall evidence to inform judgements about learning and teaching. Results are calibrated against aspects of the Scottish Curriculum for Excellence, standardised on a Scottish population of children of the appropriate age, and can guard against unconscious positive or negative bias in relation to specific assessment criteria.

In administration of the P1 SNSA in schools, the level of support given to children varies widely and the assessment is carried out at different times of the school year, so that it is difficult to draw conclusions from aggregated data beyond the class or school. Despite concerns expressed about P1 SNSA data being used for high stakes purposes, the Review has not found any evidence that Benchmarks or P1 SNSA data are currently being used to set targets, make comparisons between schools, including league tables, or for teacher appraisal, nor that there are any plans to do so. The fact that there is flexibility in the timing of administering the P1 SNSA guards against information being aggregated to compare school performance.

There have been criticisms of the P1 SNSA on the grounds that it does not fit with a play-based pedagogy. Some argue that there should be no formal education before the age of 7; whilst these are genuine and committed views, they do not align with the current educational arrangements in Scotland. A small number of headteachers and teachers have also commented that the P1 SNSA does not fit with a play-based pedagogy but it seems that there are confusions between a 'moment of assessment' and a pedagogical approach. There are strong examples of schools where headteachers and teachers operate a play-based approach and find no incompatibility between that and the P1 SNSA.

There is scant evidence of children becoming upset when taking the P1 SNSA. However, there is evidence that the context for the assessments, including headteachers' and teachers' attitudes, makes a difference to children's assurance when undertaking the P1 SNSA.

Although survey and interview evidence shows that a majority of teachers and headteachers see the value of the P1 SNSA to support professional judgements about learning, teaching and assessment, a small number of others preferred more familiar assessment processes. Of those opposed to the P1 SNSA and those who expressed

more ambivalent views, almost all had not received training. In contrast, those who responded positively had all received training. There are, however, concerns about the administration of the assessments and the length of the P1 literacy SNSA specifically. The length of the P1 literacy SNSA gives rise to concerns about whether the results obtained for some children are reliable. In addition, it is not clear to some stakeholders how well the P1 literacy SNSA aligns with the Benchmarks for early level.

The Review has also revealed concerns about the time and staffing needed to administer the P1 SNSA and technological difficulties in carrying it out. However, some headteachers and teachers have found ways to overcome the challenges of technology involved in administering the P1 SNSA through careful planning, focused teaching and managed sharing of technology, although this is not always easy or straightforward, especially in bigger schools. Supporting children at P1 with ASN or EAL to undertake the SNSA can be challenging, needing sensible professional decisions about individual children's capability to undergo the assessment. However, the guidance offered about accessibility and administration of the P1 SNSA is comprehensive and clear about supporting children with ASN and EAL. In terms of reporting P1 SNSA data to parents/carers, the Review has found that headteachers often make it part of more holistic discussions of progress, as it is only one element of the assessment information gathered in schools.

Almost all the local authorities that responded to the Independent Review surveys have provided some training to implement the P1 SNSA. The Review did not specifically seek information about moderation but this has emerged as an important element of embedding and sustaining professional learning in relation to P1 SNSA and its place in informing professional judgements.

Teachers, schools and local authorities have identified ways in which P1 SNSA data can usefully inform elements of school improvement although they understand that P1 SNSA data only covers certain aspects of literacy and numeracy learning. P1 SNSA information, therefore, has the potential to be part of useful evidence for broader school improvement purposes. A minority of headteachers and teachers take a negative view of the value of the P1 SNSA to provide useful data to support school improvement in comparison to previous standardised assessments used in many local authorities. However, there is a relationship between understanding how P1 SNSA information can be used for school improvement purposes and attendance at training sessions focused on data analysis beyond the individual pupil.

It is the opinion of the Review that the national Gaelic Medium Education Standardised Assessment (MCNG) will avoid some of the difficulties encountered by the SNSA in its first iteration. Care has been taken to communicate with parents/carers, schools, local authorities and the Gaelic sector throughout the development of the assessments. The P1 MCNG has been robustly trialled and should

not be as lengthy as the literacy P1 SNSA and there is no reason for it not to be implemented.

The Review finds that P1 SNSA has potential to play a significant role in informing and enhancing teachers' professional judgements and should be continued with modification and safeguards against a drift towards high stakes. However, some important issues remain to be addressed including the view from some teachers and headteachers that introduction of the P1 SNSA undervalues professionalism. The P1 Practitioner Forum has played an important role in allowing professional debate about the usefulness and administration of the P1 SNSA.

Questions also remain about the purpose for collecting P1 SNSA data at national and local authority level and how the P1 SNSA will contribute to narrowing the poverty related attainment gap. The advantages of SNSA over other previously used standardised assessments should be made clear. At the moment, there can be little comparability of aggregated P1 SNSA data beyond the class or school and, therefore, this needs to be clarified and emphasised through the development of a Code of Practice clearly stating what SNSA data in P1 should productively be used for and what it should not. This should then be used as the basis for agreement in every school about the purposes and uses of P1 SNSA data. Leadership at school and local authority level is crucial to the success of the effective implementation of P1 SNSA and this will best be achieved through a clear and irrefutable statement of the purpose and uses of P1 SNSA data.

The Review would like to record gratitude to all children, teachers, headteachers, local authority officers and other stakeholders who have given their time in interviews and completing surveys.

Recommendations

1. The purpose and administration of the P1 SNSA.

That Scottish Government

- 1.1 Provide a detailed rationale for P1 SNSA setting out the purposes and uses of P1 SNSA at individual, class, school, local authority and national levels. This should include a statement that the intention of P1 SNSA data is solely focused on informing learning and teaching and will not be used for accountability purposes now or in the future.
- 1.2 Work with local authorities, schools and other stakeholders to develop a practical framework/Code of Practice which sets out what SNSA data in P1 should productively be used for and what it should not, including a statement about purpose. This framework should then be used as the basis for agreement in every school about the purposes and uses of P1 SNSA data. This should be publicised nationally and a copy sent to all schools and P1 teachers.
- 1.3 In consultation with schools and local authorities, provide clear guidance, along the lines of the guidance offered about administering the P1 SNSA with ASN and EAL children, on the level of support which can be given to P1 children as they undertake the assessments.
- 1.4 Continue with the flexible arrangements about the timing of the P1 SNSA.
- 1.5 Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration. P1 SNSA data should not be used to make comparisons between schools or local authorities.
- 1.6 In consultation with local authorities, teachers and headteachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice recommended in 1.2.

That local authorities

- 1.7 In consultation with headteachers and teachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice as recommended above to Scottish Government. P1 SNSA data should not be used to make comparisons between schools or local authorities.
- 1.8 Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration.

2. The compatibility of the assessments with the play-based approach to early level of CfE and the effect of taking an online assessment on P1 children.

That Scottish Government

2.1 In partnership with stakeholders, including teachers and headteachers, continue to develop guidance and examples of the ways in which a play-based approach to learning and teaching can accommodate administration of the P1 SNSA.

2.2 In partnership with stakeholders, including schools, develop specific guidelines about how to use data from P1 SNSA alongside observational and other evidence from play-based activities to support judgements of progress and planning of next steps for learning within a play-based approach.

2.3 Ensure that training in administering the SNSA and relevant documentation re-emphasises the option of stopping the assessment if a child becomes tired, bored or upset.

3. The usefulness of the diagnostic information provided to teachers to support professional judgements

That Scottish Government

- 3.1 Request that, as part of its development process, ACER review the P1 literacy SNSA to ensure that the items align with the relevant parts of the early level CfE. Attention should be given to the language used in the item descriptors and in the data generated from the assessments so that they are comparable with the language used in the expectations and outcomes and associated Benchmarks for the early level of Curriculum for Excellence. In addition, ACER should involve experienced P1 practitioners in the question development process in order to give feedback on the appropriate level of difficulty, particularly in the P1 Literacy SNSA.
- 3.2 Recommend that one of the two additional inservice days agreed for 2019-2020 should be used so that all schools, including P1 teachers, can engage in professional learning related to how P1 SNSA information can be used effectively to inform professional judgements and/or moderation activities.
- 3.3 In consultation with local authorities and schools, review the current materials available to ensure that there is easily accessible professional learning support available for schools to use on the dedicated inservice day and publicise these materials to schools.
- 3.4 Expand the QAMSO programme to support local authorities and school clusters in developing cross school moderation events.

4 The use of the P1 SNSA for school improvement purposes

That Scottish Government

4.1 Work in partnership with local authorities and schools to produce guidance outlining how P1 SNSA can positively contribute to school improvement including further detailed case studies showing how a range of both urban and rural schools

have used P1 SNSA for improvement purposes. This guidance should be accessible online.

4.2 Expand the frequency of professional learning opportunities/training in all local authorities, including face-to-face discussions, which focuses on both the positive use, as well as the limitations, of using P1 SNSA information. This should particularly target senior leaders in schools.

That local authorities

4.3 Expand the frequency of professional learning opportunities already planned, including cluster meetings. Develop bespoke training for P1 teachers and monitor attendance.

5 The challenges of using the P1 SNSA

That Scottish Government

5.1 Continue and extend support to schools for administering the P1 SNSA in terms of resource; this might include recommending that priority time should be given within the Collegiate Hours Agreement in schools so that there is planned time to administer P1 SNSA.

5.2 In consultation with local authorities and schools, develop more guidance for primary schools, particularly larger schools, in managing the technological demands of the P1 SNSA.

5.3 Recommend that, as part of its ongoing review process, ACER reduce the number of items in the P1 literacy SNSA.

5.4 Extend the work of QAMSOs and moderation processes specifically to include special schools and those teachers with responsibility for children with additional support needs and English as an additional language.

5.5 Continue to develop the productive partnership between home and school, including parents/carers in professional conversations about children's progress.

That local authorities

5.6 Extend support and consultation with schools experiencing difficulties in managing the technology and timing of administering the P1 SNSA.

6 The implementation of national Gaelic Medium Education standardised assessments

That Scottish Government

6.1 Working with local authorities and schools, proceed with the implementation of the national Gaelic Medium Education Standardised Assessment.

7. The future of the P1 SNSA

That Scottish Government

7.1 Retain the P1 SNSA to inform professional judgements about learning and teaching but address the recommendations identified in this Review, particularly in respect of the P1 literacy SNSA.

7.2 Ensure that the purpose for collecting P1 SNSA data at national and local authority level is made clear in Government documentation and clarify how the P1 SNSA will contribute to narrowing the poverty related attainment gap. (See also Recommendation 1.1)

7.3 Retain the P1 Practitioner Forum to offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland.

Section One Purpose of P1 SNSA and its role within a broader assessment framework

1.1 What does research say about assessment?

The term ‘assessment’ is used in educational contexts to refer to judgements made by educationalists concerning individual pupil performance and the attainment of defined learning goals. It covers both classroom-based assessment as well as large scale external tests, examinations and standardised tests. As Harlen (2014) points out:

There is an important distinction between assessment and testing even though these terms are sometimes used interchangeably. Testing may be regarded as a method of collecting data for the process of assessment; thus, assessment is a broader term, covering other methods of gathering and interpreting data besides testing.

All assessment of pupils’ achievements involves the generation, interpretation, communication and use of data for some purpose. Any assessment activity will involve: pupils being engaged in some activity; the collection of data from that activity by some agent; the judgement of the data by comparing them with some standard; and some means of describing and communicating that judgement. (Harlen, 2014: 2)

The point about use of the words ‘test’ and ‘assessment’ interchangeably is important in the context of P1 SNSA. It is noticeable that teachers, headteachers and commentators more broadly who responded to the Education and Skills Committee Inquiry and to this Review, frequently used the term ‘test’, suggesting an incomplete understanding of the broader purposes of the P1 SNSA. There is an implication in using ‘test’ that it is matter of pass and fail and therefore high stakes for the individual undertaking the assessment. This Review defines SNSA as an assessment tool, not a test.

1.2 Purposes of assessment

There are four main purposes for assessment:

- to help children while they are learning
- to find out what pupils have learnt at a particular point in time
- to identify any significant problems that individual children might be experiencing or address any causes for concern
- to reflect on the effectiveness of the taught curriculum with groups of pupils against defined goals.

These can be termed *formative or continuous assessment*, *summative* and *diagnostic*. Diagnostic assessment can refer to the identification of specific learning needs for individuals but can also identify areas of the curriculum which need

attention. This dual use of the term can give rise to confusion, particularly where parents/carers are concerned.

1.2.1 Formative assessment

Formative/continuous assessment is commonly called assessment *for* learning. These assessments are designed to monitor children's learning at any stage in a teaching sequence. They give teachers the chance to address gaps in understanding. They also offer opportunities to identify children's strengths and weaknesses and provide feedback that can move learning forward. Formative assessment can also be diagnostic, helping to identify groups of children with common strengths or weaknesses so that more challenging learning and teaching or extra support can be planned for. Formative assessment is a cyclical process in which information is gathered in relation to pupils' progress towards agreed goals. This information is then used to identify the appropriate next steps to maximise learning, and the action needed to take these steps. This includes clear feedback to pupils.

There is a considerable research literature that demonstrates that formative assessment is an essential component of effective learning and teaching (CAN, 2006; Black and Wiliam, 2006; Marshall, 2012; Torrance, 2012; Hargreaves *et al.*, 2018). International commentators to the Education and Skills Committee's Inquiry into SNSA confirm this:

We feel that there is strong evidence of the benefit of using accurate and valid formative assessment information to inform teacher practice, as well as for school planning and evaluative purposes.

Dr Craig Jones, New Zealand

https://www.parliament.scot/S5_Education/Inquiries/20190125IEAN_New_Zealand.pdf

1.2.2 Summative assessment

Summative assessment can be defined as assessment *of* learning. These assessments are often carried out at the end of a period of teaching: yearly, termly, half termly or more frequently, often informed by tests. Although some summative assessments can be used formatively, they are generally used to monitor and sum up the progress of individuals and groups of children and to identify attainment at specific ages or stages. This information can then be used for reporting purposes. Summative assessment can help stakeholders keep track of pupils' learning, both individually and as part of certain groups. It can, alongside contextual factors, be used as part of school evaluation and improvement. Some formative assessment information can inform summative judgements.

1.2.3 Diagnostic assessment

Apart from its more technical use in identifying particular children's difficulties with learning, diagnostic assessment usually refers to analysing evidence of the impact of the taught curriculum (and sometimes pedagogical approach) on groups of children

against learning goals. It enables the teacher to find out if there are gaps in learning or general misconceptions which then need to be planned for.

Any assessment must comprise collating evidence and weighing it up in the light of specific criteria. Evidence can be observational, collection of examples of work or more formal assessment processes including standardised assessments and tests. The specific criteria might be the teaching objectives for a particular activity, Curriculum for Excellence Experiences and Outcomes, or National Benchmarks, for example.

In addition, summative assessment data can be used to hold individuals and institutions to account. In her submission evidence to the Education and Skills Committee's Inquiry of SNSA in all relevant year groups, Professor Louise Hayward stated:

Traditionally, assessment systems serve three main purposes: to inform learning, to sum up learning over time and to hold people to account. Assessment information gathered about the past is only helpful if it informs future action that leads to improvement. Children are not data – they are not numbers. They are people with lives and futures that depend on successful learning relationships. Learning must be our principal concern.

(https://www.parliament.scot/S5_Education/Meeting%20Papers/20190123ES_Meeting_papers.pdf)

Key points here are that individuals and institutions should be held to account because children's futures matter and that assessment is about ensuring children make the best progress possible. As one headteacher interviewed for the Independent Review pointed out:

I am accountable. I should be accountable. (Headteacher, interview)

1.3 Validity and reliability of P1 SNSA data

Any standardised assessment needs to be valid and reliable if it is to be dependable and give rise to usable data. *Validity* of an assessment is defined in terms of how well what is assessed corresponds to the learning outcomes that it is intended to assess (Gardner, 2012; Stobart, 2012). One form of validity is *consequential validity*; the validity of an assessment tool is reduced if inferences drawn on the basis of the results are not justified (Gielen *et al.*, 2003). For example, an assessment of word decoding skills may be perfectly valid as an assessment of decoding but not valid if it used to make a judgement about reading ability more generally. The *reliability* of an assessment refers to the extent to which the results can be said to be of acceptable consistency for a particular use (Hall and Burke, 2003; Black and Wiliam, 2012, Verhavert *et al.*, 2019). Reliability can be reduced if, for instance, the outcomes are dependent on who conducts the assessment or if the assessment is administered where some groups of children are offered more support than others. Reliability is measured by the extent to which the same result would occur if it were repeated.

There have been significant criticisms of the reliability and validity of P1 SNSA. The EIS have stated: 'The question of assessment validity is highly pertinent to the continuing debate around P1 SNSAs.' (EIS, 2018: 3)

https://www.parliament.scot/S5_Education/Inquiries/20181214EIS_Submission_Final.pdf

The evidence provided by Professor Lindsay Paterson to the Education and Skills Committee Inquiry and to this Review, focused particularly on validity of the SNSA, mentioning P1 SNSA specifically. Professor Paterson surveyed key documents provided by Education Scotland and ACER. He concluded that the validity of the assessments was secure with reliability at least satisfactory. He shows that the SNSA were developed paying close attention to specific details of the curriculum. Validity of assigning specific assessment tasks to the curricular headings in the Curriculum for Excellence was judged as secure by experts in literacy and numeracy from Education Scotland and beyond. He comments:

Thus the relevance of the tests to the curriculum was judged by the same kinds of professional committees as constructed the curriculum in the first place. If the tests are suspect because of how they were developed, then so is the curriculum. (Paterson, 2018)

<https://reformscotland.com/2018/11/scottish-national-standardised-assessments-professor-lindsay-paterson/>

In his evidence to the Education Committee inquiry, Professor Paterson also points out that the SNSA is:

... already giving reasonably reliable information, even for Primary 1 pupils. Contrary to the fears of their critics, this psychometric evidence suggests that it is possible to assess pupils in ways that are relevant to the curriculum and that produce results that can be broadly trusted.

Commenting on the link between the SNSA, the curriculum and the Scottish context, he continues:

The systems of assessment used by many local authorities before the advent of the SNSA suffered from two disadvantages:

(a) They were not based as closely on the Scottish curriculum as the SNSA, whose development has been monitored by the same types of committees of teachers and other educational professionals as produced the curriculum in the first place. The basis in the curriculum strengthens the validity of the SNSA.

(b) The results of these previous systems of assessment were not statistically standardised on any representative group of Scottish pupils. (Paterson, 2018: 1-2)

https://www.parliament.scot/S5_Education/Inquiries/20181206Professor_Lindsay_Paterson.pdf

1.3.1 Unconscious bias

When considering the importance of a national assessment system and its reliability and validity, it is important to remember that the use of standardised assessments can mitigate teachers' unconscious bias.

Hall and Sheehy (2018) point out that:

Assessing learning is not a neutral or value free activity. It is always bound up with attitudes, values, beliefs and sometimes prejudices, on the part of those carrying out the assessments and on the part of those being assessed. (Hall and Sheehy, 2018: 288)

Similarly, Professor Paterson raises the significant point that:

Teacher judgements are – with the best will in the world – not so reliable as standardised assessments. The reason is that teachers (at all levels, from pre-school to university) inevitably are biased towards optimism and towards the level of attainment that is officially expected of the students in their class. Evidence about the extent of this understandable bias was found by the Scottish Survey of Achievement (the predecessor to the Scottish Survey of Literacy and Numeracy). Standardised assessments provide a useful reality check, allowing teachers to calibrate their own judgements against independent criteria. (Paterson, 2018: 1-2)

This is confirmed by the Educational Endowment Foundation in its summary of effective assessment processes:

When we assess a piece of work from a child that we know well, our bias emerges. Perhaps we know they can perform better than the piece in front of us, subconsciously prompting us to raise the mark. Even if the work is assessed anonymously, the existing evidence shows that bias is exhibited against pupils with SEN, those whose behaviour is challenging, those for whom English is an additional language, and those on Free School Meals. Assessment judgments can often be overly-lenient, overly-harsh or, indeed, can reinforce stereotypes, such as boys being perceived as better than girls at mathematics.

<https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/improving-teacher-assessment/>

Standardised assessments can reduce bias:

... by removing much of the variation inherent in assessments administered by humans. Those which are delivered by computers (and don't use human marking) can reduce bias considerably, and increase the reliability and objectivity of the assessment process. (*ibid.*)

1.4 Issues with standardisation, validity and reliability in respect of the P1 SNSA

The use of the term ‘standardised’ has led to some confusion amongst stakeholders and educationalists. A minority of headteachers’ and teachers’ responses to the surveys and interviews questioned the ‘standardised’ nature of the SNSA, particularly how the assessments have been administered in different schools:

We are not sure that these are as standardised as indicated as they are not administered in the same way in schools and schools take them at different times in the year. (Headteacher, Dundee, interview)

It isn't a standardised assessment – it can't be if children do it at different times of the year – how can you make comparisons between schools and use it nationally as a snapshot? (Headteacher, Renfrewshire, interview)

Having talked to friends in other local authorities after completing the assessments, I know that we all carried out and supported the children in different ways. Therefore, I struggle to see how it can be seen as a standardised assessment. (P1 teacher, survey)

In its submission to the Education and Skills Committee Inquiry, Connect, an organisation that represents parents’ views on education in Scotland, expressed concern about the timing and adaptability of SNSA:

... the scheme as it has been introduced into Scotland is not standardised in any way. Indeed, Government has declared that tests should be administered when the teacher feels the time is right, though we know that in many local authority areas the approach has been ‘standardised’ so that all the cohort are tested in a specific time window. The assessment also adapts to the aptitude of the learner, which on one hand means the child is not left to struggle against a task beyond their ability, however it also means the assessment cannot be described as standardised. (Connect, December, 2018: point 4)

However, these comments indicate an incomplete understanding of what standardisation entails. To understand the results of a standardised assessment for a particular child it is necessary to have a range of results across all pupils for comparison. Put simply, that is what ‘standardisation’ means. As Professor Lindsay Paterson comments, the purpose of the P1 SNSA ‘... is to try to make sure that pupils are being judged by standards that might reasonably be expected of children of that age who are following this curriculum.’ (Paterson, blog, 2018)

<https://reformscotland.com/2018/11/scottish-national-standardised-assessments-professor-lindsay-paterson/>

Thus, the process of standardisation ensures that ‘the expectations of what pupils might achieve is realistic for pupils going through Scottish schools today’ (*ibid.*).

(See also ACER User Report, 2018 p.3 paras 1, 4 and 16, for example).

<file:///C:/Users/Windows%2010/Documents/Attached2/Scotland/Use%20these/Use%20this%20User%20report%202018.pdf>

Norming studies are part of the process of standardisation to ensure coverage of the range and type of conceptual understanding demonstrated typically across a 'band' of standardised scores by pupils in Scotland in P1. (*ibid.* p.16 para 81)

Therefore, the criticisms cited above are not actually about standardisation but about reliability. The comments indicate a concern regarding reliability, pointing to the issue that teachers administering SNSA in P1 are offering different levels of support to children as they take the assessments, particularly in literacy. This was confirmed during the Independent Review's direct observations of the assessments being implemented where there were differences in the levels of support given. Teachers administering the assessments *within* schools were consistent in the way they helped children complete them, but administration seems inconsistent *across* schools. If there were any intention to make comparisons between schools using the SNSA data, then lack of consistency in offering support to pupils becomes problematic. Unless consistency of implementation is achieved, aggregation of data beyond individual schools would not meet criteria for reliability.

Another aspect of the implementation of P1 assessments which acts against the reliable comparability of data sets is that the assessments can be taken at any point in the school year, not during set assessment 'windows'. As Education Scotland in its submission to the Education and Skills Committee Inquiry states:

It is for schools, in consultation with their local authority, to decide when children and young people should undertake the assessments. (Education Scotland, 2018:6)

https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Government.pdf

Although evidence gathered for this Review indicates that the majority of P1 SNSA assessments are being taken at specific times agreed between schools and local authorities, this is not the case across all schools nor is there any guarantee that it will continue in this way in the future. Schools have some flexibility in deciding when to administer P1 SNSA with individuals or with groups of children. This flexibility supports the principle of teachers making the key judgement about appropriate timing of P1 SNSA where it will be most effective in informing learning and teaching decisions. Although there are in some cases agreements between local authorities and schools about timing of the assessments, these 'windows' have some scope for openness. The Review regards such flexibility as a valuable part of a teacher's assessment toolkit.

Although there are guidelines to support administration of SNSA for children with additional support needs or English as an additional language, headteacher and teacher survey responses suggested a need for more explicit guidance about the level of support which might be offered in mainstream situations:

These [SNSAs] are not standardised in the sense that schools can use them whenever they like, support varies from school to school in the conditions of the assessments. (Headteacher, survey)

Some guidelines as to the level of support is needed as some colleagues at other schools administered the test in various ways and with different levels of guidance and support. (P1 teacher, survey)

I would like clearer guidance about how they should be conducted. I don't know if this was the fault in the local authority delivery or nationally, but there seems to a lot of discrepancies between local authorities in terms of how they were presented to the children, how they were carried out and then how this was shared with parents. (P1 teacher, survey)

1.5 Concerns about high stakes testing

Section 1.2 sets out the key purposes for using assessment data. However, assessment data can have a negative impact when what is assessed only focuses upon what can be assessed easily, exacerbated by attaching rewards and punishments to the results within an overall accountability system. In this approach, targets for improvement in test scores are set externally and teachers and schools monitored systematically in their progress toward those targets. This creates a 'high stakes' assessment process, putting considerable pressure on teachers to increase results, which is then transferred to pupils. Such pressure has a negative impact on learning and teaching, as Harlen points out:

Research shows that when this happens, teachers focus teaching on the test content, train pupils in how to pass tests and feel impelled to adopt teaching styles which do not match what is needed to develop real understanding. Initially this effort increases test scores but soon level off as the effect degrades. Then the results become meaningless in terms of intended learning.
(Harlen, 2014:9)

In a high stakes context, not only are the results meaningless for pedagogy but also meaningless for accountability purposes when judging the effectiveness of the system as a whole, schools and individual teachers.

Some respondents to the Education and Skills Committee Inquiry regarding SNSA were concerned that, although the Scottish Government have given assurances to the contrary, there would be a drift towards 'high stakes' uses. The organisation Children in Scotland commented:

The new standardised assessments appear to present a pathway to 'high stakes' testing that move away from the broad educational ambitions of *Curriculum for Excellence* and the *Getting it Right for Every Child* approach.
(CiS, 2018: 2)

https://www.parliament.scot/S5_Education/Inquiries/20181219Children_in_Scotland.pdf

In their submission to the Education and Skills Committee Inquiry, Upstart Scotland, a charitable organisation dedicated, amongst other aims, to establish a statutory play-based 'kindergarten stage' for Scottish children, expressed concerns that:

[T]he linking of assessments to performance targets also raises the stakes significantly for schools and teachers. In Scotland, aspirational 'benchmarks' for children's educational performance were published to accompany the SNSAs. These are, not surprisingly, interpreted as targets, Along with advice to teachers that 'there is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy', the benchmarks will exacerbate the 'salience effect' and 'teaching to the test'. (Upstart Scotland, 2018:1)

However, Scottish Government points out that SNSA was not designed for accountability purposes:

... no school or local authority level data is published. Some national level SNSA [analysis] is published to provide the overall picture of achievement in the assessments and to inform national improvement activity. The Scottish Government does not publish school league tables. (Scottish Government, 2018: 5)

https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Government.pdf

In addition, the Scottish Government's submission to the Education and Skills Committee Inquiry quotes the Scottish Government's International Council of Education Advisors (ICEA) in its 2018 formal report in June 2018:

The ICEA initially expressed reservations about the introduction of these assessments and shared their views with the Scottish Government. The ICEA notes however, that the assessments are not 'high stakes tests' and the results do not determine any key future outcomes for young people, such as which school they go to, or whether they can progress to the next level. There is no pass or fail, and the ICEA notes that this approach to assessment and its central interpretation can be of formative use.

At the subsequent meeting of the ICEA in September 2018, Dr Allison Skerrett (from the University of Texas, Austin) speaking on behalf of the Council said that Scotland had carefully designed the assessments, their modes of delivery and their purpose. She said that Scotland has a real opportunity to be a model for other systems that have employed standardised assessments. (ICEA, 2018: 7-8)

Nevertheless, in interview for this Review, one headteacher explained that she was concerned about the use of data and about league tables:

What terrifies me is that where the Scottish Government is doing is opposite to what CfE is meant to be. There's been a storm on Twitter about SNSA being seen as high stakes. (Headteacher, Clackmannanshire, interview)

Another commented:

If SNSAs were published I would be dismayed. If they publish my ACEL I am happy for that. (Headteacher, Dunbartonshire, interview)

In a similar vein, a QAMSO explained:

I think there is still a worry amongst some teachers that Scottish Government is collecting the data – even though it can't be used like that. Twitter and Facebook chatter just makes it worse. It's important to get the message to everybody. (QAMSO, Argyll and Bute)

No local authority responding to the surveys or interviews indicated that there was any use of P1 SNSA data to make judgements about individual school effectiveness.

Comprehensive national assessments on their own do not in themselves improve learning and teaching. In her submission to the Education and Skills Committee Inquiry, Professor Claire Wyatt-Smith cited evidence from Australia showing that since the introduction of a national writing assessment in Australia, standards of writing had actually fallen (Wyatt-Smith and Jackson, 2016). There is also a connection between the fall in standards and a lack of teacher knowledge about how to link teaching, learning and assessment (Wyatt-Smith *et al.*, 2017). Any national assessments, therefore, are only part of a system which can inform quality learning and effective teaching. A standardised assessment in itself will not improve performance; while assessment information can be useful, it will not raise standards unless teachers understand how to use it.

The OECD report (Morris, 2011) also pointed out the dangers of only using the data from standardised assessments to inform decision making because they do not provide a full picture of what children can do or the effectiveness of classroom teaching:

“Only multiple measures of achievement can provide an accurate picture of student learning and school success,” writes Guilfoyle (2006: 1). Employing multiple evaluation measures – including incorporating non-test information into decision-making – reduces the risk of making incorrect decisions as a result of the limitations of standardised test scores, improves the validity of the system, and reduces the likelihood of excessive narrowing of curriculum (Hamilton and Stecher, 2002). (Morris 2011: 44)

It should be noted that some academics have praised the careful construction of a framework for national assessment which is not high stakes. Hall and Sheehy (2018) comment that the assessments available to Scottish schools:

crucially ... are not [high stakes], because there is not an emphasis on ranking and comparing. Performance tables are not compiled and published. (Hall and Sheehy, 2018: 296)

Moss (2017) argues that:

[T]he architecture of high stakes testing needs to be dismantled. Other methods should be used to explain to parents how schools are extending pupils' capacities and capabilities through their teaching. There are precedents we can learn from. Scotland in particular has invested much more in trying to make such a model work. (Moss, 2017: 63)

In summary, any assessment and its process must be clear about what it is going to assess, what purpose the assessment serves and the uses to which the assessment data will be put. If assessment information is used for 'high stakes' accountability it has a negative effect on learning and teaching and should therefore not be used in this way, but be part of overall information to inform future action for system improvement.

1.6 Intended purposes and use of P1 SNSA data

In its submission to the Education and Skills Committee Inquiry into SNSA, the Scottish Government stated that the SNSA is:

... a unique assessment system that has been specifically designed for the Scottish context. The SNSA is a diagnostic, supportive assessment that is designed to improve children's learning, giving teachers helpful feedback on children's next steps in aspects of reading, writing and numeracy. This is fundamentally different to other models of standardised assessment which are about 'proving' learning, with results being published. Information from SNSA supports teachers' professional judgement of the progress that children and young people are making towards the relevant Curriculum for Excellence level. That judgement is reached based on all the evidence available to teachers – the SNSA is just one, nationally consistent, element of that evidence.

The SNSA involves:

- Formative assessments, the key purpose of which is to provide diagnostic information to teachers on aspects of literacy and numeracy. This helps the teacher to shape teaching and learning and to support their judgements about children and young people's progress.
- Online, adaptive assessments meaning that the difficulty of the questions that children and young people get will vary depending on the answers they give to ensure an appropriate level of challenge.

- Not designed to provide a definitive assessment to confirm whether a child has or has not achieved the appropriate level. Instead, they are indicative and just one source of evidence that a teacher may call on in exercising their professional judgment as to whether a child has achieved a level. (Scottish Government. 2018: 5-6)

https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Government.pdf

Gayle Gorman, HM Chief Inspector of Education, on behalf of Education Scotland, outlined the purposes of SNSA in Education Scotland's submission to the Education and Skills Committee Inquiry. These were identified at individual child, group, school and local authority level. SNSA data can:

- Be used as part of a range of evidence to support teachers' professional judgement on the progress of each child.
- Support the identification of key strengths in a child's progress and identify next steps. They are designed to be used formatively.
- Practitioners can look at the data, identify any general patterns in the areas in which groups of children are doing well or need support and can adjust their teaching.
- SNSA information should not be the only source of information for decisions about individual or groups of learners. The SNSA contributes towards a range of assessment information which teachers draw on to develop next steps in learning and determine progress within a level and achievement of a level. No decision about a learner would be made on the basis of their SNSA assessment alone.
- A school can use the data as part of the information to identify the areas which are being taught well and the areas in which children are not doing so well and can organise whole school professional development in these areas.
- Local Authorities can use SNSA information to help identify effective practice to disseminate as well as possible areas for LA wide professional learning (See Sections Three and Four).
- At a national level SNSA information could be used to inform the development and maintenance of support and professional learning.

(Gorman, 2018 paras. 19 – 22)

https://www.parliament.scot/S5_Education/Inquiries/20190104Education_Scotland.pdf

The above statements set out a comprehensive set of purposes for SNSA assessments, including at P1, with their tight focus on informing decisions about learning and teaching, and with formative/diagnostic assessment purposes clearly indicated. In addition, there is acknowledgement that SNSA data can only form part of the evidence drawn on for making professional judgements. However, evidence

collected by both this Review and the Education and Skills Committee's Inquiry demonstrates that there is a perception within the system that the purpose of SNSA has not been clear and has changed over time. For example, in their submission to the Education and Skills Committee Inquiry, EIS commented:

When first announced by the Government, it was clear that the intention was that they would be a summative measure of children's attainment, applied across the country during the same window of time each year. The influence of the EIS and others persuaded the Government of the value of some forms of standardised assessment for diagnostic purposes, and of the fact that if assessment is to genuinely support the learning of individual children, then whole cohorts and classes of young people should not be undertaking the assessments at the same time. SNSAs were then designed to enable their use at any point in the year, the Government advising that the timing be determined by schools and teachers in consultation with the local authority.

(EIS, 2018: 4)

https://www.parliament.scot/S5_Education/Inquiries/20181214EIS_Submission_Final.pdf

The Royal Society of Edinburgh argued that:

The Scottish Government does not have access to the data generated by the SNSAs as this resides with schools and local authorities. Scottish Government has access only to the national level data generated by the assessments. However, clarity about the range of SNSA data that Scottish Government would access came relatively late during the introduction of the assessments, indicating that Scottish Government was for some time unclear on how it intended to access and use the data. This may have contributed to the lack of consensus on the purpose of the SNSAs.

(RSA, 2019: 2)

https://www.parliament.scot/S5_Education/Inquiries/20181221RSE.pdf

Notwithstanding the concerns expressed by submissions to the Education and Skills Committee Inquiry and a few responses from surveys and interviews for this Review, teachers, headteachers and local authorities have commented on the usefulness of the P1 SNSA data:

I look for any surprises, children who have performed better than expected or have found the test more challenging than expected and compare results to my own assessment information. (P1 teacher, survey)

The maths one did show me topics which I hadn't covered very much in the year, but that was more an assessment of my teaching rather than the children's learning! I told their next teacher that they needed to do more work in those areas. (P1 teacher, survey)

We also use it alongside teacher judgement and other assessments to help us assess an individual's performance. It is used to pinpoint if there are trends

across the school in terms of strengths and aspects for development and we then plan at stages and as a whole school accordingly. This information then helps us plan next steps in terms of support and challenge needed to raise attainment and achievement. I think the P 1 SNSA is extremely useful in terms of the feedback it offers. (Headteacher, survey)

We find the class and cohort data very informative for identifying improvements required within schools' curriculum content, or approaches to delivering certain aspects of the curriculum. The diagnostic information is being used effectively at Cluster level also for schools to support and challenge each other on improving aspects of their curriculum. (Local authority, survey)

In summary, interview evidence and survey responses from teachers, headteachers and local authorities indicate an understanding of the use of data derived from the P1 SNSA. They can:

- provide information about where a child is in some aspects of numeracy and literacy at a particular moment in time in relation to some of the literacy and numeracy benchmarks
- be part of the evidence considered when teachers are making a judgement about CfE early level
- offer a standardised form of assessment linked to the CfE benchmarks so that consistency is promoted within and between schools across Scotland
- provide an indication, through the analysis of the data generated, that can inform planning for learning and teaching of an individual child
- inform teaching and learning discussions amongst school staff in relation to progress in terms of the CfE
- provide information on the profile of groups of pupils in a class which, when considered alongside other assessment information and the Experiences and Outcomes of the Curriculum for Excellence, may lead to changes in the planned experiences and teaching provided in order to meet identified gaps in learning
- provide headteachers and other senior leaders with information about how well teaching and the curriculum is meeting the needs of children and groups in the areas assessed by SNSA in P1, leading to modifications if necessary
- provide local authorities with information which can be part of the evidence considered when having conversations about performance and school improvement.

There are, however, some concerns about how clearly the P1 SNSA links with the Experiences and Outcomes of the Curriculum for Excellence and the associated Benchmarks. (See Section 3.3)

The P1 Practitioner Forum Report suggests:

All educators (teachers, schools, local authorities, Scottish Government advisors and Education Scotland/HMIE) have a professional responsibility to ensure that their systems do not overplay the reliability or predictive capacity of SNSA, or any other data. A negotiated and voluntary 'Code of Practice' with clear processes to ensure that educators at all levels understand the power and the limitations of data and enact good data-use practices would underline this. Such understanding could help to prevent SNSA data becoming high-stakes. (P1PF, 2019)

<https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/7/>

In agreement with P1PF, it is the view of this Review that in order to ensure that there is no drift towards using P1 SNSA data or Benchmarks to set targets and move towards a high stakes context, and to ensure clarity of purpose, a Code of Practice which includes a practical framework should be developed and agreed in partnership with stakeholders.

Conclusions

The Review identifies the primary purpose of the P1 SNSA as informing teachers' professional judgements about learning and teaching. P1 SNSA is a formative assessment which can inform more comprehensive summative judgements such as ACEL. However, it is not, and should not be, in itself, summative, as it only assesses part of the early level CfE and also only forms part of the toolkit a teacher draws on to make professional judgements. Being doubly partial, therefore, P1 SNSA information does not have the capacity to perform a summative function about literacy and numeracy on its own.

As part of teachers' professional judgements the P1 SNSA offers a useful standard element within the overall evidence to inform judgements about learning and teaching. Results are calibrated against aspects of the Scottish Curriculum for Excellence, standardised on a Scottish population of children of the appropriate age, and can guard against unconscious positive or negative bias in relation to specific assessment criteria.

The level of support given to children during the administration of P1 SNSA varies widely. In addition, different schools administer P1 SNSA at different times, both for individual children and across schools. This means that it is difficult to draw conclusions from aggregated data beyond the class or school.

Teachers and headteachers have expressed concerns that P1 SNSA data might in the future be used for high stakes purposes. The Review has not found any evidence that Benchmarks or P1 SNSA data are being used to set targets, make comparisons between schools, or for teacher appraisal, nor that there are any plans to do so.

Recommendations

That Scottish Government

Provide a detailed rationale for P1 SNSA setting out the purposes and uses of P1 SNSA at individual, class, school, local authority and national levels. This should include a statement that the intention of SNSA data is solely focused on informing learning and teaching and will not be used for accountability purposes now or in the future.

Work with local authorities, schools and other stakeholders to develop a practical framework/Code of Practice which sets out what SNSA data in P1 should productively be used for and what it should not, including a statement about purpose. This framework should then be used as the basis for agreement in every school about the purposes and uses of P1 SNSA data. This should be publicised nationally and a copy sent to all schools and P1 teachers.

In consultation with schools and local authorities, provide clear guidance, along the lines of the guidance offered about administering the P1 SNSA with ASN and EAL children, on the level of support which can be given to P1 children as they undertake the assessments.

Continue with the flexible arrangements about the timing of the P1 SNSA.

Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration. P1 SNSA data should not be used to make comparisons between schools or local authorities.

In consultation with local authorities, teachers and headteachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice recommended in 1.2.

That local authorities

In consultation with headteachers and teachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice as recommended above to Scottish Government. P1 SNSA data should not be used to make comparisons between schools or local authorities.

Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration.

Section Two The compatibility of the assessments with the play-based approach to early level of CfE

2.1 What is a play-based curriculum?

There is little disagreement in educational debate that play is essential to children's social, cognitive and identity development (Pentti Hakkarainen, 2006; Evans and Pinnock, 2007; Meire, 2007; Bruce, 2011; Carr, 2014). However, there is considerable variation in views of what a 'play-based' curriculum means and implies. Approaches vary across the world, including:

The Reggio Emilia approach, developed in northern Italy, which encourages imaginative play, and fosters children's intellectual development through focusing systematically on symbolic representation. Young children are encouraged to 'explore the environment and express themselves through multiple paths including expressive, communicative, symbolic, cognitive, metaphoric, logical, imaginative and relational.' (Gandini, 2011: 80) Adults focus on enquiry and expressive language.

Developmentally Appropriate Practice, largely seen in the UK and USA, but having influence across the world, sees play as 'a primary (but not exclusive) medium for learning' (Stephen, 2006). The role of the adult is to 'demonstrate, question, model, suggest alternatives and prompt reflection' (*ibid.*)

<https://www.webarchive.org.uk/wayback/archive/20180129182408/http://www.gov.scot/Publications/2006/01/26094635/0> (Accessed 7th April, 2019)

The High/Scope Curriculum, practised primarily in the USA, defines itself as play-based and child-centred, with children guided to 'explore, interact and exercise their creative imagination through purposeful play'. (<https://highscope.org/our-practice/curriculum/> accessed 7th April, 2019). Adults create a structured environment for children to exercise decision-making, cooperation, creativity and problem solving and prompt children to reflect on their learning.

Te Whariki, developed in New Zealand, pays particular attention to the social contexts in which children live and includes spontaneous play and play that supports meaningful learning in its curricular goals. Adults 'look closely at what children are seeing, saying, doing and knowing in order to understand, celebrate and elaborate learning' (Luff, 2012:143). Such assessment then leads to new levels of challenge for the children. ²

In England, the Ofsted report *Teaching and Play in the Early Years*, reports that: 'There is no one way to achieve the very best for young children' (Ofsted, 2015: 5). Most of the schools and settings visited saw approaches to teaching and play as a

² These are not intended as an exhaustive list, but represent some of the key approaches to play-based curricula.

continuum, with adults 'weighing up the extent of their involvement and fine-tuning how formal or informal, structured or unstructured, dependent or independent each learning experience should be to meet the needs of each child most effectively.' (*ibid.*)

In Wales, *The Curriculum for Wales: Foundation Phase Framework* sees experiential activities as central to learning in order for children to practise and consolidate their learning through the 'serious business of play', experimenting, taking risks and making decisions both individually and as part of a group. The role of the adult is to create a balance between structured learning through child-initiated activities and those directed by practitioners. (Learning Wales, 2015: 4-5)

In Northern Ireland, the document *Learning Through Play in the Early Years* describes the role of adults as ensuring 'progression in the provision of activities to meet the developmental needs of children' (p.8). It states that:

Children come to pre-school already as skilled learners. Through our observations, assessment and professional judgement we gain valuable insights into how each one learns best. This information informs our planning to meet the needs of each individual child' (*ibid.*)

http://www.nicurriculum.org.uk/docs/foundation_stage/learning_through_play_e.y.pdf (Accessed 18th April, 2019)

In Scotland, *Building the Curriculum 2* includes play as an essential part of active learning 'which engages and challenges children's thinking using real-life and imaginary situations' including opportunities for spontaneous play and planned, purposeful play (CfE 2007:5). It is important to build primary school experience on nursery experience, combining active, independent play with skilled and appropriate intervention or teaching. However, developing a more active approach to education means paying attention to progression in children's development and learning (*ibid.* p.9). Establishing continuity and progression will include attention to: 'using staffing resources to provide extended periods of learning through play for some children' and 'planning the careful development of literacy and numeracy skills supported by a strong and continuing emphasis on oral language and development' (*ibid.* p.11) as well as considering how to use assessment information to plan next steps in learning (*ibid.* p.14).

2.2 Criticisms of P1 SNSA as not compatible with play-based learning

Submissions to the Scottish Government Education and Skills Committee Inquiry into the P1 SNSA (SGI, 2018 -19) outlined a range of concerns, some calling for 'assessment practice that is appropriate for a genuinely play-based P1 curriculum.' (EIS, 2018). In her presentation to the P1 Practitioner Forum (P1PF) Jean Carwood-Edwards, Chief Executive of Early Years Scotland (EYS), pointed out that EYS does not believe that the SNSA has to be entirely play-based, although she stressed that learning through play is one of the critical, and most impactful, ways that children

learn. Jean acknowledged that children also learn in other ways, for example, through observation, conversation, exploration, sustained shared thinking, and so forth.

In interview, she and Jane Brumpton outlined a particular concern that the use of technology for carrying out assessments can disadvantage some children who do not have experience in technology from their homes or communities or who might not yet be able to handle the demands of the electronic devices. They also pointed out that the terminology of the SNSA, specifically the idea of a 'national standardised assessment' has implications that can undermine a view of teachers' professional judgements as the most valuable element of assessment. Instead, they suggest that the SNSA should be seen simply as part of the teacher's toolkit in making assessments to move learning forward. Not only that, but 'standardised' carries suggestions of children sitting in serried rows which makes the SNSA seem to be in opposition to a more active play-based learning environment.

EYS recommends a wider national debate about how assessment at P1 might be described, explained, and carried out effectively, including meaningful engagement with early years practitioners, teachers and parents/carers to look at possible positive ways forward in the interest of the children.

Liz Smith (Conservative) in her response to the Education and Skills Committee Inquiry, (September 2018), cited the kindergarten model, developed by Friedrich Froebel in the 19th century 'using structured play and learning through discovery and gifts', arguing that 'Froebel did not ask infant teachers to make use of standardised tests or assessments. Instead, he asked them to be skilled in their professional judgments and well informed, through daily observation of each child, which would then be discussed with each family. Everything about that observation was done to inform and improve teaching' (Smith, 2018).

These views express concern with the form of assessment. However, other criticisms, for example from Upstart Scotland, are founded on the belief that children should not undergo formal schooling until they are six or seven. In respect of SNSA, their concern is that Scotland may fall into the 'test and targets trap'. Their *Play not Tests* campaign argues that 'every country that has so far introduced national testing in primary schools has seen a narrowing of the curriculum, a steady increase in teachers 'teaching to the test' and a push-down of academic content to ever younger age groups. These developments are related to the inevitable linking of national assessments to targets for attainment at specific ages.'

<https://www.upstart.scot/play-not-tests-in-p1-campaign/> (accessed 7th April, 2019). (See Section 1. 5 for a discussion of targets)

In addition, Upstart Scotland argues that the P1 literacy Benchmarks do not align with Curriculum for Excellence's early level for the three to six age group, which stresses the centrality of exploration and play. Furthermore, that a 'relationship-centred, play-based kindergarten environment' means that all children would have

access to ‘the type of experiences through which young human beings naturally develop problem-solving, vocabulary and language skills, including motivating play activities, explorations and investigations, involving real-life problem-solving and discovery of number and maths’ (*ibid.*) They continue ‘In countries where formal education doesn’t begin till seven, many children are already able to read, write and reckon by the time they start school and the overwhelming majority are ready to learn quickly and successfully.’ (*ibid.*)

Children in Scotland supports the *Play not Tests* campaign and firmly believes that play-based learning, rather than a focus on assessment in the earliest stages of school, is the most appropriate form of education for children at this stage. The organisation recognises that assessment is central to teaching and learning but opposes the SNSA at P1 and P4. (Submission to Education and Skills Committee’s call for evidence on Scottish National Standardised Assessments, 2018). Drawing on evidence papers provided by Carolyn Hutchison, Honorary Senior Research Fellow at the University of Glasgow, the main objections to the introduction of new standardised assessments are because of questions about their validity and reliability (particularly for those in P1 and P4), and whether the investment in time and resource will provide data that is likely to help improve educational attainment for pupils. (See Section 1.4 for a discussion of validity and reliability.)

Although not opposed to assessment in schools, Connect opposes all standardised assessment in Scottish schools for P1-S3. In specific opposition to SNSA, Connect argues that the assessments are ‘not standardised in any way’ (Submission to Education and Skills Committee’s Inquiry into Scottish National Standardised Assessments, 2018). (See Section 1.4 for a discussion of standardisation). In respect of play-based learning, Connect comments that ‘the P1 tests are administered in a stage where learning through play is the declared focus of our education system: to introduce tests at this stage is to act completely counter to the purpose of this approach and will inevitably lead to schools focusing on the tests as an end in themselves, moving away from the principles of Curriculum for Excellence’ (*ibid.*). Drawing on evidence from other countries, Connect argues that ‘China and Singapore along with Finland are all high performing education systems and have smaller equity gaps than Scotland, yet these countries have committed to test-free, play-based, early years education and childcare’ (*ibid.*).

2.3 Other countries as models for assessment in the early years

Opponents of assessment in the early years of schooling often draw on Scandinavian models where children do not attend formal schooling until they are 7 years old. From that age, assessment is integral to learning and teaching, for example in Finland:

The 2004 National Curriculum provides guidance for evaluation for students in early grades and throughout basic education. The National Core Curriculum for Basic Education 2004 (Finnish National Board of Education,

2004) divides classroom assessment into two categories: assessment during the course and final assessment. Both are nationally mandated to align with national criteria, but they serve different purposes. (Hendrickson, 2012)

International Education News observes that:

Finnish teachers use an array of diagnostic and screening tests extensively in the early grades in Finland to make sure that no students are falling behind, particularly in reading. For example in one municipality, primary school special education teachers administer a screening test in reading comprehension to all students at the end of 2nd and 4th grade across all schools (and many administer it at the end of every year). That information, however, is not used at the school or municipal level to “check” on who is and isn’t performing well, rather, it’s used to identify those students who will need extra help moving forward.

<https://internationalednews.com/2014/06/09/assessment-in-finland-steering-seeing-and-selection/> (Accessed 7th April, 2019)

In Iceland, in response to PISA reports of 2012 of a drop in standards in literacy, mathematics and science, as well as a widening gender gap, the Department of Education is proposing standardised tests for 6 year olds in phonetic awareness, decoding and comprehension. (Sigpórsson, 2017). There are no plans for developing similar practices in mathematics (Sigpórsson, 2019, personal communication).

There may be problems, however, in invoking practices from other education systems, as Aart de Geus, General Secretary of OECD from 2007-2011, points out:

Learning from another country’s experience does not necessarily imply copying all aspects of that country’s system. There is always a danger that such comparisons can become politicised because of the different traditions of different nations. ...it is possible for one country to learn from another’s good practices while recognising their different contexts and ideologies.’ (de Geus, 2011: 54)

Whilst other countries can offer useful insights into educational principles and approaches, the cultural and political context for any educational system needs to be taken into account.

2. 4 Respondents’ views of P1 SNSA in relation to a play-based curriculum

A few respondents commented on the P1 SNSA not being compatible with a play-based curriculum. Some are committed to not starting formal education until age 7:

Those countries with the highest rankings in education understand the vital role that play has in the social, emotional, mental, physical and academic wellbeing of children up to the age of at least 7 and tend not to formally

assess their pupils or even start formal education until this age, opting for a kindergarten style education. (P1 teacher, survey)

Raise formal schooling to age 7. Compulsory kindergarten before that. (Headteacher, survey)

Others think that a play-based approach does not suit an assessment carried out sitting for a period of time using a computer, for example:

The format and length of the assessment is not in the least conducive with the move towards a more play-based curriculum at early level. (Headteacher, survey)

Based on my experiences with the P1 SNSA I believe these assessments are inappropriate for P1 children. They are taking children away from positive, play-based experiences. (P1 teacher, survey)

Others, however, report that the SNSA can be aligned with a play-based approach, commenting:

They enjoyed it as a game. (Headteacher, survey)

Rather than being unsuited to a play-based approach, in some schools the SNSA experience was *'very positive – it was treated as a fun activity.'* (Headteacher, survey) and *'The children enjoyed the experience.'* (P1 teacher, survey).

In interview, the headteacher of a primary school in South Ayrshire explained:

Assessments are done as part and parcel of the school day. There isn't a problem –the teachers just do them. The assessments in P1 fit comfortably with what we do in our play-based approach. (Headteacher, interview)

In another school visited by the Independent Review, the Headteacher, who had been a P1 teacher, was satisfied that the P1 SNSA could be accommodated within a play-based approach to learning:

The children didn't know they were taking the assessment. They just saw it as another group activity. The children are used to that kind of activity anyway; they use the iPads with earphones. We did it in groups of four, just like in their usual carousel of activities. I explained it like I would explain any other activity. This is the way we teach anyway. A few left it and came back after break to finish it. One child with additional support needs did it during Learning Support time. (Headteacher, interview)

This echoes the P1 SNSA case study evidence from Peel primary school, West Lothian on the National Improvement Hub:

The primary 1 assessments were completed in May, allowing routines to be established for the children in a flexible, play-based curriculum. It was very

much felt that the Scottish National Standardised Assessments formed part of the day-to-day learning experience and, as such, did not require any additional planning beyond that of a normal lesson. (P1 SNSA Case Studies on the National Improvement Hub, 2018)

<https://education.gov.scot/improvement/Documents/snsa-p1-case-studies-west-lothian-council.pdf> (Accessed 17th April, 2019)

2.5 Assessment and play-based approaches

Members of the P1 Primary Forum recognised that ‘play itself is not a learning outcome and the SNSAs are not designed as play-based learning activities in and of themselves.’ (P1PF, 2019)

<https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/5/>

Nevertheless, it seems that some submissions to the Education and Skills Committee Inquiry, and responses to the Independent Review, conflate assessment and pedagogy, seeing the ‘moment of assessment’ as the same as a pedagogical approach. However, there need not be any disparity between a play-based approach and P1 SNSAs. Both Professor Lindsay Paterson and Keir Bloomer in interview (February, 2019) distinguished between a play-based pedagogy which is a means to an educational end and an assessment which captures a snapshot of part of learning. Professor Paterson points out that ‘assessment and approach are different in function and have different purposes. An assessment that takes 45 minutes a year is not likely to interfere with a play-based approach to learning and teaching’ (Paterson, interview, February, 2019). As the Education Scotland documentation *Building the curriculum 2* (ES, 2007) and *How Good is Our Early Learning and Childcare?* (ES 2017), for example, indicates, effective use of assessment is very much part of learning and teaching in the early years.

Indeed, if learning is to be valued as important to children’s development, it needs to be systematically assessed (Carr, 2015). As a practitioner using the well-respected approach to play-based learning from Reggio Emilia, Gandini specifically makes the point that ‘There is a widespread and mistaken view that the Reggio approach is incompatible with assessment of children’s progress.’ (Gandini, 2011: 78). But formative assessment using a wide range of strategies to ensure a balanced view of each child’s learning is widely recognised as the most effective way to move learning forward (Siraj-Blatchford *et al.*, 2002; Drummond and Marshall, 2006, Hargeaves *et al.*, 2018). There is considerable consensus that assessment in the early years should be made through systematic observation and documentation from a range of sources, taking an holistic approach (NAEYC, 2009; Gandini, 2011; Tayler *et al.*, 2013; Drake, 2014; Walsh *et al.*, 2017). Indeed, research into effective teaching shows that the most effective teachers are ‘highly diagnostic’ in their assessments (Hall, 2012); the P1 SNSA offers support for teachers’ diagnostic and formative judgements.

Members of the P1 Primary Forum comment:

*The SNSAs are not play but they are consistent with the learning I'm looking to get from play. I used the practice assessments as a free choice activity in the playroom. (Teacher comment P1 PF, 2019: *ibid.*)*

*Play-based activities are planned with the Benchmarks in mind, so I don't have a problem with children demonstrating their learning through SNSA. (Teacher comment P1 PF, 2019: *ibid.*)*

There is no necessary disjunction between assessment and a play-based pedagogy. Some organisations and individuals are fundamentally opposed in principle to children undergoing formal schooling before the age of 7, but discussion of this issue of principle is beyond the scope of this Review.

2.6 The effect of taking an online assessment on P1 children

Media reports and some members of the Scottish Parliament reported that the P1 SNSA was causing children distress. However, surveys and interview evidence show that the majority of headteachers and teachers did not see any distress or discomfort as children undertook the P1 SNSA, in fact, they reported that the children enjoyed it:

Most children have responded well. They are excited about the assessment being carried out using ICT and the practice assessment is useful for less confident children. (Headteacher, survey)

They enjoyed it. They thought it was a game. (P1 teacher, survey)

They completed it with their usual engagement and positive attitude. (Headteacher, survey)

The children enjoyed the P1 numeracy assessment and they liked the random nature of the questions. (Deputy headteacher, interview)

In the surveys and interviews providing evidence to this Review, there were very few comments about children becoming upset and tearful and rather more that children became tired and bored whilst taking the P1 Literacy SNSA particularly, for example:

...it was felt that the standard of some questions asked was beyond early level. Unfortunately, this caused some learners, who already lacked confidence, to become upset. (P1 teacher, survey)

Some children became demoralised because they found the test too difficult. (P1 teacher, survey)

Most children got to the point where they found it boring and tedious. (P1 teacher, survey)

There were comments about the teacher's approach having an effect on the children's response:

Most children have enjoyed the 'game' we play. When the class teacher is implementing it they know when a child is maybe not enjoying it and can stop them so as not to cause distress. (P1 teacher, survey)

They were oblivious. As far as they were concerned they were just playing a computer game. Children at that age experience absolutely no stress whatsoever at completing tasks like this if adults present it in the correct way. (P1 teacher, survey)

No children were upset because we don't make a big deal out of it. (Headteacher, interview)

Others pointed out that children varied in their response to the assessment:
Some have enjoyed the assessment procedure, showing pride in their ability to read. Others find it stressful and appear very nervous. (P1 teacher, survey)

[Response] varies from pupil to pupil. Some cope fine, some are 'click happy' and others become stressed and anxious. (Headteacher, survey)

The Review observed a total of 26 children in different settings as they undertook either the P1 numeracy or P1 literacy assessments. None of them showed any distress and indeed, in some cases, showed great perseverance. When asked about how they felt they were all quite happy, for example, C. commented that he liked matching the words to the pictures and although G. said she found it difficult she was quite unfazed (East Dunbartonshire primary school, observation and interview). A. not only enjoyed the assessment but carried out a running commentary on the questions: *'I've got a wildcat at home! She's very wild.'* and *'That's a silly question because it shows you in the picture.'* (East Dunbartonshire primary school, observation and interview). T. said *'Some of those were tricky'* but seemed quite happy about doing it. (Stirling primary school, observation and interview).

In summary, there was scant evidence of children being upset by taking the P1 SNSA. Where this occurred, it was mostly because children were taken away from their usual learning context and were working with unfamiliar staff. The context of the assessment can make a difference to how confident or worried the children might be and individual differences are also a factor, suggesting that teachers' knowledge of the children is important in the way different children respond to the assessment. Recent research (Rowe and Miller, 2016; Kucirkova *et al.*, 2016) indicates that children are keen users of digital technology for their own purposes. Investigating children's use of a range of digital technologies in the home, research by Cremin *et al.*, (2014) shows that teachers are often not aware of children's funds of knowledge about digital technology drawn from home. Nevertheless, children do not have equal access to digital technology in homes, so it is important that the use of technology for assessment is accompanied by classroom teaching in the uses of screen-based reading and composing.

Conclusions

Some critics who argue that the P1 SNSA does not fit with a play-based pedagogy do not agree with any formal education before the age of 7. These are genuine and committed views but do not align with the current educational arrangements in Scotland.

In survey and interview responses, a small number of headteachers and teachers commented that the P1 SNSA does not fit with a play-based pedagogy but it seems that there are confusions between a 'moment of assessment' and a pedagogical approach.

There are strong examples of schools where headteachers and teachers operate a play-based approach and find no incompatibility between that and the P1 SNSA.

There is scant evidence of children becoming upset when taking the P1 SNSA. However, there is evidence that the context for the assessments, including the teachers' attitudes, make a difference to children's assurance when undertaking the P1 SNSA.

Recommendations

That Scottish Government

In partnership with stakeholders, including teachers and headteachers, continue to develop guidance and examples of the ways in which a play-based approach to learning and teaching can accommodate administration of the P1 SNSA.

In partnership with stakeholders, including schools, develop specific guidelines about how to use data from P1 SNSA alongside observational and other evidence from play-based activities to support judgements of progress and planning of next steps for learning within a play-based approach.

Ensure that training in administering the SNSA and relevant documentation re-emphasises the option of stopping the assessment if a child becomes tired, bored or upset.

Section Three The usefulness of the diagnostic information provided to teachers to support professional judgements

3.1 SNSA and professional judgements

The purpose of P1 SNSA is to inform professional judgements about learning and teaching. P1 SNSA literacy and numeracy assessments produce a significant amount of assessment data in the aspects of numeracy and literacy they focus upon, although it is important to recognise that they do not – and cannot – cover all aspects of CfE early stage and associated Benchmarks. As stated above (Section 1.7) a range of potential ways have been identified so that this formative information can be used productively to support professional judgements. The time of the year that children undergo the assessment influences the way the information might be used depending on the decisions that are to be made. For example, if SNSA is undertaken by a child or group of children in January it is most likely to inform learning and teaching decisions about where children are at that point, and indicate the kinds of experiences they will need to make further progress. If it is in May, then in addition, it can provide information which can inform decisions about the attainment of the early level and possible areas for attention as the children move from P1 into P2. At both times, however, reference to a wide range of evidence will be needed to inform ACEL judgements.

In addition, the production of ‘long scales’ will also make available information that could be useful in mapping progress of individual pupils over time. In his evidence to the Scottish Government Education and Skills Committee Inquiry, Professor Lindsay Paterson noted:

The plans for the development of the assessments take advantage of the opportunity for longitudinal data by proposing to construct ‘long scales’. These will enable each pupil to be placed on a scale that stretches from early P1 to the end of S3.

Teachers will thus gain reliable information about each pupil’s progress through the stages of the curriculum, and thus will be able to tailor their teaching to each pupil’s needs. Only standardised assessments can provide this kind of educationally useful evidence. (Paterson, 2018:1)

https://www.parliament.scot/S5_Education/Inquiries/20181206Professor_Lindsay_Paterson.pdf

The intention of P1 SNSA data is to provide supportive information for diagnostic purposes.

3.2 How is P1 SNSA information being used?

Evidence gathered for the Independent Review through direct observation, interviews and surveys, reveals a mixed picture regarding headteachers’ and teachers’ views of the usefulness of the data to inform judgements at individual,

group, school and LA levels. A majority of teachers and headteachers see the value of the P1 SNSA to support professional judgements about learning, teaching and assessment. A minority take a negative view. Despite the positive view of the majority who see the P1 SNSA as a useful assessment tool, key themes emerged about reservations and concerns. Training is an issue; of those who expressed negative views of the P1 SNSA, the majority had not received any training:

We did not feel prepared for implementing and using the data. Members of the Management Team were trained on how to implement the SNSA, using the online training. Data was collated and made available to P1 staff. It was not as useful as hoped and did not match our teacher judgement. As P1 staff in our establishment work closely and teach all P1 pupils across the week, we believe that our teacher judgement gives us a more realistic picture.

(P1 teacher, survey)

I felt completely unprepared for implementing and using data from P1 assessment. No training was provided to colleagues or leaders within my establishment prior to assessments being completed. HT and DHT received some training after data had been received. This was not shared with all staff.

(P1 teacher, survey)

Respondents who saw the value of the assessments recognised that the information can inform precise teaching interventions:

By assessing the children soon in P1, this informed my teaching of groups and highlighted the extent of prior knowledge my pupils had. (P1 teacher, survey)

I use it to see which areas of numeracy in particular have not been covered or need revisiting. Also, in literacy it highlighted the fact that all three of my children were needing working in recognising rhyming words, so I was straight away able to push rhyming stories and classic nursery rhymes into our daily literacy routines. (P1 teacher, survey)

The data is also seen as useful in passing on information at transition to P2 and to inform professional judgements of achievement of early level:

We used the data to support transition of information for P2 teachers, analysed with key steps in teaching and learning from strengths and development points highlighted in areas of our curriculum progression pathways for individual pupils. They were looked at to support teacher judgement of achievement of a level to help triangulate this data.

(Headteacher, survey)

Some respondents were explicit about the SNSA offering a nationwide comparison:

I found them really helpful as you are comparing across Scotland whereas local authority standardised assessments are comparing within authority. It gives a fairer comparison. (Headteacher, survey)

Others, however, compared SNSAs with other forms of assessment:

They generate a lot of data providing a snapshot in time but the output is not as user friendly as other online assessments and takes longer to administer.

(Headteacher, survey)

A few respondents felt that the information offered did not align with their expectations:

I do not use the data as it does not provide an accurate picture of each child in my class – many children who have English as an additional language guessed answers and scored highly when they do not yet speak English.

(P1 teacher, survey)

Only a very small number of survey responses expressed this view and as the comments were from the surveys and not interviews, it was not possible to discern by discussion whether the perception was that the P1 SNSA was not suitable for particular children with EAL or ASN or whether the assessment revealed capabilities that the teacher had not appreciated.

3.3 Evidence of diagnostic information being used to support professional judgements

Teachers' responses to the surveys and comments from the P1 Practitioner Forum indicated that where they had received training, they saw positive value in the P1 SNSA data to inform judgements about learning and teaching:

It was useful for us in identifying areas where there wasn't a depth of knowledge across the whole class or there were significant gaps in an individual's learning. (P1 teacher, P1PF, 2019)

<https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/7/>

I use SNSA in line with other assessment evidence to target gaps in learning. I shall also be using data to inform future planning and engage with SNSA data to aid planning for all children in my class. Also, looking for trends/gaps which may show areas of learning which need to be revisited and analysing data to help plan learning and teaching next steps. (P1 teacher quoted in LA survey, East Dunbartonshire)

Headteachers also recognised the benefits of the P1 SNSA data in supporting teachers' professional judgements:

It is used to pinpoint if there are trends across the school in terms of strengths and aspects for development and we then plan at stages and as a whole school accordingly. We also use it alongside teacher judgement and other assessments to help us assess an individual's performance. This information then helps us plan next steps in terms of support and challenge

needed to raise attainment and achievement. I think the P 1 SNSA is extremely useful in terms of the feedback it offers. (Headteacher, survey)

Local authorities, too, commented on the potential for P1 SNSA to support teacher professional judgements:

There is some value in providing data that schools can use at all the milestones in Curriculum for Excellence. It will allow schools to track learner flightpaths over time and provide supporting evidence in quality assurance and benchmarking of teacher professional judgement.

(Western Isles Council, survey)

Some schools are beginning to report that the diagnostic information gleaned from the assessments is useful as it helps support next steps in learning, professional dialogue between teaching staff and senior leadership teams. It is also beginning to support understanding of possible targeted support / interventions and next steps in learning. (East Dunbartonshire, survey)

3.4 The alignment of the assessments to the Benchmarks for early level

One recurrent theme in the responses from headteachers and teachers was about the difficulty of the literacy SNSA, although there were hardly any negative comments about the numeracy assessment. There was concern expressed that not only was the literacy SNSA too long (see Section 5.4), but that it did not fit the Benchmarks for early level. This included respondents who were positive about the P1 SNSA as well as those who were critical:

I think the P 1 SNSA is extremely useful in terms of the feedback it offers. However, for this feedback to be valid, reliable and robust, I feel the actual assessments need to be more realistic in terms of our expectations of children at this age and stage. (Headteacher, survey)

The literacy test is far too hard. Bearing in mind this is early level, children would not be reading paragraphs of information to answer questions. The wildcat/kite stories were much too difficult for the majority of children in my class although they have almost all hit the Benchmarks for early level. The numeracy test was fine, but all children who have completed the literacy test have found it very difficult. (P1 teacher, survey)

In addition to responses from teachers and headteachers in interviews and surveys, Jonathan Cunningham and Catriona Smith, representatives from the Headteacher and Deputies Association, were particularly critical of the difficulty of the P1 literacy SNSA and called for a review of the difficulty against the Benchmarks for the early level. (Interview, February, 2019)

One issue raised in the survey responses was the lack of clear links in terminology between the early level Benchmarks and the descriptors provided in the data from the P1 SNSA:

Many questions in both the literacy and numeracy assessments were not linked to the Benchmarks set by the Scottish Government.

(P1 teacher, survey)

Another feature of the criticism of the level of the P1 literacy SNSA was linked to the approach taken by the school in teaching early reading. Many schools use commercial phonics schemes which do not align with the CfE early level, so that the literacy SNSA, which is linked to the early level, seemed to be mismatched with the approach taken to teaching phonics in the school:

Many of the questions did not seem to match up to the Benchmarks and concepts were very difficult in comparison to the average early level expectations. Some phonemes that would not be expected at P1 level were included in Literacy assessments along with some selections of common words. These were more appropriate to those in P2 and beginning First Level.

(P1 teacher, survey)

This doesn't match the Benchmarks because there is a lot of reading that isn't CVC. (P1 teacher, interview)

Assessments themselves seem far too advanced in reading. Our pupils have been taught using a phonics based scheme and therefore the texts that they are being asked to work with are far too complicated. (Headteacher, survey)

Many words they were expected to read had phonemes in them that are not taught using our P1 phonics programme and would not be taught until P2.

(P1 teacher, survey)

Many words contain phonemes that have not been taught – 'ea' 'ai' 'ou' and magic e, pupils are unable to read these words. (P1 teacher, survey)

The incompatibility between commercial phonics schemes and the Curriculum for Excellence is not within the scope of this Review, but is a matter which deserves attention.

In addition to comments about phonics, a recurrent theme in the headteacher and teacher responses was about the length of texts. This was particularly true in the story that extended over four pages which children had to read independently. Respondents commented that the length of the P1 literacy SNSA made too great demands on the stamina needed to read the longer texts, and was beyond many P1 children (see Section 5.4).

In interviews, there was agreement that some items in the literacy assessment should go beyond early level as there would be children in P1 who were working towards first level, but that there were too many of these items. It was also suggested that current P1 teachers should be involved in feeding back to the assessment developers their views concerning the balance of difficulty in the assessment items. The representatives from the Headteacher and Deputes Association suggested that 'There needs to be more input from school based professionals to help design the early level questions so that they can be better calibrated' (interview, February, 2019). ACER reviews and refines the P1 SNSA as part of their continuing developmental quality assurance processes (see ACER National Report, 2017-18).

<https://www.gov.scot/publications/scottish-national-standardised-assessments-user-review-year-1-session-2017/>

This includes feedback from practitioners. Suggestions about ease of undertaking the assessment and the alignment of the P1 SNSA to the CfE early level Benchmarks, can be fed back to the assessment developers. Whilst it is understandable that there is reticence to involve teachers in development of assessment items because of confidentiality, there is an argument for some kind of mechanism that can more closely involve P1 classroom teachers in question development.

3.5 Professional learning

Professional learning is crucial for developing capacity, particularly when new initiatives are being introduced and change is occurring. Adult learners interpret experiences in their own way, based on perspectives grounded in their histories and in their cultural contexts. Mezirow (1997) suggests that although adult learners usually prefer to stay within their own meaning perspectives to avoid anxiety and loss of self-confidence, this inhibits taking on new perspectives and flexibility in learning. Effective professional development opportunities enable teachers and headteachers to see beyond their current meaning perspectives and to consider the advantages of new contexts where change is occurring. As Michael Fullan points out, successful change requires a dynamic relationship between pressure, support and continuous negotiation (Fullan, 2001:91). The pressure for change may come from government, local authority or school initiatives. The provision of systematic professional development training to answer the needs of such initiatives is part of support. It enables new developments to be placed in a wider context, providing not only the rationale for change but also indicating the practical application of change: in the case of P1 SNSA, this would include the assessment information produced. The element of negotiation is critical in the process of developing new initiatives since teachers and headteachers need to be convinced that change will enhance current practice and, further, understand and accept the practical usefulness of systematically informing decisions about learning and teaching.

As part of the implementation plan for SNSA, SCHOLAR has been tasked with planning and delivering a range of professional learning opportunities, both in terms of content and mode of delivery. These sessions have included introduction to the

rationale and practical administration of SNSA, an introduction to the analysis of SNSA data, the use of SNSA data in practice and how this can fit within the wider NIF assessment strategy, and using SNSA with ASN and EAL learners, including the provision of accessibility guidelines and practical advice. Modes of delivery have included face-to-face sessions, webinars, and online video. Training opportunities for face to face sessions and webinars have been organised and delivered in almost all Scottish Local Authorities since 2017. As P1 SNSA has been implemented nationally, attendance at professional learning sessions have had a significant effect upon whether teachers and schools see the SNSA data in P1 as very useful for informing decisions. The analysis of impact documented in *Impact of training on perceived diagnostic value of SNSA* (ACER, April 2019) finds that:

The number of practitioners indicating a positive perception of the diagnostic value of SNSA rose from just over half, before training, to almost 90% after training. Overall the mean response value to the question on diagnostic value rose by 1.47 as a result of the training provided.' (ACER, 2019:5)

Only 2% expressed negative perception after attendance.

The report goes on to note:

Practitioners involved in the delivery of Primary 1 assessments were slightly more positive about the value of SNSA than practitioners in general, both before and after training. (*ibid.*)

In interview for this Review, a P1 teacher who was invited to be a member of the P1 Practitioner Forum and who had not attended any training sessions before going to the forum, explained that she changed her initial perceptions of the usefulness of the data and overall understanding of the context of SNSA information after attending:

I can see more of the positives and find it reassuring that SNSA links with the Benchmarks. But it is interesting what it can't assess –the full range of comprehension and the creative elements of reading and maths.

(P1 teacher, interview)

It is clear, however, that although a range of successful professional learning opportunities have been organised across Scotland, access to them has been problematic, particularly for P1 teachers. The P1 Practitioner Forum report points out:

Some forum members with class commitments had received little or no information about implementing the SNSA; children were simply extracted from their class, they had been given minimal information and were unaware of the kinds of Benchmarks and outcomes the SNSA assessed or the implementation choices that could be made. The current training strategy, with Webinars, video materials and 'tutor' training materials was poorly advertised and local authority meetings did not always reach P1 classroom teachers. There is no printed manual that describes what the SNSA offers or how it works. The digital training materials are available on the SNSA website, which can only be accessed from an approved IP address (i.e. at school or via a

VPN link to the school server). This does not offer sufficient 'reach' across the profession and teachers, who are committed full time in school, cannot easily access training that is only offered at specific times or via the school intranet.

(P1PF, 2019)

<https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/6/>

A comment from a headteacher gives another reason why P1 teachers may not understand how SNSA information could be useful in informing professional judgements:

Briefing sessions were attended early on but these have not been followed up as DHT was given responsibility of organising ongoing assessments.

Therefore P1 teachers do not have a working knowledge of the administration or use of data. Original session was face to face in a large hall, teacher had no access to PCs to try out system so it was of limited use.

(Headteacher, survey)

The survey responses from headteachers and teachers indicate that of those who responded negatively to the P1 SNSA, the majority of headteachers and most of P1 teachers had not attended any training. In contrast, schools where the training was effectively communicated through meetings and discussions, express a positive welcome to the opportunities offered by the P1 SNSA.

In a school of 157 pupils, all staff used the webinar training. The headteacher organised sessions where all the staff were gathered in the staff room and watched the videos together, discussing issues as they followed the videos. The P1 teacher commented: 'The online webinar is fine. They took us through each section and the LA has put on extra training.' (Primary school, Argyll and Bute)

Given the above evidence, it seems not only that opportunities for professional learning should be continued and expanded, but that bespoke training for P1 teachers in particular should be made a priority.

Just over half of the Scottish local authorities responded to the surveys from the Independent Review. Their responses indicated that most schools in those authorities had received training. Some of this was through the webinars and online materials but the majority of those who responded to the survey had also provided meetings to support P1 SNSA training:

The QI team has run specific professional learning opportunities for all staff to attend with colleagues teaching at the same stage, to explore and deepen individual understanding of the standards, expectations and judgements of progress. (West Lothian, survey)

Another local authority gave evidence from professional development session evaluation responses, which indicated the value of locally organised professional development opportunities in supporting the implementation of P1 SNSA:

Analysing data to help inform next steps for learners and to indicate areas to target through direct teaching, interventions and/or revision of pedagogy. Detailed analysis of SNSA results to identify areas for improvement in curriculum and learning and teaching. We will certainly analyse our own results and see if we have any curricular or individual gaps. I will look at how best to use SNSA data with SMT and staff - particularly in identifying gaps in learning: analysing the (long scale) bands to help make informed decisions about children's progress along with my own professional judgement and assessment strategies; creating reports from the website to help analyse assessment data; gathering data on my class and being able to pinpoint where the gaps are and which pupils. I am going to share what I learned with teaching staff in the school and SLT. I will work with the SLT to analyse our data when assessments are complete to identify weaker topic areas. This will then impact my planning and teaching.

(P1 teacher, quoted in East Dunbartonshire Council survey)

3.6 Moderation

Access to moderation is a powerful professional learning opportunity and an essential component to support consistency of assessment judgements against specific criteria. The Cambridge Primary Review (CPR, 2010) cites evidence that group moderation is particularly effective. Group moderation occurs when educators within and between schools meet and share their interpretations of assessment criteria regarding levels, and discuss their judgements drawing on specific sets of evidence including any standardised assessments. The CPR concluded:

Experience of group moderation suggests it has benefits beyond improving the quality of assessment. It has well established professional development function and indeed the practice of teachers meeting to discuss the conclusions that can be drawn from studying pupils work has been described as 'the most powerful means of developing professional competence in assessment. (CPR, 2010: 323)

Discussion and comparison of examples helps professionals to dig deeper into the data under scrutiny as one QAMSO explained:

I think we're quite far ahead with assessment and moderation. I was an AMF (Assessment and Moderation Facilitator) then the LA wanted one person per school to be trained as a QAMSO (Quality and Assurance Moderation Support Officer). The LA training is very good so we were already au fait with the assessment and moderation cycle. We take a different focus each term and concentrate on the Benchmarks and do it together. We devise an assessment task and feed back our findings to the authority. I was a maths person so I decided to do the reading

QAMSO training. Each LA has a QAMSO for each level and they go to national training events to train people in using the assessment cycle. I think the training helps to see assessment as a process. Every term we are called back to discuss examples. We take examples of our own but they give us examples of plans and assessments to moderate across the group. It's good to meet other people and to see the standard across the country. It's all about sharing the standard and what counts as evidence. My job now is to support schools within our cluster (11 schools in our area). (QAMSO, Argyll and Bute, interview)

Moderation activities within and between schools will develop practical understandings of how P1 SNSA data can inform professional judgements about the achievement of a level. The role of the QAMSO is crucial here.

Conclusions

Survey and interview evidence shows that majority of teachers and headteachers see the value of the P1 SNSA to support professional judgements about learning, teaching and assessment. Of those opposed to the P1 assessment and those who expressed more ambivalent views, almost all had not received training. In contrast, those who responded positively had all received training.

Interview and survey evidence revealed concerns about administration and the length of the P1 literacy SNSA. (See Section Five)

Of the minority of respondents opposed to the use of the P1 SNSA, some had principled objections to assessing P1 children; others preferred more familiar assessment processes.

An emergent theme from surveys, observations and interviews is that it is not clear to some stakeholders how well the P1 Literacy SNSA, specifically, aligns with the Benchmarks for early level.

Almost all the local authorities which responded to the Independent Review surveys have provided some training to implement the P1 SNSA.

The Independent Review did not specifically seek information about moderation but this has emerged as an important element of embedding and sustaining professional learning in relation to P1 SNSA and its place in informing professional judgements.

Recommendations

The Scottish Government

Request that, as part of its development process, ACER review the P1 literacy SNSA to ensure that the items align with the relevant parts of the early level CfE. Attention should be given to the language used in the item descriptors and in the data generated from the assessments so that they are comparable with the language used in the expectations and outcomes and associated Benchmarks for the early level of Curriculum for Excellence. In addition, ACER should involve experienced P1

practitioners in the question development process in order to give feedback on the appropriate level of difficulty, particularly in the P1 Literacy SNSA.

Recommend that one of the two additional inservice days agreed for 2019-2020 should be used so that all schools, including P1 teachers, can engage in professional learning related to how P1 SNSA information can be used effectively to inform professional judgements and/or moderation activities.

In consultation with local authorities and schools, review the current materials available to ensure that there is easily accessible professional learning support available for schools to use on the dedicated inservice day and publicise these materials to schools.

Expand the QAMSO programme to support local authorities and school clusters in developing cross school moderation events.

Local authorities

Expand the frequency of professional learning opportunities already planned, including cluster meetings. Develop bespoke training for P1 teachers and monitor attendance.

Section Four: The use of the P1 SNSA data for school improvement purposes

4.1 The intended purpose of SNSA data for school improvement

As outlined in Section 1.2 an intended purpose of P1 SNSA was to inform school improvement. In its submission to the Education and Skills Committee Inquiry, Scottish Government stated that the SNSA system:

... provides class, school and local authority level reports all of which are designed to be used for improvement purposes. The class and school level reports are comprehensive and enable detailed analysis. This allows teachers and school managers to identify patterns in learning across groups of children and identify areas of strength or development needs. (2018: 8)

and concluded:

Improving the data we have available and using that data for improvement purposes at all levels of the system is an important part of that commitment, alongside our education reform programme. By expanding that evidence base and by providing diagnostic information to teachers and schools to help them tailor future teaching and learning, the SNSA are a key part of that reform and improvement agenda. (*ibid.*p.9)

[https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish Governme nt.pdf](https://www.parliament.scot/S5_Education/Inquiries/20181221Scottish_Governme nt.pdf)

Education Scotland also outlined how SNSA data could be used for the purpose of individual school improvement:

Practitioners can look at the data from different cohorts of children to identify any patterns in the areas in which they are doing well or need support and can adjust their teaching. Across the school, the establishment can review its data to identify the areas which are being taught well and the areas in which children are not doing so well and can organise whole school professional development in these areas. (2018:4)

[https://www.parliament.scot/S5_Education/Inquiries/20190104Education Scotla nd.pdf](https://www.parliament.scot/S5_Education/Inquiries/20190104Education_Scotla nd.pdf)

4.2 The components of the school improvement process

The National Improvement Framework outlines the importance of school improvement:

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. (NIF, 2109:32)

<file:///C:/Users/Windows%2010/Documents/Attached2/Scotland/Reports%20used%20in%20responses/00543908.pdf>

England's National College of School Leadership describes school improvement as:

... mainly concerned with the processes through which schools can raise standards: the changes they can make and the strategies they can use to improve pupil outcomes. (2013:6)

<https://www.nationalcollege.org.uk/transfer/open/dsbm-phase-4-module-1-understanding-school-improvement/dsbm-p4m1-s3/dsbm-p4m1-s3-t1.html>

Ofsted in England, in a report on how headteachers achieve school improvement, emphasise developing effective monitoring systems based on school level data as critically important for identifying issues, assessing need and evaluating the impact of changes in school policies and practices (Ofsted, 2012). The analysis of school level data is therefore central to the process of continuous school improvement with a clear focus on improving pupil outcomes.

4.3 Evidence of use of SNSA data for school improvement purposes

Feedback from both interviews and surveys included many examples of positive use of P1 SNSA information for improvement purposes. After attending training by SCHOLAR, one teacher identified the areas she felt P1 SNSA data would inform:

I will be very keen to use the different ways to analyse data, which will in turn help to maximise support for pupils, and staff, thus raising attainment throughout; analysing data to establish if any interventions are required to raise attainment. I am planning on sharing the information and skills I gained at this course with my P1 stage colleagues before and after administering the SNSA assessments within our age group.... Use of the individual and class reports to help plan next steps in teaching and learning to raise attainment in numeracy and literacy and ensure progression throughout school; being able to pinpoint aspects for whole school priorities; considering groups of learners rather than looking at whole cohort.

(P1 teacher quoted in LA survey, East Dunbartonshire Council)

Some schools and LAs are already using P1 SNSA productively for school improvement:

It is used to pinpoint if there are trends across the school in terms of strengths and aspects for development and we then plan at stages and as a whole school accordingly. We also use it alongside teacher judgement and other assessments to help us assess an individual's performance. This information then helps us plan next steps in terms of support and challenge needed to raise attainment and achievement. (Headteacher, survey)

Helps give further evidence for different cohorts of learners including pupils with additional support needs and able pupils. (Headteacher, survey)

In survey evidence from the local authorities, this headteacher identifies the value of using the data not only for school improvement but also in discussions within the school cluster:

We find the class and cohort data very informative for identifying improvements required within schools' curriculum content, or approaches to delivering certain aspects of the curriculum. The diagnostic information is being used effectively at Cluster level also for schools to support and challenge each other on improving aspects of their curriculum.

(Headteacher, quoted in LA survey, West Lothian Council)

Local authorities in particular see the value of the P1 SNSA for school improvement:

These can be effective in supporting teachers' judgements, providing they are placed in perspective, when considering a wide range of assessment evidence. They can be used to identify common areas requiring a focus in the planning of next steps in learning for individuals, groups, class.

(Edinburgh City Council, survey)

P1 SNSA data could be used very effectively to drive continuous school improvement. This is due to the fact that it provides diagnostic data at individual, group and school level. This means that senior leaders in schools can look across the results to see if there are particular gaps, strengths etc. which will then inform next steps not only for individual pupils, but in terms of curriculum and assessment.

(East Dunbartonshire Council, survey)

However, both headteachers and local authorities emphasise that P1 SNSA information is only a part of the school level data that should be considered and that, after only one year of implementation, the productive use of the information is potential, needing time to embed in the system:

All reliable assessment data is useful for school improvement. Analysis of themes and strengths and next steps is a useful starter for professional discussion. When used alongside the BGE Benchmarking tool, it is useful to have national comparators to help gauge progress and attainment.

(Headteacher, survey)

It will take time to fully realise the value of the tests. In principle SNSA can provide information and feedback that can be used alongside other information to help teachers make decisions about next steps and progress in learning. Schools can use the information as part of the range of evidence gathered to reflect on impact of improvements and areas for further development. (South Ayrshire Council, survey)

4.4 Criticisms of the usefulness of P1 SNSA data for school improvement purposes

In survey responses, some headteachers and P1 teachers commented that they were not convinced of the usefulness of P1 SNSA data, comparing it unfavourably with previous standardised assessments:

Other data from other types of assessments were easier to read and understand. (P1 teacher, survey)

Some felt that SNSA information did not add anything to the information gathered through ongoing teacher assessment or was not accurate enough:

There was already enough information. The SNSA is not an appropriate assessment for P1. Teacher observations and a broad range of evidence collected over time are more appropriate at this age. We use assessments that demonstrate breadth, depth and challenge to inform school improvement. Then SNSA does not provide this, and P1 is not meaningful.
(Headteacher, survey)

Others felt that the data generated was inaccurate, unnecessary and therefore not any use for informing school improvement:

It is not at all useful for improvement purposes. I am wholly against the use of this assessment in P1 and think it is detrimental to teaching and learning due to the time it takes to administer and the unreliable information it has provided for some of our children. (P1 teacher, survey)

However, the majority of the responses expressing no confidence in the P1 SNSA as generating useful data for school improvement were from teachers or headteachers who had not received training or who felt unprepared to carry out the assessment and interpret the data.

Evidence from one local authority points to the value of training to support teachers and headteachers in using P1 SNSA data to support school improvement:

Evaluations in relation to the SCHOLAR training from participants was very positive with all participants stating that they found the sessions extremely useful and that the training made them more confident in their ability to administer the assessments, but importantly, to access and analyse the attainment data for improvement purposes. (East Renfrewshire, survey)

In addition, those who refer to other assessments as more useful, for example, PiPs, which were administered at the beginning and end of P1 to all children, may not be clear about the different purposes of the SNSA and the distinction between summative and formative assessments.

As the Independent Review took place after only one full year of implementation of the P1 SNA, responses to the surveys indicated that their use for school improvement purposes was still at the early stage and their impact was seen as potential rather than identifiable:

It is too early to say that all schools are using the data effectively for school improvement, but there is potential for this as understanding grows at school and officer level. (Shetland Islands Council, survey)

One local authority warned that the limitations of using P1 SNSA information should be understood:

We already use a range of measures for school improvement purposes. The SNSA is used almost exclusively to identify any gaps in general learning or for individuals. We would not use the SNSA on its own for school improvement purposes. (East Ayrshire local authority, survey)

However, headteachers who recognise the value of the P1 SNSA are aware of the partial nature of the assessment but nevertheless see it as a useful element in their professional toolkit:

It's useful as a part of a range of assessments. We want to use it better this session. (Headteacher, survey)

Conclusions

Teachers, schools and local authorities have identified ways in which P1 SNSA data can usefully inform elements of school improvement although they understand that P1 SNSA data only covers certain aspects of literacy and numeracy learning. P1 SNSA information, therefore, has the potential to be part of useful evidence for broader school improvement purposes.

All local authorities who returned surveys were positive about the potential for using P1 SNSA data to inform school improvement.

Survey and interview evidence show that a minority of headteachers and teachers take a negative view of the value of the P1 SNSA to provide useful data to support school improvement in comparison to previous standardised assessments used in many local authorities.

There is evidence of a relationship between understanding how P1 SNSA information can be used for school improvement purposes and attendance at training sessions focused on data analysis beyond the individual pupil.

Recommendations

The Scottish Government

Work in partnership with local authorities and schools to produce guidance outlining how P1 SNSA can positively contribute to school improvement, including further detailed case studies showing how a range of both urban and rural schools have used P1 SNSA for improvement purposes. This guidance should be accessible online.

Expand the frequency of professional learning opportunities/training in all local authorities, including face-to-face discussions, which focuses on both the positive use, as well as the limitations, of using P1 SNSA information. This should particularly target senior leaders in schools.

Section Five Challenges of using the P1 SNSA

5.1. Value of the P1 SNSA

A majority of interview and survey respondents saw value in the P1 SNSA, particularly for supporting professional judgements. These views are supported by the findings of the P1 Primary Forum. However, concerns were expressed about administration and the length of the P1 literacy SNSA. Responses detailing challenges associated with the P1 SNSA from surveys and interviews, even those showing unequivocal commitment to the value of the P1 SNSA, clustered around:

- the time and staffing needed to administer the assessments
- difficulties with technology
- the length of the P1 literacy SNSA
- the difficulty of some of the items, specifically in the P1 literacy SNSA (see Section 3.3).

5.1 Time to administer the assessments

Time is an issue which is more acute in larger schools. In one school visited by the Independent Review there were 122 P1 children to be assessed. The headteacher was positive about the potential value of the P1 SNSA but pointed out that administering the assessments meant allocating a large amount of time for each P1 teacher. The Review observed nine children undertaking the P1 literacy assessments in the computer suite, supported by four members of staff. The children who took the longest time spent 45-50 minutes completing the assessment. In other schools the Review observed children undertaking the P1 numeracy assessment which took 30 minutes at the most.

In survey responses, headteachers and teachers commented:

[The SNSA] can only be carried out in a quiet space which means there has to be an adult available to do this. At the moment the majority of schools do not have extra staff to carry out these tests. In many schools there are staff who do not get any McCrone cover. PSAs are needed for specific children and in many instances cannot spend full days carrying out these tests. Tests also take a long time to administer. (Headteacher, survey)

It is very difficult to support a large number of children – more than one to 3 is difficult to support children so they show what they can do.

(Headteacher, survey)

On the other hand, visits and observations by the Review, and survey responses, indicate that in some schools there is a developed system which is integrated into the teaching day so that the P1 assessments are administered over a longer period of time as part of normal learning and teaching time. Equally, some schools have embraced the opportunity to pause the assessments if children are becoming too tired or switching off:

It is not too long for P1 children – and you can give them a break if needed.

(P1 teacher, Argyll and Bute , interview)

I was amazed about what other people had been told. I didn't know we could stop midway, that there were practice activities they could do beforehand or that I could let children choose what [technology] to use. (P1 teacher from P1 PF report, 2019)

<https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/6/>

However, this is not quite so easy to organise if there are three or four P1 classes.

5.3 Difficulties with technology

Survey and interview responses covered a range of problems including: children not being familiar with using the mouse or desktop computers generally; internet connection failures; technical problems with machinery, particularly involving the use of earphones; scrolling up and down; availability of digital technology in the school:

As I carried these out with the children, they found the dragging nearly impossible. Their mouse control is not advanced enough to do this.

(Headteacher, survey)

The pupils are not able to manage the test independently on a computer. The children do not have the fine motor skills for example, joining a line from one image to another. The test would be better completed on a tablet using the child's finger but we do not have this facility at our school. (Headteacher, survey)

Thankfully we were able to use iPads to complete the test. If it had been on a laptop or PC, the children would have struggled with the ICT skills.

(P1 teacher, survey)

On a Review observation visit, one teacher pointed out that when the P1 teachers discovered in the first iteration of the P1 SNSA that children were struggling with some aspects of using the technology, the team planned extra time to develop the skills needed so that this year there were no problems for the children in managing the technology.

Case studies on the Education Scotland National Improvement Hub give examples from 2018 of schools organising the use of technology to support the administration of the P1 SNSA. In a primary school in South Ayrshire there were two classes in P1:

As well as two computers in the classroom itself, all classes have access to computers in the open area outside their classroom. Primary 1 children regularly use these computers in a range of learning and teaching activities.

<https://education.gov.scot/improvement/self-evaluation/primary-1-snsa-case-studies>

The Head of Education at West Lothian Council commented:

There were a few issues with P1 in terms of technology and the management of groups of children doing it at the same time so in West Lothian we have looked into this and developed appropriate support as part of our implementation plan including extensive consultation with staff. (Interview)

In a primary school, West Lothian, an urban school with 56 P1 children:

The primary 1 SNSAs were one of a number of activities children were involved in at the same time. There was a work station of touchscreen computers that groups of children (around 4 or 5) used, while the rest of the class were working on other activities at different workstations.

<https://education.gov.scot/improvement/self-evaluation/primary-1-snsa-case-studies>

Clearly, some technological challenges can be overcome by planning, focused teaching, managed sharing of technology and local authority support and consultation. However, difficulties remain, particularly in larger schools where access is more demanding and P4 and P7 SNSAs also need to be accommodated.

5.4 The length of the P1 numeracy and literacy SNSAs

In surveys, observations and interviews the only comments about the length of the P1 numeracy assessment was to compare it with the length of the literacy assessment:

The numeracy tests are well matched to what is expected of a P1 child, and matches the Benchmarks. The literacy tests are very difficult and require a huge amount of concentration to complete; some took 40-45 minutes to complete. (P1 teacher, survey)

The reading section was lengthy and children lost interest; they were much happier completing the numeracy assessment. (P1 teacher, survey)

Some feel that the maths assessment at P1 is more manageable and accessible for pupils than the literacy assessment. This is due in part to the amount of text that children are required to read (in the literacy assessment) before answering the questions.

(East Dunbartonshire Council, survey)

There were frequent comments about the length of the literacy SNSA:

The assessments themselves are very lengthy; the test is exceptionally long for P1. (Headteacher, survey)

It was hard for some children to complete the sections due to the time it took to complete. (P1 teacher, survey)

One local authority reported that there had been concerns within the authority about the length of the P1 literacy SNSA:

In terms of length and content of text, it appeared to be far too advanced and the amount of text being presented was quite daunting for some children.
(Aberdeenshire, survey)

Responses indicated that the length of the literacy assessment threatened the validity of the results:

The length of the tests resulted in the children becoming very bored and clicking any answer. (P1 teacher, survey)

I found the literacy SNSA in particular was too long and wordy. The children were faced with huge passages that they could not read and this caused them to get bored/guess answers. (P1 teacher, survey)

In a school visit, the Review observed a highly fluent P1 reader completing the assessment with ease and relish. Nevertheless, when he reached the third lengthy text in the assessment adapted for the higher level, he was visibly flagging although he gamely and successfully continued to the end. This, again, might threaten the reliability of the assessment for particularly fluent readers. Whilst, as noted above, it is possible for children to discontinue the assessment and resume when they have been rested, this is not always possible in everyday contexts and especially in schools with large P1 numbers. In addition, it might be argued that if the P1 teacher is administering the assessments, any errors made as a result of disengagement can be noted and taken into account. However, it is by no means standard practice for P1 teachers themselves to administer the assessment, making more salient the issue of possible skewing of results because of the length of the P1 literacy SNSA.

The Review takes into account the need for a spread of questions in order adequately to assess the range of pupils undertaking the P1 literacy SNSA. However, in interview ACER confirmed that there would be no loss of coverage or reliability if the P1 literacy assessment were shorter with fewer items.

5.5 Suitability of the P1 SNSA for children with additional support needs

The Review did not ask any specific questions about the suitability of the P1 SNSA for children with additional support needs (ASN) or children with English as an additional language (EAL) and there were few references in the survey responses. One headteacher noted that children diagnosed as autistic experienced difficulty with the earphones and another commented:

Some pupils with ASN or who were not computer literate found the programme difficult to navigate. (Headteacher, survey)

One local authority commented that some schools:

...reported that pupils with ASN/EAL can present with anxiety when engaging with the SNSAs and are seeking greater clarity about the support strategies which should be in place to eliminate this. (City of Edinburgh Council, survey)

However, in observations and interviews, the Review found that some schools use their usual support arrangements to enable children with ASN to have access to the assessments as a matter of equity. Indeed, one headteacher's survey response pointed out that the SNSA:

Supports approaches to targeting funding for initiatives supported by Pupil Equity funding. (Headteacher, survey)

Using the guidance offered in *Accessibility Guidance Primary 1 School year 2018-19*, and the SNSA Help Page Guidance on ASN and EAL, headteachers and teachers can use their professional judgement and expertise to make decisions about pupils undertaking the P1 SNSA and about appropriate support arrangements:

Pupils with additional support needs were given some support in terms of understanding what they were being asked to do, however completion was very much down to pupils. (P1 teacher, survey)

There were only two responses to the Review survey from headteachers of special schools, neither of which uses the assessment as it is not suited to the very complex needs of the pupils in those schools. However, in interview, Steven McPherson, HMI, pointed out that some special schools are able to use the assessments and that additional support need not be a barrier (telephone interview, April, 2019). The Review recognises that it may be more of a challenge at P1 to support children with ASN to undertake the SNSA. However, it is clear from the Accessibility Guidance that teachers can decide whether or not it is appropriate for children with ASN or EAL to undertake the P1 SNSA.

Every local authority has a different approach to accommodating children with additional needs and in some areas funding for support may be an issue. Nevertheless, the P1 SNSA has potential to support teachers both in the mainstream and in the special sector in developing appropriate assessment processes, and to boost professional confidence in assessment and moderation judgements.

5.6 Children with English as an additional language

Again, the Review did not specifically seek out responses about the suitability of the P1 SNSA for pupils with English as an additional language (EAL). In surveys and interviews, few teachers or headteachers commented on children with EAL in respect of the P1 SNSA. Two who did respond thought that the P1 literacy SNSA was too difficult and lengthy for their EAL children. However, one headteacher commented that the P1 SNSA:

Supports analysis of performance of children in relation to SIMD, male/female, FME, EAL information gathering supporting targeted approaches if appropriate. (Headteacher, survey)

One local authority specifically commented on the support materials:

Online information materials for practitioners was informative and supportive in administration of the assessments as well as the removal of barriers to accessing SNSA for EAL and ASN learners. (Glasgow City Council, Survey)

See:

file:///C:/Users/Windows%2010/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/YRM8LSYK/p1_accessibility_teacher_guidance_1819.pdf

file:///C:/Users/Windows%2010/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/YRM8LSYK/eal_and_asn_administration_guidance-min.pdf

In observation visits and interviews, although there were children with EAL in some schools, no issues were identified. It seems that overall the good professional sense of headteachers and teachers and the guidance offered, helps to identify the appropriate use of the P1 SNSA with pupils who have English as an additional language.

5.7 Notifying parents/carers of SNSA results

The Review survey for headteachers specifically asked if parents/carers were notified of the results of the P1 SNSA. Of those who responded, the majority either did not report the results at all or specified that they reported as part of holistic reporting of progress to parents/ carers. In interviews, Eileen Prior, of Connect, and separately Joanna Murphy of the National Parent Forum of Scotland (NPFS), both pointed out that if the P1 SNSA is retained the data should not be reported to parents in isolation as it is just part of the information that teachers use for ongoing assessment purposes (interviews, February, 2019). Eileen Prior commented that reporting the results would give them special status. In their evidence to the Education and Skills Committee Inquiry, Connect argues that ‘Assessment should inform quality conversations between teachers, children and families’ yet ‘parents tell us they often do not know about the tests, nor are they given any feedback on the outcomes.’ (Submission to Education and Skills Committee’s Inquiry into Scottish National Standardised Assessments, 2018:2)

Both Connect and NPFS call for a better quality of communication between home and school about learning. As Eileen Prior explains, ‘what parents/carers want is a proper dialogue between child, parents/carers and school about what is going well, what isn’t and how home and school can work together to move forward.’ (Interview, February, 2019)

The National Improvement Framework (2019) agrees, and points to the value of genuine home school partnerships:

We want to improve and increase the ways in which parents, carers and families can work with teachers and partners to support their children and young people. We also want to increase the voice of parents and carers in leading improvements within schools. Parental involvement ensures that parents can help to shape the ethos, activity and priorities for the school in partnership with school leaders. (NIF, 2019:26)

Since the data generated from the P1 SNSAs is intended to support teachers' professional judgements and only assesses part of the CfE early level, it is inappropriate to report the results separately from general and holistic reporting of progress to parents. Conversations about progress with parents/ carers should focus on the entire child and her/his educational well-being.

Conclusions

Observations, interviews and survey responses reveal concerns about: the time and staffing needed to administer the P1 SNSA; technological difficulties; and the length of the assessment, specifically the P1 literacy SNSA.

Some headteachers and teachers have found ways to overcome the challenges of technology involved in administering the P1 SNSA through careful planning, focused teaching and managed sharing of technology although this is not always easy or straightforward, especially in bigger schools.

The length of the P1 literacy SNSA gives rise to concerns about whether the results obtained for some children are reliable.

Supporting children at P1 with ASN or EAL to undertake the SNSA can be challenging, needing sensible professional decisions about individual children's capability to undergo the SNSA. However, the guidance offered about accessibility and administration of the P1 SNSA is comprehensive and clear about supporting children with ASN and EAL.

Headteachers are generally thoughtful about reporting SNSA data to parents/carers, often making it part of a more holistic reporting conversation.

Recommendations

The Scottish Government

Continue and extend support to schools for administering the P1 SNSA in terms of resource; this might include recommending that priority time should be given within the Collegiate Hours Agreement in schools so that there is planned time to administer P1 SNSA.

In consultation with local authorities and schools, develop more guidance for primary schools, particularly larger schools, in managing the technological demands of the P1 SNSA.

Recommend that, as part of its ongoing review process, ACER reduce the number of items in the P1 literacy SNSA.

Extend the work of QAMSOs and moderation processes specifically to include special schools and those teachers with responsibility for children with additional support needs and English as an additional language.

Continue to develop the productive partnership between home and school, including parents/carers in professional conversations about children's progress.

Local authorities

Extend support and consultation with schools experiencing difficulties in managing the technology and timing of administering the P1 SNSA.

Section Six The national Gaelic Medium Education Standardised Assessment (MCNG)

6.1 Development of the MCNG

Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) is a version of the Scottish national standardised assessments (SNSA) for children and young people in Gaelic Medium Education (GME). These assessments were launched in December 2018. Initially they were expected to be published in August 2018 but were delayed to enable improvements based on a review of the use of standardised assessments in English medium. The MCNG is part of the National Improvement Framework. The cohort for whom MCNG is designed is relatively small: there are about 6000 children and young people in Gaelic Medium Education (GME), of whom 582 are in P1. Standardised assessments, bespoke to the Gaelic Medium Education curriculum were requested by stakeholders to assist with assessing children's progress, to provide diagnostic information and to support teachers' professional judgement. MCNG, therefore, was specifically developed to enable children to be assessed in literacy and numeracy in Gaelic as the language in which they were being immersed.

An advisory group, including national organisations, local authorities and teachers working across 14 local authorities agreed the general principles for developing the MCNG and oversaw the development to ensure that the assessments align with the Benchmarks of the Curriculum for Excellence and the staging posts for literacy and numeracy.

The content was developed by the company Giglets who have experience in creating Gaelic medium reading and onscreen resources. Nine content creators were recruited, representing all levels of CfE with a range of teaching experience, specifically to ensure that the content aligned with CfE. Material was then subjected to a quality assurance process. Giglets assembled a group with experience in Gaelic Medium Education, including an educational psychologist and an academic from Edinburgh University. This group checked consistency across the questions for quality, appropriateness, and level of difficulty based on National Benchmarks. All questions were then submitted to an Education Scotland/Scottish Government group, comprising local authority representatives and chaired by Education Scotland, for final sign off.

User trialling was conducted in three phases (between May and October) in a variety of schools across different local authorities, which took into account different sizes of school, geography and accessibility issues. The feedback from this user trialling was then shared with Giglets to inform further system improvements.

The MCNGs take account of children's additional support needs. For example, font and screen colour can be selected and the children can listen to rather than read the questions. There will also be audio support in three different accents, which is particularly useful at P1. A terminology checklist of Gaelic terminology used within the assessments has been created for teachers. The checklist will be updated as new questions are generated. For the content creators, a style guide has been written to assist with developing questions. However, the working group will still be consulted on particularly complex, or ambiguous issues. There has been ongoing communication with the Gaelic sector and the Scottish Government wrote to all professional associations and interested organisations to highlight the value of receiving feedback.

6.2 The purpose of the P1 MCNG

The advisory group were keen to clarify understanding of the purpose of the assessment. It is to discover 'Where is the child at?' and they have ensured that MCNG fits with the Early Level of CfE. Nursery education supports the development of Gaelic. There is no window suggested for the assessments although there was early general discussion about the P1 assessment not being used until later in the school year. Overall, however, the view is that progress within immersion should drive when the assessments are done.

It is expected that by P7 children will achieve equal fluency and literacy in both Gaelic and English. Children in Gaelic Medium Education take MCNG at P1, P4, P7 and S3. In addition they take SNSA at P7 and S3. Teachers will have access to the assessment data and will inform parents where appropriate and as part of general reporting on progress. The data will not go beyond the local authority. At national level reporting is anonymised so there will be no attributable data used to identify national trends. The same policy will be used for Gaelic as for English: that there will be no high stakes use of data.

For MCNG, Education Scotland held moderation events in three locations to strengthen the understanding of a broader holistic assessment and the relationship with national standards. These events emphasised that the assessments were only part of teachers' professional judgements about progress with Curriculum for Excellence levels.

6.3 Teachers' Gaelic subject knowledge

In interview, HMI commented that teachers' subject knowledge in GME has been strengthened by publications such as HM Inspectors' Advice on Gaelic Education. This Advice describes best practice in immersion, based on evidence from scrutiny. It has assisted with achieving more consistency in the use of highly effective immersion as central to GME. Teachers' subject knowledge has been supplemented by the National Benchmarks which were designed to provide clarity on national standards.

6.4 Involving parents

There is information available on the MCNG public website

<https://measaidheancoitcheann.gov.scot/en/parents>

and the leaflet regarding the approach to assessment outlined in the National Improvement Framework has been made available to parents and carers of children in GME schools on parentzone and the SG website.

<https://www.govscot/binaries/content/documents/govscot/publications/factsheet/2016/11/assessing-childrens-progress-guide-for-parents-and-carers/documents/3a7ac459-c886-4c29-a1d2-d52c084cc7f9/3a7ac459-c886-4c29-a1d2-d52c084cc7f9/govscot%3Adocument>

In addition, parents can access online Gaelic resources used in schools provided by the commercial company Stòrlann, so that children and parents can access the same books. Also, BookBugs online reading resources are available in Gaelic. Gaelic4Parents.com is a website to support parents and children learning in GME. It also provides live support with homework. Gaelic4Parents.com enables access to a range of resources to support parents with supporting learning at home. For example, reading books, games, stories and audio.

6.5 Evidence for the Independent Review

The MCNG was launched in December 2018, and the first assessments began to be undertaken from January 2019. During the Review's information gathering period, however, very few schools had yet gained experience in carrying out the assessments, and it did not prove possible to identify schools which were able to demonstrate the assessments to the review. During an outreach event in March for all GME providing local authorities, however, Scottish Government did share the review mailbox address with practitioners and encouraged any early feedback on the system to be submitted as appropriate.

Evidence has been taken from HMI and Education Scotland and considered against the conclusions for the P1 SNSA. Local authorities report in interview that there have been no concerns about the Gaelic assessment: 'It's all been very well organised. And we have been involved in the trialling.' (Comhairle nan Eilean Siar (Western Isles), interview, April, 2019)

Conclusions

It is the opinion of the Review that the MCNG will avoid some of the difficulties encountered by the SNSA in its first iteration.

Care has been taken to communicate with schools, local authorities and the Gaelic sector throughout the development of the assessments. Attention has been given to involving parents/carers.

The assessment has been robustly trialled and the MCNG is not likely to be as lengthy as the literacy SNSA.

Recommendation

The Scottish Government

Working with local authorities and schools, proceed with the implementation of the national Gaelic Medium Education Standardised Assessment.

Section Seven The future of the P1 SNSA

7.1 The role of SNSA at national level

Evidence gathered by this Independent Review shows that there is unevenness in understanding across the sector about the intention and purpose of SNSA at national level and this has become a particular issue in P1. There is a need for clarity about:

- The purpose for collecting P1 SNSA data at national level.
- How the implementation of P1 SNSA helps to close the poverty related attainment gap.
- Given that most local authorities have used standardised assessments already in P1, what the advantages of SNSA are over other standardised assessments that have been in general use in Scotland.

SNSA was developed carefully so that it aligns with the CfE through the Benchmarks; none of the previously used assessments did this. In distinction from previous assessments, the SNSA is standardised on a Scottish population which again was not a feature of those assessments. In addition, having a standardised assessment as part of a professional toolkit for making judgements about children's learning serves to counter unconscious bias. Further, the P1 SNSA has the potential to support teacher subject knowledge.

Evidence gathered for this Review from teachers, schools and local authorities indicates a will that SNSA should succeed in its role of informing consistent professional judgements about learning and teaching. In its submission to the Education and Skills Committee Inquiry, EIS argued that the SNSA cannot offer 'small data' (Pasi Sahlberg, ICEA): 'the information that is most useful to teachers, learners and parents as they work in partnership to progress individuals' learning' (EIS, 2018:3). There were fears that the P1 SNSA might be used by those 'driving narrow accountability agendas either at local or national level' (*ibid.*). This reflects wider concerns about high stakes uses of data (see Section 1.5). However, this Review has not found evidence of intent to use the P1 SNSA data in this way. Indeed, it is difficult to see how the data could be aggregated for broader accountability purposes. Nevertheless, as recommended in Section One, there should be strong safeguards against any drift towards the use of the P1 SNSA data for high stakes or accountability purposes. The data should be a tightly focused part of a broader range of evidence informing teachers' decisions about learning and teaching. Indeed, the granular nature of the data generated by P1 SNSA, alongside teachers' direct observations, offers the kind of 'small data' which is valuable in informing teachers' professional judgements.

As the OECD report explains, standardised assessments are only a single aspect of a much broader process so that there should be a wider view of school accountability: ... it is especially important to obtain a complete view of student outcomes and teacher instruction, which standardised tests cannot provide. Earl and Katz

(2006) recommend gathering data in a wide range of forms, including standardised tests and formative classroom assessments, in order to enhance accountability evaluations (cited in Campbell and Levin, 2008). By implementing a 'toolkit' for understanding student performance and feedback, the concept of accountability becomes a conversation on ideas and challenges and a means to monitor progress, rather than a static approach to data collection and analysis. Such an approach to accountability not only provides more genuine data, but also can increase teacher buy-in and therefore reduce system distortions. (Morris, 2011)

<https://www.oecd-ilibrary.org/docserver/5kg3rp9qbnr6-en.pdf?expires=1554734976&id=id&accname=guest&checksum=FB80C111D6391003ECFCB43E5DF1A693>

Professor Kathy Hall, an international expert on assessment, acknowledges that Scottish policy tries to guard against narrow high stakes use of assessment data:

In Scotland, unlike England, individual schools are not held to account through comparative achievement data, and there are no league tables of performance. In essence, the tests available to Scottish schools are not substantially different to those used in England, but, crucially, they are not 'high stakes' because there is not an emphasis on ranking and comparing. Performance tables are not compiled and published. (Hall, 2018: 296)

7. 2 Teachers' perceptions of the value given to their professional judgements

This Review values the contributions made by teachers and headteachers in responding to the survey, particularly at a very busy time of the teaching year. Their responses show that some teachers feel that their professional judgements are being undervalued by the introduction of the P1 SNSA as a 'standardised' assessment. This needs addressing. While the terminology is accurate in describing how the assessments have been developed, it has been taken to suggest that teachers' professional judgements have less status. This was not the intention of the development of the assessments and should be further emphasised in documentation. However, it may be the case that teachers who felt most keenly that their professional judgements were being questioned were those who had not had training or who had not had personal experience of carrying out the assessments.

7.3 Potential of the P1 SNSA to enhance teachers' subject knowledge

In the observations carried by this Review of children undertaking the P1 SNSAs, it was clear that the assessment offered rich observational as well as content data about children's learning behaviours in literacy and numeracy. In addition, survey responses from P1 teachers who had carried out the assessments indicated that they valued this 'quality time' (P1 teacher, survey) with individual children. On the other hand, where P1 teachers had not been personally involved in administering the SNSAs, they were less aware of its value. The P1 SNSA is potentially a very useful

extra observational tool and one which, in its detailed descriptors, can support the development of teachers' assurance in making consistent judgements of children's capabilities. If the assessment is to realise its potential as a diagnostic tool, then P1 teachers need to have experience of administering it themselves. This may create challenges for larger schools and mean some creative administrative decisions, but in terms of developing a skilful staff, it has real value.

Used at its best, as this headteacher noted, the P1 SNSA can support professional judgements as it:

- *Becomes part of our overall tracking data.*
- *Supports transition information sharing.*
- *Supports looking for trends and gaps in learning.*
- *Supports triangulation of formative and summative assessment and teacher judgement.*
- *Supports planning consultation meetings about next steps in learning and teaching.*
- *Supports analysis of performance of children in relation to SIMD, male/female, FME, EAL information gathering, supporting targeted approaches if appropriate.*
- *Can be used to analyse improvements in performance of learning (in conjunction with other assessments).*
- *Supports the tracking of pupil performance and identifying value added trends following initiatives. (Headteacher, survey)*

The NIF report 2019 emphasises the 'strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences' (NIF, 2019: 23). It continues:

Consistent, well-moderated teachers' professional judgement data on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and young people, and take further action as a result. (*ibid.*)

7.4. School leadership

Observational and survey evidence gathered for this Review shows that the effective implementation and use of the P1 SNSA data depends on the senior leadership team in any school. As the NIF report (2019) points out:

Evidence indicates that in the most effective systems, decisions about learning and teaching are made as close to the child or young person as possible, drawing on the expertise of the professionals who know them best and listening to the views of the child, young person and their family. School leaders play a critical role in creating a culture of empowerment and collaboration where curricular and learner pathways are designed and developed to meet the needs of children and young people. (NIF, 2019: 20)

School leadership is the fulcrum for effective use of data to support children's learning futures. Decisions about assessment, and particularly P1 SNSA, set the ethos for the school. The Review met headteachers whose thorough understanding of the consistent and considered use of data enhanced the experiences of both children and teaching staff. Headteachers who have a secure sense of how data can be used for school improvement, including P1 SNSA, set the tone for a positive view of how best to move the school and the children it serves forward. This headteacher's analysis of the advantages of using the P1 SNSA is an example of effective leadership:

- *Standardised data that supports regular tracking of pupils learning and performance at school.*
- *Ability to share themes and trends across cluster schools as all undertook the same assessments. Supports cluster planning and initiatives to improve and enhance learning.*
- *A good way to get where pupils are on a national perspective supporting school improvement planning.*
- *Ability to drill down individually for children to see themes, trends and improvements or fluctuations in their learning ability.*
- *Children can take as long as they need to complete the assessment (unlike other online/standardised assessments).*

(Headteacher, survey)

7.5 Local authority leadership

In a similar way to the critical role of senior leadership teams in schools, the leadership of the local authority is crucial in challenging and supporting schools and setting the context for the effective and ethical use of P1 SNSA information. In responses to this Review, local authorities described their attitudes and approaches:

We have created guidance regarding administration and use of SNSAs. Schools are aware that SNSAs are not designed to be used as a test for achievement of a level. The results from the standardised assessments will provide an additional source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether children have achieved Curriculum for Excellence levels. Guidance for schools - the information gathered through standardised assessments should be used as part of a suite of information to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in literacy and numeracy. Together with assessments from day to day learning and other assessment tasks or activities, standardised assessments can provide a detailed picture of children's progress.

(East Dunbartonshire, survey)

As an authority, we regularly gather and analyse pupil progress at all stages, based on teacher professional judgement. We are then able to analyse any correlations between teachers' professional judgements and the outcome of the SNSA. This then prompts professional discussion between the

authority and school leaders, which in turn prompts professional dialogue between school leaders and classroom practitioners. As an authority, this gives an additional layer of data for professionals to analyse together to ensure a robust approach to assessment, moderation, tracking and monitoring. (West Lothian, survey)

P1 SNSA data should be embedded in a broader understanding of how evidence is used to inform teacher professional judgements about learning and teaching and to support school improvement.

7.6 In summary

As Gayle Gorman, HM Chief Inspector of Education, points out in her Foreword to the *National Thematic Inspection Report, 2018*:

... there is a careful balance to be struck between providing the right amount of governance and accountability while at the same time allowing leaders and practitioners flexibility and autonomy to meet their pupils' needs. (Gorman, 2018)

This Independent Review has considered how Scottish Government might best strike such a balance in respect of the P1 SNSA. Overall, the Review has been impressed with the commitment of teachers, headteachers and local authorities to the children and families they serve. The Review has outlined the current situation with respect to the use and implementation of P1 SNSA. As one local authority leader puts it:

We need to be able to say 'here's where we are'. We need to understand as a country where we are. We're all accountable. We can't allow our children not to experience the best learning and teaching. (Interview, West Lothian)

It is clear to the Review that P1 SNSA has a place in informing consistent and effective assessment practice. It has potential, but has not yet completed its second year of implementation, and indeed much of the evidence drawn on for this Review has been from only one year. The SNSA assessment process is founded on self-review and making changes as a result. It has to be acknowledged that the assessment is still in the early stages of implementation and that there is still work to be done and discussions to be held. As one local authority put it:

Whilst we did receive more comments about P1 SNSA than for SNSA at any other stage during session 2017-18, we feel that highlighted issues that could be resolved and improved upon through dialogue and ongoing improvement, rather than on issues of principle about the validity of conducting standardised testing at this stage. (Aberdeenshire, LA survey)

The P1 Practitioner Forum has already made a valuable contribution to the debate about the usefulness of P1 SNSA. It has also made sound recommendations for the future of the assessments and has given P1 practitioners an opportunity to voice their professional concerns. This Forum should be continued in order to advise the

Scottish Government, ACER and practitioner communities on the continuing implementation, development and use of SNSA in P1 classrooms.

Conclusions

P1 SNSA has potential to play a significant role in informing and enhancing teachers' professional judgement. However, some important issues remain to be addressed including the view from some teachers and headteachers that introduction of the P1 SNSA undervalues professionalism.

Questions remain about the purpose for collecting P1 SNSA data at national and local authority level and how the P1 SNSA will contribute to narrowing the poverty related attainment gap.

Most local authorities have for some years used standardised assessments at P1. It should be made clear what the advantages of SNSA are over other standardised assessments that have previously been in general use.

At the moment, there can be little comparability of aggregated P1 SNSA data beyond the class or school.

Leadership at school and local authority level is crucial to the success of the effective implementation of P1 SNSA.

The P1 Practitioner Forum has played an important role in allowing professional debate about the usefulness and administration of the P1 SNSA.

Recommendations

Scottish Government

Retain the P1 SNSA to inform professional judgements about learning and teaching but address the recommendations identified by this Review.

Ensure that the purpose for collecting P1 SNSA data at national and local authority level is made clear in Government documentation and clarify how the P1 SNSA will contribute to narrowing the poverty related attainment gap.

Retain the P1 Practitioner Forum to offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland.

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Acknowledgements

Schools visited

Cardross primary school, Argyll and Bute

Corpus Christi primary school, Glasgow

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Gourock primary school, Inverclyde

Millersneuk primary school, East Dunbartonshire

Muckhart primary school , Clackmannanshire

Raploch primary school, Stirling

Tarbolton primary school , South Ayrshire

St Anthony's primary school, Renfrewshire,

St Benedicts primary school, Glasgow

Victoria Park Primary school, Dundee

Westerton primary school, East Dunbartonshire

Stakeholders

ACER - Juliette Mendelovits and Helen Claydon

Children in Scotland – Amy Woodhouse

Connect - Eileen Prior

Early Years Scotland - Jean Carwood-Edwards and Jane Brumpton

EIS – Susan Quinn and Andrea Bradley

GTC Scotland - Ken Muir

Heads and Deputes Association – Jonathan Cunningham and Catriona Smith

National Parent Forum of Scotland - Joanna Murphy

Royal Society of Edinburgh - Keir Bloomer

Upstart Scotland - Sue Palmer

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Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All 100%

Almost all 91%-99%

Most 75%-90%

Majority 50%-74%

Minority/less than half 15%-49%

A few less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

SCOTTISH GOVERNMENT RESPONSE TO THE INDEPENDENT REVIEW OF THE SCOTTISH NATIONAL STANDARDISED ASSESSMENTS AT PRIMARY 1

Introduction

1. The Independent Review of the Scottish National Standardised Assessments at Primary 1 was led by Mr David Reedy.

2. In the spring and summer of 2018, a number of concerns were raised about the SNSA, particularly at Primary 1, for example around the impact of the assessments on children and young people and the value of the information they produce for teachers.

3. The concerns raised about the SNSA led to considerable Parliamentary discussion during autumn 2018. As part of this discussion, a debate took place in September 2018 at the end of which the Parliament voted in favour of a motion calling for an end to P1 SNSA and asking the Scottish Government to reconsider the evidence and the whole approach to evaluating the progress of children in P1. In order to address these concerns, the Scottish Government commissioned an Independent Review to be led by Mr Reedy, formerly Co-Director of the Cambridge Primary Review Trust, Past President of the United Kingdom Literacy Association and Principal Advisor for Primary Schools, London Borough of Barking and Dagenham.

4. The remit of the Independent Review was to consider and provide recommendations on the following issues:

- the compatibility of the assessments with the play-based approach to early level of CfE;
- the alignment of the assessments to the Benchmarks for early level;
- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information provided to teachers and how it supports their professional judgement;
- the implications of the Review for the ongoing development of the national Gaelic Medium Education standardised assessments; and
- the future of the assessments considering in particular whether they continue in line with the current continuous improvement model, whether they be substantially modified, or whether they should be stopped.

5. From January to March 2019, Mr Reedy visited schools to observe the SNSA being undertaken and to interview the staff involved. He interviewed headteachers, deputies and P1 teachers, key stakeholders, local authority staff and HMI, and looked at relevant documentation, for example the conclusions of the P1 Practitioner Forum and the evidence to and report from the Education and Skills Committee SNSA Inquiry. In addition, Mr Reedy sought evidence through anonymous surveys completed by local authorities, headteachers and P1 teachers and a dedicated email address was established for general responses. During the course of the Review, other issues arose which were not specified in the remit of the Review: the purpose of the P1 SNSA; the use of the P1 SNSA data for school improvement purposes, and the challenges associated with implementation of the assessment. These are included in the Review Report. In total, there were around 325 participants in the Review including 142 P1 teachers and 131 headteachers.

6. These sources of evidence, scrutiny of relevant documentation and reviews of recent research into key themes, were used to gather evidence for the Independent Review.

7. Mr Reedy's Report recommends that the P1 SNSA should continue, subject to a number of modifications and enhancements. The Report makes a number of recommendations for action, primarily for the Scottish Government, in order to deliver those modifications and enhancements.

8. This response should be considered alongside the Scottish Government's response to two other significant reports which have been published recently:

- [Scottish National Standardised Assessments: recommendations from P1 Practitioner Forum](#) (18 April 2019); and
- [The Scottish Parliament Education and Skills Committee Report on Scottish National Standardised Assessments](#) (23 April 2019).

9. The Scottish Government has also published a progress report from the 2018/19 SNSA User Review and a summary document "Standardised assessments in Scotland: draft improvement activity 2019/20" which summarises the action that the Scottish Government (working with key partners as appropriate) plans to take forward during the 2019/20 school session

10. All key documents can be found on the National Improvement Framework page of the Scottish Government website.

Independent Review of P1 assessments – main conclusions and recommendations

Purpose of P1 SNSA and its role within a broader assessment framework

That Scottish Government:

11. Provide a detailed rationale for P1 SNSA setting out the purposes and uses of P1 SNSA at individual, class, school, local authority and national levels. This should include a statement that the intention of P1 SNSA data is solely focused on informing learning and teaching and will not be used for accountability purposes now or in the future.

SG response

Accept. *The Scottish Government will work with Education Scotland to provide schools, local authorities and other stakeholders with a clear and definitive statement on the purpose and use of P1 SNSA for the start of the new school session in August 2019.*

1.1 Work with local authorities, schools and other stakeholders to develop a practical framework/Code of Practice which sets out what SNSA data in P1 should productively be used for and what it should not, including a statement about purpose. This framework should then

be used as the basis for agreement in every school about the purposes and uses of P1 SNSA data. This should be publicised nationally and a copy sent to all schools and P1 teachers.

SG response

Accept. *The Scottish Government will work with key partners to produce a draft practical framework by autumn 2019, which will then be consulted upon widely, including through channels such as the P1 Practitioner Forum and the Scottish Education Council.*

Clearly, in order for us to engage meaningfully with practitioners and wider stakeholders, it will not be possible to finalise this framework in time for the beginning of the 2019/20 school session. We believe, however, it will be possible to produce a final version of the framework by March 2020. Because the framework will focus on the purpose and use of data generated by the SNSA, rather than the assessment content or experience itself, we do not believe its introduction at a mid-point in the delivery of year three of the SNSAs would materially affect or disadvantage those learners who have already undertaken the assessment. Consultation will, however, include the invitation of views on an appropriate timeline for final publication.

1.2 In consultation with schools and local authorities, provide clear guidance, along the lines of the guidance offered about administering the P1 SNSA with ASN and EAL children, on the level of support which can be given to P1 children as they undertake the assessments.

SG response

Accept. *Work on this recommendation will be taken forward with partners and practitioners and the guidance will be published in October 2019.*

1.3 Continue with the flexible arrangements about the timing of the P1 SNSA.

SG response

Accept.

1.4 Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration. P1 SNSA data should not be used to make comparisons between schools or local authorities.

SG response

Accept. *The Scottish Government will not use P1 SNSA data (or data from the assessments at P4, P7 and S3) to make comparisons between schools or local authorities. That has never been the policy intention of introducing national standardised assessments.*

The SNSAs are standardised in a number of important ways, to provide reliable, consistent and useful information. For example the SNSA uses a standard assessment platform so that

children all undertake the assessments in the same format. Moreover we believe that the two extensive national norming exercises conducted in November 2017 and March 2018, provide statistically robust national frames of reference.

1.5 In consultation with local authorities, teachers and headteachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice recommended in 1.2.

SG response

Accept. The SNSA, when used as part of a range of evidence, can support discussions around quality improvement within schools. This recommendation will be actioned as part of the development of the practical framework/code of practice highlighted at recommendation 1.2.

That local authorities:

1.6 In consultation with headteachers and teachers, agree how P1 SNSA data will inform Quality Assurance conversations within the context of all the other data pertaining to the performance of schools. This should be based on the practical framework/Code of Practice as recommended above to Scottish Government. P1 SNSA data should not be used to make comparisons between schools or local authorities.

1.7 Refrain from drawing any general conclusions from aggregated P1 SNSA data until there is evidence of consistent administration.

SG response

Accept. The Scottish Government strongly supports the suggestion that quality assurance/school improvement discussions should take into account all performance data and assessment evidence available to schools, rather than focusing exclusively on the SNSA. That holistic approach lies at the heart of our assessment model for the broad general education.

Local authority representatives will be involved in the consultation and wider development of the practical framework recommended at paragraph 1.2 of the Review. This involvement should assist local authorities in taking forward this recommendation. The Scottish Government and Education Scotland will also seek to work with the Association of Directors of Education in Scotland (ADES) to support local authorities in progressing this activity.

The compatibility of the assessments with the play-based approach to early level of CfE

That Scottish Government:

2.1 In partnership with stakeholders, including teachers and headteachers, continue to develop guidance and examples of the ways in which a play-based approach to learning and teaching can accommodate administration of the P1 SNSA.

SG response

Accept. *This work is already underway in response to the recommendations of the P1 Practitioner Forum. This guidance will be published on the National Improvement Hub and the SNSA website by March 2020.*

2.2 In partnership with stakeholders, including schools, develop specific guidelines about how to use data from P1 SNSA alongside observational and other evidence from play-based activities to support judgements of progress and planning of next steps for learning within a play-based approach.

SG response

Accept. *Scottish Government and Education Scotland will work with stakeholders to develop guidance and support materials on using SNSA within a play based learning environment for improvement purposes. This support material will be published on the National Improvement Hub and the SNSA website by March 2020.*

2.3 Ensure that training in administering the SNSA and relevant documentation re-emphasises the option of stopping the assessment if a child becomes tired, bored or upset.

SG response

Accept. *Training materials and support documents will re-emphasise the ability to stop or break the assessments where it is in the interest of the child. This will also be illustrated in case studies, which will be published on the National Improvement Hub and SNSA website by March 2020.*

The usefulness of the diagnostic information provided to teachers to support professional judgements

That Scottish Government:

3.1 Request that, as part of its development process, ACER review the P1 literacy SNSA to ensure that the items align with the relevant parts of the early level CfE. Attention should be given to the language used in the item descriptors and in the data generated from the assessments so that they are comparable with the language used in the expectations and outcomes and associated Benchmarks for the early level of Curriculum for Excellence. In addition, ACER should involve experienced P1 practitioners in the question development process in order to give feedback on the appropriate level of difficulty, particularly in the P1 Literacy SNSA.

SG response

Accept. Education Scotland has already begun discussions with ACER around the language used in item descriptors, with a view to aligning the language of the descriptors more closely with the language of Curriculum for Excellence. Education Scotland will continue the approach to reviewing the content of the P1 literacy assessments adopted to this point, whereby Education Scotland staff with relevant classroom experience are involved in signing off each individual question for all assessment stages and curricular areas. In the future we will involve practicing P1 classroom teachers in the sign off process. Particular focus will be directed towards language, alignment with the early level benchmarks and levels of difficulty.

3.2 Recommend that one of the two additional in-service days agreed for 2019-2020 should be used so that all schools, including P1 teachers, can engage in professional learning related to how P1 SNSA information can be used effectively to inform professional judgements and/or moderation activities.

SG response

Partially accept. Whilst the content of in-service days should be determined between the professional associations and employers, the Scottish Negotiating Committee for Teachers has agreed these two additional in-service days should support professional learning focusing on key issues such as workload, additional support for learning and empowering schools. There is an expectation that decisions on the content of these in-service days should involve the relevant Regional Improvement Collaborative and other stakeholders to provide opportunities for collaborative practice across local authorities. The Scottish Government can emphasise to local authorities, however, the importance of professional learning in maximizing the value of the SNSA.

3.3 In consultation with local authorities and schools, review the current materials available to ensure that there is easily accessible professional learning support available for schools to use on the dedicated in-service day and publicise these materials to schools.

SG response

Accept. Improved signposting to the relevant sections of the training and support materials has already been undertaken in response to the P1 Practitioner Forum recommendation, and training materials have been made available on GLOW.

3.4 Expand the QAMSO programme to support local authorities and school clusters in developing cross school moderation events.

SG response

Accept. Education Scotland is in the process of developing a revised QAMSO programme which takes account of the change in the system. This will support moderation at different levels of the system and will expand what is available to include support at a regional level, and reflect joint working with regional improvement collaboratives, local authorities and schools. The moderation hub will be updated providing continued support to schools and

clusters. We will continue to support teachers with assessment in partnership with all stakeholders, providing advice and guidance on quality assurance and moderation.

The use of the P1 SNSA data for school improvement purposes

That Scottish Government:

4.1 Work in partnership with local authorities and schools to produce guidance outlining how P1 SNSA can positively contribute to school improvement including further detailed case studies showing how a range of both urban and rural schools have used P1 SNSA for improvement purposes. This guidance should be accessible online.

SG response

Accept. *Scottish Government and Education Scotland will continue to work with local authorities and schools to develop case studies and practical guidance on using the SNSA for improvement purposes. These will be made available on the National Improvement Hub and the SNSA website by March 2020.*

4.2 Expand the frequency of professional learning opportunities/training in all local authorities, including face-to-face discussions, which focuses on both the positive use, as well as the limitations, of using P1 SNSA information. This should particularly target senior leaders in schools.

SG response

Accept. *Scottish Government and ACER will work with local authorities and regional improvement collaboratives to develop the range and frequency of professional learning programmes. While it is a matter for local authorities to indicate to ACER their needs and preferences as regards the delivery of SNSA training, the Scottish Government and ACER will continue to encourage wide uptake, highlighting to practitioners the Review findings regarding the benefits of professional learning in terms of a heightened understanding of the value of the diagnostic information generated by the system.*

That local authorities:

4.3 Expand the frequency of professional learning opportunities already planned, including cluster meetings. Develop bespoke training for P1 teachers and monitor attendance.

SG response

Accept. *As indicated in response to recommendation 4.2, the Scottish Government and ACER will work with local authorities and regional improvement collaboratives to develop the range and frequency of training programmes.*

The challenges of using the P1 SNSA

That Scottish Government:

5.1 Continue and extend support to schools for administering the P1 SNSA in terms of resource; this might include recommending that priority time should be given within the Collegiate Hours Agreement in schools so that there is planned time to administer P1 SNSA.

SG response

Partially accept. *Working Time Agreements are developed and agreed at a school level, in advance of each academic session and are a matter for the Local Negotiating Committees for Teachers (LNCT). The Scottish Government can re-emphasize the importance of allowing time for the effective delivery of P1 SNSAs as long as it's undertaken during the collegiate activities within the 35 hour working week.*

5.2 In consultation with local authorities and schools, develop more guidance for primary schools, particularly larger schools, in managing the technological demands of the P1 SNSA.

SG response

Accept. *As indicated in the response to 2.2 and 4.1, Scottish Government and Education Scotland will continue to work with local authorities and schools to develop case studies and practical guidance on using the SNSA. This will include how to manage the technological demands of P1 SNSA. These will be made available on the National Improvement Hub and the SNSA website by March 2020.*

5.3 Recommend that, as part of its ongoing review process, ACER reduce the number of items in the P1 literacy SNSA.

SG response

Partially accept. *As outlined in response to recommendation 3.1, Education Scotland will continue to review all content for the P1 literacy assessments with ACER. They will consider the implications of reducing the number of items and the impact this may have on assessment duration and coverage, giving particular consideration to the extent to which coverage can be reduced, while still enabling the generation of meaningful diagnostic information.*

The Scottish Government would note that any changes to the number of items included within an assessment will need to be made at the beginning of a school session, to ensure a consistent assessment experience for all children and young people, no matter when within the school year they undertake the assessment. Consideration of the potential for reducing the number of questions within the P1 literacy assessment is a complex matter, which, if it is to be undertaken meaningfully, may extend beyond August 2019. If that is the case, we would seek to implement any reduction in items for the 2020/21 school session.

5.4 Extend the work of QAMSOs and moderation processes specifically to include special schools and those teachers with responsibility for children with additional support needs *and English as an additional language.*

SG response

Accept. Local authorities nominate the staff to take part in the QAMSO programme. The QAMSO programme has always been open to staff in special schools. Education Scotland will continue to work with local authority assessment coordinators and others to ensure an appropriate range of staff have access to this support.

5.5 Continue to develop the productive partnership between home and school, including parents/carers in professional conversations about children's progress.

SG response

Accept. The Scottish Government welcomes this recommendation which is pertinent to our ["Learning Together" National Action Plan](#) on parental involvement and engagement, our [National Improvement Framework Parent Communication Plan](#) (which emphasises good quality dialogue between parents, teachers and headteachers) and the National Improvement Framework for education.

Our Learning Together plan recommends that schools and authorities take steps to i) support parents to be active participants in the assessment and reporting process, ii) provide advice to parents to help talk to their child about their learning and next steps and iii) ensure that communication and reporting to parents is simple, quick and responsive to parents' needs. At national level, Education Scotland through its regional working will continue to promote and share its guidance on reporting to parents, which is provided as part of the [Parental Engagement Toolkit](#) for schools. We will continue to emphasise certain key principles including the importance of dialogue and face-to-face discussions and the development of reports which are meaningful to parents and designed around parents' needs and the needs of the individual child.

That local authorities:

5.6 Extend support and consultation with schools experiencing difficulties in managing the technology and timing of administering the P1 SNSA.

SG response

Partially accept. The flexibility which SNSA offers in terms of timing of assessment goes some way towards relieving pressure on the availability of equipment. We will provide local authorities with detailed learner feedback data in July. Any data suggesting the quality of technology may have impacted upon learners' experiences can be used by local authorities to inform targeted interventions. We have agreed with COSLA and ADES that we will factor questions relating to ICT into a forthcoming survey of local authorities. The survey is specifically about use of technology to support education and will be structured around the four objectives in our Digital Learning and Teaching Strategy. We expect to have the findings from that survey in late 2019.

The national Gaelic Medium Education Standardised Assessment (MCNG)

That Scottish Government:

6.1 Working with local authorities and schools, proceed with the implementation of the national Gaelic Medium Education Standardised Assessment.

SG response

Accept. *The Gaelic medium standardised assessments were made available in December 2018 and many schools have now carried out assessments. The Scottish Government will continue to work with partners to enhance these assessments in time for the 2019/2020 school session and beyond.*

The future of the P1 SNSA

That Scottish Government:

7.1 Retain the P1 SNSA to inform professional judgements about learning and teaching but address the recommendations identified in this Review, particularly in respect of the P1 literacy SNSA.

SG response

Accept. *The Scottish Government welcomes the Review's conclusion that P1 SNSA should be continued and is committed to ensuring that, when used as part of the full range of assessment evidence available to teachers, the assessments play a valuable part in informing professional judgements about learning and teaching. The rest of this response sets out how the Scottish Government will take forward, with partners, the recommendations in the Review.*

7.2 Ensure that the purpose for collecting P1 SNSA data at national and local authority level is made clear in Government documentation and clarify how the P1 SNSA will contribute to narrowing the poverty related attainment gap. (See also Recommendation 1.1)

SG response

Accept. *As set out in the response to recommendation 1.1, the Scottish Government will develop and publish guidance on the purpose and use of P1 SNSA. We will ensure that such guidance makes explicit the link to narrowing the poverty related attainment gap and the improvement agenda more widely. It should be noted that there is no national collection of SNSA data.*

7.3 Retain the P1 Practitioner Forum to offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland.

SG response

Accept. *The Scottish Government welcomes the work and recommendations of the Forum and plans to retain it for the 2019/2020 school session. The remit and membership of the Forum will be extended to include practitioners working with the Gaelic medium assessments.*