Inverclyde council

Report To:	**Education and Communities Committee**	**Date:**	**21 January 2020**
Report By:	**Ruth Binks Corporate Director, Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/01/20/KM**
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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 second progress report on the delivery of the year 1 actions within the Plan. Full details 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 December 2019 is shown below:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
December 2019	-	1	3	17

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 strategic priorities.

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 are reported via the Corporate Services Performance Report, which will be considered by the Policy and Resources Committee on 4 February 2020.

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 second progress report on the ECOD CDIP 2019/20. The status of the improvement actions at the end of December 2019 is summarised below:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
December 2019	-	1	3	17

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:

Annual Participation Measure

The Annual Participation measure for Inverclyde has shown an improvement and partners will continue to build on this. Inverclyde Council supported the School Leaver Destination Results process which was measured on 7 October 2019, the results of which will be published in March 2020.

Implementation of the CLD 3 year plan

Progress has been made across all 5 priorities in year one of the plan. A full progress report on year one activities has been produced by the service and was presented to the Alliance Board at its meeting on 9 December 2019. As part of the review of progress, the service has identified a number of key actions that will be undertaken in year two.

Scottish Attainment Challenge

New teams are in place to take forward this work. High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments. Notable improvements have been achieved in the quality of learning and teaching, matched by improvements in the progress of learners. Data analysis indicates that establishments are having success in tackling the poverty related attainment gap. A full progress report on the Attainment Challenge was considered by the Education and Communities Committee on 5 November 2019.

1140 hours expansion in early learning and childcare

All early phase projects for 2019/20 were implemented between August and October 2019. Significantly more 'early phase' places have been provided than was previously projected. Over 300 children are now benefitting from extended early hours and a free school lunch. In addition, workforce planning continues to be implemented and reviewed.

School transport

Further to committee approval in September 2019, consultation with parent and parent councils has taken place on the issue of equity. The service is exploring options regarding the mechanism for paying for school transport. Meetings with contractors have taken place to establish the viability of proposals and more engagement will be carried out with communities once the council is in a position to phase in the introduction of bus passes.

5.3 **Improvement actions with amber status – slight slippage**

There has been slight slippage with 3 improvement actions, the details of which are provided below:

Broad General Education

This is specifically linked to the tracking system within the Broad General Education. While the schools are using SEEMIS well, there has been some slippage in this workstream due to vacancies in staffing. A SEEMIS data officer is now in post and a SEEMIS officer is to be appointed which will address the areas of slippage.

Review of Inverclyde GIRFEC model

The GIRFEC sub-group has now reconvened to take forward the associated actions for this workstream. A full update was provided to all Head Teachers at their meeting held in November 2019.

<u>Sport and Physical Activity Strategy</u>

There has been slippage against the original timescale for the launch of the strategy, work however has been progressing including an all Member briefing on the Sport & Physical Activity Strategy that took place 5th December 2019. This involved the delivery of 2 presentations, one from sportscotland on the national sport strategy, 'Sport for Life' and a presentation on the current position in Inverclyde.   There has also been consultation with Elected Members on the direction and content of the new strategy.

5.4   One improvement action has a red status, indicating significant slippage.

<u>Community Safety and Violence Prevention Initiative</u>

Whilst the Community Engagement Consultant report is now available, areas of weaknesses have been identified, which will be addressed through engagement with some Community Safety Partners, particularly housing based partners. This has resulted in a delay in the public role out of the Community Safety and Violence Prevention initiative. Closer working with the Inverclyde Community Policing Team has resulted in a draft action plan being prepared for a soft roll-out in 2020.

6.0   IMPLICATIONS

6.1   <u>Financial implications</u>

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

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   **Legal**

There are no direct legal implications arising from this report.

6.3   **Human Resources**

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

6.4   **Equalities**

<u>Equalities</u>

(a)   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.

(b) <u>Fairer Scotland Duty</u>

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) <u>Data Protection</u>

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

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 support 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 None.

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 December 2019**		**Commentary December 2019**	**Corporate Plan priority**
1.	Autism Strategy Implementation of Autism Strategy continues. Autism Strategy Implementation Group (ASIG) framework re-established to overview delivery of outcomes. Commissioning process completed with contracts awarded to 3rd sector partners to deliver stated outcomes: 1. Pre- and post-diagnosis support: 2. Transition to Adult Services; and 3. Raising Awareness in the Community 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.	Engage wider Inverclyde commercial organisations through Chamber of Commerce including Oak Mall/Gallagher Centre management, local transport providers, etc. Develop communication strategy to raise awareness of Autism Strategy across Inverclyde. Develop implementation plan to achieve 'Autism Friendly' status, Implement programme of assessment and support for organisations looking to Autism Friendly status. Assessment of Inverclyde Autism Friendly status. Educational establishments continue to work toward autism	🟢	Green – on track	Responsibility for the chair of this group has transferred to the Head of Health and Community Care. Work is ongoing and external contracts are progressing. The HSCP held an Inverclyde Autism Strategy self-evaluation workshop on 6 December 2019. The purpose of the workshop was to involve the community in evaluations the strategy implementation, identify challenges and gaps and share the learning.	OP5, OP6, OP9

	Corporate Improvement Actions 2019/20					
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
	Autism Officer continues to build support network across 3rd Sector partners, schools and community organisations.	and communication friendly status. Autism Officer co-ordinates implementation of programme to deliver specified outcomes.				
2.	Children's Services Plan Update Children's Services Partnership restructure will provide appropriate framework for multi-agency approach to planning, achieving outcomes and quality assurance across all partner agencies. Year 2 Delivery Plan to be implemented across all children support agencies. Governance framework provides overview of progress and service level accountability. Performance measures agreed across all service partners including Corporate Policy Team (LGBF).	Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC Pathway Model to ensure consistency across partner agencies. 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. Performance Management sub-group to link CS measures with service QA groups including Child Protection Committee, HSCP, Education and Corporate Policy Team	🟢	Green – on track	Governance and reporting is working well. Next steps have been identified and include the development of the year 3 delivery plan and the refresh of the Strategic Needs Assessment.	OP5, OP6, OP9, OP10
3.	Review of the Inverclyde GIRFEC model Evidence of quality planning both at single agency level and interagency with timely support being given to	Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental	🟡	Amber – slight slippage	The GIRFEC sub-group has now reconvened and an update on this workstream was given to the Head Teachers conference in November 2019.	OP2, OP5, OP6, OP9,OP10

Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
children and families to improve outcomes.

Multi-agency workforce confidence in development of Inverclyde's GIRFEC Model will continue to improve and develop

Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families.

Education service's procedures for school review to include the quality assurance of GIRFEC policy and procedures including:
• Wellbeing Assessments; Child's Plans;
• Chronologies; and TAC meetings. Data analysis of outcomes and impact included in process.

QA procedures linked directly to compilation of Strategic Needs Analysis for Children's Services Planning. | health wellbeing of children and young people.

GIFEC Pathway Model to align with restructure of both Children's Services Partnership and implementation of Locality ASN Forum.

Identification of training needs will identify multi-agency approach to build capacity across partner services.

Implementation of cross-service quality assurance procedures to be led by Children's Services Performance Management sub-group.

Education's QA processes to reflect changes in Education Scotland model.

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. | | | | |

	Corporate Improvement Actions 2019/20					
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
4.	<u>Volunteering Strategy</u> The quality and quantity of volunteering opportunities is increased. The number of people participating in volunteering is increased. Participation inequalities are addressed The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.	Carry out refreshed survey of volunteering across the directorate and CLD partnership to inform a volunteer action plan by June 2019. Community consultation carried out to inform the plan Draft action plan by end 2019. Final version by March 2020 Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.	🟢	Green – on track	The refreshed volunteering survey is complete. The community consultation will be finalised by end of Jan 2020. The draft Action Plan will be available in January 2020 with the final version on schedule for March 2020.	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 December 2019**		**Commentary December 2019**	**Corporate Plan priority**
1.	Participation Measure 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. 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.	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. 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. 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 Use of the 16+ tab, Inverclyde has the highest percentage of	🟢	Green – on track	The Annual Participation Measure for Inverclyde has shown improvement over the 2018 period and we will continue to build on this. Inverclyde supported the School Leaver Destination Results process which was measured on 7 October and the results will be published in March 2020. The Inverclyde Offer process continues to be developed to support both measures.	OP3, OP4

	Cross-Directorate Improvement Actions 2019/20				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
		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. Continue to deliver on Inverclyde's Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.				
2.	Raising Attainment and Achievement in Communities Raise levels of attainment and achievement in our communities. Individuals are supported in developing the skills, knowledge and attributes to achieve their full potential.	Increase the learning opportunities available to individuals. Support the work aimed at closing of the poverty related attainment gap. Continued provision and enhancement of high quality learning opportunities to young people, adults and the wider	🟢	Green – on track	There has been an increase in the range of provision, including accreditation, being delivered: • HSPC's SVQ Centre supported 61 individuals • Personal Achievement Awards (SCQF level 2), from April-August 2019 - 17% rise in the number of awards being delivered. • Community Achievement Award (SCQF 4 and 5) delivered in partnership with Kelvin College.	OP1, OP2, OP3, OP4, OP5, OP9

	Cross-Directorate Improvement Actions 2019/20					
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
		community with a focus of those most in need. Ongoing over 2019/20			• New ICT provision developed aimed at unemployed adults. SQA approval is being sought for Digital Skills (SCQF level 3) and more use of SQA Academy's online learning. • 2 new awards rolled out in adult learning and youth work - The Leadership Award (SCQF level 5 and 6) and Mental Health and Wellbeing Award (SCQF level 4 and 5) • PEEP Learning Together. Targets parents and carers to improve their children's life chances, by making the most of everyday learning opportunities; listening, talking, playing, singing and sharing books and stories together. • Community Achievement Awards 2018/19 SCQF level 4 and 5 for young people. • A range of 1st step adult learning personal development programmes have been developed. • Parents have been at the forefront of developing the programme of learning in the Hive. There has been a significant increase in learning opportunities available to address social, emotional and mental wellbeing.	
3.	Implementation of the CLD 3 year Plan		●	Green – on track	A year 1 progress report on the CLD 3 year plan was considered by the	OP3, OP4, OP6

	Cross-Directorate Improvement Actions 2019/20				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
	Delivery of the CLD priorities in relation to - 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			Alliance Board at its meeting on 9 December 2019. There has been progress made across all 5 priorities in year 1, full details are presented in the progress report. Key actions to be undertaken at the beginning of year 2 of the plan have been identified and include: • An evaluation and planning event will be undertaken in November-December 2019. • The current remit of the CLD Strategic Implementation Group and 3 Sub-Groups will be reviewed. • The co-ordination of CLD will be integrated within the emerging Local Outcome Improvement Planning • A needs assessment will be carried out to identify the CPD requirements of the CLD workforce • Identification of unmet need	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	🟡	Amber – slight slippage	An all Member briefing on the Sport & Physical Activity Strategy took place 5th December 2019. This involved the delivery of 2 presentations:	OP6

	Cross-Directorate Improvement Actions 2019/20				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
		Publish and launch of the strategy Establish a reporting mechanism through Inverclyde Alliance Board Operational group established.			1. National sport strategy, Sport For Life, from the national agency for sport and our funding partners sportscotland. 2. Presentation on current picture in Inverclyde Consultation with Elected Members has been held for the direction / content of the new strategy. The original timeframe for the launch of the strategy has been subject to slippage.	

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 December 2019**		**Commentary December 2019**	**Corporate Plan priority**
1.	Scottish Attainment Challenge Attainment gap linked to deprivation has decreased. A skilled understanding and use of data to set targets and inform next steps in improvement. Parents are enabled to better support their children in Literacy, Numeracy and Health & Wellbeing Shared understanding of high – quality learning, teaching and assessment. Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions. Continue to reduce exclusions. Approaches and initiatives which have impacted on attainment are embedded.	Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap. Continue to ensure that co-ordinated quality programmes are in place with partners which impact on attainment. Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities. Evidence informed interventions which are positively impacting on the lives of children and young people. Through the continued implementation and evaluation of policies such as GIRFEC ,Positive Relationships Positive Behaviour Policy and the Attendance Policy Building practitioners capacity across all sectors by providing high quality professional learning.	●	Green – on track	This workstream continues to be on track. New teams are in place to take forward this work. High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments. Notable improvements have been achieved in the quality of learning and teaching, matched by improvements in the progress of learners. Data analysis indicates that establishments are having success in tackling the poverty related attainment gap. A full progress report on the Attainment Challenge was considered by the Education and Communities Committee on 5 November 2019.	OP1, OP4, OP5, OP9, OP10

	Education					
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
		Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.				
2.	Broad General Education Schools will continue to develop tracking and monitoring of other aspects of BGE curriculum. Schools also developing report templates. Schools are accessing information independently	Revising the Quality Assurance Framework across the authority. 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. Continue to develop the senior phase through enhanced pupil choice.	🟡	Amber – slight slippage	The schools are using SEEMIS well. A data officer is now in place and a SEEMIS officer is to be appointed.	OP1, OP5, OP9, OP10
3.	Leadership in educational establishments 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.	Further development of the Leadership Strategy to include a Framework for Early Years. Further develop the Leadership Framework to reflect new opportunities. Work within the RIC workstream Leadership and Succession Planning to share practice with a view to succession planning.	🟢	Green – on track	This work is now ready to mainstream.	OP10

	Education				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
		Continue to roll out Leadership training opportunities across the authority. Interview Leadership: A Practical Guide participants at the end of the training to identify those actively seeking promotion.				
4.	<u>Implement the findings from the Additional Support Needs Review</u> 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) Educational performance, attendance and exclusion rates for LAC and ASN continue to improve. BGE and SQA monitoring data is included in data packs. 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.	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 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 Education Service's revised Management restructure will more effectively support work at locality level. Inverclyde ASN Forum will continue to be mechanism for advice and support to locality forum.	●	Green – on track	A revised Inverclyde Attendance policy is currently being written, alongside this, research and development around the introduction of a Virtual School for Inverclyde is underway. Tests of change projects are also underway around addressing the emotional avoidance of education, led by a senior educational psychologist. Work is also being done to consider the introduction of a Virtual School. The capacity of the corporate parenting team is to be enhanced from January to June 2020, to support our most vulnerable learners. Locality ASN Forums are now not being taken forward. The main ASN forum continues to be in place and work is underway to improve and enhance and improve its effectiveness.	OP5, OP6, OP9

	Education					
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
	Learning from pilot programme disseminated over session 2019/20. Assessment. ICOS Coaching and Modelling approach continues to be embedded. Programme disseminated across Inverclyde schools over session 2019/20. Teachers and support staff better trained in supporting anxiety in children and young people.	Access to support from partner services more readily accessible through locality forum arrangements. Planned programme of capacity building and support developed by ICOS team. Planned programme of capacity building and support developed by LIAM team.			The commissioning of the Tier 2 mental health service is progressing with the HSCP. Extra funding to extend the offer to 5 to 10 year olds is in place. ICOS support for the Let's Introduce Anxiety Management (LIAM) projects is in place and working well.	
5.	<u>1140 hours expansion in early learning and childcare</u> By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare	The strategic work group will continue to monitor the implementation of the expansion plan.	●	Green – on track	Relationships with funded providers have remained positive and productive. Early phase projects have been developed with all funded providers including a number of childminders. All early phase projects for 2019 / 20 have been approved at committee and were implemented between August and October 2019. Significantly more 'early phase' places have been provided than previously projected. 2018/19 early phase projects are complete and operational. 2019/20 projects and at various stages of progression. 2020/21 projects being progressed but behind programme at the present time.	OP4, OP5,OP9, OP10

	Education				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
					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 20 participants and is scheduled to finish in April 2021. There are currently 9 modern apprentices across the service, with an additional 10 places available from December 2019 with one reserved for LAC. Training / work placements for internal staff with a qualification is underway. Successful recruitment of staff for early phase projects was undertaken over the summer period with staff given option to increase hours/weeks. Work has started to complete vacancy paperwork to allow interviews in January 2020 for remaining early years posts to complete targets for the Early Years 1140 workforce plan.	

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
1.	Culture & Heritage The Watt Institution to be recognised as the key heritage asset in Inverclyde. Heritage services to be operating efficiently and adhering to modern best practice. Implementing the recommendations and action plan of the Heritage Strategy and adopting new working practices and services developed as part of the *Stories Frae the Street* project.	Full service review including: staffing structure, opening hours, services offered, and income generation opportunities. Service review to take account of emerging themes and priorities from the Heritage Strategy consultation. Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan. Timescale: 2019/20	●	Green – on track	The Heritage Strategy was approved by the Inverclyde Alliance in June 2019.	OP1, OP8, OP9, OP10
2.	Library Services for Children and Young People Joined up library services for children and young people, making best use of all available resources across public, school and "pop-up" libraries. 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.	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. Review of existing library provision within primary schools. Timescale: 2020/21	●	Green – on track	This workstream is now underway and on track.	OP1, OP2, OP8 OP9, OP10

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
3.	Facilities Management To promote and increase the level of free school meal provision to increase levels to 80%.	Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school. Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.	●	Green – on track	Free school meal provision has been extended to P4. Latest figures show that they uptake for P1 – P3 has risen to 78%, whilst the uptake from P4 pupils is currently 76%.	OP4, OP6, OP9
4.	School Transport Work with school communities to implement changes to school transport provision over session 2019/20. Revised arrangements ready for implementation August 2020.	Consultation with secondary school Parent Councils and wider school community on equity of provision. ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council. Partnership working with transport providers. Work with communities to support implementation of revised arrangements.	●	Green – on track	Further to committee approval in September 2019, consultation with parents and parent councils has taken place on the issue of equity. The service is exploring options regarding the mechanisms for paying for school transport. Meetings with contractors have already taken place to establish whether or not the proposals are viable. Work will continue with communities once we are in a position to phase in the introduction of bus passes.	OP9
5.	Develop and improve Adult Learning Pathways	Improve progression pathways for both young people and adult learners.	●	Green – on track	The clearer articulation and strengthening of pathways is a key focus for the Adult Learning and Literacies Sub Group.	OP1, OP2, OP3, OP4, OP5, OP9

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
	All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning. There is a better awareness of appropriate pathways for learners. There are new progression opportunities for learners and additional support at transition points for those most in need.	Raise awareness to CLD providers of the pathways available on the learner journey. Work in partnership with wider CLD partners to identify appropriate pathways for learners. Consult with learners on their experience and expectations of their learning pathway. Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.			Partnership meetings have focused on developing transitions from community-based adult learning to further education and support the developments of specific pathways. Inverclyde Life is the repository for all service delivery/offers. An ESOL pathway has been developed from community based to FE by all partners involved in the programmes, which is flexible and better meets the needs of learners. Transitions are from standalone community based ESOL provision to community based literacies for specific learning and teaching. All learners are offered the opportunity to access West College distance learning as first steps to FE, as an integral part of their learning offer. Exit strategies are designed to ensure that learners have 1:1 opportunity to discuss next steps, barriers and support required. An Adult Learners' Forum has been established which will shape CLD Adult learning services across Inverclyde.	

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**	**Commentary December 2019**	**Corporate Plan priority**
6.	<u>Youth Consultation and Representation Structures</u> Community engagement structures are in place that enhance the participation levels of our young people. The voices of our young people have an appropriate platform to be heard.	Develop a new structure for Youth Representation through the establishment of a Youth Cabinet. Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform. Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group & create a peer education group to tackle issues affecting young people on a peer level. Deliver the Inverclyde YOYP Plan for 2018. Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021. Carry out a young person's Health and Wellbeing Survey in 2019. Ongoing until 2021	🟢	Green – on track	This work is ongoing. Progress includes: It has been agreed that a young person would join the Alliance Board. Roles, responsibilities and governance training is required to upskill the young people. The Youth Participation Strategy is on hold at the moment due to a refresh of the National Youth Work Strategy. LGBTi Clyde Pride has achieved a bronze Charter Mark and is now working towards silver level. The legacy funding following the successful Year of Young People programme has been agreed. An additional £100,000 has been approved over the next 5 years (£20,000 p.a.) The Scottish Youth Parliament Election had 6 young people standing for election across the authority which was an increase from previous years. Youth participation increased by 470% due to online voting across community and school settings. 2,800 young people voted.	OP2, OP9

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
7.	Community Safety and Violence Prevention Initiative The introduction of a locality/community based community safety and violence prevention initiative.	The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by summer 2019. The creation of a community consultation document to highlight the views of the chosen locality/community (existing and new consultations). An evaluation of the project after 3 months to identify successes/areas for improvement and the opportunity to roll out to other areas. An evaluation of the initiative after 12 months.	🔴	Red – significant slippage	The Community Engagement Consultant report is now available, however it has a number of areas of weakness, which require to be addressed through engagement with some CSP partners, particularly housing based partners. This has led to a delay in the public role out of the initiative. Closer working with the Inverclyde Community Policing Team has resulted in a draft action plan being prepared for soft roll-out in late 2019/20.	OP1, OP2, OP5, OP6, OP7, OP9
8.	Community Safety and Engagement Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.	During the period the department will identify a range of community safety engagement messages that supports the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm in our communities and promotes community resilience.	🟢	Green – on track	The Community Safety Data Analyst provides regular reports to Officers, partner agencies and the community on community safety based issues which fit within the Community Safety Partnership overarching themes. Promotion of community safety activities are scheduled in our social media outputs which includes thematic promotion of Inverclyde issues and promotion of national campaigns both by	OP1, OP2, OP5, OP6, OP7, OP9,

	Culture, Communities and Educational Resources				
	Where do we want to be?	**How will we get there?**	**Status December 2019**		**Commentary December 2019**	**Corporate Plan priority**
					Inverclyde Council and Community Safety Partnership members.	

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 second financial quarter in 2019/20, where this information is available.

Key Performance Indicators							
KPI	Performance 2016/17	Performance 2017/18	Performance 2018/19	Financial quarter 2 2019/20	Financial quarter 3 2019/20	Target 2019/20	Commentary
Culture, Communities and Educational Resources							
Libraries: total number of visits	418,079	428,785	671,212	N/A	N/A	423,000	This performance data is calculated on an annual basis.
McLean Museum: number of visits to/usages of the Museum	70,256	57,053	57,076	N/A	N/A	70,000	This performance data is calculated on an annual basis. The museum was closed during 2017/18 and 2018/19 therefore the performance information presented here is for online visits to the museum database *Collections Online.* These figures represent the number of times that the database was accessed over the year. The physical visits to the Heritage Hub were included within library visitor figures during the period August 2017 – December 2018 and are not represented in the museum figures,

Key Performance Indicators							
KPI	**Performance 2016/17**	**Performance 2017/18**	**Performance 2018/19**	**Financial quarter 2 2019/20**	**Financial quarter 3 2019/20**	**Target 2019/20**	**Commentary**
							therefore eliminating the possibility of double counting.
Adult learners: • the number achieving qualifications	250	246	261	34	Data not yet available	186	2019/20 targets have been adjusted to reflect other modes of delivery.
• the number improving their literacies	601	616	750	128	Data not yet available	457	

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
Education Services					
The proportion of 16-19 year olds that are participating in education, training or employment between 1 April 2018- 31 March 2019	91.9%	91.6%	91.8%	92%	Performance for this measure is reported nationally through the LGBF. The participation rate in Inverclyde in 2018/19 was 0.2% higher than the Scottish average at 91.6%.
% 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%	72.4%	75%	There was a small decline in the percentage of primary pupils that achieved the expected levels or better in literacy.
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	-	80%	78.9%	82%	There was a small decline in the percentage of primary pupils that achieved the expected levels or better in numeracy.
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	-	90.5%	91.2%	91%	There was a small improvement in the percentage of S3 pupils that achieved third level or better in literacy.
% of S3 pupils achieving third level or better in numeracy	-	85.6%	91.9%	89%	There was an improvement in the percentage of S3 pupils that achieved third level or better in numeracy.
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	-	42.8%	38%	45%	There was a decrease in the percentage of S3 pupils achieving fourth level or better in literacy. This data is based on Teachers Professional Judgement, and as such there may be fluctuations in

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
					data. Further work on the moderation of teacher judgement is required to identify if the drop in performance at fourth level in literacy overall is an accurate reflection of performance.
% of S3 pupils achieving fourth level or better in numeracy		42.2%	50.3%	45%	There was an improvement in the percentage of S3 pupils that achieved fourth level or better in numeracy.
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.8%	68%	72%	70%	There was an improvement in the percentage of leavers achieving 1 or more awards at SCQF level 6 or better
% of leavers achieving 5 or more awards at SCQF Level 6 or better	32.5%	35.6%	35.6%	36%	The percentage of leavers achieving 5 or more awards as SCQF level 6 or better remained at 35.6%
% of leavers achieving SCQF Level 5 or better in literacy		83.2%	84.9%	86%	There was an improvement in the percentage leavers achieving SCQF level 5 or better in literacy
% of leavers achieving SCQF Level 5 or better in numeracy		73.9%	73.5%	76%	There was a small decline in the percentage leavers achieving SCQF level 5 or better in numeracy
Exclusions from school per 1,000 pupils: • primary	2.7	5.0	3.2	No target set	Whilst no target has been set, the aim is to keep the rate of exclusions as low as possible. There has been a decline in the exclusion rate in the primary sector, representing a positive trend.
• secondary	35.8	45.6	40.0	No target set	Whilst no target has been set, the aim is to keep the rate of exclusions as low as possible. There has been a decline in

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Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
					the exclusion rate in the secondary sector, representing a positive trend.
• additional support needs	12.7	12.1	93	No target set	There appears to have been a large increase in the exclusion rate of pupils with additional support needs. This is attributable to a change in methodology for this reporting year e.g. previous years not taking into account informal exclusions.