

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/30/20/KM
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Subject:	Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22 - End of year 1 progress report and Annual Refresh 2020		

1.0 PURPOSE

1.1 The purpose of this report is to present the Committee with (i) a progress report on the delivery of the improvement actions within the Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) as at the end of year one and (ii) a refreshed ECOD CDIP Improvement Plan containing new or revised improvement actions which require the approval of this Committee.

2.0 SUMMARY

2.1 The ECOD CDIP 2019/22 is a rolling three year plan that was approved by the Education and Communities Committee on 7 May 2019. The core element of the CDIP is the Improvement Plan, which has been informed by service self-evaluation as well as ongoing service development.

2.2 Progress reports on the delivery of the improvement actions that sit within Education Services and the Culture, Communities and Educational Resources Service are considered at every second meeting of this Committee. The actions that sit within the Organisational Development, Policy and Communications Service are reported via the Corporate Services Performance Report, which is considered separately by the Policy and Resources Committee.

2.3 The CDIP Improvement Plan is reviewed annually to ensure that the actions remain relevant and reflect any new challenges or legislation that will impact on the Directorate during the remaining term of the Plan.

2.4 A progress report on the delivery of the CDIP Improvement Plan in year one and a refreshed Improvement Plan were both due to be considered by this Committee in May 2020, however due to Covid-19, which resulted in the suspension of all Committee meetings, it was necessary to roll the Plan forward by several months until this Committee reconvened. The final year one progress report is attached as Appendix 1 and an overall summary of the status of the actions is provided below:

	Blue – complete	Green – on track	Amber – slight slippage	Red – significant slippage
July 2020	1	10	9	1

- 2.5 An unusually high number of improvement actions have ‘slippage’ status in this reporting period. This is due to the exceptional circumstances arising from the Covid-19 pandemic which significantly impacted on the day to day business of the Directorate, resulting in a shift in focus towards supporting and safeguarding the vulnerable residents and families of Inverclyde.
- 2.6 The refreshed ECOD Improvement Plan is attached as Appendix 2. Details of performance in relation to the Directorate’s key performance indicators in 2019/20 is also provided. The Improvement Plan has been refreshed taking full cognisance of the challenges of Covid-19 and the associated recovery plans. The full CDIP will be available on the council’s website once it has received the approval of the Policy and Resources Committee. It should be noted that COVID-19 and the associated future implications for delivering services combined with its effects on aspects of communities and learning, may result in the need for ongoing changes to the CDIP. As a Council, we will need to be responsive to the ongoing changes resulting from COVID-19 and CDIPs will reflect this in the coming months and years.
- 2.7 In line with the established reporting cycle, performance reports on the refreshed improvement actions relating to Education Services and the Culture, Communities and Educational Resources Service will be presented to every second meeting of this Committee.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- a. Notes the progress that has been made in the delivery of the ECOD Improvement Plan in year one;
 - b. Approves the refreshed Education, Communities and Organisational Development Corporate Directorate Improvement Plan.

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 delivery 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 Environment, Regeneration and Resources CDIP 2019/22 was approved by the Environment and Regeneration Committee on 2 May 2019, whilst the Education, Communities and Organisational Development CDIP 2019/22 was approved by the Education and Communities Committee on 7 May 2019. Both CDIPs were thereafter approved by the Policy and Resources Committee on 21 May 2019.

5.0 IMPROVEMENT PLAN – FINAL PROGRESS REPORT ON YEAR 1

- 5.1 Progress reports on the delivery of the improvement actions that sit within Education Services and the Culture, Communities and Educational Resources Service are considered at every second meeting of this Committee. The actions that sit within Finance and ICT and Legal and Property are reported via the Corporate Services Performance Report, which will be considered separately by the Policy and Resources Committee. The aim of this is to provide Members with a summary of progress and to give the Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or where performance has declined.
- 5.2 This is the final report that will focus on the delivery of the improvement actions in the first year of the Plan. Due to Covid-19, it was necessary to roll forward the Improvement Plan in the CDIP by several months until the refreshed Plan could be brought to this Committee for approval. The status of the improvement actions as at the beginning of July 2020 is summarised below:

	Blue – complete	Green – on track	Amber – slight slippage	Red – significant slippage
July 2020	1	10	9	1

Appendix 1 provides further information on each of the improvement actions, together with a commentary from the appropriate Service.

6.0 EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP ANNUAL REFRESH

- 6.1 The Council's CDIPs are subject to annual review to ensure that the improvement actions remain relevant and reflect any emerging challenges or legislation that will impact on the Directorate during the remaining term of the Plan. The refreshed ECOD Improvement Plan is attached as Appendix 2.
- 6.2 The refreshed Improvement Plan takes full cognisance of the challenges of Covid-19 and the associated recovery plans.
- 6.3 The Improvement Plan also contains key performance indicators, comprising statutory performance indicators and local performance indicators and data for 2019/20 is provided where it is available.

6.4 Progress in the delivery of the refreshed Improvement Plan will be reported to every second meeting of this Committee. Additionally, because there are improvement actions that are corporate in nature, a separate Corporate Services Performance Report will be submitted to every second meeting of the Policy and Resources Committee.

7.0 IMPLICATIONS

7.1 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 (if applicable)	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

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

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

7.4 Equalities: The CDIPs set out their commitment to ensuring equality of opportunity in everything they do. There is a specific section in both plans about what the Directorate is doing in relation to equality and diversity.

(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) Fairer Scotland Duty

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) Data Protection

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

7.5 Repopulation: The provision of services that are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde supports the Council's priority of retaining and enhancing the local population.

8.0 CONSULTATION

8.1 The refreshed CDIP has been approved by the CMT.

9.0 LIST OF BACKGROUND PAPERS

9.1 None.

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP - PROGRESS REPORT YEAR 1

The information provided in this section shows the progress made in the delivery of the CDIP improvement actions that fall within the remit of the Education Services and the Culture, Communities and Educational Resources Service. The status shown is at July 2020 due to the first year of the Improvement Plans being rolled forward by several months in response to Covid-19.

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 July 2020		Commentary July 2020	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>Autism Officer continues to build support network across 3rd Sector partners, schools and community organisations.</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 and communication friendly status.</p>	<p>●</p>	<p>Amber – slight slippage</p>	<p>All the action have been delay by Covid-19</p> <p>A strategy delivery plan will set out the specific key actions to be taken, by whom, with clear time frames and will include how action monitored and measured. By September 2020</p> <p>A communication and engagement plan will be developed to ensure the voices of people with autism and their families is heard by November 2020.</p> <p>Commission a third-party review and development of Inverclyde's transition pathways. We will use the Principles of Good Transition guide this.</p> <p>Review is ongoing to be completed by August 2020.</p>	<p>OP5, OP6, OP9</p>

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Corporate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
		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>	●	Amber – slight slippage	<p>Work on this was temporarily put on hold due to the Covid-19 pandemic.</p> <p>The Scottish Government has confirmed that the original deadline for the submission of Children's Services Plan has also been put on hold.</p>	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 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>Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental health wellbeing of children and young people.</p> <p>GIFEC Pathway Model to align with restructure of both Children's Services Partnership and implementation of Locality ASN Forum.</p>	●	Amber – slight slippage	<p>This workstream has also been temporarily put on hold due to Covid-19</p>	OP2, OP5, OP6, OP9, OP10

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Corporate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	<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. <p>Data analysis of outcomes and impact included in process.</p> <p>QA procedures linked directly to compilation of Strategic Needs Analysis for Children's Services Planning.</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.</p> <p>Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.</p>				
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</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>	●	Amber – slight slippage	<p>Whilst the refreshed volunteering survey is complete, the broader partner/staff and community consultation that was planned for March/April 2020 was delayed due to Covid-19 and is now planned for later in the year.</p> <p>The draft Action Plan will be reviewed following the consultation event.</p>	OP1, OP2

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Corporate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	key outcomes and the delivery of services is understood and quantified.	Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.				

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Cross-Directorate Improvement Actions

These improvement actions are implemented by more than one Council Service

Cross-Directorate Improvement Actions					
	Where do we want to be?	How will we get there?	Status July 2020	Commentary July 2020	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 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</p>	<p>●</p> <p>Green – on track</p>	<p>The School Leaver Destination Results for Scotland 2018/19 were published on 25th February 2020.</p> <p>There was a significant improvement in Inverclyde's ranking in 2018/19, moving from 26th place in the previous year to joint 8th place with East Lothian.</p> <p>For the tenth year in a row there were no 'unknowns' in Inverclyde. In addition, all schools in Inverclyde achieved a positive destination of over 95%.</p>	OP3, OP4

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Cross-Directorate Improvement Actions						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
		<p>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 community with a focus of those most in need.</p> <p>Ongoing over 2019/20</p>	●	Green – on track	<p>The CLD Youth Team has delivered the following accreditations through SAC, PEF, senior phase and community based youth work programmes:</p> <ul style="list-style-type: none"> • Personal Achievement Awards (SCQF level 2) • Community Achievement Award (SCQF 4 and 5) delivered in partnership with Kelvin College • Leadership Award (SCQF level 5 and 6) • Mental Health and Wellbeing Award (SCQF level 4 and 5) • DYA Youth Awards (SCQF level 3) • Youth Achievement Awards (SCQF levels 4-7) <p>Inverclyde Council is the third top performing Local Authority in Scotland in terms of Duke of Edinburgh participation with young people achieving 32 Gold Awards 50 Silver Awards; 148 Bronze Awards.</p>	OP1, OP2, OP3, OP4, OP5, OP9

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Cross-Directorate Improvement Actions						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
					<p>A review and redevelopment of community based youth provision is to commence as soon as possible with a particular focus on PGIYZ, Greenock IYZ and detached youth work service.</p> <p>There has been an increase in the range of provision, across adult learning being delivered, including accreditation, and a significant increase in learning opportunities available to address social, emotional and mental wellbeing.</p> <p>Some key development in accredited provision include:</p> <ul style="list-style-type: none"> • Personal Achievement Awards (SCQF level 2) continue to break down barriers to accreditation. An innovative first for Scotland has seen p7 pupils achieve these qualifications. • New ICT provision has been developed aimed at unemployed adults. SQA approval was granted for Digital Skills (SCQF level 3) and more use of SQA Academy's online learning. • 2 new awards have been successfully completed and delivered - Leadership Award (SCQF level 5 and 6) and Mental Health and Wellbeing Award (SCQF level 4 and 5) • A range of first step adult learning personal development programmes has been delivered. 	

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Cross-Directorate Improvement Actions						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
3.	<p><u>Implementation of the CLD 3 year Plan</u></p> <p>Delivery of the CLD priorities in relation to</p> <ul style="list-style-type: none"> - Raising attainment and achievement - Develop of effective partnership - Effective community engagement structures - Health and Wellbeing - Poverty and deprivation 	<p>Delivery of the key activities as set out in the 3 year plan.</p> <p>Strengthening of partnership working both within and outwith the Council.</p> <p>Reporting of progress to the Strategic Implementation Group.</p> <p>Delivery over the period 2018 / 2021</p>	●	Green – on track	<p>A year 1 progress report on the CLD 3 year plan was considered by the Alliance Board at its meeting on 9 December 2019. Progress on year 2 continues to be monitored.</p>	<p>OP3, OP4, OP6 OP9, OP10</p>
4.	<p><u>Sport and Physical Activity Strategy</u></p> <p>Strategy developed and launched in 2019</p>	<p>Public consultation</p> <p>Strategy is endorsed by Education & Communities Committee and Inverclyde Alliance Board</p> <p>Publish and launch of the strategy</p> <p>Establish a reporting mechanism through Inverclyde Alliance Board</p> <p>Operational group established.</p>	●	Red – significant slippage	<p>A service restructure coupled with the impact of Covid-19 has delayed progress in this area.</p>	<p>OP6</p>

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Service Improvement Actions


These improvement actions are implemented by individual Council Services

Education					
	Where do we want to be?	How will we get there?	Status July 2020	Commentary July 2020	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>Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.</p>	<p>●</p> <p>Amber – slight slippage</p>	<p>This actions associated with this workstream have been put on hold due to Covid-19 pandemic.</p> <p>Education Hubs were established to support the most vulnerable during this time.</p>	<p>OP1, OP4, OP5, OP9, OP10</p>

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Education					
	Where do we want to be?	How will we get there?	Status July 2020	Commentary July 2020	Corporate Plan priority
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>	<p>● Amber – slight slippage</p>	<p>A data officer has been appointed and is in post.</p> <p>The actions associated with this workstream also had to be put on hold as a result of Covid-19</p>	<p>OP1, OP5, OP9, OP10</p>
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> <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>	<p>● Blue - complete</p>	<p>Whilst leadership development will continue and remains on the agenda, all relevant actions in this workstream have now been mainstreamed.</p>	<p>OP10</p>
4.	<p><u>Implement the findings from the Additional Support Needs Review</u></p>		<p>● Green – on track</p>	<p>The Children’s Service Planning partnership has continued to embed the GIRFEC service delivery</p>	<p>OP5, OP6, OP9</p>

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Education						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	<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>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>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> <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>model. The ‘Team Around the Child’ meetings have further strengthened the planning for individual children and young people both vulnerable, formally looked after and those on the edges of care.</p> <p>The Locality ASN Forum pilot was evaluated and it was determined that the current authority wide ASN Forum could be strengthened to enable the local need and request for services to be reflected in its operation thus avoiding duplication at locality and authority level. As a result, the locality ASN Forum structure was not required.</p> <p>LIAM pilot was extended and school nurses, Home Link Workers in schools and Barnardos staff undertook therapeutic work with secondary aged pupils. Educational Psychology Service provided supervision for staff on a regular group basis.</p>	
5.	<u>1140 hours expansion in early learning and childcare</u>			Amber – slight slippage	On Wednesday 1 April 2020 an Order revoked the duty in the Children and Young People’s Act (2014) that	OP4, OP5, OP9, OP10

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Education						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare	The strategic work group will continue to monitor the implementation of the expansion plan.			<p>required education authorities to secure 1140 hours of ELC provision for all eligible children from August 2020. This effectively means that there will be no statutory duty to provide 1140 hours from August 2020.</p> <p>A contingency plan for August 2020 is currently being developed. It is likely that almost all children in Inverclyde will be allocated an 1140 hours placement; however this may not be in the establishment of choice or the requested pattern of attendance.</p>	

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Culture, Communities and Educational Resources						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	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>	●	Green – on track	<p>The Heritage Strategy has been approved by the Alliance Board. The Board will also receive updates on the progress of the Strategy.</p> <p>The Heritage Strategy was formally launched in February 2020 alongside the re-opening of the Watt Institution which has undergone £2.1 million restoration works. The Watt Institution has been shortlisted for a prestigious award from the Royal Incorporation of Architects in Scotland.</p>	OP1, OP8, OP9, OP10
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>	●	Green – on track	This workstream is now underway and on track.	OP1, OP2, OP8, OP9, OP10
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>	●	Green – on track	Full year data isn’t available due to Covid-19, however the latest available figures show that the update for P1 – P3 was 78%, whilst the uptake from P4 pupils was 76%.	OP4, OP6, OP9

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22– PROGRESS REPORT YEAR 1

Culture, Communities and Educational Resources						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
		Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.				
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>	●	Amber – slight slippage	All necessary consultations had been completed and the Council was ready to implement the revised transport arrangements prior to Covid-19 restrictions. Inevitably, the revised arrangements which would have been in place for certain schools will now be postponed until such time as plans for schools re-opening in August 2020. Work will continue with transport providers through SPT to ensure sufficient transport is in place from August 2020, for those pupils who are entitled to it.	OP9
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 programme without being encouraged to continue their learning.</p> <p>There is a better awareness of appropriate pathways for learners.</p>	<p>Improve progression pathways for both young people and adult learners.</p> <p>Raise awareness to CLD providers of the pathways available on the learner journey.</p> <p>Work in partnership with wider CLD partners to identify appropriate pathways for learners.</p> <p>Consult with learners on their experience and expectations of their learning pathway.</p>	●	Green – on track	<p>The clearer articulation and strengthening of pathways has been a key focus across the CLD Partnership with key developments and consolidation:</p> <ul style="list-style-type: none"> • All provision is articulated on Inverclyde Life. • Clearer learning pathways have been developed round key themes/areas of work including ESOL, IDEAS, ICT, Family learning, Adult Learning, literacies and Health and wellbeing. 	OP1, OP2, OP3, OP4, OP5, OP9

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22– PROGRESS REPORT YEAR 1

Culture, Communities and Educational Resources						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	There are new progression opportunities for learners and additional support at transition points for those most in need.	Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.			<p>This will continue to be a focus in 2020/21. Transitions from community-based adult learning to further education have been developed with piloting of some key programmes, e.g. Leadership Award at SCQF levels 5/6. This approach will also be continued in 2020/21.</p> <p>There has been increased support for vulnerable learners. Improved identification of need and a focus on individual planning and progression has helped to improve retention and remove barriers to participation.</p>	
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>	●	Green – on track	<p>This work is ongoing. Progress includes:</p> <ul style="list-style-type: none"> • It has been agreed that a young person will join the Alliance Board. Roles, responsibilities and governance training is required to upskill the young people. This has been delayed due to Covid-19 • The Youth Participation Strategy is on hold at the moment due to a refresh of the National Youth Work Strategy. The strategy is expected in the Autumn. • 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 	OP2, OP9

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22– PROGRESS REPORT YEAR 1

Culture, Communities and Educational Resources						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
		<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>approved over the next 5 years (£20,000 p.a.)</p> <ul style="list-style-type: none"> • Inverclyde is represented by 2 MSYPs who are involved in local and national networks and consultation. • Inverclyde Youth Council has been working on ways to attract new members and increase participation Progress has been delayed due to Covid-19. • Clyde Conversations continues to be a key priority in terms of Youth Voice and enabling young people to influence local policy. 	
7.	<p><u>Community Safety and Violence Prevention Initiative</u></p> <p>The introduction of a locality/community based community safety and violence prevention initiative.</p>	<p>The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by summer 2019.</p> <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>	●	Amber – slight slippage	<p>The draft action plan is at final discussion stages with the local housing providers to identify existing services and potential for improvement/additionality.</p> <p>The delivery plan for the initiative will be implemented, through engagement with the Community Council, when normal working practices are restored.</p>	OP1, OP2, OP5, OP6, OP7, OP9
8.	<p><u>Community Safety and Engagement</u></p>	<p>During the period the department will identify a range of community safety</p>	●	Green – on track	<p>The Data Analyst provides regular reports to officers, partner agencies and the community on community</p>	OP1, OP2, OP5,

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22– PROGRESS REPORT YEAR 1

Culture, Communities and Educational Resources						
	Where do we want to be?	How will we get there?	Status July 2020		Commentary July 2020	Corporate Plan priority
	Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.	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.			safety based issues which fit within the Community Safety Partnership overarching themes. The 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 Inverclyde Council and Community Safety Partnership members.	OP6, OP7, OP9,

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

The Education, Communities and Organisational Development CDIP has a further two years left in its current planning cycle. The Improvement Plan is reviewed annually to ensure that the actions within it remain relevant, that it reflects the current position and also any new challenges that have emerged in the previous year.

This section sets out the refreshed improvement actions for the Education, Communities and Organisational Development Directorate. The full CDIP which includes details of achievements in year 1, the Directorate structure and budget can be found on the Council's website.

Improvement Plan Overview	
Education	Corporate Plan Priority
Scottish Attainment Challenge	OP1, OP4, OP5, OP9, OP10
Broad General Education	OP1, OP5, OP9, OP10
1140 hours expansion in early learning and childcare	OP4, OP5, OP9, OP10
Children's Services Plan	OP5, OP6, OP9, OP10
Review of Inverclyde GIRFEC model	OP2, OP5, OP6, OP9, OP10
Implement the findings from the Additional Support Needs Review	OP5, OP6, OP9
Culture, Communities and Educational Resources	
Culture and heritage	OP1, OP8, OP9, OP10
Library services for children and young people	OP1, OP2, OP8, OP9, OP10
Facilities management	OP4, OP6, OP9
School transport	OP9
Raising attainment and achievement in our communities	OP1, OP2, OP3, OP4, OP5, OP9
Adult pathways	OP1, OP2, OP3, OP4, OP5, OP9
Youth consultation and representation structures	OP2, OP9
Implementation of the 3 year plan for CLD	OP3, OP4, OP6, OP9, OP10
Development and implementation of a Sport and Physical Activity Strategy	OP6
Volunteering Strategy for Inverclyde	OP1, OP2, OP6
Community Safety and Resilience	OP1, OP2, OP5, OP6, OP7, OP9
Community Safety Engagement	OP1, OP2, OP5, OP6, OP7, OP9
Organisational Development, Policy and Communications	
The Community Empowerment (Scotland) Act 2015	OP1 – OP9
People and Organisational Development Strategy	OP9, OP10

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Improvement Plan Overview

Child poverty	OP4, OP6
Fairer Scotland Duty	OP2, OP4, OP9
Health and safety monitoring system	OP9, OP10
Repopulation and tourism 'place' marketing	OP1, OP9
All Services	
Measuring impact on outcomes	OP1 – OP8
Workforce planning	OP1, OP3, OP9, OP10

Corporate Improvement Actions

Corporate Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA1	The Community Empowerment (Scotland) Act 2015	<p>Audit Scotland made a recommendation in the BVAR 2017 that Inverclyde Council should further develop the capacity of communities.</p> <p>Inverclyde's Outcome Improvement Plan was published in December 2017. Performance monitoring consists of a quarterly performance report and an Annual Report.</p> <p>Locality Action Plans have been developed and published on the Council's website for all six Inverclyde localities.</p>	<p>The Council and its partners can demonstrate that it is effectively delivering on the statutory requirements of the Community Empowerment (S) Act 2015</p> <p>The issues that matter most to each locality are identified and community planning partners and the community work together to tackle them.</p>	<p>Develop appropriate, local responses to Scottish Government guidance.</p> <p>Continue to gather data from partners around the three localities.</p> <p>Pilot the establishment of a Locality Planning Group in Port Glasgow and then roll out to the remaining 5 localities.</p>	<p>Communities are making full use of the Community Asset Transfer, Participation Request and Participation in Public Decision Making elements of the Community Empowerment Act 2015</p> <p>Implementation of the six Locality Plans, involving all partners. A Locality Action Plan is developed for each locality and published on the Council's web site.</p>	<p>Corporate Policy, Performance and Partnership Manager</p> <p>Community Learning and Development, Community Safety and Sports Service Manager</p>	<p>Contained within existing budgets</p>	<p>OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8</p>

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>Communication and Engagement Groups have been established in Port Glasgow, Kilmacolm and Quarriers, Greenock East and Central, Greenock South and South West and Inverkip and Wemyss Bay</p> <p>An evaluation of phase 1 of Participatory Budgeting has been carried out and a revised approach agreed.</p>	<p>Locality Planning Groups are established in each of the 6 localities to enable service planning at a local level and to implement Locality Action Plans.</p> <p>The Alliance is investing in building the capacity of communities</p> <p>Robust and comprehensive community involvement and engagement takes place in each of the 6 localities.</p> <p>Communities can influence how budgets can be used to address local priorities.</p>	<p>Establish a Communications and Engagement Group in each of the 6 localities.</p> <p>Implementation of the revised approach as agreed by the Policy and Resources Committee</p>	<p>Locality Planning Groups established in each locality and meeting on a quarterly basis.</p> <p>The local priorities that have been identified through community engagement are delivered.</p> <p>Communications and Engagement Groups established in each of the 6 localities and meet on a regular basis.</p> <p>There is a sustainable model of PB in place in Inverclyde</p>			

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA2	Measuring impact on outcomes	<p>The Audit Scotland Best Value Assurance Report (2017) contained a recommendation that the Council and partners need to better identify the extent of the impact services/partners expect to make to the overall strategic outcomes.</p> <p>Public performance reporting has been strengthened across a range of areas, including:</p> <ul style="list-style-type: none"> • A Corporate Plan Annual Report shows progress in the delivery of our organisational and partnership priorities. • A redesign of the performance webpages to present performance information that shows the progress that is being made in the delivery of 	<p>Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes.</p> <p>Performance reporting is linked to measuring impact on outcomes at an individual, community and population level.</p>	<p>Continue to work with experts and other performance management specialists, to identify processes to better measure impact on outcomes and learn from good practice elsewhere.</p> <p>Build on additional performance reporting arrangements that have been put in place in the last 2 years Identify desired outcomes with key milestones / timescales for the Inverclyde Alliance Partnership Action Plans.</p>	<p>Audit Scotland are assured that Inverclyde Council is able to demonstrate impact on outcomes for all its children, citizens and communities.</p>	<p>Corporate Policy, Performance and Partnership Manager</p>	<p>Contained within existing resources</p>	<p>OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8</p>

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>priorities and outcomes.</p> <ul style="list-style-type: none"> • A LOIP Annual Report is also produced by the Inverclyde Alliance. 						
CA3	Workforce Planning	<p>A Corporate Workforce Planning and Development Group has been established to focus on progressing the workforce planning and learning and development agenda (WP and L&D) for the Council.</p> <p>Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills.</p>	<p>Continue to ensure workforce planning and development is integrated into CDIPs, risk registers and associated plans to address the key workforce challenges over the next 3 years and into the longer term.</p> <p>Continue to ensure Service Workforce Plans are actioned and reviewed.</p>	<p>Analysis of workforce data and learning needs with a coordinated approach to WP and L&D solutions.</p> <p>Assessing future workforce requirements via service workforce plans.</p> <p>Delivery of plans to be monitored by the Workforce Planning & Development Group. (Ongoing)</p>	<p>Workforce Planning and Learning & Development activity is prioritised and needs are met through coordinated and cost effective approaches.</p> <p>Appropriate WP and L&D interventions are implemented to address key workforce challenges over the next 3 years and beyond.</p>	Head of OD, Policy and Communications	Contained within existing resources	OP1 OP3 OP9 OP10
CA4	People and Organisational Development Strategy	The New Strategy for 2020/23 was approved by Council in February 2020	The new People & OD Strategy Action Plan will need to be reviewed in light of the COVID19 pandemic and associated recovery plans to assess it continues to be fit for	OD Team to review Action Plan and link with OD, Policy & Communications representatives on Recovery Groups and with Workforce Development Group to determine and new or	CMT approve amended People and Organisational Development Strategy Action Plan 2020/23, or confirm existing plan fit for purpose.	Head of OD, Policy and Communications	Contained within existing resources	OP9 OP10

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
			purpose. It will then be taken back to CMT for agreement on any amendments	amended key priorities in terms of the strategy Dec 2020				
CA5	Child poverty	<p>25.7% of children in Inverclyde are estimated to be living in poverty, the 6th highest in Scotland. Child poverty is expected to increase nationally.</p> <p>A multi-agency Child Poverty Action Group, oversees the work around child poverty in Inverclyde</p> <p>The first Inverclyde Local Child Poverty Action Report was published in 2019. Work on the second LAR is underway.</p>	<p>To reduce child poverty locally and work towards the achievement of national targets.</p> <p>The Child Poverty Action Group will agree priorities for the area and the Local Action Report for 2019/20 will be the framework to develop these local priorities (food insecurity, employment and digital insecurity) in line with the national priorities.</p>	<p>Local and national data will be analysed to evidence local impact on child poverty and on the national targets.</p> <p>All partner (CPAG) activity and data linked to child poverty is held centrally to enable partners to measure progress against the national child poverty targets.</p> <p>Monitor and review the projects in the Child Poverty Action Report.</p>	<p>Qualitative and quantitative data will show improvement in child poverty levels in Inverclyde</p>	<p>Corporate Policy, Performance and Partnership Manager</p>	<p>Costs are set out in the Inverclyde Child Poverty Action Report</p>	<p>OP1 OP4 OP5 OP6</p>
CA6	Children's Services Plan: Update	<p>An Inverclyde's Children's Services Plan is in place and the year 2 Delivery Plan has been</p>	<p>A refreshed Children's Services Plan is submitted in accordance with the new timescale once</p>	<p>Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC</p>	<p>A new Children's Services Plan is approved and reflects the Covid-19 recovery plan</p>	<p>Corporate Director ECOD; Head of Education;</p>	<p>Contained within existing resources</p>	<p>OP5 OP6 OP9 OP10</p>

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>implemented across all child support agencies. A monitoring framework is in place in keeping with Scottish Government guidance.</p> <p>A refresh of the ICSP was initially due to be submitted in 2020 however the Scottish Government has delayed this in response to Covid-19. It is accepted that priorities may change due to this.</p> <p>The 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>announced by the Scottish Government.</p> <p>Governance framework provides overview of progress and service level accountability.</p>	<p>Pathway Model to ensure consistency across partner agencies.</p> <p>Review of priorities and performance measures.</p> <p>Refresh the Strategic Needs Assessment</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. Meetings were suspended during Covid-19 but will reconvene.</p>	<p>Priorities have been identified through multi-agency analysis of available evidence including local and national performance measures and Covid-19.</p> <p>Increase confidence of staff in implementation of GIRFEC Pathway model.</p> <p>Continuing improvement in the quality of GIRFEC pro-forma and documentation, e.g. Child's Plans, Chronologies; Education Action Plans, TAC outcomes.</p>	<p>Children Services Partnership; GIRFEC Strategy Group</p>		

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA7	Review of Inverclyde GIRFEC Model	<p>Inverclyde's GIRFEC Practice Model has now been in place for two years. The 2017 Children Services Inspection identified the need to further develop multi-agency confidence and partnership working. The implementation of Inverclyde's mental Health Strategy, Autism Strategy and Locality ASN Forums provides the opportunity to review and realign the practice model</p> <p>Updated SEEMIS application and associated modules currently being developed – due for phase 1 implementation August 2020.</p> <p>Programme of Quality Assurance and Self-Evaluation implemented on Cluster basis June</p>	<p>Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes.</p> <p>Multi-agency 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</p>	<p>Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental health wellbeing of children and young people.</p> <p>GIFEC Pathway 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</p>	<p>Monitoring of direct referrals from educational establishments to support services.</p> <p>Overview of CS and GIRFEC QA processes used to inform Strategic Needs Assessment. Information from TAC/Review meetings confirm positive impact for individual children and young people.</p> <p>An increase in numbers of staff attending multi-agency training. Staff confidence with GIRFEC model and multi-agency working.</p> <p>QA procedures provides effective quantitative and qualitative</p>	Head of Education; Education Officer; Principal Psychologist; GIRFEC Strategy Group.	Contained within existing resources	OP2 OP5 OP6 OP9 OP10

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>2018. This has provided an opportunity to both moderate quality and consistency of approach in the development of Child Plans and to allow sharing of good practice.</p>	<p>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>Management sub-group.</p> <p>Implementation of CSP sub-groups to develop improved outcomes for LAC/CE children and Young People.</p> <p>Education's QA processes to reflect changes in Education Scotland model. Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.</p>	<p>information to inform future planning.</p> <p>Collated data informs Strategic Needs Analysis to allow identification of appropriate priorities for forward-planning and improvement.</p>			
CA8	Fairer Scotland Duty (FSD)	<p>Interim, non-statutory, advisory Guidance on the Duty was published by the Scottish Government in April 2018 and a report considered by the Policy and Resources Committee at its meeting on 18 September 2018.</p>	<p>Ensure we are compliant with the Duty, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.</p>	<p>Utilise the support available from the Improvement Service to develop and share best practice on the Duty.</p>	<p>By actively considering how we could reduce inequalities of outcome in any major strategic decision we make and publishing a written statement showing how we have done this.</p>	<p>Council-wide responsibility, led by Corporate Policy, Performance and Partnership Manager</p>	<p>Contained within existing resources</p>	<p>OP2 OP4 OP9</p>

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.		When making strategic decisions, actively consider, with an open mind, whether there are opportunities to reduce socio-economic disadvantage. Incorporate the Duty into the Equality Impact Assessment as part of the Council's process to amend or introduce new policy arrangements. By June 2020.				
CA9	Volunteering Strategy	A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed. The draft Volunteering Action Plan has been developed, however this needs greater community involvement and a collective review to inform its development. A broader partner / staff	The quality and quantity of volunteering opportunities is increased. The number of people participating in volunteering is increased. Participation inequalities are addressed	Carry out survey of volunteering across the directorate and CLD partnership to inform refreshed volunteer action plan by June 2020 QA systems used to measure quality of volunteer placements. A partner/staff and community consultation carried out to inform the plan	Volunteering action plan in place Increased number and quality of volunteering opportunities Increased number of people volunteering, particularly young people aged 13-18,	Community Learning and Development, Community Safety and Sports Service Manager CVS Inverclyde	No resource implications	OP1 OP2

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		and community consultation in March / April 2020 was delayed due to Covid-19	The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.	<p>Self -evaluation carried out to identify key strengths and areas for improvement</p> <p>Review draft Action Plan following the consultation event. Refreshed Action Plan by end June 2021</p> <p>Impact assessment carried out by Sept 2021</p> <p>Volunteer Pathways developed by March 2022.</p> <p>Development and delivery of a range of leadership and volunteering opportunities.</p>	<p>people with a health condition or challenging circumstances, e.g. cultural barriers, men and those in the most deprived 20% of communities.</p> <p>More local strategies and plans will demonstrate the contribution and impact of volunteering.</p> <p>Evidence of volunteering being promoted and valued.</p>			

Cross-Directorate Improvement Actions

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CD1	Raising attainment and achievement in communities	Feedback from young people, adults, the wider community and partners indicates that there is a need for CLD providers to continue to provide wider achievement and attainment opportunities.	<p>Raise levels of attainment and achievement in our communities.</p> <p>Individuals are supported in developing the skills, knowledge and attributes to achieve their full potential.</p>	<p>Increase the learning opportunities available to individuals.</p> <p>Support the work aimed at closing of the poverty related attainment gap.</p> <p>Continued provision and enhancement of high quality learning opportunities to young people, adults and the wider community with a focus of those most in need.</p> <p>Ongoing over 2020/21</p>	<p>An increase in the number of individuals achieving nationally recognised awards.</p> <p>There is an improved range of courses, qualifications and awards available to individuals.</p> <p>There is an increase in the number of individuals with improved literacies and ESOL skills.</p>	<p>Head of Culture, Communities and Educational Resources & CLD</p> <p>Head of Education Services</p>	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9
CD2	Implementation of the CLD 3 Year Plan	<p>CLD service has identified a number of priorities for the service to be delivered over the period 2018/21.</p> <p>An Annual Report for year 1 has been produced and approved by the Alliance Board / relevant Committee.</p>	<p>Delivery of the CLD priorities in relation to</p> <ul style="list-style-type: none"> - Raising attainment and achievement - Develop of effective partnership - Effective community engagement structures 	<p>Delivery of the key activities as set out in the 3 year plan.</p> <p>Strengthening of partnership working both within and out with the Council. Reporting of progress to the Strategic Implementation Group.</p>	Data shows an improvement across a range of indicators linked to the 3 year priorities	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP3 OP4 OP6 OP9 OP10

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			<ul style="list-style-type: none"> - Health and Wellbeing - Poverty and deprivation 	Delivery over the period 2018 / 2021				
CD3	Develop and implement Sport & Physical Activity Strategy	<p>Members of the strategic steering group have been identified. Initial meeting held.</p> <p>Revised timescale established to reflect service restructure and delay due to Covid-19.</p>	Strategy developed and launched by March 2021.	<p>Strategy working group is established.</p> <p>The action plan is refreshed in light of Covid-19.</p> <p>Public consultation is carried out</p> <p>Establish a reporting mechanism through Inverclyde Alliance Board.</p> <p>Operational group established.</p>	<p>Strategy developed and launched by March 2021.</p> <p>Strategy is endorsed by Education & Communities Committee and the Inverclyde Alliance Board.</p>	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP 6

Service Improvement Actions

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Service Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
Education								
Ed1	Scottish Attainment Challenge	<p>Primary and secondary schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge and Pupil equity Fund.</p> <p>Attainment gap linked to deprivation has decreased during 2019/20 across almost all measures</p> <p>Practitioners are now more skilled in their understanding and use of data.</p> <p>Events of C-19 have enabled parents to become more involved in their child's learning.</p>	<p>Further decrease the attainment gap linked to deprivation.</p> <p>Ensure that a recovery curriculum is in place to ensure that the needs of all learners are met and that there are opportunities to fill learning gaps due to COVID-19</p> <p>An increase use of data to set targets and inform next steps and improvements</p> <p>Parents are enabled to better support their children in Literacy,</p>	<p>Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.</p> <p>Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.</p> <p>Co-ordinated quality programmes are in place with partners which impact on attainment</p> <p>Continue to support and establish on family learning programmes and to support parents.</p>	<p>Further improvements in base line figures in literacy and numeracy.</p> <p>Parents' capacity to support their children's learning continues to increase.</p>	Head of Education/ Head Teachers	Scottish Government funding of £ 3,470,640	OP1 OP4 OP5 OP9 OP10

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		<p>Prior to COVID evidence from Barnardo's showed that the % of families engaging with their child's learning was increasing.</p> <p>Secondary schools are now embedding collaborative practitioner enquiry in practice in partnership with the Education Psychology team amongst others. Joint working has strengthened.</p> <p>Models of leadership, which supports a significant number of practitioners to engage in research and critical reflection is now directly impacting on the quality of learning and teaching in the classroom.</p>	<p>Numeracy and Health & Wellbeing</p> <p>Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.</p> <p>A consistent shared understanding of high –quality learning, teaching and assessment.</p>	<p>Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities.</p> <p>Disseminate effective practice.</p> <p>Continue to support and develop the leadership programmes that are provided across the authority, through the Regional improvement collaborative and nationally.</p>	<p>Feedback to date is that teachers and support staff report very positively about Continuing Professional Learning and their level of confidence in approaches being delivered. This will continue to be monitored and evaluated.</p>			

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		<p>Continue to implement 'Applying Nurture' as a Whole School Approach across all sectors.</p> <p>A declining trend of exclusions is in place but this needs further refined for ASN</p> <p>A professional learning programme for teaching staff and support staff is empowering young people to take greater ownership of their learning Developing an exit and continuation plan of strategies for Scottish Attainment Challenge initiatives</p>	<p>Continue to reduce exclusions.</p> <p>Approaches and initiatives which have impacted on attainment are embedded.</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>Increase the digital literacy of all teachers and practitioners</p>	<p>Well-informed and targeted interventions have resulted in improved outcomes in children's attendance, motivation and attainment.</p> <p>Good practice is shared and effective interventions up scaled where appropriate using research informed by local and national policy –</p>			

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Ed2	Broad General Education	<p>Schools continue to track and monitor performance at all levels</p> <p>Primary schools are using new progress and achievement tracking system for numeracy and literacy.</p> <p>Reporting aspect of progress and achievement is being introduced in a phased basis and will ultimately allow us to monitor pupils with barriers to learning.</p>	<p>Schools will continue to develop tracking and monitoring of other aspects of BGE curriculum. Schools also developing report templates.</p> <p>Tracking and monitoring will increasingly be used to provide effective interventions in learning.</p> <p>Schools are accessing information independently and are confident in the use of all measures to remove barriers to learning</p>	<p>Revising the Quality Assurance Framework across the authority.</p> <p>Continue to develop the quality assurance framework and SEEMIS reporting and tracking system</p>	<p>A robust and reliable tracking system is in place to report on and monitor progress and performance of all pupils through the BGE.</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>	Head of Education	Contained within existing resources	OP1 OP5 OP9 OP10

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		<p>The newly developed Quality Improvement Framework processes include opportunities for all schools to discuss attainment and teacher professional judgement on an annual basis.</p> <p>The authority wide data set has been updated to include the information on progress and achievement.</p> <p>Inverclyde continues to engage with the Glasgow City Regional Education Improvement Plan (West Partnership).</p> <p>Progression frameworks for understanding standards have been developed at Council level.</p>	<p>The Quality Improvement Framework is in place and understood by all.</p> <p>The Quality Improvement Framework has been adapted for the recovery planning due to COVID -19</p> <p>The data set has been reviewed and evaluated and is consistently used in all establishments</p> <p>The RIC plan will be revised and streamlined</p> <p>Progression frameworks for other areas of the curriculum are beginning to be developed</p>	<p>Establish toolkits for schools for recovery curriculum and pedagogy</p> <p>Continue ongoing work with SEEMIS</p> <p>Continue to have representation on the RIC working groups and programme board</p> <p>The coaching and modelling officers will continue to work with schools to identify appropriate progression.</p>				

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Ed3	Implement the findings from the Additional Support Needs Review	<p>The implementation of ASN Review 2015 recommendations contained has resulted in a well-developed Inclusive Support Service which is effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people.</p> <p>Due to COVID -19 work on this has been delayed and suspended.</p> <p>Attendance, educational attainment and wellbeing outcomes of Care Experienced, ASN and pupils with barriers to their learning remains an area for development and improvement.</p> <p>Progress has been made in the tracking of outcomes for Care experienced children.</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>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>Continued work undertaken by the attainment challenge attainment team to work alongside schools and children’s services.</p>	<p>Inclusive Support Services re-organised to reflect the outcomes of ASN review.</p> <p>Improved educational outcomes for care experienced pupils.</p> <p>Improved wellbeing outcomes for all children and young people.</p> <p>All Inverclyde educational establishments include Autism friendly strategies into improvement planning cycle.</p>	<p>Head of Education</p> <p>Principal Psychologist</p>	<p>Contained within existing resources</p>	<p>OP5 OP6 OP9</p>

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		<p>Increased use of Autism friendly strategies are now in place.</p> <p>2019 outcomes for positive destinations represented the highest ever for Inverclyde.</p> <p>Pilot Locality ASN Forum in Port Glasgow over 2018/19 was suspended to allow further work to be undertaken.</p> <p>Communication Friendly Schools pilot has been in place in two</p>	<p>.</p> <p>Locality ASN forums operating successfully. Protocols and procedures will improve direct access to Tier 1 and Tier 2 mental health & wellbeing support.</p> <p>Learning from pilot programme disseminated over</p>	<p>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</p> <p>Access to support from partner services more readily accessible through locality forum arrangements.</p> <p>Planned programme of capacity building and support</p>	<p>Increased positive destinations for pupils with barriers to their 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>Locality ASN forums operating effectively with clear lines of communication and referral implemented for actions by Inverclyde ASN Forum.</p> <p>Staff capacity and understanding of</p>			

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		<p>Inverclyde primary schools.</p> <p>LIAM project pilot in Inverclyde East locality. The project looks to build school's capacity and knowledge in dealing with anxiety.</p>	<p>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>developed by ICOS team.</p> <p>Planned programme of capacity building and support developed by LIAM team.</p>	<p>Autism continues to develop. Schools have more direct access to support for pupils with barriers to their learning.</p> <p>Staff capacity and understanding of anxiety in young people continues to develop</p>			
Ed5	1140 hours expansion in early learning and childcare	<p>The strategic plan for the expansion of early learning and childcare is being implemented and includes the following work plans:</p> <ul style="list-style-type: none"> • Infrastructure • Workforce • Operations • Quality <p>Effective engagement with Scottish Government in relation to implementation and monitoring is ongoing.</p>	<p>It is likely that provision of 1140 hours will be offered across Inverclyde subject to COVID -19 restrictions. There will be restrictions in choice of establishment / patterns of placement.</p>	<p>The strategic work group will continue to monitor the implementation of the expansion plan.</p>	<p>Regular monitoring of work plans and risk register.</p>	<p>Head of Education / Early Years Manager</p>	<p>Funding costs met by the Scottish Government</p>	<p>OP4 OP5 OP9 OP10</p>

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		<p>Due to Covid-19 an Order revoked the statutory duty to provide 1140 of childcare by August 2020. An Inverclyde contingency plan for August is currently being developed.</p> <p>Positive relationships with the private, voluntary and independent sectors are being sustained.</p>	All eligible Providers meet the National Standard for Early Learning and Childcare and are accepted as Funded Providers from August 2020	A contingency plan is currently being developed to address any shortfalls in provision.	<p>All children are allocated a 1140 hours placement</p> <p>Funded Providers are delivery ELC across the Authority.</p>			
Culture, Communities and Educational Resources								
CC& ER1	Culture & Heritage	Following a programme of refurbishment, the Watt Institution re-opened in 2019 and revised opening hours have been implemented. Many elements of the service have been in place since the 1980s and require a comprehensive review.	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.	Full review of service including: staffing structure, services offered, and income generation opportunities, taking into account the themes and priorities from the Heritage Strategy.	<p>% increase in visitor figures, facility usage, learning and access opportunities, and increased income.</p> <p>% increase in visibility / recognition of, and levels of engagement with, the Watt</p>	Libraries, Education Development and Arts Manager; Team Leader – Education Development and Arts;	To be contained within existing revenue budget.	OP1 OP8 OP9 OP10

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		The Great Place Scheme funded the production of a ten year Heritage Strategy for Inverclyde, which aims to support the development of a strong, sustainable heritage infrastructure operating across the public, private and third sectors. The Strategy was approved by the Alliance Board in 2019.	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.	Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan. Continuation during 2020 of the artistic commissions under the banner of the Great Place Scheme Produce a funding bid for support for Heritage Strategy Action Plan (currently closed due to Covid-19) Timescale: 2020/21	Institution by the general public.	Heritage Outreach Officer; Watt Institution staff		
CC&ER2	Library Services for Children and Young People	The Scottish Government published a national strategy for school libraries in Scotland 2018-23: <i>Vibrant Libraries, Thriving Schools</i> . There are 3 aspects of Inverclyde Council's library offer for children and young people: the	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	Adoption of elements of Attainment Challenge service provision into core business. Continued close working with school librarians.	Use of Inverclyde's public libraries by children and young people will increase. Use of Inverclyde's secondary school libraries will increase.	Libraries, Education Development and Arts Manager; Team Leader – Libraries; Education staff;	To be contained within existing revenue budget	OP1 OP2 OP8 OP9 OP10

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		<p>public library service, individual school libraries within secondary schools; and outreach work carried out by an Outreach Librarian, based in the community and funded by the Attainment Challenge. While there is some joint working and linkages between the three, much more could be done to streamline, join up and improve the library offer for Inverclyde's children and young people.</p> <p>A review of all aspects of provision for children and young people has been carried out, including early years; class visit programme; after school programme and young adult. Inverclyde Libraries consulted with young adults in order to devise a refreshed offer, including closer working with school librarians, a secondary school e-membership drive, and</p>	<p>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 existing library provision within primary schools.</p> <p>Timescale: 2020/21</p>	<p>Primary school library provision will be supported.</p> <p>The literacy-related attainment gap for children in Attainment Challenge schools will be reduced.</p> <p>Inverclyde's school libraries will apply for School Library Improvement funding on an annual basis with a high rate of success.</p>	<p>Staff with responsibility for delivering children's and young people's library services.</p>		

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		a number of pilot projects.						
CC&ER3	Facilities Management	<p>The Scottish Government's free school meals provision began in January 2015 and has been implemented in all relevant schools. Initially a target of 80% was set, however this may need to be revised as more pupils bring packed lunches to school.</p> <p>Similarly, alternative targets may need to be put in place to account for Covid 19 restrictions.</p>	To sustain free school meal provision at an appropriate level in light of Covid-19 restrictions.	Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.	Measuring the percentage uptake of free school meals within the P1 to P3 age group.	Facilities Manager	Externally funded	OP4 OP6 OP9
CC&ER4	School Transport	<p>Changes to school transport provision were agreed by the Education and Communities Committee in September 2019, following which, work was underway to implement the revised arrangements. This was halted by Covid-19.</p> <p>The Head of Culture, Communities and</p>	<p>Work with school communities to implement changes to school transport provision.</p> <p>The revised transport arrangements are in place.</p>	<p>ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council.</p> <p>Termly payment plans created for those pupils requiring subsidised transport</p>	New transport arrangements are established and the inequality in provision has been addressed.	Head of Communities, Culture and Educational Resources; Service Manager Educational Resources.	TBC	OP9

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		<p>Educational Resources has had regular contact with Parent Councils regarding the revised arrangements.</p> <p>There are plans to phase in arrangements from August 2020 in line with Covid-19 guidance.</p>		<p>Partnership working with transport providers.</p> <p>Work with communities to support implementation of revised arrangements.</p>				
CC&ER5	Develop and improve Adult Learning Pathways	<p>A range of high quality learning opportunities are available for adults and young people. The clearer articulation and strengthening of pathways has been a key focus across the CLD Partnership with key improvements being made. All provision is articulated on Inverclyde Life.</p> <p>Clearer learning pathways have been developed round key themes/areas of work including ESOL, IDEAS, ICT, and some key aspects of Adult Learning, literacies.</p>	<p>There is a better articulation and awareness of appropriate pathways for learners.</p> <p>There are new progression opportunities for learners where needed and additional support at transition points for those most in need.</p> <p>There has been increased support for vulnerable learners. Improved identification of need and a focus on individual planning and progression have improved</p>	<p>Improve progression pathways for both young people and adult learners.</p> <p>Work in partnership with wider CLD partners to identify appropriate pathways for learners with a focus on employability, transitions from community based AL to FE, volunteering and leadership and health and wellbeing. Support and test pathway articulation and development by piloting some key programmes, e.g.</p>	<p>Increased pathways available to learners.</p> <p>Increase in the number of learners progressing on to a positive destination.</p> <p>Clear and defined pathways are identified.</p> <p>CLD practitioners and wider partners and adult learners have a better understanding of pathways for their learners.</p>	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9

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		Transitions from community-based adult learning to further education needs a continued focus.	retention helped remove barriers to participation.	<p>Leadership Award at SCQF levels 5/6.</p> <p>Increase partnership programme planning.</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>				
CC&ER6	Youth Consultation and Representation Structures	Whilst structures are in place, there is a need to further develop the Youth Consultation and Representation Structures across Inverclyde ensuring key community groups of interest are supported.	<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>Carry out a review of the Youth Participation Strategy, achieve the LGBT Charter Mark for our Clyde Pride Group & create a</p>	<p>A new Youth Cabinet is established with increased numbers of young people engaged in youth participation.</p> <p>A new refreshed Youth Participation Strategy is created to ensure young people are involved in service planning and delivery.</p>	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP2 OP9

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				<p>peer education group to tackle issues affecting young people on a peer level.</p> <p>Deliver the Inverclyde YOYP Plan for 2018. Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform.</p> <p>Ensure effective arrangements are in place for the Scottish Youth Parliament Elections 2021.</p>	<p>achieves a bronze Charter Mark.</p> <p>The contribution of young people is celebrated and highlighted through the Year of Young People programme. Increased number of young people involved in Inverclyde Youth Council</p> <p>Clyde Conversations 2020 is developed and delivered</p> <p>Increase in the number of candidates standing for election and an increase in the number of young people involved in SYP elections.</p>			
CC&ER7	Community Safety & Resilience – Improving Inverclyde Initiative	Following community consultation and the completion of a strategic assessment, the Community Safety Partnership has set out 3 overarching strategic priorities –	The introduction of a neighbourhood/community based community safety and resilience initiative in Lower Port Glasgow.	<p>Engagement with agencies and services to identify current resources and assets within the identified area.</p> <p>Assessment of community</p>	<p>The pilot initiative will have been introduced to the Lower Port Glasgow neighbourhood/community in Inverclyde.</p> <p>The community and wider public will be</p>	Community Learning and Development, Community Safety and Sports Service Manager.	Contained within existing resources.	OP1, OP2, OP5, OP6, OP7, OP9,

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		<p>- 'Reducing Violence, Crime and Disorder'; Reducing Unintentional Harm; and</p> <p>- Promoting Community Resilience'.</p> <p>Currently, the majority of responses to anti-social behaviour and disorder are reactive and police led with support from the Public Protection Service.</p>		<p>engagement responses to identify unmet community need</p> <p>Engagement with communities to encourage participation and ownership</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>	<p>able to identify an improvement in their area.</p> <p>The Community Safety & Resilience Team and wider community safety partners will have a better understanding of issues within the locality/community.</p> <p>High quality detached youth work service developed and implemented.</p> <p>Improved outcomes for young people and communities contributing to a reduction in ASB.</p> <p>Problem solving approach implemented to tackle anti-social behaviour.</p>			
CC& ER8	Community Safety Engagement	The Citizen's Panel enables the Council to regularly consult with Inverclyde residents on	Community engagement structures are in place that help to	During the period the department will identify a range of community safety	Measure the number of community safety engagements carried out across Inverclyde.	Community Learning and Development, Community	Contained within existing resources.	OP1, OP2, OP5, OP6,

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 REFRESHED IMPROVEMENT PLAN

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		a wide range of issues. Panel members are asked a series of questions regarding their satisfaction of where they live, their feelings of safety and their experience of antisocial behaviour.	maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.	engagement messages which support the priority outcomes of the Community Safety Partnership Strategy - the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm in our communities and the promotion of community resilience.	Promote and support national campaigns which contribute to the priority outcomes of the Community Safety Partnership Strategy. Feelings of safety are reported as high in the forthcoming citizens' panel (2020).	Safety and Sports Service Manager		OP7, OP9,
Organisational Development, Policy and Communications								
ODP &C1	Health and Safety Monitoring System	Development of the Figtree Health and safety monitoring system to utilise the auditing and workplace inspection functions.	To record and monitor key action points and control measures which require to be implemented at Service level and that implementation has taken place.	Develop and test the relevant modules in the Figtree system. Bring online the audit and assessment modules and pilot them in selected areas (Fire Risk Assessment, Education and Environmental and	Auditing and workplace inspection functions are fully implemented.	Head of OD, Policy and Communications	Contained within existing resources	OP9, OP10

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Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
				Commercial Services. Develop the reporting function to bring additional statistical information to the Corporate Health and Safety Committee as required. December 2021				
ODP &C2	Repopulation and tourism 'place' marketing linked to overarching council branding exercise	A coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and redeveloping the 'discover Inverclyde' brand to promote Inverclyde has been developed. The website was ready to be launched on 27 March 2020 but this had to be postpone due to the Covid-19 crisis.	There is a coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and the 'discover Inverclyde' brand to promote Inverclyde as a place to encourage more visitors, more businesses and more new residents	Launch of the new web resource 'discover Inverclyde' website, supported by a place marketing campaign throughout 2020 focused on promoting Inverclyde as a place to visit, live and work.	Increased attendance at major events (where directly supported) Improvements in population measurements. Increased visitor numbers to attractions A new place marketing campaign developed and co-ordinated across a range of on and offline mechanisms	Comms & Tourism and Health and Safety manager	Funding through existing tourism funding, support sought from external partners and through existing earmarked reserves for repopulation and events.	OP1 OP9

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 KPIs

Education, Communities and Organisational Development Performance Information

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
The percentage of performance appraisals completed in the year and the individual development plans agreed	94%	97%	Not yet available	93%	90%	80%	Provisional data has been gathered, however the deadline for completion of appraisals has been extended to September 2020 due to Covid-19
Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b) sources: LGBF Annual Return; Inverclyde Performs	53.92%	58.67%	59.9%	52.5%	52.5%	47%	Inverclyde ranked in 7 th position out of 32 councils in 2018/19. 2019/20 national data not yet available.
Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs	428,785	671,212	682,714	696,000	250,000	100,000	No comparable benchmarking information.
Number of visits to/usages of council-funded or part funded museums source: Libraries and Museums Records; Inverclyde Performs	57,053	57,076	42,277	43,200	10,000	2,000	No comparable benchmarking information
Number of adult learners achieving core skills qualifications (KPI 17) source: Inverclyde Performs	246	261	314	186	186	140	2019/20 targets have been adjusted to reflect other modes of delivery
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	616	750	421	457	457	380	2019/20 targets have been adjusted to reflect other modes of delivery Performance in 2019/20 was affected by a reduction in staffing.

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 KPIs

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
P1 – P4 Free schools meals provision	74.3%		P1 – P3 78% P4 - 76%	75%	Keep target but remove school closure days	70%	* this is the latest available data prior to school closures in March 2020
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	72.4%	Not yet available	75%	Keep target but no collation of data 19/20	70%	West Partnership Performance 2017/18 75%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	80%	78.9%	Not yet available	82%	Keep target but no collation of data 19/20	75%	West Partnership Performance 2017/18 81%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	90.5%	91.2%	Not yet available	91%	Keep target but no collation of data 19/20	88%	West Partnership Performance 2017/18 91%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	85.6%	91.9%	Not yet available	89%	Keep target but no collation of data 19/20	83%	West Partnership Performance 2017/18 90%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.8%	38%	Not yet available	45%	Keep target but no collation of data 19/20	40%	West Partnership Performance 2017/18 54%
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	50.3	Not yet available	45%	Keep target but no collation of data 19/20	40%	West Partnership Performance 2017/18 60%

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 KPIs

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	72%	Not yet available	70%	70%	62%	West Partnership Performance 2017/18 65%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	35.6%	Not yet available	36%	36%	31%	West Partnership Performance 2017/18 33%
% of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	84.9%	84.9%	Not yet available	86%	86%	81%	West Partnership Performance 2017/18 82%
% of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	73.5%	Not yet available	76%	76%	71%	West Partnership Performance 2017/18 70%
% Attendance rates: <ul style="list-style-type: none"> • primary schools • secondary schools • additional support needs schools source: Inverclyde Performs	93.8%	94.2%	Not yet available	95%	90%	85%	
	89.6%	89.8%		92%	85%	80%	
	91.8%	91.5%		92%	80%	75%	
					(of days schools are open)		

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 KPIs

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
Exclusion rate per 1,000 pupils:				No targets set			
• primary	5.0	3.2	Not yet available				
• secondary	45.6	40.0					
• additional support needs	12.1	93.0					
• looked after children – primary	10.9						
• looked after children – secondary	126.1						
• looked after children - additional support needs (KPI 48)	55.6						
source: Insight							

*supressed data due to small numbers

APPENDIX 2: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2019/22 KPIs

Key performance measures	Performance				Target	Post Covid-19 Target	Lower limit/ alarm	Rank/national average
	2017	2018	2019	2020				
<p>Satisfaction with Inverclyde as a place to live.</p> <p>source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).</p>	Biennial survey	74%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19
<p>Satisfaction with neighbourhood as a place to live.</p> <p>source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).</p>	Biennial survey	86%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19