

A meeting of the Education & Communities Committee will be held on Tuesday 1 September 2020 at 2pm within the Municipal Buildings, Greenock.

Consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.

This meeting is by remote online access only through the videoconferencing facilities which are available to participants and relevant Officers. The joining details will be sent to participants and Officers prior to the meeting.

In the event of connectivity issues, participants are asked to use the *join by phone* number in the Webex invitation.

Please note that this meeting will be recorded.

GERARD MALONE
Head of Legal and Property Services

BUSINESS

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<u>EDUCATION</u>		
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22.(a)	Allocation of Laptops to Pupils from Council and Scottish Government Funding and Development of Long-term Digital Learning Strategy Report by Corporate Director Education, Communities & Organisational Development	p

Please note that because of the current COVID-19 (Coronavirus) emergency, this meeting will not be open to members of the public.

The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.

In terms of Section 50A(3A) of the Local Government (Scotland) Act 1973, as introduced by Schedule 6, Paragraph 13 of the Coronavirus (Scotland) Act 2020, it is necessary to exclude the public from the meetings of the Committee on public health grounds. The Council considers that, if members of the public were to be present, this would create a real or substantial risk to public health, specifically relating to infection or contamination by Coronavirus.

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

I refer to the agenda for the meeting of the Education & Communities Committee to be held on Tuesday 1 September 2020 at 2pm and attach reports as undernoted which were not available on the day of issue.

GERARD MALONE
Head of Legal and Property Services

UNDERNOTE

<u>COMMUNITIES</u>		
NEW BUSINESS		
6.	Waterfront Leisure Centre Training Pool Moveable Floor: Options Appraisal Report by Corporate Director Education, Communities & Organisational Development	p
7	Indoor Tennis Centre at Rankin Park, Greenock Report by Corporate Director Education, Communities & Organisational Development	p
12.	Anti-Poverty Initiatives: Food Insecurity, Digital Connectivity and Strengthening the Third Sector Base Report by Corporate Director Education, Communities & Organisational Development	p
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21.	Update on Early Learning and Childcare Expansion Programme Report by Corporate Director Education, Communities & Organisational Development	p

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

Report To: Education & Communities Committee
Date: 1 September 2020

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development
Report No: FIN/66/20/AP/IC

Contact Officer: Iain Cameron
Contact No: 01475 712832

Subject: Communities 2020/21 Revenue Budget Report- Period 3 to 30 June 2020

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2019/20 Communities Revenue Budget final outturn and the 2020/21 Revenue Budget position at Period 3 to 30 June 2020.

2.0 SUMMARY

- 2.1 In 2019/20, excluding Earmarked Reserves and Centrally funded Employee Costs, there was an overspend of £8,000 against a budget figure of £4.544m This equates to 0.2% of the total budget and was £32,000 more expenditure than previously reported to Committee in March 2020.

The main variances for 2019/20 were –

- (a) Underspend of £29,000 for Employee Costs, the majority of which related to School Crossing Patrollers and Libraries where there were a number of vacant posts.
- (b) Underspend of £18,000 for Property Costs, mostly Non-Domestic Rates (NDR) empty relief for the Museum.
- (c) Underspend of £13,000 for Rankin Park Cycle Track maintenance, underspend of £15,000 for Community Safety expenditure and underspend of £13,000 due to movement in School Lets Bad Debt Provision.
- (d) Shortfall in Income for Libraries & Museum (£46,000), School Lets (£25,000) and Whinhill Golf (£17,000)

2.2 The total Communities budget for 2020/21, excluding Earmarked Reserves, is currently £4,501,730. The latest projection is an overspend of £796,000. Included within this projection are costs of £866,000 relating to the Council's response to the Covid-19 pandemic. The net projection excluding the Covid-19 related costs is an underspend of £70,000.

2.3 The main variances to highlight for the 2020/21 Revenue Budget are –

Libraries & Museum: Projected Overspend £37,000

Libraries & Museum projected outturn for 2020/21 includes £42,000 of costs associated with the Council's response to the Covid-19 pandemic. As a result of building closures during lockdown and anticipated lower footfall for the remainder of the Financial Year, it is projected that Income will under recover by £42,000. The projected outturn excluding Covid-19 costs is an underspend of £5,000 due to minor Property Costs variances.

Sports & Leisure: Projected Overspend £740,000

Sports & Leisure projected outturn for 2020/21 includes £750,000 of costs associated with the Council's response to the Covid-19 pandemic. Additional payments of £820,000 have been proposed for Inverclyde Leisure to support their cashflow during lockdown. These payments are partially offset by an underspend of £70,000 on Sports Waivers due to reduced bookings as a result of Covid-19. The projected outturn excluding Covid-19 costs is an underspend of £10,000 relating to Rankin Park Cycle Track maintenance.

Community Safety: Projected Underspend £32,000

There are no Covid-19 costs for Community Safety.

Community Safety Employee Costs are projected to underspend by £25,000 due to a number of vacancies within School Crossing Patrollers. The balance relates to minor variances.

Community Halls: Projected Overspend £51,000

Community Halls projected outturn for 2020/21 includes £74,000 of costs associated with the Council's response to the Covid-19 pandemic. Hall Lets Income is projected to under recover by £99,000 as a result of facilities being closed during lockdown. This is partially offset by an underspend of £25,000 for Hall Lets Waivers. The projected outturn, excluding Covid-19 costs, is an underspend of £23,000 which is due to an underspend of £8,000 for Community Hubs Employee Costs and a £15,000 underspend for Community Hubs Resources.

2.4 Earmarked Reserves for 2020/21 total £159,000, of which £106,000 is projected to be spent in the current Financial Year. To date there has been no expenditure. Spend to date per profiling was also expected to be nil and there is no slippage to report at this time.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the final outturn for the 2019/20 Communities Revenue Budget.
- 3.2 That the Committee notes the current projected overspend of £796,000 for the 2020/21 Communities Revenue Budget as at Period 3 to 30 June 2020.
- 3.3 That the Committee approves the virement of £66,000 as detailed in paragraph 8.1 and appendix 5.
- 3.4 That the Committee notes the current projected overspend of £796,000 includes costs of £866,000 relating to the Council's response to the Covid-19 pandemic and net of these costs there is a projected underspend of £70,000.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities
and Organisational Development

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2020/21 Revenue Budget as well as the 2019/20 final outturn and to highlight the main variances contributing to the £8,000 overspend in 2019/20 and the projected overspend of £796,000 for 2020/21.

5.0 2019/20 OUTTURN

5.1 The final outturn for the Communities 2019/20 Revenue Budget, after adjustments for Earmarked Reserves and centrally funded Employee Costs, was an overspend of £8,000. This was £32,000 more expenditure than reported to the last Committee in March 2020. The performance in specific service areas was:

	Revised Budget 2019/20 £000	Outturn 2019/20 £000	Variance To Budget £000	P9 Projected Variance £000	Movement Since P9 Projection £000
Libraries & Museum	1,593	1,586	(7)	(7)	0
Sports & Leisure	1,170	1,184	14	9	5
Community Safety	541	516	(25)	(17)	(8)
Community Halls	988	1,014	26	(9)	35
Grants to Vol Organisations	252	252	0	0	0
TOTAL NET EXPENDITURE	4,544	4,552	8	(24)	32

The main variances are explained in greater detail below.

5.2 Libraries & Museum:

Total underspend £7,000 (0.4%)

Employee costs underspent by £14,000 due to increased Turnover Savings.
Property Costs underspent by £34,000 mainly due to Non-Domestic Rates (NDR) empty relief for the McLean Museum.
Income under recovered by £46,000 - £29,000 for Libraries and £17,000 for Museum
The balance of the overspend is made up of minor variances.

5.3 Sports & Leisure:

Total overspend £14,000 (1.2%)

Income from Whinhill Golf under recovered by £17,000. This was offset by minor variances including Rankin Park Cycle Track Maintenance and Property Insurance.

5.4 Community Safety:

Total underspend £25,000 (4.6%)

Employee Costs underspend by £14,000, mainly due to vacancies within School Crossing Patrollers.

Community Safety Resources underspent by £11,000.

5.5 Community Halls:

Total overspend £26,000 (2.6%)

Property Costs overspent by £10,000 mainly due to Letting Officer costs.

Movement in the Bad Debt Provision for School Lets was an underspend of £13,000.

School Lets Income under recovered by £25,000.

Balance of the overspend relates to minor variances.

5.6 Grants to Voluntary Organisations:

Total Spend on budget

Grants to Voluntary Organisations outturned on budget

6.0 **2020/21 PROJECTION**

6.1 The current Communities budget for 2020/21 is £4,501,730. This is a decrease of £18,700 from the Approved Budget. Appendix 1 provides more details of the budget by Service area. The latest projection is an overspend of £796,000 including costs of £866,000 relating to the Council's response to the Covid-19 pandemic. Excluding these Covid-19 related costs there is a projected underspend of £70,000.

6.2 Libraries & Museum: Projected Overspend £37,000

Libraries & Museum projected outturn for 2020/21 includes £42,000 of costs associated with the Council's response to the Covid-19 pandemic. As a result of building closures during lockdown and anticipated lower footfall for the remainder of the Financial Year, it is projected that Income will under recover by £42,000. The projected outturn excluding Covid-19 costs is an underspend of £5,000 due to minor Property Costs variances.

Sports & Leisure: Projected Overspend £740,000

Sports & Leisure projected outturn for 2020/21 includes £750,000 of costs associated with the Council's response to the Covid-19 pandemic. Additional payments of £820,000 have been proposed for Inverclyde Leisure to support their cashflow during lockdown. These payments are partially offset by an underspend of £70,000 on Sports Waivers due to reduced bookings as a result of Covid-19. The projected outturn excluding Covid-19 costs is an underspend of £10,000 relating to Rankin Park Cycle Track maintenance

Community Safety: Projected Underspend £32,000

There are no Covid-19 costs for Community Safety.

Community Safety Employee Costs are projected to underspend by £25,000 due to a number of vacancies within School Crossing Patrollers. The balance relates to minor variances.

Community Halls: Projected Overspend £51,000

Community Halls projected outturn for 2020/21 includes £74,000 of costs associated with the Council's response to the Covid-19 pandemic. Hall Lets Income is projected to under recover by £99,000 as a result of facilities being closed during lockdown. This is partially offset by an underspend of £25,000 for Hall Lets Waivers. The projected outturn, excluding Covid-19 costs, is an underspend of £23,000 which is due to an underspend of £8,000 for Community Hubs Employee Costs and a £15,000 underspend for Community Hubs Resources.

Grants to Voluntary Organisations: Projected On Budget

Grants to Voluntary Organisations are projected to be on budget

7.0 EARMARKED RESERVES

7.1 Earmarked Reserves for 2020/21 total £159,000, of which £106,000 is projected to be spent in the current Financial Year. To date there has been no expenditure. Spend to date per profiling was also expected to be nil and there is no slippage to report at this time.

8.0 VIREMENTS

8.1 The Committee is asked to approve the virement of £66,000 from the Communities Committee to the Education Committee as detailed in Appendix 5. As part of the Council's response to the Covid-19 pandemic, budget originally intended for summer playschemes will be used to help fund food payments to families in receipt of free school meals.

9.0 IMPLICATIONS

9.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 **Legal**

There are no specific legal implications arising from this report.

9.3 **Human Resources**

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

9.4 **Equalities**

Equalities

(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

9.5 **Repopulation**

There are no repopulation issues with this report.

10.0 CONSULTATION

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

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Communities Budget Movement - 2020/21**Period 3 - 1st April 2020 to 30th June 2020**

Service	Approved Budget	Movements				Revised Budget
	2020/21 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2020/21 £000
Libraries & Museum	1,610					1,610
Sport & Leisure	1,112		47			1,159
Community Safety	557					557
Community Halls	989		(40)			949
Grants to Voluntary Organisations	252		(26)			226
Totals	4,520	0	(19)	0	0	4,501

Movement Details

£000

External Resources**Inflation**

0

Virement

Remove Whinhill Golf Income
 Decrease IL Management Fee for Whinhill
 GTVO to Education Committee
 Playschemes to Education Committee

77
 (30)
 (26)
 (40)

(19)

Supplementary Budget

0

(19)

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2020 to 30th June 2020**

2019/20 Actual £000	Subjective Heading	Approved Budget 2020/21 £000	Revised Budget 2020/21 £000	Projected Out-turn 2020/21 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,689	Employee Costs	1,730	1,731	1,698	(33)	(1.9%)
730	Property Costs	737	737	732	(5)	(0.7%)
1,213	Supplies & Services	1,157	1,127	1,937	810	71.9%
2	Transport Costs	3	3	3	0	-
78	Administration Costs	79	79	79	0	-
1,131	Other Expenditure	1,121	1,054	937	(117)	(11.1%)
(291)	Income	(307)	(230)	(89)	141	(61.3%)
4,552	TOTAL NET EXPENDITURE	4,520	4,501	5,297	796	17.7%
	Earmarked Reserves	0	0	0	0	
	Additional Funding Covid-19			(866)	(866)	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,520	4,501	4,431	(70)	

2019/20 Actual £000	Objective Heading	Approved Budget 2020/21 £000	Revised Budget 2020/21 £000	Projected Out-turn 2020/21 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,586	Libraries & Museum	1,610	1,610	1,647	37	2.3%
1,184	Sports & Leisure	1,112	1,159	1,899	740	63.8%
516	Community Safety	557	557	525	(32)	(5.7%)
1,014	Community Halls	989	949	1,000	51	5.4%
252	Grants to Vol Orgs	252	226	226	0	-
4,552	TOTAL COMMUNITIES	4,520	4,501	5,297	796	17.7%
	Earmarked Reserves	0	0	0	0	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 -1st April 2020 to 30th June 2020**

<u>Out Turn</u> <u>2019/20</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2020/21</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-20</u> <u>£000</u>	<u>Projection</u> <u>2020/21</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
(25)	Libraries & Museum Libraries & Museum Income	(57)	(14)	0	(15)	42	(73.7%)
141	Sports & Leisure Waivers	141	35	0	71	(70)	(49.6%)
709	IL Management Fee	654	164	250	1,474	820	125.4%
28	Community Halls Waivers	25	6	0	0	(25)	(100.0%)
(107)	School Lets Income	(135)	(34)	0	(36)	99	(73.3%)
472	Community Safety Employee Costs	498	125	104	473	(25)	(5.0%)
	Covid 19 Material Variances					866	
Total Material Variances		1,126	282	354	1,967	841	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2020/21</u> £000	<u>Phased Budget Period 3 2020/21</u> £000	<u>Actual Period 3 2020/21</u> £000	<u>Projected Spend 2020/21</u> £000	<u>Amount to be Earmarked for 2021/22 & Beyond</u> £000	<u>Lead Officer Update</u>
Community Fund	Tony McEwan	159	0	0	106	53	£65k funding 18 months post from P7 and £87k payments to be made to various Community Groups P10. £48k pays for last 12 months of post.
Total		159	0	0	106	53	

COMMUNITIES COMMITTEE**VIREMENT REQUESTS**

Budget Heading	Increase Budget		(Decrease) Budget
		£	£
Education Committee - Covid-19 Food Payments Grants to Voluntary Organisations (GTVO) Halls - Playschemes	1	66,000	(26,000) (40,000)
		66,000	(66,000)

Note

1- £66,000 of Playscheme funding vired to Education Committee for Food Payments

Report To: Education & Communities Committee **Date:** 1 September 2020

Report By: Corporate Director Education, Communities & Organisational Development and Chief Financial Officer **Report No:** EDUCOM/41/20/HS

Contact Officer: Hugh Scott **Contact No:** 01475 712828

Subject: Communities Capital Programme 2020/21 to 2022/23 - Progress

1.0 PURPOSE

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

2.0 SUMMARY

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

2.2 Overall, the Committee is projecting to contain the costs of the 2020-2023 Capital Programme within available budgets.

2.3 Appendix 1 contains details of the projected spend and phasing for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.

2.4 The current COVID-19 pandemic has had a significant impact on the capital programme resulting in suspension/delay of a number of projects and associated slippage. As a result, officers have reviewed and re-phased the 2020/21 capital budget. The restated 2020/21 Capital budget was approved by the Policy & Resources Committee on 11th August 2020.

2.5 Expenditure at 31st July 2020 is 9.89% of the revised 2020/21 approved budget. No slippage is currently being reported.

3.0 RECOMMENDATIONS

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

3.2 That the Committee notes the review of the artificial pitches asset management plan and review of the indoor sports facility for tennis project which are separate items on the agenda for this Committee.

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Communities Capital Programme reflecting the allocation of resources approved by the Inverclyde Council on 12th March 2020.
- 4.2 The current COVID-19 pandemic has had a significant impact on the capital programme resulting in suspension/delay of a number of projects and associated slippage. As a result, officers have reviewed and re-phased the 2020/21 capital budget. The restated 2020/21 Capital budget was approved by the Policy & Resources Committee on 11th August 2020.

5.0 LADY ALICE BOWLING CLUB

- 5.1 The current Covid-19 pandemic has impacted on the Club's ability to apply for Lottery and other external funding to cover the shortfall of £110K required to supplement the current allocation of £210K from Inverclyde Council. The estimated overall project costs have increased to £320K. The lack of external funding will continue to impact on the overall timescale of the project.

6.0 INDOOR SPORTS FACILITY FOR TENNIS

- 6.1 Inverclyde Council and Inverclyde Leisure (IL) have now received formal notification in connection with the stage 2 grant application. Issues raised by SEPA during the planning process have required the IL design team to revise the siting within Rankin Park. A separate report is included on the agenda for this Committee addressing a review of the proposals and the tennis application to Transforming Scottish Indoor Tennis Fund.

7.0 LEISURE PITCHES ASSET MANAGEMENT PLAN / LIFECYCLE FUND

- 7.1 The January 2018 Education & Communities Committee approved a report seeking funding to create a sustainable Leisure Pitches Strategy Asset Management Plan for non-School Estate (SEMP) pitches. An annual allocation of £120K was agreed to supplement the funding in the Leisure Repairs and Renewals Fund to meet the life cycle costs associated with the large 3G Pitch estate. A separate report is included on the agenda for this Committee addressing a review of the existing artificial pitches asset management plan.

8.0 GRIEVE ROAD COMMUNITY CENTRE

- 8.1 Provision of £200K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

Works completed:

- Kitchen upgrade;
- Installation of CCTV;
- Installation of new exterior lighting;
- Installation of new electric roller shutter;
- Installation of new automatic doors;
- Sanding and sealing of main hall floor;
- Corridor ceiling and lighting upgrade;
- Replacement of fascia and soffit boards;
- Removal of external play equipment;
- Replacement of play area soft surfacing with tarmac;
- Installation of new link path;
- Replacement of radiators/installation of heating in toilets;
- Replacement of floor coverings;
- Power washing of external brickwork.

Works in progress:

- Electrical rewire.

Works to be progressed:

- Toilet upgrade (materials on site);
- Replacement windows (ordered);
- Replacement of exterior fire doors (ordered).

Works are behind programme with a building warrant to be submitted for creation of new window openings within the main hall and disabled toilet alterations. Completion is now anticipated by the end of December 2020.

9.0 WEMYSS BAY COMMUNITY CENTRE

9.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

Works completed:

- Kitchen upgrade;
- Installation of new exterior lighting;
- Installation of new electric roller shutter;
- Sanding and sealing of main hall floor;
- Corridor ceiling and lighting upgrade;
- Replacement of fascia and soffit boards;
- Replacement of radiators/installation of heating in toilets;
- Replacement of floor coverings;
- Installation of new external storage unit;
- Essential electrical works highlighted following electrical survey;
- Replacement of external sign;
- Conversion of reception office to cleaners store;
- Power washing of external brickwork.

Works in progress:

- Installation of new automatic doors.

Works to be progressed:

- Toilet upgrade (materials on site);
- Replacement windows (ordered).

Works are behind programme with a building warrant to be submitted for creation of new window openings within the main hall. Completion is now anticipated by the end of December 2020.

10.0 WHINHILL GOLF CLUB LIFECYCLE WORKS

10.1 Provision of £125K was made available in the 2020/21 budget to address the core condition of the property which is currently rated as C (Poor). The initial £125K allocation is captured and reported under this Committee with a matching £125K capital allocation under Environment & Regeneration from the Core Property budget. The £250K funding will address partial elemental refurbishment to address the core condition and minor improvements, with officers from Technical Services and Inverclyde Leisure liaising on the scope of works.

11.0 CRAIGEND RESOURCE CENTRE

11.1 The Craigend Resource Centre (CRC) is currently occupying premises at McLeod Street, Greenock and has secured funding for a major expansion of the premises. The Council's Environment and Regeneration Committee approved, at its meeting on 3rd September 2015, the transfer of ownership of the site from Inverclyde Council to CRC. This was fully endorsed

in March 2020.

11.2 The total capital project cost of the redevelopment of the centre is £2.317M. Grant funding from the Big Lottery Fund of £1.130M and a Regeneration Capital Fund of £1.187M have been secured by CRC. Regular updates will be provided to Education and Communities Committee on the progress of the project.

12.0 IMPLICATIONS

12.1 The expenditure at 31st July 2020 is £43K compared to the revised approved budget of £435K. This is expenditure of 9.89% of the revised approved budget after 33.33% of the financial year. No slippage is currently being reported.

12.2 It should be noted that the revised approved budget (£467K) for this Communities capital programme has increased from the original approved budget (£219K). This reflects the potential acceleration of works through the Leisure Pitches Asset Management Plan which is subject to Committee approval of the separate report on the agenda for this Committee.

12.3 The current budget is £2.914m for Communities projects. The current projection is £2.914m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
Total Communities	2,914	2,914	-	
Total	2,914	2,914	-	

The above does not include the grant funded project for Craigend Resource Centre as detailed in Appendix 1.

12.4 Legal

There are no legal issues.

12.5 Human Resources

There are no human resources issues.

12.6 Equalities

Equalities

(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

12.7 **Repopulation**

There are no repopulation issues.

13.0 **CONSULTATIONS**

13.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Human Resources and Communications has not been consulted.

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

14.0 **BACKGROUND PAPERS**

14.1 Communities Capital Programme Technical Progress Reports August 2020. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

<u>Project Name</u>	1	2	3	4	5	6	7	8
	<u>Est Total</u> <u>Cost</u>	<u>Actual to</u> <u>31/3/20</u>	<u>Approved</u> <u>Budget</u> 2020/21	<u>Revised</u> <u>Est</u> 2020/21	<u>Actual to</u> <u>31/07/20</u>	<u>Est</u> <u>2021/22</u>	<u>Est</u> <u>2022/23</u>	<u>Future</u> <u>Years</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>
Communities								
Lady Alice Bowling Club Refurb	210	17	0	0	0	193	0	0
Indoor Sports Facility For Tennis	500	0	0	0	0	500	0	0
Leisure Pitches AMP - Lifecycle Fund	1,735	112	250	250	0	593	780	0
Grieve Road Community Centre	200	92	90	90	23	18	0	0
Wemyss Bay Community Centre Refurbishment	100	46	38	38	20	16	0	0
Whinhill Golf Club Lifecycle Works	125	0	50	50	0	75	0	0
Complete On Site - Inverclyde Leisure Spend to Save	7	0	7	7	0	0	0	0
Complete On Site	37	0	0	0	0	37	0	0
	2,914	267	435	435	43	1,432	780	0
CFCR								
Craigend Resource Centre (Grant Funded)	1,187	0	0	187	0	1,000	0	0

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/38/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715459
Subject:	Active Schools Performance 2019/20		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the Active Schools team performance in the school year 2019/2020.

2.0 SUMMARY

- 2.1 Inverclyde Council works in partnership with sportscotland, the national agency for sport, to invest and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. Active Schools aims to provide increased high quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
- 2.2 The report details a number of successes over the past year, despite the service being unable to deliver in the summer term due to COVID-19 (Coronavirus) restrictions:
- Performance is positive;
 - Inverclyde is exceeding the national average in the following performance measures:
 - % of female participants
 - % of school roll who participate
 - % of deliverers who are volunteers
 - Attainment challenge primary schools are engaging well with the Active Schools programme, with 7 of the top 10 schools for pupil participation being attainment challenge schools.
 - Sport for Change programmes, which target non-participants, improving confidence and self-esteem whilst supporting with resilience and motivation, are being increasingly used in a primary and secondary context.
- 2.3 Improving secondary school participation continues to be a priority for the service. The service is actively working with sportscotland and other stakeholders to develop an action plan to increase the number of pupils in secondary schools participating in activity and sport.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee notes:

- the content of this report;
- the Inverclyde Term 1 and Term 2 performance reports in appendix 1; and
- the National performance report in appendix 2.

Ruth Binks
Corporate Director

4.0 BACKGROUND

- 4.1 Inverclyde Council works in partnership with sportscotland, the national agency for sport, to invest in and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of 400 managers and co-ordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people. Nationally, the Active Schools programme is positioned to deliver on the Scottish Government's priorities within the Active Scotland Framework.
- 4.2 Active Schools aims to provide increased high quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways for participants between schools and sports clubs in the local community.
- 4.3 Active Schools co-ordinators work with primary, secondary and additional support needs schools and have a key role in developing a network of volunteers to deliver activity sessions.
- 4.4 Collaboration and partnership working is critical to the success of Active Schools. Co-ordinators work closely with parents, school staff and pupils to provide opportunities which reflect young people's interests and connect to physical education and local community opportunities.
- 4.5 Beyond the school environment Active Schools co-ordinators work with a range of partners including local sports clubs, sports development officers, community sport hubs, colleges and universities to provide pathways to support young people to stay involved and make progress in sport.
- 4.6 Embedding continuous improvement is essential to ensure progress and provide the best experiences for children and young people. Co-ordinators use monitoring and evaluation information and the School Sport Awards to inform planning, enhance existing provision and identify areas for further development.
- 4.7 In Inverclyde, the Active Schools team consists of a Team Leader, Senior Active Schools Co-ordinator and 8 FTE Active Schools Co-ordinators.
- 4.8 Each local authority Active Schools team completes an online monitoring system managed by sportscotland. This system is completed for each school in the authority every term. The results can then be compiled into an authority-wide report which is attached as appendix 1 of this report.

The national monitoring system used by sportscotland focuses on:

- participation in Active Schools activities;
 - the number of deliverers who are involved in Active Schools activities; and
 - school / club links
- 4.9 It should be noted that annual data for 2019-2020 is incomplete due to the impact of Covid-19. Only data for Term 1 and part of Term 2 was captured. Despite this, there are several notable successes this year:
 - The number of different activities offered across Terms 1 and 2 has increased (despite the decrease in delivery due to Covid-19);
 - The number of secondary pupils volunteering has increased in Term 1 and Term 2;
 - 5 schools have 90% and above of their school pupils participating; and
 - 67% of all primary children participated in Active School activity.
 - 4.10 In addition to these successes we compare favourably to the national data with:
 - 4% higher than the national average for girls participating in our sessions;

- 2% higher than the national average for the number of distinct participants taking part in our sessions; and
- 2% higher than the national average for deliverers who are volunteers

4.11 Our most engaged school in the authority has 91% of its school pupils taking part in Active School activities and among the top 10 schools which have the largest amount of participants, 7 of these are attainment challenge schools. The school with the highest number of pupils who reside in SIMD 1 & 2 areas has 70% of its pupils participating in extra-curricular activities.

4.12 Sports Leadership has been a focus during 2019-2020 with 6 Sports Leaders courses facilitated. 82 pupils across the authority have been supported to deliver 980 hours. 76% of participants passed their relevant award.

4.13 The Sport for Change programme in secondary schools engaged 42 young people in 19/20 compared to 22 in 18/19, representing an increase of 92%, the majority of whom had not previously engaged with Active Schools.

4.14 In terms of inclusion, Active Schools increased the number of young people attending the Scottish Disability Sport (SDS) West Parasport Festival in 2020.

6.0 IMPLICATIONS

Finance

6.1 Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

6.2 None.

Human Resources

6.3 None .

Equalities

6.4 Equalities

(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
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(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?

X	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	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

Repopulation

6.5 Provision of Council services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of enhancing Inverclyde's reputation as a place to live and work.

7.0 CONSULTATIONS

7.1 SportScotland have been consulted on this.

8.0 BACKGROUND PAPERS

8.1 Appendix 1 - Inverclyde Active Schools Monitoring Report Term 1 and Term 2 2019/20
Appendix 2 - National Active Schools Monitoring Report Term 1 and Term 2 2019/20

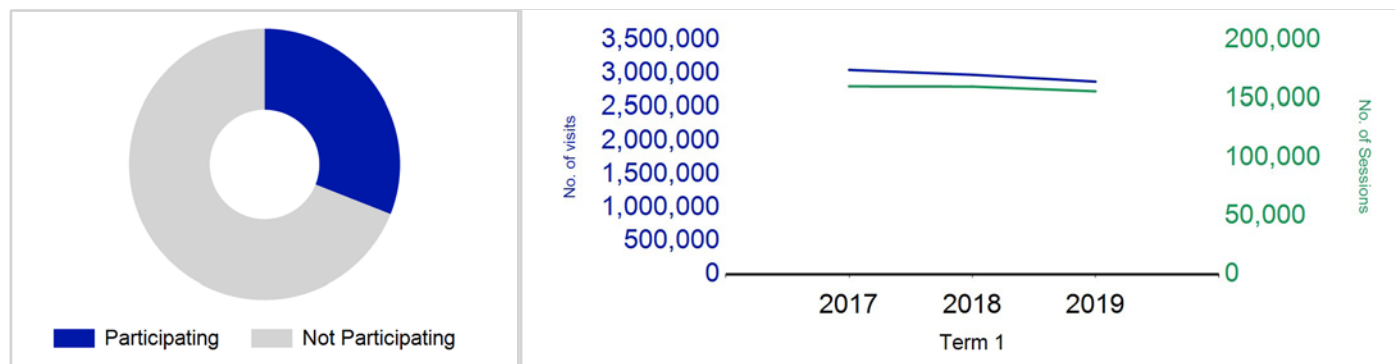
Term Report: National

Academic Year : 2019/20 - incomplete data, Term(s) : 1

Sport for Life

sportscotland
 the national agency for sport

% School Roll Participating

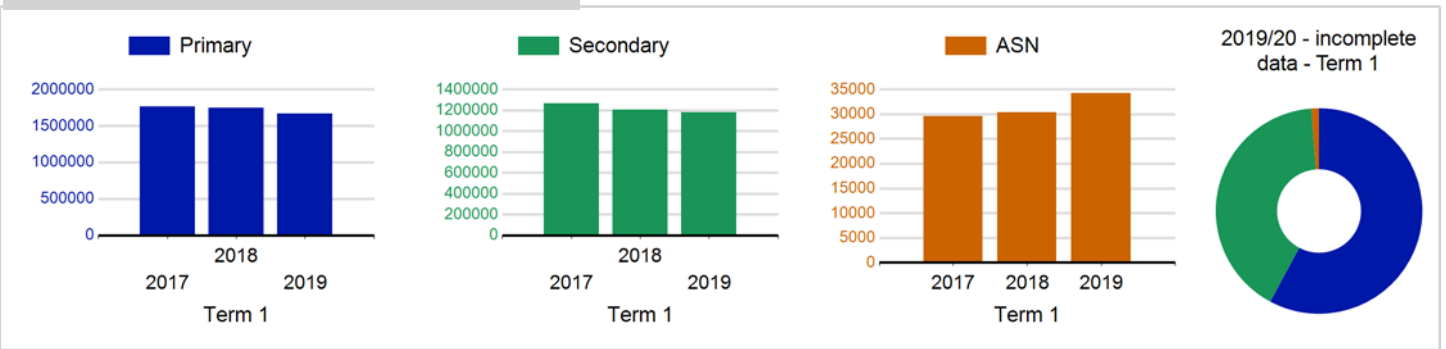
Visits¹

	Term 1 2017	Term 1 2018	Term 1 2019*
Sessions	160,541	160,320	156,274
% Purely voluntary	66%	66%	67%
Blocks ³	17,015	17,000	17,379
Avg Sessions / Block ⁴	9.4	9.4	9.0
Different Activities	101	107	97
Visits¹	3,055,826	2,982,795	2,880,011
% Female	46%	46%	46%
Participants²	216,123	215,546	215,126
Total School Roll	687,313	691,939	696,823
% Participating	31%	31%	31%
Deliverers⁵	16,729	16,652	16,409
% Volunteers	87%	88%	88%
Qualified Volunteers	7,266	7,021	6,185
Secondary Pupils	4,239	4,498	4,610
Total Deliverer Sessions ⁶	304,102	303,669	292,859
Avg Deliverer Sessions / Deliverers	18.2	18.2	17.8
School Club Links	14,353	14,390	11,963
Schools with at least one link	2,350	2,327	2,284
Clubs with at least one link	1,959	1,892	1,741

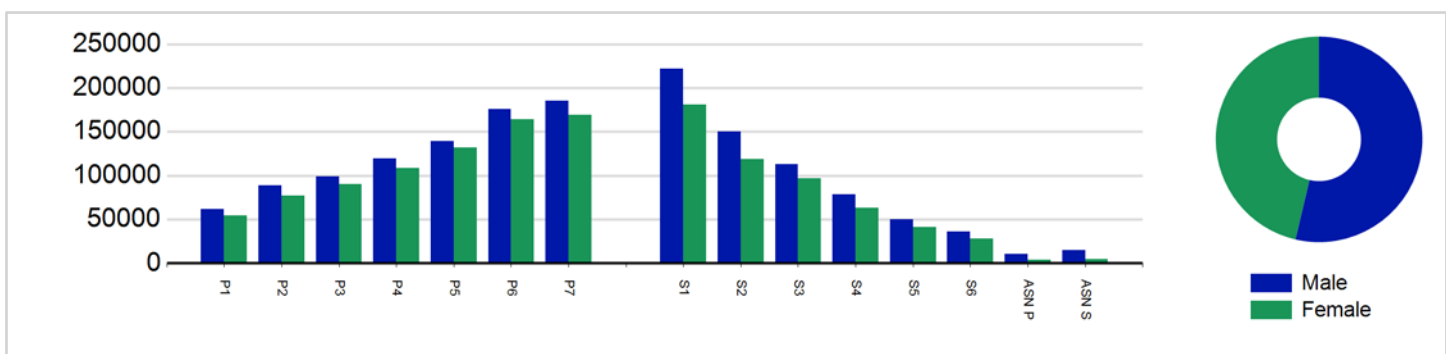
* 2019-20 data is incomplete and not all data has been validated due to COVID-19 disruption. Term 1 data was not affected.

1. Visits are the number of times pupils have attended activities. These figures do not represent the participant figure, and instead should only be taken as indicative of participation.
2. Participants are pupils who have attended at least one session of Active Schools supported activity across the selected year/term (whether this was in a single or multiple school activity).
3. Activities are recorded in ASMO as 'blocks' which are made up of a group of 'sessions'.
4. The Avg Sessions / Blocks figure shows the average number of sessions within a block.
5. Deliverers are people who have delivered at least one session of Active Schools supported activity across the selected year/term.
6. Deliverer Sessions are the 'visits' deliverers have made to activities. These figures do not represent the total deliverer figure, and should only be taken as indicative of delivery. Deliverer information is only available at the local authority level.
7. School Roll details are taken from the Pupil Census as at September of the academic year. Summaries available at http://www.gov.scot/topics/statistics/browse/school_education/datasets.
8. Participant data collection 2011 onwards

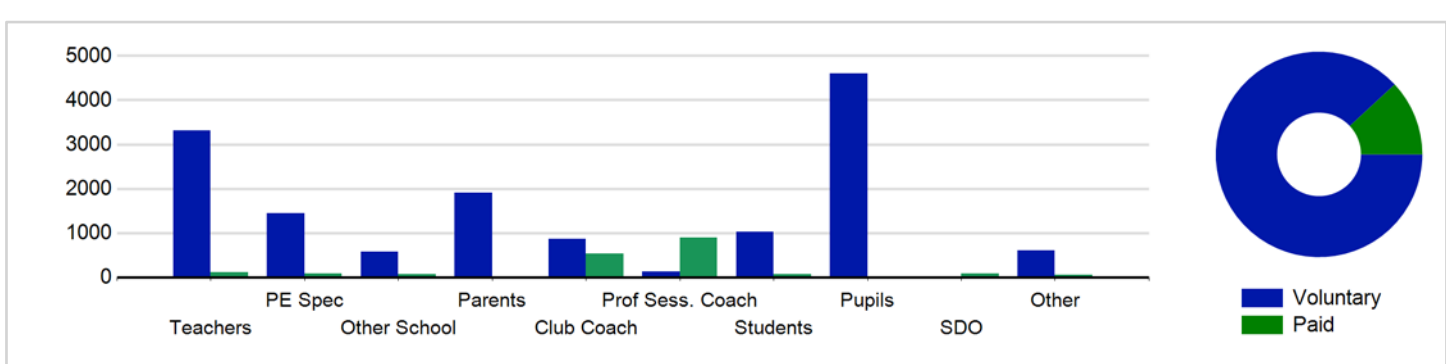
Visits₁ by School Type



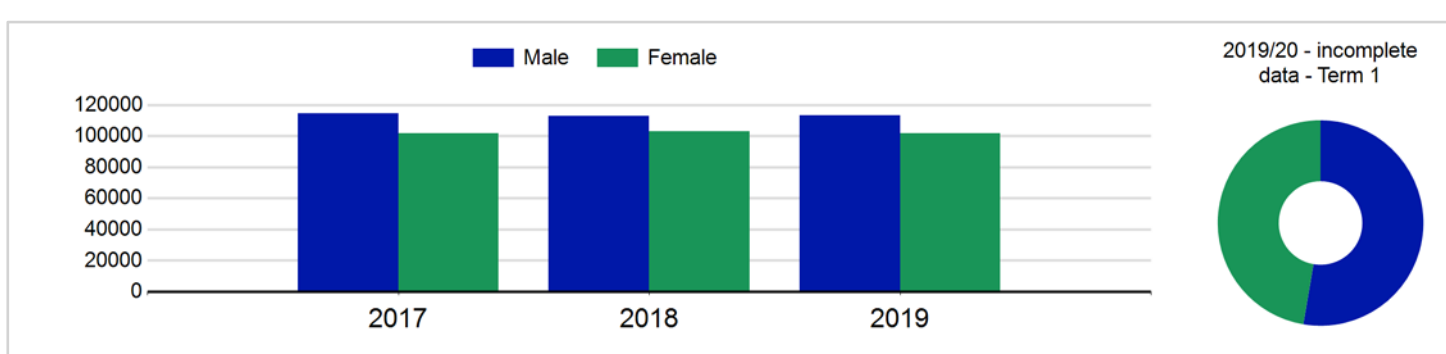
Visits₁ by Year Group and Sex



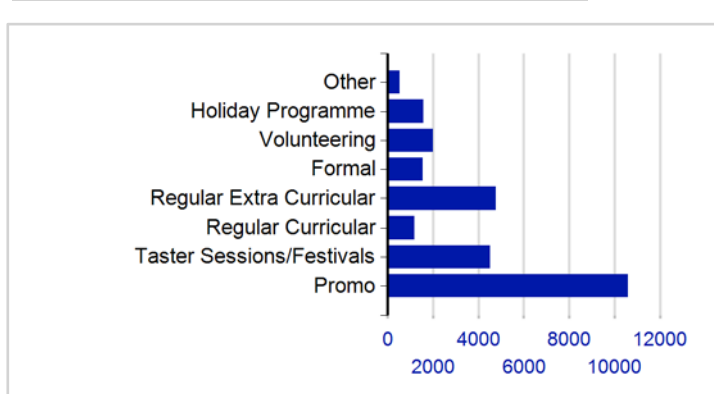
Deliverers



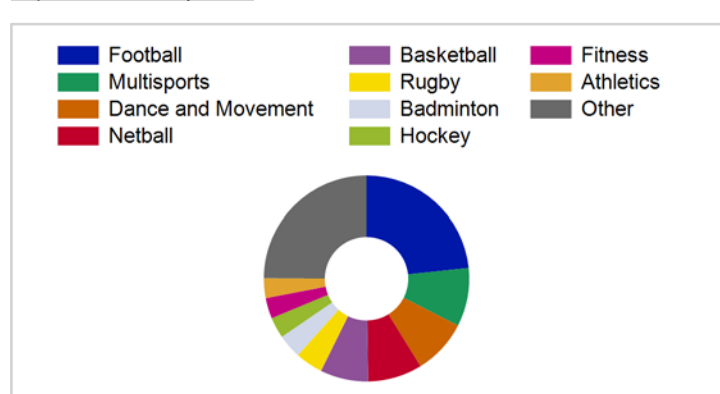
Participants₂ by Sex



School/Club Links



Top 10 Activities by Visits₁



Term Report: National

Academic Year : 2019/20 - incomplete data, Term(s) : 1

Sport for Life

sportscotland
the national agency for sport

Visits¹ by Year Group and SexDeliverers⁵ by Type

	Male	Female		Paid	Voluntary
P1	62,049	54,321	Teachers	110	3,307
P2	89,186	77,106	PE Spec	92	1,446
P3	98,921	90,111	Other School	72	573
P4	119,200	108,854	Parents	4	1,905
P5	139,255	132,276	Club Coach	539	862
P6	175,702	164,289	Prof Sess. Coach	901	132
P7	185,255	169,060	Students	79	1,025
			Pupils	15	4,595
S1	222,224	180,805	SDO	85	N/A
S2	150,574	119,133	Other	59	608
S3	113,174	96,779	Total	1,956	14,453
S4	78,539	63,535			
S5	50,409	40,939			
S6	36,047	28,059			
ASN P	10,614	3,706			
ASN S	14,843	5,046			
Total	1,545,992	1,334,019			

Participants² by Sex

Male	113,342
Female	101,784
Total	215,126

Term Report: Inverclyde Council

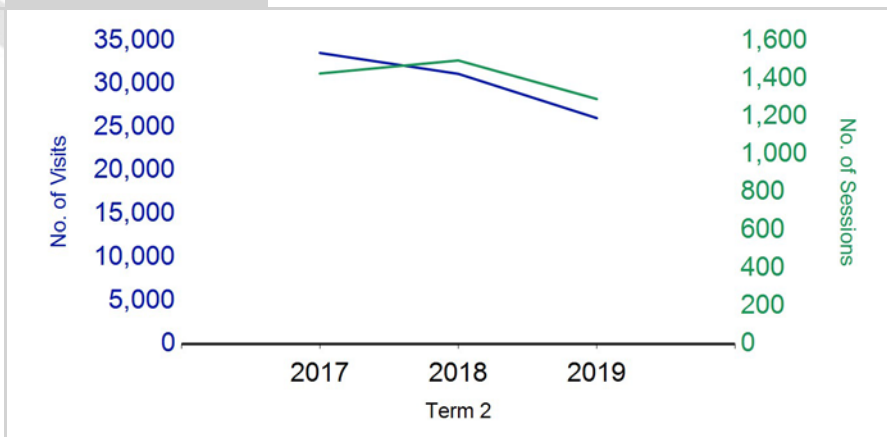
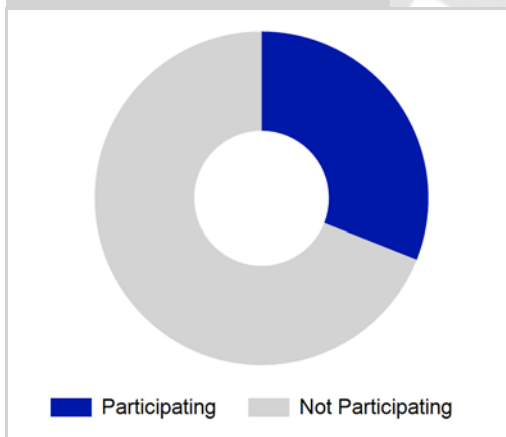
Academic Year : 2019/20 - incomplete data, Term(s) : 2

Sport for Life



% School Roll Participating

Visits¹

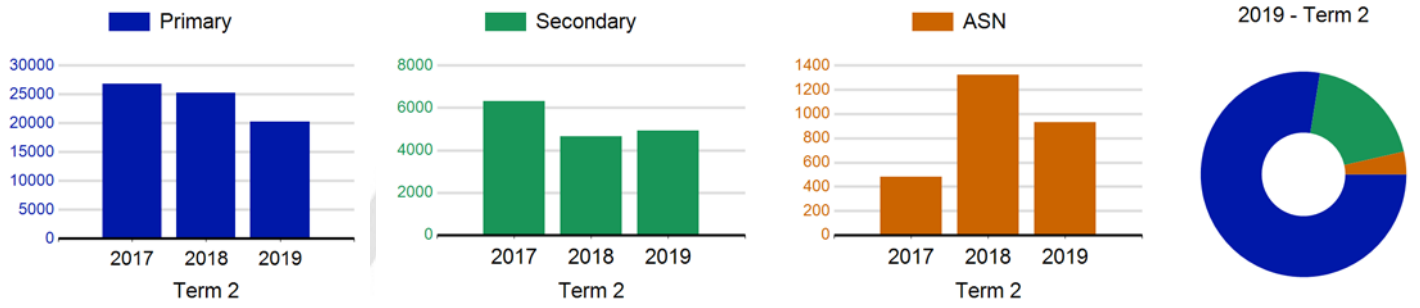


	2017 Term 2	2018 Term 2	2019* Term 2
Sessions	1,427	1,496	1,292
% Purely voluntary	72%	68%	60%
Blocks ³	203	218	229
Sessions / Block ⁴	7.0	6.9	5.6
Different Activities	30	34	33
Visits¹	33,592	31,178	26,056
% Female	52%	51%	48%
Participants²	3,294	3,242	3,091
Total School Roll	9,860	9,809	9,887
% Participating	33%	33%	31%
Deliverers⁵	202	258	234
% Volunteers	88%	92%	91%
Qualified Volunteers	48	83	54
Secondary Pupils	54	60	61
Total Deliverer Sessions ⁶	2,609	2,803	2,469
Avg. Deliverers Sessions / Deliverers	12.9	10.9	10.6
School Club Links	110	117	80
Schools with at least one link	25	25	24
Clubs with at least one link	23	23	17

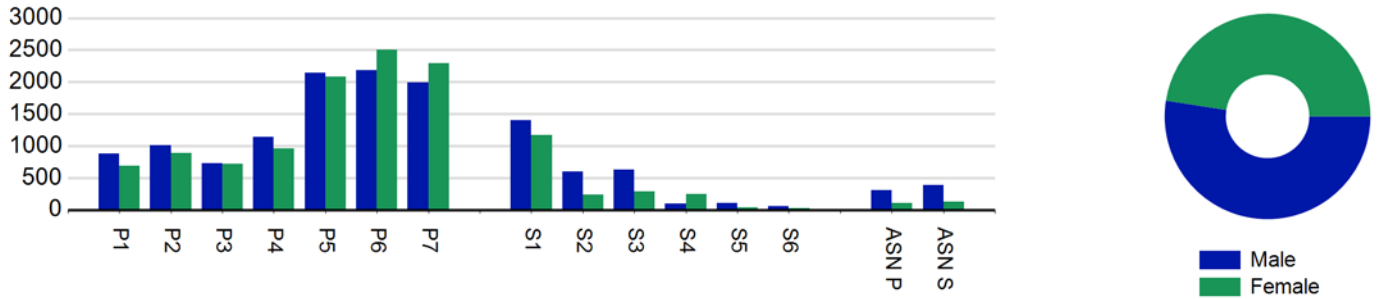
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 8. Participant data collection 2011 onwards.

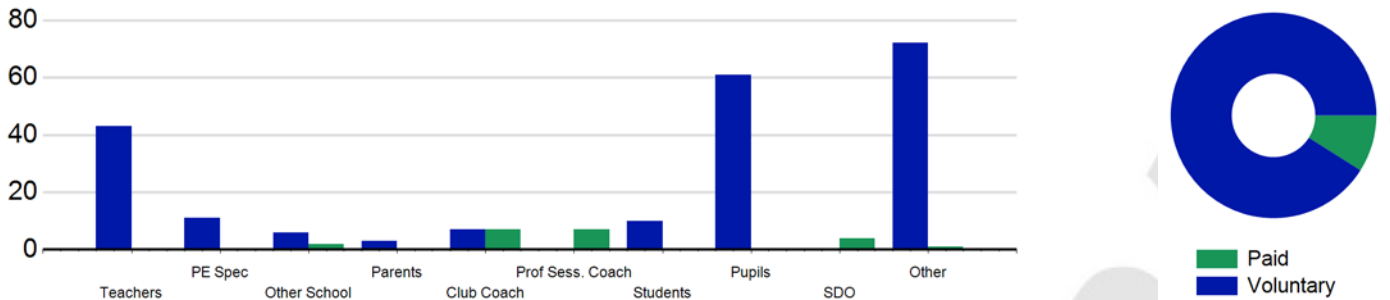
Visits₁ by School Type



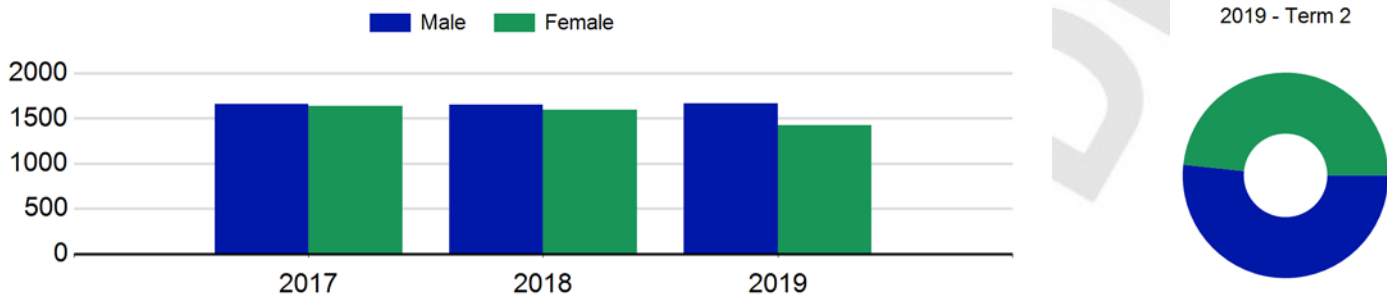
Visits₁ by Year Group and Sex



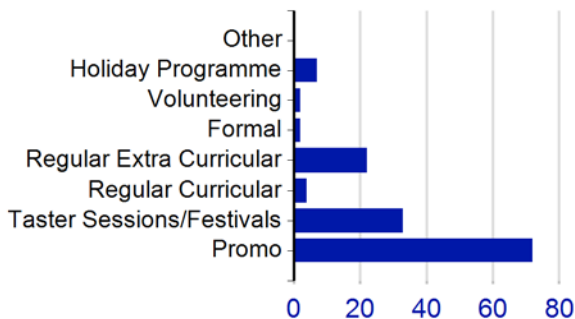
Deliverers



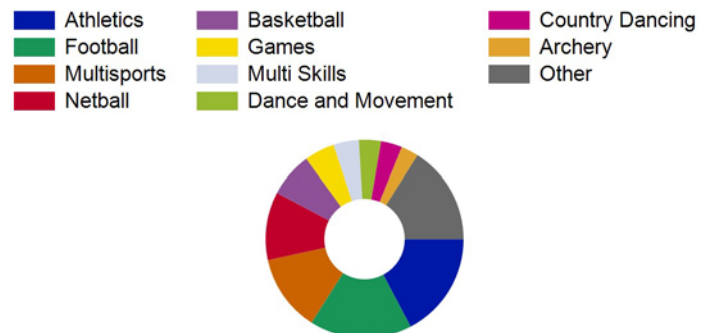
Participants₂ by Sex



School/Club Links



Top 10 Activities. by Visits₁



Term Report: Inverclyde Council

Academic Year : 2019/20 - incomplete data, Term(s) : 2

Sport for Life

sportscotland
the national agency for sport

Visits¹ by Year Group and Sex

	Male	Female
P1	875	691
P2	1,012	892
P3	731	719
P4	1,137	958
P5	2,143	2,080
P6	2,183	2,507
P7	1,991	2,291
S1	1,406	1,175
S2	599	238
S3	625	290
S4	101	248
S5	107	41
S6	56	29
ASN P	311	104
ASN S	391	125
Total	13,668	12,388

Deliverers⁵ by Type

	Paid	Voluntary
Teachers	0	43
PE Spec	0	11
Other School	2	6
Parents	0	3
Club Coach	7	7
Prof Sess. Coach	7	0
Students	0	10
Pupils	0	61
SDO	4	0
Other	1	72
Total	21	213

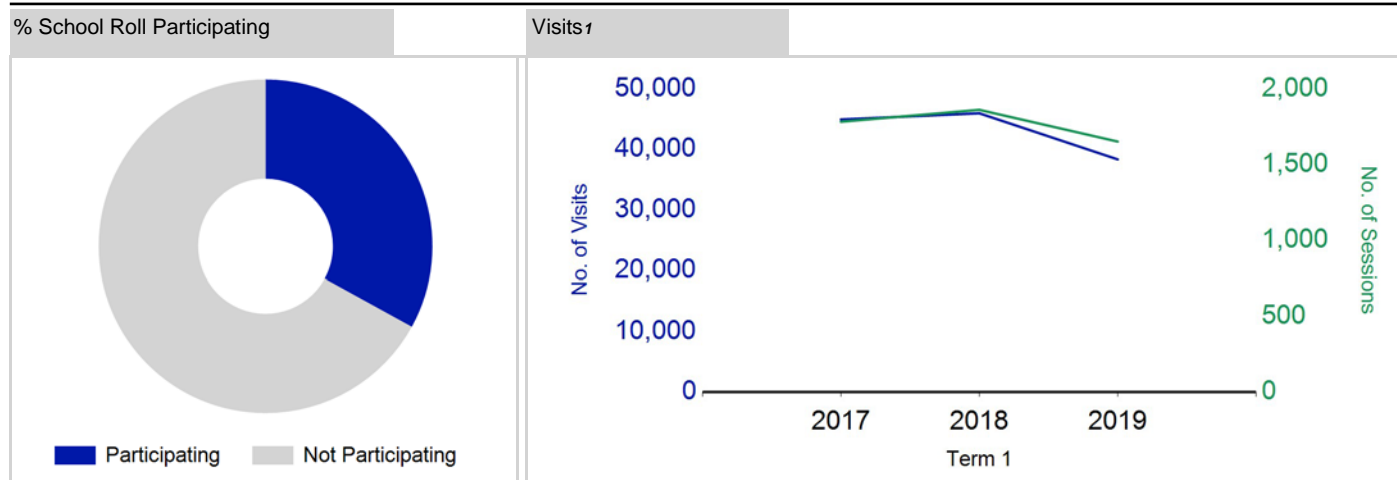
Participants² by Sex

Male	1,666
Female	1,425
Total	3,091

Term Report: Inverclyde Council

Academic Year : 2019/20 - incomplete data, Term(s) : 1

Sport for Life

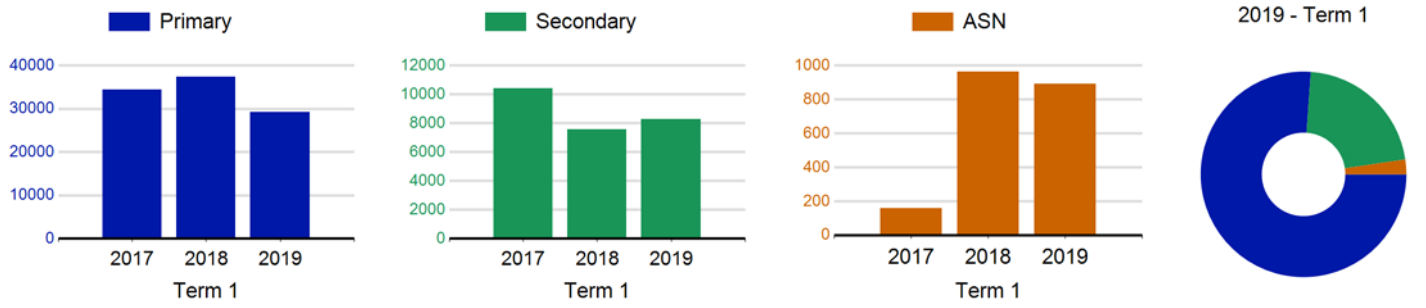


	2017 Term 1	2018 Term 1	2019* Term 1
Sessions	1,782	1,861	1,651
% Purely voluntary	75%	58%	60%
Blocks ³	190	228	228
Sessions / Block ⁴	9.4	8.2	7.2
Different Activities	27	27	30
Visits¹	44,937	45,954	38,333
% Female	50%	51%	50%
Participants²	2,917	3,269	3,263
Total School Roll	9,860	9,809	9,887
% Participating	30%	33%	33%
Deliverers⁵	256	246	221
% Volunteers	89%	88%	90%
Qualified Volunteers	35	45	32
Secondary Pupils	39	63	66
Total Deliverer Sessions ⁶	3,300	3,434	3,083
Avg. Deliverers Sessions / Deliverers	12.9	14.0	14.0
School Club Links	109	111	73
Schools with at least one link	25	26	26
Clubs with at least one link	27	21	14

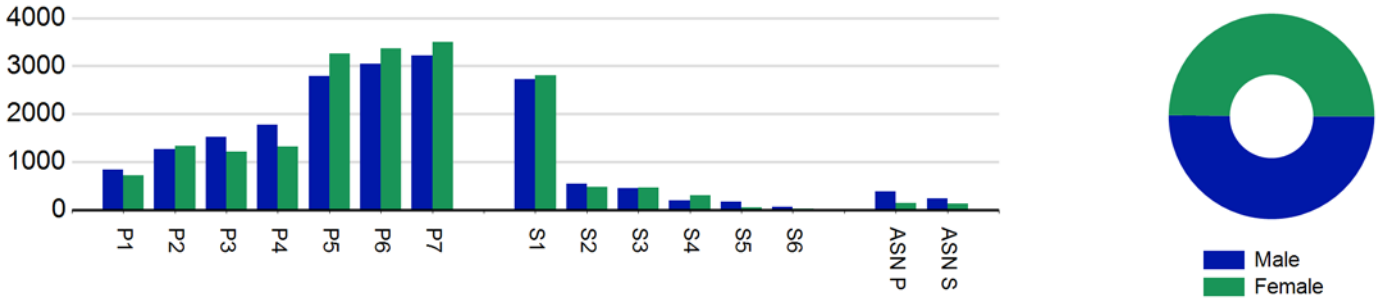
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 8. Participant data collection 2011 onwards.

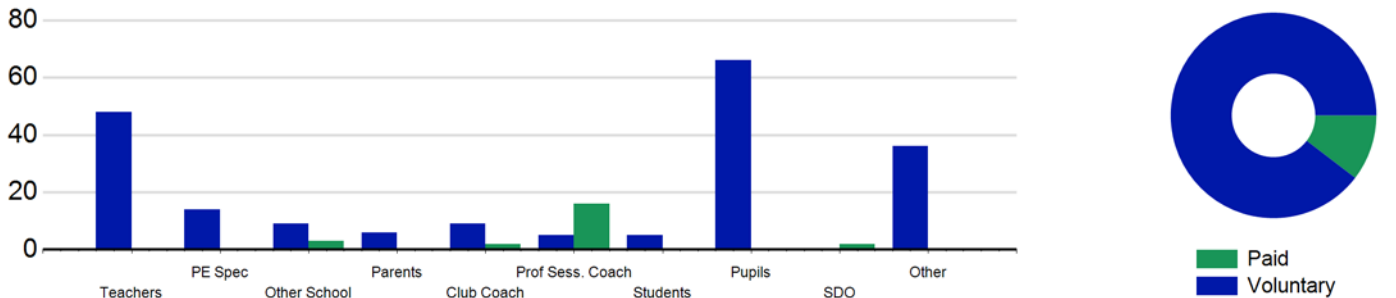
Visits₁ by School Type



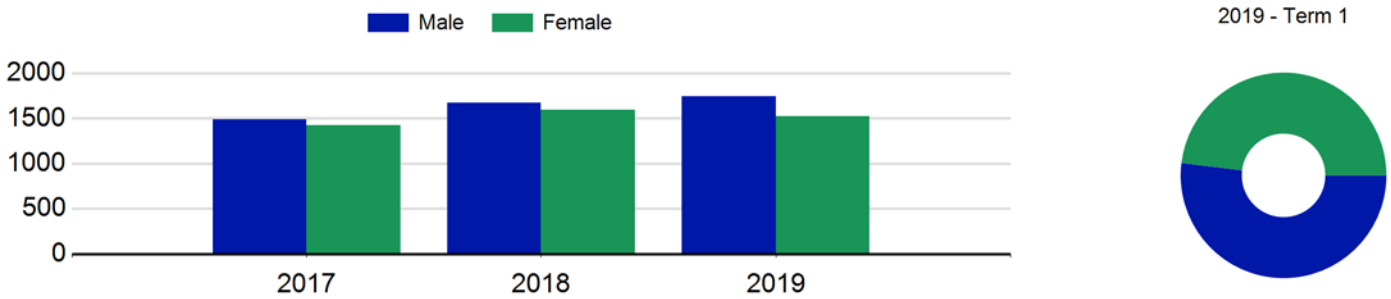
Visits₁ by Year Group and Sex



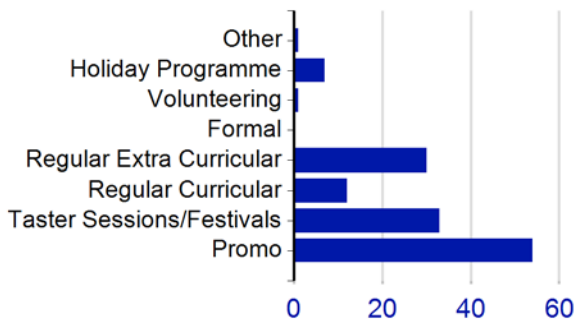
Deliverers



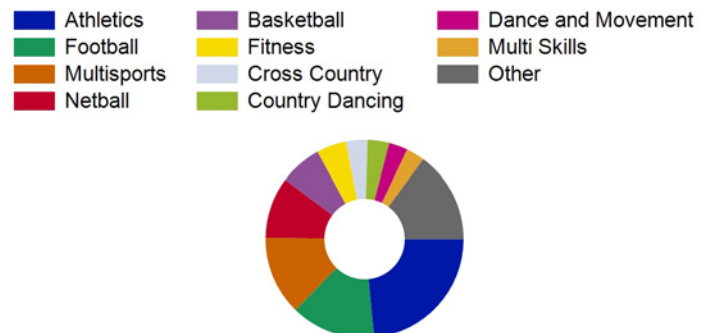
Participants₂ by Sex



School/Club Links



Top 10 Activities. by Visits₁



Term Report: Inverclyde Council

Academic Year : 2019/20 - incomplete data, Term(s) : 1

Sport for Life

sportscotland
the national agency for sport

Visits¹ by Year Group and Sex

	Male	Female
P1	844	719
P2	1,273	1,328
P3	1,522	1,219
P4	1,771	1,316
P5	2,789	3,266
P6	3,046	3,362
P7	3,225	3,503
S1	2,728	2,805
S2	541	473
S3	452	458
S4	192	306
S5	164	48
S6	62	28
ASN P	387	139
ASN S	243	124
Total	19,239	19,094

Deliverers⁵ by Type

	Paid	Voluntary
Teachers	0	48
PE Spec	0	14
Other School	3	9
Parents	0	6
Club Coach	2	9
Prof Sess. Coach	16	5
Students	0	5
Pupils	0	66
SDO	2	0
Other	0	36
Total	23	198

Participants² by Sex

Male	1,741
Female	1,522
Total	3,263

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/39/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Inverclyde Community Safety Partnership Update (August 2020)		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with an update of activity from the Inverclyde Community Safety Partnership (CSP) Strategy Group following its recent meeting on 22 July 2020.
- 1.2 The report provides an update in regard to preparatory work for the forthcoming Annual Report (2019-20), Strategic Assessment 2020-22 and partnership activity as part of a wider Covid-19 recovery plan.

2.0 SUMMARY

- 2.1 The CSP Strategy Group is the senior officers group for community safety in Inverclyde. It acts as the scrutiny body for community safety activity in Inverclyde, and has responsibility for a number of groups including the CSP Coordinating Group and Violence Against Women Multi-Agency Partnership. The CSP Strategy Group also provides a direct link to the Inverclyde Alliance Board.
- 2.2 At its meeting on 9 December 2019, the Inverclyde Alliance Board endorsed changes to the governance structure of the CSP in Inverclyde leading to the preparation and future publication of a single community safety strategy for Inverclyde. The strategy will be presented to the Inverclyde Alliance Board on 6 October 2020.
- 2.3 At the request of the Corporate Director Education, Communities and Organisational Development, the CSP Strategy Group met on 22 July to consider future improvement actions in the context of a Covid-19 recovery plan. The CSP Strategy Group also considered progress around the community safety strategy and preparation of an annual report for 2019-20

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the content of the report particularly in relation to CSP activity in respect of a Covid-19 recovery plan.
- 3.2 That the Committee agrees to receive the published documents "Inverclyde Community Safety Partnership Strategy 2020-2022- Making Inverclyde Safer" and "Inverclyde Community Safety Partnership Annual Report 2019-20" at a future Committee meeting.

4.0 BACKGROUND

- 4.1 The Inverclyde Alliance Board at its meeting on 19 March 2018 approved new governance and delivery arrangements for community planning and the delivery of the LOIP in Inverclyde. Prior to the new governance arrangements for community planning, community safety reported to a previous Single Outcome Agreement (SOA) outcome delivery group with responsibility for a number of functions including community safety.
- 4.2 In January 2018, a development day was held by community safety partners to prepare a new community safety strategic assessment as well as consideration of a possible future structure of community safety arrangements in Inverclyde. During April and May 2018 a series of meetings were held with Alliance partners to consider the structure of the community safety partnership within Inverclyde.
- 4.3 Partners agreed that there was a need for a continuation of a Community Safety Partnership in Inverclyde and identified a requirement of a senior officers group with overall responsibility for community safety arrangements in Inverclyde in addition to a clear structure of sub-groups relating to community safety matters. In June 2018 the first meeting of the Community Safety Partnership Strategy Group (Strategy Group) met to agree the 'Terms of Reference' (ToR).
- 4.4 Working to previous governance arrangements, there were two separate strategic documents, (2017-22 Violence Against Women Strategy and Community Safety Strategic Assessment) which are progressed by the Violence Against Women Multi-agency Partnership and Community Safety Co-ordinating Group respectively. In December 2019, a further update paper was presented to the Inverclyde Alliance Board outlining proposals to create a single community safety strategy and single reporting structure to the Inverclyde Alliance Board.
- 4.5 Following approval by the Inverclyde Alliance, the CSP Strategy Group began preparations for a single strategy with a proposed completion of June 2020. Due to the Covid-19 pandemic, this work has been delayed with a reviewed completion of October 2020 and will now include a consideration of the impact of Covid-19 in a community safety context.
- 4.6 The CSP Strategy Group met on 22 July to consider future improvement actions in the context of a Covid-19 recovery plan, and progress in respect of the publication of the Strategic Assessment 2020-22 and Annual Report 2019-20. These updates are considered in Section 5.

5.0 CSP STRATEGY GROUP UPDATE

5.1 Covid-19 Recovery Plan

5.2 CSP Strategy Group members have considered the strategy in relation to a Covid-19 recovery plan and all partners have confirmed their continued commitment to the CSP strategic assessment and priorities and their commitment of adequate resources for the delivery of improvement actions in line with strategic priorities.

5.3 Inverclyde Community Safety Partnership Strategy 2020-2022- Making Inverclyde Safer

5.4 The Inverclyde Community Safety Partnership has identified three strategic priorities which will contribute to Making Inverclyde Safer Together. Each outcome is linked to the national priorities under the national Building Safer Communities programme. Contained within each outcome are key themes which community safety partners have identified as a priority during the two years of the strategy. Each theme contained within the assessment has identified: a lead group; evidence outlining the problem; and, the responses from the Community Safety Partnership. Progress of each theme will be reported to the Inverclyde Alliance Board on an annual basis. The three outcomes are:

- Reducing Violence, Crime and Disorder

- Reducing Unintentional Harm and Injury
- Building Resilient Communities

5.5 Preparatory work by the CSP Strategy Group and its two sub-groups is ongoing to create improvement action plans during the lifespan of the strategy for the outcomes outlined at paragraph 5.4. These improvement action plans will be reported to the CSP Strategy Group at each meeting to ensure robust scrutiny of planned activity.

5.6 All partners have confirmed their post-Covid commitment to the CSP strategic priorities and their commitment of adequate resources for the delivery of improvement actions in line with strategic priorities.

5.7 As noted in paragraph 2.2 the published strategy will be presented to the Inverclyde Alliance Board at its meeting on 6 October 2020.

5.8 Inverclyde Community Safety Partnership Annual Report 2019-20

5.9 An annual report will be presented to the Inverclyde Alliance Board providing updates from the CSP Coordinating Group and Violence Against Women Multi-Agency Partnership. The annual report will note key achievements by each group during 2019-20 as well as the focus of work during 2020-21 particularly in light of the Covid-19 recovery plan.

6.0 IMPLICATIONS

Finance

6.1 Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

6.2 None

Human Resources

6.3 None

Equalities

6.4 Equalities

(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

Repopulation

6.5 N/A

7.0 CONSULTATIONS

7.1 None at present

8.0 BACKGROUND PAPERS

- 8.1 Inverclyde Alliance Board 19 March 2018: ‘LOIP Governance and Delivery Structure’.
- 8.2 Inverclyde Council Education and Communities Committee 3 September 2019: ‘Community Safety & Resilience Update’ (EDUCOM/64/19/HS).
- 8.3 Inverclyde Alliance Board 7 October 2019: ‘Inverclyde Community Safety Partnership Update’.
- 8.4 Inverclyde Alliance Board 7 October 2019: ‘Violence Against Women Multi-Agency Partnership Update’.
- 8.5 Inverclyde Council Education and Communities Committee 05 November 2019 ‘Inverclyde Draft Antisocial Behaviour Strategy 2020-25’ (EDUCOM/84/19/HS).
- 8.6 Inverclyde Alliance Board 9 December 2019: ‘Inverclyde Community Safety Partnership-Proposed Governance Arrangements’.
- 8.7 Inverclyde Council Education and Communities Committee 10 March 2020: ‘Inverclyde Antisocial Behaviour Strategy 2020-2025’ (EDUCOM/21/20/HS).

**INVERCLYDE COMMUNITY SAFETY PARTNERSHIP
STRATEGY 2020-2022
MAKING INVERCLYDE SAFER TOGETHER
DRAFT (VERSION 4)**

Document Control

Document Responsibility		
Name	Title	Service
William Rice	Team Leader	Communities, Culture & Educational Resources (Inverclyde Council)
Suzanne Black	Community Safety Partnership Analyst	Communities, Culture & Educational Resources (Inverclyde Council)
Ian Hanley	Community Safety Lead Officer	Communities, Culture & Educational Resources (Inverclyde Council)

Document Change History		
Version	Date	Comments
1.0	24-01-20	Initial draft presented to CSP Strategy Group for consideration at meeting on 24 th January 2020.
2.0	07-02-20	New draft reflecting comments from version 1.0. Submitted to CSP Strategy Group for comment.
3.0	01-03-20	New draft reflecting comments from version 2.0. Submitted to CSP Strategy Group for comment by email for 28 February 2020. A draft 2.0 comments sheet has been made to record suggestions/changes. Updated Domestic Abuse statistics.
4.0		New draft reflecting Covid19 pandemic and recovery plan. Addition of home safety as theme.
4.1	05-08-2020	Minor amendments to v4.0 following final comments from CSP Strategic Group members

FOREWORD

Councillor Stephen McCabe, Leader of Inverclyde Council and Chair of Inverclyde Alliance

As chair of the Inverclyde Alliance, the Inverclyde Community Planning Partnership, I am delighted to introduce Inverclyde's Community Safety Strategy for the period 2020-22 which sets out how community safety partners across Inverclyde will work together with Inverclyde's communities to make Inverclyde safer together.

What 'community safety' means will mean different things for different individuals and communities across Inverclyde but ultimately it is about communities being resilient and being able to feel safe and be safe. Within this Strategy the Community Safety Partnership are focusing on three outcomes that aims to help communities feel safe and be safe; reducing violence, crime and disorder, reducing unintentional harm and injury and building resilient communities, more information on what the Community Safety Partnership will do to achieve these outcomes are contained within the strategic assessment.

The Community Safety Partnership have also undertaken a Strategic Needs Assessment to enable the Partnership makes an informed appraisal of where the greatest needs of our communities lie and where partnership working could make the greatest impact.

As Chair of Inverclyde Alliance, the Community Planning Partnership for Inverclyde, there is a commitment to develop and deliver co-ordinated, effective, efficient services together, meeting the needs of our communities and delivering better outcomes for all. In my foreword for the Inverclyde Local Outcomes Improvement Plan I mentioned that partnership working is more important now than it has been with the need to deliver better, more targeted services together, using shared resources where possible and I am confident that the Community Safety Partnership acknowledges this approach.

Councillor Stephen McCabe

Leader of Inverclyde Council

Chair of Inverclyde Alliance

CONTEXT

National Context

The National Performance Framework (NPF) was launched jointly by the Scottish Government and COSLA in June 2018. It sets out eleven long-term outcomes for Scotland, underpinned by 81 national performance indicators against which progress can be measured. In respect of community safety the relevant outcome is:

We live in communities that are inclusive, empowered, resilient and safe.

The Justice Strategy for Scotland also sets out key outcomes to help achieve a just, safe, resilient Scotland and has identified four outcomes to help achieve this:

- We live in safe, cohesive and resilient communities
- Prevention and early intervention improve wellbeing and life chances
- Our systems and interventions are proportionate, fair and effective
- We deliver person-centred, modern and affordable public services.

The Scottish Government and COSLA will establish a new national public health body- Public Health Scotland- by 1st April 2020. As a partnership between national and local government Public Health Scotland's purpose will be to improve and protect Scotland's health and wellbeing and reduce health inequalities. They will also support health and social care by focussing on prevention in order to reduce unsustainable pressures on the system. The Scottish Government and COSLA agreed six public health priorities to support national and local partners across Scotland to work together. This includes the priority: A Scotland where we live in vibrant, healthy and safe places and communities.

Local Context

The Inverclyde Alliance is responsible for community planning in Inverclyde. It is made up of elected representatives and senior officers from across Inverclyde's public and third sector organisations- Greater Glasgow and Clyde NHS, Greenock Chamber of Commerce, Greenock and District Trades Council, Inverclyde Council, Job Centre Plus, Scottish Enterprise, Skills Development Scotland, Scottish Fire and Rescue, Strathclyde Partnership for Transport, Police Scotland, Voluntary Sector representation facilitated by CVS Inverclyde, West College Scotland.

There are a wider range of other organisations involved across the various partnerships which make up the larger Community Planning Partnership including Riverside Inverclyde, local Housing Associations and a variety of voluntary organisations.

The key plan for the delivery of the Inverclyde Alliance is the Inverclyde Outcomes Improvement Plan (2017-22). This plan sets out what the Alliance wants to achieve by way of improving outcomes over the short, medium and long term for the citizens of Inverclyde. Three strategic priorities have been identified which provides the framework for the development of action plans that reflects the needs of our population and the aspirations of our communities with the overall aim of reducing deprivation and inequalities. The three strategic priorities are:

- Population- Inverclyde's population will be stable and sustainable with an appropriate balance of socio - economic groups that is conducive to local economic prosperity and longer term population growth.
- Inequalities - There will be low levels of poverty and deprivation and the gap in income and health between the richest and poorest members of our communities will be reduced.
- Environment, Culture and Heritage- Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.

The Police and Fire Reform (Scotland) Act 2012 created a national police force and a national fire and rescue service in Scotland, in addition to this the Act gives local authorities a function in monitoring and scrutinising the role of Police Scotland and The Scottish Fire & Rescue Service through the delivery of local Police plans and local Fire & Rescue Plans. Within Inverclyde scrutiny of the local police plan and local fire plan is carried out by the Inverclyde Council local Police and Fire Scrutiny Committee.

The Community Safety Strategy also links with other local partnerships and strategic documents including the Inverclyde Alcohol and Drugs Partnership annual reports and associated plans and the Inverclyde Community Justice Outcomes Improvement Plan.

For more information on the geography of Inverclyde and its Alliance priorities, please visit <https://www.inverclyde.gov.uk/council-and-government/community-planning-partnership/inverclyde-outcome-improvement-plan>

INVERCLYDE CSP STRUCTURE

This section focuses on the Inverclyde CSP structure setting out the various groups and their respective responsibilities. An organisational chart as of April 2020 showing the overall partnership structure is shown overleaf.

The **Inverclyde Alliance Board** (Inverclyde Alliance) is the Community Planning Partnership for Inverclyde. Inverclyde Alliance is a family of partnerships working on shared priorities and promoting better collaboration in Inverclyde. In respect of community safety the Inverclyde Alliance may remit matters to the Strategy Group for local implementation, a recent example was the implementation of the National Missing Persons Framework.

As community safety partners Inverclyde Council, Police Scotland and Scottish Fire & Rescue service (SFRS) are required to make submissions to Inverclyde Council committee's as per the Inverclyde Council Standard Orders and Scheme of Administration. Depending on the nature of the submission this will either be remitted to the **Inverclyde Council Education and Communities Committee** or **Inverclyde Local Police & Fire Scrutiny Committee**.

The **Inverclyde Community Safety Partnership Strategy Group** (Strategy Group) has the overall responsibility for the delivery of community safety activities in Inverclyde. The Strategy group sets the outcomes and themes on behalf of the overall community safety partnership and monitors the progress of the work carried out by the Inverclyde Community Safety Partnership Coordinating Group and the Inverclyde Violence Against Women Multi Agency Partnership. The Strategy Group also provides feedback in relation to community safety related activity to the Inverclyde Alliance Board at least annually in addition to any issues remitted from the Inverclyde Alliance.

The **Inverclyde Community Safety Partnership Coordinating Group** (Coordinating Group) leads on the relevant themes contained within the strategic assessment on a variety of issues such as violence reduction, antisocial behaviour, dwelling fires, road safety and is currently responsible for the delivery of the Improving Inverclyde Initiative. The Coordinating Group also oversees activity on a number of sub-groups either on a thematic basis or a specific tasking issue (such as planning arrangements for the 5th November).

The **Inverclyde Violence Against Women Multi Agency Partnership** (VAWMAP) leads on the development and integration of a strategic approach to the prevention and elimination of Violence Against Women. The VAWMAP also oversees the activity of sub-groups in relation to the Multi Agency Risk Assessment Conference (MARAC).

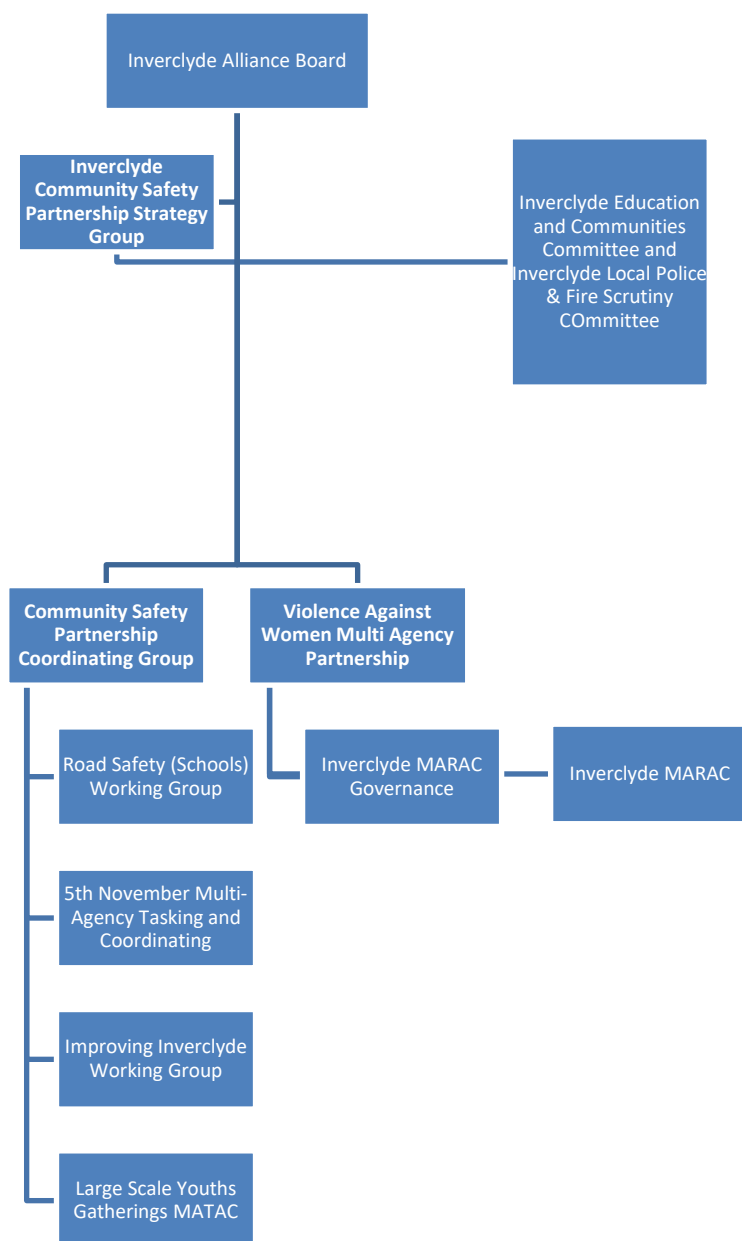
Delivery of the key themes contained within this strategic assessment will be allocated to either the Coordinating Group or VAWMAP for action (noted at each theme). Each group will be required to submit an improvement action plan to the Strategy Group detailing the following requirements:

- The actions regarding the relevant theme outlining the Prevention, Rehabilitation, Information, Communication and Enforcement responses to ensure that the Community Safety Partnership make best use of available resources.
- Any information and data gaps which require to be addressed to ensure that the Coordinating Group or VAWMAP work effectively.

- Any emerging threats which are likely to impact on the work of the Community Safety Partnership during the life time of the strategy.
- A communications plan/strategy outlining how as a Partnership we plan to raise awareness of the need to keep people safe in their communities on a real time campaign basis and long term campaign basis.

Feedback on each action is provided by the relevant lead officer at their respective group and progress is also reported to the Strategy Group by the Coordinating Group and VAWMAP Chair at each meeting.

Community Safety Partnership Structure



METHODOLOGY

In order to identify the outcomes and subsequent themes that will help make Inverclyde's communities safer a wide evidence base has been used. This approach ensures that the activities identified within the improvement action plan are targeted towards the issues, places, communities and individuals most in need. Our three priority outcomes have been identified through national priorities and the key themes identified through available data and current priorities.

Where required, additional analysis has been undertaken on themes identified within this assessment. The following sources have been considered to identify the priority themes:

- Inverclyde Outcomes Improvement Plan 2017-2022
- Inverclyde Strategic Needs Assessment 2017 (in respect of the Inverclyde Outcomes Improvement Plan)
- Local fire and rescue plan for Inverclyde 2017-2020
- Police Scotland Inverclyde Area Plan 2017-2020
- Inverclyde Violence against Women Multi Agency Partnership- Violence against Women Strategy 2017-2022
- Inverclyde Community Justice Outcomes Improvement Plan

In addition to the above, a number of community engagement sources such as the Scottish Household Survey, Inverclyde Citizen's Panel, Our Place Our Future survey and locality planning events (2019). Where relevant, these engagements have been included within the strategy.

As part of the Community Planning element of the Community Empowerment (Scotland) Act 2015, Inverclyde Alliance has a responsibility to develop locality plans for those areas of Inverclyde which experience the greatest inequalities. Work has been ongoing to develop locality arrangements and locality plans across the 6 locality areas in Inverclyde. As this work continues the Community Safety Partnership acknowledge that localities may identify issues around community safety and will work with the locality groups, community organisations and partners in order to identify the actions that can be taken, when they will be taken and allocated responsibility for the implementation of the actions.

In or to inform our priorities evidence was taken from the following publications:

1. Domestic abuse in Scotland: 2018-2019 statistics (Scottish Government, 2020).
2. Fire Safety and Organisational Statistics 2019.
3. Fire and Rescue Incident Statistics 2019.
4. Recorded crime in Scotland: 2018-2019 (Scottish Government, 2019).
5. Reported Road Casualties Scotland 2018 (Transport Scotland, 2019).
6. MAST Online road safety analysis (March 2020).
7. Mid-Year Population Estimates (National Records of Scotland, 2019).
8. Citizen's Panel Spring 2018 (Inverclyde Council, 2018).
9. Our Place Our Future (Inverclyde Alliance, 2017).
10. Scottish Household Survey 2018 (Scottish Government, 2019)

Performance Information

A range of performance indicators have been identified to allow the Community Safety Partnership to measure progress in achieving our outcomes. This annual report includes a selection of performance indicators to illustrate how we are doing. Data for 2018/19 is provided where available however sometimes there is no data update available or that data has yet to be published. Where 2018/19 data has yet to be published, the latest available data is provided. Please note that the performance indicators have been identified from a range of sources. Some of these sources are based on actual measurements, some have been generated from representative samples based on household data or based on a 'per head' of population (the range of the 'per head' population will vary from study to study but the range will be identified throughout the document).

As part of the commitment to improve services and target resources the Community Safety Partnership uses the 'family groups' detailed in the Local Government Benchmarking Framework (LGBF) to compare against other local authorities that are similar in terms of the population they serve (e.g. relative deprivation and affluence) or the type of area in which they serve them (e.g. urban, semi-rural, rural). For Inverclyde, these groupings are:

Family Group by the type of population they serve e.g. level of deprivation and affluence	Family Group by the type of area they serve e.g. rural, semi-rural and urban
Eilean Siar	Angus
Dundee City	Clackmannanshire
East Ayrshire	Midlothian
North Ayrshire	South Lanarkshire
North Lanarkshire	Renfrewshire
West Dunbartonshire	West Lothian
Glasgow City	East Renfrewshire
Inverclyde	Inverclyde

This methodology has helped the Community Safety Partnership to identify key community safety themes which are explained in detail in pages ## to ##.

STRATEGIC ASSESSMENT AT A GLANCE

The Inverclyde Community Safety Partnership has identified three strategic priorities which will help in making Inverclyde Safer Together. Each outcome is linked to national priorities under the Building Safer Communities programme. Contained within each outcome are key themes which community safety partners have identified as a priority during the two years of the strategy. Each theme contained within the assessment has identified a lead group, evidence outlining the problem and the responses from the Community Safety Partnership. Progress of each theme will be reported to the Inverclyde Alliance Board on an annual basis.

Outcome 1- Reducing Violence, Crime and Disorder

The Community Safety Partnership acknowledges the significant impact crimes have on individuals, their families and communities across Inverclyde especially those crimes involving violence. The Partnership is committed to reducing all forms of violence, to reduce the numbers of victims of crime and to work with residents in reducing incidences of disorder. The key themes identified are:

- Violence against Women
- Antisocial Behaviour
- Violence
- Secondary Fire raising

Outcome 2- Reducing Unintentional Harm and Injury

Unintentional Harm and Injury has been defined as predictable and preventable unintentional physical and psychological harm and injury and within Inverclyde focuses on home safety, fire safety and road safety. Within Inverclyde we seek to improve partnership working to enhance home safety awareness, road safety awareness and fire safety awareness. The key themes identified are:

- Dwelling fires
- Water Safety
- Road safety
- Home Safety

Outcome 3- Building Resilient Communities

The Community Safety Partnership want all residents of Inverclyde to live in friendly, vibrant and cohesive communities which value diversity and support those in need. We want to encourage and support our communities to ensure they are resilient, safe and have low levels of crime. The key themes identified are:

- Neighbour Watch/Neighbourhood Alert Scheme
- Mentors in Violence Prevention
- Hate crime awareness
- Child Protection Responsibilities
- Improving Inverclyde Initiative
- Locality Planning Groups
- Crimestoppers / Fearless

OUTCOME 1- REDUCING VIOLENCE, CRIME AND DISORDER IN OUR COMMUNITIES

The Community Safety Partnership acknowledges the significant impact crimes have on individuals, their families and communities across Inverclyde especially those crimes involving violence. The Partnership is committed to reducing all forms of violence, to reduce the numbers of victims of crime and to work with residents in reducing incidences of disorder.

The Community Safety Partnership in this outcome will focus on violence against women, antisocial behaviour, violence and secondary fire raising.

Theme- Violence Reduction

Lead- Coordinating Group

Evidence:

- The number of Group 1 non-sexual crimes of violence¹ recorded in 2018/19 accounts 4% of all crimes recorded in Inverclyde.
- In 2018/19, the rate of Group 1 non-sexual crimes of violence increased to 16.8 per 10,000 of the population in Inverclyde.
- In 2018/19, the rate of Group 1 non-sexual crimes of violence increased to 14.7 per 10,000 of the population in Scotland.
- In 2018/19, Inverclyde was rated 4th highest out of the 8 local authorities in the LGBF grouping by type of population for Group 1 non-sexual crimes of violence per 10,000 of the population.
- In 2018/19, the rate of Handling offensive weapons was 18.8 per 10,000 of the population in Inverclyde.
- In 2018/19, 43% of Handling an offensive weapon crimes in Inverclyde involved a bladed weapon.
- In 2018/19, the rate of Handling offensive weapons was 16.4 per 10,000 of the population in Scotland.
- In 2018/19, Inverclyde was rated 5th highest out of the 8 local authorities in the LGBF grouping by type of population for Handling offensive weapons per 10,000 of the population.
- In the Our Place Our Future survey, of the 1310 responses, 35 people made comments about not feeling safe.

Group 1 crime includes: Murder, Culpable homicide, Attempted murder, Serious assault, Robbery and assault with intent to rob, Threats and extortion, Cruel and unnatural treatment of children, Abortion, Concealment of pregnancy, Possession of a firearm with intent to endanger life, commit crime etc, Abduction, Ill treatment and neglect of mental patients and vulnerable adults, Drugging, Slavery or forced labour and Human organ offences.

What we will do

- We will continue to support the national No Knives Better Lives campaign ensuring that are young people understand the consequences of weapon carrying.

- We will carry out a profile of Inverclyde noting locations in Inverclyde where non-sexual crimes of violence and handling offensive weapons are more prevalent. This will help identify partnership interventions to help reduce violence.
- We will support partners within the Alcohol and Drugs Partnership identify opportunities through a prevention and education model where alcohol use and problem drug use is linked to violence.
- We will continue to promote the use of Crimestoppers and Fearless as opportunities for members of the public to report crime.

Theme- Violence Against Women

Lead- Violence Against Women Multi Agency Partnership

Evidence:

- There were 112 incidents of domestic abuse recorded by the police in Inverclyde per 10,000 of the population in 2018/19. 40% of these incidents included at least one crime or offence.
- There were 112 incidents of domestic abuse recorded by the police in Scotland per 10,000 of the population in 2018/19. 41% of these incidents included a crime or offence.
- For incidents of domestic abuse recorded by the police per 10,000 of the population in 2018/19, Inverclyde is rated the 2nd lowest out of the 8 local authorities in the LGBF grouping by type of population.
- Where gender information was recorded, around four out of every five incidents of domestic abuse in 2018/19 had a female victim and a male accused in Scotland. This proportion has remained very stable since 2011/12.
- In 2018/19, 16% of domestic abuse incidents involved a male victim and a female accused (where gender was recorded). This proportion has remained stable since 2011/12 (ranging from 16% to 18%).

What we will do

- We will support communities in Inverclyde to embrace equality and mutual respect, and reject all forms of violence against women and girls. We will support this by;
 - promoting positive gender roles,
 - people enjoying healthy, positive relationships,
 - Children and young people developing an understanding of safe, healthy and positive relationships from an early age,
 - Individuals and communities recognising and challenging violent and abusive behaviour.
- We will support women and girls in Inverclyde to thrive as equal citizens: socially, culturally, economically and politically. We will support this by;
 - Women and girls being safe, respected and equal in our communities,
 - Women and men having equal access to power and resources.

- We will support interventions that are early and effective, prevent violence and maximise the safety and wellbeing of women, children and young people. We will have achieved this when;
 - Women, children and young people accessing relevant, effective and integrated services,
 - Service providers competently identifying violence against women and girls and responding effectively to women, children and young people affected.
- We will challenge men to desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response. We will do this by;
 - Ensuring justice responses are robust, swift, consistent and coordinated,
 - Identifying men early who carry out violence against women and girls and the criminal justice system holding them to account,
 - Making relevant links between the experience of women, children and young people in the criminal and civil system.

Theme- Antisocial Behaviour

Lead- Coordinating Group

Evidence:

- There were 96 incidents of antisocial behaviour per 1,000 of the population in Inverclyde during 2018/19.
- There were 278 incidents of antisocial behaviour committed by youths per 1,000 of the population in Inverclyde during 2018/19.
- In the Scottish Household Survey 2018 (SHS) 94.4% of respondents from Inverclyde rated their neighbourhood as a very/fairly good place to live. The same indicator for Scotland is 94.6. Similarly in the Inverclyde Citizens' Panel, 86% of respondents rated their neighbourhood as a place to live as very satisfied/satisfied.
- In the Scottish Household Survey the percentage of people agreeing with statements about their neighbourhood strengths are as follows; 85% either strongly agreed or tended to agree that their neighbourhood is a place where people are kind to each other and 79% either strongly agreed or tended to agree that their neighbourhood is a place where most people can be trusted. The Scottish rate was 82% and 78% respectively.
- In the Citizens' Panel 90% of respondents said that they feel either fairly or very safe outside during the day, when asked how safe they feel in their neighbourhood outside at night, 68% of respondents stated either very or fairly safe.
- In the Citizens' Panel 10% of all respondents said that they had noticed a reduction in anti-social behaviour in their neighbourhood in the past 12 months. Forty one percent said that they had not noticed a reduction and 49% of respondents said that "Anti-social behaviour is not an issue in my neighbourhood".
- In the Our Place Our Future survey, of the 1310 responses, 23 people made comments about youths with the majority making comment in relation to young people committing antisocial behaviour or the fear of seeing large groups of youths.

- In 2018/19, Inverclyde was above the Scottish average for the percentage of attacks on SFRS personnel per number of all SFRS incidents.

What we will do

- We will introduce an Inverclyde Antisocial Behaviour Strategy during 2020 ensuring that Inverclyde Council and Police Scotland meet their legislative requirement under the Antisocial Behaviour etc. (Scotland) Act 2004.
- We will create an antisocial behaviour policy document setting out how partners will respond to antisocial behaviour in Inverclyde.
- We will plan a partnership response to large scale youth gatherings.

Theme- Secondary Fire Raising

Lead- Coordinating Group

Evidence:

- There were 45 deliberate secondary fires per 10,000 population attended by the SFRS in Inverclyde during 2018/19.
- Deliberate secondary fires accounted for 67% of all fires in Inverclyde in 2018/19.
- There were 23 deliberate secondary fires per 10,000 population attended by the SFRS in Scotland during 2018/19.
- Deliberate secondary fires accounted for 47% of all fires in Scotland in 2018/19.
- Inverclyde had the highest rate per 10,000 population of deliberate secondary fires in Scotland during 2018/19.

What we will do

- There will be an action plan detailing partnership responses into secondary fires that occur between April and June (quarter 1)
- We will plan a partnership response for the period leading up to and including the 5th November.

OUTCOME 2- REDUCING UNINTENTIONAL HARM AND INJURY IN OUR COMMUNITIES

Unintentional Harm and Injury has been defined as predictable and preventable unintentional physical and psychological harm and within Inverclyde focuses on home safety, fire safety and road safety. Within Inverclyde we seek to improve partnership working to enhance home safety awareness, road safety awareness and fire safety awareness.

The Community Safety Partnership in this outcome will focus on dwelling fires, road safety, home safety and water safety.

Theme- Dwelling Fires

Lead- CSP Coordinating Group

Evidence:

- There were 24 primary dwelling fires per 10,000 dwellings attended by the SFRS in Inverclyde during 2018/19.
- There were 20 primary dwelling fires per 10,000 dwellings attended by the SFRS in Scotland during 2018/19.
- In 2018/19, Inverclyde was rated 5th highest out of the 8 local authorities in the LGBF grouping by type of population for primary dwelling fires per 10,000 dwellings.
- The rate of dwelling fires is 4.5 times higher in the 20% least deprived areas of Scotland than the 20% most deprived.
- There were 52 fatal casualties per 1,000 accidental dwelling fires in Inverclyde during 2018/19.
- There were 8 fatal casualties per 1,000 accidental dwelling fires in Scotland during 2018/19.³
- In 2018/19, Inverclyde was rated highest out of the 8 local authorities in the LGBF grouping by type of population for fatal casualties per 1,000 accidental dwelling fires.
- There were 299 non-fatal casualties per 1,000 accidental dwelling fires in Inverclyde during 2018/19.
- There were 190 non-fatal casualties per 1,000 accidental dwelling fires in Scotland during 2018/19.
- In 2018/19, Inverclyde was rated 2nd highest out of the 8 local authorities in the LGBF grouping by type of population for non-fatal casualties per 1,000 accidental dwelling fires.
- Inverclyde is the second highest ranking local authority for the number of home fire safety visits as a percentage of the number of households (4.1%).

What we will do:

- We will offer experiential training to care providers across Inverclyde to help reduce the risk of our most vulnerable residents being involved in dwelling fires
- We will identify areas of Inverclyde where dwelling fires are above the Scotland and Inverclyde average and provide targeted responses particularly to those residents who are most vulnerable
- We will work with private landlords to ensure properties meet the required legal standard

- We will consider an Inverclyde approach to supporting residents ahead of mandatory fire detection in all homes following changes to legislation.

Theme- Water Safety

Lead- Coordinating Group

Evidence:

- There were 27 incidents involving concern for person/s in a body of water between April 2014 and March 2019 in Inverclyde, as reported to Inverclyde Council, Police Scotland or SFRS.
- There were 3.84 rescue or evacuation from water incidents by the SFRS per 100,000 of the population in Inverclyde during 2018/19. All incidents involving concern for person/s in a body of water were attended by SFRS in 2018/19.
- There were 3.16 rescue or evacuation from water incidents by the SFRS per 100,000 of the population in Scotland during 2018/19.
- In 2018/19, Inverclyde was rated 2nd highest out of the 8 local authorities in the LGBF grouping by type of area for rescue or evacuation from water incidents by the SFRS.

What we will do

- We will create a water safety reference group outlining bodies of water in Inverclyde and partnership responses to water safety.

Theme- Road Safety

Lead- Coordinating Group

Evidence:

- In 2018, the rate of reported accidents was 14.6 per 100 million vehicle km in Inverclyde.
- In 2018, the rate of reported accidents was 13.3 per 100 million vehicle km in Scotland.
- In 2018, Inverclyde was rated 2nd highest out of the 8 local authorities in the LGBF grouping by type of area for reported accidents per 100 million vehicle km.
- Of the reported accidents occurring in Inverclyde, 83% of casualties resided in Inverclyde and 6% resided in Renfrewshire, in 2018.
- In 2018, the rate of reported casualties injured in accidents was 1.23 per 1,000 population in Inverclyde.
- In 2018, the rate of reported casualties injured in accidents was 1.55 per 1,000 population in Scotland.
- In 2018, Inverclyde was rated 6th highest out of the 8 local authorities in the LGBF grouping by type of area for reported casualties injured in accidents per 1,000 population.
- In 2018, 18% of the reported casualties were seriously injured in accidents in Inverclyde and there were no fatalities.
- On average, 2 children, aged 0-15 years, have been seriously injured per year from 2014 to 2018 in Inverclyde.
- In 2018, 20% of the reported casualties injured in accidents in Inverclyde were pedestrians.

- In the Our Place Our Future survey, there were comments made in relation to vehicles parking on pavements, some comments in relation to parking on pavements near early year's centres/schools. In addition to this there were a handful of comments in relation to making streets safer by reduced speed limits/enhanced safety measures.

What we will do

- Commitment to the continued existence of the Schools Road Safety Working Group.
- Raise awareness of the forthcoming legislation on pavement parking.
- Raise awareness of the Scottish Government Framework for Road Safety up to 2030.
- To continue to provide a Road Safety Education Programme.

Home Safety

Lead- Coordinating Group

Evidence:

- There were 8.8 emergency admissions to hospital as a result of a fall in Inverclyde per 1,000 of the population in 2018/19³, when considering all ages.
- For ages 85+, there were 65.5 emergency admissions to hospital as a result of a fall in Inverclyde per 1,000 of the population in 2018/19.
- There were 6.9 emergency admissions to hospital as a result of a fall in Scotland per 1,000 of the population in 2018/19, when considering all ages.
- For ages 85+, there were 69.6 emergency admissions to hospital as a result of a fall in Scotland per 1,000 of the population in 2018/19.
- For emergency admissions to hospital as a result of a fall per 1,000 of the population in the age 85+ bracket, Inverclyde was rated 5th highest out of the 8 local authorities in the LGBF grouping by type of population in 2018/19.

3 provisional figures for 2018/19 Revised publication - Summary of emergency admissions for unintentional injuries resulting from a fall up to March 2019 (ISD, 27/8/2019).

What we will do

- We will create a home safety reference group home safety concerns in Inverclyde and partnership responses to home safety.

OUTCOME 3- BUILDING RESILIENT COMMUNITIES

The Community Safety Partnership want all residents of Inverclyde to live in friendly, vibrant and cohesive communities which value diversity and support those in need. We want to encourage and support our communities to ensure they are resilient, safe and have low levels of crime.

The Community Safety Partnership in this outcome will support work on neighbourhood watch, an area based initiative called 'Improving Inverclyde', the continued work in the Mentors in Violence Prevention approach, supporting those at risk of hate crime and extremism, supporting the work of Crimestoppers and their youth version 'Fearless' and supporting our communities through locality planning.

Theme- Neighbourhood Watch/Neighbourhood Alert Scheme

Lead- Coordinating Group

Evidence:

- As of April 2020 there are 32 registered Neighbourhood Watch Schemes in Inverclyde (membership ranges from individual streets to neighbourhood areas to as wide as community council areas).
- As of April 2020 there are approximately 150 individuals signed up to receive updates via the Neighbourhood Alert Scheme.

What we will do

- We will continue to support communities across Inverclyde create Neighbourhood Watch Schemes
- We will work with Neighbourhood Watch Scotland to introduce the Neighbourhood Alert Scheme in Inverclyde.
- We will work with surrounding community safety partnership to consider the roll out of a rural watch scheme.

Theme- Improving Inverclyde Initiative

Lead- Coordinating Group

Evidence:

- Police Scotland, Inverclyde Council and the Violence Reduction Unit jointly developed the idea of an area based pilot initiative.
- Assessment based on the triple criteria of crime statistics, SIMD outcomes and existing community engagement and capacity identified Port Glasgow as being the most appropriate area for the pilot

What we will do

- We will introduce the Improving Inverclyde Initiative to the Port Glasgow area during 2020

Theme- Mentors in Violence Prevention

Lead- Coordinating Group

Evidence:

- Mentoring in Violence Prevention (MVP) is a partnership approach, based in schools, which aims to promote positive relationships and reduce violence, particularly gender-based violence and bullying. It utilises a creative bystander approach where males and females are not looked on as potential victims or perpetrators but as empowered and active bystanders who have the ability to support and challenge peers.
- In 2018/19 MVP mentor sessions were delivered to 5 secondary schools to 85 pupils.

What we will do

- We will continue to support our young people by offering the Mentors in Violence Prevention programme across all secondary schools in Inverclyde.

Theme- Hate Crime Awareness

Lead- Coordinating Group

Evidence:

- The number of reported hate incidents recorded in 2018/19 accounts for 0.2% of all incidents recorded by Police Scotland in Inverclyde.
- In 2018/19, the rate of reported hate incidents in Inverclyde was 5 per 10,000 of the population.

What we will do

- We will support local partners to create an Inverclyde hate crime awareness group to ensure our vulnerable communities and those at risk of extremism are supported.
- Where hate crime issues are identified, we will support communities in creating a forum for inter community discussion in Inverclyde.
- Equality & Diversity will be embedded in every aspect of community safety planning in Inverclyde to promote positive relationships and community cohesion.

Theme- Locality Planning (Community Safety Themes)

Lead- Coordinating Group

Evidence:

- A series of six locality engagement events were held during August and September 2019, "Celebrate the Present, Shape the Future". The purpose of the events was to begin building positive relationships with communities by giving local people the opportunity to celebrate and recognise what is good about their area and discuss the key issues and priorities to inform the development of locality plans. Across the events attendees have raised issues of community safety within their locality.

What we will do

- We will support locality partnerships across Inverclyde in responding to community safety issues that impact localities and their communities.

Theme- Crimestoppers / Fearless

Lead- Coordinating Group

Evidence:

- Crimestoppers are an independent charity that gives people the power to speak up to stop crime.
- Fearless is a service for young people to allow them to pass information on about crime anonymously.

What we will do

- We will work with Crimestoppers to introduce an Inverclyde wide campaign in 2020.

Theme- Child Protection Responsibilities

Lead- Coordinating Group

Evidence:

- The number of Group 2 sexual crimes⁴ recorded in 2018/19 accounts for 5% of all crimes recorded in Inverclyde.
- In 2018/19 the rate of Group 2 sexual crimes in Inverclyde decreased to 20.9 per 10,000 of the population.
- In 2018/19, the rate of Group 2 sexual crimes increased to 24.9 per 10,000 of the population in Scotland.
- In 2018/19, Inverclyde was rated 4th highest out of the 8 local authorities in the LGBF grouping by type of population for Group 2 sexual crimes per 10,000 of the population.
- At least 30% of sexual crimes in Inverclyde related to a victim under the age of 18 in 2018/19.

What we will do

- We will work with community safety partners and the Inverclyde Child Protection Committee to identify training with night time economy providers in order to have safeguarded measures which will help keep children safe from [sexual] exploitation.

COVID-19 PANDEMIC

Preparation for this document started prior to the emergence of the Covid-19 pandemic and given the significant impact it has had in Inverclyde, the Community Safety Partnership recognise that the work of community safety partners will require change as part of a covid-19 recovery plan.

All key theme, outcomes and improvement actions have been considered in light of the pandemic and there is confirmation from all partners of their continued commitment to the CSP Strategic Outcomes and their commitment of adequate resources for the delivery of the improvement actions in line with the strategy priorities.

MEASURING OUR PROGRESS

In order to measure our progress in achieving the community safety outcomes we will use a range of indicators. These outcome measures will be monitored on an ongoing basis and reported to the Inverclyde Community Safety Partnership Strategy Group and Inverclyde Alliance. In addition to this more detailed indicators and improvement actions are regularly reported to the Inverclyde Community Safety Partnership Coordinating Group and Inverclyde Violence Against Women Multi-Agency Partnership.

In respect of locality planning it is expected that community safety issues will be raised as the locality partnerships are established across Inverclyde.

Violence Against Women	
Measurement	Source
Incidents of domestic abuse recorded in Inverclyde per 10,000 of the population.	Police Scotland
Incidents of domestic abuse recorded in Inverclyde where a crime or offence has been recorded.	Police Scotland
Incidents of domestic abuse recorded in Scotland per 10,000 of the population.	Police Scotland
Incidents of domestic abuse recorded in Scotland where a crime or offence has been recorded.	Police Scotland

Antisocial Behaviour	
Measurement	Source
Incidents of antisocial behaviour per 1,000 of the population in Inverclyde	Inverclyde Council
Incidents of antisocial behaviour committed by youths per 1,000 of the population	Inverclyde Council
Inverclyde rating of neighbourhood as being very/fairly good place to live	Scottish Household Survey
Scotland rating of neighbourhood as being very/fairly good place to live	Scottish Household Survey
Percentage of people agreeing with statements about their neighbourhood strengths- This is a neighbourhood where people are kind to each other (Strongly agree/tend to agree)	Scottish Household Survey
Percentage of people agreeing with statements about their neighbourhood strengths- This is a neighbourhood where most people can be trusted (Strongly agree/tend to agree)	Scottish Household Survey
How satisfied are you with Inverclyde as a place to live?	Inverclyde Citizens' Panel
How satisfied are you with your neighbourhood as a place to live?	Inverclyde Citizens' Panel
How concerned are you about the following issues in your neighbourhood?	Inverclyde Citizens' Panel

How safe do you feel in your neighbourhood? Outside during the day	Inverclyde Citizens' Panel
How safe do you feel in your neighbourhood? Outside at night	Inverclyde Citizens' Panel
How often have you felt unsafe in your neighbourhood in the past year?	Inverclyde Citizens' Panel
Have you or anyone in your household been a victim of crime or anti-social behaviour in the last 12 months?	Inverclyde Citizens' Panel
Have you noticed a reduction in anti-social behaviour in your neighbourhood in the past 12 months?	Inverclyde Citizens' Panel

Secondary Fire Raising	
Measurement	Source
deliberate secondary fires per 10,000 population in Inverclyde attended by the SFRS	Scottish Fire & Rescue Service
Deliberate secondary fires against all fires in Inverclyde (%)	Scottish Fire & Rescue Service
deliberate secondary fires per 10,000 population in Scotland attended by the SFRS	Scottish Fire & Rescue Service
Deliberate secondary fires against all fires in Scotland (%)	Scottish Fire & Rescue Service

Violence	
Measurement	Source
The number of Group 1 non-sexual crimes of violence ¹ recorded in 2018/19 against all crimes recorded in Inverclyde.	Police Scotland
The rate of Group 1 non-sexual crimes of violence per 10,000 of the population in Inverclyde.	Police Scotland
The rate of Group 1 non-sexual crimes of violence per 10,000 of the population in Scotland.	Police Scotland
The rate of Handling offensive weapons per 10,000 of the population in Inverclyde.	Police Scotland
The rate of Handling offensive weapons per 10,000 of the population in Scotland.	Police Scotland
The percentage of handling an offensive weapon involving a bladed weapon	Police Scotland

Primary Dwelling Fires	
Measurement	Source
Primary dwelling fires per 10,000 dwellings attended by the SFRS in Inverclyde	Scottish Fire & Rescue Service
Primary dwelling fires per 10,000 dwellings attended by the SFRS in Scotland	Scottish Fire & Rescue Service

The rate of dwelling fires in the 20% least deprived areas of Scotland than the 20% most deprived.	Scottish Fire & Rescue Service
Fatal casualties per 1,000 accidental dwelling fires in Inverclyde	Scottish Fire & Rescue Service
Fatal casualties per 1,000 accidental dwelling fires in Scotland	Scottish Fire & Rescue Service
Non-fatal casualties per 1,000 accidental dwelling fires in Inverclyde	Scottish Fire & Rescue Service
Non-fatal casualties per 1,000 accidental dwelling fires in Scotland	Scottish Fire & Rescue Service
Number of home fire safety visits as a percentage of the number of households	Scottish Fire & Rescue Service

Water Safety	
Measurement	Source
Incidents involving concern for person/s in a body of water in Inverclyde, as reported to Inverclyde Council, Police Scotland or SFRS.	Inverclyde Council Police Scotland Scottish Fire & Rescue Service
Rescue or evacuation from water incidents by the SFRS per 10,000 of the population in Inverclyde.	Scottish Fire & Rescue Service
Rescue or evacuation from water incidents by the SFRS per 10,000 of the population in Scotland.	Scottish Fire & Rescue Service

Road Safety	
Measurement	Source
The rate of reported accidents was per 100 million vehicle km in Inverclyde.	Transport Scotland
The rate of reported accidents was per 100 million vehicle km in Scotland.	Transport Scotland
Reported accidents occurring in Inverclyde, with casualties resided in Inverclyde	Transport Scotland
The rate of reported casualties injured in accidents per 1,000 population in Inverclyde.	Transport Scotland
The rate of reported casualties injured in accidents per 1,000 population in Scotland.	Transport Scotland
Percentage of reported casualties killed or seriously injured in Inverclyde	Transport Scotland
Aged 0-15 years have been seriously injured in Inverclyde.	Transport Scotland
Reported casualties and percentage of pedestrians.	Transport Scotland

Neighbourhood Watch	
Measurement	Source
The number of Neighbourhood Watch Schemes in Inverclyde	Neighbourhood Watch Scotland
The number of individuals signed up to Neighbourhood Alert Scheme	Neighbourhood Watch Scotland

Hate Crime	
Measurement	Source
The number of reported hate incidents recorded accounting of all incidents recorded by Police Scotland in Inverclyde.	Police Scotland
The rate of reported hate incidents in Inverclyde	Police Scotland

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/35/20/TM
Contact Officer:	Tony McEwan Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Waterfront Leisure Centre Training Pool Moveable Floor: Options Appraisal		

1.0 PURPOSE

- 1.1 The purpose of this report is to outline the reasons for the Council's necessary investment in life-cycle replacement of the moveable pool floor at the Waterfront Leisure Centre.
- 1.2 The report details the current condition of the existing moveable floor and options for its repair or replacement.

2.0 SUMMARY

- 2.1 Inverclyde Leisure Trust (ILT) is one of the Council's arms-length external organisations and the Council and ILT are key stakeholders in the support, development and delivery of leisure services within Inverclyde.
- 2.2 The Council is the owner and the major investor in ILT-managed facilities and, accordingly, accepts responsibility for all major works of building fabric and building services repair and maintenance, renewal and replacement.
- 2.3 The existing moveable floor, located in the training swimming pool of the Waterfront, was installed in 1998 and is nearing the end of design life. Issues with the moveable floor have been identified including gaps larger than 8mm between the floor and the wall, malfunction of the hydraulic ram system and blistering on the floor surface. On this basis, it is anticipated that complete removal of the moveable floor will be required in the next 12 months
- 2.4 In addition to the complete removal of the moveable floor, a decision will be required in respect of either a replacement of the moveable floor or removal of the moveable floor and use of a permanent static pool with shallow ends only. An options appraisal is presented in the paper and it is recommended that a replacement moveable floor is installed.
- 2.5 Inverclyde Leisure has confirmed its continued commitment to a capital contribution as indicated within the report. The current financial situation related to COVID-19 presents significant challenges for ILT, however, the continued use of the training pool for the activities outlined within the report remains a significant element of the current 3 year business plan.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
 - notes Inverclyde Council's responsibility in respect of the removal of the moveable

floor;

- notes the options appraisal contained in this report;
- approves the replacement of the moveable floor with another removable floor; and
- agrees that the financial implications of replacing the floor is remitted to the Policy and Resources Committee

Ruth Binks

Corporate Director- Education, Communities and Organisational Development

4.0 INVERCLYDE LEISURE TRUST/INVERCLYDE COUNCIL BACKGROUND

- 4.1 Inverclyde Leisure Trust (ILT) is a key partner of Inverclyde Council. ILT is one of the Council's arm's-length external organisations and both organisations work extensively together in the support, development and provision of leisure services for the Inverclyde community. ILT manages the Council's leisure facilities and is responsible for a wide range of leisure services to the public in Inverclyde and to visitors.
- 4.2 The Council is the owner of the facilities managed by ILT and, as such, accepts responsibility for all major building, fabric, services and infrastructure repair and renewal. This is a relationship that has worked well over the years and officers from both organisations meet regularly to plan investment and development options and to match available resources with ILT business plans. These meetings assist in the prioritisation and targeting of both staffing and financial resources. By and large, through these working arrangements it is possible for both organisations to maintain a clear focus on quality standards for Inverclyde's building facilities.
- 4.3 Accordingly, officers from the Council and ILT have been jointly developing an Asset Management Planning investment-led approach to key facilities for the future. As part of this approach, ILT and Council Officers will be working to identify priorities and choices for future investment to be considered by the Council and the ILT Board. The current financial situation related to COVID-19 presents significant challenges for the Council and ILT, however, the continued use of the training pool for the activities outlined within the report remains a significant element of the current 3 year business plan

5.0 WATERFRONT TRAINING POOL MOVEABLE FLOOR

- 5.1 The Waterfront Training Pool, as constructed in 1997, has a shallow end of 0.8m and a deep end of 2.0m. However, at the opening of the Waterfront facility, the Council decided to install a moveable floor with the primary aim to facilitate disabled access to the training pool so that when it is lifted to its maximum height it can seamlessly match the surrounding walkway. Since the early installation of the moveable floor, the use of the dual shallow end has increased the availability of children's swimming lessons by providing a depth of 0.8m at both ends of the pool. When it was functional, it was possible to lower the moveable floor to the 2.0m or so depth of the deep end on a daily (or indeed more frequent) basis as circumstances or needs arose throughout the normal day of the pool's use.
- 5.2 The moveable floor system is made of fibreglass reinforced polyester elements, with foam blocks used for buoyancy. The floor is securely attached via stainless steel cables and pulleys to the hydraulic cylinders which can set the floor to any desired height from 0m to 2.0m water depth. Two hydraulic cylinders are installed in a small plant room with an entrance in the pool hall.
- 5.3 The costs of the moveable floor and its original installation amounted to £91,000 approx. This sum was grant-aided at that time. Maintenance has been undertaken by ILT and its contractors over the years. However, the moveable floor has now reached the end of its useful life and the following issues have been noted:
 - One of the hydraulic cylinders has malfunctioned and regular adjustments to the pool depth cannot now be undertaken. The floor has therefore been set as shallow as part of its daily use by all members of the public;
 - The floor surface is beginning to blister and it will be necessary in the near future to remove the entire moveable floor in order to ensure there is no risk whatsoever from any blistering to members of the public; and
 - The polyester floor construction is still in a reasonable condition but there are some gaps larger than 8mm between the floor and the wall. There is a risk that this could cause entrapment.
- 5.4 On this basis, replacement or, at least, complete removal of the existing moveable floor will

be required as soon as an option has been agreed and funding identified.

5.5 The moveable floor has now reached the end of its useful life. The following sets out the implications of its current non-use and removal:

- An impact on public swimming due to the fact there is no availability for entry by diving due to the moveable floor in its raised position;
- There is no present health and safety imperative to require the immediate removal of the floor;
- It is estimated there is at least a year's safe use of the floor (if any blistering were to occur, temporary repairs could be effected quickly and a programme for removal be brought forward, as required);
- The lack of a deep end adversely impacts on competitive swim training involving competitive dive entry;
- In swimming competitions for mainstream and other swimmers (and for training for these and preparing for competitions in other pools), entry by diving block is not possible with the moveable floor in its raised position; and
- The pool cannot be used for competitive events meantime.

5.6 A decision is therefore required in respect of the options available to Inverclyde Council and ILT following the replacement or removal of the moveable floor. These are outlined in sections 6, 7 and 8 below.

6.0 OPTION 'A'- REPLACEMENT WITH NEW MOVEABLE FLOOR

6.1 The replacement of the moveable floor will continue to provide universal access to the training pool and provide the flexibility for ILT learning programme use and also competitive events and training. The benefits, implications and costs are noted below:

6.2 Benefits

- ILT will be able to continue to deliver swimming lessons as part of the schools' programme;
- The ability to accommodate all swimming galas and time trials for clubs with no restrictions. This would allow the clubs such as those below to have unrestricted hire of the Waterfront Pool:
 - Inverclyde Amateur Swimming Clubs
 - Inverclyde Masters Swimming Clubs
 - Port Glasgow Otters Swimming Club gala
 - Greenock Otters Swimming Club
- It would allow ILT to continue to deliver the Inverclyde Leisure Swim School programme swimming lessons and teach all ages and abilities, including higher levels of swim school and get swimmers club ready for the potential pathway to Inverclyde Amateur swimming club;
- To provide 'diving starts' to all clubs using the training pool facilities;
- To host a series of swimming galas and time trials for swimming clubs throughout the year;
- To allow booking for marine diving clubs and fire service for specific training requirements;
- To operate children's pool inflatable fun sessions;
- To allow swimmers to undertake tumble turns as part of lane swimming and structured club sessions;
- Allow recreational jumping/ diving as part of general swimming activities; and
- Continue to host National pool lifeguard courses.

Port Glasgow pool already offers swimming lessons and would not have the capacity to be able to absorb the above activities.

6.3 Implications

- The installation of the moveable floor was undertaken primarily to enhance equalities access to the pool and this will be promoted by a programme for replacement;
- Replacement restores the daily/full flexibility of use of the pool for changing heights for access, for the ILT learning programme, for swimming competition and training and will enhance the pool for all users;
- The replacement continues the abilities of ILT to promote its learning programme and to secure income streams for the future; and
- There is a continuation of the high quality access and environment at the Waterfront training pool.

ILT recognises that there are various user groups which make use of the adaptability which the floating floor brings to the training pool but, by far, the major use of the raised floor is for increasing the pool's availability for swimming-lesson use. ILT's lessons programme includes the schools' swimming lessons. It is ILT's view that without the availability of the additional floating floor teaching area, this would lead to a reduction in the lessons programme which would result in fewer children being able to access swimming lessons.

6.4 Costs

- The estimated costs for this option amount to approximately £325,000 and there is a lead-in time for ordering and installation. This cost is for the removal of the current moveable floor and associated equipment, in addition to the new floor design, build, installation and professional/statutory fees;
- ILT has initially confirmed £40,000 to support the instalment of a new ramp;
- Any programme for installation would be tailored for periods where there is alternative provision for swimming availability at Gourock Pool and Port Glasgow Pool. This may require additional funding to allow an extended opening period for Gourock Pool;
- The costs for this option are significant and there are already significant pressures on investment in the Waterfront Leisure Centre and on ILT managed facilities. If this option is agreed then it is proposed that £285,000 of the capital cost be remitted to the Policy & Resources Committee for consideration; and
- There is a potential option for Inverclyde Council to grant an interest-free loan to ILT for the cost of this option. This would have to be agreed by the ILT Board.

It should further be noted that the risks / limitations in respect of the current cost estimates and programme/timescales for this option are:

- There is a limited number of specialist suppliers dealing with this type of installation / equipment and not all are UK based;
- The approach to delivery of a project like this i.e. a one-off replacement and not part of a larger new build / refurbishment project differs across the specialist suppliers. One supplier has advised that 90% of its work is as a specialist sub-contractor to a main contractor and this has implications for the procurement method / programme;
- The outline quotations received to date from specialist suppliers via ILT include a significant number of exclusions due to the variation in how they are engaged as outlined above e.g. associated electrical, builders work and principal contractor duties under CDM regulations all via the main contractor. Allowances have been made for these at present within the estimated cost figure above subject to the progression of any design and more detailed assessment / surveys;
- The works involve the draining of the main training pool with the intention to leave the existing leisure pool operational. This will involve the use of the existing and an additional temporary cofferdam arrangement (subject to individual supplier risk assessment / method statement). The main training pool was last drained circa 7-8 years ago and it should be noted that, although an allowance has been made within the estimated cost for an element of pool tank / tiling repairs, the extent of repairs required will not be known / evident until the pool has been drained;
- There will be a need for an element of external consultant input (mechanical & electrical engineers) to develop a tender specification and assess the interface with

- the existing buildings ageing electrical services distribution system;
- The project will include contractors designed elements and as such timescales for lead-in will be extended to accommodate contractor responsibility for statutory approvals (Building Warrant). This in addition to the lead-in time required for manufacture of the floor itself which are custom built to suit each individual pool and which has been quoted as 23 working weeks from one supplier and 30 from another; and
- It should be noted that both suppliers, within their budget quotes, have indicated that stage payments are normally agreed to suit the build programme and would involve payment for offsite fabrication and engineering works. This position has not been acceptable to the Council on other projects involving off site manufacture / construction and requires further investigation / discussion with the Chief Financial Officer / Corporate Procurement.
- Due to the corporate procurement process and the requirement to find a specialist company to remove, design and replace the moveable floor it is anticipated that this work could not commence until 2021/22.
- Due to the complexity of the work and the timescale to complete the project this may require consideration between 2021/22 for the extension of Gourock Pool opening period outwith the existing agreed structure between ILT and Inverclyde Council. It is possible that works could be completed by the end of September 2021 however risk remains on the overall programme timeline due to the specialist nature of the works and the receipt of an acceptable unqualified tender which includes the necessary contractor design and contractor obligation to submit for and obtain statutory approvals. To mitigate this, approval to proceed in the autumn is sought.

7.0 OPTION 'B' USE OF POOL WITH PERMANENT STATIC FLOOR

7.1 If Inverclyde Council were to remove the existing moveable floor and make good .i.e. remove all hydraulic systems, ramps, along with electrical systems associated to the pool floor. The electronics would need isolated and re tile where necessary in the pool tank. ILT would procure and install a fixed installation at the deep end of the pool with static floor. The benefits, implications and costs are noted below: This would result in a permanent shallow depth of between 0.8m and 1.0m.

7.2 Benefits

- Continue to deliver swimming lessons on behalf of Inverclyde Council's Education department to the schools programme;
- Continue to deliver the IL Swim school lessons to all ages and abilities, ranging from birth through to the active ageing;
- Significantly less capital cost compared to the installation of a new moveable pool floor;
- There is no operational reason to require that the Council/ILT provide a moveable floor within the training pool; and
- There is no adverse impact on everyday users of the pool.

7.3 Implications

- The training pool would no longer accommodate all swimming galas for all clubs due to restriction and limitations on dive starts at the deep end of the pool;
- Alternative means of improving accessibility in terms of equalities would need to be found;
- ILT have identified that by no longer accommodating all swimming galas for all clubs there is an annual loss of approximately £3,700;
- Unable to accommodate diving starts as part of any swim sessions;
- Unable to accommodate club time trials;
- Unable to run inflatable fun sessions/ pool parties;
- Unable to allow recreational jumping/ diving as part of general swimming activities; and

- Unable to move the floor at any point in the future once the decision has been granted to install a permanent static floor.

7.4 Costs

- The estimated costs for this option amount to approximately £90,000 and there is a lead-in time for ordering and installation. £50,000 of this is for the removal of the current moveable floor and associated equipment which would be funded by Inverclyde Council. The remaining £40,000 of this would address the design, build, and installation of a permanent static floor with shallow end only and with all fees met by ILT.
- ILT would be fully responsible for identifying and procuring a suitable contractor for the design and installation of the permanent static floor. Like option A, any programme for removal and installation would be tailored for periods where there is alternative provision for swimming availability at Gourrock Pool and Port Glasgow Pool. The period of installation required for a static floor should be shorter than a floating floor and as such it is unlikely to require consideration of an extended opening period of Gourrock Pool subject to further investigation through appropriate suppliers via ILT.

It should further be noted the risks / limitations in respect of the current cost estimates and programme/timescales for this option:

- The cost estimate for the static floor element has been sourced by ILT with no Property/Technical Services involvement; and
- The works to remove the existing floor involve the draining of the main training pool with the intention to leave the existing leisure pool operational. This will involve the use of the existing and an additional temporary cofferdam arrangement (subject to individual supplier risk assessment / method statement) as specified in option A.

8.0 **OPTION 'C' USE OF POOL WITH DEEP AND SHALLOW END**

8.1 If Inverclyde Council were to remove the existing moveable floor and make good. i.e. remove all hydraulic systems, ramps, along with electrical systems associated to the pool floor. The electronics would require to be isolated and pool tank re-tiled where necessary. The benefits, implications and costs are noted below: This would result in a permanent shallow and deep depth at either end of the pool.

8.2 Benefits

- ILT will be able to continue to deliver swimming lessons as part of the schools' programme;
- The ability to accommodate all swimming galas and time trials for clubs with no restrictions. This would allow the following clubs such as below to have unrestricted hire of the Waterfront Pool:
 - Inverclyde Amateur Swimming Clubs
 - Inverclyde Masters Swimming clubs
 - Port Glasgow Otters Swimming club gala
 - Greenock Otters Swimming Club
- It would allow ILT to continue to deliver the Inverclyde Leisure Swim School programme swimming lessons and teach all ages and abilities, including higher levels of swim school and get swimmers club ready for the potential pathway to Inverclyde Amateur swimming club;
- To provide 'diving starts' to all clubs using the training pool facilities;
- To host a series of swimming galas and time trials for swimming clubs throughout the year;
- To allow booking for marine diving clubs and fire service for specific training requirements;
- To operate children's pool inflatable fun sessions;

- To allow swimmers to undertake tumble turns as part of lane swimming and structured club sessions; and
- Allow recreational jumping/ diving as part of general swimming activities; and continue to host National pool lifeguard courses.

8.3 Implications

- ILT Swim School at the Waterfront Leisure Complex delivers swimming lessons in the main pool for all ages and abilities, ranging from birth through to the elderly. Currently this caters for approximately 1,300 children and adults per week and this statistic would be adversely affected should the floor be removed with an estimated 56% reduction in participation. If there were to be a significant impact on participation this could also result in a reduction of swimming teachers and lead to potential redundancy position);
- At the present moment, based on 2018/19 accounts, ILT received an income of approximately £400,000 for swimming classes. Based on the estimated 56% reduction, this could potentially result in a loss of income of approximately £224,000;
- ILT in partnership with Inverclyde Council's Active Schools, co-ordinate and deliver swimming lessons to approximately 800 primary 4 children from across Inverclyde. The versatility which the floating floor brings allows ILT to accommodate these numbers, should the floor be removed these numbers would not be achievable with an estimated 65% reduction in participation. If there were to be a significant impact on participation this could also result in a reduction of swimming teachers;
- Presently ILT receives income to deliver swimming lessons. Based on the estimated reduction in participation this could potentially result in a loss of income of approximately £18,200;
- The implication for both the ILT Swim School and the partnership with Inverclyde Council's Active Schools could have a significant impact on participation, potentially resulting in a reduction of swimming teachers;
- The Greenock Otters Swimming Club is a club that caters for children and adults with additional supports needs. If the floating floor were to be removed it could have a detrimental impact on the club's attendance, abilities and provision; and
- ILT would not support the decision to completely remove the floor as this would impact the Trust financially and, subject to the ILT reserves position, board approval would be sought to reinstate a static pool floor as highlighted in option B to allow the above services and programmes to remain in place.

8.4 Costs

- The estimated costs for this option amount to approximately £50,000 and there is a lead-in time for the removal of the current moveable floor and associated equipment. This option would be funded by Inverclyde Council.

9.0 IMPLICATIONS

9.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Option A	Core Property	2021/22	£50,000		
		2021/22	£275,000		Replacement moveable floor
	Income from ILT	2021/22	(£40,000)		Contribution from ILT
	Total		£285,000		
Option B	Core Property	2021/22	£90,000		Remove existing floor. & install static floor
	Income from ILT	2021/22	(£40,000)		Contribution from ILT to install static floor
Option C	Core Property		<u>£50,000</u>		Removal of existing moveable floor and make good

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					Assumes ILT address maintenance of either Option A or B under terms of existing lease and absorb any income loss
IL Management Fee	PtOB	Oct 2022	242		Option C Only: The net loss would need to be negotiated with IL but likely to result in an increased management fee.

Legal

9.2 There are no direct legal implications arising from this report.

Human Resources

9.3 There are no direct HR implications arising from this report.

Equalities

9.4 Equalities

(a) Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO – This report does not introduce a new policy, function or strategy or recommend a 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

Repopulation

9.5 There are no direct repopulation implications arising from this report.

10.0 CONSULTATIONS

10.1 The CMT has been consulted on this report and in light of the current financial constraints endorses option B 'Use of pool with permanent static floor'.

11.0 BACKGROUND PAPERS

11 .1 Report to Policy & Resources Committee dated 26 March 2019 by Head of Legal & Property Services (Agenda Item No.13)

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/36/20/TM
Contact Officer:	Tony McEwan Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Indoor Tennis Centre at Rankin Park, Greenock		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide an update on the plans for an Indoor Tennis Centre at Rankin Park, Greenock and to seek an increase in the funding allocated by the Council to the project.

2.0 SUMMARY

- 2.1 The indoor tennis facility is a key development towards improving participation rates in tennis; the health and wellbeing of the community; offering opportunities for people of all economic social backgrounds and those with disabilities to achieve their potential on and off the court. In addition, it aims to improve tennis pathways for our younger players with provision through the winter months and make a positive and lasting contribution to the regeneration of Greenock and Inverclyde.
- 2.2 Following a recent objection by SEPA around the position of the proposed facility, it has been necessary to develop plans to reposition and reconfigure the facility but still within the Rankin Park site.
- 2.3 National funding of £850,000 has already been agreed by a partnership of sportscotland, Tennis Scotland and the Lawn Tennis Association (LTA), known as the Transforming Scottish Indoor Tennis fund (TSIT), and was reported to the Education and Communities Committee in March 2020. A requirement of the national tennis bodies is that Inverclyde Council is the main recipient of the funding.
- 2.4 The revised plans increase the total cost of the facility from £1.35m to £1.835m and this report seeks approval to increase the bid to TSIT, by £150k to £1m (the maximum permitted) with a consequential increase in the Council's contribution of £335k.
- 2.5 Subject to committee approval of the increase in the Council's contribution, the overall project will be resubmitted at stage 2 level to the relevant bodies of TSIT for endorsement and approval of additional funding.

3.0 RECOMMENDATIONS

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

- notes the progress in relation to the proposed indoor tennis facility at Rankin Park, Greenock;
- notes the planned revisions to the site and the build;

- agrees to additional £335k funding being considered for the revised plans and thereafter agrees that a revised bid to sportscotland of £1m is made; and
- notes that a further report will be submitted, prior to formal commitment to the project being made which will include confirmation of the revenue implications.

Ruth Binks,
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 The Lawn Tennis Association (LTA,) sportscotland and Tennis Scotland are working together on the Transforming British Tennis Together initiative which aims to transform the Scottish indoor tennis landscape through a £15 million investment programme. This fund will see investments in indoor tennis projects which are supported by a community tennis network. The level of funding available varies from project to project and successful bids reflect the vision of the LTA and sportscotland for real transformation in the community through the community tennis network plan. Up to two thirds of the capital investment for the project can be applied for through the national fund with the rest of the funds to be sourced locally.
- 4.2 The Council's budget for 2017/18 included an allocation of £350K to part fund the development of an indoor tennis facility and as part of the Council's budget process in 2018/19 an additional £150K was added to increase the Council's contribution from £350k already agreed to £500k, assuming total project costs no more £1.5 million.
- 4.3 There are three tennis clubs in Inverclyde: Kilmacolm, Ardgowan and Fort Matilda. Two of the clubs have been successful in a joint bid to sportscotland for a Direct Club Investment project. The clubs have invested in a Head Coach with a development remit which includes engaging with our local schools. As part of the project a local tennis network has been formed with the West Region Tennis Scotland development officer, club president from Fort Matilda tennis club, tennis section representative from Ardgowan Bowling and Tennis Club and the manager of the Active Schools / Sports Development team. Inverclyde Council worked in partnership with local clubs and Inverclyde Leisure to develop a community tennis network plan to support the funding bid.
- 4.4 The original bid was submitted in June 2019 to establish a 3 court indoor tennis facility which would be attached to the existing pavilion at Rankin Park in Greenock. The facility would be enhanced with the provision of a small gym and cafeteria area. The site was chosen specifically to enhance community leisure provision in the area and to maximise the use of the existing pavilion as changing facilities are a necessary part of a successful project.
- 4.5 In February 2020, the Council received notification that it was successful in securing funding of £850K from LTA and sportscotland to part fund the project. This funding was made up of Sport Scotland (£425K) Tennis Scotland and LTA (£425k), of which £125,000 will be in the form of an interest free loan over 10 years to be repaid by Inverclyde Leisure. The payment for the loan commences in the second year of operation. The interest free loan element of the funding has not increased. The Council will work with Inverclyde Leisure to deliver the project and for IL to provide facilities management. This will be subject to a full funding agreement between Inverclyde Council and Inverclyde Leisure which is leading on the development of the project.
- 4.6 In the time between the bid being lodged and the funding being agreed, and during the normal course of applying for planning permission, SEPA lodged an objection to the plans following its recent identification of a flood plain on the proposed build site. At the time of the pavilion being built, there were no indications by SEPA that there was a flood plain on this site. Key to the success of the bid was the identification of the Rankin Park area for the facility. Therefore, Inverclyde Leisure, working with Council officers, have explored a number of options to redesign the facility and its placement on the Rankin Park site. The revised proposal is provided in appendix 1 and appendix 2 of this report. Any proposal is subject to a new bid being submitted to sportscotland and the LTA and subject to a further planning application.
- 4.7 The revised design proposes to build the indoor tennis on the site currently occupied by the unused bowling rank of Rankin Park Bowling Club. This is the only part of the Rankin Park site, other than the grass football pitch area, that is not on the flood plain. The proposed location of the facility is shown in appendix 1 of this report. Officers have worked positively with the bowling club to put in arrangements to transfer the lease for this site back to the Council so that the proposed development can take place. The re-siting of the facility will also have a limited encroachment on the grass football pitch at Rankin Park. Although the grass

pitch is not used often, the Council is keen to retain it. Council officers met with the local football team who primarily use the pitch to consult on plans to slightly reduce the pitch in size while continuing to ensure this meets SFA requirements. Again, the discussions around this were positive.

- 4.8 A diagram showing the revised floor plan forms appendix 2 to this report. The increase in size due to the inclusion of the facilities within the building has increased the total cost of the facility from £1.39m to around £1.835m. To help meet the increased costs, the Council seeks to increase its bid to sportscotland from £850k to the maximum of £1m, and positive discussions have taken place with sportscotland in this regard. This, however, still leaves a shortfall of £335k which the Council will be required to meet, prior to a revised bid being submitted to sportscotland. These figures include risk allowances in connection with further consultation required with the Council's Roads Service on the parking and access arrangements for the revised proposals, and in connection with unknown ground conditions which will require completion of further site investigation on the new building location, neither of which have been concluded at this stage. The costs are also based on a delivery programme with a construction period commencing 1st Quarter 2021 which will make allowance for an element of the current COVID-19 restrictions and the phased construction sector recovery programme.
- 4.9 Any costs associated with additional survey work will be contained within the contingency fund for the project.
- 4.10 Should the Committee agree to the additional funding a revised project timeline will be developed to coincide with the further bid to sportscotland and taking account of the current restrictions placed upon stakeholders by the current COVID-19 situation.
- 4.11 The indoor tennis facility is a key development towards improving participation rates in tennis; the health and wellbeing of the community; offering opportunities for people of all economic social backgrounds and those with disabilities to achieve their potential on and off the court. In addition, it aims to improve tennis pathways for our younger players with provision through the winter months and make a positive and lasting contribution to the regeneration of Greenock and Inverclyde.

5.0 IMPLICATIONS

5.1 Finance

IL have previously indicated that the intention is that there will be no net running costs to be funded by the Council. As part of the submission to sportscotland the Business Plan will be revised and this will form part of a further report to the Committee before the Council fully commits to this project.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report 000	Virement From	Other Comments
N/A	Capital	2020/21	500 335		Already approved Met from the £2million Property Services capital allocation

Annually Recurring Costs/ (Savings)

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

5.2 **Legal**

There are no legal implications at this stage.

5.3 **Human Resources**

There are no HR implications.

5.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO – This report does not introduce a new policy, function or strategy or recommend a 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

5.5 Repopulation

Provision of first class sporting facilities will provide a draw.

6.0 CONSULTATIONS

6.1 Tennis Scotland, sportscotland, Inverclyde Leisure, Active Schools/Sports Development Team have been consulted.

6.2 The CMT has reviewed the proposal in detail and has fully endorsed the report's recommendations.

7.0 BACKGROUND PAPERS

7.1 N/A

Inverclyde council
 Environment, Regeneration and Resources
 Gerald Malone
 Head of Legal and Property Services
 107 Bannockburn Street,
 Glasgow G4 0JH
 PAIS IRU

Client:
 Inverclyde Council

Project:
 Rankin Park Playing Fields

Project No.:
 00 - 000

Dwg No.:
 A-(00)000

Rev.:

Drawing Title:
 Indoor Tennis at Rankin Park

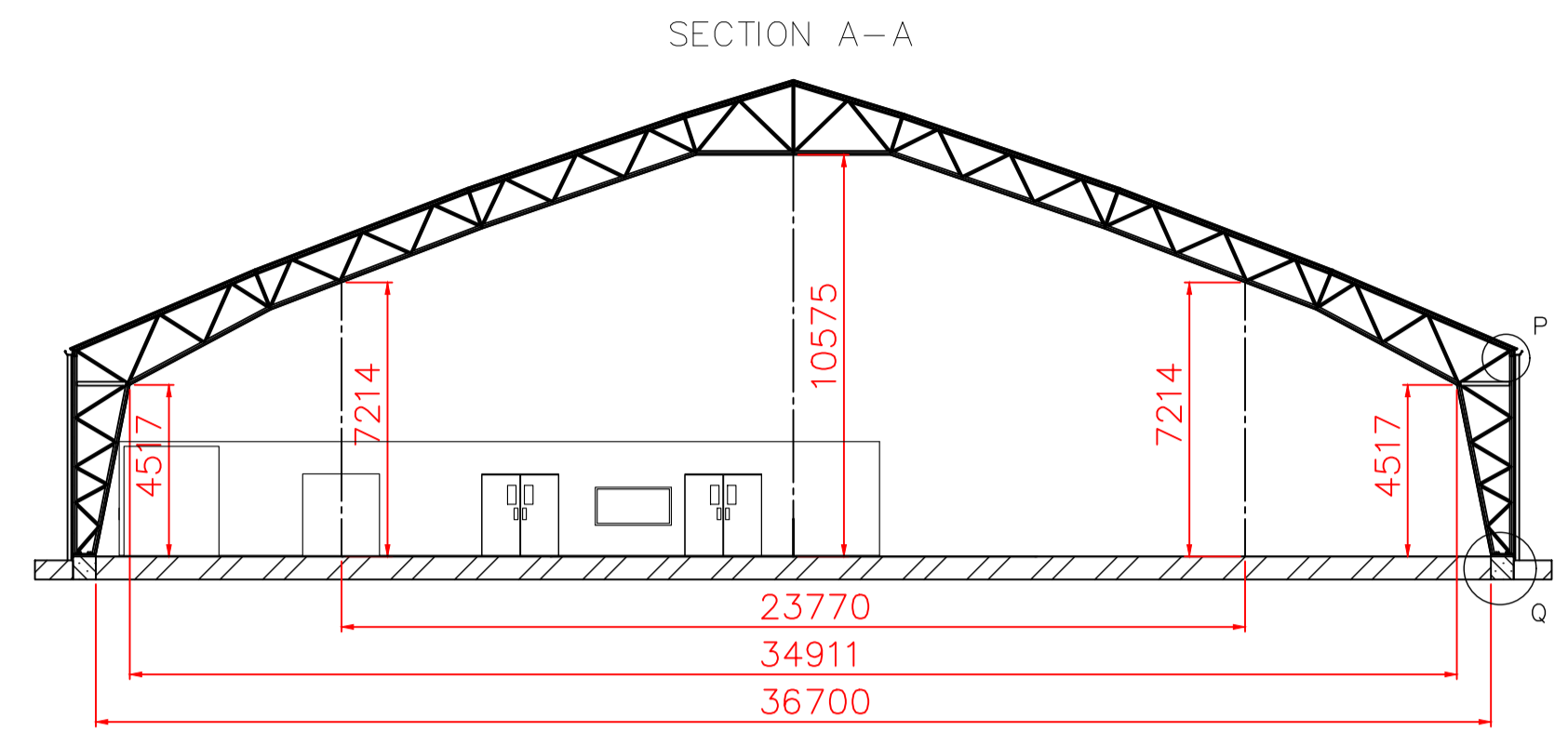
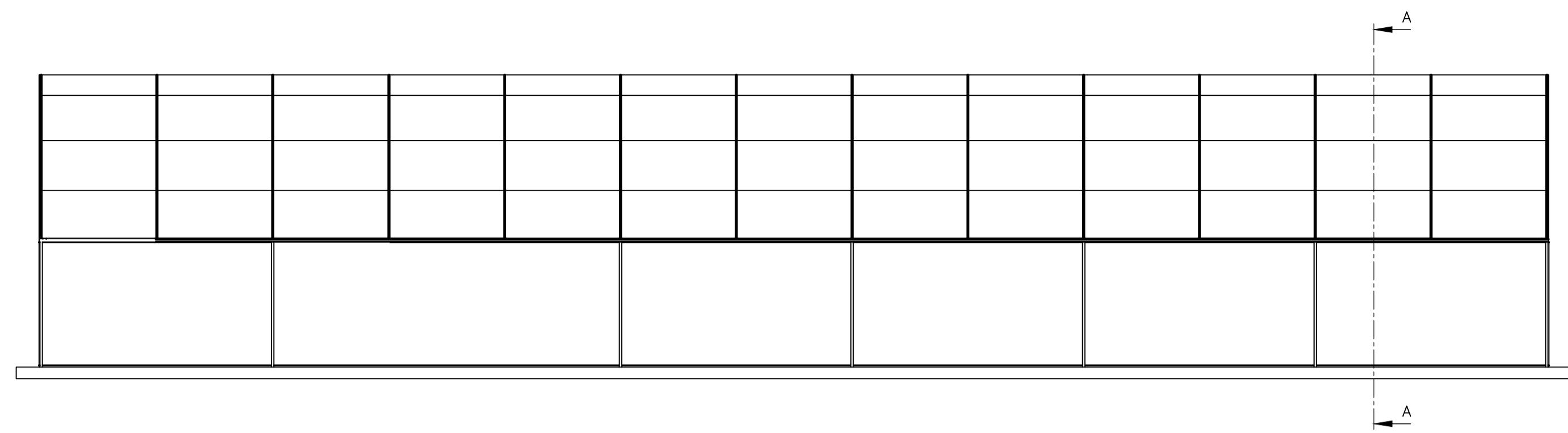
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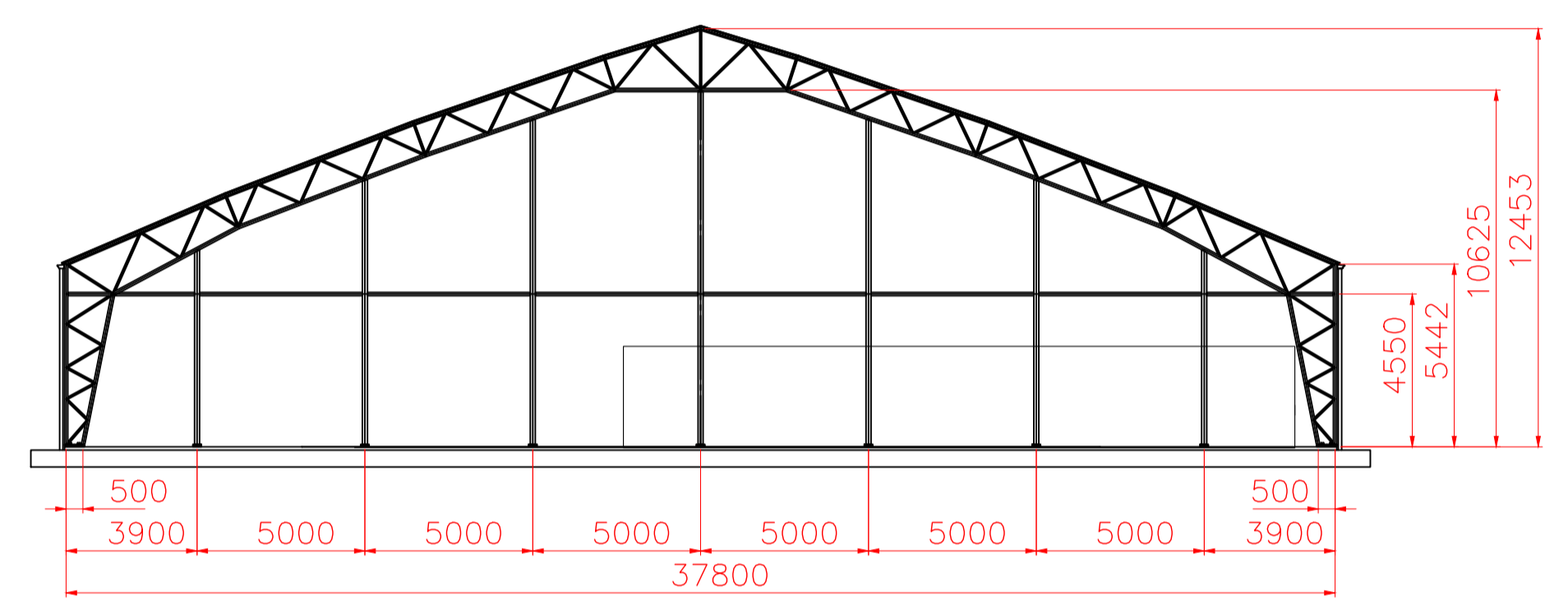
Checked:
A3 Scale: 1:1000



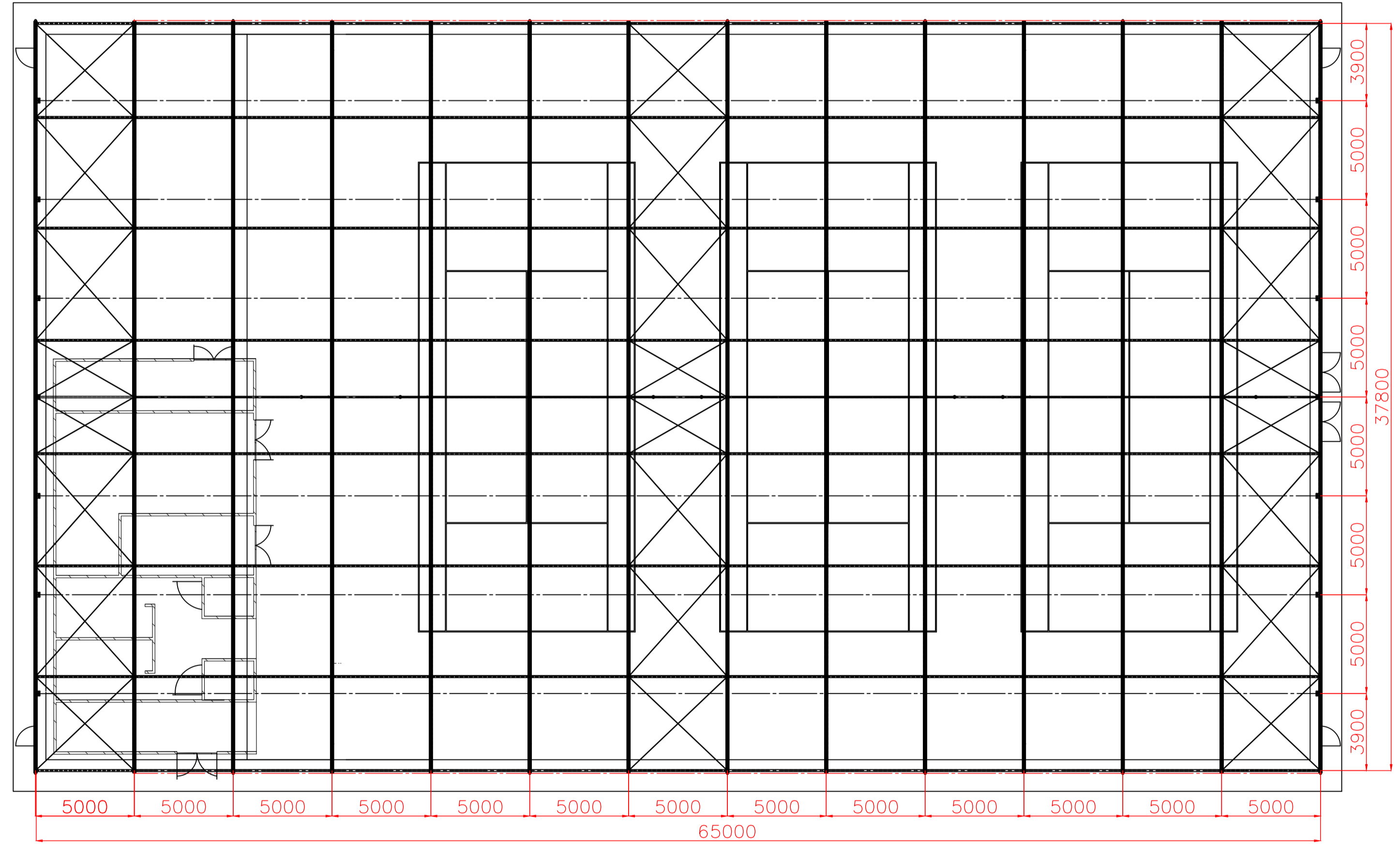
REVISIONS		Name	Date
Re	Description		
A	Drawing package for Rocklyn submission	RPB028/06	2019



NORTH SIDE

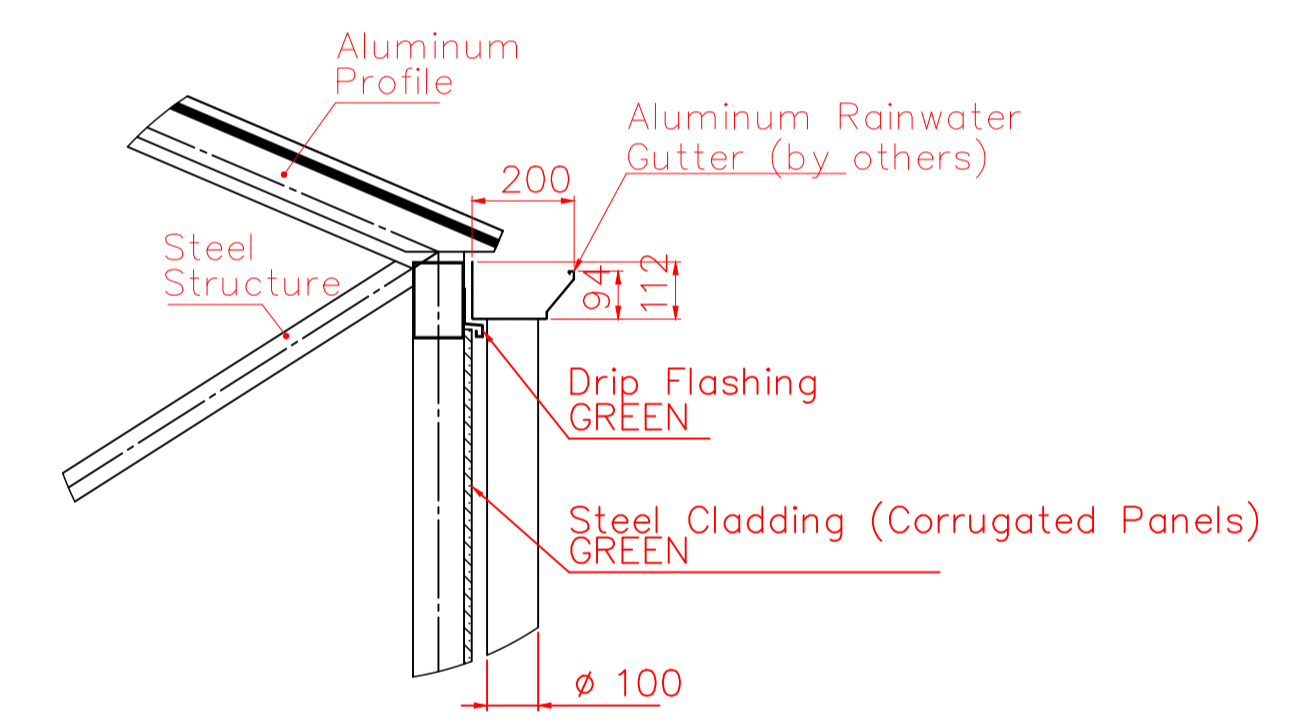


WEST SIDE

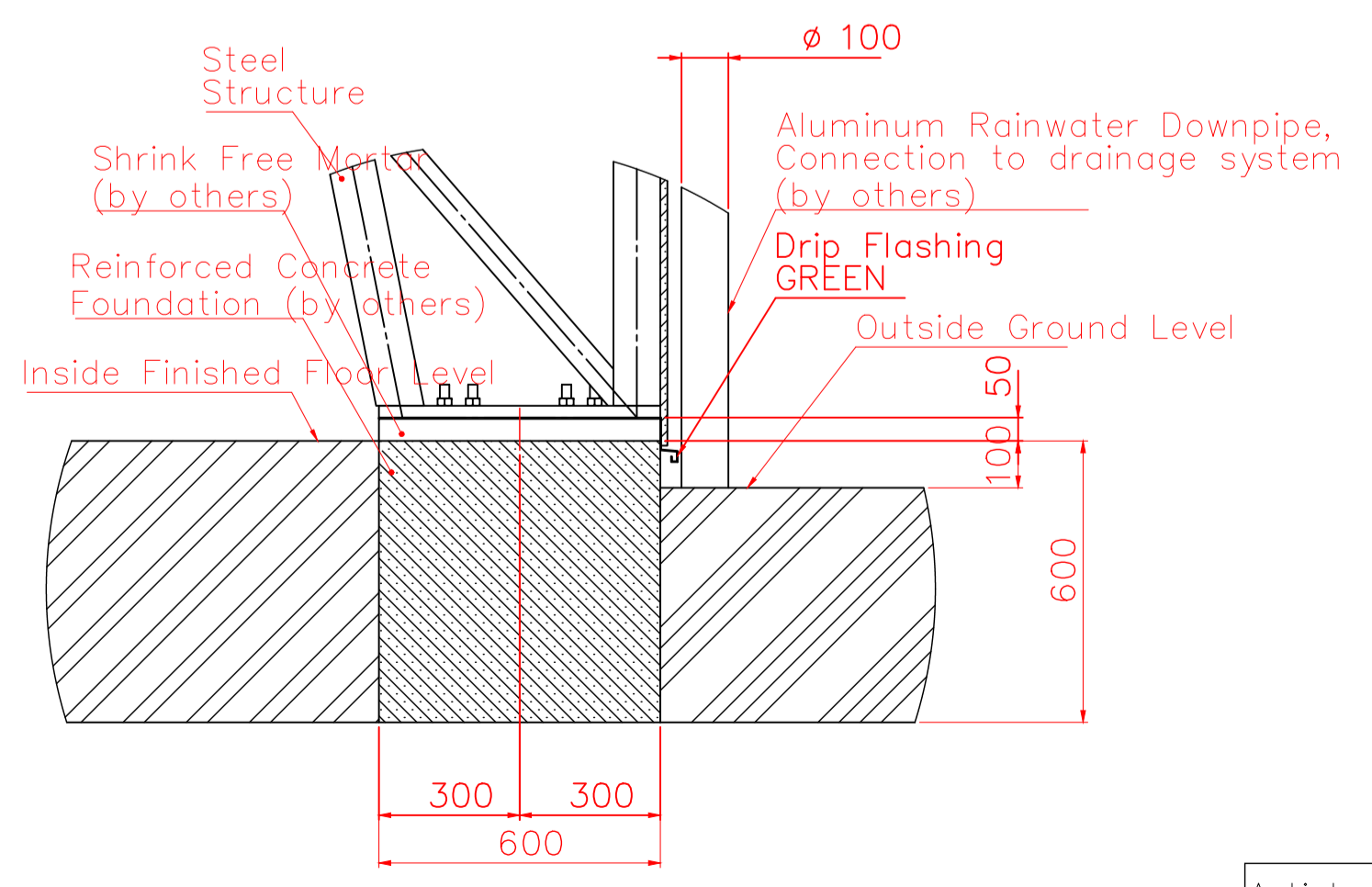


EAST SIDE

DETAIL P
SCALE 1 : 10



SOUTH SIDE



DETAIL Q
SCALE 1 : 10

Article 1566 37.8x60x4.5 RANKIN PARK GREENOC SCOTLAND
 Mass: 946753.8 Neg: 1/1 Format: A Scale: 1:1 Status: JGEGEVEN
 Material:
 Finish:
 Art Nr: (unfinished):
 Art Nr: Q190549 SFS37.8x60 5x45 SECTIONS
 This drawing is property of E.F.S. N.V. and may not be copied or used without the written permission of E.F.S. N.V.

Printed: 28/06/2019 - RPB0 - Project: Q160487 ELLSEMERE SFS37.8x70x4.5

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/45/20/EM
Contact Officers:	Eddie Montgomery	Contact No:	712472

Subject: Artificial Sports Pitches Asset Review / Lifecycle Plan

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee in respect of the review completed of the existing artificial pitches asset management plan.

2.0 SUMMARY

- 2.1 The report provides details of the proposed revised asset plan based on a review incorporating external condition assessment information and analysis of pitch usage data.
- 2.2 The report also outlines the options considered in respect of the approach to the Parklea Community Sports Facility and recommendation on the scope of works for that location.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- notes and approves the revised artificial sports pitches asset management plan provided as Appendix 1;
 - notes and approves the recommended scope of works for the Parklea Community Sports Facility 3G lifecycle replacement works as detailed within section 6.0.

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

4.0 BACKGROUND

- 4.1 The January 2018 Education & Communities Committee approved a report seeking funding to create a sustainable Leisure Pitches Strategy Asset Management Plan for non - School Estate (SEMP) pitches. The Council agreed to allocate £120,000 annually to supplement the funding in the Leisure Repairs and Renewals Fund to meet the life cycle costs associated with the large 3G Pitch estate. The ongoing requirements for major maintenance and lifecycle replacement of sports pitches across the Leisure Estate are addressed through the Leisure Pitches Strategy Asset Management Plan and capital allocations monitored through the Education & Communities Committee.
- 4.2 The School Estate funding model includes a lifecycle fund to address maintaining the condition and suitability of the revitalised estate. The fund allocations are profiled such that the initial allocation of circa £400K in 2014/15 increases to just below £2m in 20/21 with further projected increases over time (subject to capital funding constraints and budget setting process). This funding will be vital in the years following the completion of the major capital projects and end of the SEMP programme to address the necessary elemental renewal required to maintain a good standard of asset condition and suitability across the estate including the various school 2G, 3G and Polymeric surfaced pitches and multi-use games areas.

5.0 REVISED PITCHES ASSET MANAGEMENT PLAN

- 5.1 The document included as Appendix 1 reviews the position of the artificial pitch assets in terms of condition as assessed by external specialist consultants and the lifecycle / major maintenance works carried out to date. It also considers data provided by the Inverclyde Leisure Trust on pitch usage patterns and potential implications on the assumed life expectancy of pitch carpets within the original plan with recommendations for reprioritisation of planned lifecycle expenditure.
- 5.2 The plan includes a list of key assumptions including the specification level of any works planned for replacement carpets. Section 6.0 below addresses the position with the Parklea Community Sports Facility 3G pitches and the recommendation in connection with this specific location. Further consideration is also required on the future of some assets such as the Broomhill 3G pitch subject to further consultation and report to Committee.

6.0 PARKLEA COMMUNITY SPORTS FACILITY

- 6.1 The Parklea facility includes two 3G pitches with the larger stadium pitch having a 60mm carpet and a shockpad on a dynamic base (suitable for football and rugby/American football training), and the smaller (but still full size) pitch No.2 having a 42mm carpet and a shockpad on a dynamic base. The stadium pitch currently receives annual external testing in connection with confirming its continued suitability for use in connection with rugby/American football training.
- 6.2 The artificial sports pitches at Parklea are currently partly utilised by Morton Football Club (MFC) in connection with the Morton Youth Academy who book a proportion of the pitches available time through Inverclyde Leisure (in addition to their use of other Inverclyde School and Leisure estate artificial 3G pitches). The Club has historically accessed funding available through the Scottish Football Association (SFA) to support their activities and this requires that the facilities used meet a minimum standard.
- 6.3 Officers from Education and Communities have met with representatives from MFC and SFA to discuss the plans for the replacement carpets at Parklea in order to clarify whether the proposals within the current asset plan meet the minimum standards required and align with the continued use by MFC to allow access to the external funding. To date there has been agreement that the carpet and shockpad specifications proposed are acceptable as they meet the current FIFA QUALITY standard. There has been a view expressed by the SFA that the existing dynamic base would not be the preferred specification although it is accepted that the pitches were originally constructed in this way and will meet the standard with this. A summary of the different approaches to pitch construction (extracts from specialist pitch contractor guidance) is included

as Appendix 2 to this report.

- 6.4 It should be noted that the majority of Inverclyde artificial 3G pitches have been constructed with a dynamic base. This aligns with the typical community use nature of the facilities and the fact that there is no requirement / need for the Council to regularly commission external verification / testing houses to certify that they meet a specific FIFA standard over the life of the installations. All regular maintenance is carried out through the Council Grounds Maintenance Service with the exception of the more major lifecycle works such as full rejuvenation (as outlined within the plan in Appendix 1).
- 6.5 The provision of an Engineered base is generally accepted to provide an installation more aligned with a professional club pitch and will assist in maintaining a more consistent surface which is more likely to be able to be maintained and regularly tested to a set standard over time should that be a requirement. It should however be noted that:
- The provision of an engineered base does not guarantee that testing either annually or bi-annually will pass. It does make it more likely that surface deformations will not occur although still possible via the infill (which is easier to rectify). The pitch maintenance is key to addressing this.
 - The Parklea pitches are community pitches and will continue to be so with the associated level of use and risk inherent in that i.e. the carpets will take a lot of use/abuse with less control over proper footwear etc. than a professional/club pitch.
 - The maintenance carried out by Grounds Maintenance Service is to a good standard but not completely in alignment with that recommended by an external pitch specialist. It is recommended that the existing arrangement is enhanced to include an annual deep clean of pitches subject to a regular testing requirement.
- 6.6 The options considered for the Parklea pitches are outlined below:

Base Option – Replacement of both pitch carpets with 60mm FIFA QUALITY standard carpet and new shockpad to suit football and rugby/american football training. Note this alters the specification of the existing Pitch No.2 to provide increased flexibility (currently Pitch No.2 is not suitable for rugby/american football training) and offers the ability to manage the bookings across the 2 pitches to a more equal level (current use of Stadium pitch is much greater than Pitch No.2 – see Plan in Appendix 1).

Enhanced Option 1 - Replacement of both pitch carpets and shockpads as per the base option but with the addition of an open graded macadam layer to the Stadium pitch upgrading this pitch to an Engineered base.

Enhanced Option 2 - Replacement of both pitch carpets and shockpads as per the base option but with the addition of an open graded macadam layer to both pitches upgrading both pitches to an Engineered base.

- 6.7 The above options were considered by the Council's Corporate Management Team with agreed recommendation that enhanced option 1 above be taken forward. It should be noted that this can be contained within the current funding model resources. It should also be noted that enhanced option 2 is not able to be contained within the existing funding model resources requiring either additional funding or re-profiling of the model.

7.0 IMPLICATIONS

7.1 Finance

As outlined within the plan in Appendix 1 it is intended to manage the revised asset plan within existing resources i.e. the School Estate Funding Model for SEMP Pitches and the Repairs and Renewal / Education & Communities Capital funding for the Leisure Estate Pitches. The tables below provide a summary of the options for the Parklea Community Sports Facility as outlined in section 6.6 above.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
82958	R&R/E&C	2020/21	647		Base Option
82958	R&R/E&C	2020/21	787		Enhanced Option 1
82958	R&R/E&C	2020/21	902		Enhanced Option 2

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
TBC	Grounds	2021/22	£2-3K / pitch		Annual deep clean via external maintenance contractor
TBC	Grounds	2021/22	£2K / pitch		Annual testing by specialist to certify compliance (rugby / football)

7.2 Legal

None.

7.3 Human Resources

None.

7.4 Equalities

(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?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

7.5 Repopulation

None.

8.0 CONSULTATIONS

- 8.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.
- 8.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.
- 8.3 The Artificial Sports Pitches Asset Review / Lifecycle Plan was considered by the Corporate Management Team with recommendation of enhanced option 1 agreed.

9.0 BACKGROUND PAPERS

9.1 Attached are the following documents:

- Appendix 1: Artificial Sports Pitches Asset Review / Lifecycle Plan
- Appendix 2: Pitch Construction



Artificial Sports Pitches Asset Review / Lifecycle Plan



CONTENTS

- 1 Background and Report Context**
- 2 Inverclyde Artificial Sports Pitches / MUGA's**
 - 2.1 Leisure Estate
 - 2.2 School Estate
- 3 Lifecycle Funding and Historical Investment Summary**
 - 3.1 Leisure Pitch Lifecycle Funding
 - 3.2 School Pitch Lifecycle Funding
- 4 Asset Condition / Use Profiles**
 - 4.1 Asset Condition Information
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 - 5.1 Leisure Pitches Strategy Asset Management Plan
 - 5.2 Review of Current Asset Plan Allowances

APPENDICES

- 1 Summarised Condition Report**
- 2 Leisure Pitches Lifecycle Plan (Revised)**
- 3 School Estate Pitches Lifecycle Plan (Revised)**
- 4 Leisure Pitches Funding**

1 Background and Report Context

The original Inverclyde Sports Strategy was approved by the Council's Community Committee in March 2007 and part of the Strategy included an assessment of pitches in Inverclyde. A Sports Pitches Action Plan was written by the Council's Sports Strategy Group following consultation with sportscotland and a number of Sports' Governing Bodies, and was subsequently approved by the Regeneration Committee on 4th September 2008.

As part of the 2009 budget setting process an allocation was made to take forward a number of sport / leisure strategy projects. A planned investment profile was presented to Committee in September 2009 with an initial implementation timescale of August 2012. The review / strategy involved the participation of the private sector and other interested parties. Consultation was also undertaken with Sportscotland who allocated £1m in facilities grants, part funding specific projects at Parklea and Ravenscraig.

The Leisure Strategy has now been fully implemented as has the Council's School Estate Management Plan which was also a key contributor in terms of the upgrade and availability of sports pitches across Inverclyde.

The January 2018 Education & Communities Committee approved a report seeking funding to create a sustainable Leisure Pitches Strategy Asset Management Plan for non-School Estate (SEMP) pitches.

This document reviews the position of the artificial pitch assets in terms of condition as assessed by external specialist consultants and the lifecycle / major maintenance works carried out to date. It also considers data provided by the Inverclyde Leisure Trust on pitch usage patterns and potential implications on the assumed life expectancy of pitch carpets within the original plan with recommendations for re-prioritisation of planned lifecycle expenditure.

2 Inverclyde Artificial Sports Pitches / MUGA's

2.1 Leisure Estate

Inverclyde Leisure is a 'company limited by guarantee', not having share capital and recognised by HMRC and OSCR as having charitable status.



In October 2001, the Trust was asked to take responsibility for the management and delivery of Inverclyde Council's sport and recreational services. Transfer of the management of Outdoor Leisure Facilities to Inverclyde Leisure took place in April 2015. The following artificial pitches are included within the Outdoor Leisure Facilities managed by ILT:

Site Name	Associated Facility	Surface Type	Pitch Dimensions	Floodlit	Original Installation Date
Parklea	Parklea Pavilion	3G (Stadium)	118.7 x 72	Yes	2012
		3G (Pitch 2)	106 x 66	Yes	2010
Lady Octavia	Lady Octavia Sports Centre	3G (full size)	110.5 x 54.3	Yes	2009
		3G (5's No.1)	36.5 x 16.5	Yes	2003
		3G (5's No.2)	36.5 x 16.5	Yes	2003
Battery Park	Battery Park Pavilion	3G	104 x 64	Yes	1995
Broomhill	Broomhill Pavilion	3G	101.5 x 52	Yes	2010
Drumshantie Road	Gourock Park Pavilion	3G	103 x 63	Yes	2010

It should be noted that the original asset plan also included the 2G community multi-use games area at Robert Street, Port Glasgow but did not include the more recently constructed 3G multi-use games area associated with the Inverkip Community Hub.

Site Name	Associated Facility	Surface Type	Pitch Dimensions	Floodlit	Original Installation Date
Robert Street	N/A- Open Community MUGA	2G	36 x 18	No	2009
Inverkip	Inverkip Community Hub	3G	30.2 x 18.7	Yes	2016

2.2 School Estate

The substantial investment in the school estate over the last 15 years and the provision / upgrading of sports pitches included as part of that investment plays a significant part in overall Inverclyde Pitches Strategy. The booking of school sports facilities is also undertaken through Inverclyde Leisure with the majority of use focused around the full size pitches within the secondary school estate. A summary of the artificial pitches and multi-use games areas across the school estate is provided below:

Secondary Schools

Site Name	Surface Type	Pitch / MUGA Dimensions	Floodlit	Original Installation Date
Clydeview Academy #	2G	106 x 66	Yes	2011
	2G MUGA	54 x 36	Yes	
Inverclyde Academy	3G	106 x 66	Yes	2010
	2G	106 x 66	Yes	2008
	2G MUGA	54 x 36	Yes	
Notre Dame High School #	3G	106 x 66	Yes	2011
	2G	106 x 66	Yes	
	2G MUGA	54 x 36	Yes	
St Columba's High School	3G (short pile)	106 x 66	Yes	2013
	Type 4 Polymeric	30 x 16	No	
Port Glasgow Community Campus	3G	106 x 66	Yes	2013
	2G	106 x 66	Yes	
	Type 4 Polymeric	54 x 36	Yes	
	Type 3 Polymeric	36 x 18	No	

Primary Schools

Site Name	Surface Type	Pitch / MUGA Dimensions	Floodlit	Original Installation Date
Ardgowan Primary School	Type 4 Polymeric	16 x 9	No	2016
Aileymill Primary School #	Type 4 Polymeric	54 x 36	Yes	2010
All Saints Primary Scholl #	2G	64 x 44	Yes	2010
Gourock Primary School	Type 4 Polymeric	38 x 32	No	2016
Inverkip Primary School	2G	15.6 x 10.8	No	2016
Kilmacolm Primary School	Type 4 Polymeric	48 x 30	Yes	2016
Kings Oak Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
Lady Alice Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
Moorfoot Primary School	Type 4 Polymeric	48 x 32	No	2016
Newark Primary School	Type 4 Polymeric	46 x 28	Yes	2008
St Andrew's Primary School	Type 4 Polymeric	36 x 18	No	2006
St Francis Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
St John's Primary School	Type 4 Polymeric	15 x 9.5	No	2016
St Joseph's Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
St Mary's Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
St Michael's Primary School	Type 4 Polymeric	15.6 x 10.8	No	2016
St Ninian's Primary School	Type 4 Polymeric	54 x 36	No	2014
St Patrick's Primary School	N/A – Access Arrangement to Broomhill Leisure Pitch			
Wemyss Bay Primary School	3G	60 x 39	Yes	2009
Whinhill Primary School	Type 4 Polymeric	54 x 36	Yes	2014

Denotes Public Private Partnership schools

3 Lifecycle Funding and Historical Investment Summary

3.1 Leisure Pitch Lifecycle Funding

In 2018 the Council agreed to allocate £120,000 annually to supplement the funding in the Leisure Repairs and Renewals Fund to meet the life cycle costs associated with the large 3G Pitch estate. The on-going requirements for major maintenance and lifecycle replacement of sports pitches across the Leisure Estate are addressed through the Leisure Pitches Strategy Asset Management Plan and capital allocations monitored through the Education & Communities Committee.

Lifecycle / Major Maintenance Summary

The table below provides a summary of recent Council investment across the Leisure Pitches addressing significant lifecycle replacement / major maintenance:

Site Name	Pitch / MUGA	Original Installation Date	Pitch/MUGA Rejuvenated	Pitch/MUGA Carpet Replaced	Notes
Parklea	3G (Stadium)	2012	-	-	
	3G (Pitch 2)	2010	2018	-	
Lady Octavia	3G (full size)	2009	2017	-	
	3G (5's No.1)	2003	-	2017	Originally 2G now 3G.
	3G (5's No.2)	2003	-	2017	Originally 2G now 3G.
Battery Park	3G	1995	-	2007/2013	Carpet and shockpad replaced twice with 2013 replacement due to storm damage.
Broomhill	3G	2010	2018	-	
Drumshantie Road	3G	2010	2018	-	
Robert St	2G	2009	-	-	
Inverkip Hub	3G	2016	-	-	

3.2 School Pitch Lifecycle Funding

The School Estate funding model includes a lifecycle fund designed to address maintaining the condition and suitability of the revitalised estate. The fund allocations are profiled such that the initial allocation of circa £400K in 2014/15 increases to just below £2m in 20/21 with further projected increases over time (subject to capital funding constraints and budget setting process). This funding will be vital in the years following the completion of the major capital projects and end of the SEMP programme to address the necessary elemental renewal required to maintain a good standard of asset condition and suitability across the estate including the various school 2G, 3G and Polymeric surfaced pitches and multi-use games areas.

Lifecycle / Major Maintenance Summary

The table below provides a summary of recent Council investment across the School Estate Pitches addressing significant lifecycle replacement / major maintenance:

Secondary Schools

Site Name	Pitch / MUGA	Original Installation Date	Pitch/MUGA Rejuvenated	Pitch/MUGA Surface Replaced	Notes
Clydeview Academy #	2G	2011	2016	-	
	2G MUGA	2011	2016	-	
Inverclyde Academy	3G	2010	2017	-	
	2G	2008	2017	-	
	2G MUGA	2008	2017	-	
Notre Dame High School #	3G	2011	2016*	-	*Rubber crumb top-up only, not full rejuvenation.
	2G	2011	2016	-	
	2G MUGA	2011	2016	-	
St Columba's High School	3G (SP)	2013	-	-	
	Polymeric (4)	2013	-	-	
Port Glasgow Community Campus	3G	2013	-	-	
	2G	2013	-	-	
	Polymeric (4)	2013	-	-	
	Polymeric (3)	2013	-	-	

Denotes Public Private Partnership schools – Lifecycle and day to day maintenance is undertaken through the 31 year project agreement and monitored by Property Services.

Primary Schools

Site Name	Pitch / MUGA	Original Installation Date	Pitch/MUGA Rejuvenated	Pitch/MUGA Surface Replaced	Notes
Ardgowan	Polymeric (4)	2016	-	-	
Aileymill #	Polymeric (4)	2010	2016	-	Surface cleaning.
All Saints #	2G	2010	2016	-	Surface cleaning.
Gourock	Polymeric (4)	2016	-	-	
Inverkip	2G	2016	-	2019	Original polymeric surface damaged by surface water run-off.
Kilmacolm	Polymeric (4)	2016	-	-	
Kings Oak	Polymeric (4)	2016	-	-	
Lady Alice	Polymeric (4)	2016	-	-	
Moorfoot	Polymeric (4)	2016	-	-	
Newark	Polymeric (4)	2008	2015	2018	Surface cleaning 2015. New surface 2018.
St Andrew's	Polymeric (4)	2006	-	2015	Original 2G surface replaced 2015.
St Francis	Polymeric (4)	2016	-	-	
St John's	Polymeric (4)	2016	-	-	
St Joseph's	Polymeric (4)	2016	-	-	
St Mary's	Polymeric (4)	2016	-	-	
St Michael's	Polymeric (4)	2016	-	-	
St Ninian's	Polymeric (4)	2014	-	-	
St Patrick's	N/A – Access Arrangement to Broomhill Leisure Pitch				
Wemyss Bay	3G	2009	2017	-	
Whinhill	Polymeric (4)	2014	-	-	

Denotes Public Private Partnership schools – Lifecycle and day to day maintenance is undertaken through the 31 year project agreement and monitored by Property Services.

4 Asset Condition / Use Profiles

4.1 Asset Condition Information

Recording and monitoring the condition of assets is fundamental to assessing risks / liabilities to the Council and establishing investment needs and priorities across the estate. In addition to the regular / routine maintenance and inspection carried out by the Council's Grounds Maintenance Service, external specialist surveys were commissioned and completed through Sports Labs Ltd. Engineers in 2nd Quarter 2019.

The survey scope included a visual inspection of 16 facilities with the aim of covering the following:

- Checking the surface construction
- Infill levels and synthetic fibre condition
- Debris and contamination
- Other (state of equipment e.g. goal posts, fencing, gates etc.)

It should be noted that the 16 facilities inspected did not include facilities such as Notre Dame High School and Clydeview Academy due to the specific nature of the maintenance arrangements / responsibility within the Council's Public Private Partnership schools. The facilities included were as below:

- Battery Park 3G Pitch
- Broomhill 3G Pitch
- Drumshantie / George Road 3G Pitch
- Inverclyde Academy 3G Pitch
- Inverclyde Academy 2G Pitch
- Inverclyde Academy 2G MUGA
- Inverkip Community Hub 3G MUGA
- Port Glasgow Community Campus 3G Pitch
- Port Glasgow Community Campus 2G Pitch
- Lady Octavia 3G Pitch
- Lady Octavia 3G 5-a-side Pitches (x2)
- Parklea Training/No.2 3G Pitch
- Parklea Stadium 3G Pitch
- Robert Street 2G MUGA
- St Columba's High School 3G Pitch
- Wemyss Bay Primary School 3G 7-a-side Pitch

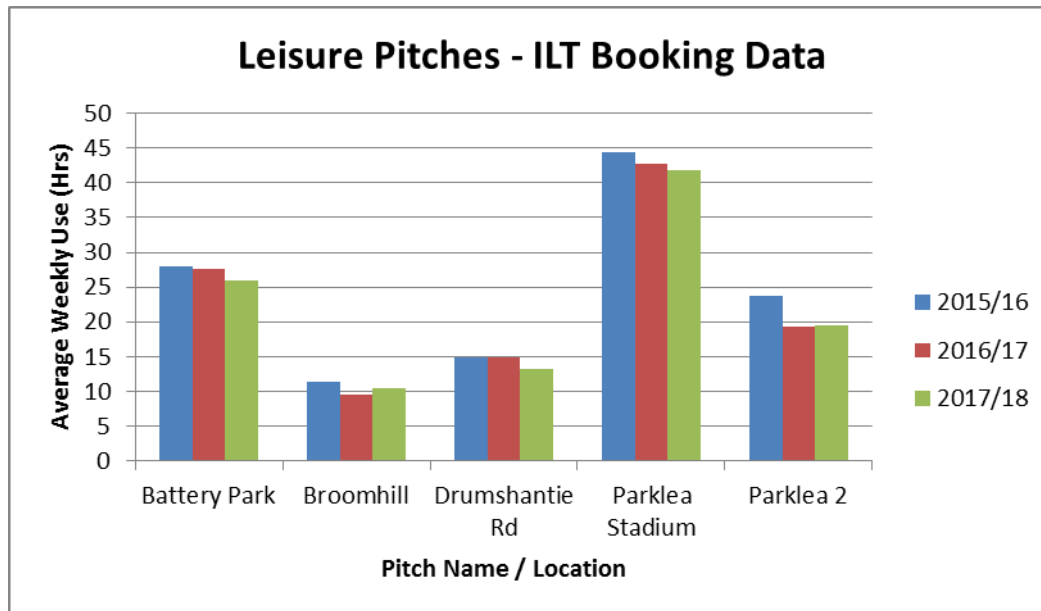
A summary of the condition information and recommendations for the 16 pitches / multi-use games areas inspected is included as Appendix A.

4.2 Pitch Use Information / Profiles

Information on the actual use of the majority of full size pitches has been provided by Inverclyde Leisure to better understand both the demand for specific facilities and assess the likely impact on the pitch condition due to general wear-and-tear.

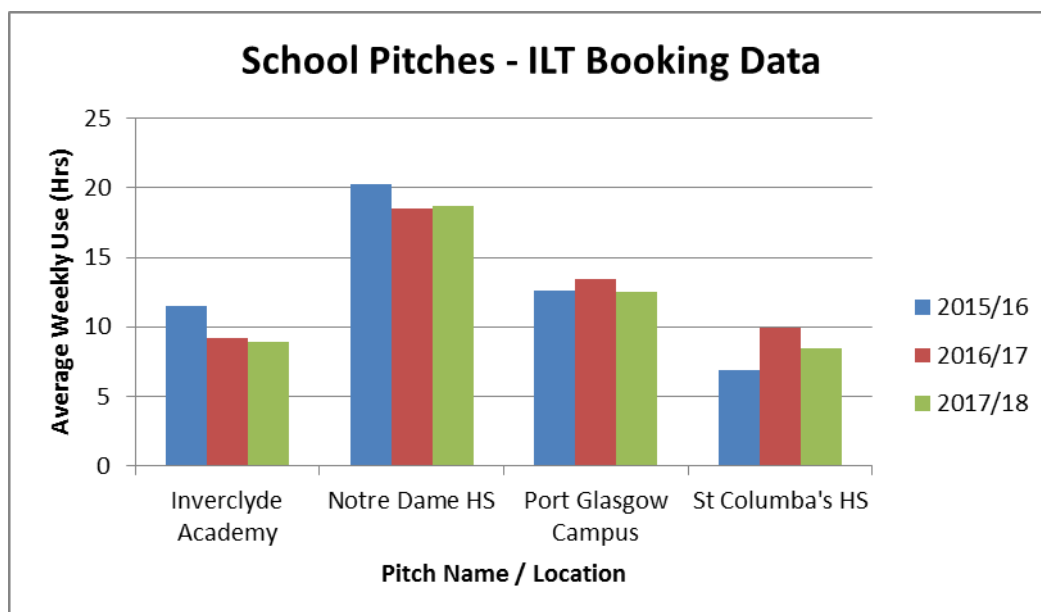
Leisure Pitches

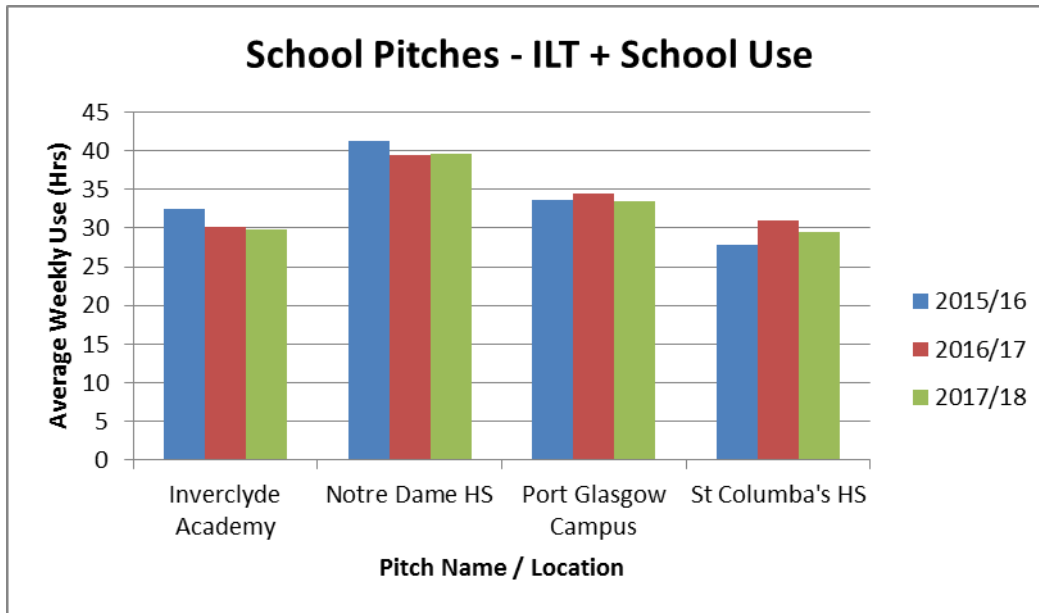
The graph below provides a visual representation of the average weekly hours use of the pitches included in the data sample. The data provided by Inverclyde Leisure was in the form of total annual pitch use booked hours which were then averaged across the number of bookable weeks in any year.



School Pitches

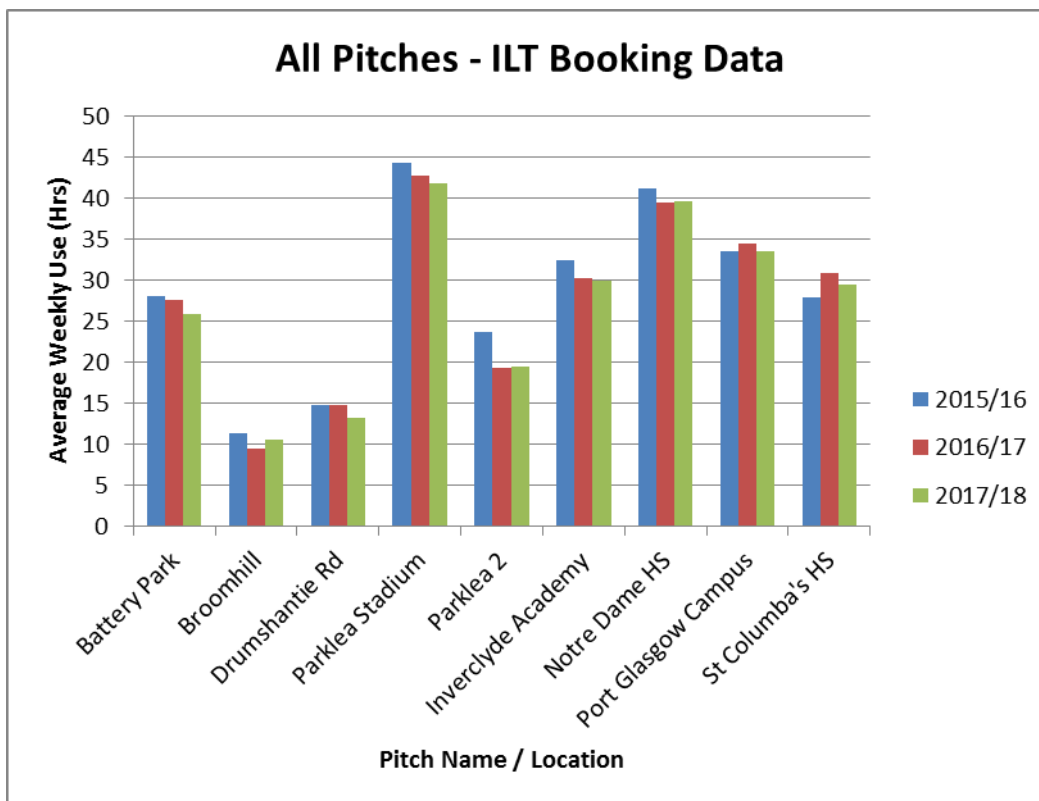
The graph below provides a visual representation of the average weekly hours use of the pitches included in the Inverclyde Leisure data sample. The data provided included the same data as above via Inverclyde Leisure in the form of annual pitch use booked hours which were then averaged across the number of bookable weeks in any year. The second graph also includes an allowance for school use hours based on the number of school days per annum and an average percentage utilisation across all available timetabled periods.





All Pitches

Combined Leisure / School pitch graph below:



5 Asset Plan Review / Prioritisation Recommendations

5.1 Leisure Pitches Strategy Asset Management Plan

The original asset management plan was based around two key activities per asset as outlined below:

- Pitch rejuvenation after 7 years (rejuvenation being the removal of the existing sand/rubber infill and placing of new fresh infill to improve drainage and playing characteristics and extend pitch carpet life).
- Pitch carpet replacement after 12 years.

The lifecycle works outlined within section 3 have been taken forward based on the above however with the availability of the pitch use data and the externally procured condition information it is possible to revisit the assumptions around rejuvenation and carpet replacement in the context of hours of use.

The Scottish Football Association (SFA) have published guidelines around Stadia 3G Construction & Installation and although this is targeted at professional clubs and higher level stadium installations, it does provide some useful guidance around pitch utilisation and the impact of playing hours on the expected lifespan of playing surfaces. The table below is extracted from this guidance:

Table 1- Hours of Use v Estimated Playing Surface Lifespan

Average of hours per week	12 hours	35 hours	60 hours
Life expectancy of a pitch when maintained to the manufacturers recommendations at FIFA Quality Pro Level	10 years	7 to 8 years	Less than 7 years

5.2 Review of Current Asset Plan Allowances

Leisure Pitches

The table below provides a summary of the proposed revised timescales for carpet replacement based on the available data around average weekly hours use.

Site Name	Pitch / MUGA	Original Planned Carpet Replacement	Estimated Pitch Use (Average Hrs/wk)	Revised Proposed Carpet Replacement	Notes
Parklea	3G (Stadium)	2024/25	42-44	2020/21	12 years to 8 years
	3G (Pitch 2) #1	2022/23	19-24	2020/21	12 years to 10 years
Lady Octavia	3G (full size) #2	2021/22	No data	2021/22	12 years (no change)
	3G (5's No.1)	Complete	No data	2029/30	12 years
	3G (5's No.2)	Complete	No data	2029/30	12 years
Battery Park	3G #1	2025/26	26-28	2021/22	12 years to 9 years
Broomhill	3G	2022/23	10-11	2022/23	12 years (no change)
Drumshantie Road	3G #1	2022/23	13-15	2022/23	12 years (no change)
Robert St	2G	2021/22	No data	n/a	Remove from plan and add under Play Areas budgets. Consider replacing surface with tarmac similar to other community MUGA's.
Inverkip Hub	3G	n/a	No data	(2026/28)	Not in original plan

It should also be noted where the pitch condition assessments (Appendix A) suggest carpet replacement is required.

#1 – Carpet replacement suggested. May be possible to retain existing shockpad.

#2 – Carpet replacement suggested including addition of shockpad.

School Pitches

For the purposes of this review the school estate element will focus only on secondary schools and selected primary schools which receive regular community use in addition to the core school curriculum activity. The majority of the primary school estate includes smaller multi-use use games areas that are used solely by the schools. The lifecycle requirements for these will vary depending on site specific factors. It should also be noted that the majority of those have a type 4 polymeric surface which does not require maintenance through the Ground Maintenance Team due to the MUGA size and surface type. Primary school (and to a lesser extent secondary school) pitch and MUGA surfaces receive a degree of general wear and tear associated with the day to day use by pupils using normal footwear across both curriculum use and general use at intervals. Polymeric and to an extent 2G (shorter pile) surfaces are more robust and better suited for this environment.

The table below provides a summary of the proposed revised timescales for carpet replacement based on the available data around average weekly hours use.

Site Name	Pitch / MUGA	Original Planned Carpet Replacement	Estimated Pitch Use (Average Hrs/wk)	Revised Proposed Carpet Replacement	Notes
Clydeview Academy	2G	n/a - PPP	No data	2021/22	PPP FM Lifecycle Plan
	2G MUGA				
Inverclyde Academy	3G #1	2022/23	30-32	2020/21	12 years to 10 years
	2G	2020/21	No data	future	12 years to monitor
	2G MUGA	2020/21	No data	future	12 years to monitor
Notre Dame HS	3G	n/a - PPP	40-41	2020/21	PPP FM Lifecycle Plan
	2G		No data	2020/21	
	2G MUGA		No data	2021/22	
St Columba's HS	3G (short pile)	2025/26	28-31	2023/24	12 years 10 years
Port Glasgow Community Campus	3G	2025/26	34	2023/24	12 years to 10 years
	2G	2025/26	No data	2025/26>	No earlier than 12 years - monitor
Wemyss Bay PS	3G #2	2021/22	No data	2021/22	12 years (no change)

It should also be noted where the pitch condition assessments (Appendix A) suggest carpet replacement is required. The surveys also indicate where some 2G pitches although now approaching 12 years old are still in relatively good condition and do not necessarily require replacement in line with the original lifecycle plan assumptions.

#1 – Carpet replacement suggested including addition of shockpad.

#2 – Recommends addition of shockpad in future carpet replacement.

In addition to the planned carpet replacement in the PPP secondary schools noted above the FM provider is also planning to replace the 2G carpet at All Saints Primary School in 2020 which was originally installed in 2010 (10 year lifecycle). The secondary schools were originally installed in 2011 (carpet replacements planned 2020 and 2021 – 9 to 10 years lifecycle with Notre Dame 9 years and consistent with higher hours of use across school and community lets).

List of Key Asset Plan Assumptions

Asset Scope

Robert Street MUGA is removed from the plan and added to Environmental Services general play areas programme. Consideration should be given to how this MUGA fits with the likely Master Plan for the future development of the area. If to be retained then consideration should be given to replacing the existing 2G surface with a coated macadam similar to other community MUGA's.

Inverkip Community Hub MUGA added to the asset list (not included in previous plan).

Broomhill 3G facility to be reviewed to consider whether or not it should be retained within the ILT managed facilities or removed and incorporated in the school estate associated with St Patrick's Primary School (latter scenario could involve reduction in size and removal of changing pavilion to reduce future maintenance / lifecycle requirements).

ILT Usage Data

Note data limited to that provided by ILT and not available for 2018/19. Data also only provided on 3G pitches (no 2G data) and not provided for Lady Octavia 3G.

Replacement Carpet / Base Specification

Plan assumes retention of existing pitch make-up i.e. where pitches have a dynamic base then they remain as dynamic (no upgrade to engineered base via provision of additional open textured macadam layer).

Carpet specification based on FIFA Quality (previous FIFA 1 star) level i.e. not FIFA Quality PRO (previous FIFA 2 star) which is more suited to professional / club installations.

Carpet type to align with previous use/multi-use e.g. Parklea Stadium and Training Pitches will be replaced with 60mm pile carpet and appropriate shock pad to suit Football and Rugby/American Football training.

Maintenance / Testing

All maintenance, with exception of planned rejuvenation and one-off carpet repairs via specialist contractor, remains in-house via Council's Environmental Services.

No regular testing required beyond current annual testing for Rugby/American Football training at Parklea / Battery Park.

sportslabsconsult		INVERCLYDE COUNCIL SYNTHETIC SURFACE - SUMMARISED CONDITION OF PITCHES INSPECTED									
Rank*	Pitch Name	Address	Town	Postcode	Surface Type	Year Built	m ²	Facility Condition	Action		
1	Battery Park 3G	Eldon Street	Greenock	PA16 7QG	3G	2013	7420	Significant deviations due to carpet stretching and movement visible throughout. Raised seam along full touchline, and synthetic turf fibre flat throughout. Open seam noted at the penalty area which causes a major concern	It is suggested that replacement of the synthetic turf system is considered as existing base and pad appear in good condition.		
2	Lady Octavia 3G	Bridgend Road	Greenock	PA15 3JN	3G	2009	7420	Compacted fibres, loose seams and in-laid line marking present a trip hazard. Infill distribution is poor and fencing panels are missing.	It is suggested that immediate repairs are carried out to remove the trip hazard. The pitch would benefit from a synthetic turf replacement with the addition of a shockpad and repair of fencing panels.		
3	Inverclyde Academy 3G	Cumberland Road	Greenock	PA16 0FB	3G	2010	7420	Unevenness can be felt throughout the surface due to sub-base deviations and large aggregate size. Uneven line markings due to carpet movement and poor patch repairs are clearly visible. Open seams at the run-offs pose a trip hazard.	It is urgent to carry out remedial repairs at the open seams. Regular maintenance is suggested to increase the synthetic turf performance and remedial works to the dynamic base. Ideally a new synthetic turf system with the addition of a shockpad would be required.		
4	George Road 3G	George Road	Gourock	PA19 1YT	3G	2010	7420	Flat compacted fibres, the raised carpet at the entrance and poor penalty patch are considered as trip hazards. Infill is compacted and some minor burn marks are evident.	It is suggested that immediate repairs are carried out to remove the trip hazard as well as regular brushing is needed to restore the infill levels. A turf replacement is suggested as the current pad and base appear in a good condition.		
5	Parklea Back Pitch 3G	Greenock Road	Port Glasgow	PA14 6TR	3G	2010	6400	Raised seam, flat pile and poor infill distributions are the main concern, with these issues being clearly noted throughout the surface. The raised seams could be considered to pose a trip hazard.	It is recommended that the present synthetic turf system is replaced with a new 3G synthetic turf system. The existing shockpad appears in good condition would not need replacement.		
6	Inverclyde Academy 2G	Cumberland Road	Greenock	PA16 0FB	2G	2008	7420	The facility appears in good condition with some flattening, however, being visible throughout the pitch. An open seam and wrinkle are also present in the carpet.	The pitch is in relatively good condition, however, it is important that the open seam is repaired to prevent any further damage. Netting replacement should be considered for the full-size foot balls goals (x 1 set), cross-field goals (x3 sets) and full-size hockey (x 1 set). If the open seam is repaired the position of this facility can be updated to 10.		
7	Robert Street MUGA	Robert Street	Port Glasgow	PA14	2G	2009	375	Due to what appears none to minimal maintenance and surrounding vegetation, there is a major presence of dirt and organics within the MUGA's surface. The organics and vegetation present can pose a slip hazard in wet conditions.	It is urgent that a deep-clean / rejuvenation of this facility is carried out as minimum. The MUGA would benefit with the upgrade of new 2G synthetic turf system. Low level community open access facility which should sit low on priority list.		
8	Parklea Stadium Pitch 3G	Greenock Road	Port Glasgow	PA14 6TR	3G	2012	7420	Existing synthetic turf pile felt flat and bumpy, infill distribution was uneven. The existing ballstop netting appeared damaged and with sections missing.	It is suggested that flattening pile height in high wear areas is monitored and appropriately addressed when carrying out the routine maintenance involving brushing and tyning with infill top-ups where needed. Additionally a rigorous maintenance regime should start to bring the pile height to original level.		
9	Wemyss Bay PS 3G	Ardgowan Road	Greenock	PA18 6AT	3G	2009	900	Synthetic carpet appears heavily compacted and defibrillated. Unevenness in one corner of the sub-base and faded line-markings are present.	It is suggested that brushing and deep tyning would improve the fibre height and signage to prevent users using flat-shoes to prevent further defibrillation. It is recommended that in the future replacement of the synthetic turf, the addition of a shockpad is considered.		
10	Inverclyde Ac 2G MUGA	Cumberland Road	Greenock	PA16 0FB	2G	2008	3200	Evident unevenness due to deviations from dynamic base, flat fibres and raised seams are also visible. Some vegetation growth is visible and missing fencing panel.	It is suggested that brushing and deep - tyning is carried out to regulated the pile height and induce a regular maintenance regime. Some cleaning is also needed to remove the present vegetation and prevent future growth.		
11	St Columba's HS 3G	Fletcher Avenue	Gourock	PA19 1TN	3G	2012	6400	The pitch is generally in good condition. Wear patterns are very visible and 1no 11-a-side goal is in state of disrepair.	It is recommended that a rigorous maintenance programme is implemented involving brushing and deep - tyning with an infill top up as minimum and monitoring of vegetation growth. Additionally it is suggested that the 11-a-side goal is replaced.		
12	Joint Campus 3G	Kilmacolm Road	Port Glasgow	PA14 6PP	3G	2013	7420	Compacted fibres and poor infill distribution is visible as well as some minor burn marks and missing fence panels. The full sized goal - posts are in a state of disrepair.	It is recommended that a rigorous maintenance programme is scheduled to bring the pile height to original level. The full-sized goals and missing fencing panels should be replaced.		
13	Lady Octavia 3G 5-a-side	Bridgend Road	Greenock	PA15 3JN	3G	2017	1296	Very poor infill distribution visible and contamination of infill outside the area.	The pitch is newly constructed but required redistribution of infill and brushing as a minimum. It is likely that an excess amount of infill is present.		
14	Broomhill Park 3G	Auchmead Road	Greenock	PA16 0JE	3G	2010	3200	Flat fibres evident in high wear areas and some burn marks. 1no floodlight head has wrong orientation, facing towards the residential housing.	Generally good condition but some maintenance is required to bring the fibres to original height. The burn marks should be monitored and consideration of patching using run-off material to any burn marks located in play area. The floodlighting head should be turned to face the right direction.		
15	Joint Campus 2G	Kilmacolm Road	Port Glasgow	PA14 6PP	2G	2013	6400	In general good condition, some overfilling is however, visible possibly due to resent rejuvenation. 2no hockey goals were found broken at the time of inspection.	Make sure adequate brushing treatment, infill distribution and compaction takes place following the refurb.		
16	Inverkip Community Hub 3G	Kip Park Main Street	Greenock	PA16 0FZ	3G	2016	648	The current pitch is in relatively good condition with only some flat fibres in central areas.	Ongoing maintenance should address the flat worn fibres by carrying out weekly brushing. Some visible vegetation growth around the perimeter should also be taken into account and dealt with.		

*The pitches are ranked from most urgent for repair or replacement to least urgent. Priority will be given to pitches that pose a health hazard to the users.

Leisure Artificial Pitch Lifecycle Maintenance Plan																	
Asset Location & Type	PC Date	Investment Required (£K)															
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Robert Street - 2G MUGA	Jun-09			overdue	>	>	>										
Parklea - 3G Pitch No.1	Jun-12				overdue	>	>	£494,000				£55,200					Carpet tbc
Parklea - 3G Pitch No.2	Jun-10					£36,702		£293,000					£46,400				
Lady Octavia - 2G MUGA No.1	Jun-17		overdue		£41,271						£7,600						£58,800
Lady Octavia - 2G MUGA No.2	Jun-17																
Lady Octavia - 3G Pitch	Jun-09			overdue	£24,493				£222,500								£37,000
Battery Park - 3G Pitch	Jun-13									£274,800							£45,300
Broomhill - 3G Pitch	Jun-10				overdue	£28,083											£38,000
Drumshantie Road - 3G Pitch	Jun-10				overdue	£31,825											£46,800
Inverkip Hub - 3G MUGA	Jan-16																£46,800
Miscellaneous Fencing Repairs	various					£11,275		£10,000	£10,000	£10,000							
Annual Expenditure (Act & Proj)	£2,365,449	£0	£0	£0	£77,039	£96,610	£0	£797,000	£232,500	£780,400	£7,600	£55,200	£46,400	£82,300	£0	£131,600	£58,800

NB Allowances based on specialist contractor rates & completed tender information.
 SFA guideline on carpet replacement = 7-10 years

Actuals	Rejuvenate	Carpet replacement
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Finance Strategy
Repairs & Renewals Fund - Leisure Strategy

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Proposed Capital Budget Requirements													
Capital Budget													
Annual Budget			120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000
C/fwd		0	0	120,000	0	0	0	112,400	177,200	250,800	288,500	408,500	396,840
Total Budget Available		0	120,000	240,000	120,000	120,000	120,000	232,400	297,200	370,800	408,500	528,500	516,840
Maintenance Requirements:													
Lifecycle Maintenance	66,000	112,000	0	797,000	232,500	780,400	7,600	55,200	46,400	82,300	0	131,660	58,800
Balance to allow for year end difference		(12,000)	0										
Total estimated requirements	66,000	100,000	0	797,000	232,500	780,400	7,600	55,200	46,400	82,300	0	131,660	58,800
Funded from R&R Fund	66,000	100,000	0	557,000	112,500	660,400	0	0	0	0	0	0	0
Remaining Budget	0	0	120,000	0	0	0	112,400	177,200	250,800	288,500	408,500	396,840	458,040

What is the difference between an engineered and a dynamic base?

Subject to the site specific ground conditions there are two alternative construction options for the base; engineered and dynamic.

- Engineered or bound bases are constructed from open textured asphaltic concrete (porous tarmac), similar to the traditional form of road construction and provide a stable, regular surface. They guarantee a consistency of playing characteristics over a pitch surface both initially and over time.
- Dynamic or unbound bases are formed from compacted stone either as a separate layer or an extension to the sub-base. Dynamic bases are a hard wearing option and can offer a considerable cost saving. They can also provide improved comfort for players if a shockpad is not installed.

Why would I need to consider installing a shockpad?

Shockpads are installed as a resilient layer between the base and the synthetic turf to provide the correct performance characteristics, safety requirements and comfort for the players.

There are several options depending on the type and thickness of shockpad required by the primary sport to be played. Prefabricated and in-situ shockpads are the two types of shockpad that should be considered for sports such as [Hockey](#) and [Rugby](#).

Prefabricated and in-situ shockpads come in a variety of depths to meet differing sporting body requirements. Thicker shockpads are used for high impact sports such as rugby and thinner shockpads tend to be used for lower impact sports such as hockey.

Prefabricated shockpads come in many varieties and forms from a wide range of manufacturers so it is important to use an approved product from a reputable supplier. In-situ shockpads are installed on site and consist of a polyurethane binder mixed with rubber crumb to create a long lasting uniform layer.

Summary

Depending on the available budget, some pitches will include a surface with a shorter pile which is laid on to a shock pad whilst others will have a longer pile and no shock pad. Both options create the same playing characteristics and achieve the necessary performance standards.

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks Corporate Director Education, Communities and Educational Resources	Report No:	EDUCOM/48/20/TM
Contact Officer:	Tony McEwan Head of Culture, Communities & Educational Resources	Contact No:	01475 712828
Subject:	Update on Community Halls and Proposals for interim arrangements for Grants to Voluntary Organisations		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the financial position of self-managed community centres and to set out proposals for interim arrangements for Grants to Voluntary Organisations for 2020/2021 to assist in community recovery during COVID-19.

2.0 SUMMARY

- 2.1 It was agreed at Policy and Resources Executive Sub-Committee in April 2020 that the Council would continue to pay self-managed community halls until June 2020 to allow them to continue to operate during COVID-19. Following a review of these organisations' finances and although some concerns remain around long-term loss of income, this paper proposes continuing to pay self-managed community halls until March 2021 in order that they can continue to operate and support community recovery.
- 2.2 A number of grants to voluntary organisations have been made to clubs outwith the Grants Sub-Committee cycle and as clubs and organisations continue to face challenges during the COVID-19 pandemic, it is proposed to ask for committee approval for interim measures to be put in place for 2020/21 for the awarding of grants specifically to assist in recovery.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the content of this report;
 - agrees to continue payments for self-managed community halls at current levels during 2020/21;
 - agrees to the interim changes to the GTVO application and decision-making process for 2020/2021 as detailed in Section 5 of the report, in light of the ongoing impact of COVID-19; and
 - notes that any applications for GTVO assistance in excess of £10,000 will be referred to the Grants Sub-Committee for determination.

4.0 BACKGROUND

- 4.1 There are seven self-managed community centres which receive financial support from the Community Based Services funding stream. Three of these centres receive funding on a monthly basis with the remaining four receiving funding on a quarterly basis. All centres submit invoices monthly/quarterly in arrears.
- 4.2 It was agreed at a meeting of the Policy and Resources Executive Sub-Committee on 21 April 2020 to continue to pay community centres in the short-term so that we could carry out a review on the financial position of each.
- 4.3 This review is now complete and officers are satisfied that there is no immediate threat to the financial viability of each of the centres, due to the levels of current reserves and grants received. There remains however, concerns around the impact that the long term loss of income will have.
- 4.4 The purpose of the Grants to Voluntary Organisations (GTVO) is to support small community and voluntary organisations who contribute to the quality of life of the people of Inverclyde.
- 4.5 Currently, GTVO allocations are made through the Grants Sub-Committee on recommendations from officers. The Sub-Committee meets twice a year to consider applications and award grants.
- 4.6 In March 2020, recognising that many clubs would be facing significant financial difficulties, a decision was made at the same meeting of the Policy and Resources Executive Sub-Committee to bring forward emergency payments to some organisations outwith the scope of the Grants Sub-Committee. The award of GTVO was dependent on organisations not being able to access the Business Grant fund. Subsequently, a few organisations were able to access Business Grants and officers have asked for the GTVO money to be refunded to the Council. Details of the awards are provided below (successful business grant applications are highlighted):

AWARDS APPROVED APRIL 2020			
Category	Applicant	Amount Requested	Amount Awarded
Bowling Club	Fort Matilda Bowling Club		£1,500.00
Bowling Club	Gourock Park Bowling Club	£3,000.00	£2,000.00
Bowling Club	Hillend Bowling Club	£5,000.00	£1,500.00
Bowling Club	Lady Alice Bowling Club	£2,000.00	£2,000.00
Bowling Club	Rankin Park Bowling Club	£9,382.28	£1,500.00
Bowling Club	Wellington Park Bowling Club	£2,800.00	£1,500.00
Community Group	Auchmountain Glen Project	£1,500.00	£1,000.00
Uniformed Group	Greenock and District Scout Council	£4,750.00	£4,750.00
summer playscheme	Youth connections	£5,000.00	£5,000.00
		£33,432.28	£19,250.00
Budget available		£252,000.00	
Awards approved		£19,250.00 – (returning £5k)	
less virement of Summer Playscheme funds		£25,000.00	
Third sector rent/rates		£18,500.00	
Balance		£194,250	

- 4.7 Many clubs and organisations will continue to face significant financial issues in the coming months due to a fall in participation rates and the impact that COVID-19 restrictions continue to have on income.

5.0 PROPOSALS

5.1 Self-managed community halls

It is proposed to continue to fund self-managed community halls until the end of March 2021 at current levels.

5.2 GTVO

Recognising the need for the Council to support both our community groups and wider community recovery following Covid, it is proposed that changes are made to the GTVO process for 2020/2021.

5.3 Officers will continue to consider applications from:

- Registered charities, constituted community and voluntary groups; and
- Social enterprises including community interest companies

5.4 It is proposed that officers will consider applications from existing organisations which are:-

- providing vital and ongoing community services to Inverclyde
- have lost crucial funding or income due to Covid-19
- need additional funding to meet the enhanced expectations for hygiene and social distancing measures due to COVID-19

It will be necessary, therefore, to ensure GTVO funding in the short term goes towards supporting these aims. Prior to any award being made, organisations will still be subject to the existing conditions of grant.

5.5 To facilitate this, officers wish to seek agreement of the Education and Communities Committee to delegate responsibility to the Head of Culture, Communities and Educational Resources in consultation with the Chief Financial Officer, to make decisions on applications for GTVO in 2020/2021 and in line with the existing awarding criteria set out at 5.3 and 5.4 above. To ensure that the Council is able to provide assistance to as many organisations as possible, grants will be capped at £10,000. Any awards over this amount will be referred to the Grants Sub- Committee for approval.

5.6 If approved, the first round of applications will be accepted between Monday 7 September and Monday 5 October 2020. Applications received after this date will be considered at stage 2 in January / February 2021.

5.7 Towards the end of 2020, officers will begin a consultation process on proposals for longer-term changes to the GTVO process for 2021/2022 and beyond.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
GtVO	PtOB	20/21	£194,250		

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**

The proposal in this report does not affect the remit of the Grants Sub-Committee but does affect the application and award processes which are administered by that Sub-Committee. The Education and Communities Committee has the explicit power and responsibility to determine the policy for the giving of grants to voluntary organisations. The Grants Sub-Committee considers and distributes awards from the budget that is allocated to it. This report proposes that the Education and Communities Committee adjusts its policy for the period of recovery for the COVID-19 pandemic and it is within the competence of this Committee to determine its policy. The Grants Sub-Committee, it is proposed from this report, would consider and may award those grants for GTVO assistance in excess of £10,000 for the duration of the recovery.

6.3 **Human Resources**

None

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	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?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES
X	NO

6.5 **Repopulation**

None

7.0 **CONSULTATIONS**

7.1 The report has been endorsed by the Corporate Management Team

8.0 **BACKGROUND PAPERS**

8.1 None

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/44/20/AW
Contact Officer:	Alana Ward, Service Manager	Contact No:	01475 712347
Subject:	Examining Inverclyde's historical connections to the slave trade		

1.0 PURPOSE

- 1.1 The purpose of this report is to set out plans to examine Inverclyde's historical connections to the slave trade and the ways in which these connections can be recognised in today's society.

2.0 SUMMARY

- 2.1 The Policy & Resources Executive Sub-Committee recently agreed to a request by Councillor McCabe that in response to the concerns raised by the Black Lives Matter campaign relative to Scotland's links to the slave trade, a report be brought back on Inverclyde's historical connections to the slave trade and the ways in which these connections can be recognised in today's society.
- 2.2 Officers across relevant departments of Inverclyde Council, as well as members of the community and black and minority ethnic (BAME) members of the community, will be invited to join a working group, the remit and Terms of Reference to be determined by the Head of Culture, Communities and Educational Resources, to examine these links.
- 2.3 A final report, including recommendations, will be presented to a future meeting of this Committee.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approves the formation of a working group to examine Inverclyde's historical connections to the slave trade and the ways in which these connections can be recognised in today's society, including recommendations as to how community reparations can be made.
- 3.2 It is recommended that it be remitted to the Head of Culture, Communities and Educational Resources to determine the remit, participation, and Terms of Reference for the working group, which should include representation from various Council departments, and also community representation including black and minority ethnic (BAME) members of the community.
- 3.3 It is recommended that the Committee notes that a final report, including recommendations, will be presented to a future meeting of this Committee.

4.0 BACKGROUND

- 4.1 At its meeting of 16 June 2020, the Policy & Resources Executive Sub-Committee agreed to a request by Councillor McCabe that in response to the concerns raised by the Black Lives Matter campaign relative to Scotland's links to the slave trade, a report be brought back on Inverclyde's historical connections to the slave trade and the ways in which these connections can be recognised in today's society, including recommendations as to how community reparations can be made.
- 4.2 Work has already taken place examining the area's historic links to slavery. The Watt Institution holds much information about Inverclyde's links to the slave trade and held an exhibition on the subject entitled "Sugar, Ships and Slaves" in 2007. Watt Institution staff also worked alongside Arts Education staff and various other partners in 2009 on a "Routes to Roots" project which saw 93 P7 Newark Primary pupils and their teachers devise and lead a slavery tour in Inverclyde. Pupils visited the International Slavery Museum in Liverpool to round off the project.

5.0 PROPOSALS

- 5.1 Officers have recently applied for funding for the Watt Institution to undertake a re-interpretation of museum collections, including 'decolonising' collections which is a process of museums and heritage institutions expanding the perspectives they portray beyond those of the dominant cultural group. This project would further build on the work described in 4.2. A decision on this funding bid is due to be made on or before 28 August.
- 5.2 Other work which could be undertaken could include examining slavery connections of statues, historic buildings, and street names in the Inverclyde area. It is proposed to form a working group to examine Inverclyde's historical connections to the slave trade and the ways in which these connections can be recognised in today's society, including recommendations as to how community reparations can be made.
- 5.3 It is proposed that it be remitted to the Head of Culture, Communities and Educational Resources to determine the remit, participation, and Terms of Reference for the working group, which should include representation from various Council departments, and also community representation including black and minority ethnic (BAME) members of the community. A final report, including recommendations, will be presented to a future meeting of this Committee.

6.0 IMPLICATIONS

6.1 Finance

Nominal working group costs will be met within existing resources. If funding

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**

There are no known legal implications contained within this report.

6.3 **Human Resources**

There are no known human resources implications contained within this report.

6.4 **Equalities**

Equalities

(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.
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NO

6.5 **Repopulation**

There are no known repopulation implications contained within this report.

7.0 **CONSULTATIONS**

7.1 None.

8.0 **BACKGROUND PAPERS**

8.1 None.

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/43/20/AW
Contact Officer:	Alana Ward, Service Manager	Contact No:	01475 712347
Subject:	Reaffirming Inverclyde's commitment to Fairtrade		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the current position relating to Inverclyde's Fairtrade Zone Status and to seek approval for plans to reaffirm Inverclyde Council's support for Fairtrade.

2.0 SUMMARY

- 2.1 Inverclyde Council has been awarded Fairtrade Zone Status in the past, however this status is not current and officers are currently ascertaining what would be required in order to renew this status. Notwithstanding the loss of Zone Status, fairtrade activity in Inverclyde remains strong and there is an active community group.
- 2.2 It would aid the process of regaining Zone Status to have the ongoing support of elected members to renew the Zone Status.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the current Fairtrade Zone Status in Inverclyde;
 - agrees that officers will make a renewed application for Fairtrade Zone Status for Inverclyde;

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Fairtrade guarantees a better deal for developing world producers. Fairtrade gives power back to both producers and consumers – producers get fair wages, good working conditions, help with the development of production and marketing, while consumers are given the choice to make a difference by buying Fairtrade products whenever they can.
- 4.2 Inverclyde Council successfully achieved Fairtrade Zone status in December 2013 and renewed this status in June 2015. The next date for renewal was June 2017, however this deadline was not met and consequently Inverclyde does not currently have Fairtrade Zone status.
- 4.3 Although Inverclyde does not currently have Fairtrade Zone Status, there has been continued Fairtrade activity happening in the community. Community representatives still support Early Years/Primary/Secondary establishments with Fairtrade goods and at least 9 get regular supplies. In addition, there are regular 'pop up' sales of Fairtrade goods across Inverclyde, most recently selling Fairtrade face coverings in response to Covid-19.

5.0 PROPOSALS

- 5.1 Discussions are underway with the Scottish Fair Trade Forum on whether it is possible to renew Inverclyde's application at this time, or if a full new application will be required. A delayed renewal would be an easier process than a new application. As part of this process, the Council will require to commit to supporting Fairtrade goals, such as using Fairtrade products at meetings and catering outlets; actively promoting Fairtrade Fortnight; promoting Fairtrade in procurement wherever possible, etc. Depending on which option goes ahead, this process is likely to take up to 12 months to complete. It is proposed that officers will make a renewed application for Fairtrade Zone Status for Inverclyde.
- 5.2 It would aid the renewal process to have full continued support from elected members in addition to representation on the Fairtrade community group. At present, Councillors Murphy, Nelson and Ahlfeld are the Council representatives and Councillor Graeme Brooks sits on the community group in a personal capacity.
- 5.3 Once Fairtrade Zone status has been achieved, it would be possible to install visual signage recognising Inverclyde as a Fairtrade zone.

6.0 IMPLICATIONS

6.1 Finance

Nominal costs associated with subscribing to the Scottish Fairtrade Forum and marketing/promotion materials are met within the existing Education budget. There would be some additional cost for Fairtrade Signage but this is a yet unknown.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 Legal

There are no known legal implications contained in this report.

6.3 Human Resources

Officer time will be required to support the community group in the achievement of Fairtrade Zone status, however this can be met within existing resources.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	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?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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NO

6.5 **Repopulation**

There are no known repopulation implications contained within this report.

7.0 **CONSULTATIONS**

7.1 None.

8.0 **BACKGROUND PAPERS**

8.1 None.

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/46/20/LMcV
Contact Officer:	Louise McVey	Contact No:	01475 712042
Subject:	Anti-Poverty Initiatives: Food Insecurity, Digital Connectivity and Strengthening the Third Sector Base		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide more detail of the Food Insecurity, Digital Connectivity and Community Grants proposals utilising the £1million Anti-Poverty Fund. The report also outlines the use of funding from the Scottish Government Food Fund.

2.0 SUMMARY

- 2.1 As part of the 2020/21 Budget, the Council and Integration Joint Board (IJB) allocated £1 million for Anti-Poverty initiatives. The Policy & Resources Committee meeting of 11 August 2020 approved a number of projects supported by this fund including: food insecurity, digital connectivity and strengthening the third sector base. It was agreed that a follow up report providing more details on these proposals would be presented to the Education & Communities Committee.

2.2 £150,000 for food insecurity

This will give every child in receipt of free school meals and a clothing grant an extra £40 to provide additional food over the Christmas period.

2.3 £60,000 for digital connectivity

Digital Connectivity will be provided to people who are attempting to upskill themselves but who do not have digital kits to enable them to access learning, training and employment opportunities. This support will be developed between Inverclyde Council Community Learning and Development and the third sector organisations to target people who are most likely to have difficulties because they need hardware, connectivity and improved capacity to continue with their education or training which will lead to employment opportunities.

2.4 £200,000 to strengthen the third sector community base

Throughout the COVID-19 pandemic many community partner organisations received short-term funding from the Scottish Government to enable them to support vulnerable people within their community area. This included those who were marginalised or financially at risk, however, much of this funding is now ending and many local people still require support, either as a result of the pandemic or because their financial situation has worsened.

- 2.5 Support from the Scottish Government Food Fund of £1,123,000 has provided funding to enable local third sector and community organisations to tackle food insecurity during COVID-19.

To date the money has provided:

- money to support the Council to provide £25 per fortnight for free school meals until the end

of August

- additional food bags delivered to families in need (including baby bags)
- approximately 30,000 prepared meals delivered to older and vulnerable adults across Inverclyde through HSCP
- money to directly support food banks
- money to third sector organisations to provide meals to increase the reach of their services

Further use of the funding is proposed as follows:

- £30,000 to local foodbank and third sector organisations to help with food insecurity
- £42,000 to deliver food bags to families who are identified by services as being in severe poverty or at risk
- £60,000 to develop a food pantry

2.6 Conditions of the Food Fund grant have meant that the funding plans must be put in place by the end of September 2020. Due to the time constraints of Scottish Government Funding, it is proposed that the Food Pantry be appointed under a directly awarded contract as part of the emergency COVID-19 response. Inverclyde Community Development Trust have an already well progressed proposal to develop a Food Pantry and the intention would be to allocate the £60,000 to the Trust to set up a food pantry subject to appropriate outcomes and conditions being agreed.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- Notes the use of the anti-poverty initiative funding;
- Agrees that recommendations for community funding awards be reported to the Education and Communities Committee;
- Agrees that a direct award of £60,000 be given to the Inverclyde Community Development Trust to develop a Food Pantry subject to officers agreeing suitable outcomes with the Trust.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 As part of the 2020/21 Budget the Council and Integration Joint Board (IJB) allocated £1 million for Anti-Poverty initiatives. The Policy & Resources Committee meeting of 11 August 2020, approved a number of projects supported by this fund including; food insecurity, digital connectivity and strengthening the third sector base. It was agreed at that Committee that a follow up report providing more detail on these proposals would be presented to the Education & Communities Committee.
- 4.2 Throughout the COVID-19 lockdown period the Council and partners have been delivering a wide range of supports to vulnerable individuals and families around food, direct finances, digital and humanitarian aid. It is likely that many of these supports will need to continue for many people and families in Inverclyde to mitigate the financial impact of COVID-19.

5.0 ANTI-POVERTY FUND UPDATE

- 5.1 The Policy & Resources Committee approved £1 million from the recurring revenue budget to create a resource to progress sustainable initiatives to reduce poverty and deprivation within Inverclyde. The Committee also recommended that a follow-up report providing more detail of the Food Insecurity, Digital Connectivity and Community Grants proposals will be presented to the Education & Communities Committee on 1 September.

5.2 Food Insecurity (£150,000)

When schools closed in March 2020, the Council ensured that children and young people in receipt of free school meals still received a lunch. As large orders of food supplied became problematic, the Council agreed to provide a fortnightly £25 cash payment to families for every child in receipt of free school meals and clothing grant, supplemented with a food parcel for the most vulnerable. The current scheme which benefited over 3,700 children and young people ended on 28 August 2020. Recognising the impact that food poverty can have on families, particularly at Christmas, the Policy & Resources agreed that a one off payment of £40 will be made in December 2020 to all families with a child/young person in receipt of free school meals and a clothing grant, allowing families to buy healthier food over the Christmas period. On the basis of a one off payment of £40 this would cost approximately £150,000.

5.3 Digital Connectivity (£60,000)

Community feedback has identified that Digital exclusion is a significant issue which has been highlighted by the need for on-line communications during lock-down. A short life officer working group has been formed to look at how the Council could best provide support to individuals based on both the existing plans for the expansion of provision of connectivity and support funded from the Welfare Reform budget but also from the experience of the COVID period. The short life working group recognised the need to support people with digital connectivity to increase their opportunity to participate in learning, training and employment as identified by Inverclyde Council Community Learning and Development. Specifically, the project will target people 16 years plus who have left school but need enhanced digital connectivity to engage in training and development; lone parents returning to the work place; and people who have English as a second language. The project will be supported by 2 existing CLD Digital Inclusion Workers.

5.4 Strengthen the Community/Third Sector Base (£200,000)

In addition to the Council's response to the COVID-19 pandemic, our third sector partners worked with us to provide further services to the heart of communities in Inverclyde. These organisations have built up new relationships and recruited new volunteers and some have received financial support from short, time limited Scottish Government funding.

There are also some established community partner organisations who have an existing partnership with the Council who may be experiencing significant reductions in income level or

increased costs and now require additional support from the Anti-Poverty Initiative Funds to support Inverclyde as part of the partnership recovery plan.

This £200,000 grant fund will be made available to community and third sector organisations with an existing relationship with the Council to deliver on outcomes linked to the impact of poverty or providing assistance to the most vulnerable in Inverclyde's communities.

Organisations will be able to apply for one-off funding to a maximum of £40,000 to extend the lifetime of their project or to enable them to continue their service delivery.

This funding will be assessed by senior Council officers and recommendations will be reported to, and agreed by, the Education and Communities Committee.

5.5 The community fund will be awarded to projects where one or more of the following can be demonstrated:

- The project will help to alleviate poverty
- The project provides support to the most vulnerable in society or those in significant hardship
- The project is part of the humanitarian community recovery plan after COVID-19
- Where an organisation will struggle to deliver agreed outcomes linked to the locality plan

6.0 SCOTTISH GOVERNMENT FOOD FUND UPDATE (£1,123,000)

6.1 Support from the Scottish Government Food Fund of £1,123,000 has provided funding to enable local third sector and community organisations to ensure that there is no food insecurity during COVID-19. To date, co-ordinated by the Council, the food fund has provided:

- money to support the Council to provide £25 per fortnight for free school meals
- additional food bags delivered to families in need (including baby bags)
- approximately 30,000 prepared meals delivered to older and vulnerable adults across Inverclyde through the HSCP
- money to directly support food banks
- money to third sector organisations to provide meals to increase the reach of their services

In addition, the Scottish Government provided direct funding to Fare Share to purchase food to be distributed to local authority areas. Inverclyde Council co-ordinated and organised the distribution to 9 community organisations on a weekly basis. Since March 2020, Fare Share has provided Inverclyde with more than 12,000 tonnes of food.

6.2 Proposed spend for the remainder of the food fund is outlined as follows:

- £30,000 to local foodbank and third sector organisations to help with food insecurity
- £42,000 to deliver food bags to families who are identified by services as being in severe poverty or at risk
- £60,000 to develop a food pantry as outlined in paragraphs 6.3 and 6.4 below

6.3 There is now an opportunity to establish a local Food Pantry in Inverclyde to create locally based support in a community setting. Food Pantries avoids the issue of stigma and helps create a dignified response to food poverty. A Food Pantry is essentially a shop which is community owned and operated in order to provide access to low and no cost food. It is usually run on a co-operative and mutual aid model, so that all members of a community can access it without restriction and has an additional focus on reducing the environmental impact of food waste. All members of the community can contribute and can benefit. This removes some of the stigma that could come with people accessing free or reduced food from the Food Pantry.

6.4 Conditions of grant have meant that the funding plans must be put in place by the end of September 2020. Developing a Food Pantry in Inverclyde will require close working with our third sector organisations to establish a local unit, to work with community volunteers and to encourage local residents to access the pantry. Commissioning and the location of the Food Pantry is being explored to ensure that it is accessible for all. Due to the time constraints with

Scottish Government funding, this project will be appointed under a directly awarded contract as part of the emergency COVID-19 response. Inverclyde Community Development Trust have an already well progressed proposal to develop a Food Pantry and the intention would be to allocate the £60,000 to the Trust to set up a Food Pantry subject to specific outcomes being agreed with the Trust.

7.0 IMPLICATIONS

7.1 Finance

All the above proposals are contained with existing Council Budgets or Scottish Government Grant funding.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Anti-Poverty Fund Projects	Various	2020/21	£410,000		
Food Fund	Various	20/21	£1,123,000		

Annually Recurring Costs/ (Savings)

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

7.2 Legal

None.

7.3 Human Resources

None.

7.4 Equalities

Equalities

- (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

All these initiatives will encourage individuals and families to remain within Inverclyde and help stabilise the population.

8.0 CONSULTATIONS

8.1 None.

9.0 BACKGROUND PAPERS

9.1 None.

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/42/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Update report on Inverclyde Leisure and the Beacon Arts Centre		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee about recovery planning for Inverclyde Leisure and the Beacon Arts Centre and to highlight potential ongoing funding issues which will have to be considered as part of the 2021/22 Budget.

2.0 SUMMARY

- 2.1 COVID-19 has had a serious impact on the whole country over the last few months. As recovery planning begins, many sectors of industry will struggle financially over the coming years. The arts, culture and heritage sector, already relying heavily on public subsidy, is expected to find the recovery process especially challenging. Across the country Arms Length External Organisations (ALEOs) linked to councils are struggling financially.
- 2.2 The Scottish route map for recovery will include guidance for opening venues and sports facilities when it is safe to do so. The need for physical distancing will mean that facilities cannot generate as much income as they would have done previously, added to which it is likely that the public will not return to facilities in the same numbers as before in the short/medium term. This will affect the amount of subsidy they may need. A delicate balance has to be struck between providing facilities for the community and the cost of opening these facilities.
- 2.3 The arts and leisure sector is often heavily reliant on casual, part-time staff or freelancers. Going forward, whilst every effort will be made to protect jobs, there will be fewer hours of employment available for casual staff.
- 2.4 Different sources of funding have been very welcome over the last few months. Both Inverclyde Leisure and the Beacon have accessed the Job Retention Scheme. The Scottish Government's Performing Arts Venues Relief Fund, has meant that it is anticipated that the Beacon Arts Centre will not need any additional funding in this financial year. There is no similar funding source for the leisure industry and in a recent report to the IL Board, a loss of £1.2million is being projected based on a mid-September opening for many of the facilities.
- 2.5 It is very difficult to predict the recovery trajectory of the leisure and arts. People will be more nervous about undertaking activities and attending busy events. The theatre industry often relies on productions which have been months in the planning, production and rehearsal phase. Given the nervousness about a possible second wave of COVID-19 and local lockdowns, companies could be more reluctant to commit to future events. The leisure industry may also suffer with people more nervous to take out subscriptions and to use facilities. It is expected that some individuals will have discovered other ways of maintaining fitness levels and will not readily return to fitness gyms etc.
- 2.6 Having said this, the combined benefits of the culture and leisure industry are huge, especially

on the physical and mental health of a community. Inverclyde is very fortunate to benefit from outstanding facilities which serve the community, provide local employment and bring many visitors into Inverclyde.

- 2.7 Within the regular COVID updates to the Policy & Resources Executive Sub-Committee an allowance of around £820,000 for increased subsidy to Inverclyde Leisure in 2020/21 has been factored in. Based on the recent report to the IL Board it is recommended that this allowance be increased to £900,000 on the basis that IL fund the balance from their own reserves. The scale of the deficit in 2020/21 and the medium term recovery issues outlined in this report make it almost certain that the Council's contribution to Inverclyde Leisure will need to be increased in the medium term. Officers have requested revised 2021/22 Budget projections from both organisations by the end of 2020.

3.0 RECOMMENDATIONS

The Education and Communities Committee is asked to:

- 3.1 note the current financial situations of the Beacon Arts Centre and Inverclyde Leisure and that reports will be brought back to Committee once the revised 2021/22 Business Plans for both organisations are received.
- 3.2 note the phased recovery plans in place for the Beacon Arts Centre and Inverclyde Leisure.
- 3.3 remit it to the Policy & Resources Committee to consider the increased funding need of £80,000 and, if approved, to authorise the Chief Financial Officer in consultation with other relevant officers to phase the release of all support funding on terms suitable to him.

Ruth Binks

Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde has a strong reputation for sports, culture and heritage. The Local Outcome Improvement Plan (LOIP) has the support of Environment, Culture and Heritage as one of its three priorities. The LOIP states that Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.
- 4.2 Inverclyde Council is responsible for the museum and library service. The Council funds leisure facilities through the Arm's Length External Organisation (ALEO) Inverclyde Leisure. The Council, alongside Creative Scotland provides substantial funding for the Beacon Arts Centre.
- 4.3 In March 2020, cultural and leisure institutions were closed with gyms, pools, exhibitions, events and performances closed, cancelled or postponed. In response there have been intensive efforts to provide alternative or additional services through digital platforms and to maintain essential maintenance activities with minimal resources.
- 4.4 The sports and culture sectors have had to cope with unexpected changes in their business models and the recovery process will take a long time for the sectors. Even when venues open, gyms need to have safety measures in place, performances need to be rehearsed and social distancing means that many activities will change.
- 4.5 The culture and sports sectors are already heavily subsidised through national and local funding. There are elements of the sector that are more profitable than others and these are used to fund other less profitable parts of the sector. In a recovery period where activities and performances will be limited by social distancing then there will be fewer opportunities to raise finance.
- 4.6 Going forward, business models in the culture and sport sector need to balance the needs of the community and the aims of the sector, with what is financially sustainable. This will mean that not everything can open at the same time and some facilities will remain closed longer to maximise available funding and reduce strains on funding sources.

5.0 Beacon Arts Centre

5.1 Operation of the Beacon during COVID-19 lockdown

- 5.1.1 The majority of staff were furloughed under the Job Retention Scheme and salaries were topped up. A small number of staff have now returned to work on a part-time furlough basis and other staff called upon to support activities as required.
- 5.1.2 The Beacon has run a successful online programme. This has included online programme Storytelling Sessions, Play-reading group, and The Coronavirus Time Capsule. The Beacon are supporting Weekday Wow Factor (a social enterprise company contributing to the public health agenda) in their daytime discos and are continuing to build on our relationship with them to offer an adult theatre group. This will initially be digitally with the potential to become an in-person class in the future.
- 5.1.3 Four of the Coronavirus Time Capsule group attended Company Three's final 'Gathering' via Zoom to connect with the 210 other young companies taking part.
- 5.1.4 The Beacon Youth Theatre classes will be held virtually through Zoom focussing on the senior group who will be working with Belville Community Garden Trust to produce a digital theatre piece on the theme of climate change. The creative learning officer delivered drama sessions at the summer hubs twice a week.

5.2 Recovery planning for the Beacon

- 5.2.1 The Beacon hopes to be able to continue offering digital dance classes and social café Zoom

sessions for Dance for Parkinson's. There will be a phased return to classes from digital to in-person throughout the Autumn-Winter period with the intention to return to in-person classes in the new year at full capacity with all age groups.

- 5.2.2 As there has been no announcement of dates for the re-opening of venues or indoor live performances, the rescheduling of shows originally planned for the Autumn continues and, while some main house music and comedy shows are booked for the start of 2021, it seems more likely that performances in this space will resume from March/April of next year, based on discussions within the sector.
- 5.2.3 Options for outdoor performances and the delivery of work in new ways are being considered and the Beacon is in discussion with Scottish Opera, Scottish Chamber Orchestra and local musicians and companies to make plans for these once the easing of restrictions permits.
- 5.2.4 While the pantomime co-producer, Imagine Theatre, has not yet announced the postponement of all of its pantomimes, it is clear that there is now insufficient planning time for this year's production to go ahead and, without clarity on re-opening dates and the physical distancing measures which will remain in place, the financial and operational risks of proceeding are too great.
- 5.2.5 The exhibition programme originally planned for this Autumn has been postponed until 2021, and it is now planned to mount a small number of exhibitions in the downstairs foyer to provide an opportunity for local artists to exhibit their work and for visitors to enjoy visual art on visits to the café. Planning for this programme is in the early stages and will be developed in line with the easing of restrictions for venues.
- 5.2.6 Since the easing of lockdown restrictions the BBC has twice hired the Café space – once for the broadcast of Good Morning Scotland on Radio Scotland and also for the recording of an interview for a BBC current affairs documentary. Other media companies are now beginning to hire the Beacon as a venue.
- 5.2.7 The takeaway café opened on 16 July 2020, with a limited offering of hot and cold drinks, ices and cakes. The next steps include opening of an outdoor area, re-opening of the indoor café and to begin promoting the venue for events, subject to the Scottish Government's easing of restrictions. As anticipated, demand for takeaway has been low and the next steps from 24 August will be to re-open indoors, however this may not be financially viable because hot food will need to be served.
- 5.2.8 It is very difficult to predict how the arts industry will recover. People will be more nervous about undertaking activities and attending busy events. The theatre industry often relies on productions which have been months in the planning, production and rehearsal phase. Given the nervousness about a possible second wave of COVID-19 and local lockdowns, companies could be more reluctant to commit to future events. The hugely successful annual pantomime at the Beacon will not take place. The loss of income from the Pantomime will have a significant impact upon the Beacon.

5.3 Financial implications for the Beacon

- 5.3.1 In June 2020, a grant of £2000.00 from the Community Wellbeing Fund was requested to cover costs of a new online programme (staff salaries and freelance costs) – this application was successful and funds were received. By the end of October, the Beacon will have received approximately £105K from the Job Retention Scheme. An application for support of £25K to the Creative, Tourism and Hospitality Hardship Fund in May 2020 was also successful.
- 5.3.2 An application for support of £114,000 from the Scottish Government's Performing Arts Venues Relief Fund, run by Creative Scotland, was submitted on 22 July and at the beginning of August the Beacon found out that this bid was successful. As a result, it is not anticipated that the Beacon will require any additional funding, other than the agreements already in place, from Inverclyde Council.

- 5.3.3 From 1 November 2020, only those casual employees that work will get paid. Until that date all casual staff are being paid 100% of a 52 week average salary largely funded from the furlough scheme. Depending on the timeline for opening, this will almost certainly have an impact on some casual employees and the hours they are offered.

6.0 Inverclyde Leisure

6.1.1 Operation of Inverclyde Leisure during COVID 19

Inverclyde Leisure (IL) furloughed the majority of staff and topped up salaries to 100%. The management team have met daily

- 6.1.2 Whinhill Golf Course transferred to IL at the beginning of April. Whinhill Golf course returned to operation at the end of May 2020. This was the first IL facility to reopen with new safety measures and signage in place. The online booking system has been really successful since its implementation to enable both members and pay as you go golfers to book in advance. This also enables the ability to have a track and trace system in place as required. Club competitions have also now returned, and 4 ball play is also now permitted.
- 6.1.3 Parklea and Battery Park are now open for bookings and public use currently is at 50 % occupancy for Parklea and minimal enquiries for Battery Park.
- 6.1.4 A customer survey has been undertaken with around 1000 responses received. This has helped Inverclyde Leisure to look towards the future and to inform its recovery planning focusing on priority areas identified by customers.
- 6.1.5 Support has been put in place for Inverclyde Council and Belville Gardens food distribution. This has included the use of the town hall and Crawfurdsburn Community centre and there have been several one-off bookings such as the blood transfusion service
- 6.1.6 ILT have been carrying out security checks and essential maintenance at facilities, developing a new website and producing statistical information for the Council and Government agencies
- 6.1.7 Resources and activities have taken place online and customer journey videos have been made to support the reopening of activities and centres. New systems have also been developed to create safe systems of work for employees and customers
- 6.1.8 ILT have been supporting the most vulnerable in the community through the Live Active Programme through telephone and online support
- 6.1.9 ILT have donated PPE to the NHS and created a temporary pop up gym at Inverclyde hospital.

6.2 Recovery Planning for Inverclyde Leisure

- 6.2.1 The recovery planning for Inverclyde Leisure will be phased and will always be subject to national guidance. Work has been ongoing to develop a 5 stage remobilisation plan in line with Government and industry standards. The IL Board will consider the order and phasing for the opening of facilities and different provisions. This will mean several facilities will almost certainly not open this financial year. These include the gym at Greenock Sports Centre, the climbing provision at Ravenscraig and some community facilities including Crawfurdsburn, Clune Park, Upper Gourock (Kirn Drive) and Grieve Rd.
- 6.2.2 Managers have undertaken specific risk assessment training and risk assessments have been completed for the opening of facilities. A staff training/induction programme has been produced and PPE, adaptations to facilities and signage are in place. Evolving national guidance may mean that some facilities can open sooner than planned, but also that others may be delayed.
- 6.2.3 The Waterfront swimming pool will open as soon as it is safe to do so. Also, Inverclyde

Council have agreed funding to extend the opening of the Gourrock pool until the end of October 2020. It is simply not cost effective to open all of the pools in Inverclyde and this will mean that the Port Glasgow pool will not open until at least next Easter and the leisure part of the Waterfront pool will have limited opening.

6.2.4 Although facilities will only open when it is safe to do so, people will naturally be apprehensive about returning to use gyms and leisure facilities. It is also anticipated that people may well have less disposable income as Scotland recovers from COVID-19. This means that the sector will almost definitely continue to experience financial difficulties over the coming years and have to prioritise what it can offer.

6.3 Financial implications for Inverclyde Leisure

6.3.1 All funding streams have been maximised to support Inverclyde Leisure to date. This includes approximately £119K from the Business Grant fund and £724K in relation to the job retention fund. There is no equivalent funding for leisure similar to the performing arts venue fund.

6.3.2 In a recent report to the IL Board, an operating loss of £1.19million was projected for 2020/21. This is almost all due to reductions in income and assumes the Council Management Fee including the Free Swimming payment for under 16s continue. Council officers have been engaging with IL throughout the crisis and agreed that reimbursement of payroll costs could be deferred to ensure that the organisation has sufficient cash to keep operating. This however does not address the “going concern” requirement and following Committee approval the Chief Financial Officer provided a letter of comfort to Inverclyde Leisure for their Auditors and Charity Regulators.

6.3.3 It is clear that the underlying income loss issues will not all be addressed by 31 March 2021 and as such, IL will require to either reduce costs and receive increased subsidy in the medium term. Officers have requested a revised 2021/22 Budget from IL prior to the end of 2020 in order that any implications for the Council’s Budget can be considered.

6.3.4 The unaudited accounts for Inverclyde Leisure show that the organisation had £468,000 in Unrestricted Reserves at 31 March, 2020. Whilst it would be expected that IL should use some of this to meet some of the projected deficit, it is important from a resilience perspective that the organisation has a buffer in these times of extreme uncertainty for the sector.

6.3.5 Inverclyde Leisure will make best use of the furlough scheme for employees. With a reduced opening of facilities and reduced opportunities for activities, then the hours available for casual employees will be affected.

7.0 IMPLICATIONS

7.1 Finance

Within the regular COVID updates to the Policy & Resources Executive Sub-Committee, an allowance of around £820,000 for increased subsidy to Inverclyde Leisure in 2020/21 has been factored in. Based on the recent report to the IL Board it is recommended that this allowance be increased to £900,000 on the basis that IL fund the balance from their own reserves. The need for this sum will be monitored and support released on a phased basis on receipt of regular financial information.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Leisure & Community Services	PtOB	2020/21	Up to £900,000		Fund from COVID Fund

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Leisure & Community Services	PtOB	2021/22	TBC		Subject to further discussion/information.

7.2 **Legal**

N/A

7.3 **Human Resources**

N/A

7.4 **Equalities**

Equalities

(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?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

7.5 **Repopulation**

This report will help to support the quality of life in Inverclyde and encourage repopulation.

8.0 **CONSULTATIONS**

8.1 None.

9.0 **BACKGROUND PAPERS**

9.1 N/A

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/084/20
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Items for Noting (Communities)		

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following reports are submitted for the Committee's information:

- Access to Free Sanitary Products Update
- Planning for Change: A Review of Community Learning and Development Plans in Scotland 2018-21 Report

2.0 RECOMMENDATION

2.1 That the above reports be noted.

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM31/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 712761
Subject:	Access to Free Sanitary Products Update		

1.0 PURPOSE

- 1.1 The purpose of this report is to update and inform the Committee on the provision of free sanitary products in school and community locations.

2.0 SUMMARY

- 2.1 The Scottish Government committed funding to provide 'access to free sanitary products to students in schools, colleges and universities'. To support equality, dignity and rights for those who menstruate and to ensure that lack of access to products does not affect an individual's ability to participate in education at all levels.
- 2.2 Inverclyde Council received £31,000 to provide products in schools and a further £58,000 to provide products in community locations from the Scottish Government in 2020/21.
- 2.3 Using the national framework for sanitary products, there is a combination of disposable and reusable products purchased for school and community locations. All pupils in all schools in Inverclyde have had access to free sanitary products since 2018. During 2019, nearly 80 community locations, spread throughout Inverclyde, have made products available to their service users.
- 2.4 The global COVID-19 pandemic resulted in the closure of school and community locations in March 2020, halting access to free sanitary products. In response, Inverclyde Council introduced an online ordering facility in May 2020. Residents of Inverclyde can now discreetly order the products in the quantities they require for safe delivery to their home address.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes:
- The changes made to the delivery models following the global COVID-19 pandemic.
 - Further adaptations to delivery models could be required as the recovery phase commences.'
 - The progress of the Period Products (Scotland) Bill.

Ruth Binks
Corporate Director

4.0 BACKGROUND

- 4.1 Prior to October 2018 schools in Inverclyde held supplies of sanitary products for pupils who asked for them, this was the case in both primary and secondary schools. There was no charge for these products and they tended to be required in one-off emergencies. However, there is a stigma attached to menstruation and some pupils may not have felt comfortable about asking school staff for sanitary products.
- 4.2 The findings of the Aberdeen pilot project in 2018 confirmed access to sanitary products as an issue for some people and affects vary for different groups. The key learning point from the pilot was that in educational institutions, there was embarrassment about periods generally and having to ask a staff member for products is a particular issue for young pupils. School staff noted a need for education around menstruation and sanitary products to reduce stigma and normalise discussion of menstruation. Provision during the holiday and weekends should also be easily accessed and discreet for people on low income.
- 4.3 On 30 May 2018, the Scottish Government announced funding to local authorities to provide access to free sanitary products to students in schools, colleges and universities and to provide access to products during holidays and weekends.
- 4.4 The Scottish Government also issued a set of guiding principles which the local delivery model for access to free sanitary products in schools should be based on:
- **Protecting student's dignity**, avoiding anxiety, embarrassment and stigma
 - Making a range of products and different quantities available, giving students **choice** about the products they want to use
 - A response that is **reflective of students' views and experiences**
 - An efficient and dignified approach which demonstrates **value for money**
 - An offer for all eligible students **throughout the year** to include both **term time and holidays**
 - Ensuring sanitary products are easily accessible to **meet individual needs**
 - Individuals being able to get sufficient products to **meet their needs**
 - **Gender Equality**, ensuring anyone who menstruates can access products, including transgender men and non-binary individuals, and that language is gender neutral. The roll out of gender-neutral toilets should also be taken account of.
 - **Awareness raising and education** to both promote the 'offer' and change cultural norms.
- 4.5 On 30 November 2018, COSLA Leaders agreed to the proposed funding to expand access to free sanitary products and 'aim to increase the number and range of places where sanitary products are available for those who need them. We will do this through working with a range of public and private sector organisations and with additional third sector partners to expand the geographical spread of support'.
- 4.6 The Scottish Government also issued a set of guiding principles which the local delivery model for access to free sanitary products in community settings should be based on:
- **Protecting people's dignity**, avoiding anxiety, embarrassment and stigma
 - Making a range of products available in places that people use
 - A response that is **reflective of communities views and needs**
 - An efficient and effective approach which demonstrates **value for money**
 - Individuals being able to get sufficient products to **meet their needs**
 - Individuals being able to get sufficient products to **meet their needs**
 - **Gender Equality** - ensuring anyone who menstruates can access products, including transgender men/non-binary individuals, and that language is gender inclusive
 - **Awareness raising and education** to both promote the 'offer' and change cultural norms.

5.0 CURRENT POSITION

5.1 Product Sourcing within Inverclyde

There is a national framework, which offers a selection of sanitary products across a number of suppliers. Hey Girls are the supplier used for sanitary products in both school and community locations.

5.2 Funding Allocation 2019/20 & 2020/21 – School Access

An allocation of £31,000 per year for 2019/20 and 2020/21 for school access to sanitary products. Expenditure, across both years, has been predominately on products. There has been minor expenditure on set up and maintenance, compared to the previous year 2018/19.

5.3 Funding Allocation 2019/20 & 2020/21 – Community Access

There was a budget allocation of £72,947 in 2019/20 and £58,000 in 2020/21 for community access to sanitary products.

Although there was, a significant amount spent on products during 2019/20 there was also considerable focus on set up requirements and promotion. Corporate Communications designed posters, window stickers, drawer labels and cubicle labels for display in community locations. In addition to printed artwork there was a 6-month advertising campaign, featured in the Greenock Telegraph and social media platforms.

Due to the closure of schools and community locations during 2020/21, combining both budgets may be required. It has not been possible to establish if pupils or adults that have accessed products during closure, therefore rendering it impossible to correctly allocated product purchases to each budget. COSLA will raise this issue with the Scottish Government.

5.4 Delivery Model within Inverclyde – October 2018 – March 2020

All Head Teachers have received the Scottish Government Guiding Principles and Good Practice information for the provision of sanitary products in schools, to share amongst staff.

Sanitary products are now available in ASN, primary and secondary schools and are located in medical rooms, reception areas, pupil support areas and various toilet areas. Plastic storage boxes are located in each of these areas and are stocked with a variety of sanitary products ensuring accessibility without having to ask a member of staff. Tote bags are also on the back of most secondary school toilet cubicle doors and stocked with multiple types of products that can be accessed privately and discreetly.

Primary schools are more likely to know which pupils may require the products, because the numbers are likely to be low and they have been given a smaller range of sanitary products to be made freely available for pupils to access when they need them. Pupils in Primary 6 and 7 will learn about the changes in their body as part of the Curriculum of Excellence and the offer of free sanitary products and how to access them will be raised at this time.

Inverclyde have established a short life working group to support the development, delivery and measurement of impact of accessing free sanitary products as part of the tackling poverty and gender inequality agenda. The short life working group has relevant representatives from procurement, children and young people's rights, school nursing, teachers, youth workers, and facilities services.

There is now access to sanitary products at a number of different community accessible locations throughout Inverclyde. Products are available in female, gender-neutral and accessible toilets. Storage of sanitary products is the same as school based delivery methods, plastic boxes or tote bags.

5.5 Delivery Model within Inverclyde – April 2020 onwards

In the days before schools closed in March 2020, pupils were encouraged to take the products they required in bulk, for themselves and family members. In preparation for the opening of the 12 community hubs, set up as part of the initial COVID-19 response, remaining products from secondary schools, libraries and the customer service centre along with a large order stocked hub locations.

From April 2020 to date there are weekly food parcels sent to those who need them by Inverclyde Council. Sanitary products are included as a universal offering within the parcels and will continue to be included for the duration of the initiative.

Inverclyde Council worked with the supplier, Hey Girls, during April 2020 to consider alternative delivery models following the closure of school and community locations. An online order link created, allowed residents of Inverclyde to choose packages of disposable and reusable sanitary products for discreet delivery to their home address. The online order facility launched on 1 May 2020 and has seen 800 orders processed in the 3 months subsequent. Promotion has been through social media channels and Greenock Telegraph as well as information leaflets included in food parcels.

www.inverclyde.gov.uk/freesanitaryproducts

5.6 Recovery phase / Future Developments

There has been ongoing review and extension of the online order facility throughout lockdown, which will continue as we progress through recovery. As a result, further adaptations to delivery models could be required to manage the spread of COVID-19 and to meet the needs of the community.

Distribution of the posters, window stickers and labels to community locations began at the end of 2019 and will continue to resume as locations reopen. Schools have also been provided with this artwork.

'My Inverclyde' was previously populated with the contact details for all schools and community locations. This information has been temporarily removed and replaced with the link, directing Inverclyde residents to the online ordering facility.

The Scottish Government support the principle of reusable products on both value for money and environmental grounds. As schools and community locations reopen, there is a requirement to make reusable products more widely available and to promote accessibly.

5.7 Period Products (Scotland) Bill

In April 2019, Monica Lennon MSP introduced a Members Bill proposing different ways of making free sanitary products available to those who need them. The Period Products (Scotland) Bill completed stage one on 25 February 2020 and discussions on stage two amendments will likely begin in September 2020. COSLA will continue to engage with Local Authorities and will carry on addressing concerns regarding finance. Should the Bill be approved it will be followed by a reasonable lead-time of at least 12 months.

6.0 IMPLICATIONS

Finance

6.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
00444-000-20079		2019/20	£31,000		School Access
00498-000-20079			£72,947		Community Access
00444-000-20079		2020/21	£31,000		School Access
00498-000-20079			£58,000		Community Access

Annually Recurring Costs/ (Savings)

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

Legal

6.2 None

Human Resources

6.3 None

Equalities

6.4

(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

Repopulation

6.5 N/A

7.0 CONSULTATIONS

7.1 Young People / Youth Council
Other Local Authorities
Health & Wellbeing Coordinators
Head Teachers
Education Services
HSCP
COSLA
3rd Sector
CLD
SCEN

8.0 CONCLUSIONS

8.1 Inverclyde Council will continue to respond to Scottish Government guidance and will adapt delivery models as required, ensuring free sanitary products are accessible to those who need them.

9.0 BACKGROUND PAPERS

9.1 Access to Sanitary Products Aberdeen Pilot: Evaluation Report
Period Products (Scotland) Bill

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/47/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Planning for Change: A Review of Community Learning and Development Plans in Scotland 2018-21 Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee on the findings from Planning for Change: A Review of Community Learning and Development Plans in Scotland 2018-21.

2.0 SUMMARY

- 2.1 The report presents the findings from a review of the content of Community Learning and Development plans in the 32 local authority areas across Scotland, contained within the report Planning for Change: A Review of Community Learning and Development Plans in Scotland 2018-21.
- 2.2 The Regulations for Community Learning and Development (CLD), 2013, placed increased statutory duties on local authorities in Scotland to work with partners and engage with communities to identify need and plan CLD in their area. The review shows how CLD planning has progressed since then.
- 2.3 The report demonstrates how CLD activity across the country is currently being planned and evaluated and highlights the ways in which these activities are contributing to local, regional and national objectives. It also gives valuable insight into how effectively the CLD Regulations are being enacted by highlighting strengths and potential gaps in CLD planning and provision.
- 2.4 The report highlights the contribution that CLD providers in the public and third sector play across Scotland in supporting young people, families, adult learners and community groups and organisations.
- 2.5 The Corporate Director Education, Communities and Organisational Development has requested that the CLD Plan considers future improvement actions in the context of a Covid-19 recovery plan.

3. RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
1. notes the content of the Planning for Change: A Review of Community Learning and Development Plans in Scotland 2018-21 report; and
 2. notes the CLD Strategic Implementation Group will use the findings from the report to

inform future development of CLD provision by CLD providers across Inverclyde as set out in section 5 of this report.

Ruth Binks

Corporate Director of Education, Communities and Organisational Development

4.0 IMPROVING LIFE CHANCES AND EMPOWERING COMMUNITIES- REPORT FINDINGS

4.1 This section considers key parts of the report which is also appended for members' information (Appendix 1).

4.2 Report Executive Summary

Since 2013, all local authorities in Scotland have had statutory duties to secure 'adequate and efficient' CLD opportunities in their area. These duties require local authorities and other providers to work with learners and communities to develop 3-year CLD plans for their area. The report includes the findings from a review of the content of current CLD plans, which mostly cover the period 2018-21. The review was conducted by Education Scotland, The Scottish Government and key national CLD partners between February and May 2019. The review identifies some of the emerging themes from current CLD plans, highlighting strengths and areas for development. It also includes illustrative extracts from some plans. It is intended to be useful to everyone who has a stake in current CLD policy and practice in Scotland, including national, regional and local policy makers and CLD partnerships across the country.

4.3 About CLD Plans

- All 32 local authorities have published a CLD plan in line with their statutory duties. Those plans vary in style and content, reflecting local processes and priorities although the themes provided in national guidance have been followed in many plans.
- Almost all current CLD plans include a strategic statement of priorities for that area. At least two thirds of current plans also include a more detailed action plan. There are a small number of plans that do not provide sufficient detail of how partners intend to achieve their aims and/or report on progress.

4.4 Involvement

Almost all plans provide details of direct engagement with learners and/or community groups regarding CLD priorities. There is clear evidence of effective and creative community involvement in the development of CLD plans, however the extent to which current CLD plans can be seen to be truly co-produced with learners and communities is less clear.

4.5 Shared CLD Priorities

- A commitment to partnership working continues to be a strong feature of CLD planning. The partnerships with formal responsibility for CLD planning have differing roles. A good range of CLD partners are involved in planning CLD although a slightly narrower range of partners are involved in delivering on specific actions in the plans. There is scope to broaden the range of partners involved in CLD planning in some areas.
- There is strong evidence that most current CLD plans are well-informed about the needs of local communities based on an analysis of local data and intelligence.
- Most plans refer to unmet CLD need as required in the CLD Regulations. A majority of plans give detailed information on the unmet need and how it has been identified. This information mostly refers to specific target groups; areas of practice; or wider socio-economic factors. More plans include actions to tackle issues of unmet need than in previous years but this is still a minority of plans.

4.6 Planning

- Most CLD plans have clear links to Local Outcome Improvement Plan (LOIP) priorities.
- The majority of CLD plans have a focus on community development and a strong focus on adult learning while all plans include priorities on youth work or work with young people.
- Specific actions around ESOL1 are not as strong as might have been expected.

- More than half of plans list relevant national policies however only just under half provide more detail on how national policy drivers inform local CLD priorities. There are also some national policies that are less visible than expected.
- The majority of plans have specific outcomes or priorities focused on tackling poverty or inequalities. Most plans make some reference to targeting disadvantaged or marginalised groups and communities. Some equalities groups, such as disabled young people and their families, are being given less consideration. We could not find evidence of Equality Impact Assessments being referred to in any of the plans.
- The majority of plans outline local CLD contributions to closing the poverty related attainment gap. Those contributions tend to focus on youth work activities that make a positive contribution to young people's health and wellbeing, support and recognise their wider learning and achievement, help to improve transitions, or supporting positive destinations; and family learning activities that help parents and families to support their child's learning. Most plans refer to Pupil Equity Funding (PEF) although only a few include specific examples of PEF-funded work with CLD partners.
- The majority of plans include a key priority or desired outcome around Community Empowerment, either around asset transfer, participatory budgeting or both.
- A number of plans include priorities focused on democratic involvement with young people and/or adults but this is evident in less than half of all plans.
- There is clear evidence in most plans of how CLD is having positive impacts on the physical and mental health of individuals and communities.
- A minority of plans focus on community safety and only one plan includes a specific aim to reduce violence and knife crime with young people.
- A majority of plans have specific outcomes or priorities focused on supporting young people and/or adults' employability and skills, although a minority of plans do not include any outcomes in this area.

4.7 Governance

Almost all CLD plans set out local arrangements to evaluate and report on progress towards their outcomes. Clearly however a review of this kind cannot provide evidence of how these arrangements are being implemented in practice.

4.8 Workforce Development

Workforce development is a priority in almost all of the current CLD plans and almost all show that an initial or full analysis of local CLD professional learning needs has been carried out. Not all plans provide detailed actions in this area, however.

4.9 Report Conclusions

- The review provides strong evidence of the wide range of valuable CLD activity taking place around the country. It also indicates however that there may be some gaps in how the statutory duties are being fulfilled in some areas.
- The partners who conducted this review suggest some next steps as outlined below to ensure that the themes and challenges that are emerging are used to inform future CLD policy and planning at local, regional and national levels

5.0 PROPOSALS

5.1 In order to put into practice the report conclusions, the following points are noted for Local Authorities and its CLD partners:

- Ensure that they (Local Authorities and CLD Partners) continue to meet all of the statutory duties within the CLD Regulations;
- Ensure that their published CLD plans continue to guide local CLD service delivery by regularly evaluating their CLD plans in the light of current circumstances;
- Take steps to ensure that learners of all ages and communities are involved in the ongoing planning and evaluation of CLD provision and are informed about progress;
- Continue to look at CLD planning through a poverty and inequalities lens;

- Consider how they can learn from each other's approaches to CLD planning. For example, through shared peer evaluation;
- Consider what next steps are required at national, regional and local level to support the needs of the CLD workforce identified in current CLD plans; and
- Consider the development of a template for the next round of plans.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 Legal

None

6.3 Human Resources

None

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO – This report does not introduce a new policy, function or strategy or recommend a 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

6.5 Repopulation

This paper will continue to support communities across Inverclyde

7.0 CONSULTATIONS

7.1 With local partners and wider community of Inverclyde.

8.0 BACKGROUND PAPERS

8.1 Education and Communities 4 September 2018

3 Year Plan for Co-ordinating Community Learning and Development in Inverclyde - 2018-2021 (EDUCOM/81/18/HS)

8.2 Education and Communities 21 January 2020

A 3 year Plan for Co-ordinating Community Learning & Development (CLD) in Inverclyde 2018 – 2021: Progress Report Year 1 (EDUCOM/03/20/HS)

Planning for Change

A Review of Community Learning and Development Plans in Scotland 2018 - 21



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Preface

This report presents the findings from a review of the content of Community Learning and Development (CLD) plans in the 32 local authority areas across Scotland.

CLD is a professional practice that empowers people through learning to make positive changes in their lives and in their communities. It contributes to the outcomes of our National Performance Framework around learning, health and well-being, social justice, community empowerment and inclusive economic growth.

This review makes clear that CLD providers in the public and voluntary sectors across Scotland are helping young people to build their confidence and skills through youth work; families to engage with and support their children's learning; adults to take steps back into learning; and community groups and organisations to have greater influence over issues that matter to them. By providing targeted support for individuals and groups experiencing poverty and inequality, CLD activity is making an important contribution to Scotland's prosperity.

This review comes at a good time.

The Regulations for Community Learning and Development (CLD), 2013, placed increased statutory duties on local authorities in Scotland to work with partners and engage with communities to identify need and plan CLD in their area. The review shows how CLD planning has progressed since then.

The review helps to demonstrate how CLD activities across the country are currently being planned and evaluated and it highlights the ways in which these activities are contributing to local, regional and national objectives. It also gives a valuable insight into how effectively the CLD Regulations are being enacted by highlighting strengths and potential gaps in CLD planning and provision.

Following the transfer of lead responsibility for national CLD policy from Education Scotland to the Scottish Government's Advanced Learning and Science Directorate in 2018-19, a new Scottish Government CLD Policy Team has been established. Education Scotland has meanwhile refocused its remit to support improvement and leadership locally, regionally and nationally while continuing to scrutinise learners' CLD experiences.

The findings in this report will be used to inform the development of this work in discussion with Scottish Government Ministers, policy makers and practitioners, Education Scotland and key CLD stakeholders.

We would like to thank the working group, which included local authority and third sector partners, who helped to carry out the review. This report would not have been possible without their invaluable help.

Gayle Gorman
Chief Inspector of Education
& Chief Executive, Education Scotland

Aileen McKechnie
Director, Advanced Learning &
Science, Scottish Government

Executive Summary

Since 2013, all local authorities in Scotland have had statutory duties to secure 'adequate and efficient' CLD opportunities in their area. These duties require local authorities and other providers to work with learners and communities to develop 3-year CLD plans for their area.

This report includes the findings from a review of the content of current CLD plans, which mostly cover the period 2018-21. The review was conducted by Education Scotland, The Scottish Government and key national CLD partners between February and May 2019. The review identifies some of the emerging themes from current CLD plans, highlighting strengths and areas for development. It also includes illustrative extracts from some plans. It is intended to be useful to everyone who has a stake in current CLD policy and practice in Scotland, including national, regional and local policy makers and CLD partnerships across the country.

The key findings from the review are as follows:

About CLD Plans:

- All 32 local authorities have published a CLD plan in line with their statutory duties. Those plans vary in style and content, reflecting local processes and priorities although the themes provided in national guidance have been followed in many plans.
- Almost all current CLD plans include a strategic statement of priorities for that area. At least two thirds of current plans also include a more detailed action plan. There are a small number of plans that do not provide sufficient detail of how partners intend to achieve their aims and/or report on progress.

Involvement:

- Almost all plans provide details of direct engagement with learners' and/or community groups regarding CLD priorities. There is clear evidence of effective and creative community involvement in the development of CLD plans, however the extent to which current CLD plans can be seen to be truly co-produced with learners and communities is less clear.

Shared CLD Priorities:

- A commitment to partnership working continues to be a strong feature of CLD planning. The partnerships with formal responsibility for CLD planning have differing roles. A good range of CLD partners are involved in planning CLD although a slightly narrower range of partners are involved in delivering on specific actions in the plans. There is scope to broaden the range of partners involved in CLD planning in some areas.
- There is strong evidence that most current CLD plans are well-informed about the needs of local communities based on an analysis of local data and intelligence.
- Most plans refer to unmet CLD need as required in the CLD Regulations. A majority of plans give detailed information on the unmet need and how it has been identified. This information mostly refers to specific target groups; areas of practice areas; or wider socio-economic factors. More plans include actions to tackle issues of unmet need than in previous years but this is still a minority of plans.

Planning:

- Most CLD plans have clear links to Local Outcome Improvement Plan (LOIP) priorities.
- The majority of CLD plans have a focus on community development and a strong focus on adult learning while all plans include priorities on youth work or work with young people.

- Specific actions around ESOL¹ are not as strong as might have been expected.
- More than half of plans list relevant national policies however only just under half provide more detail on how national policy drivers inform local CLD priorities. There are also some national policies that are less visible than expected.
- The majority of plans have specific outcomes or priorities focused on tackling poverty or inequalities. Most plans make some reference to targeting disadvantaged or marginalised groups and communities. Some equalities groups, such as disabled young people and their families, are being given less consideration. We could not find evidence of Equality Impact Assessments being referred to in any of the plans.
- The majority of plans outline local CLD contributions to closing the poverty related attainment gap. Those contributions tend to focus on youth work activities that make a positive contribution to young people's health and wellbeing, support and recognise their wider learning and achievement, help to improve transitions, or supporting positive destinations; and family learning activities that help parents and families to support their child's learning. Most plans refer to Pupil Equity Funding (PEF) although only a few include specific examples of PEF-funded work with CLD partners.
- The majority of plans include a key priority or desired outcome around Community Empowerment, either around asset transfer, participatory budgeting or both.
- A number of plans include priorities focused on democratic involvement with young people and/or adults but this is evident in less than half of all plans.
- There is clear evidence in most plans of how CLD is having positive impacts on the physical and mental health of individuals and communities.
- A minority of plans focus on community safety and only one plan includes a specific aim to reduce violence and knife crime with young people.
- A majority of plans have specific outcomes or priorities focused on supporting young people and/or adults' employability and skills, although a minority of plans do not include any outcomes in this area.

Governance:

- Almost all CLD plans set out local arrangements to evaluate and report on progress towards their outcomes. Clearly however a review of this kind cannot provide evidence of how these arrangements are being implemented in practice.

Workforce development:

- Workforce development is a priority in almost all of the current CLD plans and almost all show that an initial or full analysis of local CLD professional learning needs has been carried out. Not all plans provide detailed actions in this area however.

Conclusions:

- Our review provides strong evidence of the wide range of valuable CLD activity taking place around the country. It also indicates however that there may be some gaps in how the statutory duties are being fulfilled in some areas.
- The partners who conducted this review suggest some next steps on page 31 to ensure that the themes and challenges that are emerging are used to inform future CLD policy and planning at local, regional and national levels.

¹ English for Speakers of Other Languages

1. Introduction

The Requirements for Community Learning and Development (Scotland) Regulations 2013 ('the CLD Regulations') place statutory duties on all local authorities in Scotland to work with partners and engage with communities to plan CLD in their area. These duties require local authorities and their CLD partners to work with learners and communities to develop 3-year CLD plans for their area - either as a stand-alone plan or as part of other local plans.

Most of the current round of CLD plans covering the period 2018-21 were put in place by local authorities and their partners in the second half of 2018². Education Scotland, The Scottish Government's CLD Policy Team and key national partners carried out a review of the content of these plans in the spring of 2019. The purpose of the review of the plans was to gather evidence of current CLD planning priorities across Scotland to inform Scottish Government Ministers and policy makers and Education Scotland's regional and national support and improvement role. This report provides information from that review.

What follows therefore, is a discussion of some of the common themes and issues that we found in the current round of CLD planning documents. We found a great deal to be positive about in the plans. We also found indications of gaps and challenges in the scope of some CLD plans that should be addressed. Obviously, a review of planning documents alone will not tell us how partners are implementing their plans in practice.

We have included a selection of extracts from some current CLD Plans in this report. These extracts are intended to illustrate some of the positive themes that we found during the review. It is important to emphasise however that these extracts are not a definitive list of good practice as they do not represent every plan and we know that other plans include similar content. We have not named any plans where we identified gaps or areas for development.

2. About Community Learning and Development (CLD) in Scotland

Community Learning and Development or 'CLD' in Scotland is understood to be 'a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages.'³ CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development, social justice and active citizenship with a focus on bringing about change in their lives and communities.

CLD practice includes:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- youth work, family learning and other early intervention work with children, young people and families

² A handful of plans were still to be finalised at the start of this review but final plans or final drafts of plans from all 32 local authority areas were reviewed as part of this piece of work.

³ Strategic Guidance for Community Planning Partnerships: Community Learning and Development (Scottish Government, 2012) www.gov.scot/Publications/2012/06/2208/0

- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- volunteer development; and
- learning support and guidance in the community.

The Scottish Government says that CLD's specific focus should be:

1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential and inclusive communities

3. About the CLD Regulations and CLD Plans

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#)

placed a legal requirement on Scotland's 32 Local Authorities to secure the delivery of community learning and development in their area, working with other CLD providers and communities to:

- ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- strengthen coordination between the full range of CLD providers ensuring that CPP's, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- articulate the important role and contribution of CLD and make it more visible

4. CLD Planning 2015 – 18

The first round of CLD plans covered the period 2015-18. They varied widely in their focus, structure and length, reflecting local processes and priorities.

Shortly after their publication, Education Scotland worked with key national partners to examine the CLD Plans and explore the role and impact of proposed CLD provision. Their report, [Community Learning and Development Plans 2015-18 - Planning for Change in Scotland's Communities](#) considered the distinctive nature of CLD activities and the ways in which these activities contributed to local and national objectives. See Appendix 1 for more details.

HM Inspectors evaluated the impact of CLD plans 2015-18 – through an [aspect review in 2016-17](#) and ongoing [inspections of CLD](#). See Appendix 2 for more details.

In November 2017 Education Scotland produced a [guidance note for local authorities and their partners to support CLD planning 2018-21](#). The question of whether there should be a set national template for CLD plans was discussed during the consultation for the guidance. There was no clear consensus on this issue but the revised guidance did provide the following five themes that were expected to be used to shape the next round of CLD plans:

1. Involvement
2. Shared CLD Priorities

3. Planning
4. Governance
5. Workforce Development

5. Reviewing the content of current CLD Plans

About the review process

This content review took place between February and May 2019. It was co-produced by Education Scotland, the Scottish Government CLD Policy Team and a working group of key national CLD partners. It involved a close reading of the text of the most recent versions of 32 CLD plans that were available at that point. While we have tried to be as thorough as possible, we do recognise the limitations of our approach and that there may be aspects of some plans that we have missed. For more details about the process, see Appendix 3.

About the 2018-21 plans

By the time that this review was completed in May 2019, every local authority had published or provided an updated CLD plan. Education Scotland has shared the links to published CLD plans on the [National Improvement Hub](#).

Approximately two thirds of plans were in place by September 2018 - the deadline provided in The Regulations. The remaining plans were finalised at different dates between October 2018 and February 2019. The reasons given to us from the areas that delayed publishing their plans included the need to have plans approved through local committee cycles; and changes made to CLD priorities as a result of service reform or resource decisions.

The current plans vary in style and content, reflecting local processes and priorities, however the revised guidance note offered in 2017 has influenced how many plans have been structured.

We found that almost all current plans include a strategic statement of CLD priorities for that area. At least two thirds of current plans also include a more detailed CLD action plan which makes it clearer to understand what they are setting out to achieve. Most of the remaining third of plans refer to CLD commitments contained in other local plans or set out intentions to develop more local CLD priorities. There were however still several plans that provided very little detail on how local CLD priorities would be implemented and/or evaluated.

6. Involvement – Co-producing CLD plans with learners and communities

The CLD Regulations require local authorities to put in place processes that ensure both partners and communities, especially young people, are “involved in and consulted on” work to meet the Regulations⁴. Inclusive and sustained community involvement and consultation should be a shared responsibility for all partners involved in developing CLD plans.

⁴ Regulations 3 and 4

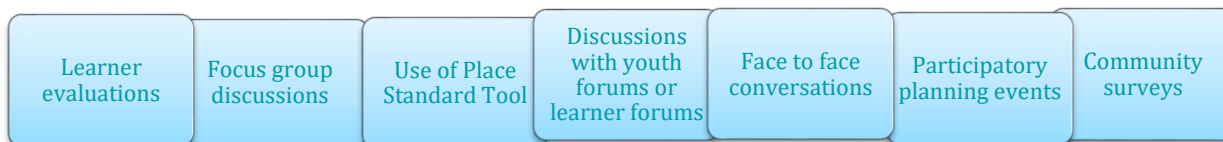
The HMI Aspect Review in 2016-17 recommended that CLD partnerships ‘build on informed dialogue with participants and stakeholders in local communities to ensure the relevance of CLD priorities to their needs and aspirations.’

We found that almost all plans (29) provide details of direct engagement with learners’ and/or community groups regarding CLD priorities. We also found that the majority of plans are informed by existing community planning priorities which have been developed following engagement with communities.

Extract from a CLD Plan: East Renfrewshire

Community involvement and influence is at the heart of CLD Planning. Service users inform and direct their own learning and work with CLD practitioners towards their learning and personal development goals. CLD staff also provide support for community capacity building which is determined by the particular requirements of each community group. The Community Plan outcomes have been informed by large scale community engagement and the CLD contributions towards these outcomes, as set out in this Plan, have been influenced by service users.

A range of engagement approaches are listed in the plans including:



Extract from a CLD Plan: Scottish Borders

CLD partners have been working together in each of the nine high school catchments for the last three years. Each year they have planned together and with their relevant stakeholders evaluated the impact of their work. These nine plans and their evaluations are central to informing and shaping the subsequent strategic evaluation process and the formation of this 2018 -21 strategic plan.

Extract from a CLD Plan: Inverclyde

The views of 1,000 residents were sought via the Citizen’s Panel on their priorities for the local area. In addition, a recent consultation was carried out by the Community Learning and Development’s Youth Work team with young people from across the area to gauge their views on the issues that most affect them. This consultation, “Penny for Youth Thoughts”, engaged with over 1400 young people to determine the top issues which affect young people across the authority, understand the impact these issues are having on their communities and what can be done to address these concerns. The consultation also examined whether young people felt listened to and/or respected and also requested ideas from the young people as to what the Youth Council should be working on moving forward.

Most areas reference community engagement and participation in the development of their plans. 18 areas specifically reference community engagement as a priority or desired outcome. 13 Plans cite the [National Standards for Community Engagement](#) as informing their engagement activities and 15 reference use of the [Place Standard Tool](#) either to influence plan priorities or as part of the work actioned in the plans. A few (3) plans highlight unmet needs in this area, for example one plan states that the growth in participation of local people brings with it an increased requirement for community capacity building support that is difficult to meet within existing resources.

Moving from consultation to co-production

‘Co-production essentially describes a relationship between service provider and service user that draws on the knowledge, ability and resources of both to develop solutions to issues that are successful, sustainable, and cost-effective, changing the balance of power from the professional towards the service user.’

[The Scottish Co-Production Network](#)

There is clear evidence of effective and creative community involvement in the development of CLD plans, however the extent to which current CLD plans can be seen to be truly co-produced with learners and communities is less clear. A few plans do describe a process of co-production.

Extract from a CLD Plan: North Ayrshire

The Plan is co-produced through a continuous community engagement process that pays particular attention to those furthest from learning and seldom heard.

- The Community Empowerment team will lead CLD partners through the process of establishing a ‘Learners Voice’ structure, representative of the 6 localities
- Community Planning partners and CLD providers will contribute a range of resources to assist the 6 locality forums fit their strategic learning priorities within a learning plan

Most plans however do not provide detail about co-producing outcomes with learners and communities and at least a fifth of plans have no content on this at all. A minority of plans detail how young people were involved in producing the plan and these mostly focus on consultative activities. Increasing opportunities’ for co-production with young people – one of the legacy aims of the Year of Young people 2018 – appears to still be an ambition rather than a reality in many plans. However, there are exciting plans to strengthen the role of young people in decision making in some areas.

7. Shared CLD Priorities – Assessing need and setting priorities with partners

CLD Partnerships

The process of meeting the Regulations in 2015 re-invigorated CLD strategic groupings in many areas and this commitment to partnership working continues to be a strong feature of CLD planning. The partnerships with responsibility for CLD planning have differing roles across Scotland. Some are made up of partners involved in both the planning and delivery of the plan. Others have more of a strategic function, monitoring the implementation of the plan and meeting less regularly. All plans acknowledge CLD's place within local community planning arrangements.

A good range of CLD partners are involved in planning CLD. A slightly narrower range of partners are involved in delivering on specific actions in the plans. It seemed to us that there is a correlation between the plans with greater involvement from a range of partners and the clarity of the action plan. For example, the extent and nature of community capacity building support appears to be stronger where there is greater involvement of a range of partners.

There is strong evidence that most current CLD plans are well-informed about the needs of local communities based on an analysis of local data and intelligence. Most plans include or refer to relevant socio-economic data that has informed CLD priorities. We found at least 13 plans that specifically mention the use of SIMD data to prioritise areas for intervention.

Extract from a CLD Plan: Fife

Our Plan for Fife and CLD Plan come from a broad base of evidence that has been gathered using local and national information. The Fife Strategic Assessment provides an overview of Fife for organisations that are planning and providing services. It uses local and national research to help us to understand different aspects of life in Fife. We have also carried out a number of local assessments to look at issues affecting each of Fife's seven local committee areas.

As well as this, Fife's Health and Social Care Partnership has developed local profiles to work with people to plan and measure services in Fife's seven areas. Together with local trend data and feedback from communities, we have a wealth of information with which to plan CLD delivery.

Twenty eight of the current plans provide details about partnerships with responsibility for CLD planning and the remaining four plans include general content about working together as CLD partners.

Table 1: The status of CLD Partnerships in 2018

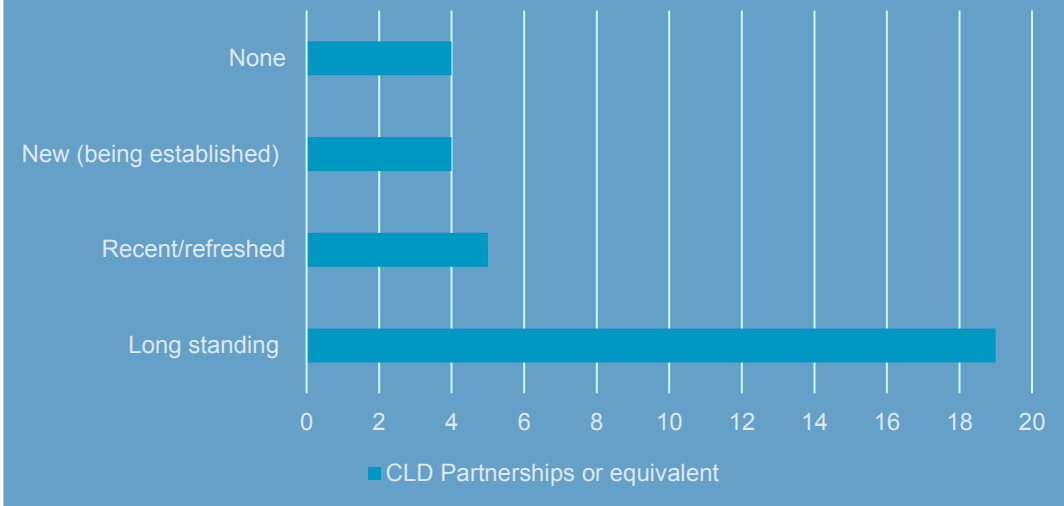
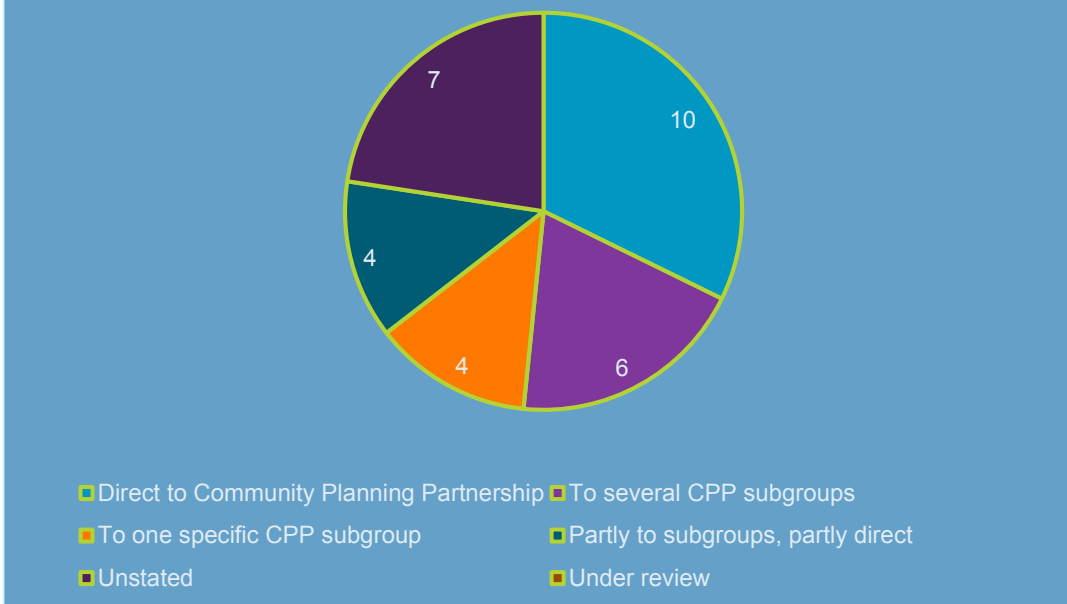


Table 2: How CLD Partnerships report to Community Planning Partnerships



A range of different methods have been used to involve a wide range of partners' including:

- surveys of CLD practitioners
- CLD planning events
- sessions with Local Community Planning Partnerships
- consultation workshops
- engagement with elected members
- focus group discussions

A majority of current plans detail the membership of their CLD Partnerships. A number of plans also include specific action plans where partners responsible for CLD delivery are detailed further. Of those:

- The most likely to be involved are: Local authority department with direct responsibility for aspects of CLD; Colleges Other Local Authority Services; Other national public bodies; Third sector interfaces; Locally-based voluntary organisations; and NHS Boards
- The least likely to be involved are: Faith-based organisations; Housing Associations; National intermediary organisations; private sector organisations or consultancies; Trade Unions
- Representatives or managers from the schools sector are mentioned as being actively involved in CLD planning in less than half of plans.
- 15 plans have specific outcomes or priorities focused on building partnership working.

Table 3: CLD partners

Detail of partners provided	17
No detail of partners provided	11
No CLD partnership	4

Partners involved	
Local Authority	17
Third Sector	17
NHS	17
College	13
University	4
Skills Development Scotland	11
Police Scotland	7
Fire and Rescue	3
Department Work and Pensions	4
Specific local community/voluntary groups	4
National Voluntary Agencies	7
Housing Associations	3
Social Enterprise	4
Prison	1
Youth Consortium	2

Table 4: The frequency of partners in CLD partnerships as a word cloud



CLD priorities – emerging common themes

Community Development and Capacity Building

The majority of plans have a focus on community development. 15 plans have a specific priority or outcome around community capacity building. 11 plans have specific outcomes or priorities focused on supporting volunteers. 7 plans have outcomes that specifically mention the Community Empowerment (Scotland) Act.

Adult and Family Learning

There is a strong focus on adult learning in the majority of current CLD plans. There is good involvement of third sector adult and family learning providers in the majority of areas although a minority of plans involve third sector partners at all. At least 12 plans have specific outcomes or priorities focused on family engagement and learning. At least 7 plans have specific outcomes or priorities focused on developing adult learners' digital skills.

Extract from a CLD Plan: Glasgow

Digital is increasingly being recognised as the fourth literacy and therefore, we will blend digital skill development into literacies provision to support people to read, write and fill in forms using different platforms. We will also blend financial capability learning into family learning and other programmes to support families to cope with welfare reform.



Specific actions around some well-established adult learning priorities are not as strong as might have been expected however. In particular, we only found 4 plans with specific outcomes or priorities focused on ESOL⁵. This is a pattern that was evident in the previous round of CLD plans and yet we do know from other reporting mechanisms that CLD partners are involved in supporting ESOL in many more areas. This suggests to us that there may be a need to improve the links between ESOL and CLD planning in some areas.

Youth Work

All current plans include priorities focused on youth work or work with young people. The majority refer to targeted youth work, universal youth work and youth work in schools.

Some of the common themes that plans identified as being relevant to young people include:

- Poverty
- Education attainment and achievement
- Employability and inclusion
- Mental health and well-being
- Youth voice



The National Youth Work Strategy is referenced as a strategic driver in most plans (20) but it is harder to find evidence where the specific [revised strategic priorities and actions 2017-19 in youth work](#) are embedded in local CLD action plans.

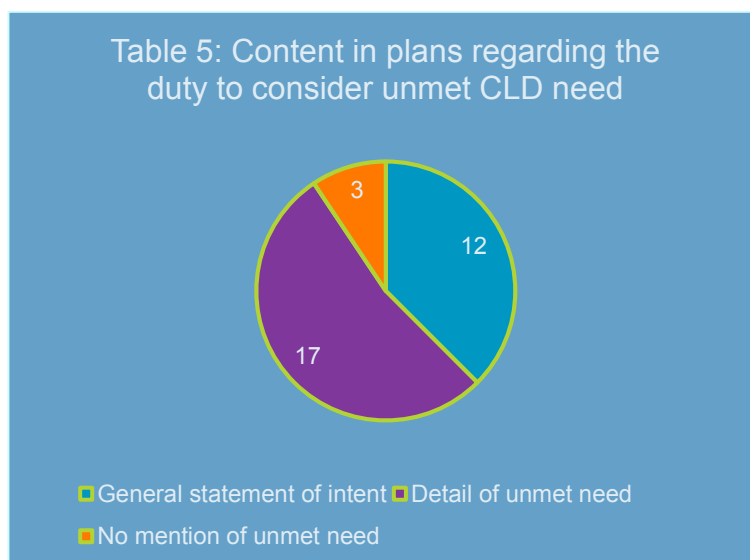
⁵ English for Speakers of Other Languages

CLD needs that will not be met

The CLD Regulations state that CLD plans must *specify any needs for community learning and development that will not be met within the period of the plan*. The revised guidance note on CLD Planning (2017) states that “the identification of unmet need is not a deficit but rather an understanding that there continues to be needs within communities that a collective approach will be required to address them over the 3 year period”. These may be priorities that can be addressed by others outside of the CLD partnership or that will be considered again in future CLD plans. They may also be priorities where additional resources may be sought during the lifetime of the current plan.

The duty to identify unmet CLD need has been more fully addressed in this round of plans. Most plans (29) give at least a broad statement referring to unmet need. A majority of plans (17) give detailed information on the unmet need in their area and how it has been identified.

There is a better understanding of this duty than in previous plans, although a couple of plans described issues not addressed by local authority services as unmet needs but stated that these were being met by the third sector – i.e. the needs are still being addressed by local CLD partners.



The most commonly mentioned reasons for CLD needs not being met were: lack of resources; limited staff capacity; and the impacts of organisational change. Inevitably what is highlighted as unmet needs varies from area to area. The following issues are mentioned as unmet needs in one or more plans:

- Meeting the demand for community capacity building support from community organisations
- Free crèche provision or respite care
- ESOL provision to meet the scale of local demand
- Support for learners with disabilities
- Work with older people
- Intergenerational work
- Volunteer development (particularly young people).
- Supporting transitions from child to adult services
- Adult guidance
- Reaching people experiencing social isolation
- Universal youth work

- Learning provision for non-accredited activities
- Work with under 12's
- Digital media/marketing support for CLD services

A few plans make reference to workforce development in tackling unmet need. This is primarily regarding the planned upskilling of existing practitioners to attempt to fill gaps in provision. There are issues highlighted around the normality of short term contracts within the CLD workforce and the barriers this can create when building relationships with communities and individuals.

A number of plans highlight how broader socio-economic factors contribute to needs that can't be met by CLD partners alone including:

- poverty and inequalities
- the impacts of welfare reform
- mental health
- poor housing stock
- poor infrastructure in some communities (transport/broadband)
- lack of affordable childcare provision for families

Extract from a CLD Plan: Dumfries and Galloway

At the current time, youth awards such as Duke of Edinburgh Awards are growing in popularity across secondary schools. It is expected that there will be increased demand for this type of activity over the next few years, however capacity is already being stretched across those with lead responsibilities. This could be further compounded over the coming years in light of the current financial climate. Through anecdotal discussions with partners there would also appear to be some gaps identified in improving accredited learning opportunities for young disabled adults who leave Secondary School and mechanisms for the continuation of learning linked to those involved in the Justice System at every stage.

There is an increase on the number of areas detailing actions that will be taken in order to tackle unmet need. These specific improvement actions mainly concentrate on collaborative working for example with Health and Social Care partnerships and creating stronger links with external providers such as agencies leading on transport and broadband improvements.

Extract from a CLD Plan: Edinburgh

The Partnership will seek to interpret what this (unmet need) means and the role of the CLD Partnership in identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint...it may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

8. Planning – integrating the CLD Plan within the national and local policy contexts

CLD makes a clear contribution to a range of national policy ambitions and the current plans reflect this. Unsurprisingly, almost all current plans make links to the immediate policy context for CLD. Almost all reference the current [National Youth Work Strategy \(2014-19\)](#), the

[Statement of Ambition on Adult Learning](#); strategies on [Adult Literacies](#) and [ESOL](#); and have a clear focus on the [Community Empowerment, \(Scotland\) Act](#). Most plans (27) have clear links to [Local Outcome Improvement Plan](#) (LOIP) priorities. The following other national policies are highlighted in 2 or more plans:

- [Curriculum for Excellence](#)
- [Children and Young People \(Scotland\) Act](#)
- [Developing the Young Workforce](#)
- [Early Years Framework](#)
- [Equalities Duties \(UK\)](#)
- [Fairer Scotland Action Plan](#)
- [Getting It Right for Every Child \(GIRFEC\)](#)
- [Giving Children and Young People a Sporting Chance](#)
- [Learning Together: National action plan on parental involvement and family learning](#)
- [Regeneration strategy for Scotland - Achieving a sustainable future](#)
- [Scottish Attainment Challenge \(SAC\)](#)
- [National Play Strategy](#)
- [National Standards for Community Engagement](#)
- [Welfare Reform Act \(UK\)](#)

Extract from a CLD Plan: Dumfries and Galloway

3. POLICY CONTEXT

The national and local policy affecting CLD continues to change and evolve and will continue to do so over the coming years. This new plan taking us to 2021 considers the changes which are on the horizon with the aim of delivering a focused vision and improved outcomes for our communities living across our region:

National Drivers (Education)

- Getting It Right For Every Child
- Curriculum for Excellence
- The National Improvement Framework for Scottish Education (NIF)
- The Scottish Attainment Challenge
- Developing the Young Workforce (2014)
- Science, Technology, Engineering, and Mathematics Education and Training Strategy for Scotland (2017)
- Education Governance Review Next Steps (2017)
- Pupil Equity Fund
- Regional Improvement Collaboratives



Key Learning

- CLD Strategic Inspection – Nov/ Dec 2017
- Skills Development Scotland Inspection – Dumfries & Galloway - 2017
- Education Standards and Quality Report 2016/17
- Social Work annual report 2016/17



Local Policy Context*

- Council Plan 2017-2022
- Local Outcomes Improvement Plan 2017 - 2027
- Locality Plan on Food Sharing 2017 – 2027
- Partners' Equalities Outcomes 2017 - 2021
- Anti-Poverty Strategy 2015 - 2020
- Children's Services Plan 2017 - 2020
- Regional Economic Strategy 2016-2020
- Health & Social Care Strategic Plan 2016-2019
- Community Justice Improvement Plan 2018-2021
- Dumfries and Galloway College Plan
- Skills Development Scotland Operating Plan 2018-2020
- Third Sector D&G Business Plan
- DG Unlimited - Strategic plan 2017-2021

National Drivers CLD

- The requirements for CLD (Scotland) Regulations 2013
- Strategic Guidance for Community Planning Partnerships: CLD 2012
- Community Empowerment (Scotland) Act 2015
- National Youth Work Strategy 2014 – 2019
- Adult Learning Statement of Ambition for Scotland 2014-2019
- Guidance to Community Planning Partnerships on the Community Empowerment (Scotland) Act 2015
- Adult Literacies in Scotland 2020
- National Standards for Community Engagement
- Scottish National Health and Wellbeing Outcomes
- Community Justice (Scotland) Act 2016
- Scotland's ESOL Strategy 2015-2020
- National Gaelic Language Plan 2018- 2023

Key Intelligence

- Health and Social Care Needs Assessment 2018
- Strategic Needs Assessment for Children & Young people 2017
- Community Learning Needs Assessment 2017/18
- Scottish Index of Multiple Deprivation Data
- Building Healthy Communities Qualitative Evaluation 2016
- Young People's Needs Assessment 2018
- Crichton Institute Poverty and Deprivation Study
- Ward Profiles
- Community Intelligence



*Please refer to Appendix 2

STRATEGIC PLAN FOR DUMFRIES AND GALLOWAY 2018 - 2021 | 7

More than half of the plans simply list relevant national policies. We could only find 14 plans where national policy drivers were aligned to specific local CLD priorities.

There are also some national policies that are less visible than expected in current CLD plans:

- Most current plans make limited or no reference to the [new National Performance Framework](#) – although as stated, there are strong links to LOIP outcomes which should be informed by the NPF

- Most current plans have limited links to [Regional Improvement Collaborative \(RIC\)](#) plans and at least 15 plans have no mention of RICs. This may be explained by the fact that some RIC planning was still at a fairly early stage in September 2018.
- There are also very few mentions of the Local Governance Review (One plan, North Ayrshire, mentions the *Democracy Matters* national conversation) and the Planning Bill.
- Three plans (Aberdeen, Midlothian, Stirling) included commitments informed by the national [STEM](#) strategy which has a focus on the contribution of CLD
- We found little mention of the role of youth work in helping to realise the UN Convention of the Rights of the Child (UNCRC). The Scottish Government made its commitment to embed the UNCRC within Scots Law in September 2018.
- We also found fewer than expected (2) mentions of the contribution of CLD to the [New Scots Refugee Integration Strategy](#). The current strategy covers the period 2018-22.

CLD contributions to:

Tackling poverty and inequalities

‘Community planning partners should seek to maximise the impact of community learning and development by focusing activity on the most disadvantaged communities.’⁶

CLD approaches should be collaborative, anti-discriminatory and equalities focused and CLD practice should promote social change and social justice.

Almost all current CLD plans include commitments to tackling poverty and inequalities. In some plans those are broad commitments to factor anti-poverty and anti-discriminatory approaches into all aspects of CLD practice. A majority of plans (18) also have specific outcomes or priorities focused on tackling poverty or inequalities. 12 plans reference commitments within their Local Outcome Improvement Plan (LOIP) to tackle inequalities locally. A few (5) plans make reference to local anti-poverty strategies or poverty or fairness commissions. At least 7 plans have specific outcomes or priorities focused on early intervention or prevention to tackle inequalities around areas such as health or housing.

We found specific actions in one or more plans covering the following areas:

- support for educational disadvantage
- food insecurity
- fuel poverty
- rural poverty
- cost of the school day
- health inequalities
- early intervention approaches to tackling poverty
- literacies support
- welfare reform

Extract from a CLD Plan: South Ayrshire

Through the plan activity, CLD partners will strive to develop the resilience and ambition of individuals and communities, to combat the effects of economic factors which cause deprivation and inequality, ensuring that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical solutions.

⁶ Scottish Government guidance to Community Planning Partnerships on the Community Empowerment (Scotland) Act 2015

CLD practitioners work with diverse groups of individuals, many of whom have protected characteristics. Most plans make some reference to targeting disadvantaged or marginalised groups and communities.

Extract from a CLD Plan: Aberdeen

Outcome –Work with Adults

- Target marginalised group of learners to ensure they have equal access to learning opportunities e.g. Traveller communities, criminal justice
- Increase learning opportunities for marginalised groups
- Identify and tackle any barriers to learning for marginalised groups

Many plans identified specific target groups of young people including:

- Looked after and accommodated children and young people
- LGBTi young people
- Children and young people living in poverty
- Young people in the criminal justice system
- Children and young people experiencing mental health issues

Specific groups of adults or families are also targeted. Among those mentioned in one or more plans are:

- Those affected by welfare reform
- Those in the criminal justice system
- Those experiencing vulnerable pregnancies
- Refugees and asylum seekers
- Older people
- Lone parents
- Adult learners with disabilities
- People experiencing homelessness
- People with substance misuse issues
- People experiencing mental ill health



Extract from a CLD plan: West Dunbartonshire

Priority Groups and Individuals

Throughout the planning process and in discussion with stakeholders we have sought to identify individuals and groups of people we must support through various CLD interventions. In addition to those living in disadvantaged communities, stakeholders identified the need to focus efforts on:

- Children who are looked after and accommodated;
- Young people leaving care;
- Young carers;
- Vulnerable Pregnancies;
- People affected by equalities issues;
- People and families affected by issues such as domestic abuse, mental health and substance misuse

Households and families of all ages living on low incomes were also identified alongside those with additional barriers to opportunity, including but not limited to those affected by:

- Mental health issues;
- Drug or alcohol addiction;
- Gambling addiction;
- Physical disabilities;
- Sensory difficulties;
- Long term debilitating illness;
- Learning disabilities;
- Issues with literacies and for those whom English is not their first language;
- Severely indebted;
- Homelessness and domestic violence victims and
- Those leaving prison and/or affected by criminal justice issues.

However some equalities groups are being given less consideration. For example, support for disabled children, young people and their families is an area which is not explored in any great detail in any plan. This brings about the question of how the sector best targets work to reach those most affected by diversity issues?

We could also find no reference to Equality Impact Assessments having been carried out to identify how a CLD Plan will affect equalities groups in any areas which is concerning.

Closing the poverty related attainment gap

The launch of the Scottish Attainment Challenge (SAC) and, [Pupil Equity Funding](#) has given a clear focus to closing the poverty related attainment gap across Scotland. The SAC clearly sets out the role of CLD to help to address the role that poverty and inequality plays in our education system and in our communities. With 24% of children in Scotland living in poverty⁷ (after housing costs) the CLD sector is seeing their contribution across the board for example supporting schools with cost of the school day actions.

⁷ <https://www2.gov.scot/Topics/Statistics/Browse/Social-Welfare/IncomePoverty/povertytable>

The majority of CLD plans state a contribution to the Scottish Attainment Challenge and illustrate the part CLD is playing and the diverse range of activity that areas are undertaking in relation to this agenda. The majority also mention Pupil Equity Funding (PEF) and there are some very interesting examples of PEF focused actions.

Extracts from CLD Plans: Examples of PEF focused actions

- Aberdeen include an action ‘to maximise use of PEF/SAC funding...to fund youth work and reallocate core funding to maximise provision citywide’
- In Aberdeenshire ‘the CLD service and PEF have funded two new CLD posts, supporting transition and home/school links in Fraserburgh and Peterhead’
- Dumfries and Galloway include an action to ‘increase awareness and understanding with schools on how CLD partners can effectively contribute to improving attainment through PEF opportunities
- The Western Isles plan ‘to work in collaboration with the PEF workers to enhance services resulting in closing the attainment gap’
- In West Dunbartonshire the plan actions a ‘PEF pathway – tailored family learning opportunities...further development of joint objectives and outcomes for SAC and PEF
- West Lothian’s plan includes two actions ‘to develop CLPL for School Family Link Workers to support the achievement of PEF outcomes’ and the ‘effective planning and delivery of family learning initiatives with CLD providers and School Family Link Workers to support the achievement of PEF outcomes’

That said only a few plans (6) include specific actions focused on shared planning with schools, including the use of PEF funding.

Youth Work

25 plans have a specific priority or outcome making reference to the attainment and achievement of children and young people. There are specific actions in the following areas:

- health and wellbeing of young people
- wider achievement and accreditation
- improved transitions
- supporting positive destinations



At least 8 plans reference a contribution to positive destinations for young people leaving school. Most (24) include planned activity around accreditation and wider achievement, primarily in senior phase pathways, for example to *develop an improvement plan to increase uptake and completion of Youth Achievement Awards*. A minority (6) of plans prioritise improving the tracking of a young person's achievement through the development of new frameworks, guidance and shared systems.

Family learning

At least 14 plans include an action on the development of family learning, much of this includes joint working with partners in the third sector, for example Barnardo's. The planned activity within this area is varied and includes actions around professional learning for practitioners, the development of joint working and increasing access to family learning programmes. One plan includes a specific action to *work with partners to increase access to family learning programmes including STEM as part of the learning offer*.



Extract from a CLD Plan: Renfrewshire

'Children experiencing poverty tend to do less well academically than their better off peers. Understanding the importance of and implementing early learning strategies and continued learning in the home can greatly reduce the poverty related attainment gap. Community

learning and family learning programmes equip families and communities with the knowledge and skills they need to ensure that poverty related barriers to attainment are reduced.’

Priority Action 5	Address priorities in line with the Scottish Attainment Challenge and tackle poverty and barriers to learning and development in partnership with local schools and communities.
Tasks	<ul style="list-style-type: none"> • Encourage and support active collaboration and engagement with parents and families in supporting their child’s learning. • Ensure families are involved in the development and delivery of service programmes. • Be creative in measuring impact and progress so families can identify personal development and growth for adults and children.

Community Empowerment and Democratic Renewal

The Community Empowerment (Scotland) Act 2015 will help to empower community bodies through the ownership or control of land and buildings, and by strengthening their voices in decisions about public services.

All 32 plans contain at least one action or priority relating to community development and/or building the capacity of communities to meet their own needs, engaging with and influencing decision makers.

Almost all areas make reference to the Community Empowerment Act. The majority (18) of plans include a key priority or desired outcome around Community Empowerment, either around Asset Transfer (16), Participatory Budgeting (18) or both. In the last round of plans six included actions around asset transfer and seven participatory budgeting. There has been a clear growth in these areas. One plan acknowledges that *‘at a time of public spending restraint...communities are being supported by partners to participate in the design and delivery of local service’*.

Extract from a CLD Plan: Dundee

We recognise that the Community Empowerment (Scotland) Act opens up unprecedented opportunities for community planning partners to position community engagement and participation at the forefront of public sector reform. We also acknowledge that the increase in opportunities for local people to participate has to be matched by appropriate resourcing which builds the capacity of our collective community planning partnership workforce.

Learning about democracy and improving democratic processes remains a cornerstone of CLD practice. At least ten plans include specific outcomes in this area.

Extracts from CLD plans: Examples of specific actions on democracy:

- In Aberdeen, partners will support ‘young people to run own democratic projects e.g. run PB processes’ and ‘adult learners to express their voice on the local democratic structures which govern the learning offer (PF’s, Locality partnerships, outcome groups)’
- In Clackmannanshire, partners will ‘develop and deliver training and support programmes that will increase individual and group capacity to participate in local democracy and community life to address identified priorities.’
- In West Lothian, partners will ‘implement a new youth-led youth democracy and participation model in partnership with young people.’
- In Aberdeenshire, partners will ‘continue the development of mini-public model to improve the quality and depth of engagement around important local issues.’

That does mean that more than half of other plans do not include commitments on democratic renewal and few plans make links between priorities to support youth participation or ‘youth voice’ activities and wider community empowerment priorities.

Health and well-being

CLD activities can make clear contributions to health and well-being outcomes for young people, adults and community groups and often have a particular focus on combatting health inequalities.

Health and wellbeing issues for young people, adults and communities are prominent in the analyses of needs in most CLD plans. There is clear evidence in most of the current CLD plans of how youth work, community learning, volunteering and social action is having positive impacts on the physical and mental health of individuals and communities.

Extract from a CLD Plan: Glasgow

Glaswegians who participate in CLD tell us it makes them happier, more positive and less lonely. They say it improves their wellbeing and makes them feel better about themselves. They tell us it helps them make better choices and decisions and helps them cope with change.

A majority of plans (17) set out specific health and wellbeing outcomes. There is an increasing focus on mental health in many youth work priorities as well as issues such as relationships and drugs and alcohol awareness. Adult learning priorities often seek to address the impacts of loneliness and social isolation, especially for older people and people in rural communities. Several plans include outcomes to develop CLD activities that encourage physical activity, sport and outdoor learning. Several also cover the importance of supporting community connections within communities to reduce isolation, build community wellbeing and resilience.



Extract from a CLD Plan: Angus

CLD Outcome 5: People are physically and mentally healthier

- Promote participation in local learning and activity based programmes
- Further targeting of learning for priority groups and those who are socially isolated
- Support healthy living and personal safety programmes
- Work with communities to better understand and support people with lived experience of the criminal justice system
- Further illustrate how participation in learning can contribute to improved health and well-being
- Celebration of learning and achievement across all our work areas

Several plans include workforce development priorities focused on increasing CLD practitioners understanding of health inequalities, the impact of mental health and specific research such as Adverse Childhood Experiences (ACEs).

While we found at least 8 plans had a focus on community safety, we only found 3 plans with explicit outcomes focused on reducing anti-social behaviour. Perhaps surprisingly given the prominence of the issue in the media, the Edinburgh plan was the only one that we found that has a specific commitment to work with young people to reduce levels of violence and knife crime.

Extract from a CLD Plan: Edinburgh

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

Employability

‘Technological and societal disruptions are coming at us thick and fast. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. Scotland’s citizens need the skills not only to cope with the change but to thrive in it, as well as to take advantage of change and create it themselves.’

The current CLD plans reflect the increasing recognition of the contribution of community based learning in helping young people and adults to develop the adaptive skills that we all need to thrive in our rapidly changing society and economy. At least 14 plans have specific outcomes or priorities focused on employability and skills.

Youth Work

There is a renewed focus in schools across Scotland on recognising and recording wider achievement and learning. As stated before 24 plans include planned activity around achievement and/or accreditation. The majority of plans state a contribution to Developing the Young Workforce and include a priority around employability and inclusion (in regards to young people). At least 14 current plans have specific outcomes or priorities focused on employability and skills. Those priorities tend to focus on delivering the Developing the Young Workforce agenda.



Adult Learning

Similarly to youth work's contribution to employability the majority of plans include a priority around increasing adult learning opportunities designed to support employability. The most common role for CLD partners appears to be working with partners to identify and engage with learners (young people as well as adults) who would most benefit from employability support – i.e. those furthest away from more formal employability support and/or further along the 'employability pipeline.' The most commonly cited skills that learners are developing through CLD are: self-confidence; social skills/dealing with other people; and creativity.

Extract from a CLD Plan: Stirling

Our priorities for working with adults are:

1. Increase the range and number of accredited learning and employability opportunities available locally.
2. Increase the number of participants accessing and completing accredited learning and employability opportunities.
3. Review wider local learning opportunities and support local providers to plan delivery which supports articulation between programmes and offers local participants improved pathways and progression opportunities.
4. Further develop systems and processes that promote Learner Voice in the planning, co-design and delivery of learning and employability opportunities.

9. Governance – Reviewing, monitoring and reporting on progress and impact

The CLD Regulations make it clear that local CLD partners are responsible for reviewing and reporting progress of their CLD plan to stakeholders including communities.

The HMI Aspect review of CLD Plans in 2017 stated that CLD partners should ensure that they produce regular progress reports to demonstrate progress against specific and measureable objectives.

There is evidence from current plans that many CLD partnerships are developing clearer commitments to monitor, evaluate and report on progress than in 2015-18. That said, a content review of this nature obviously cannot provide evidence of the extent to which the approaches to monitoring, evaluation and reporting are being implemented in practice.

At least 14 plans show what progress has been made in implementing the CLD Plan 2015-18 and the priorities in at least 10 plans are clearly informed by recent HMI inspections of CLD.

Almost all plans (30) set out local arrangements to evaluate and report on progress. At least ten plans include specific priorities for self-evaluation within their actions plans. At least eight plans have specific outcomes or priorities focused on improving CLD partners' use of data to plan and evaluate activities.

As stated already, most plans set out the contribution that CLD outcomes will make to Local Outcome Improvement Plan (LOIP) priorities. At least ten plans include detailed actions on how partners will report progress to Community Planning Partnerships.

Extract from a CLD Plan: Midlothian

Since 2015 we have achieved the following success through effective partnership working and shared endeavours:

- increased the number of accredited learning opportunities for adults and young people.
- supported young people to engage with Community Councils.
- implemented Midlothian's eight action areas from the Developing Scotland's Young Workforce (DYW) national priorities.
- identified core pathways to support young people to secure a positive destination.
- maintained a range of support across the employability pipeline available to young people.
- increased the capacity of volunteers to deliver Adult Literacy and Numeracy (ALN), English for Speakers of other Languages (ESOL).
- increased the number of qualifications secured through Lifelong Learning and Employability Programmes.
- maintained support through council transition funding and external grant applications to support third sector organisations under threat of closure (April 15)
- shared resources across Council and third sector
- implemented Neighbourhood planning (NP) review and recommendations
- created structure to address common NP issues and theme/issues prioritised annually
- reviewed support to management committees/boards through IOM, improving mechanisms for identifying and targeting support
- delivered high quality participatory budgeting programmes
- developed a community empowerment training programme
- shared training opportunities across partners to support volunteers in community groups
- submitted a variety of partnership funding bids with good outcomes.
- created Council asset transfer policy
- offered training to groups in business case development
- increased use of social media across the partnership.

In line with other obligations, local authorities are expected to share their CLD plan with their Local Area Network (LAN). None of the current plans mention whether this has been done.

10. Workforce Development

The importance of investing in the development of the workforce is a consistent theme in national CLD policy:⁸ CLD plans should include consideration of how all CLD partners will develop the skills, knowledge and practice of managers and practitioners in their area.

⁸ E.g. In the [CLD Strategic Guidance](#) (2012); and [Growing the Learning Culture](#) in CLD



Workforce development is a priority in almost all of the current CLD plans:

- Almost all plans make narrative reference to workforce development with half (16) stating that it is a key action or priority over the duration of the plan.
- Almost all plans (28) show that an initial (15) or full (13) analysis of professional learning needs has been carried out
- The majority (18) of plans have specific outcomes or priorities focused on workforce development
- The remaining plans either don't detail specific priorities or remit this task to local sub groups

Workforce development priorities include:

- Building leadership capacity (11 plans – including all of the North Region)
- 7 plans reference the development of a workforce development plan and/or a calendar of learning opportunities for practitioners.
- 18 plans include a focus on shared self-evaluation
- 5 plans reference digital skills for CLD practitioners.
- 3 plans identify adult literacies as a training priority
- Several are looking to collaborate to build capacity in the youth work sector workforce and develop career pathways
- Several areas have plans to develop training for CLD staff around the national CLD competences
- 6 plans include a development priority around health and wellbeing and/or ACEs
- 4 plans reference the Community Empowerment agenda in their workforce development plans
- In the areas of STEM, ESOL, Social Enterprises and Youth Achievement Awards single plans reference these as specific workforce development areas

Extract from a CLD Plan: Dundee

The aim of the CLD Strategy 2018 - 2021 is to support and accelerate the partnership's capacity to work jointly in developing best practice in community engagement, in line with the National Standards. By upskilling the workforce to stimulate and support community engagement, the partnership will empower local people and communities to develop solutions which improve life chances through learning, personal development and active citizenship.

Extract from a CLD Plan: West Dunbartonshire

We will ensure that practice development supports improvement and has a positive impact on outcomes for participants. We will be mindful of how well staff and volunteers are valued and involved in shaping CLD provision. We will encourage staff to actively engage in professional learning activities to improve their effectiveness.



Extract from a CLD Plan: North Lanarkshire

The CLD Partnership will place great emphasis on the development of a learning culture, where workforce development will be progressed through the acquisition of competence-based skills and capabilities, underpinned by principles, values and ethics.

A significant number of plans include actions to promote a shared professional identity within the local CLD workforce. For example, at least 10 plans include an action to increase local membership of the CLD Standards Council Scotland: at least 3 plans have a focus on promoting the national [CLD competences and code of ethics](#): and at least 3 plans include specific actions around 'raising the profile of CLD'.

At least 4 areas include specific plans to support practice sharing opportunities e.g. learning lunches. At least 5 plans include specific actions to support joint professional learning opportunities – 4 of these through their regional CLD CPD networks and 1 area looking to hold themed events aligning with the priorities in their relevant Regional improvement Collaborative plan.

The majority of plans include volunteers in any statements made about learning opportunities although only 3 include a specific priority around volunteer development.

11. Conclusions

We found that every local authority in Scotland is continuing to take steps to fulfil its statutory duties regarding community learning and development by developing and implementing CLD

plans. Those plans provide a valuable overview of the wide range of CLD provision taking place across the country. They indicate that CLD partners offer a wide range of life-changing learning and development opportunities with learners of all ages and with community groups and organisations. CLD plans are enabling local partners to better articulate the important role of CLD and make it more visible locally.

Gaps and Challenges

Our review also indicates that there may be some gaps in how statutory duties for CLD are being fulfilled in some areas, although this review of planning documents does not by itself provide conclusive evidence of this. For example:

- We found 3 plans that did not give details about how learners and communities were engaged in the assessment, planning and evaluation of CLD provision.
- Every plan included some reference to the partners involved in the process of developing the plan but 4 plans provided no details on the range of partners involved and how partnership working was coordinated locally.
- Most plans make some reference to targeting disadvantaged or marginalised groups and communities but some equalities groups, such as disabled young people and their families, that are being given less consideration. We could not find evidence of Equality Impact Assessments being referred to in any of the plans.
- While the majority of plans have a strong focus on most national policy priorities, there are more gaps relating to adult learning. In particular, examples of specific actions around ESOL is not as widespread as we might have been expected.
- While many plans include a commitment to a range of early intervention strategies – for example around health or inclusion issues – we found that only 8 plans have a focus on community safety; only 3 plans have explicit outcomes focused on reducing anti-social behaviour; and only one plan has a specific commitment to reduce levels of violence and knife crime with young people.
- While most plans give a broad statement referring to unmet need, 14 plans give little detail on this and 3 plans did not appear to consider unmet CLD needs at all.
- We found that a small number of plans did not clearly set out local arrangements to evaluate and report on progress.

Next Steps

The partners who conducted this review suggest that the following next steps are required:

- **The Scottish Government and CoSLA** should:
 - Use the themes and priorities emerging from current CLD plans to inform the direction of national and regional CLD policy.
 - Use the strengths and areas for development identified as a starting point for discussions with key stakeholders and policy makers around safeguarding the future of CLD policy and provision.
 - Work with other national bodies to identify the CLD contribution across policy areas, maximising its impact and visibility.
 - Work in partnership with the sector to consider the extent to which the CLD regulations are being successfully applied to safeguard CLD services.
- **Local Authorities and their CLD partners** should:
 - Ensure that they continue to meet all of the statutory duties within the CLD Regulations.

- Ensure that their published CLD plans continue to guide local CLD service delivery by regularly evaluating their CLD plans in the light of current circumstances.
 - Take steps to ensure that learners of all ages and communities are involved in the ongoing planning and evaluation of CLD provision and are informed about progress.
 - Continue to look at CLD planning through a poverty and inequalities lens.
 - Consider how they can learn from each other's approaches to CLD planning. For example, through shared peer evaluation.
- **Education Scotland** should :
 - Take account of the themes and priorities emerging from current CLD plans in their national and regional improvement offer.
 - Continue to scrutinise the impact of CLD plans through HMI inspection and review
 - **The CLD Standards Council Scotland** should support local professional learning networks to identify and respond to workforce development needs
 - **National intermediaries** that support CLD practitioners should also take account of the themes and priorities emerging from current CLD plans in their support to the CLD sector particularly in creating a shared identity within the CLD workforce.
 - **All CLD partners** should:
 - Consider what next steps are required at national, regional and local level to support the needs of the CLD workforce identified in current CLD plans.
 - Consider the development of a template for the next round of plans

12. Appendices

Appendix 1. Analysis of the CLD Plans in 2015

Some key points highlighted about the first round of CLD plans (2015-18) were:

- The process had re-invigorated CLD strategic groupings in many areas. Most areas had strategic CLD partnerships in place or in development.
- Plans varied widely in their structure and length, reflecting local processes and priorities.
- Most plans included a focus on the preventative role of CLD and the specific targeting of social or economic disadvantage.
- Most plans highlighted the contribution of CLD to the delivery of local and national outcomes across a variety of public policy areas.
- There was wide variation in the levels of community involvement in the planning process. Many authorities acknowledged that this was an area that they wished to develop further.
- Most plans did not adequately address unmet needs. Many plans did not include any evidence on unmet needs at all.
- Most plans were free standing plans with close links to the Community Planning Partnership decision making structures, but a few chose to integrate the CLD plan fully into strategic Community Planning documents.

Appendix 2. HMI Aspect Review, 2016-17

The recommendations to Local Authorities and their partners in the HMI aspect review were to:

- Build on the development of the plans including, where necessary publishing revised plans prior to 2018. In doing so, each local authority should ensure that it is fully meeting the requirements of the CLD Regulations.
- Provide a succinct summary of what CLD partnerships plan to change and improve in their areas.
- Ensure that regular progress reports are produced by CLD partners to demonstrate progress against specific and measureable objectives.
- Build on informed dialogue with participants and stakeholders in local communities to ensure the relevance of CLD priorities to their needs and aspirations.
- Work with the CLD Standards Council and Education Scotland's Policy and Improvement Team to improve the identity, confidence and leadership capacity of the CLD workforce.

Appendix 3. Methodology

This piece of work has been co-produced by Education Scotland and The Scottish Government, working with a short life group with representatives from key national CLD partners. The group included:

- 2 representatives from Education Scotland and 1 from the SG CLD Policy team
- 1 representative from key national partners (workload permitting) including: The CLD Standards Council for Scotland; CLD Managers Scotland; other key national partners such as: Youth Scotland/SCDC/YouthLink Scotland/Learning Link Scotland/SLP.

Gathering and analysing information

Information was gathered from the CLD plans using a shared template agreed by the working group. The template focused on the aims of The CLD Regulations to:

- Ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- Strengthen coordination between the full range of CLD providers(see section on Shared CLD Priorities), ensuring that CPP's, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- Articulate the important role and contribution of CLD and make it more visible

The agreed template drew on national CLD policy priorities; the areas for improvement highlighted in the 2017 HMI aspect review; and the themes included in the national Guidance Note on CLD planning (2017) which were:

- Involvement: Co-producing the plan with learners and communities
- Shared CLD Priorities: Assessing need and setting priorities for community learning and development with partners
- Planning: Integrating the CLD Plan within the current and evolving national policy context
- Governance: Reviewing, monitoring and reporting on progress and impact
- Workforce Development: CLD plans should include consideration of how partners will develop the CLD workforce in their area.
- Education Scotland and the SG CLD Policy team brought partners together in February 2019 to scope the task, agree the template for analysis, and agree involvement in the analysis of the plans.
- Every plan was read by 2 or more working group members who recorded their feedback.
- Evidence was analysed at a national level. It was also analysed regionally by Education Scotland – focusing on the 6 regional improvement collaborative areas. The short life working group met twice more to discuss the findings of the content analysis and help to shape a report on findings.

Where terms such as 'most' and 'less than half' have been used throughout this document they are in line with the scaling and percentages used by HM Inspectors:

All	100%
Almost all	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority/less than half	15% - 49%
A few	<15%

Limitations of our approach

While we have tried to be as thorough as possible when carrying out this review, we do recognise the limitations of our approach. For example:

- We reviewed all of the main planning documents available to us at the time. We recognise that some areas may have included information in subsequent reports, plans or appendices that we were not aware of.
- This review did not use research analysis software and so we accept that there may be aspects of some plans that we have simply misunderstood or missed which may have had some effect on our findings. If you find any obvious errors in our evidence or findings then we would like you to tell us about them. Please contact:

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Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/49/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	Education Update Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee as to the current updates for Education.

2.0 SUMMARY

- 2.1 Schools and early years' establishments closed in March 2020 because of COVID-19. Since that time there has been ongoing work to provide childcare for vulnerable pupils and those of key workers. Home-learning has been provided for pupils.
- 2.2 Schools and early years' establishments in Inverclyde re-opened to pupils on 12 August 2020. This report contains details of the arrangements that have been put in place for opening schools and early years' establishments. Updates are provided on:
- School transport
 - Physical distancing in schools
 - National guidance on the re-opening of schools and early years' establishments
 - The appointment of additional teachers
 - Digital inclusion funding
 - The delivery of 1140 early years childcare and education
 - Tier 2 mental health and wellbeing and school counselling services
 - Refunds for school trips
- 2.3 On 4 August 2020, the SQA issued certification for pupils based on teacher judgements. The Deputy First Minister later outlined in Parliament that, through a Ministerial direction, the SQA would change the previous approach to certification this year and instead award candidate results based solely on the estimates provided by schools and colleges. The results of those learners who were awarded a higher grade during the process will also be maintained. Analysis of results takes place when the Insight dashboard is updated later this year.

3.0 RECOMMENDATIONS

- 3.1 Members of the Committee are asked to note the contents of this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 On 20 March 2020, following the unprecedented concerns about COVID-19, all school and early years' establishments were closed. On 25 March some of the buildings were re-opened for childcare for key workers. The SQA exams for 2020 and all school trips were also cancelled.
- 4.2 During the closure of schools opportunities were provided for home learning. School lunches, through the monetary equivalent, have been provided until the end of August. Childcare hubs were provided to the most vulnerable children and to the children of key workers.
- 4.3 In June, all education authorities submitted plans to the Scottish Government for opening schools in August 2020 with 2m social distancing. In June, the Scottish Government announced that these plans would become contingency plans and that schools were expected to open with no social distancing for pupils in August 2020.

5.0 RE-OPENING OF SCHOOLS AND EARLY YEARS' ESTABLISHMENTS

5.1 School transport

On 16 July the COVID-19 advisory sub-group issued guidance on school transport. The key messages of the advice are listed below.

- As far as it is safe to do so, children and their parents/carers should be encouraged to travel to school on foot, bike or scooter.
- Dedicated school transport should be regarded as an extension of the school estate and physical distancing measures between pupils are not necessary (subject to continued low levels of infection within Scotland). We recognise that school transport will involve mixed age groups of pupils, but still consider the risk of transmission to be acceptably low when mitigations are in place.
- Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing. Hand sanitising should be required for everyone on every entry to dedicated school transport.
- Where public transport (including buses, taxi, trams, subway, trains, ferries and air) is required for school-aged children to attend school, the general advice and guidance from the Scottish Government and Transport Scotland should be followed. This currently includes the mandatory use of face coverings and physical distancing where possible.
- Drivers and staff on public transport, and to a lesser extent on school transport, are at relatively higher risk of exposure and particular attention should be paid to ensuring that they are protected from airborne and surface transmission.
- Local authorities should continue to work with public transport providers to increase capacity as far as is reasonably possible and consider the introduction of staggered start/finish times.
- The advice that follows is contingent on there being low levels of infection in the Scottish population and on systems being in place for close monitoring, rapid testing and tracing of suspected cases.
- Measures put in place as precautions may become more relaxed as the prevalence and incidence of Covid-19 in Scotland reduce. Conversely, measures may need to be strengthened or reintroduced if there is evidence of a resurgence, or in the light of localised outbreaks. Where other relevant new evidence has implications for this advice, it will also need to be taken into account.

- This advice is based on a balance of evidence, bringing evidence specifically about COVID-19 together with evidence relating to the wider wellbeing of children and benefits of education.

5.1.1 Inverclyde Education services have worked with SPT to ensure that transport is in place for those who are entitled. The provision of bus passes to use public transport has been delayed because the guidance only applies to school transport and not to public transport. No pupils who are entitled to transport to school in Inverclyde currently use public transport.

5.2 Physical distancing in schools

On 16 July the COVID-19 advisory sub-group issued guidance on physical distancing in schools. The key messages of the advice are listed below.

Key messages

- Subject to continued suppression of the virus, and to surveillance and mitigations being in place, the balance of the evidence suggests that no distancing should be required between children in primary schools. The evidence is less clear for older pupils but at present we support the same approach being taken in secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to young people of being able to attend school.
- Two metre distancing should remain in place wherever possible between adults, and between adults and children who are not from the same household.
- Face coverings are not required for most children (those clinically advised to wear a covering would be an exception). Adults in schools do not need to wear face coverings as long as they can retain two metre distancing. Where adults cannot keep two metres distance, are interacting face-to-face and for about 15 minutes or more, face coverings should be worn.
- No additional general protections are proposed for particular categories of children or staff, such as those with underlying health conditions. Instead, requirements should be put in place to reflect individual circumstances in line with any specific clinical advice.
- The concerns within BAME communities must be recognised and individual requests for additional protections should be supported where possible. Care should be taken to ensure that BAME staff, pupils and families are involved in decisions about additional protections.
- Teachers should be provided with support and back-up in how to assess and meet the needs of children who have experienced neglect during the period of school closures.

A package of measures must be put in place to reduce the risk of transmission of the virus:

- There should be an increased emphasis on hand hygiene and surface cleaning. Hand washing/sanitising should be required for everyone on every entry to the school.
- As close as possible to zero tolerance of symptoms should be in place, and strict compliance with the Test and Protect system.
- In both primary and secondary settings, the preference should be to avoid large gatherings and crowded spaces and, as much as possible, to keep pupils within the same groups for the duration of the school day.
- Sharing of equipment/utensils/toys/books should be minimised; and smaller groups and more outdoor activities put in place.

- Movement between schools - of children, and of temporary/ supply/peripatetic staff etc. - should be kept to an absolute minimum.

Co-ordination with wider easing is vital, and the approach needs to feel coherent to children and adults. The sub-group emphasises that connectivity with transport issues will be critical.

5.2.1 Inverclyde Education Services have worked with health and safety colleagues to ensure that risk assessments have been revised in line with the new guidance and that schools are supported. Hand sanitiser stations are in schools and a system has been set up for the ordering of PPE. Extra cleaning has been put into schools. Regular meetings have taken place with trade unions to ensure that plans in place are agreed and fit for purpose.

5.3 **Guidance for re-opening of schools and early years' centres**

The guidance for opening schools and early years' centres was published on 30 July 2020. The full guidance can be accessed at: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-preparing-start-new-school-term-august-2020/>

A letter was sent to all parents on Friday 31 July outlining the communication timeline for the return to school. Meetings were held with heads of establishments and Trade Unions on Monday 03 August.

A Frequently Asked Questions document was distributed to all parents on Tuesday 04 August and during that week all schools and establishments were in touch with families to explain the arrangements in place for their return.

All schools have a checklist linked to the guidance and have undertaken appropriate risk assessments and reviewing procedures.

Whilst out of school care will start as close to the beginning of term as possible, Breakfast Clubs have not started right away and many after school activities will not take place. The provision of Breakfast Clubs will be reviewed as the term progresses, but this may well be to limited numbers of children.

After a phased start, all schools opened to all pupils on Monday 17 August 2020. Feedback has been extremely positive, with most pupils and parents happy to return to a routine.

5.4 **Additional teachers**

The Scottish Government intends to provide additional funding of £50 million (c. £33 million in 2020-21 and c. £17 million in 2021-22) to ensure that local authorities are supported to provide sufficient teachers and support staff to cover any additionality that may be needed in the 2020-21 school year.

£45 million of this additional support from the Scottish Government will be conditional on the understanding that additional teachers are recruited. This should be in accordance with the workforce planning guidance in the school re-opening guide, and in accordance with normal local authority employment practices. It is anticipated that these additional teachers will provide a range of additional support to help with recovery work such as supporting young people who may have suffered a loss of learning during lockdown, supporting young people who are shielding, supporting small groups of learners who need more intense support and covering classes for teachers who are shielding. They will also be vital in responding to any local flare-ups of the virus, which could necessitate implementation of contingency plans for blended learning for a period.

A further £5m (£3 million in 2020-21 and £2 million in 2021-22) will be made available to local authorities to invest flexibly in either teachers or education support staff, depending on local need, to support the objectives set out above during the 20/21 academic year.

5.4.1 Inverclyde's share of the above funding is £809,842 over the financial years 20/21 and 21/22

which covers the academic year 2020/21. This will mean that Inverclyde has been able to recruit approximately 17 additional teachers. Interviews took place over the summer holidays and teachers have been allocated to both primary and secondary schools.

- 5.4.2 A further £50 million has been allocated to support schools to return, £20 million of which will be allocated to additional resources such as cleaning and transport. The additional £30 million is expected to support education services but the criteria for this is as yet unknown

5.5 Digital inclusion funding

On 9 July 2020 Inverclyde Council successfully applied for funding to provide 1200 digitally excluded students with laptops and 350 with Wi-fi. This programme is aimed to equip every student with an entitlement to free school meals in secondary education with access to a device with appropriate connectivity as required. Further details of the arrangements in place to administer the distribution of the laptops is considered as a separate report to this Committee.

5.6 Early Years

Although, the Scottish Government relieved education authorities of their duty to do so, Inverclyde Education Services has been able to roll out the full 1140 hours provisions. The details of this provision is considered in a separate paper to this Committee. As anticipated, some families were not always able to get their first choice of venue and pattern and there was inevitably some dissatisfaction about this. However, given the scale of the roll out, almost all families have been very positive and there have been relatively few complaints.

5.7 Tier 2 mental health and wellbeing and school counselling service

After a procurement process, Action for Children have been awarded the contract to deliver a Tier 2 mental health and wellbeing and school counselling service to all school aged pupils living in Inverclyde. This contract is funded in part by a Scottish Government grant as well as funding from IJB. The contract has been jointly procured by colleagues from HSCP and Education Services. Action for Children are now working through the implementation and mobilisation phase and are on track to be fully operational from 1 September 2020, which is the Scottish Government expectation i.e. that all LAs will offer such services aligned to the grant from this date. As well as the counselling service at tier 2, Action for Children will also offer early intervention programmes alongside school based staff to groups of pupils, including online solutions. Any school aged pupil in Inverclyde can be referred by both education and health professionals. This includes pupils from Independent schools in Inverclyde. A report on the progress of the project will be presented to the Committee on an annual basis in line with the governance framework.

5.8 School trips

Following the cancellation of school trips, schools who were unable to secure a full refund for their trip are now submitting insurance claims. The Policy and Resources Executive Sub-Committee agreed that parents would be refunded any monies owed. School are now in the process of refunding money through Parentpay.

6.0 SQA EXAMS

- 6.1 The SQA exam diet for 2020 was cancelled and schools were asked to submit teacher estimates to the SQA.
- 6.2 On 4 August 2020 the SQA published the exam results and released details as to their approach of moderating the results. The SQA stated that results had been moderated because if this had not happened then there would have been an overall rise in attainment for 2020.
- 6.3 On 4 August, Inverclyde had performed broadly as anticipated overall. However, there were

some individual anomalies that were concerning and schools/departments with improving trends anticipated that they would have to submit a significant amount of appeals.

- 6.4 It is fair to say that following the release of the results, there was a huge concern as to the approach the SQA had taken for certification. Subsequently, the Deputy First Minister outlined in Parliament that, through a Ministerial direction, the SQA would change the previous approach to certification this year and instead award candidate results based solely on the estimates provided by schools and colleges. The results of those learners who were awarded a higher grade during the process will also be maintained.
- 6.5 Members of the Committee will be aware that any in-depth analysis of SQA results is usually undertaken once the national dashboard Insight is updated. This is usually later in the year. Any headline figures issued in August are just that, and at that point virtual and national comparators are not available. Having said this, Inverclyde would expect to continue to maintain and build on a strong performance in the SQA exams.
- 6.6 The Deputy First Minister also directed the SQA to provide an appeals process for centres. The SQA wrote to centres on 14 August outlining the new appeals process which allows for three grounds upon which centres can submit an appeal. The new arrangements are as follows:

Firstly, centres can submit an appeal if they discover that an administrative error was made when they submitted their estimate or entry information for a candidate.

Secondly, a centre's internal review process may disclose that a candidate's estimate was affected by discrimination or other conduct by the centre that is unacceptable under the Equality Act 2010.

Lastly, where the Head of Centre believes that there has been an error within the SQA's internal processes for confirming results to centres following the 11 August announcement, they can also appeal.

SQA anticipates that in all three circumstances such appeals will arise only exceptionally.

Priority will be given for candidates who need to confirm a university or college place. Outcomes of these appeals will be advised to UCAS by 04 September.

7.0 IMPLICATIONS

7.1 Finance

This is an update report outlining the latest updates for education. Any financial implications have already been considered in separate reports to the Policy and Resources Executive Sub-Committee.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

7.2 Legal

There are no specific legal implications arising from this report. It should be noted that aspects of education have been considered under COVID-19 education continuity directions.

7.3 Human Resources

There are no specific HR implications from this report.

7.4 Equalities

Equalities

(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

N/A.

8.0 CONSULTATIONS

8.1 N/A.

9.0 BACKGROUND PAPERS

9.1 None.

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/67/20/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2020/21 Revenue Budget- Period 3 to 30 June 2020		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2019/20 Education Revenue budget final outturn and the 2020/21 Revenue Budget position as at Period 3 to 30 June 2020.

2.0 SUMMARY

- 2.1 In 2019/20, excluding Earmarked Reserves and the centrally funded Employee Costs, there was an overspend of £39,000 against a budget figure of £84.632 million. This equates to 0.04% of the total budget and was £10,000 less expenditure than reported to the last Committee in March 2020.

The main variances for 2019/20 were –

- (a) An underspend of £24,000 for Teachers Employee Costs, equivalent to 0.05% of the Teacher's budget.
- (b) An underspend of £16,000 for Education Non Teacher employee costs, mostly due to vacant posts within Community Learning & Development.
- (c) An underspend of £80,000 for Facilities Management Employee Costs due to vacant posts.
- (d) An underspend of £89,000 for Non Domestic Rates (NDR) due to credits received as a result of successful rateable value appeals.
- (e) An underspend of £36,000 for Electricity due to lower than expected consumption in schools.
- (f) An underspend of £31,000 for Contract Cleaning and an overspend of £39,000 for Janitors.
- (g) An overspend of £145,000 for Schools Catering contract and an overspend of £75,000 for FM Catering Supplies partially offset by an underspend of £31,000 for School Milk.
- (h) An overspend of £62,000 for Transportation Costs. Overspends of £48,000 for Pupil Consortium, £27,000 for School Buses and £21,000 for Gaelic Transport partially offset by underspend of £29,000 for ASN Transport after Earmarked

Reserve was utilised to fund £94,000 of expenditure.

- (i) An underspend of £23,000 for Administration Costs due to contribution from EMA Administration Grant.
- (j) An underspend of £29,000 for Early Years Framework expenditure.
- (k) An underspend of £39,000 due to Income from Other Local Authorities over recovering.
- (l) An overspend of £63,000 due to a shortfall in School Meal Income

2.3 The total Education budget for 2020/21, excluding planned carry forward for Earmarked Reserves, is £87,325,010. The School Estate Management Plan accounts for £14,728,000 of the total Education budget. The latest projection is an overspend of £2,455,000. Included within this projection are costs of £2,326,000 relating to the Council's response to the Covid-19 pandemic which will be fully funded by the Scottish Government. A further £546,000 of Covid-19 related costs are funded from the Early Years 1140 Hours Earmarked Reserve and £414,000 from Attainment Challenge / Pupil Equity Fund. The net projection excluding the Covid-19 costs is an overspend of £129,000.

2.4 The main reasons for the 2020/21 projected overspend are –

- (a) Projected overspend of £134,000 for Teachers Employee Costs, including costs of £243,000 for additional payments to Supply Teachers as part of the Council's response to the Covid-19 pandemic. Net of these costs the projected outturn for Teachers would be an underspend of £109,000.
- (b) Projected overspend of £110,000 for Education Non Teacher Employee Costs mainly due to the current under achievement of Turnover Savings within ASN Education. None of these costs are Covid-19 related.
- (c) Projected overspend of £602,000 for Facilities Management Employee Costs. This is due to additional employees required for Cleaning and Public Conveniences as part of the Council's response to the Covid-19 pandemic.
- (d) Projected underspend of £46,000 for Gas.
- (e) Projected underspend of £31,000 for Biomass Fuel.
- (f) Projected overspend of £380,000 for Education Cleaning Recharge as a result of the Council's response to the Covid-19 pandemic.
- (g) Projected overspend of £236,000 for IT Digital Access Technology for Schools required as part of the Council's response to the Covid-19 pandemic.
- (h) Projected underspend of £195,000 for FM Catering Supplies due to no meals being produced during the Covid-19 pandemic lockdown. This reduction also results in an underspend of £195,000 for the Education Contract Catering Recharge.
- (i) Projected overspend of £229,000 for FM Catering Resources as a result of the Council's response to the Covid-19 Pandemic. This includes payments to the Foodbank, purchase of food bags for vulnerable members of the Community and Resources for the operation of the Education Hubs.
- (j) Projected overspend of £46,000 for Pupil Consortium Travel.
- (k) Projected overspend of £120,000 for ASN Transport.

-
- (l) Projected underspend of £20,000 for EMA Administration.
 - (m) Projected underspend of £30,000 for Early Year's Framework expenditure.
 - (n) Projected overspend of £75,000 for School Trip refunds.
 - (o) Projected underspend of £21,000 for ASN Placements.
 - (p) Projected overspend of £796,000 for payments to families entitled to Free School Meals and other vulnerable members of the Community as a result of the Council's response to the Covid-19 pandemic.
 - (q) Projected under recovery of £294,000 for School Meal Income and under recovery of £35,000 for Breakfast Clubs due to the closure of schools during the Covid-19 pandemic.
 - (r) Projected under recovery of £96,000 for Early Year's Wrapround Income due to the closure of Nurseries during the Covid-19 pandemic.
 - (s) Projected over recovery of £355,000 for FM Income. This is the net impact of additional employees for Cleaning and reduction in Catering Supplies.

2.5 Earmarked Reserves for 2020/21, excluding those for Asset Plans and Strategic Funds, total £2,399,000 of which £2,278,000 is projected to be spent in the current Financial Year. To date expenditure of £85,000 (3.7%) has been incurred. Spend to date per profiling was also expected to be £85,000, therefore there is no slippage to report at this time.

3.0 RECOMMENDATION

- 3.1 That the Committee approves the virement for £66,000 as detailed in paragraph 8.1 and Appendix 5
- 3.2 That the Committee notes the final outturn for the 2019/20 Education Revenue Budget and the current projected overspend of £2,455,000 for the 2020/21 Education Revenue budget as at Period 3 to 30 June 2020.
- 3.3 The Committee notes the current projected overspend of £2,455,000 for 2020/21 includes costs of £2,326,000 relating to the Council's response to the Covid-19 pandemic and net of these costs there is a projected overspend of £129,000
- 3.4 The Committee notes that the 2020/21 Specific Grant for Early Years 1140 funding currently has £2.0 million unallocated. This needs to be spent by 31 March 2021 or potentially handed back to the Scottish Government.

Alan Puckrin

Chief Financial Officer

Ruth Binks

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

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2020/21 Revenue Budget, as well as the 2019/20 final out-turn and to highlight the main issues contributing to the £39,000 overspend in 2019/20 and the projected overspend of £549,000 for 2020/21.

5.0 2019/20 OUTTURN

5.1 The final outturn for 2019/20, after adjustments for Earmarked Reserves and the centrally funded Employee Costs was an overspend of £39,000. The main factors contributing to this overspend were:

	Revised Budget 2019/20	Out Turn 2019/20	Variance to Budget	P9 Projected Variance	Movement Since P9 Projection
Corporate Director	150	174	24	14	10
Education Services	67,307	67,861	554	125	429
Inclusive Education	13,575	13,036	(539)	(90)	(449)
TOTAL NET EXPENDITURE	81,032	81,071	39	49	(10)

The main variances are explained in greater detail below.

Employee Costs:

Total underspend for Employee Costs was £120,000 (0.2%)

There was an underspend of £24,000 for Teachers, an underspend of £16,000 for Education Non Teacher employees and an underspend of £80,000 for Facilities Management Employees, mainly due to additional turnover savings.

Property Costs:

Total underspend for Property Costs was £93,000 (0.6%)

Underspend of £89k for Non Domestic Rates (NDR) due to successful Rateable Value appeals. Electricity had an underspend of £36k due to lower than expected consumption in schools. An overspend of £39k for Janitors was partially offset by an underspend of £31k for Contract Cleaning.

Supplies and Services:

Total overspend for Supplies and Services was £192,000 (3.5%)

Education Catering Contract had an overspend of £145k and Facilities Management Catering Supplies had an overspend of £75k. The overspends were partially offset by an underspend of £31k for School Milk.

Transport Costs:

Total overspend for Transport Costs was £62,000 (2.4%)

Overspends for Pupil Consortium Travel (£48k), Glasgow Gaelic School (£21k), SPT School Buses (£27k)

are partially offset by an underspend of £29k for ASN Transport

Administration Costs:

Total underspend for Administration Costs was £19,000 (2.9%)

The underspend relates to contribution from the Education Maintenance Allowance (EMA) Grant.

Other Expenditure:

Total underspend for Other Expenditure was £40,000 (0.5%)

Underspends of £29k for Early Years Framework and £21k for Clothing Grants are offset by an overspend of £15k for Hospital Tuition Costs.

Income:

Total under recovery of Income was £36,000 (0.2%)

Income from Other Local Authorities over recovered by £39k and Early Years Wraparound Income over recovered by £7k. This was offset by a shortfall in income of £63k for School Meal Income and a shortfall of £16k for the School Milk Subsidy.

6.0 2020/21 PROJECTION

6.1 The total Education budget for 2020/21, excluding planned carry forward for Earmarked Reserves, is currently £87,325,010. This is an increase of £1,414,810 from the approved budget. Appendix 1 gives details of the budget movement responsible for this increase.

6.2 The main issues to highlight in relation to the 2020/21 projected overspend of £2,455,000 are:

Education Employee Costs - Teachers

Teachers are currently projected to overspend by £134,000. This includes costs of £243,000 for additional payments to Supply Teachers as part of the Council's response to the Covid-19 pandemic. Net of these costs Teachers have a projected underspend of £109,000. It should be noted that additional Scottish Government funding of £539,860 has been allocated to Inverclyde Council to employ additional Teachers from the start of the new academic year. It is assumed that this will be fully spend in the current Financial Year. A full review of staffing will be carried out in September 2020 and the projection updated appropriately.

Education Employee Costs – Non Teachers

Education Non Teacher Employee Costs are projected to overspend by £110,000. This is mainly due to the current under achievement of Turnover Savings within ASN Education.

Facilities Management Employee Costs

Facilities Management Employee Costs are projected to overspend by £602,000 as a result of additional employees required for Cleaning and Public Conveniences as part of the Council's response to the Covid-19 pandemic.

Gas

The current budget for Gas is £513,000 and the latest projection is an underspend of £46,000, mainly due to a price reduction since last year.

Biomass Fuel

The current budget for Biomass Fuel is £84,000 and the latest projection is an underspend of £31,000. Following a re-tender of the contract there has been a 7% reduction in price per tonne.

Education Cleaning Contract

The current budget for the Education Cleaning Contract is £1,144,000 and the latest projection is an overspend of £380,000 as a result of additional cleaning required in Schools and Nurseries as a response to the Covid-19 pandemic.

IT Digital Access Technology

As part of the Council's response to the Covid-19 pandemic, there will be an overspend of £236,000 on equipment required to improve Digital Access Technology within Schools. An additional £414,000 of IT costs will be funded by the Attainment Challenge / Pupil Equity Fund.

Facilities Management Catering Provisions

The current budget for Catering Provisions is £979,000 and the latest projection is an underspend of £195,000. This is due to a reduction in the number of school meals being produced as a result of school closures as part of the Council's response to the Covid-19 pandemic.

Facilities Management Catering Resources

As a result of the Council's response to the Covid-19 pandemic there is a projected overspend of £229,000 for Facilities Management Catering Resources. This expenditure includes payments to the Foodbank, purchase of food bags for vulnerable members of the Community and Resources for the operation of the Education Hubs.

Facilities Management Cleaning Resources

As a result of the Council's response to the Covid-19 pandemic, it is projected that additional expenditure of £150,000 will be required for Personal Protective Equipment and Hand Sanitiser.

Education Catering Recharge

The current budget for Catering Recharge is £3,249,000 and the latest projection is an underspend of £195,000. This is due to the underspend for Facilities Management Catering Supplies noted above.

Pupil Consortium Travel

The current budget for Pupil Consortium Travel is £93,000 and the latest projection is an overspend of £46,000. This budget is used to fund the transportation of pupils between secondary schools for curriculum classes and historically has overspent.

ASN Transport

The current budget for ASN Transport is £371,000 and the latest projection is an overspend of £120,000. This is mainly due to the Earmarked Reserve used to fund some of these costs in previous years no longer being available.

EMA Administration

Education Maintenance Allowance Administration is projected to underspend by £20,000 as a result of a contribution from the Scottish Government for running the scheme on their behalf. Projected out turn is in line with previous year.

Early Years Framework

Early Years Framework is projected to underspend by £30,000. This is in line with the out turn for the previous year.

Early Years 1140 Specific Grant Funding 2020/21

Revenue funding of £7,765,000 was received from the Scottish Government for the expansion of Early Years Childcare from 600 hours to 1140 hours. As a result of delays in staff recruitment and construction of new nurseries, it is projected that only £5,765,000 of this funding will be required in 2020/21 resulting in £2,000,000 currently being unallocated. This funding requires to be fully spent by 31 March 2021 or potentially handed back to the Scottish Government.

A report elsewhere on this agenda gives an update on the progress made by Inverclyde Council in implementing 1140 Hours.

School Trip Refunds

As a result of the Covid-19 pandemic, a number of school trips were cancelled. £75,000 has been set aside to refund parents for any shortfall in refunds. It should be noted that this is a worst case scenario and the overspend may reduce as a result of refunds from suppliers and insurance claims.

ASN Placements

The current budget for ASN Placements is £371,000. Based on the final out turn for last year there is a projected underspend of £21,000. A full review of placements will be carried out at the start of the new academic year and the projection updated accordingly.

Covid-19 Food Payments

As part of the Council's response to the Covid-19 pandemic, families in receipt of Free School Meals continued to be supported when schools were closed and over the summer holidays period. In addition support was provided to vulnerable members of the Community. An overspend of £796,000 is projected for this expenditure. This expenditure is in addition to £66,000 of purchases funded by the budget vired from Communities Playschemes.

School Meal Income

The total budget for School Meal Income is £981,000 and the latest projection is an under recovery in income of £294,000. This is because of school closures as a result of the Covid-19 pandemic.

Breakfast Club Income

The budget for Breakfast Club Income is £50,000 and the latest projection is an under recovery in income of £35,000 due to schools being closed as a result of the Covid-19 pandemic.

Early Years Wraparound Income

Early Years Wraparound Income is projected to under recover by £96,000 as a result of Nurseries being closed due to the Covid-19 pandemic.

Facilities Management Income

Facilities Management Income is projected to over recover by £355,000. This is the net impact of additional employees required for Cleaning and the reduction in Catering Supplies as a result of the Covid-19 pandemic.

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

7.0 EARMARKED RESERVES

7.1 Earmarked Reserves for 2020/21, excluding those for Asset Plans and Strategic Funds, total £2,399,000 of which £2,278,000 is projected to be spent in the current Financial Year. To date expenditure of £85,000 (3.7%) has been incurred. Spend to date per profiling was also expected to be £85,000, therefore there is no slippage to report at this time.

8.0 VIREMENTS

8.1 Committee are asked to approve the virement of £66,000 from the Communities Committee as detailed in appendix 5. This budget will be used to fund food payments to vulnerable members of the Community.

9.0 IMPLICATIONS

9.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 Legal

There are no specific legal implications arising from this report

9.3 Human Resources

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

9.4 Equalities

Equalities

Has an Equality Impact Assessment been carried out?

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

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

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

9.5 Repopulation

There are no repopulation issues with this report.

10.0 CONSULTATION

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

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Education Budget Movement - 2020/21**Period 3 - 1st April 2020 to 30th June 2020**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget
	2020/21 £000	Inflation £000	Virement £000	Supplementary Budgets £000		2020/21 £000
Corporate Director	149					149
Education	76,421	178	103	1,134	(4,881)	72,955
Inclusive Education	14,111					14,111
Facilities Management	110					110
Totals	90,791	178	103	1,134	(4,881)	87,325

Movement Detail

£000

External Resources

Probationer Teachers
Additional Teachers

594
540

1,134

Virements

From Communities - Food Payments
Water from Inflation Contingency

66
37

103

Inflation

SEMP
HSCP Speech & Language

171
7

178

1,415

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2020 to 30th June 2020**

2019/20 Actual £000	Subjective Heading	Approved Budget 2020/21 £000	Revised Budget 2020/21 £000	Projected Out-turn 2020/21 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
45,120	Employee Costs - Teachers	46,096	50,013	50,147	134	0.3%
25,031	Employee Costs - Non Teachers	22,739	27,593	28,314	721	2.6%
16,598	Property Costs	8,091	8,128	8,418	290	3.6%
5,420	Supplies & Services	5,349	5,390	5,615	225	4.2%
2,638	Transport Costs	2,033	2,033	2,218	185	9.1%
645	Administration Costs	689	689	671	(18)	(2.6%)
5,292	Other Expenditure	18,147	23,509	24,332	823	3.5%
(19,673)	Income	(12,353)	(25,149)	(25,054)	95	(0.4%)
81,071	TOTAL NET EXPENDITURE	90,791	92,206	94,661	2,455	2.7%
	Earmarked Reserves	0	(73)	(73)	0	
	Loan Charges / DMR	0	(4,808)	(4,808)	0	
	Additional Funding Covid-19			(2,326)	(2,326)	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	90,791	87,325	87,454	129	

2019/20 Actual £000	Objective Heading	Approved Budget 2020/21 £000	Revised Budget 2020/21 £000	Projected Out-turn 2020/21 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
174	Corporate Director	149	149	157	8	5.4%
58,529	Education	61,864	63,046	64,935	1,889	3.0%
95	Facilities Management	110	110	541	431	391.8%
9,237	School Estate Management Plan	14,557	14,728	14,728	0	-
67,861	TOTAL EDUCATION SERVICES	76,531	77,884	80,204	2,320	3.0%
9,402	ASN	10,337	10,337	10,470	133	1.3%
1,614	Community Learning & Development	1,685	1,747	1,747	0	-
2,020	Other Inclusive Education	2,089	2,089	2,083	(6)	(0.3%)
13,036	TOTAL INCLUSIVE EDUCATION	14,111	14,173	14,300	127	0.9%
81,071	TOTAL EDUCATION COMMITTEE	90,791	92,206	94,661	2,455	2.7%
	Earmarked Reserves	0	(73)	(73)	0	

EDUCATIONREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPeriod 3 - 1st April 2020 to 30th June 2020

<u>Out Turn</u> <u>2019/20</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2020/21</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-20</u> <u>£000</u>	<u>Projection</u> <u>2020/21</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
45,120	ED Employee Costs -Teachers	50,013	11,626	11,829	50,147	134	0.3%
25,031	Employee Costs - Non Teachers	27,593	5,913	6,108	28,314	721	2.6%
897	Gas	513	86	66	467	(46)	(9.0%)
81	Biomass	84	14	5	53	(31)	(36.9%)
1,190	ED Cleaning Contract	1,144	286	256	1,524	380	33.2%
0	IT Digital Access Equipment	0	0	0	236	236	-
1,053	FM Catering Supplies	979	255	0	784	(195)	(19.9%)
3,253	ED Catering Recharge	3,249	812	642	3,054	(195)	(6.0%)
0	FM Catering Supplies - Covid-19	0	0	164	229	229	-
0	FM PPE / Hans Sanitiser - Covid 19	0	0	40	150	150	-
90	Pupil Consortium Travel	93	23	35	139	46	49.5%
416	ASN Transport	352	88	118	472	120	34.1%
3	EMA Administration	25	6	1	5	(20)	(80.0%)
8	Early Years Framework	37	9	1	7	(30)	(81.1%)
0	School Trips Refunds	0	0	0	75	75	-
350	ASN Placements	371	93	36	350	(21)	(5.7%)
0	Food Payments - Covid-19	0	0	458	796	796	-
(900)	School Meal Income	(981)	(255)	0	(687)	294	(30.0%)
(32)	Breakfast Club Income	(50)	(13)	0	(15)	35	(70.0%)
(309)	Early Years Wrapround Income	(311)	(78)	0	(215)	96	(30.9%)
(6,442)	FM Income	(6,448)	(1,230)	(1,190)	(6,803)	(355)	5.5%
	Total Covid-19 Material Variances					2,326	
Total Material Variances						2,419	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

Project	Lead Officer/ Responsible Manager	Total Funding 2020/21 £000	Phased Budget To Period 3 2020/21 £000	Actual To Period 3 2020/21 £000	Projected Spend 2020/21 £000	Amount to be Earmarked for 2020/21 & Beyond £000	Lead Officer Update
Beacon Arts	Tony McEwan	87	0	0	87	0	Contingency for Beacon funding.
Autism Friendly	Tony McEwan	189	0	0	189	0	CVS post funded until end of Sept 2020. assumes balance spent by year end
Year of Young People Legacy	Tony McEwan	80	0	0	20	60	Funding was £20k per year for 5 years. Now is Year 2 with next event expected to be held late 2020. £60k will be c/f to fund next 3 years activities.
Early Years 1140 c/f	Michael Roach	2,043	85	85	1,982	61	£85k expenditure YTD is ELC FSM payments, £61k is uncommitted amount per P&R report 16 June
Total		2,399	85	85	2,278	121	

EDUCATION COMMITTEE**VIREMENT REQUESTS**

Budget Heading		Increase Budget	(Decrease) Budget
		£	£
Food Payments - Covid 19 Communities Committee	1	66,000	(66,000)
		66,000	(66,000)

Note

1- £66,000 vired from Communities Committee to Education Committee to fund FSM Payments.

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/37/20/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2020 to 2023 - Progress		

1.0 PURPOSE

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

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the March 2019 Committee and the Capital Programme approved in March 2020. The programme covers the period 2020/23.
- 2.3 Overall, the Committee is projecting to contain the costs of the 2020/23 Capital Programme within available budgets.
- 2.4 The current COVID-19 pandemic has had a significant impact on the capital programme resulting in suspension/delay of a number of projects and associated slippage. As a result officers have reviewed and re-phased the 2020/21 capital budget. The restated 2020/21 Capital budget was approved by the Policy & Resources Committee on the 11th August 2020.
- 2.5 Expenditure at 31st July 2020 is 3.84% of the 2020/21 revised approved budget. No slippage is currently being reported.

3.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the last reported review of the School Estate Funding Model approved by the Committee at the meeting of 12th March 2019 and the allocation of resources approved by the Inverclyde Council on 12th March 2020.
- 4.2 The School Estate Strategy approved by the Committee has delivered a comprehensive programme of new and refurbished schools which has addressed the modernisation of the Council's entire school stock. The Education Capital Programme detailed in this report provides details of the final major capital projects which will incur expenditure up to March 2023.
- 4.3 The current COVID-19 pandemic has had a significant impact on the capital programme resulting in suspension/delay of a number of projects and associated slippage. As a result officers have reviewed and re-phased the 2020/21 capital budget. The restated 2020/21 Capital budget was approved by the Policy & Resources Committee on the 11th August 2020.

5.0 PROJECTS ON SITE / UNDER CONSTRUCTION

5.1 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November 2018 with a formal start date of 19th to originally complete in November 2019. As previously reported to Committee the Contractor had been granted extensions of time resulting in revised completion dates with the most recent pre-COVID estimate indicating that a completion was anticipated in May 2020. The Contractor ceased works on site on 24th March following Government advice on the cessation of all non-essential construction activity and lock down procedures connected with COVID-19. Work restarted on site on 22nd June on a soft start basis following the Scottish Government direction on ability to commence the phased recovery of the construction sector. The Contractor is currently advising of a completion at the end of September / start of October which would allow a transfer back to the completed facility after the October holiday period. The indicative programme for transfer is as outlined below:

- Last day in Sacred Heart Decant Facility – Friday 9th October 2020.
- October Holidays – Saturday 10th to Sunday 18th October 2020.
- In-Service Day – Monday 19th October 2020.
- Exceptional Closure Days – Tuesday 20th to Thursday 22nd October 2020.
- First day in re-opened St Mary's PS – Friday 23rd October 2020.

Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed towards completion.

5.2 Gourock Primary School Extension:

The Gourock Primary School Extension project is being taken forward with the school in-situ and with the use of temporary modular accommodation to allow access to areas of the building in phases to facilitate the works. As previously reported the main Contractor (J.B. Bennett) ceased work on site on 25th February and entered Administration. The site was secured with arrangements made where possible to address temporary works to protect the fabric of the partially completed extension. Following confirmation from the Administrators that they did not intend to arrange for completion of the contract works, a completion works contract is required to address the outstanding works. The project consultant design team had been valuing the works completed, preparing schedules of defective and incomplete work, and preparing an

inventory of materials on site in preparation for a completion works contract when the COVID lockdown measures were introduced. The work in connection with the re-tender has re-commenced with the easing of COVID restrictions and the recent return from furlough of the various project consultants. A programme to completion will be advised when the tender documents have been issued which is anticipated to be by the end of September. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed towards recommencement of works on site.

5.3 Former Kelly Street Children's Centre Demolition / Landscaping Works:

The demolition works element of the project has now been completed. The January 2020 Committee was advised that additional funding would be required to address the cost of the final scheme to bring the land into use as part of the St Mary's Primary School site, and approved the request for allocation of funding from the SEMP lifecycle budget subject to a competitive tender process. The Committee was also advised of the intention to align completion as closely with the main St Mary's project as possible. It should be noted that due to the significant disruption to all pre and post contract construction activity related to COVID, it will not be possible to complete this project ahead of re-occupation of St Mary's as outlined in 5.1 above. The tender for the landscaping works has now been issued with a return at the end of August. Temporary separation of the former Kelly Street Children's Centre site from the re-occupied St Mary's site will be put in place during the landscaping works project.

5.4 Hillend Children's Centre Refurbishment:

The Contractor originally took possession of the site on 23rd March 2020 with an original projected contract completion in November 2020. As previously reported, the Contractor ceased works on site on 24th March following Government advice on the cessation of all non-essential construction activity and lock down procedures connected with COVID-19. Work restarted on site on 22nd June on a soft start basis following the Scottish Government direction on ability to commence the phased recovery of the construction sector. The Contractor is currently advising of a completion in early 2nd Quarter 2021 subject to satisfactory progression through the phased construction industry restart.

6.0 INTERACTIVE WHITEBOARD REFRESH

6.1 The March Committee approved a report addressing the proposed phased replacement of interactive whiteboards across the school estate. The COVID lockdown has impacted the ability to progress this item during the school summer holiday period. It is now proposed to progress the refresh in two phases with the first phase addressing five primary schools and, subject to tender issue and return, have the works carried out partly after school hours and over the October holiday period. The second phase will be programmed for later in the financial year.

7.0 DEVELOPMENT AND IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE

7.1 The Scottish Government's plan to increase the entitlement of early learning and childcare from 600 hours to 1140 hours by 2020 requires substantial levels of investment in workforce and infrastructure to support the expansion. This report covers the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below.

7.2 A report was submitted to the Policy & Resources Executive Sub-Committee on 16th June 2020 providing an update on the Early Learning and Childcare Expansion Programme. This report noted that on Wednesday 1st April 2020 an order revoked the change to the 2014 Children and Young People Act that requires education authorities

to secure 1140 hours of ELC provision for all eligible children from August 2020. This means that there will be no statutory duty for Authorities to provide 1140 hours of early learning and childcare (ELC) from August 2020. The report also noted that given the progress already made in the implementation of 1140 hours, the service has been able to develop contingency plans to ensure that 1140 hours can still be implemented across Inverclyde as of August 2020.

- 7.3 The Scottish Government confirmed a total Capital grant of £5.98m to Inverclyde Council as part of the overall 1140 hours funding. It should also be noted that the March Education & Communities Committee supported the creation of a £600K earmarked reserve to allow a carry forward of underspend in the 2019/20 Early Learning and Childcare revenue budget to support the capital infrastructure projects and projected pressure on the 1140 hours Capital grant allocation. This was subsequently approved by the March Policy & Resources Committee. An update on the projected underspend was provided to the Policy & Resources Executive Sub-Committee of 16 June 2020 which added a further £78K to the figure earmarked to support infrastructure developments. Two additional projects were also approved to provide additional capacity adding a further £200K. The total allocation for capital projects is £6.858M as detail in Appendix 1.

7.4 INFRASTRUCTURE PROJECTS PROGRESS

Completed Projects

Project/Establishment Name	Date Completed
Blairmore Nursery Expansion (2-3s)	April 2018
St Joseph's Primary School Nursery Class (2-3s and 3-5s)	December 2018
St Francis Primary School Nursery Class (2-3s and 3-5s)	December 2018
Binnie Street Children's Centre (Outdoor)	June 2019
Kilmacolm Primary School Nursery Class (Outdoor)	September 2019
Wemyss Bay Primary School Nursery Class (Outdoor)	September 2019
Blairmore Nursery (Outdoor)	October 2019
Rainbow Family Centre (Outdoor)	December 2019
Gibshill Children's Centre (Outdoor)	February 2020

Projects On Site/Under Construction

Craigmarloch School – Minor alterations/adaptation of existing accommodation to provide two shared Primary 1/Early Years rooms. Works are currently progressing through the Council's Building Services Unit and are programmed to complete by the end of the school summer holiday period.

Gourock YAC – Works involve alterations/adaptation of part existing accommodation within the building which was in use by Wellington Children's Centre who provided a registered out of school care service. Wellington have been temporarily relocated between the former Gourock I-Youth zone property adjacent to Gamble Halls and part of the Gamble Halls during the construction works. Works recommenced in June through the Council's Building Services Unit and are programmed to complete by the end of the August.

Projects at Pre-Construction Stage

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build expansion / extension which will operate in tandem with the existing Rainbow

Family Centre. Prior to the current COVID-19 lockdown restrictions, the project was being progressed via hub West Scotland with the project approaching the end of hub stage 2 in preparation for financial close. An update was provided to the Policy & Resources Executive Sub-Committee of 28th July 2020 at which approval was obtained to progress the formal legal process for acceptance of the construction contract. Formal Planning approval and first stage Building Warrant have been obtained. Financial close is anticipated by the end of August with a start on site programmed for mid-September and completion in summer 2021.

Larkfield Children’s Centre – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children’s Centre which currently operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary’s Primary School. Prior to the current COVID-19 lock down restrictions the project was being progressed via hub West Scotland with the project approaching the end of hub stage 2 in preparation for financial close. Formal Planning approval was granted at the March Planning Board with first stage Building Warrant now in place and land transfer concluded. An update was provided to the Policy & Resources Executive Sub-Committee of 28th July 2020 at which approval was obtained to progress the formal legal process for acceptance of the construction contract. Financial close is anticipated in September with a start on site programmed for mid-October (subject to the completion of the St Mary’s project in section 5.1 above) and completion in summer 2021.

Wellington Children’s Centre – Additional project funded from earmarked reserve to provide additional capacity in Greenock Central area as update report to the Policy & Resources Executive Sub-Committee of 16th June. Works involve internal alterations/adaptation to part of the existing accommodation. Detail drawings are being finalised for Building Warrant submission. Programme to be finalised upon receipt of warrant.

Glenpark Early Learning Centre – The additional project is funded from earmarked reserve to provide additional capacity in the Greenock West area as per an update report to the Policy & Resources Executive Sub-Committee of 16th June. Works involve the provision of an outdoor teaching space/resource similar to that already undertaken as part of the programme at other facilities. Advance services connections are currently being procured ahead of issue of tenders for the outdoor unit.

8.0 IMPLICATIONS

8.1 Finance

The expenditure at 31st July 2020 is £124K from a revised budget of £3.231M. This is expenditure of 3.84% of the revised approved budget after 33.33% of the financial year.

The current budget position reflects the following:

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

The current budget is £29.118M from SEMP Supported Borrowing / Government Grant Funding. The Current Projection is £29.118M.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000

Total School Estate	29,118	29,118	-
Total Non School Estate	0	0	-
Total	29,118	29,118	-

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

8.2 Legal

There are no legal issues.

8.3 Human Resources

There are no human resources issues.

8.4 Equalities

(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

8.5 Repopulation

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

9.0 CONSULTATION

- 9.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.
- 9.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

10.0 LIST OF BACKGROUND PAPERS

- 10.1 Education Capital Programme Technical Progress Reports August 2020. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT
COMMITTEE: EDUCATION & COMMUNITIES



Project Name	1	2	3	4	5	6	7	8
	<u>Est Total Cost</u>	<u>Actual to 31/3/20</u>	<u>Approved Budget 2020/21</u>	<u>Revised Est 2020/21</u>	<u>Actual to 31/07/20</u>	<u>Est 2021/22</u>	<u>Est 2022/23</u>	<u>Future Years</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>
<u>SEMP Projects</u>								
Hillend Children's Centre - Refurbishment	1,266	113	500	500	52	653	0	0
Lifecycle Fund	10,794	3,934	400	400	15	2,700	2,759	1,001
Gourock PS - Extension	2,056	1,483	250	250	35	323	0	0
St Mary's PS - Refurbishment & Extension	6,591	5,949	611	611	3	31	0	0
Demolish Kelly Street Children's Centre	80	23	57	57	13	0	0	0
Demolish Sacred Heart Primary School	366	0	0	0	0	0	366	0
Interactive Whiteboard Refresh	700	0	75	75	0	625	0	0
Complete on site	407	0	0	0	0	407	0	0
TOTAL SEMP	22,260	11,502	1,893	1,893	118	4,739	3,125	1,001
<u>Early Learning & Childcare Expansion (1140hrs) Projects</u>								
Craigmarloch - Internal Alterations	10	0	10	10	0	0	0	0
Gourock YAC - Internal & External Alterations	275	182	40	73	1	20	0	0
Larkfield Children's Centre - New Build	2,906	260	500	500	1	2,146	0	0
Rainbow Family Centre - Extension	2,389	201	578	545	2	1,643	0	0
Wellpark Children's Centre - Alterations	80	0	80	80	0	0	0	0
Glenpark Early Learning Centre - Outdoor	120	0	120	120	0	0	0	0
ELC Complete on site	1,078	1,068	10	10	2	0	0	0
TOTAL ELC EXPANSION	6,858	1,711	1,338	1,338	6	3,809	0	0
TOTAL ALL PROJECTS	29,118	13,213	3,231	3,231	124	8,548	3,125	1,001

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/34/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712891
Subject:	Education Services Standards and Quality Report March 2019 - March 2020 and Improvement Plan 2020-21		

1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for March 2019-20 and draft improvement targets for the Education Services Improvement Plan for session 2020-21.

2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – March 2019 to March 2020 and draft targets for the Improvement Plan 2020-21 are appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools from March 2019 to March 2020. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, inspection reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas where Inverclyde Education Services can improve further and the Improvement Plan details how this will be taken forward.
- 2.3 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. Education Services is fully committed to providing a high quality service which will enable all young people to achieve their full potential. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This will be produced in due course.
- 2.4 For greater detail on the performance of any individual school, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.
- 2.5 The finalisation of the 2019-20 Improvement Plan and the production of the related standards and quality report have been delayed due to lockdown of schools due to the Covid 19 epidemic in March 2020.
- 2.6 Due to the summer term of 2019-20 academic year being affected by lockdown, schools have not been able to complete their own improvement plans as planned and as such we have adjusted our expectations of how they report and plan in the short term. Schools have produced SQ reports based on the work of their plans from August 2019 to March 2020. They have then reported on their responses to lockdown and have produced a recovery plan for the autumn term outlining how they will return to school. An example of one can be found as an appendix.

- 2.7 Similarly, the directorate's own improvement plan focuses on targets from 2019/20 that were not achieved in full due to the lockdown as well as new targets and priorities that have emerged from the last 5 months. These can be found at the end of each section of the SQ report and summarised as an appendix.
- 2.8 Despite all of the above, much was achieved by the directorate during the time period from March 2019 to March 2020 and this is captured in the attached SQ report.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report 2019 - 20 and the draft Improvement Plan targets for 2020 - 21.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

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

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

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

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

5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report – March 2019 to March 2020 include:

- All Care Inspectorate visits during the time period resulting in all very good or excellent grading, including the first ever excellent grades at Glenpark.
- Moorfoot Primary reaching the final of the Education Scotland (ES) awards in 2 categories and the work of several schools being identified by ES as worthy of sharing on the National Improvement Hub.
- The overall trends in Inverclyde remain very positive and continue to improve for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in almost all measures.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Data that shows we are closing our attainment gap linked to deprivation through the targeted work of the Attainment Challenge.
- Achieving the highest ever positive destination figure for pupils leaving the senior phase.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy.

Due to the Covid 19 lockdown and ongoing pandemic, several new targets have been added to each of the key priorities below. These can be found in their own subheadings in the next steps section of the SQ report.

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

destinations.

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

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 Legal

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

6.3 Human Resources

None anticipated.

6.4 Equalities

Equalities

(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
x	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES
x	NO

Inverclyde council

Education Services

Standards and Quality Report

April 2019 – March 2020



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Foreword

Welcome to our Standards and Quality Report for the period April 2019 – March 2020.

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

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

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

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

This Standards and Quality Report was being compiled just as the UK went into lockdown in response to Covid 19. As a result this summarises our position prior to that time. The next steps identified have been separated out into those that would have been our priorities prior lockdown and a separate section identifying those that will now be prioritised as part of our recovery plan.

Vision and Context

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

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

There are six mainstream secondary schools in Inverclyde, 20 primary schools and 22 Early Learning and Childcare Centres. In addition to this, Craigmarnloch School and Lomond View Academy schools support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school.

In school session 2019/20 there was 5376 primary school pupils and 4402 secondary school pupils. There are also 198 pupils in ASN schools and 1537 children in LA Early Years settings.

Wellbeing Outcomes

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

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

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

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big. During the academic year 2019/20, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report.

About us

In 2019/20 the Inverclyde education department delivered education through 6 secondary schools, 20 primary schools (11 with nursery classes), 2 schools for pupils with ASN, 2 nursery schools and 9 early learning establishments.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own department plan for 2019/20 and focuses on the impact we have had.

How have we gathered the evidence for the SQ report?

- Reviews of schools – validation of self-evaluation
- Education Scotland reports – schools and department
- Follow through from Education Scotland inspections
- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Evaluations of the work of the Attainment Challenge
- Questionnaires

This Standards and Quality report also links to and is informed by:

- Scottish Government wellbeing indicators: SHANARRI
- NIF and Improvement plan
- Capacities of CfE

Key Achievements as of March 2020

A few highlights:

- Moorfoot Primary School shortlisted for an Education Scotland award for Digital Innovator of the year
- Moorfoot Primary School shortlisted for an Education Scotland award for family learning and engagement award
- The work of the attainment challenge project continues to be recognised and valued nationally
- Glenpark Family Centre became the first Early Years establishment to achieve two excellent gradings from the Care Inspectorate
- The Glenpark Family Centre building won an Education Buildings Scotland award for Early Years building of the year
- As of December 2019 all Inverclyde schools have achieved Level 1 UNICEF Rights Respecting Schools status
- Over the year 2019/20 CLD Youth Team supported young people to achieve Dynamic Youth Awards, Bronze Youth Achievement Awards, Personal Achievement Awards, Employability Awards, Cookery Skills, Community Achievement Awards and Leadership Awards
- Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness. This event was co-produced with a steering group of 12 young representing each of the local secondary schools.
- 2019 saw a 10% increase in the number of young people completing their Bronze, Silver and Gold Duke of Edinburgh's Award, higher than the national average increase of 4.3%. It was an excellent year with 236 young people completing their award across all levels. Inverclyde was the 3rd best performing authority in the country for 2019.
- We have 2 new elected MSYP's. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in.'
- Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events.
- Greenpower Electric Car Project – Inverclyde Academy represented Scotland at the International Final at the world famous Silverstone racetrack. They won the global award for best social media presence
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champions.
- St Columba's High School won the Renfrewshire Young Enterprise area finals - winners of best business report with additional awards for the best digital presence and best display stand.
- Inverkip Primary School is the current West of Scotland Sportshall Athletics Champion
- Renfrewshire Region Young Enterprise Finals:
 1. **Best Company in Inverclyde** – Hour Crafty Clocks – **St. Columba's HS**
 2. **Winner 360 Award (Soc Media & Customer Service)** – Hour Crafty Clocks – **St. Columba's HS**
 3. **Winner Best Trade Stand** – Resail Sounds – **Notre Dame HS**
 4. **Winner Best Business Report** – Hour Crafty Clocks – **St. Columba's HS**
 5. **Winner Best Presentation** – Hour Crafty Clocks – **St. Columba's HS**
 6. **Winner Best Overall Company** – Going to National Finals in June – Hour Crafty Clocks – **St. Columba's HS**

- Moorfoot Primary school presented at a world conference on digital Learning via Microsoft.
- Presentations at Scottish Learning Festival and West Partnership events.
- A range of partnership events have been organised engaging over 1000 secondary students particularly around STEM, Employability and Careers.
- Three Inverclyde Schools have participated in the pilot of the Young STEM leaders' awards at SCQF levels 2 and 6. Pupils from each school were successful in achieving these awards. Pupils and staff from Moorfoot Primary School showcased their work at the National launch of this award.
- A number of STEM partnership events have been supported by schools reaching over 1500 pupils. All educational establishments participated in an Education Scotland workshop to look at how best to deliver STEM learning and shape Inverclyde's future STEM strategy.
- All Inverclyde secondary schools continue to participate in Young Enterprise Scotland programme developing entrepreneurial and business skills.
- Renfrew Speakers Clubs – Inverclyde schools have greater participation levels than any other local authority with St. Columba's HS, St. Stephen's HS and Inverclyde Academy all getting teams to the regional final
- A number of STEM partnership events have been supported by schools reaching over 1500 pupils
- Senior Phase students from all schools attended Career and Apprenticeship Events
- Senior Wind Orchestra – Platinum Award and are only Scottish Schools band/orchestra to compete at the UK National finals
- The Recruit – a further 9 young people secured jobs bringing the programme total to 118
- Over 300 plus pupils from numerous schools and ELC establishments in Inverclyde took part in the Inverclyde Music festival
- Sports Careers – 50 students showing an interest in sports related careers attended a bespoke event in Renfrewshire to talk with Sports Companies and Industry professionals.
- 8 primary schools achieved gold national school sports awards: All Saints, Gourock, Kilmacolm, Moorfoot, Newark, St John's, St Patrick's & St Michael's

School/Establishment Leadership

External Inspection Evidence from 19/20

Education Scotland School Inspections 2019/20

School Inspections

During the academic session 2019/2020 Education Scotland published inspection reports on two educational establishments in Inverclyde.

	Date of Report	1.3 Leadership of Change	2.3 Learning, teaching and Assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Attainment and Achievement
St Michael's Primary School	September 2019	Not assessed	Good	Not assessed	Good
Lady Alice Primary School	October 2019	Satisfactory	Good	Good	Satisfactory
Lady Alice Primary School Nursery Class	October 2019	Weak	Weak	Satisfactory	Satisfactory

Good practice

Kings Oak Primary School and the CLD team had a sketch note published in relation to their work on family learning as well as a visit from the Head of Scrutiny from Education Scotland: <https://education.gov.scot/improvement/practice-exemplars/pef-funding-to-empower-support-staff-in-inverclyde/>

St Ninian's Primary School had the work of their support staff in closing the attainment gap published on the National Improvement

Hub: <https://education.gov.scot/improvement/practice-exemplars/pef-funding-to-empower-support-staff-in-inverclyde/>

Thematic Inspections

In addition, a National Thematic Inspection took place involving the authority in 2020:

- Rainbow Family Centre was involved in an inspection of family learning.

Care Inspectorate Early Years Inspections 2019 /20

From April 2019 until March 2020 the Care Inspectorate visited four seven early learning and childcare establishments.

Establishment	Care Inspection Grades				
	Inspection Date	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Binnie St. Children's Centre	June 2019	Very Good	Very Good	Very Good	Very Good
Gibshill Children's Centre	October 2019	Very Good	Very Good	Not Assessed	Not Assessed
Glenpark Early Learning Centre	November 2019	Excellent	Excellent	Not Assessed	Not Assessed
Hillend Children's Centre	October 2019	Very Good	Very Good	Not Assessed	Not Assessed

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

Evidence we gather:

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

Last year we said we would have:

Developed a shared understanding of an empowered system. This would include:

- Developing clarity and purpose of an empowered system.
- Implementing the West Partnership toolkit on empowerment.
- Producing and developing local guidelines on empowerment.
- Continuing to work with the West Partnership 'leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning.
Monitoring and evaluating the impact of the existing leadership programmes. Further developing a culture of leadership and coaching, at all levels, to improve outcomes for learners.

Here's how we got on:

Developed clarity and purpose of an empowered system.

We continue to support school leaders to fully understand and identify opportunities for them to be empowered in leading their school. Increasingly the Education Service is finding ways to ensure that they develop their role to one of support with challenge. Briefings on empowerment have been part of Head of Establishment meetings and as part of the revised review programme from August 2020, a section of the review has allowed Head teachers of Establishments to engage in professional dialogue around which aspects of empowerment are working well for them and which ones need development.

Schools continue to have autonomy around their annual PEF strategy and spend. Again the Education Service provides support with this and our Attainment Advisor has provided support and challenge around the PEF strategy as part of school reviews, offered an annual PEF conference and provides schools with an annual 1:1 to review the strategy.

There is evidence from these meetings, the work of Education Officers in schools and via reviews, that school leaders are increasingly basing this work on research as well as their own evidence of the impact the strategies are having.

Two working groups, led by head teachers, were established during the last 12 months to look at the senior leadership structures in secondary schools and how the DMR process in schools could be fully devolved. This work has proven to be challenging however the groups are now much closer to identifying solutions that would allow for this step in the empowerment process to be taken.

We have carried out a self-evaluation activity with Heads of Establishment using the Education Scotland toolkit on empowerment and identified many positive strengths against the dimensions of empowerment as well as areas which are next steps. This will also support us to develop local guidelines on empowerment.

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

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

- Presenting at a Teachmeet evening
- Supporting NQT Learning Communities
- Leading Pathway networks
- Leading curriculum and promoted post networks
- Delivering NQT training
- Cost of the School Day Champions
- Voluntary mentoring
- Carrying out Collaborative Action Research
- Development of DYW

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

Two Depute Head Teachers have achieved the Into Headship programme this year, 4 Head Teachers have completed the In Headship programme and 10 are taking part in Excellence in Headship modules. 2 Head Teachers have also completed the SCEL Leadership of Early Learning programme.

We have continued to work with the West Partnership 'Leadership and succession planning' workstream to share practice and ensure a consistent approach to succession planning. Out of five Head teacher posts appointed so far in 19/20 two have gone to existing DHTs in Inverclyde. There has also been a very healthy application rate for acting DHT and PT posts this year.

As a result of feedback from our Uplifting Leadership and Leadership: A Practical Guide programmes, we have revised our delivery and content to meet teacher needs. We extended the Uplifting Leadership programme to Early Years practitioners this session which was very well received with 12 of the 18 participants being from Early Years. Unfortunately, we were unable to deliver the Leadership: A Practical Guide programme which was planned for term 4.

We now have 45 Teachers on Leadership Pathway 1, 47 on Pathway 2 and 22 on Pathway 3. These figures continue to rise each session. This year we have developed Leadership Pathways for Early Years which have recently been launched. Authority training will be developed over next session to enhance these.

Engagement in the Improving Our Classrooms programme, delivered by Glasgow City Council as part of the Regional Improvement Collaborative has not only upskilled our teachers but it has also provided further leadership opportunities for DHTs to mentor.

Through the Leadership and Succession Planning workstream, head teachers benefitted from input from an Adviser Head Teacher to support with self-evaluation. Feedback from all head teachers was extremely positive.

Evaluation of Leadership in Inverclyde Education Services

Key success criteria from the plan:

- **Evidence of empowerment actions at establishment, cluster and authority level.**
- **Self-evaluation processes will have identified that schools have an increased involvement of staff in leading school initiatives which impact upon pupil experience.**
- **The number of establishments grading themselves as very good or better on Q.I 1.3 will have increased.**
- **Evidence of establishments sharing best practice and resources at a local level.**

At authority level, two new Heads of Service have been appointed and took up post over the summer period of 2019. Feedback from schools has been that they continue to feel that the support from the authority and strategic direction remains strong, is enhanced and that the new permanent team has very good capacity for the future. Heads of Establishment report that they continue to see a marked improvement in opportunities for leaders to share practice, opportunities for continuing professional development and leadership, as well as a greater focus on learning and teaching at Head of Establishment meetings and conferences.

Head Teachers and Heads of Establishment also felt that they benefited from a very clear direction from the senior leadership team, particularly around the Additional Support Needs agenda. Clear action plans on both ASN and the Senior Phase have ensured all key professional stakeholders have been involved and have a clear picture of the direction of travel and key actions to be taken. Enhanced leadership capacity around ASN is allowing the central team to make good progress in implementing these plans. The introduction of a new ASN Leaders' Network is allowing for those leading ASN in schools i.e. Depute Head teachers, to meet on a regular basis for info sharing, CPD and a chance to moderate their work, ensuring greater consistency in the system.

There has been a small turnover of Head Teachers in the authority (3 new HTs appointed in this period), but commendably the outcomes for pupils continue to improve. We continue to involve Depute Head Teachers (DHTs) as well as Head Teachers as part of the peer team undertaking whole school reviews led by the QIT (including the Attainment Challenge leads). Feedback from the DHTs and Head Teachers involved in peer reviews is that this has been a very valuable experience and has led to changes in their own practice. A revised approach to this validated peer review programme has been negotiated and will be implemented from August 2020. A three year review cycle has been agreed, with review teams being made up of mainly practitioners, allowing for a greater emphasis on the peer challenge element, thus enhancing the CPD experience of those taking part.

The joint peer review models with East Renfrewshire and Renfrewshire Councils established last year have continued and we have invited Head teachers from another authority to be part of focussed reviews where their expertise has greatly enhanced the support and challenge on offer, including a post review relationship of professional sharing. This has resulted in upskilling Senior

Leaders' knowledge and skills in the quality assurance process and in the validation of school self-evaluation grades.

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

- Regular heads of establishment meetings across the authority.
- Primary, secondary and early year's sector heads meetings.
- A professional learning community for Attainment Challenge primary Head Teachers.
- A professional learning community for primary Head Teachers who are not part of the Attainment Challenge.
- A professional learning community for secondary Head Teachers.
- Early Years depute network meetings.
- Early Years teachers network meetings.
- Primary and Secondary DHT network meetings.
- SQA Coordinators network meetings.
- NQT mentor network meetings.
- Secondary principal teacher (PT) subject meetings.
- Secondary PT Guidance meetings.
- Primary PT meetings.
- Leadership Pathway 1, 2 and 3 meetings.
- Health and Wellbeing Coordinator meetings.
- Health and Wellbeing Coach meetings.
- West Partnership, curriculum networks.

A new network for all ASN leaders has also been established. A new forum for Child protection leaders will be established in the summer of 2020. The early evaluation of these meetings is that leaders have welcomed the support and challenge from these meetings and are benefitting from attending. The consistency of submissions to the ASN forum is beginning to improve as a result.

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

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

There is very good evidence of increased applications from internal applicants for both HT and DHT posts who have been on a leadership pathway.

What do we hope to achieve in the future?

Outcomes for Learners

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

Next Steps to be woven in alongside recovery plan as appropriate

Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.

Develop leadership of Additional Support Needs and support for CEYP.

Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase.

Further develop Leadership Pathways in Early Years, including programmes to support.

Further develop the leadership of primary schools with nursery classes

Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond.

Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance

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

Evidence we gather:

- The range of quality professional learning at Masters level.
- Self-evaluation of schools/establishments of HGIOS4?, HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Local authority self-evaluation visits and school reviews.

Last year we said we would:

- Continue to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the West Partnership, Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:
 1. Literacy
 2. Numeracy
 3. Health and wellbeing/Nurture
 4. The use of ICT to support learning
 5. West Partnership conferences
 6. Freobelain CPD to support Early Years Practitioners
- Ensured that CLPL impacts upon playroom/classroom practice.
- Embedded the learning, teaching and assessment policy and developed a consistent and shared understanding of high quality learning and teaching.
- Evaluated Authority programmes in literacy, numeracy, health and well-being and nurture

Here's how we got on:

We have successfully continued to roll out identified professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation. Through the West Partnership, Attainment Challenge and central support services the training will focus on ensuring that key programmes are consistently made available to all staff and are embedded within schools. Programmes will include:

- Literacy

- Numeracy
- Health and wellbeing/Nurture
- The use of ICT to support learning
- West Partnership conferences
- Promoting Positive Behaviour

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

The work of the Attainment Challenge is very highly evaluated by school staff and is cited by school leaders as being a key driver in empowering staff to ensure improved practice in learning and teaching.

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

We now have an established Numeracy and Maths Working Group with a draft Numeracy Strategy and action plan in place to drive forward improvement.

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

- Through the tracking of engagement of staff in professional learning the range of existing initiatives and programmes focused on raising attainment and reducing inequity for pupils continue to be delivered.
- Effective Feedback has been included in training packages to continue to raise attainment in Literacy, Numeracy and Health & Wellbeing
- Training in approaches to Differentiation in learning has been developed to meet the needs of all pupils across all areas of the curriculum.
- School staff have been involved in training to create High quality Assessments in numeracy and mathematics.
- The Word Aware project is now being rolled out to more early years establishments in partnership with Speech and language therapy to improve language and vocabulary.
- Active Literacy continues to be delivered with a few amendments to the programme ensuring consistency and progression in the upper stages of primary.
- Secondary support staff have been trained in the Fresh start programme as an intervention for targeted pupils to improve skills in reading and writing.
- Staff from different departments within the secondary sector have engaged in training for Literacy across Learning. This training is supporting staff in improving access for pupils to the wider curriculum and increasing opportunities for the individual in all aspects of life.

- An increasing number of sessions in Reading for Pleasure were planned and delivered by staff from libraries in partnership with school staff promoting reading for enjoyment.
- Staff across establishments are working collaboratively with colleagues across the West Partnership to improve learning and teaching in Literacy, Numeracy and Health and Wellbeing.
- The Digital Literacy Officer has continued to deliver training in developing the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching. This training has been on the use of GLOW and the use of Forms, One Drive and Teams.
- The adoption of whole school nurturing approaches is being developed through teacher led implementation groups and support from Educational Psychological Service and Coaching and Modelling Officers.
- Training has been provided to HWB Coaches in establishments on the Compassionate and Connected Classroom resource increasing staffs understanding of the effects of adversity and trauma on pupils' emotional and social wellbeing and how to develop pupils' confidence, resilience, compassion and empathy.
- A new two day course on PPB has been offered to compliment the longer 4 day version.

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

- The policy reflects Inverclyde's commitment to improving pedagogy in order to raise attainment in literacy numeracy and health and wellbeing. This has been distributed to all teaching staff and is a key component in developing pedagogy within establishments.
- Through our school reviews this session, almost all observed lesson were judged to be satisfactory or above with the majority being good or above. It was identified, however, that there is still a need to improve consistency in the quality of learning and teaching within our establishments.
- We continue to work with our colleagues within the West Partnership to develop a shared understanding of standards and expectations. 18 teachers have participated in the Improving Our Classrooms programme, led by Glasgow City Council. This has been very well received by all teachers who have carried out an improvement project to raise attainment in their classroom.
- We continue to implement our authority moderation plan to develop a shared understanding of standards and expectations. Schools allocated time for formal and informal moderation activities when constructing their school and cluster priorities. Opportunities to moderate across the authority, the West Partnership and at national events were facilitated to further support practitioners to plan learning teaching and assessment, support progression and develop a deeper understanding of standards. This session we have had a growing number of ELC engagement and an increase in more informal approaches to moderation. Training has focused on planning for assessment using high quality, holistic approaches and creating opportunities for challenge through application of learning.

Evaluation of Teacher Professionalism in Inverclyde

Newly qualified teachers

Our NQT programme remains a key strength in Inverclyde. Almost all NQTs in 2019/20 met the Standard for Full Registration in June 2020 and are now registered to teach in our schools. Our revised programme has been very well received, with more sector specific sessions to ensure best use of time.

Career long professional learning opportunities

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

What do we hope to achieve in the future?

Outcomes for Learners

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

Next Steps to be woven in alongside recovery plan as appropriate

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

Continue to ensure that Career Long Professional Learning impacts on playroom / classroom practice.

Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching.

Develop support and guidance for schools to implement curriculum rationales through IDL / POS

Provide CLPL for staff in relation to the implementation of ClickView as part of the blended approach

Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting AFL.

Parental Engagement and Partnership Working

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

Evidence we gather:

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

Last year we said we would:

- Strengthened joint working with West Partnership to take forward the Scottish Government's action plan on Parental Involvement and engagement.
- Continued to ensure that a co-ordinated response to family learning is taken forward to maximise impact on attainment.
- Further improved consultation and collaboration with parents / carers and the wider community, to ensure that all are fully involved.
- Continued to work on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2.

Here's how we got on:

Evidence of effective joint working with West Partnership.

Inverclyde Education services Parental Engagement Strategy strongly reflects parent and partner views gathered as part of a consultation process. The four main areas of parental partnership, communication with parents, learning at home and family learning remain areas of focus.

Inverclyde chairs the West Partnership, Regional Improvement workstream on Families and Communities, which continues to identify, share and develop best practices in addressing inequity through family learning, community capacity building and parental engagement. Inverclyde has parent representation on this group and has encouraged other authorities to engage parents in the work of the group. The partnership has developed a self-evaluation framework document. This resource aims to support practitioners in effectively self-evaluating their practice in Parental Involvement, Parental Engagement, Learning at Home, Family Learning, support for families and involving the wider community. This document draws together the actions highlighted in the

Scottish Government's 'Learning Together' national action plan. One Inverclyde Primary School is trialling this document with a view to sharing the tool more widely.

Staff from across sectors attended the Families and Communities West Partnership Conference to share practice through the market place. The former Head teacher of King's Oak Primary School, shared the journey which won them the Family and Community Learning category at the Scottish Education Awards.

Inverclyde schools have contributed to the development of a bank of family learning exemplars which will be shared widely across the regional improvement collaborative.

Evidence of improvement communication and engagement with parents/carers

In May 2019 parents were consulted on the use of the new SEEMIS Progress and Achievement Application which allows schools to develop bespoke reporting templates. All responses have been shared with schools and the information is being used to shape future reporting to parents. The majority of parents who responded indicated that the reports successfully summarised the progress that their child/ young person was making in their learning.

In June 2019 Inverclyde parents participated in the National Parental Involvement and Engagement Census which asked parents and carers about the involvement and engagement they have with their children's school. This information has been shared directly with schools to help them evaluate progress towards goals and actions outlined in the national action plan.

The authority has continued to provide parents, practitioners and establishment leaders with the ability to access training connected to the development of parental engagement partnerships. Staff and parents (31) attended two training sessions delivered by CONNECT: Helping to Support Your School Community and Engaging Families and the School Community. A further (8) practitioners attended Engaging Families in Children's Learning, an Education Scotland-endorsed professional learning module to develop practice around family engagement.

We continue to have Parent Councils in all of our schools and attendance at authority Parent Council Representatives meetings has grown considerably over this session. At the meetings there have been opportunities to discuss and share information around:

- Foundation Apprenticeships
- Nurturing Principles
- Health & Wellbeing and Poverty Linked Initiatives- Access to free sanitary products
- Update for Regional Improvement Collaborative
- Broad General Education Toolkit
- Update for Education and Communities Committee
- Update for National Parent Forum of Scotland

- Connect Update

- Anti-Bullying Policy

- Skills Development Scotland

- Inverclyde Alcohol and Drug Partnership

- Cost of the School Day

- Role of General Teaching Council of Scotland

Inverclyde has representation on the following groups:

- Education Committee
- National Parent Forum of Scotland
- West Partnership Families and Communities workstream

This ensures that parental opinion helps to reflect and shape council, regional and national opinion and policy.

Revised information detailing topics for inclusion in school handbooks to meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012 was shared with head teachers.

To date twenty nine schools and Early Years establishments are now creating new websites, twenty of which are now published and being used by parents. Feedback remains positive and all sites have a specific area where aspects of parental engagement can be highlighted.

- Over the year 2019/20 CLD Youth Team supported young people to achieve Dynamic Youth Awards, Bronze Youth Achievement Awards, Personal Achievement Awards, Employability Awards, Cookery Skills, Community Achievement Awards and Leadership Awards.
- Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness. This event was co-produced with a steering group of 12 young representing each of the local secondary schools.
- 2019 saw a 10% increase in the number of young people completing their Bronze, Silver and Gold Duke of Edinburgh's Award, higher than the national average increase of 4.3%. It was an excellent year with 236 young people completing their award across all levels. Inverclyde was the 3rd best performing authority in the country for 2019.
- CLD Youth Workers are in each school delivering alternative learning and development opportunities for young people using Pupil Equity Funding and Scottish Attainment Challenge Funding.
- CLD Youth Workers are supporting each school with delivery of accredited Senior Phase activities with targeted young people.
- We have 2 new elected MSYP's. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in'.
- Drugs Education and Prevention Workshops: 16 primary schools have had drugs inputs to P6 & P7 highlighting the risk of drug usage. 5 secondary schools have had drug inputs from S1-S4. Inverclyde Academy attainment groups and CLD girls groups all had additional sessions.
- Cyber-safety: 13 primary schools have had inputs to P5 (selected schools)/P6/P7 highlighting how to stay safe online, covering sexting and online gaming. 5 secondary schools have had cyber-safety and sexting inputs to S1-S3. Craigmarloch and Lomond View had input from S1-S6. 11 Attainment groups and 4 Senior Phase groups had inputs on cyber-safety.
- Clydeview Academy: S1 Group - achieved 5 Dynamic Youth Awards whilst working on community issues and also having a strong focus on the White Ribbon Campaign. This work was supported by the CLD Youth Team.
- Inverclyde Academy: S3 Girls Group - achieved a Cookery Skills Award alongside the Community Achievement Award due to their hard work and dedication.
- Clydeview Academy: S2 Group - achieved 9 Dynamic Youth Awards whilst working on anti-

sectarian projects as a main topic and also attended Finlaystone Country Estate to learn outdoor skills.

- Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events

Active Schools Programme

Annual performance statistics are very positive with several notable successes this year:

- Activity sessions up by 5%;
- Distinct participants increased by 4.5%;
- 5 schools have 90% and above of their school pupils participating; and
- 75% of all primary children participated in Active School activity.

In addition to these successes we compare favourably to the national data:

- 5% higher than the national average for girls participating in our sessions; and
- 4% higher than the national average for the number of distinct participants taking part in our sessions.

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

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

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

Inverclyde's attainment plan sets out an integrated multiagency approach to closing the equity gap. Barnardo's are making very good progress in achieving their outcomes for this session. Barnardo's have been involved in delivering family learning events consistently with 9 of the Attainment Challenge schools; these are delivered weekly after school from 3-4pm; there have been 224 sessions facilitated since April 2019. On average the attendance is 59 families per week. This is decreasing in terms of school venues and attendance and will be adapted according to the needs of the local community to improve engagement.

What do we hope to achieve in the future?

Outcomes for Learners

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

Next Steps to be woven in alongside recovery plan as appropriate

Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.

Embed family learning to ensure it continues to maximise impact on attainment

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

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

Review the present Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.

Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement

Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils

Develop the roles of home link workers to support the blended learning model

Assessment of Progress

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

Evidence we gather:

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

Last year we said we would:

- Take forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.
- Further reduced our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Further develop the use of SEEMiS BGE tracking and reporting application.
- Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.
- Devised action plans to collate and support the analysis of the West Partnership critical indicators

Here's how we got on:

Taken forward the Inverclyde moderation and assessment plan and ensured that all schools use moderated assessment information to track and monitor the progress of every pupil.

Continue to develop the use of high quality assessments to determine next steps.

Inverclyde have a robust training and professional development plan in place to support the use of Scottish National Standardised Assessments and, to date, there have been 194 face to face attendances at training. Support is available in a variety of formats including face-to-face presentations, webinars and online resources. There are currently five training and professional development courses available.

The Inverclyde moderation plan for 2019/2020 has been developed further to include Early Years and ASN establishments. The Inverclyde model supports moderation within establishments, cluster events, authority moderation, West Partnership working and national collaboration. Authority moderation of literacy and numeracy has seen positive feedback from participants who have highlighted that events have had a particularly positive impact on learning, teaching and assessment, understanding the standards within experiences and outcomes, confidence in creating learning intentions and success criteria and increased confidence in own professional judgements around progress towards achievement of a level. All participants agreed or strongly agreed that dialogue at the events allowed for reflection on learning, teaching and assessment approaches.

For the fourth year, moderation of standards events for writing and numeracy early level through to fourth level should have taken place with the West Partnership. This year three primary schools, one secondary and four early years establishments were to contribute to the event.

Inverclyde supported the delivery of a West Partnership seminar at the Scottish Learning Festival. Together we outlined our work within the Regional Collaborative, sharing best practice and gaining collective benefit from the expertise across our region. During this input we shared insights to the work undertaken to date, its impact and our planned next steps.

We have maintained numbers within our team of Quality Assurance and Moderation Support Officers (QAMSOs). Inverclyde have supported almost all national events for reading, writing, numeracy and listening and talking early level through to fourth level. Four new QAMSOs have attended national training. To widen impact, experienced QAMSOs are supporting colleagues to prepare for and attend events. As a team we now offer a package of CLPL to practitioners within Inverclyde and have had colleagues attend from out with the authority. This package offers training on:

- Planning, assessment and moderation
- High quality assessments
- Collegiate sessions bespoke to establishment's needs

Continue to develop literacy and numeracy progression pathways to raise attainment for all children and young people

Progression Pathways for Numeracy are in use in classrooms and now in Early Years establishments ensuring a shared understanding of progress. The Numeracy and Mathematics Pathways Early level content has been evaluated and improved and the staging post assessments for early level through to second level have been rewritten and trialled.

Further develop the use of SEEMiS BGE tracking and reporting application.

A new post of a SEEMIS support officer was created and appointed just before December 2019. The appointee has made a very good start to being in post however the full impact of this post has yet to be realised.

St Stephen's High School are now using this fully for S1-S3 and Clydevue also developing their system. This practice has been shared with secondary Head teachers. All secondary schools are also working on developing their practice in this area and it is clear from annual attainment meetings in October and November 2019 that outcomes across the BGE in numeracy and literacy are improving. More needs to be done to ensure tracking of Level 4 across the BGE as well as wider subjects other than the core.

Developed vocational programmes and pathways that improve the positive destinations for all pupils who leave Inverclyde Schools.

There is evidence via both inspection activity in schools and also school reviews that our secondary schools are making good progress in developing vocational programmes to secure improved destinations. In 2019 Inverclyde achieved its highest ever SLDR outcome of 95.8% which was approx. a 2% increase on the 2018 figure.

Work to improve the tracking of senior phase pupils over time has been established and has yet to be fully implemented. This will include termly meetings between the school's SLT, their education officer, the MCMC team and input from SDS. Work was being done in the spring term to develop this, alongside the promotion of and identification of good practice in relation to Foundation Apprenticeships.

A Senior Phase action plan was created during 2019/20 and a group of key stakeholders noted above along with representation from West College Scotland had met three times to review this plan and track its progress.

Evaluation of attainment in Inverclyde

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

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

BGE Data June 2018 / 19 (although this is the second year of collation this data has been is still identified as experimental)

Achievement of a Level 2018-2019

2018/ 19 Data	Reading				Writing			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	86.9%	82.5%	9.9%	12.2%	82.9%	78.3%	10.3%	15.1%
P4 / Level 1	80.8%	72.4%	16.7%	18.9%	74.6%	66.8%	15.3%	19.5%
P7 / Level 2	82.4%	74.6%	14.3%	20.4%	75.4%	66.4%	16.5%	24.9%
S3 / Level 3	93.3%	91.1%	4.2%	3.1%	92.4%	89.7%	4.9%	4.5%

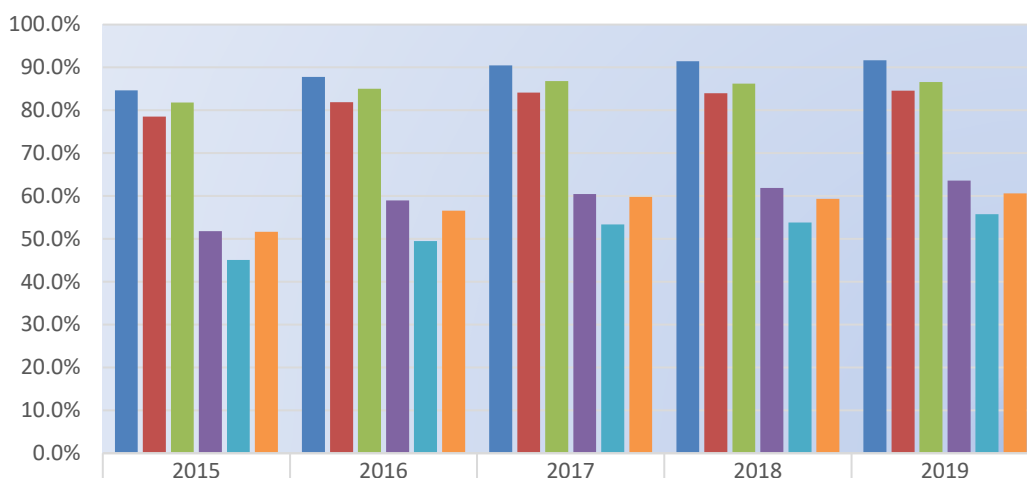
2018/ 19 Data	Listening & Talking				Numeracy			
	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10	All SIMD	SIMD 1&2	Gap 1 to 3-10	Gap 2 to 9-10
P1 / Level E	89.1%	85.8%	7.4%	10.2%	89.4%	85.8%	8.0%	10.2%
P4 / Level 1	87.8%	82.8%	9.6%	12.2%	80.3%	73.0%	13.9%	20.8%
P7 / Level 2	86.4%	81.3%	9.0%	18.7%	79.4%	70.5%	16.3%	25.8%
S3 / Level 3	94.2%	92.2%	3.6%	3.1%	91.9%	90.2%	2.9%	5.1%

Source:
Attainment Gap Data - 24 June 2019 - Version 2

Literacy & Numeracy

This graph shows the overall performance in literacy and numeracy for cohort pupils between 2014/15 and 2018/19. Percentages are calculated using an average of percentages achieved across stages S4, S5 and S6 (shown in table below). Stages S5 and S6 are a comparison against the larger cohort when the group were in S4. Overall in literacy and numeracy our performance has improved during the five-year period, 7% increase at SCQF level 4 and 11.8% increase at SCQF Level 5. There was a slight decrease in Level 5 over 2016/17 but this has improved again in the following two years. Performance has been consistently higher than our virtual comparator, and the national average, at both levels over the 5 year period.

Improving attainment in literacy and numeracy: Percentage of candidates attaining literacy and numeracy (average % across stages S4, S5 and S6)



	2015	2016	2017	2018	2019
Inverclyde SCQF 4	84.7%	87.8%	90.5%	91.5%	91.7%
Virtual comparator SCQF 4	78.5%	81.9%	84.1%	84.0%	84.6%
National SCQF 4	81.8%	85.0%	86.8%	86.2%	86.6%
Inverclyde SCQF 5	51.8%	58.9%	60.5%	61.9%	63.6%
Virtual comparator SCQF 5	45.1%	49.5%	53.4%	53.8%	55.8%
National SCQF 5	51.6%	56.6%	59.8%	59.3%	60.6%

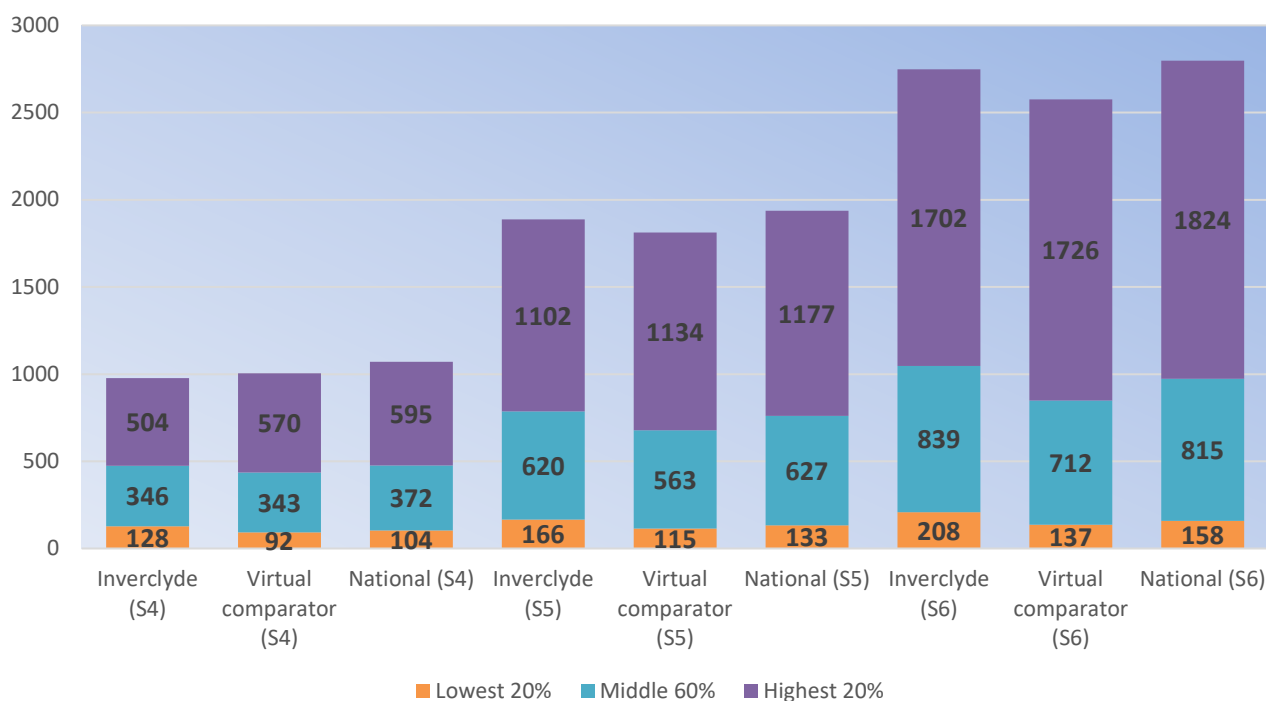
Source: Insight, 2020

Year		SCQF 4 (S4)	SCQF 4 (S5)	SCQF 4 (S6)	SCQF 5 (S4)	SCQF 5 (S5)	SCQF 5 (S6)
2015	Inverclyde	83.1%	88.3%	82.7%	40.3%	59.3%	55.8%
2015	Virtual Comparator	79.0%	80.9%	75.7%	36.0%	51.5%	47.9%
2015	National	82.6%	84.2%	78.6%	43.5%	57.8%	53.6%
2016	Inverclyde	85.4%	89.1%	88.9%	46.3%	64.7%	65.9%
2016	Virtual Comparator	80.2%	84.1%	81.4%	40.2%	53.8%	54.6%
2016	National	83.3%	87.0%	84.8%	47.6%	60.9%	61.2%
2017	Inverclyde	91.5%	89.9%	90.1%	48.4%	63.7%	69.3%
2017	Virtual Comparator	82.3%	85.5%	84.7%	46.8%	56.3%	57.1%
2017	National	85.5%	87.5%	87.4%	52.3%	63.3%	63.8%
2018	Inverclyde	90.7%	93.1%	90.5%	50.9%	67.7%	67.1%
2018	Virtual Comparator	80.0%	86.1%	85.8%	43.7%	59.0%	58.8%
2018	National	82.6%	88.3%	87.8%	49.5%	63.2%	65.3%
2019	Inverclyde	87.5%	93.8%	93.6%	52.5%	67.8%	70.5%
2019	Virtual Comparator	81.1%	86.2%	86.5%	47.2%	58.6%	61.6%
2019	National	83.6%	87.5%	88.7%	53.4%	62.7%	65.8%

Attainment for All

This graph shows the 2018/19 total tariff scores divided into the lowest, middle and highest percentage of attainment cohorts. Stages S5 and S6 are a comparison against the larger cohort when the group were in S4. The lowest attaining 20% are above both the national average and our virtual comparator figure in all stages. The middle attaining 60% performed above our virtual comparator in all stages, but also higher than the national average in S6. The attainment of the highest 20% is below the virtual comparator in all stages.

Improving attainment for all: Average total tariff points across stages S4, S5 and S6 (2018/2019)



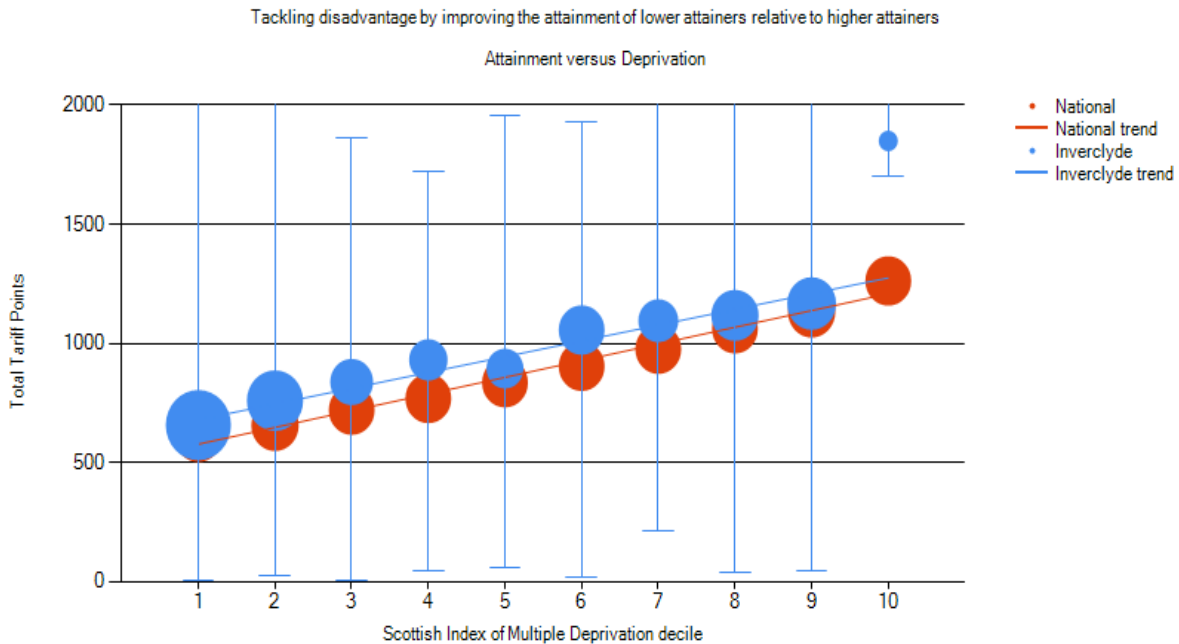
Source: Insight, 2020

Year		Lowest 20% (S4)	Middle 60% (S4)	Highest 20% (S4)	Lowest 20% (S5)	Middle 60% (S5)	Highest 20% (S5)	Lowest 20% (S6)	Middle 60% (S6)	Highest 20% (S6)
2015	Inverclyde	152	423	654	187	634	1180	191	740	1754
2015	Virtual Comparator	92	339	574	119	545	1114	131	661	1692
2015	National	112	373	601	146	625	1172	149	778	1815
2016	Inverclyde	140	355	503	185	679	1216	196	822	1783
2016	Virtual Comparator	98	345	570	123	559	1121	121	682	1690
2016	National	115	376	593	149	641	1171	152	807	1811
2017	Inverclyde	155	360	498	175	614	1062	201	873	1799
2017	Virtual Comparator	107	357	566	127	569	1125	126	698	1721
2017	National	125	384	588	150	650	1170	154	821	1823
2018	Inverclyde	124	351	508	196	639	1072	193	804	1711
2018	Virtual Comparator	90	341	566	135	585	1121	129	705	1731
2018	National	106	367	587	153	652	1169	154	829	1838
2019	Inverclyde	128	346	504	166	620	1102	208	839	1702
2019	Virtual Comparator	92	343	570	115	563	1134	137	712	1726
2019	National	104	372	595	133	627	1177	158	815	1824

Attainment v Deprivation

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

The total tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are consistently greater than the national trend. There are only 3 pupils in SIMD 10. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.



Source: Insight

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

By the end of S5	1 or more Highers			3 or more Highers			5 or more Highers		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2019	66.5	56.5	61.8	45.0	36.6	42.7	18.9	18.0	22.4
2018	63.9	55.0	60.5	41.3	34.3	40.5	18.0	15.5	20.2
2017	60.9	52.3	59.1	37.9	32.2	38.8	16.9	14.7	18.8
2016	60.4	51.4	59.0	35.4	30.9	38.8	16.3	14.3	18.7
2015	54.9	51.4	57.5	34.2	30.0	37.0	14.2	13.4	18.0
2014	52.4	46.2	52.7	30.7	26.6	33.2	15.2	12.3	16.6
2013	46.9	41.9	49.6	27.7	23.0	30.0	10.2	9.00	12.9
2012	49.2	39.8	47.7	28.5	22.2	28.5	11.9	9.10	12.2

By the end of S6	1 or more Higher			3 or more Higher			5 or more Higher		
	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National	Inverclyde	Virtual comparator	National
2019	69.8	59.7	64.8	53.7	43.8	49.6	36.2	29.3	35.1
2018	66.8	57.3	64.0	48.4	41.1	48.4	32.4	27.2	34.2
2017	66.4	55.9	63.4	47.5	39.0	47.7	31.6	26.3	33.5
2016	61.3	56.7	62.6	45.9	39.5	46.8	29.5	26.4	32.6
2015	59.6	52.9	59.3	41.5	36.9	44	26.8	24.7	30.8
2014	55.2	50	57.2	38.7	34.7	42.4	23.7	23.4	29.5
2013	56.5	46.5	54.6	39.5	32.3	39.8	26.7	21	26.9
2012	52.4	46.1	52.6	38.1	31.8	38.2	24.1	20.4	25.7

Source:

Insight - Breadth and Depth All Candidates

www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-no-2-2020-edition/

How do we perform for our leavers destinations?

School Leaver Destination Results (SLDR) Initial

Inverclyde 2018/19	Ranking	Scotland	Local authority quartile	Change in rank 2016/17-2017/18	2017/18	2016/17	2015/16
95.8	Joint 8th	95.0	1st	Up 18 places	93.3	93.0	94.3

Inverclyde Council SLDR 2018/19 (Initial destination percentages)												
School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Personal Skills Development (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Positive (%)
Inverclyde Council	694	45.1	29.3	3.5	17.3	*	N/A	*	3.5	0.7	-	95.8
Scotland	49,760	40.3	27.3	3.5	22.9	0.6	N/A	0.5	3.1	1.4	0.4	95.0
Difference LA to Scotland		+4.8	+2.0	0.0	-5.6	-0.6		-0.5	+0.3	-0.7	-0.4	+0.8

Source: MCMC Development Officer

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

The 2018/19 figure regarding the number of pupils entering positive destinations is 95.8%. In 2018/19, there were 694 school leavers in Inverclyde, 19 less than in 2017/18. The data shows that there was an increase (2.5%) in the number of Inverclyde pupils who entered a positive and sustained destination (for example, further or higher education, employment or training) after leaving school. The Inverclyde figure for this measure is now above the Scottish average by 0.8% which has increased year-on-year as authorities become better at assisting their school leavers into positive destinations.

Inverclyde continues to consistently perform and deliver on initial school leaver destinations and Inverclyde has had no unknown leavers for the last ten years.

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

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

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

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

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

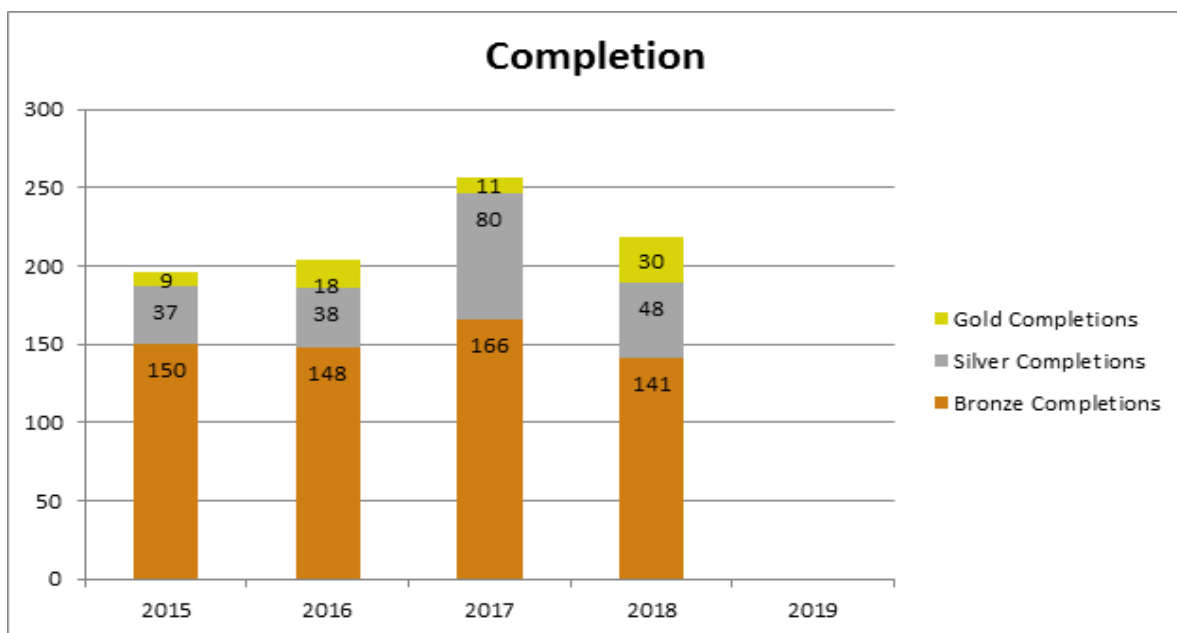
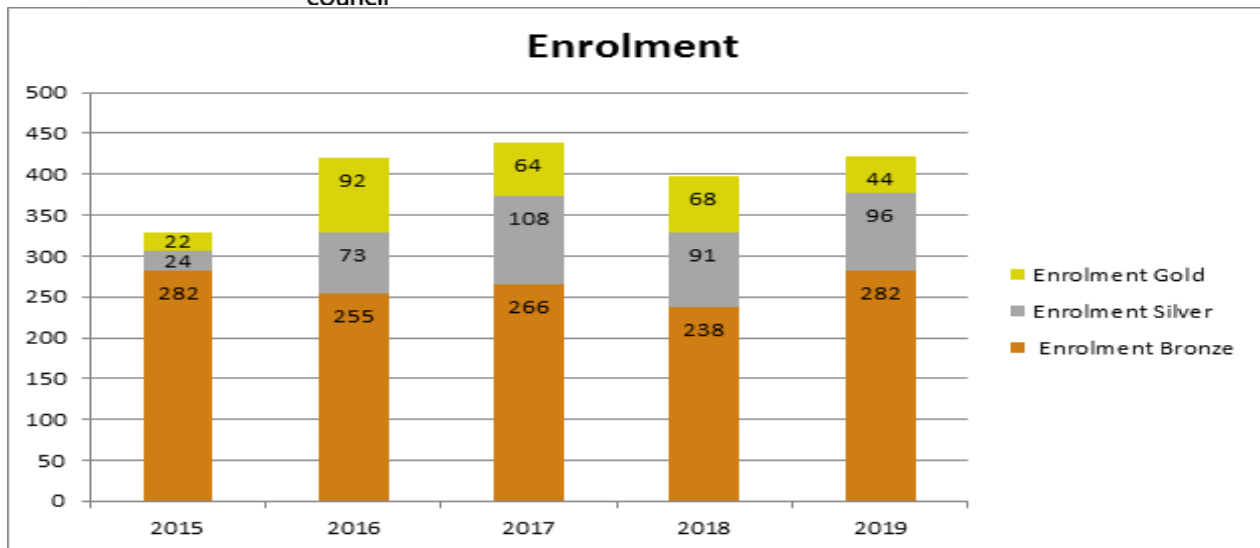
PLP's are a universal offer that are being adapted and supported by More Choices More Chances to support schools and staff to ensure that all entitlements are available to young people requiring additional support, advice and opportunities. This is as part of their transition from school to post-school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

How good is our wider achievement in Inverclyde?

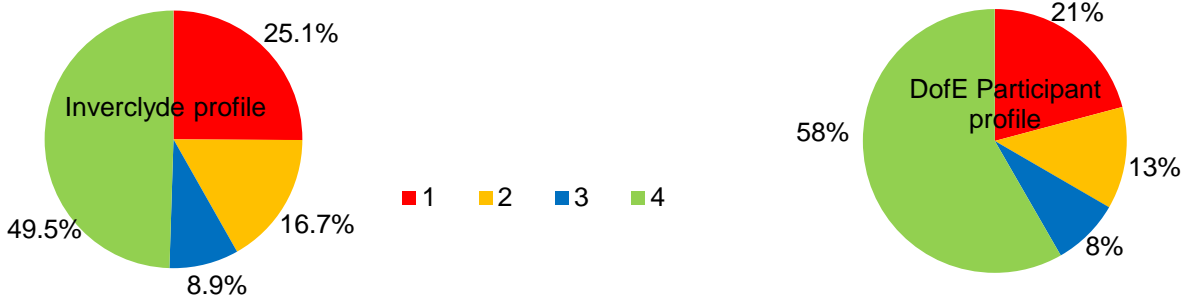
In Inverclyde we pride ourselves on the wider opportunities for children and young people to achieve their very best. From sports and music, through to volunteering and developing global citizenship, our children and young people willingly seize the many opportunities available to them. In this way we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

The Duke of Edinburgh's Award programme develops skills for learning life and work. Inverclyde is currently well above the national average in achievement for this award for young people aged 14, 15 and 16 years old. One in four of our 15 year olds take part in the awards and we are in the top four nationally for the overall awards achieved.

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



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



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

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

The Inverclyde Music Service

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

Choir, Bands and Orchestras

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

Youth Music Initiative (YMI)

- **General Introduction to Music** – 12 hours of music to all P6 pupils
- **Music at Lomond View** – musician in residence for two days a week
- **ASN Music** –delivering specialist music programmes and CPD in Craigmarloch School and Garvel Deaf Centre, including ASN Concert
- **Streetband** – 120 P.7 pupils in St. St.Francis, St. Michaels and Newark trained and performed as the Galoshans Streetband.
- **School Music Leaders** – with ABC Music supported by Inverclyde Music Services, CPD delivered and classroom teachers supported by music education software
- **Music in Craigmarloch** – 3 members of the Music Team delivered a version of the Soundstart programme in Craigmarloch School, supporting a whole class approach to music-making

Other notable achievements:

- **Scottish Concert Band Festival (Perth City Concert Hall)** – Concert Band and Wind Orchestra achieved Gold and Gold Plus awards at Regional and National Events. Inverclyde are the only local authority in Scotland who has qualified for the finals since the festival started 10 years ago

What do we hope to achieve in the future?

Outcomes for Learners

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

Next Steps to be woven in alongside recovery plan as appropriate

Further develop and embed the Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil.

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

Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools.

Support schools through CLPL with assessment of pupils on return to school and via the blended model

Provide support and guidance for secondary schools with the emerging SQA guidance for the 2021 exam diet

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.

We said we would:

- Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This included the creation of an Inverclyde self-evaluation and quality assurance framework.
- Embed the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.
- Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.
- Worked with neighbouring Authorities to build capacity across all sectors.
- Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

Here's how we got on:

Work alongside schools/establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle. This includes the creation of an Inverclyde self-evaluation and quality assurance framework.

From August 2019 the full cycle of revised Improvement Framework was completed and further revisions to the process were identified by the new Head of Education. These included further adaption to schools' data packs to further sharpen the focus of the annual attainment meetings. Head teachers reported that these meetings have continued to be both supportive but equally challenging in their rigour.

By March 2020 a new handbook outlining a new approach to a triennial peer review model had been agreed. This will increase the regularity of school and establishments' reviews from every 6 years to every 3. The make-up of the team will expand to include more senior leaders from other schools thus providing leaders with a further CLPL opportunity and the chance to share practice around the authority.

As part of the offer schools and establishments will also be able to opt for more focused reviews of either QIs or subjects.

A full training programme will be delivered during the summer term of 2019/20.

An area for further development is to ensure that primary schools with nursery classes feel confident to ensure that the evaluation of separate judgments of Nursery classes is accurate and the related actions plans have a clear focus and identify the impact they have.

Review the comments made by young people at the Conversation Café's to look at how best to support them, to have a meaningful health education experience and have identified gaps in the curriculum. This included taking forward an action plan to address areas of support required for schools as a result of the Health and Wellbeing Survey.

In November 2018, over 80 young people from across all of our secondary schools attending the Clyde Conversations 3(b) Event in Greenock Town Hall as a follow up from the Clyde Conversations 3 event which took place in February 2018. A steering group of 12 pupils were involved in the planning of the event and had full ownership from the beginning. A range of issues were explored and the views of young people taken on board. The themes discussed at Clyde Conversations in 2018 included Careers Support, Drugs & Alcohol, Pupil Voice, Mental Health and Hate Crime. We consider this event and subsequent report to be a key aspect of our multi-agency approach to improving the outcomes for young people through self-evaluation. The report is taken to the Inverclyde Alliance Board and is used to inform Education and Children's Services planning. Examples of work that has been undertaken as a result of the information gathered during the conference are:

- Quality assurance work to audit health and substance misuse programmes.
- A revision of resources used in schools around the subject of sexual consent.
- Some schools have undertaken a review of their Personal Social Education (PSE) programme.

Furthermore, colleagues from Community Learning and Development carried out a range of consultations with young people throughout the past 12 months including:

- Focus groups and consultation with over 200 young people on the Council's Savings Proposals.
- Consultations carried out by the Clyde Conversations Steering Group to identify the issues affecting young people – over 150 young people responded.
- A youth-friendly version of the “Our Place Our Future” survey carried out with young people involved in youth work services to ensure that their voice was heard. The findings contributed to the Local Outcome Improvement Plan.
- Members of the Scottish Youth Parliament (MSYPs) carried out a consultation with young people on public transport following a Scotland wide consultation with young people which attracted more than 10,500 responses. Our MSYPs consulted widely with local young people to gain their views on fares, accessibility and standards.
- In March 2019, young people from across Inverclyde voted in the Scottish Youth Parliament election to elect two new MSYPs for Inverclyde. The newly elected members will serve for a period of 2 years and will work alongside their peers to campaign on issues affecting young people

Embedded the use of a consistent authority wide data set in all schools in Inverclyde and developed the use of focussed attainment meetings for all sectors as part of the quality assurance framework.

Attainment meetings have taken place for all establishments this session. Early Learning and Childcare managers have taken part in specific securing children's progress meetings with the link ELC Education Officer around Q.I. 2.3.

Primary schools now produce their own annual data report which is discussed with the Head of Education and link Education Officer.

Secondary schools also produce an annual data report which also forms the focus of an attainment meeting involving the Director of Education, Head of Education and link Education officer.

Trained schools in the use of latest pastoral notes and to prepare for the introduction of new SEEMiS management information systems.

All educational establishments participated in training for the Latest Pastoral Notes Application. This change was welcomed by staff who viewed the improvements as being beneficial to supporting their work and children's wellbeing. The changes to SEEMiS applications for ELC and Schools have now been delayed until February 2021 and associated training schedules have also been postponed. This aspect will now be reported on in the next Standards and Quality report.

Worked with neighbouring Authorities to build capacity across all sectors.

The Quality Improvement Team and school leaders have twice worked jointly with colleagues from Renfrewshire Council and Education Scotland on collaborative capacity building activities. These have helped strengthen the groups understanding of high quality learning and teaching and the use of evaluative feedback as part of review processes.

What do we hope to achieve in the future?

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to work alongside schools / establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.

Continue to use and develop the consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.

Develop a consistent data set for use in Early Learning and Childcare.

Continue to support schools to ensure they are better able to use data to inform improvement through self-evaluation with a focus on the impact that PEF strategies are having.

Work with neighbouring Authorities to build capacity across all sectors.

Support schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS? 4 Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Creativity and Employability.
- Self-evaluation of schools of HGIOELC? Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Developing Creativity and Skills for Life and Learning.
- Learning pathways offered to our pupils.
- Evidence of skills for learning, life and work.
- Evaluation of Developing the Young Workforce.

We said we would:

- Engaged with the West Partnership to develop the Curricular / Specialist networks work stream to ensure appropriate pathways for all learners
- Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils
- All schools will have developed appropriate pathways for all learners.
- Worked with all stakeholders to increase positive and sustained destinations to 95%.

Here's how we got on:

Engaged with the West Partnership to develop the Curricular / Specialist networks workstream to ensure appropriate pathways for all learners.

We have established curricular networks for Primary and Secondary teachers, created opportunities to share via Microsoft Teams and have engaged fully with the West Partnership Curricular Networks events. This has increased the number and range of staff involved in leading school initiatives.

Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde 'offer for senior pupils

Our senior phase model has now been operating for the last four sessions. Schools have continued to increase the variety of courses on offer to better meet pupil interests e.g. Music Technology, Photography, and Drama etc. Schools are trying to maximise flexibility within the timetable to allow pupils a more personalised pathway.

As above Attainment meetings with secondary Head Teachers focus on pace and challenge for pupils. Through increasing dialogue with Skills Development Scotland (SDS), schools are improving in their ability to define appropriate pathways for young people. Data is collected on skills for life, learning and work for S3-S6 pupils in all secondary schools. The data allows schools and

the authority to track the needs of our young people, to discuss individual needs and to plan and deliver the curricular needs and structure of the senior phase. Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition. Whilst we are making positive progress towards ensuring enhanced pupil choice in our senior phase, this will remain an area of focus for the authority.

To sharpen the focus and impact of this work further the termly meetings referred to above will be introduced.

Ultimately we aim to see year on year improvements in relation to our school leaver destinations as a result of the successful delivery of our DIYW strategic plan. All secondary schools have a named depute Head Teacher responsible for DIYW and this includes vocational learning/college partnership. In addition, the authority wide DIYW steering group made up of key stakeholders meets twice annually to review progress.

With the best ever destination figure in 2019 this aim is being realised.

All schools will have developed appropriate pathways for all learners.

Progression Pathways for Numeracy are in use in classrooms and now in Early Years establishments ensuring a shared understanding of progress. The Numeracy and Mathematics Pathways Early level content has been evaluated and improved and the staging post assessments for early level through to second level have been rewritten and trialled.

The Health and Wellbeing Curriculum focus group have developed a Health and Wellbeing Framework from early years through to S6, ensuring breadth of learning and an understanding of progress. This also identifies key resources to support delivery.

Worked with all stakeholders to increase positive and sustained destinations to 95%.

As above.

Outcomes for Learners

All learners in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps to be woven in alongside recovery plan as appropriate

Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.

Continue to develop the senior phase through enhanced pupil choice and further rigour in monitoring of progress, tracking the destinations of all pupils and implementing the senior phase action plan.

All establishments to continue to develop pathways for all learners.

Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above.

Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning

Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model

Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

We said we would:

- Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
- Improved the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.
- Improved the educational performance of our LAC pupils and increased the number of LAC pupils entering a positive and sustained destination upon leaving school.
- Embedded actions from the additional support review:
 1. Established ASN locality forums in 3 localities
 2. Implemented a 3 tier mental health framework.
 3. Reviewed education service's GIRFEC model
- Continued to implement actions of the Autism / Communication Friendly Schools through dissemination of learning from 'Communication Friendly Schools' and 'LIAM project' pilots.

Here's how we got on:

Fully integrated inclusive education as the responsibility of all at both establishment and Education HQ.

The move to restructure the remits of the two new Heads of Service has been successful. The Head of Education has made a good start to leading a service wide evaluation of the current structures and provisions across the authority.

A series of meetings with Heads of establishments and Depute Heads / ASN leaders, over the autumn term culminating in the Head of Establishment conference in November 2019, which took the theme of inclusion, allowed for a wide consultation on what was working well and what might be developed further resulting in an ASN action plan which started to be implemented from late autumn.

The key messages from both the conference and during the consultation period was to achieve a more integrated approach to the meeting of pupils' needs alongside joint responsibility.

The three areas of focus identified for the action plan include:

1. Improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed
2. Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN
3. Review and develop systems and structures to better support delivery of highly effective ASN provision and support

Continue to monitor and improve educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.

Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destinations.

These areas continue to be a focus of the ASN action plan above. Attendance overall at primary continues to improve. Whilst secondary attendance remains steady and in line with 2019 there is still room for improvement.

A working party to review the existing attendance policy has met however more needs to be done to ensure that schools have improved capacity to support pupils and their families with emotional avoidance of learning and school. The Educational Psychology team are leading on this as part of the ASN action plan.

Outcomes for LAC pupils who are cared for in local authority provisions is strong at Level 4 (100%) and improving at Level 5. For those pupils in kinship placements the outcomes are less than for their LAC peers and significantly so from all others.

During 2019/20 work has been done to explore the concept of a Virtual School for Inverclyde. More now needs to be done to secure a plan for this piece of work alongside funding and buy in from across the partnership.

Embedded actions from the additional support review:

- **Established ASN locality forums in 3 localities**
- **Implemented a 3 tier mental health framework**
- **Reviewed education service's GIRFEC model**

Early in the autumn term it was agreed not to proceed with the model of more localised ASN forums and retain the existing authority ASN forum and ensure its full effectiveness. Feedback from the trial locality ASN approach was mixed and the wider review of ASN brought out the challenges of this model.

During the year the ASN forum has continued to develop its practice and via the newly formed ASN leaders network support and CLPL for them has been identified.

During 19/20 the Head of Education has worked with partners in HCSP to create a tender process for a new Tier 2 service for all Inverclyde pupils aged 5 – 18. This will be funded by the Scottish Government Mental Health grant as well as further funding from the HCSP. This service will be in place for August / September 2020.

We have also formed strong partnerships with the Alcohol and Drugs Partnership and established a Health and Wellbeing Implementation Group which includes partners from a wide range of services.

Inverclyde's GIRFEC Practice model was designed and launched prior to the national provision of Pupil Equity Funding. PEF has enabled many schools in Inverclyde to significantly increase the range of offer at universal level and enhanced universal to children and families. There also has been a significant change in school and ELC leadership teams since its implementation. Educational Psychology thus commenced a series of training and development for ASN Leaders both as an update of the GIRFEC practice model, wellbeing assessments and planning as well as moderation exercises to bring about consistency in practice.

Outcomes for Learners

All pupils feel safe and included in our schools and are achieving their potential.

Next Steps to be woven in alongside recovery plan as appropriate

Improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed

Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN

Develop a new ELC provision within Craigmarloch School and ensure a coordinated approach with the service provided by Hillend Children's Centre.

Review and develop systems and structures to better support delivery of highly effective ASN provision and support

Improve schools capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular.

Fully implement the new Tier 2 School Counselling and Health and Wellbeing service from August 2020.

Work with partners to develop our Health and Wellbeing Strategy

Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs

Pupil Equity Fund

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme for 2019/20. This session publicly funded primary, secondary and special schools received £1,200 for each child in Primary 1 to S3, with Inverclyde receiving £2,385,960. Care experienced children and young people have also been identified as a group who could benefit from additional resources and approximately £33 million from the Attainment Scotland Fund was made available to local authorities from 2018/19 to 2020/21. The use of this funding is jointly agreed by the Chief Education Officer and Chief Social Work Officer and has been invested in approaches to improve educational outcomes for care experienced children and young people.

As spend is allocated directly to schools Head teachers report that this funding continues to provide targeted support for children and young people affected by poverty to achieve their full potential. Most Head teachers are able to identify and articulate clearly the attainment gap for their respective establishment. Across Inverclyde primary and secondary school staff are increasingly using a variety of data to target cohorts of children and young people who are at risk of not making the expected progress. The wide variety of strategies and interventions planned and monitored are showing evidence of contributing to clearly defined outcomes resulting in improvements in Literacy, Numeracy and Health & Wellbeing. As a result of the increased focus on tracking and monitoring most Head teachers are effectively measuring the impact of the approaches which are reducing the poverty related attainment gap. Steady progress has been made as plans are evaluated and those interventions or strategies not achieving the results intended, appropriate steps are taken to adapt or amend and therefore maximise progress.

Parents and carers, children and young people and other key stakeholders continue to effectively contribute to the planning process involved in PEF funding. As a valuable source of support schools are thinking creatively about the ways they work with families, carers, the third sector and others about the use of this money. The increased partnership working is enhancing staff capacity in leading learning in literacy, numeracy and health and wellbeing. This is impacting positively on the high expectations and aspirations which are improving the life chances of children and young people and their families. Schools continue to identify opportunities to make connections with new individuals, groups and organisations, to work in partnership with and improve outcomes for all.

Inverclyde's robust arrangements remain in place to support and challenge Head Teachers to track and monitor Pupil Equity Fund spending. The evidence and evaluation to date indicates that schools continue to make very good progress in improving learning, raising attainment and closing the poverty-related attainment gap.

Head teachers report on the impact of some of this funding:

- Craigmarnock School appointed three PEF Principal teachers. They have had a significant impact on curriculum delivery, identifying effective teaching strategies, supporting wellbeing and using strategies to support family engagement to help raise attainment.
- St Stephen's High School established a hub in the school supporting wellbeing and pupil attainment by directing additional targeted support particularly in literacy and numeracy. They have also had increased their pupil positive destinations by the development and linking of DYW.
- Ardgowan Primary School appointed a Health and Wellbeing Coach. He developed relationships with children and staff to fully embed the H&W curriculum. Interventions were also implemented for pupils struggling to maintain behaviour/focus in class. Skilfully

he used boxall profiling at the beginning and middle of the year to chart the progress of reluctant learners. Attendance figures, attendance at lunchtime and after school clubs as well as Teacher Professional Judgements improved.

Summary of Pupil Equity Spending proposals by Equity Intervention

1. Early Interventions	2. Social & Emotional Well Being	3. Health & Well Being
EYECOs Classroom Assistants Early Years Learning Assistants Active Play Programmes Language Assistants Staff Additional Responsibilities	Counselling Programmes Bespoke Counselling Play Therapists Welfare Officers	Health & Well-being coaches Nurture Groups Breakfast Clubs Outdoor Learning Play Coaches Counselling Programmes
4. Targeted Support Literacy Numeracy	5. Professional Development	6. Wider Engagement
Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities	High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning Literacy training PEF PT's Differentiated Support	Family Learning Officers Extra-Curricular Sports Clubs Family Library Outdoor Play Areas Family Support Residential Seminars Enhanced Supported study STEM Week ends
7. Partnership Working	8. Resources	
Counselling Services Cluster Welfare Officers CLD Support Coaching Support Outreach Workers Children's Advocacy Officer Residential	Administrative Assistants Digital IT Wi-Fi	

This is the second year the Care Experienced Young People's Attainment Fund has been delivered in Inverclyde. The self-directed support approach enables care experienced young people between the ages of 0-26 to access opportunities which promote their health and wellbeing and enhance access to learning. To improve a child's or young person's attainment support is planned, in line with the Getting It Right For Every Child (GIRFEC) approach. Partnerships with children, their families and the team around the child are the key to the success of this approach.

By the end of March 2020, a 104 individual applications had been received across all placement types (at home, kinship, foster care, residential and external placements). The percentage of children in receipt of the Fund, who lived within their local community was 84%. Children looked after at home represented 38% of this number.

The Fund enabled 21% of this number to access school trips/holidays/tutors or additional 3rd sector provision to support their school timetable. It also assisted a further 36% of children and young people to become more active within their local communities by attending clubs or becoming involved in new hobbies.

Additional projects were located in school settings and led by educational staff in partnership with a 3rd sector provision to promote health and wellbeing.

The Attainment Fund due to the number of care experienced pupils in S4, built capacity in the Corporate Parenting teaching team by funding a full-time teaching post for 3 months.

Inverclyde Council

Draft Improvement plan priorities

August 2020 – March 2021

Outcomes for learners

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

- Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.
- Develop leadership of Additional Support Needs and support for Care Experienced Young People.
- Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase.
- Further develop Leadership Pathways in Early Years, including programmes to support.
- Further develop the leadership of primary schools with nursery classes
- Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond.
- Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance

Outcomes for Learners

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

- Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to ensure that Career Long Professional Learning (CLPL) impacts on playroom / classroom practice.
- Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching.
- Develop support and guidance for schools to implement curriculum rationales through Inter Disciplinary Learning
- Provide CLPL for staff in relation to the implementation of ClickView as part of the blended approach
- Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting Assessment for Learning.

Outcomes for Learners

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

- Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.
- Embed family learning to ensure it continues to maximise impact on attainment
- Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.
- Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2
- Review the present Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement.

- Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement
- Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils

Outcomes for Learners

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

- Further develop and embed the Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil.
- Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools.
- Support schools through CLPL with assessment of pupils on return to school and via the blended model
- Provide support and guidance for secondary schools with the emerging Scottish Qualification Authority guidance for the 2021 exam diet

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background.

- Continue to work alongside schools / establishments to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- Continue to use and develop the consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.
- Develop a consistent data set for use in Early Learning and Childcare.
- Continue to support schools to ensure they are better able to use data to inform improvement through self-evaluation with a focus on the impact that PEF strategies are having.
- Work with neighbouring Authorities to build capacity across all sectors.
- Support schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate

Outcomes for Learners

All learners in Inverclyde experience a high quality curriculum that meets their needs.

- Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.
- Continue to develop the senior phase through enhanced pupil choice and further rigour in monitoring of progress, tracking the destinations of all pupils and implementing the senior phase action plan.
- All establishments to continue to develop pathways for all learners.
- Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above.
- Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning
- Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model

Outcomes for Learners

All pupils feel safe and included in our schools and are achieving their potential.

- Improve the quality of leadership of Additional Support Needs at all levels to ensure that current provision and practice is enhanced and developed

- **Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN**
- **Develop a new ELC provision within Craigmarnock School and ensure a coordinated approach with the service provided by Hillend Children's Centre.**
- **Review and develop systems and structures to better support delivery of highly effective ASN provision and support**
- **Improve schools' capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular.**
- **Fully implement the new Tier 2 Mental Health service from August 2020.**
- **Work with partners to develop our Health and Wellbeing Strategy including a focus on the early intervention and education around drugs and alcohol**
- **Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs**

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
Contact Officer:	Louise McVey	Contact No:	01475 712042
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?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	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?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	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>	●	Amber – slight slippage	<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>	OP5, OP6, OP9

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

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.				

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

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

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

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>

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

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>

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

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>	

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
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

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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
		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

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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
	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

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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
		<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

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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
			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>

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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
		<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

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		<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

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		<p>The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.</p>		<p>When making strategic decisions, actively consider, with an open mind, whether there are opportunities to reduce socio-economic disadvantage.</p> <p>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.</p>				
CA9	<p>Volunteering Strategy</p>	<p>A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed.</p> <p>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</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>Carry out survey of volunteering across the directorate and CLD partnership to inform refreshed volunteer action plan by June 2020</p> <p>QA systems used to measure quality of volunteer placements.</p> <p>A partner/staff and community consultation carried out to inform the plan</p>	<p>Volunteering action plan in place</p> <p>Increased number and quality of volunteering opportunities</p> <p>Increased number of people volunteering, particularly young people aged 13-18,</p>	<p>Community Learning and Development, Community Safety and Sports Service Manager</p> <p>CVS Inverclyde</p>	<p>No resource implications</p>	<p>OP1 OP2</p>

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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
		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	<p>OP1</p> <p>OP2</p> <p>OP3</p> <p>OP4</p> <p>OP5</p> <p>OP9</p>
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	<p>OP3</p> <p>OP4</p> <p>OP6</p> <p>OP9</p> <p>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
			<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

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

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

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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. LGBTi Clyde Pride</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,

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		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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				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.

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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				
Satisfaction with Inverclyde as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	Biennial survey	74%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19
Satisfaction with neighbourhood as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	Biennial survey	86%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/32/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	Outcome of the statutory consultation in relation to the admission policy for village schools		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee about the outcome of the statutory consultation which took place in February and March 2020 in relation to the admission policy for village schools.

2.0 SUMMARY

- 2.1 In December 2019 Education Services undertook a pre-consultation exercise about the transition arrangements for village schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) and the demand for Roman Catholic Education in the west of Inverclyde. This was to help manage the overcapacity of St Columba's High School, Gourrock.
- 2.2 A statutory consultation in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools took place from 13 February 2020 to 27 March 2020. The outcome report is attached as Appendix 1 and the consultation proposal paper is attached as Appendix 2. The consultation included public meetings and an online survey. The majority of the responses to the survey were in favour of the proposal.
- 2.3 Education Scotland reviewed all documentation in connection with the consultation provided by the Council and met with stakeholders. Education Scotland concluded that the Council's proposal provides a sound case for changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools. Education Scotland's report is attached as Appendix 6.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to:
- (i) approve that the wording of the current policy for admission and pupil placement in mainstream schools in relation to village schools is changed as outlined in paragraphs 5.1 and 5.2 of this report and summarised in the outcome paper attached as Appendix 1.
 - (ii) approve the proposed transition arrangements as outlined in paragraphs 5.3 and 5.4 of this report and summarised in the outcome paper attached as Appendix 1.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 In January 2017, after statutory consultation the Education and Communities Committee agreed the policy on Admissions and Placing Requests for Inverclyde Council. In November 2016, the Committee also agreed a consistent method of identifying the maximum yearly intake for secondary schools in Inverclyde.
- 4.2 In August 2019, Inverclyde Council's decision to refuse placing requests to St Columba's High School was appealed at the Sheriff Court. The Council's position was upheld by the Sheriff because the school was full and could not accept placing requests.
- 4.3 In November 2019 in the context of a continuing pressure on St Columba's High School, the Education and Communities Committee agreed to undertake a pre-consultation exercise on the following:
 - to examine a change to the admission policy which allows pupils from the village schools of Wemyss Bay, Inverkip and Kilmacolm to choose denomination at the point of transfer to secondary education;
 - ascertain the possible future need for Roman Catholic education in the west of Inverclyde.
- 4.4 A pre-consultation exercise was held from 18 November 2019 to 5 December 2019. This process included an online survey, 6 public meetings and a specific questionnaire about future choices of those attending village schools.
- 4.5 The Education and Communities Committee of November 2019 approved that:
 - a statutory consultation takes place to change the wording of the current policy for admission and pupil placement in mainstream schools in relation to village schools. The agreed wording for this consultation is in appendix 2 of this paper.
 - the proposed transition arrangements that will be outlined in the statutory consultation as set out in appendix 2 of this paper.

5.0 THE PROPOSED CHANGES

Two changes to the current policy were proposed and taken out to statutory consultation.

- 5.1 Change 1 is a change to the wording of Section B paragraph 2.4 (page 4) of the current policy in relation to arrangements for transferring from primary to secondary school.

The policy currently reads:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

It is proposed to change the policy to:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Only those children ***who have a certificate of baptism before entry to primary school*** whose parents have selected to send their child to the non-denominational school serving

the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

5.2 Change 2 is a change to the wording of Section C paragraph 1 (page 4/5) of the current policy in relation to the oversubscription of schools

The policy currently reads:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. Distance of home address from the chosen school.

It is proposed to change the policy to:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. **In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.**
5. Distance of home address from the chosen school.

5.3 If the changes are agreed then arrangements for transition will have to be put into place.

If change 1 is put in place then the following transition arrangements are proposed:

- that those pupils at the village schools with siblings already at St Columba's are allocated a place at St. Columba's, providing the pupil's older sibling will be a pupil of St Columba's at the time of the pupil's entrance to S1.
- that there does need to be a cut-off date for Certificates of Baptism for village schools and that it is reasonable for this to be prior to the date the child started primary school. This is because a Certificate of Baptism is viewed by the Catholic Church as showing a recognised and accepted testament of belonging to the Catholic Church.

5.4 If change 2 is agreed, then the following transition arrangements are proposed:

- any child who is in attendance or has enrolled at the village schools prior to the date the decision to change the Council's Policy on Admissions is made and who had a Certificate of Baptism prior to enrolment in P1 will be treated as attending an associated denominational school during the transition period. This is because the parents who chose to send their child to a village school rather than the catchment denominational school, did so in the expectation that they would have equal rights to a denominational secondary education.

The Education Service will remain sensitive to the concerns parents may have during the transition period and will make every effort where possible to ensure that those with a Certificate of Baptism (obtained before entry to school) who live within the catchment area can access the denominational secondary school associated with their catchment area.

6.0 THE CONSULTATION PROCESS AND OUTCOME

6.1 The formal consultation process began on 13 February 2020 and ended on 25 March 2020. Three public meetings were held as well as an online consultation. The closure of schools on 20 March due to Covid-19 meant that schools were open for 27 days during the consultation period which is just short of the 30 days expected under the Act. However, the ability to respond to the proposal continued to the end of the original planned consultation period. Education Scotland considered that the period of consultation met the timescales albeit only Inverclyde 'hub' schools were open for three of the required days.

6.2 Online Survey

During the consultation period, the Council received 228 responses to the proposal. Of these, 152 were supportive of change one of the proposal and 6 were opposed. One hundred and forty six were supportive of change two of the proposal, and 9 were opposed and three did not answer. The response form and collated comments are attached as Appendices 3 and 4 to this paper.

6.3 Many points were raised through the comments section of the online survey. The main points are outlined below.

- Many respondents who did not agree with the proposal did so because they did not agree with denominational education. This was not the purpose of the survey.
- Other respondents (both for and against the proposal) questioned the use of a baptismal certificate as proof of religion. Those for the proposal wondered if the sacraments may be considered instead and those against disagreed with the use of a baptismal certificate at all. The Roman Catholic Church is very clear that if required for a place at a school, a baptismal certificate is the appropriate document to show commitment into the Roman Catholic Faith.
- Some respondents from the village schools felt that this was discriminating against their right to choose a school. The respondents were perhaps unaware that this proposal would ensure that all schools in Inverclyde were treated the same and that pupils at village schools had previously been treated slightly differently to those at other schools at the point of transition.
- The perception of quality of schools was raised. All schools in Inverclyde perform well and the perceptions parents mentioned are not borne out by achievements and improving trends.
- Some respondents thought that schools should be open to all. The authority policy is very clear, all schools in Inverclyde are open to all. However in the event of oversubscription to a school then places must be allocated on a priority basis.

6.4 Public Meetings

Three public meetings were held. During the public meetings there was inevitably the expected range of people for and against the proposal depending on circumstances. Parents' questions were answered during the meetings. The comments from public meetings are attached as Appendix 5 to this paper.

6.5 During the public meetings two points were raised about the proposed transition phase whilst the changes take effect.

- The first point was raised by parents who disagreed with the arrangements to allow non-baptised siblings from village schools into St Columba's High School without a placing request during the transition period. This was because in theory, a non-baptised sibling of a pupil attending St Columba's High School, currently attending a village school, could be allocated a place ahead of a single child who had been baptised, lived in the catchment area and attended St Ninian's Primary School. Whilst it was explained that this situation

would be managed by the education authority, it does still remain a remote but theoretical possibility during the transition period. The intention of the Inverclyde admissions policy is to try where possible to keep siblings together. Whilst it is accepted that this is not always possible, Education Services acknowledge that most families would prefer to keep siblings in the same school. Had parents in the village schools known that the policy for places would change and that siblings would not be placed together, then they may have made different choices of schooling. The complexities of this issue were considered by Education Services when considering options for the transition process. Education Services will make every possible effort to provide places for those who wish to follow a catholic education within their catchment area. This may well mean a managed “overcapacity” of the school. On balance, whilst the point is accepted, Education Services would continue to support siblings from the village schools being given a priority for places during the transition phase.

- The second point about the transition phase was that some parents felt the status quo should remain for all children (not just siblings) who already attended the village schools and the new arrangements should only be put into place for those attending the village schools after August 2020. The proposed changes are being put into place to manage pressure on St Columba’s High School. Given that the pressure is expected to last for the next 5 years, it would not be a sensible option to keep the status quo for the transition phase. This is because the school would not have the capacity to meet the number of pupils living in its catchment area and the authority would have to manage places by prioritising entry and turning down pupils from within the catchment area. It is far better for transitional and educational needs for places to be allocated as part of a managed admissions policy rather than to effectively “turn down” places for those applying to the school from within the catchment area.

6.6 Pupil Consultation

Pupils were consulted as part of the process. Whilst, the majority were in favour of the proposal, the purpose of the consultation is very complex to understand and the concepts of managing places, and the reasons why, had to be explained to pupils.

6.7 Education Scotland Report on the consultation

The consultation paperwork was submitted to Education Scotland and inspectors then prepared a report on the proposal. This report is attached as Appendix 6. In preparation of the report inspectors attended a public meeting, considered all relevant documentation submitted by the Council and conducted telephone interviews with relevant consultees and church representatives.

6.8 Education Scotland’s report summarised the following:

The Council’s proposal provides a sound case for changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools. The Council recognises the potential impact of increasing demand for places at St Columba’s High School and its proposal sets out well its response. The Council outlines the associated educational benefits to all affected schools. HM Inspectors endorse this view. All staff and parents who spoke with HM Inspectors indicated that they understood the reasons for the proposed changes. In taking this forward, the Council should, as part of its plans, monitor its proposed transition arrangements to ensure they continue to be fair and transparent. The Council’s proposal, should it proceed, will see improved and fair transition arrangements. This forward planning will assist the authority in managing the rolls in all affected schools.

7.0 IMPLICATIONS

Finance

7.1 There are no financial implications to this report

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

7.2 The consultation was undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010.

Human Resources

7.3 There are no Human resources issues linked to this report

Equalities

7.4 Has an Equality Impact Assessment been carried out?

Yes

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

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.

NO

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.
✓	NO

Repopulation

7.5 N/A

8.0 CONSULTATIONS

8.1 The proposals in this paper are taken forward after a full statutory consultation process.

9.0 BACKGROUND PAPERS

9.1 Outcome of pre-consultation in relation to the admission policy for village schools and the future need for denominational education in the west of Inverclyde. (Report No. EDUCOM/11/20/RB submitted to Education & Communities Committee on 21 January 2020).

9.2 Equality Impact Assessment.

Appendix 1

Outcome of the statutory consultation on the proposal to make changes to the Policy on Admission and Pupil Placement in Mainstream Schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay) to secondary schools.

August 2020

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration on September 1st 2020.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

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Appendices

1. Outcome paper
2. Initial proposal paper
3. Consultation response form
4. Comments from consultation response form submissions
5. Comments from public meetings
6. Report from Education Scotland

1.0 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to

2.0 BACKGROUND ON THE CONSULTATION PROCESS

- 2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 05 November 2019 to consult on the proposal below to make changes to the Policy on Admission and Pupil Placement in Mainstream Schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay) to secondary schools. Two changes were proposed:

- 2.1.1 Change 1 is a change to the wording of Section B paragraph 2.4 (page 4) of the current policy in relation to arrangements for transferring from primary to secondary school.

The policy currently reads:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

It is proposed to change the policy to:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

Only those children ***who have a certificate of baptism before entry to primary school*** whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

- 2.1.2 Change 2 is a change to the wording of Section C paragraph 1 (page 4/5) of the current policy in relation to the oversubscription of schools

The policy currently reads:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. Distance of home address from the chosen school.

It is proposed to change the policy to:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the session.
 3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
 4. **In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.**
 5. Distance of home address from the chosen school.
- 2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph and on the Council website to engage with the general community.
- 2.3 A copy of the proposal document was made available from 13 February 2020 to statutory and other consultees as listed in Appendix 2. In addition further communications were made with parents, pupils, parent councils and Church representatives.
- 2.4 The consultation document was available from a variety of sources including schools and online. All respondents to the online survey had read the proposal paper.
- 2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 13 February – 25 March 2020 during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the collated feedback received from the consultation response forms is shown in Appendices 3 and 4.
- 2.6 As part of the consultation process there were also 3 public meetings held on 25th February 2020 at the Community Campus Port Glasgow, 27th February St. Columba's High School and 4th March at Wemyss Bay Primary School. These dates differed from those in the original proposal paper because of a clash with a large parental event. The change of date was publicised through an email to all parents. A summary of the oral representations made at the meetings is in Appendix 6 of this paper.
- 2.7 As required, in April 2020 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

- 2.8 Inverclyde Council received a copy of Education Scotland's report in May 2020. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 6.
- 2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.
- 2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on 1st September 2020.

3.0 SUMMARY OF WRITTEN RESPONSES

- 3.1 The total number of responses received on the official consultation response form (via the online survey or hard copy) was 228. Below is a summary of the responses to the questions posed.
- 3.2 152 were supportive of change one of the proposal and 76 were opposed. 146 were supportive of change two of the proposal, and 79 were opposed and three did not answer. The full response is attached as Appendices 3 and 4.

4.0 SUMMARY OF ORAL RESPONSES FROM PUBLIC MEETINGS

- 4.1 During the public meetings, there was a presentation which provided information on the proposal and statutory consultation process.
- 4.2 A question and answer session then followed involving members of the public and Council officers. The summary of questions and answers are attached in Appendix 5. Two points were raised specifically about the transition phase for implementation of the policy which are outlined below.
- 4.3 The first point was raised by parents who disagreed with the arrangements to allow non-baptised siblings from village schools into St Columba's High School without a placing request during the transition period. This was because in theory, a non-baptised sibling of a pupil attending St Columba's High School, currently attending a village school, could be allocated a place ahead of a single child who had been baptised, lived in the catchment area and attended St Ninian's Primary School. Whilst it was explained that this situation would be managed by the education authority, it does still remain a remote but theoretical possibility during the transition period. The intention of the Inverclyde admissions policy is to try where possible to keep siblings together. Whilst it is accepted that this is not always possible, Education Services acknowledge that most families would prefer to keep siblings in the same school. Had parents in the village schools known that the policy for places would change and that siblings would not be placed together, then they may have made different choices of schooling. The complexities of this issue were considered by Education Services when considering options for the transition process. Education Services will make every possible effort to provide places for those who wish to follow a catholic education within their catchment area. This may well mean a managed "overcapacity" of the school. On balance, whilst the point is accepted, Education Services would continue to support siblings from the village schools being given a priority for places during the transition phase.

The second point about the transition phase was that some parents felt the status quo should remain for all children (not just siblings) who already attended the village schools and the new arrangements should only be put into place for those attending the village schools after August 2020. The proposed changes are being put into place to manage pressure on St Columba's High School. Given that the pressure is expected to last for the next 5 years, it would not be a sensible option to keep the status quo for the transition phase. This is because the school would not have the capacity to meet the number of pupils living in its catchment area and the authority would have to manage places by prioritising entry and turning down pupils from within the catchment area. It is far better for transitional and educational needs for places to be allocated as part of a managed admissions policy rather than to effectively "turn down" places for those applying to the school from within the catchment area.

5.0 SUMMARY OF RESPONSE BY EDUCATION SCOTLAND

- 5.1 The section below is the summary of the report by Education Scotland addressing the educational aspects of the proposal by Inverclyde Council.
- 5.2 The full report can be found in Appendix 6.

Summary:

The Council's proposal provides a sound case for changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools. The Council recognises the potential impact of increasing demand for places at St Columba's High School and its proposal sets out well its response. The Council outlines the associated educational benefits to all affected schools. HM Inspectors endorse this view. All staff and parents who spoke with HM Inspectors indicated that they understood the reasons for the proposed changes. In taking this forward, the Council should, as part of its plans, monitor its proposed transition arrangements to ensure they continue to be fair and transparent. The Council's proposal, should it proceed, will see improved and fair transition arrangements. This forward planning will assist the authority in managing the rolls in all affected schools.

5.3 Council response

The Council is pleased that Education Scotland found that there was a sound educational case for this proposal. If the changes are agreed then Education services will continue to implement and monitor the transition arrangements.

6.0 REVIEW OF PROPOSALS BY EDUCATION SERVICES (Inverclyde Council)

- 6.1 Education Services Senior Management Team has considered the original proposal and reflected upon all the responses received. Education Services recommend the changes outlined in paragraph 2.1 of this report with the proposed transition arrangements in place.

If change 1 is put in place then the following transition arrangements are proposed:

- that those pupils at the village schools with siblings already at St Columba's are allocated a place at St. Columba's, providing the pupil's older sibling will be a pupil of St Columba's at the time of the pupil's entrance to S1.

- that there does need to be a cut-off date for Certificates of Baptism for village schools and that it is reasonable for this to be prior to the date the child started primary school. This is because a Certificate of Baptism is viewed by the Catholic Church as showing a recognised and accepted testament of belonging to the Catholic Church.

If change 2 is agreed then the following transition arrangements are proposed:

- any child who is in attendance or has enrolled at the village schools prior to the date the decision to change the Council's Policy on Admissions is made and who had a Certificate of Baptism prior to enrolment in P1 will be treated as attending an associated denominational school during the transition period. This is because the parents who chose to send their child to a village school rather than the catchment denominational school, did so in the expectation that they would have equal rights to a denominational secondary education.

The Education Service will remain sensitive to the concerns parents may have during the transition period and will make every effort where possible to ensure that those with a Certificate of Baptism (obtained before entry to school) who live within the catchment area can access the denominational secondary school associated with their catchment area.

7.0 RESOURCE, RISK AND POLICY IMPLEMENTATION

7.1 Resource implications

If the proposal is approved, further communications will be made with those affected by the proposal during September 2020.

7.2 Risk implications

Education Services will continue to monitor the transition arrangements for this proposal.

7.3 Policy Implications

If the proposal is approved, the necessary changes will be reflected in Council policy immediately.

Village schools public consultation document

Proposal: changes to the Policy on Admission and Pupil Placement in Mainstream Schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay) to secondary schools.

Why are we consulting?

In January 2020 the Inverclyde Council Education and Communities Committee approved a proposal to undertake a statutory public consultation on the current policy for admission to mainstream secondary schools from village primary schools. Village primary schools in Inverclyde are Inverkip Primary, Kilmacolm Primary and Wemyss Bay Primary. Currently pupils attending these schools have the choice at primary 7 of seeking admission to either the non-denominational or denominational high school assigned to their address. This is because some parents choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. This option is only available to village schools and is not an option given to pupils attending other schools in Inverclyde.

St. Columba's High School is currently oversubscribed and entry to the school needs to be managed by the Education Authority. A consequence of the policy currently in place in relation to village schools is that if the school becomes oversubscribed for pupils within its catchment area, there is a risk that pupils who have a Certificate of Baptism into the Roman Catholic faith, or pupils from the villages who have attended the associated denominational primary school for their catchment area may not get in. During a recent pre-consultation process some parents felt that the current policy is unfair.

If the proposals outlined in this paper are agreed then transition arrangements will be put in place for those affected by any changes to the policy. The proposed transition arrangements are fully outlined in the consultation paper.

The consultation process

Where a council brings forward proposals to change the admissions policy for schools there is a requirement to carry out a public consultation within the statutory framework defined by the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

As part of this process consultation papers have been distributed to a wide range of stakeholders and interested parties including:

- The Parent Councils of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools



- Trade Union representatives
- Church representatives
- Education Scotland
- Inverclyde councillors
- Local Members of Parliament and local members of Scottish Parliament
- General public (Inverclyde)
- Community Councils

The statutory consultation document is available at:

- All early years establishments in Inverclyde (including those working in partnership with the council)
- All primary schools associated with Inverclyde Academy, St. Columba's High School, Port Glasgow High School and St. Stephen's High School
- Inverclyde Council education services, Wallace Place, Greenock
- Inverclyde Council customer service centre, Clyde Square, Greenock
- All public libraries
- Online at <https://inverclyde.citizenspace.com/schools/village-schools>

The indicative timetable for the consultation is as per the table below:

Date	Action
13 February 2020	Start of the statutory consultation period
25 February 2020	Public meeting Inverclyde Academy
26 February 2020	Public Meeting St. Columba's High School
27 February 2020	Public Meeting PGHS Community Campus
25 March 2020	End of the statutory consultation period
27 March 2020	Paperwork sent to Education Scotland
May/June 2020	Report to Inverclyde Council's education and communities committee
1 August 2020	Decision implemented if agreed by Inverclyde Council's education and communities committee.

Proposed changes to the Policy on Admission and Pupil Placement in Mainstream Schools to be taken forward to statutory consultation.

Inverclyde Council propose to consult on 2 changes to the Policy on Admission and Pupil Placement in Mainstream Schools.

Change 1 is a change to the wording of Section B paragraph 2.4 (page 4) of the current policy in relation to arrangements for transferring from primary to secondary school.

The policy currently reads:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

It is proposed to change the policy to:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Only those children:
 - (a) who before entry to primary school, have a Certificate of Baptism into the Roman Catholic faith; and
 -
 - (b) whose parents have chosen, because of travelling distance to send to the non-denominational primary school which serves the defined catchment area assigned to their address (rather than to the assigned denominational primary school);
 -
- will have the entitlement of admission, without the necessity of a placing request, to the catchment denominational secondary school. As with all schools, this entitlement is subject to there being space at the specified school. The Council's policy in respect of school transport will always apply.

Change 2 is a change to the wording of Section C paragraph 1 (page 4/5) of the current policy in relation to the oversubscription of schools

The policy currently reads:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can

demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.

4. Distance of home address from the chosen school.

It is proposed to change the policy to:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. **In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with that secondary school.**
5. Distance of home address from the chosen school.

Proposed transition arrangements if the decision is taken to amend the policy

If the changes are agreed then arrangements for transition will have to be put into place. If change 1 is put in place then the following transition arrangements are proposed:-

- that those pupils at the village schools with siblings already at St. Columba's are allocated a place at St. Columba's, providing the pupil's older sibling will be a pupil of St Columba's at the time of the pupil's entrance to S1.
- that there does need to be a cut-off date for Certificates of Baptism for village schools and that it is reasonable for this to be prior to the date the child started primary school. This is because a Certificate of Baptism is viewed by the Catholic Church as showing a recognised and accepted testament of belonging to the Catholic Church.

If change 2 is agreed then the following transition arrangements are proposed:

- any child who is in attendance or has enrolled at the village schools prior to the date the decision to change the Council's Policy on Admissions is made and who had a Certificate of Baptism prior to enrolment in P1 will be treated as attending an associated denominational school during the transition period. This is because the parents who chose to send their child to a village school rather than the catchment denominational school, did so in the expectation that they would have equal rights to a denominational secondary education.
- The Education Service will remain sensitive to the concerns parents may have during the transition period and will make every effort where possible to ensure that those with a Certificate of Baptism (obtained before entry to school) who live within the catchment area can access the denominational secondary school associated with their catchment area.

Educational benefits statement for the proposal

It is the duty of local authorities to make sure that every child whose education they are responsible for is able to access an “adequate and efficient” education. This includes managing the number of pupils attending each school through the annual yearly intake. Whilst numbers in all school need to be managed this change to policy particularly affects secondary schools. In secondary schools numbers attending a school have to be managed for a variety of different reasons including the following:

- Providing the curriculum entitlement for each pupil within the school and ensuring appropriate pupil choice
- Ensuring that specialist rooms are available to teach practical subjects or for specific purposes
- Ensuring that class sizes are not exceeded
- Ensuring that the social areas are adequate to meet the needs of the pupils who attend the school
- Ensuring that the school is safe

Inverclyde Council has a policy on admissions and placing requests for mainstream schools. If a local authority does not manage pupil numbers in its schools then this would have a significant effect on the delivery of the curriculum, educational attainment and safety for those in attendance at the school.

Every pupil is entitled to a Broad General Education up until the end of S3 and then progresses onto the senior phase of their education. Each school works with its community to design its curriculum and develops a rationale for the curriculum it delivers. If a secondary school becomes oversubscribed then the timetable needs to be adapted to cope with the additional pressure. This means that the school may not be able to meet the requirements of its curriculum rationale and the needs of the pupils attending the school. This could mean the school being able to provide fewer periods of a particular subject or delivering subjects in a different way e.g. Drama as part of the English curriculum. It is therefore educationally beneficial for a school to control numbers so that the full entitlement to the agreed curriculum is available for pupils who attend the school.

If the curriculum is restricted and there are issues with the availability of teachers and rooms, then there may be a reduction in pupil pathways through the senior phase. This could mean that because classes are full, subject choices become restricted or limited to pupils in the senior phase of education. This could mean that the school curriculum choices for subjects become less flexible and pupils increasingly do not get their first choice of subject. This reduces personalisation and choice for pupils which is an entitlement of the Curriculum for Excellence.

As a school become increasingly full, then it becomes more difficult to timetable for specialist subject areas, e.g. drama, music, science, technical etc. This can mean that specialist or practical subjects need to be taught in a room not specifically intended for this purpose. This could mean for instance that some science lessons would not be taught in a lab. If specialist rooms are not available then choices of subjects for pupils could be restricted and as a result, the quality of the learning experience could be diminished. The flexibility of use rooms for smaller classes to deliver Advanced Highers would be restricted and pupils requiring smaller group work for additional support could also be affected.

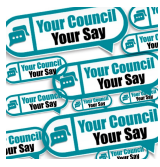
Pupils use a variety of social areas within a school (including lunch halls) and ensuring adequate space is available for those attending the school helps to promote and maintain good relationships and appropriate discipline within the school. Overcrowding social areas means that it is more difficult to ensure discipline and leads to pupils feeling less comfortable in their environment. To achieve the best possible education for young people, pupils should feel safe and secure in their environment and discipline should be maintained.

Every address in Inverclyde is assigned to 2 school catchment areas (a non-denominational school and a denominational school). Parents in Inverclyde have the choice on entry to primary school if they wish to pursue a denominational or non-denominational education within their catchment area. Whilst some parents make placing requests to schools outwith the catchment area in which they live, the majority do not and choose to send their child to the catchment school for their chosen denomination. If this option is not available (because a school is full) then this is disruptive to a child's education. This is because if a catchment place is not available in the pupil's chosen denomination, then a child would have to travel further to attend school and could be removed from their friends and peers within their community. Families would also find it harder to engage with schools e.g. school events and parents evenings because of distance. It is not educationally beneficial to remove children from their peer group and separate them from the community in which they live if this has not been their choice.

Transition between primary and secondary schools is an important time for youngsters and can cause some anxiety. If a child within the catchment area who rightly expect to attend a school along with their peer group is denied a place at that school because the school is full then this may cause unnecessary stress and anxiety for that child.

There is currently a pressure on pupil numbers at St. Columba's High School in Gourock. The current policy for the village primary schools associated with St. Columba's High School (Inverkip and Wemyss Bay) allows parents to choose denomination at the point of transition from P7 to S1. This is because of the distance to the nearest denominational primary school. This particular arrangement is not available elsewhere in Inverclyde where pupils have to choose the denominational pathway for pupils in P1. The only exception to this is pupils attending Kilmacolm primary school which is also classed as a village school. A consequence of the current policy is that it is very difficult for the authority to predict numbers attending St. Columba's High School each year.

As numbers of pupils in the catchment area increase, there could be instances in the future where pupils within the catchment area who have attended the associated denominational schools would not be allocated a place because the school is full. If this were the case then this would mean that those pupils would be separated from their peer group and placed in a school further away outside their catchment area. If this situation was to occur then it would cause stress and anxiety for families who quite rightly wish their child to attend their catchment school for their chosen denomination with their friends. Whilst the education authority will always make every effort to accommodate such cases, in reality this may mean that to do so may result in a further increase in the pressure on the St. Columba's School roll.



Village schools: Summary report

This report was created on Wednesday 15 April 2020 at 09:39.

The consultation ran from 13/02/2020 to 25/03/2020.

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Yes	2
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If you chose 'Other' please specify	2
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Question : What is your name?

Name

There were **228** responses to this part of the question.

Question : Address

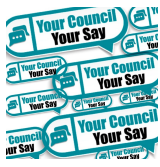
Please complete your address

There were **228** responses to this part of the question.

Question : Post code

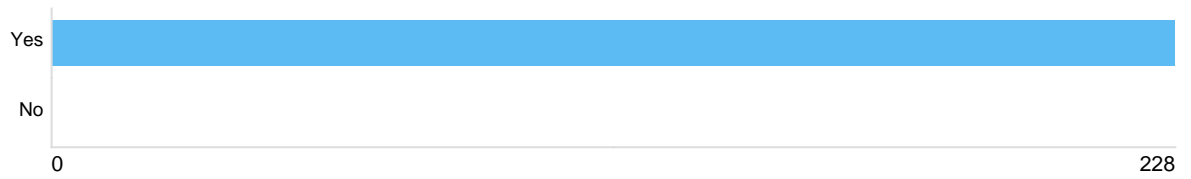
Postcode

There were **228** responses to this part of the question.



Question : Please confirm you have read the statutory consultation document (full document) by ticking this box.

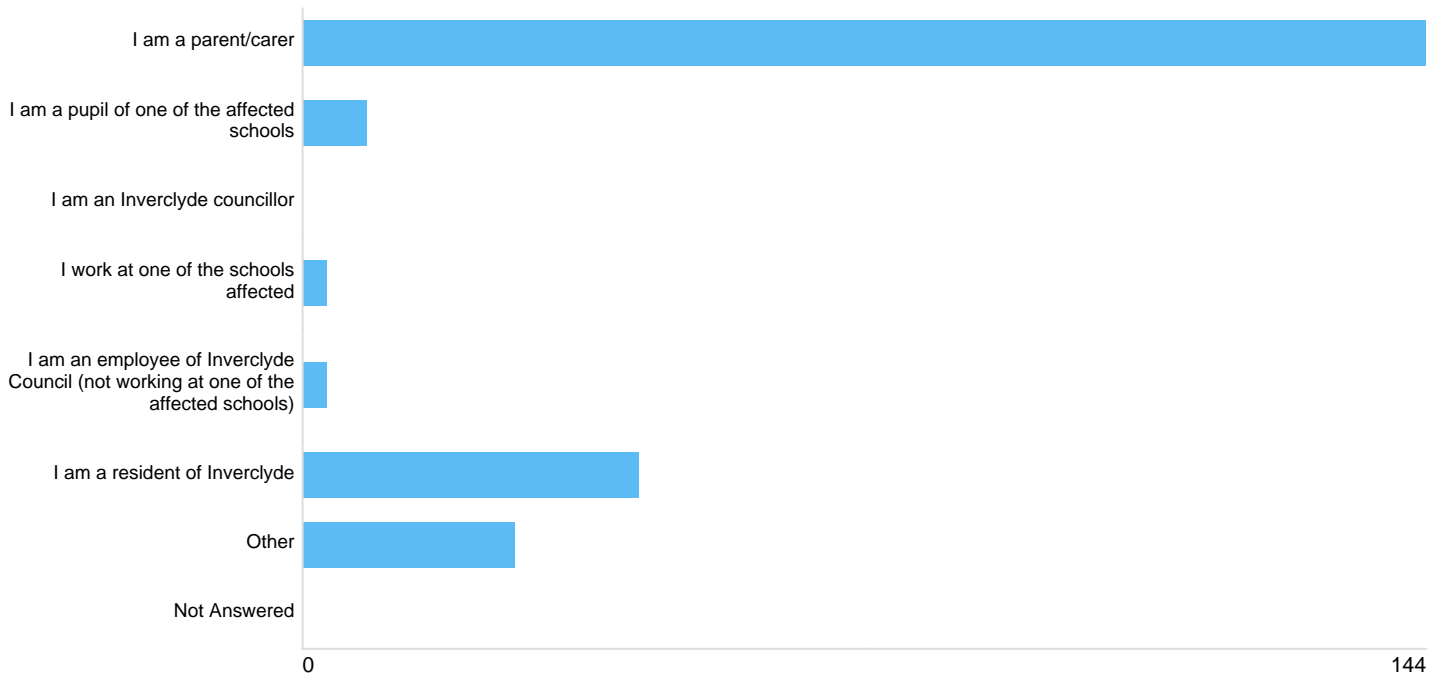
Yes



Option	Total	Percent
Yes	228	100.00%
No	0	0%

Question : Please let us know your interest in this consultation.

Interest in this consultation



Option	Total	Percent
I am a parent/carer	144	63.16%
I am a pupil of one of the affected schools	8	3.51%
I am an Inverclyde councillor	0	0%
I work at one of the schools affected	3	1.32%
I am an employee of Inverclyde Council (not working at one of the affected schools)	3	1.32%
I am a resident of Inverclyde	43	18.86%
Other	27	11.84%
Not Answered	0	0%

Question : If you chose 'Other' please specify

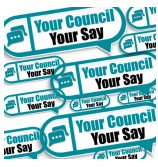
If you chose 'Other' please specify

There were 27 responses to this part of the question.

Question : If your child attends an Inverclyde Council school or early years centre, please let us know which school.

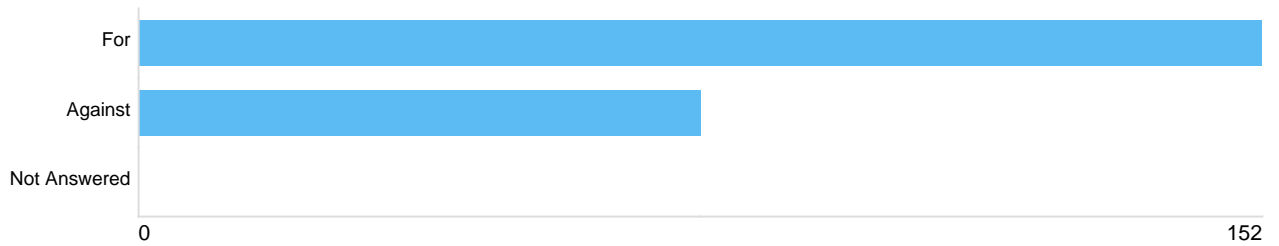
If your child attends an Inverclyde Council school please let us know which one

There were 166 responses to this part of the question.



Question : Are you for or against change 1?

For or against change 1



Option	Total	Percent
For	152	66.67%
Against	76	33.33%
Not Answered	0	0%

Question : If you wish you can give your reason(s) for or against this proposal. Please fill in one reason per line.

Reason 1

There were **122** responses to this part of the question.

Reason 2

There were **54** responses to this part of the question.

Reason 3

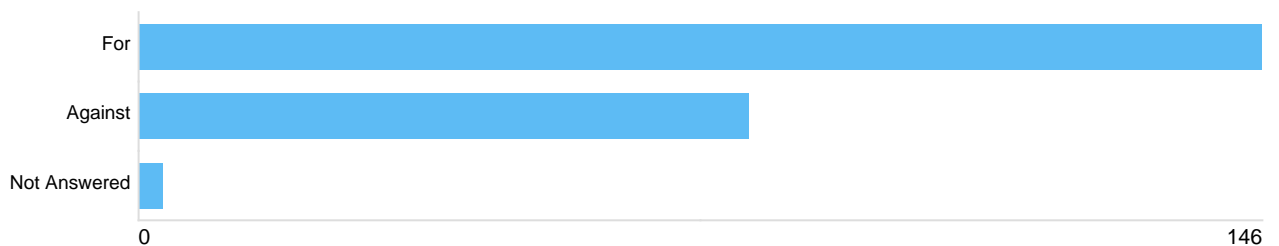
There were **29** responses to this part of the question.

Reason 4

There were **15** responses to this part of the question.

Question : Are you for or against change 2?

For or against change 2



Option	Total	Percent
For	146	64.04%
Against	79	34.65%
Not Answered	3	1.32%

Question : If you wish you can give your reason(s) for or against this proposal. Please fill in one reason per line.

Reason 1

There were **85** responses to this part of the question.

Reason 2

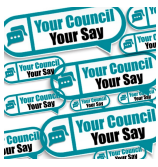
There were **27** responses to this part of the question.

Reason 3

There were **10** responses to this part of the question.

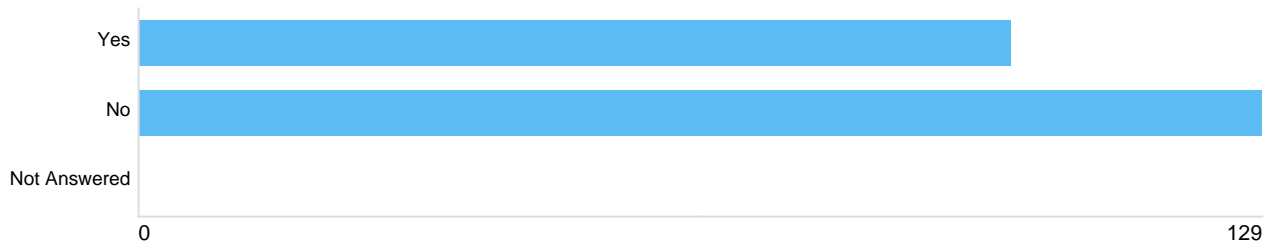
Reason 4

There were **5** responses to this part of the question.



Question : Please let us know if you agree for your comments to be made public.

Comments to be made public (yes/no)



Option	Total	Percent
Yes	100	43.86%
No	129	56.58%
Not Answered	0	0%

Appendix 4 - Village Schools Consultation

Comments received from the survey.

(Some respondents did not wish to make their comments public)

CHANGE 1 – FOR

- People are choosing to send their kids to the little village school as it's handy for them but then using their religious beliefs as an excuse to not send them to the nearest high school. If they are so religious then they should send their kids to a catholic primary school.
- It seems a reasonable stipulation, and I'm assuming that it will be widely publicised to ensure parents know what the conditions are.
- I think if a child is baptised into their chosen faith they should have the right to attend that denominational school
- If you are not of the Catholic faith and move to a village you know your catchment high schools for said village school.
- Catholic schools should be for children baptised Catholics. Non-Catholics should not get in.
- I do agree with Part A bit unsure how part B will help with the Denominational secondary school in question being oversubscribed. So although I have clicked agree, only in part.
- I think the requirement needs to go further not just baptism certificate before starting school but also by P7 to have made all their sacraments (first holy communion and confirmation)
- I agree with this change of policy if it will prevent the building of another denominational Primary School, which discriminates against anyone who is not catholic.
- Makes sense
- I feel that the current system is unfair and that my daughter may not receive the education that I have chosen. I have taken the step to bus her out of the village to be educated both at home and school in the RC faith and under the current system she may not be educated at Secondary level with the friends she has been with through primary. They have become her family.
- My daughter is fully practising Roman catholic religion she attends local primary in Wemyss Bay as this is a good school and on our door steps that is not oversubscribed we have opportunity to attend full Sunday school from primary 1 - primary 7 making all sacraments as a parent I want her to continue with her catholic education which she is entitled to.
- This will have minimal impact on those pupils attending Kilmacolm Primary.
- This will discourage parents who have no connection with the catholic faith having their child baptised in primary 7 in order for them to send their child to a denominational school.
- Should be a practicing catholic with certificate of baptism
- I am for this change as long it is put in place through Inverclyde i.e. admissions to any Catholic school will require a baptism certificate whether at primary or secondary level. This would make it fair for all and not simply shift the problem to primary level as people will use St Ninian's as a route into St Columba's.

- To ensure places for children attending denomination feeder schools to St Columbus.
- This will close the current loophole which allows non-Catholic parents in Inverkip and Wemyss Bay to avoid sending their children to Inverclyde Academy. Perhaps stopping this mass avoidance by families from the more affluent villages could eventually even improve Inverclyde Academy's ailing performance in terms of academic results? I do however have a slight concern that the village parents who still want to avoid Inverclyde Academy will now just shift to using placing requests for Clydeview (which is where my children are due to go) and we will end up with Clydeview bursting at the seams?
- All children attending any catholic school should have a certificate of baptism as there are a lot of religious teachings in catholic schools which non-Catholics would opt out of.
- It makes sense.
- Children who have a baptismal certificate in the Roman Catholic Faith prior to entering Primary School must be given preference to a denominational school, when moving to secondary education.
- To ensure my child who attends St Ninian's has a place at St Columba's
- The updated admission arrangements to the policy are fairer.
- The change represents a fairer process for children, parents and wider families.
- If a Catholic Education is important to a parent then being brought up in the Catholic Religion would go hand in hand. Therefore it would be presumed that their child/children would already have a certificate of baptism to the Catholic Faith.
- The proposal is reasonable and supportive of Catholic education. The linking of the possession of a Certificate of Baptism prior to entry to Primary 1 to entitlement to a place in the catchment denominational Secondary gives reassurance to Catholic parents that their right to choose a Catholic school for their children is given the highest priority.
- A baptismal certificate at entry to primary school should be a requirement for the faith secondary school as I had to make that decision when my daughter entered primary 1 and would have to put in a placement request at P7 if changing to non-denominational school.
- My child's been baptised at birth when we were sending our daughter to school we had chosen St Ninian's primary were my 1st child attended at the time but due to the over subscription I felt my child would be able to get best of both worlds and be in class smaller and able to get same education.
- The Diocese acknowledges the need to reduce and manage the pressure on St Columba's High School and appreciate that the Authority has devoted time and resources to resolve this situation.
- Primary transition I want my child to go through same journey as her brother who's is currently in 6th year at St Columba's Gourock I we will be reviewing were we are currently living
- The work of the Director and her team to consult and develop proposals to come to a conclusion which is workable and fair is appreciated by the Diocese.
- Inverclyde council education need to help protect our children who have spent the last 6 years in continuing their religious right of education. I thought at the time of choosing the primary school I was doing the overcrowding a favour I must say I now feel the process stressful and not helping my child's confidence with possibility if not getting into school her brother had attended
- The Diocese notes the assurance of the Director that the Authority will be sensitive to the views of parents during the transition period.

CHANGE 1 – AGAINST

- I believe it is discriminatory to "village" pupils, particularly those currently in the Primary education system as you are removing a choice that they currently have and leaving them less advantaged to all other children in Inverclyde who had a choice at the start of their educational journey
- You are being prejudice to the Protestant Faith... as you do not mention what the protestant kids will do.
- It is discriminatory against those who do not have a certificate of baptism.
- The Catholic Church does not impose an age restriction on when a child can be baptised into the catholic faith. Why should the education authority?
- I don't believe there should be any denominational schools. Why should a child who has been baptized a Catholic get the choice of a denominational or non-denominational. What about other religions, it discrimination. We need good inclusive schools for everyone.
- Absurd & discriminatory to refuse a child entry to a school on the basis of religion
- I come from a split Sikh and Catholic family background. Sikhs choose baptism when they are old enough to make a commitment for life. My children when of age will make a choice either way which I and they will respect. I would not want their choices limited due to geographical circumstance.
- To stipulate that a baptismal certificate is required to transfer from non denom primary school to a catholic secondary is discriminatory.
- This change will only be made in "West" of Inverclyde and not throughout the whole authority.
- Absolutely no choices with regards to education of children should be determined in any way whatsoever on religious grounds.
- I think it's discrimination against village children we have now lost choice had we known in p1 we may have made a different choice
- I agree that they should have a baptism certificate before entry to primary school. I do not agree with points B&C as the child that attend a non-denominational primary may get a place over my own child that has attended a denominational school for 7 years.
- This creates unequal opportunities for certain children and favours children who have been baptised in the catholic faith, maximising their opportunities over all other faiths and those who do not have a faith
- We welcome Inverclyde Council's decision to rule out its previous proposals to convert one of the non-denominational primary schools into a Catholic faith school; open a new campus with both a Catholic and non-denominational school in West Inverclyde; or remove non-denominational village schools as feeder schools for denominational secondary schools. However, we do not agree with either of the proposed changes in the public consultation, because both would put children from non-Catholic families at a disadvantage. Change 1 would directly disadvantage children from non-Catholic families by prioritising children who have obtained a certificate of baptism prior to entry to primary school.
- It is a segregational based change based on religion. This racist bigotry should not form part of our modern Education system.
- It is very wrong to segregate children on the basis of their parents' religion.
- Denominational schools are paid for by the tax payer and should therefore be open to all. A child's right to enrol in local schools shouldn't be determined by their parents' religion. I ask that you work towards more inclusive school system.

- These changes will automatically disadvantage non-Catholic children. Local schools, for all children, teaching about all religions, not one particular religion, will not only encourage understanding across religions but also open minds to science and reason.
- Why in state schooling should pupils be segregated in any way by their personal beliefs (or more likely that of their parents). What relevance has a baptismal certificate to children's educational needs, other than to suggest they particularly need education about all religions and none? It is a retrograde step.
- Children have no say as to whether or not they have a baptismal certificate so it is wrong to impose this requirement on them as it reduces their choice of school.
- If people want to segregate their children due to religion, they should live near to the school of their religion
- We should not have religious schools
- This type of discrimination is not in the child's interest.
- Schools should not be based on religious foundations. This is a hangover from previous times before the advent of state education. Modern education should be on secular lines. Children should be able to take a view on religious issues without pressure from self-serving groups or individuals.
- Schools should be all inclusive of every religion and none. Whether the school claims to be Catholic, Jewish, Islamic or other denomination is in my view irrelevant. Children deserve better.
- If children with a certificate of baptism are prioritised, it is likely that those without a certificate will not gain entry to primary school. Discrimination!
- Children's rights to enrol in local schools shouldn't be determined by their parents' religion. In this day and age we should all be working towards more inclusive schools for all, not segregating children and making them different from others
- Schools should be neutral; it is ludicrous for admission to a particular school to be determined by the parents' religious beliefs, or by what the parents say their beliefs are.
- As someone brought up in Ireland I have witnessed first-hand the damaging effects that education on the basis of religion can have.
- A child's right to enrol in a local school shouldn't depend on their parent's religion
- I am horrified that State funded schools should be permitted to discriminate against some children on the grounds of religion.
- I do not believe "village" children are the majority cause of the issues you are having with St Columba's and there was nothing offered, despite challenge from the audience, at the initial public meetings that could confirm or deny this. In fact there was very little in the way of useful information or statistics that could back up what Ms Binks was communicating. She simply said what she wanted to hear and heard only what she wanted to hear.
She failed to accept that she and her colleagues have largely failed the Inverclyde Academy campus and its pupils, hence the reason people want to avoid it. She had no answers as to what they might do to rectify this and by not accepting the problem they will fail to deliver an answer.
- Over subscription to St Columbus although not solely due to your non-denominational policy a clear factor is the bad reputation held within Inverclyde of Inverclyde Academy.

- Using Village schools as an excuse for overcrowding in SCHS. When it's been admitted its more people moving to the west of Inverclyde. Village school are the easy unfair target.
- I pay to send my child to a childminder to allow for the travelling time/collection etc. It would have been easier for me to send my child to a non-denominational school 2 mins away from my home but chose a catholic primary to allow her to develop her faith.
- We strongly oppose the introduction of any new religious discrimination or selection in admissions. There is no justification restricting access to a publicly funded school based on the religious beliefs of children or their families.
- It does not allow all children to be treated equally.
- It is stupid to segregate children on the basis of having so-called "holy" water splashed on them before entering primary school.
- Neither one particular religion, nor any religion, is best placed to run a school funded by ALL tax payers. In publicly funded schools let's teach the children about ALL religions, not how to follow one.
- Parents want to send their children to the most suitable school for the childrens' needs. The requirement for a baptismal certificate reduces their choice.
- Children in non-denominational schools should not be displaced, this is unfair on families who live there.
- The divisions of Protestant and Catholic schools in Northern Ireland prove just how divisive religion can be. We need to stop the bigotry.
- A publicly funded school should not use discrimination based on the religion of the parents.
- It is a disgrace that the tax payer needs to fund 2 separate schools just down to a religious ethos, if parents are so concerned about teaching their children religion then this should be done in the home.
- A parent's religion should not determine a child's educational opportunities.
- You should be working towards more inclusion, not less, especially in the current times of trying to reduce sectarianism.
- I don't believe this is the best option. At the initial meetings it was alluded to that Notre Dame was under-subscribed. Therefore, the best and fairest option in my opinion is to transfer the catchment for village schools from St Columba's to Notre Dame and maintain the choice that village schools currently have regarding denominational and non-denominational choice at P1 to P7.
- Religion aside - people are not choosing Inverclyde Academy due to the low position on the educational league table.
- Introducing further religious selection in admissions would needlessly exacerbate sectarian divisions as well as ethnic and socio-economic segregation.
- The system should not change for children already in the school. We moved to Inverkip for the existing choice. This change would penalise our child and the reason for us enrolling him in Inverkip primary.
- Children should be treated equally.
- Education limited by religious selection serves to strengthen sectarian division and accentuate difference that leads to conflict.
- I live in Northern Ireland and know very well what happens when children are segregated by the 'faith' of their parents. I would not like Scotland repeat the mistakes of the past.
- Schools are for learning, church is for religion.
- Publicly funded schools should not discriminate on grounds of religion.

- There is no good reason to divide children according to the religion, or not, of their parent and this sort of discrimination should never be used in publicly funded schools.
What would happen if we were to discriminate because of skin colour? There is no difference!
- Education is a powerful tool for teaching tolerance and acceptance of others. Mixing with children of different faiths and none prepares a young person to understand, tolerate and respect differences and that we can work and socialise together despite such differences.
- I believe village schools are being focussed on as an easy target. the Villages are amongst the highest paying council tax areas per capita yet when it comes to delivering services they are always 2nd class citizens (take play parks for example, mostly self-funded by residents). Ms Binks et al have sought an easier target and a perceived easier option in village schools, despite no evidence that village schools are the defining issue in this problem.
Yet again targeting the soft option in the "villages" rather than facing the problem head on and fixing root causes.
- We need to educate our children together, rather than dividing them according to their parents' religion. For these reasons, religion should not play any role at all in the admissions process.
- This will potentially segregate our child from his friends and peer group going into high school. He is being given a lesser chance in life due to religion. This is not fair.
- No child should be discriminated against.
- Teach children to learn together. Surely that is the best way to encourage mutual respect and understanding?
- Religion should be kept out of schools. Parents should be solely responsible for the religious upbringing of their children.

CHANGE 2 – FOR

- It seems a reasonable stipulation and I'm assuming that the conditions will be widely publicised to ensure that parents know in advance.
- Makes sense
- Again this will not affect many pupils attending Kilmacolm primary.
- With transport provided by the council there is no good reason (apart from where there is a medical condition or additional support needs, who requires facilities or support) for parents from Inverkip not to send their children to St Ninian's.
- Siblings who are already at the school lived within the catchment area when they applied for the placing request. It is the gamble parents take when not sending young people to their immediate cluster secondary school.
- Children who are in Inverkip and Wemyss Bay primary should be given direct entry to the non-denominational school affiliated with the school. Just like any other schools in Inverclyde a placing request should be submitted if there is to be a change in denomination.
- It makes sense, if parents think it's acceptable to send their child or young person to a non-denominational school for primary, then they should accept that spaces may not be available in secondary provision.
- Although I have ticked FOR , for this policy having a catholic child who is baptised but does not attend a catholic school I think one of the main issues for parents in Inverkip is also that the catchment high school for Inverkip if not The catholic high school would be Inverclyde Academy . A very poor, under achieving high school with severe problems is a main worry for most parents. I would choose definitely not to send my child to this high school not only from its reputation but also as it ranks so poorly as one of the lowest achieving schools in the whole of Scotland. We are choosing to live in a good area for the best upbringing for our children but to then be expected to send them to such a poor high school with a terrible reputation. I think this is a matter in its self that needs to be addressed for children in Village areas and perhaps looking at the non-denominational high schools and what is considered our catchment area should perhaps change to reflect better more promising high schools
- The change proposes a fairer process for children, parents and wider families.
- Seems more logical they parents who chose to live near the school should have priority
- The linking of enrolment in Primary 1 of the local Catholic Primary School to transition to the local Catholic Secondary school gives reassurance to the Catholic community that progression from Catholic primary school to Catholic secondary school in linked catchment areas is of paramount importance. Thus Catholic children will be ensured access to Catholic schools throughout their school experience from P1 to S6 assuming enrolment in the local Catholic primary school in P1.
- Village children should be able to access a catholic school of their choice in Inverclyde at primary school stage as there are no catholic schools available within the catchment area. If choosing correctly at this stage, then there should be no issues or questions as to the secondary school the child attends.

CHANGE 2 – AGAINST

- As I am against Change 1, I am inherently against change 2.
- Unfortunately the people of these villages may not have an option but to use given school in village.....there is no option of a denominational school in these villages and often travel is too far for a lot of parents
- The only change is the distance from home address. I think if your child has been baptised into the catholic faith then they should get priority over children who have not been baptised in the faith
- All I can see this achieving is the denominational primary schools now becoming under more pressure with Village Primary schools dropping in significant in take numbers
- You are forcing protestant kids to attend Inverclyde Academy therefore taking the choice away from parents who wish to give their kids the best education.
- It is unfair to give preference to children in the denominational schools. As these schools are too far from the villages the local non-denominational schools are adequately accommodating.
- I live in village of Wemyss Bay how can this be fair to have to catholic amenities in this day in age tear 2020 equal opportunity and I should have the full right to send my child to chosen high school to meet her religious needs carrying on from education she's obtained from Scotland one and only self-lead voluntary catholic education in the area from primary 2- primary 7 years. I want the right to continue this going into secondary school
- Again the same reason as before
- Singling out village schools. Not showing a fair option for village children.
- Same reasons as Change 1
- Singling out village schools if you make changes it should be across the whole region
- I think points 3&4 should be reversed. I feel point 4 should come before point 3.
- Change 2 would indirectly disadvantage children from non-Catholic families by prioritising those children who attend a denominational primary school (and are therefore more likely to be Catholic) *in addition to* prioritising children with a certificate of baptism.
- Any change that includes discrimination on the grounds of religion or race should not be allowed.
- Britain is a multi-cultural, multi-faith country so adherents to one particular faith should not have priority over those of other faiths and over those of no faith.
- A child's access to a school should not be based on their parents' religion
- Change 2 will indirectly disadvantage children from non-Catholic households.
- It cocoons children even more against hearing about learning about world views. Teaching a particular religion as the only real one, which I assume is done e.g. by 'worship', does not make for a more educated world.
- See reasons for Change 1
- This type of discrimination is not in anyone's interest.
- Again, religious discrimination. How are children supposed to learn to live and accept people of other faiths and none when educated in an almost exclusive environment.

- As with Change 1, children should not be divided according to their parent's religion or lack thereof.
- Children have the right to an education, no child should be turned away because of the parents religious beliefs
- There should no religious discrimination or selection in school admissions if we want to create a tolerant society that accepts differences in faith. Schools are a wonderful opportunity for young people to get to know, and be at ease with those from different backgrounds. Please do not squander this opportunity.
- A child's future potential shouldn't be coloured or affected by their parent's religion.
- Again, I am horrified that religion should be grounds for discrimination or for giving priority.
- Please abandon these plans for more faith testing in admissions. Children's rights to enrol in local schools shouldn't be determined by their parents' religion. Please work towards more inclusive schools for all. Thank You.
- I believe the ONLY change should be to consider offering "Village" schools Notre Dame rather than the apparent (no real evidence given that this is true) over-subscribed St Columba's under the EXACT terms currently in place for "Village" schools. Therefore, this would solve the apparent (no evidence given that "villages" are the problem) issue immediately and it would maintain a healthy, equal, inclusive and diverse balance for "Village" children.
- I would expect that the closest denominational school for these villages would not be able to accept all catholic children who would otherwise go to the local non-denominational schools. So the current situation depends on children choosing the local non-denominational schools.
- Does not promote diversity, equity and inclusion.
- We strongly oppose the introduction of any new religious discrimination or selection in admissions. There is no justification restricting access to a publicly funded school based on the religious beliefs of children or their families.
- Racism in schools and school policy should be banned not amended as in this case.
- No child should be given priority over another child on the basis of parents' religion.
- Publicly funded schools should not favour one religion over any other or religion over science and reason.
- You should be working more towards reducing sectarianism, and being more inclusive, not less.
- I believe that both change 1 and change 2 are discriminatory to "Village" children and in particular those who are currently in the system and expected the current conditions to be present.
- The solution you are proposing does not address the issue. It is only an attempt to address the symptoms of Inverclyde Academy's poor performance. Parents in Inverkip and Wemyss bay are preferring to send their children to a Catholic school regardless of their faith. All pupils from deprived areas of Greenock go to Inverclyde Academy. And the west end and Gourock kids go to Clydeview. The catchment areas need to be redistributed including equal deprived areas.
- Introducing further religious selection in admissions would needlessly exacerbate sectarian divisions as well as ethnic and socio-economic segregation.
- As an evident ethnic minority (non-Catholic) I find this change offensive.
- Priority should be given to special needs, sibling attendance and travelling distance only.
- Leave specific religious "education" to the family setting please and allow all schools to teach about ALL religions and none. Surely this leads to greater tolerance and understanding among all of us in the long run?

- We need to educate our children together, rather than dividing them according to their parents' religion. For these reasons, religion should not play any role at all in the admissions process.
- No clause with religious bias should be allowed. Any change should delete this racism.
- Admissions based on parents' religion, and only the one religion? What about the rest of us?

Appendix 5 – Village schools consultation - comments from public meetings

Consultation date	Capacity	Question	Response by Ruth Binks	Other
27/02/2020	Parent St Columba's	128 coming in, and we are now 20 over is there any contingencies in place.	The number of 140 for S1 intake this year is so the school can cope with catchment pupils. We will protect the catchment area first. We know there is pressure which is why placing requests were declined last year. If we accepted placing requests last year and had to decline catchment pupils this year then that would not have been fair.	
27/02/2020	Parent St Columba's / Inverkip	She chose St Columba's as she was given a choice. Older son will have left by the time other children arrive.	It has to be remembered that no other schools in Inverclyde apart from the village schools had the choice.	
27/02/2020	Parent St Ninian's PS	Could IC not have contacted all village schools for their choice ahead of time.	We did ask in Primary 7 for a choice and to show a baptism cert, we also sent information to P1-P6 and we got a 50% response.	
27/02/2020	Parent St Ninian's PS	What are the projections of how many come to St Columba's.	The projections show that there will be continued pressure on the school. There is a large year group going into S4 (where timetabling can relieve a bit of pressure). The school has a very high staying on rate.	
27/02/2020	Parent St Ninian's PS	Can you not undertake an exercise to see who has been baptised.	We did ask and we got a 50% response.	
27/02/2020	Parent St Columba's / St Ninian's	Is there a cut off for when pupils were baptised.	Prior to them starting P1.	
27/02/2020	Parent St Columba's / St Ninian's	Do we have a true figure now for pupils entering S1 next year	It can change over the month but at the moment we are expecting 126.	

Consultation date	Capacity	Question	Response by Ruth Binks	Other
27/02/2020	Parent St Columba's / St Ninian's	Feels discriminated against as older child leaves before younger sibling starts.	Can make a placing request to any school of her choice.	
27/02/2020	Parent St Ninian's PS	Her child has no baptism cert or any siblings in the school, she chose the faith so feels this is unfair.	There is a 7 year transition period and Inverclyde Council will always try to protect the catchment pupils where possible.	
27/02/2020	Parent Council Member	Are people more encouraged to go to Inverclyde Academy.	Inverclyde is beginning to attract more pupils. This is because of improved outcomes, year on year academic improvements and positive feedback from families and pupils who attend	
27/02/2020	Parent St Ninian's PS	What pressure is expected and what pressure be relieved in the next 5 years.	Over the next 5 years the demand is expected to increase then go down. We can see the numbers through primary schools just now, although this can change. Now is the time to start to relieve pressure.	
27/02/2020	Parent St Ninian's PS	What will happen if houses get built on old IBM site.	Builders of such projects will work with the Council taking into account capacity of schools. At the moment the school has not got enough capacity.	
27/02/2020	Parent Council St Columba's	If pupils in St Columba's have a sibling will they receive priority over Gourcock pupil with baptism certificate.	Yes, we will always try to keep siblings together. The consultation proposes siblings to be kept together.	
04/03/2020	Parent St Columba's / Church Rep	A parent has a child in St Ninian's P6 who has been there since P1 with no baptism certificate, and then someone puts in a placing request from Inverkip to St Ninian's into P6 and had a baptism certificate would they have priority over the person who made the choice to go to St Ninian's in P1 or still be classed as a placing request.	Ruth was going to look into this - they would most likely be classed as a placing request and not prioritised even with a baptism certificate, Ruth did mention that a log would need to take place to watch pupils who move before P7.	
04/03/2020	Parent 2 children Inverkip	How many felt this was unfair.	Pre-consultation showed a 50/50 split.	

Consultation date	Capacity	Question	Response by Ruth Binks	Other
04/03/2020	Parent 2 children Inverkip	What happened with the publicised court case..	This Sheriff found that St Columba's was full and Inverclyde Council's decision to deny placing requests was upheld.	
04/03/2020	Parent 2 children Inverkip	Other pupils in St Ninian's don't have same criteria to get into St Columba's and don't have a baptism certificate.	No, but they chose a denomination in P1.	
04/03/2020	Parent 2 children Inverkip	How have you engaged with parent councils.	We have sent generic emails, also Education Scotland may engage with parent councils directly.	Parent Council rep - parent councils can't speak for everyone.
04/03/2020	Parent	If St Ninian's/Inverkip pupil didn't get into St Columba's as a placing request and from Inverkip would transport be provided.	Yes. Transport would be provided from Inverkip to Inverclyde Academy (this is catchment).	
04/03/2020	-	Is it only a Scottish baptism certificate that would be recognised and her daughter is dual nationality.	Only a baptism from a Roman Catholic Church would be accepted.	
04/03/2020	Parent St Columba's / Inverkip	Her children attend Sunday School and have made communion and confirmation while attending over the years, would this count to allow her child priority into St Columba's in place of a baptism certificate.	No, if pupils have made sacraments at Sunday School it would not count and this has been discussed with the church. Only a baptism certificate into the Roman Catholic faith would count.	
04/03/2020	Wemyss Bay Parent	Child in P6 and S6, both with baptism certificate her youngest son won't have a sibling as part of the criteria so will his baptism certificate be enough.	Rules at the moment will stay the same, a letter will be sent to ask to choose denomination in P7.	
04/03/2020	St Ninian's Parent	What happens if her child doesn't get into catchment school due to overcapacity.	We will transport your child to the closest school with availability and provide transport for this. If a space becomes available we will offer you the choice to go back to catchment. Some opt to stay where they are although free transport is removed at the end of that academic year.	
04/03/2020	St Joseph's Parish, Inverkip	Will all village schools be treated the same.	Yes. Although the village schools will still have a small element of advantage. If you have a baptismal certificate you can still choose to attend a village school.	

Consultation date	Capacity	Question	Response by Ruth Binks	Other
04/03/2020	St Joseph's Parish, Inverkip	What if everyone has a baptism certificate.	Then the next qualifying criteria is distance. We will always try to get everyone's catchment choice but we cannot continue at 140 each year as it puts more and more pressure on the school.	
04/03/2020	Parent - P6 St Ninian's	Child has additional support needs and wants the best school for her child.	Every parent can submit a placing request for their child to any school. Every school in Inverclyde has a strong inclusive agenda and can meet most needs, with the exception of a child who may need very specialist support.	
04/03/2020	Parent - Wemyss Bay	What if children go to St Ninian's throughout the next 5/7 years from Inverkip/Wemyss Bay as a placing request for a route into St Columba's.	Ruth to look into this.	RB response. This will need to be monitored
04/03/2020	Parent - Inverkip School	People don't want to send their children to Inverclyde Academy due to the stigma that's attached to it, why not change the catchment for NDHS to allow Inverkip/Wemyss Bay to go there without a placing request.	The Admissions Policy is up for consultation not the catchment areas. Positive outcomes come back from Inverclyde Academy. Take the time to speak to the head teacher. Pupils have made strong representations about the unfair perception and want to stop the stigma.	"Speak to me" I am a parent council rep and have been nothing but impressed with Inverclyde Academy, I have children there and they have great support, guidance and pupils are thriving there. They are currently second on the table for positive destinations next to Clydeview Academy. I would encourage you to visit the school before judging it.
04/03/2020	Parent - Inverkip School	How is St Columba's now over capacity.	There is no spare room for additional pupils. The school has already given up a meeting room, and ICT room, and the head teacher has given up her office to allow pupils to have classes.	
04/03/2020	Parent Council Member	In transition period if any family move into a possible 400 houses being built at IBM or Power Station.	If a family move into Inverkip in P3 and had a baptism cert they would be treated the same as a P3 currently in the school.	

Consultation date	Capacity	Question	Response by Ruth Binks	Other
27/03/2020	Parent - Inverkip School	What is the average intake over last 3/5 years.	We haven't previously needed to take an average and to be honest it is not an accurate predictor as placing requests can be allocated up to a multiple of 20. It is the maximum yearly intake that is the important number when determining the overall capacity of a school. Everyone within the catchment area has been able to be allocated a place until academic year 20/21. This year we have extended the S1 intake to 140.	

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools.

May 2020

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to change the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 25 February 2020 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- telephone discussions with relevant consultees; and
- communication with the Catholic Church representative.

2. Consultation process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The formal consultation ran from 13 February to 25 March 2020. Communication was issued to all statutory stakeholders of the affected schools and in the community informing them of this consultation. Copies of the proposal were distributed to local libraries and a copy was placed on the council website. Adverts to notify the public of the consultation meetings were placed in the local press. The period from 13 February 2020 until most of Inverclyde schools closed on 20 March 2020, in response to the COVID-19 pandemic, included 27 days when schools were open. This is short of the six week and 30 days expected duties under the Act. However, despite the fact that most of Inverclyde Council's schools closed on 20 March 2020, the ability to respond

to the proposal continued to the end of the original planned consultation period. The period of consultation met the timescales albeit that only Inverclyde 'hub' schools were open.

2.3 Three public meetings were held on 25 and 27 February 2020, and 4 March 2020 in Port Glasgow Community Campus, Notre Dame High School and St Columba's High School. They were attended by 47 stakeholders. The council responded to all questions from attendees. A pupil consultation took place through pupil councils in the affected schools.

2.4 During the consultation period, the council received 228 responses to the proposal. Of these, 152 were supportive of change one of the proposal and 76 were opposed. One hundred and forty six were supportive of change two of the proposal, and 79 were opposed and three did not answer.

2.5 The main points in support include providing Catholic children priority for denominational schools when over subscription arises. The main points of objection include the perception of some in the relative difference in quality of education being provided between schools and the possibility of siblings being split up across schools.

2.6 Most pupil councils thought the proposals were fair. Whilst there were mixed views on whether a certificate of baptism is the best way to identify commitment to a particular faith, it was acknowledged that this is a sensible option for the council to take.

2.7 If the proposal is approved, the council has helpfully agreed to prioritise the entry of siblings within a seven-year transition period. However, the council recognises that it will be important to monitor all transitions including placing requests from non-denominational to denominational primary schools. This will help to ensure transitions to St Columba's High School are fair and transparent and in line with proposed changes.

3. Educational aspects of proposal

3.1 The council has given due consideration to the potential educational benefits for children and young people affected by the proposal. Proposed changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools will help to avoid oversubscription. There are risks as a consequence of the policy currently in place in relation to village schools if the school becomes oversubscribed for pupils within its catchment area. Pupils who have a certificate of baptism into the Catholic faith, or pupils from the villages who have attended the associated denominational primary school for their catchment area may not get a place. HM Inspectors agree that the proposal will help Inverclyde Council to avoid oversubscription and see improved and fair transition arrangements for children and young people within clusters. HM Inspectors recognise the importance of progression in learning between associated schools working in clusters.

3.2 The Education Service has indicated that it will remain sensitive to the concerns parents may have during the transition period. It will make every effort, where possible, to ensure that those with a certificate of baptism (obtained before entry to school) and who live within the catchment area can access the denominational secondary school associated with their catchment area. If change one is approved, then transition arrangements for those pupils at the village schools with siblings already at St Columba's High School will be allocated a place at St Columba's High School, providing the pupil's older sibling will be a pupil of St Columba's High School at the time of the pupil's entrance to S1. If change two is agreed, any child who is in attendance, or has enrolled, at the village schools prior to the date the decision to change the council's policy on admissions is made and who had a certificate of baptism prior to enrolment in

Primary 1 will be treated as attending an associated denominational school during the transition period.

3.3 All staff and parents who spoke with HM Inspectors indicated that they understood the reasons for the proposed changes. However, a few raised concerns relating to parents who had younger siblings who may not qualify for transition to the same secondary school if the age gap between them and older siblings extended beyond the seven-year grace aspect of the proposal.

3.4 The council also received a written submission on behalf of the Diocese of Paisley. The response acknowledges the need to reduce and manage the pressure on St Columba's High School and supports the proposals as being reasonable and supportive of Catholic education. The need for a certificate of baptism prior to entry to Primary 1 gives reassurance to Catholic parents of their right to choose a denominational school for their children with respect to supporting a place in the catchment denominational secondary.

4 Summary

The council's proposal provides a sound case for changes to the policy on admission and pupil placement in mainstream schools in relation to the transition from village primary schools (Inverkip, Kilmacolm and Wemyss Bay Primary Schools) to secondary schools. The council recognises the potential impact of increasing demand for places at St Columba's High School and its proposal sets out well its response. The council outlines the associated educational benefits to all affected schools. HM Inspectors endorse this view. All staff and parents who spoke with HM Inspectors indicated that they understood the reasons for the proposed changes. In taking this forward, the council should, as part of its plans, monitor its proposed transition arrangements to ensure they continue to be fair and transparent. The council's proposal, should it proceed, will see improved and fair transition arrangements. This forward planning will assist the authority in managing the rolls in all affected schools.

**HM Inspectors
May 2020**

Report To:	Education and Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education , Communities & Organisational Development	Report No:	EDUCOM/40/20/LW
Contact Officer:	Linda Wilkie	Contact No:	01475 712812
Subject:	Update on Early Learning and Childcare Expansion Programme		

1.0 PURPOSE

- 1.1 This report is to provide the Committee with an update on the Early Learning and Childcare (ELC) 1140 hours expansion programme and to advise the Committee of the budget position for session 2020 / 21.

2.0 SUMMARY

- 2.1 On Wednesday 1 April 2020 an order revoked the change to the 2014 Children and Young People Act that requires education authorities to secure 1140 hours of ELC provision for all eligible children from August 2020. This means that there is no statutory duty for Authorities to provide 1140 hours of early learning and childcare (ELC) from August 2020.
- 2.2 Education Services has considered the implications of this decision on its expansion plan and has concluded that 1140 hours of ELC can still be implemented across Inverclyde.
- 2.3 Almost all staff are in place to deliver the entitlement. 23 additional 'funded providers' are now able to provide early learning and childcare.
- 2.4 The report includes a financial update on the funding for 2020 / 21 budget as requested by the Policy and Resources Executive Sub-Committee in June 2020.
- 2.5 Inverclyde Council received £7,765,000 of revenue funding in 2020 / 21 to fund the 1140hours expansion. The report outlines the projected spend and a proposal to spend some of the currently unallocated funds.

3.0 RECOMMENDATION

- 3.1 That the Committee:
- Notes the plan for the delivery of 1140 hours of Early Learning and Childcare for session 2020 / 21.
 - Notes the update of the revenue budget for 2019 / 20 and the previously approved allocation of the £2.034million underspend.
 - Notes the projected underspend in the revenue budget for 2020 / 21 and approves the allocation of some of this underspend to the proposals outlined in paragraph 7.3.
 - Notes that a further report on the Early Years revenue budget will be submitted in January 2021.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council submitted its expansion plan to Scottish Government in March 2018. The plan provided details of current services and the developments required to deliver 1140 hours. Since this time the plan has been subject to change in line with local need and the timeline for infrastructure developments.
- 4.2 On Wednesday 1 April 2020, The Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Revocation Order 2020 was approved by the Scottish Parliament. The order revokes the change to the 2014 Children and Young People's Act that requires education authorities to secure 1140 hours of ELC provision for all eligible children from August 2020, rather than 600 hours. It effectively means that there will be no statutory duty to provide 1140 hours from August 2020.
- 4.3 Education Services has considered the implications of this decision on its expansion plan. Given the progress already made in the implementation of 1140 hours, the service has been able to develop contingency plans to ensure that 1140 hours can still be implemented across Inverclyde as of August 2020.
- 4.4 Inverclyde Council has received specific revenue grant funding from Scottish Government since 2018. This funding has increased incrementally since this date and is ring fenced to support the roll-out of the 1140 hours expansion.

5.0 DELIVERY OF 1140 HOURS OF EARLY LEARNING AND CHILDCARE IN SESSION 2020 /21

- 5.1 Contingency plans have been developed to address the impact of the COVID-19 pandemic on the infrastructure developments of the expansion programme. These are at Rainbow Family Centre, Larkfield Children's Centre, Craigmarloch Nursery Class and Wellington Children Centre (Gourock YAC). The costs associated with the contingency plans are contained within the 2019 / 2020 revenue underspend.
- 5.2 Early Learning and Childcare 1140 hour placements have been allocated in line with Inverclyde Council's Admission Policy for Early Learning and Childcare. As previously advised to the Education and Communities Committee, many parents have not received their preferred pattern of attendance or their first choice establishment. Officers from the Early Years team continue to work with parents to address any concerns.
- 5.3 A significant recruitment exercise took place in February 2020 to recruit the practitioners and support workers required for the implementation of the plan. These staff commenced employment at the start of the new school term in August 2020.
- 5.4 The commissioning exercise for funded providers (nurseries and childminders) is complete. After careful scrutiny, all applicants (4 ELC settings and 19 childminders) have been approved to provide early learning and childcare for session 2020 / 2021.
- 5.5 The cross-boundary protocol for the West Partnership was approved at the West Partnership Board on 7 August 2020. It has been agreed that this is based on 1140 hours. Within Inverclyde there is limited numbers of movement across neighbouring Authorities. At the time of writing the report there are 12 cross boundary placements coming into Inverclyde and 16 going out to other Authorities. Funding for most of these will be covered through reciprocal arrangements. An allocation meeting was scheduled for 17 August 2020 where final decisions are to be taken, The cost of cross boundary funding is currently projected at £25k. Any costs will be contained within the Funded Provider budget.

6.0 2019 / 2020 REVENUE BUDGET UNDERSPEND

- 6.1 Inverclyde Council was allocated £4,995,549 revenue funding for 2019 / 2020. £2,042,755 of this budget was underspent in the financial year 2019 / 20.

- 6.2 The 2019/20 grant needs to be spent by 31/03/21 or there is a possibility any unused grant will need to be repaid to Scottish Government.
- 6.3 Advice from the Scottish Government is that the Early Learning and Childcare specific grant can be utilised to support the additional costs associated with COVID-19 pandemic.
- 6.4 The £2.043m of the 2019 / 20 funding has been carried forward for use in 2020 / 21. A proposal to make best use of this funding was approved by the Policy and Resources Executive Sub-Committee in June 2020. Approximately £550,000 was allocated in response to the COVID-19 pandemic for critical childcare, supports to families and funded providers. Approximately £1,400,000 was allocated to the 1140 expansion plan including cost of contingency plans, further support for increased costs in infrastructure developments, educational resources and professional learning.

7.0 BUDGET 2020 /21

- 7.1 The Early Years Revenue budget for 2020 / 21 is £7,765,000. The current projected spend of the £7.765million budget is:

Budget Heading	Projected Spend
Employee Costs	£4.7m
Resources / Running Costs	£1.065m
Unallocated	£2.0m

- 7.2 There is currently £2.0m unallocated for session 2020 / 21. Whilst full year implementation of the 1140 hour expansion programme will not take place until session 2021 / 22, further funding of just under £1million is scheduled to be provided to meet the full year cost. Officers are currently comparing the current projected spend against the plans submitted when the grant level was determined. Whilst the unallocated sum could potentially decrease over the next reporting period, 7.3 lists proposals for the use of some of the unallocated budget. If approved by Committee, these proposals will be incorporated into future projections.

- 7.3 The proposals are:

	Item	Projected Spend £000
1.	Additional teachers, practitioners and support workers to provide recovery support to children in wellbeing, literacy and numeracy.	£659
2.	Extending access to early years support services provided by 3 rd sector Provider.	£48
3.	Additional family support workers to work directly with families disproportionately affected by the COVID-19 pandemic.	£135
4.	Financial support to funded providers to allow them to implement recovery strategies for children in their care including additional staff and resources.	£74
5.	Educational Psychology support across the ELC sector focussing on health and wellbeing and recovery.	£57
6.	Tracking and Assessment of Children's Learning.	£38
7.	HQ Admin Support	£41
8.	Unallocated funding - projects still being scoped. Adjustments in projections for period 4.	£948
9.	TOTAL	£2000

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7.4 It is important to note that based on previous experience some of the additional posts, as detailed at 1 and 3 above, are likely to be recruited from the current cohort of staff; this creates other vacancies which may mean an underspend in other areas of the revenue budget.

8.0 IMPLICATIONS

Finance

8.1 One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Early Years	Various	20 – 21	£1,052,000		Proposals listed in 7.3. Further report on proposals for the balance

Annually Recurring Costs/ (Savings)

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

Legal

8.2 There are no Legal implications.

Human Resources

8.3 There are no Human Resources implications other than as noted within this report.

Equalities

8.4 Equalities

(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.
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X	NO
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(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

Repopulation

8.5 An early learning and childcare service that delivers on quality, flexibility, accessibility and affordability will contribute to repopulation.

9.0 CONSULTATIONS

9.1 None

10.0 BACKGROUND PAPERS

10.1 None

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/083/20
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Items for Noting (Education)		

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following report is submitted for the Committee's information:

- Allocation of laptops to pupils from Council and Scottish Government funding and development of long-term digital learning strategy.

2.0 RECOMMENDATION

2.1 That the above report be noted.

Report To:	Education & Communities Committee	Date:	1 September 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/33/20/NG
Contact Officer:	Norman Greenshields	Contact No:	
Subject:	Allocation of laptops to pupils from Council and Scottish Government funding and development of long term digital learning strategy		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the policy and procedures to be used by Inverclyde Education Services in the allocation of digital devices to secondary pupils for home learning.
- 1.2 This report also updates the Committee on the need for Education Services to develop a longer term digital access and digital learning strategy. The report highlights some initial thoughts on the direction that this strategy is likely to encompass.

2.0 SUMMARY

- 2.1 On 16th June 2020, the Policy and Resources Executive Sub Committee approved Education Services proposals to invest in the upgrading of Wi-Fi infrastructure in our Secondary school estate and connectivity across all of our educational establishments. It also approved funding to allow the purchase of laptop devices which would be allocated to secondary pupils required to enable them to engage in their learning, from home. This would be on a loan basis only.
- 2.2 Inverclyde Education Services and ICT Services subsequently also submitted, on 10 July 2020, a grant bid for Scottish Government funding to further extend our ability to provide pupils with laptops at home plus additional internet connectivity for a number of these devices.
- 2.3 The administration, allocation and management of these devices will be overseen by the Inverclyde Attainment Challenge team with a Project Development Officer being identified as part of that team. The funding of this project officer post will come from the Inverclyde Attainment Challenge.
- 2.4 Technical support for these devices will be provided by a temporary increase in resources from within the ICT Services team.
- 2.5 The allocation of these devices to pupils for home learning is just one aspect of an Education Services digital access and digital learning strategy paper which is being developed. This strategy paper will be presented to the Committee at a future date.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
 - (i) Notes the criteria underpinning the allocation of laptops/internet connectivity through an application process, focused towards Secondary pupils who are currently receiving a

clothing grant/free school meals and who do not have access to a device at home for learning purposes.

- (ii) Notes that Education Services will now develop a longer term, sustainable digital access strategy which will encourage greater use of the improved changes made to Wi-Fi infrastructure in Secondary Schools and internet connectivity speeds across all of the education estate.

Ruth Binks
Corporate Director
Education , Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Funding was approved by the Policy and Resources Executive Sub Committee on 16 June 2020, that allowed Education Services to purchase 315 laptop devices for students.
- 4.2 A Scottish Government Grant has now enabled the Council to extend the number of laptop devices to a total of 1200, 350 of which will directly be fitted with internet connectivity. In addition, Young Scot funding has secured dongles for internet connectivity for an additional 100 devices, further extending capacity to offer home connectivity to families who currently do not have this access.
- 4.3 A previous Policy and Resources Executive Sub-Committee meeting raised concerns about families who may struggle with the increased costs of electricity charges for the operation of these devices. Further investigation into these concerns by Education Services has identified that the additional cost of electricity in running a laptop device over a year comes in at less than £10 per device for a full year. Given the low cost of the electricity required, it is recommended that no extra financial contribution is given to families above the provision of a device, however schools and I youth zones should remain sensitive to any child who may need to charge a device.

These additional devices ultimately belong to the Council and an insurance policy will not be taken out to cover damage/loss of such devices when held by the students as this would be cost prohibitive. In addition, all the new laptops include a 3 year warranty which covers most aspects of faults to the system. It does not however cover damage caused by the user. The project administration team will aim to keep a small bank of laptops to be issued as a replacement to students in the event of issues of damage or loss.

- 4.4 Education Services have already liaised with their schools and families to identify the names of secondary students who have struggled to access digital learning resources during the Covid19 lockdown process. A number of these students have already been issued with devices supplied in conjunction with Belville Community Garden Trust. The proposed allocation of these new devices will take into account these students, ensuring that they have the best device required, to support their learning needs and should enable the Belville devices to be allocated to support young adults preparing for or seeking future employment.
- 4.5 The laptop devices being issued can be used by the pupils both in school and at home. It is envisaged that initially these devices will remain at home until the work to strengthen the school Wi-Fi infrastructure and school connectivity is put in place. The estimated timescales for the completion of this work is for after the October break 2020.
- 4.6 Although the orders for purchasing these devices have been placed, there is likely to be a delay in the delivery of the laptops due to the current high level of demand, nationally, for these type of devices. All laptops have been purchased through the National purchasing frameworks to ensure best value to the Council. These devices will then be asset tagged and setup for home use and will be issued to the pupils as quickly as possible.

5.0 ALLOCATION OF LAPTOP PROCESSES

- 5.1 In order to apply for the loan of a laptop device (and if required internet connectivity), the student must meet the following criteria:
 - Be a secondary pupil in one of the six Inverclyde secondary schools or two ASN Schools
 - Be in receipt of a clothing grant/free school meals
- 5.2 The Inverclyde Attainment Challenge administration team has identified all students who meet these criteria and will monitor the process of application.
- 5.3 All families with students meeting the above criteria will be issued with an application form on

17 August 2020. A hard copy of the application form will be given to each student and a Groupcall text/email message will also be sent to parents alerting them to this happening. This should minimise the chances of parents missing out on the chance to apply. The deadline for submission will be 28 August 2020. (See Appendix 1).

- 5.4 Families will be informed in writing of whether they have been allocated a device and of the process required for collection. The student and the parent will be asked to sign a laptop loan agreement detailing their responsibilities and also the process of returning the device when they leave their secondary education. (See Appendix 2).
- 5.5 The Project Development Officer in conjunction with ICT Services will support the process of getting students set up to use these devices at home and also to provide advice and support when issues arise with the devices. Officers will also ensure that when a device is returned at the end of its loan period, the device is correctly cleansed of data before being allocated to the next pupil.

6.0 IMPACT UPON LONGER TERM DIGITAL STRATEGY

- 6.1 The development of the Inverclyde blended learning model used during the Covid 19 situation has highlighted the additional value and benefits that digital learning approaches can bring. Many learners have demonstrated a strengthened ability to take responsibility for improving the quality of their coursework. Others have found freedom to be creative and imaginative in the way they present their thoughts and understanding. Staff have increasingly made use of a wider range of digital learning resources and have been able to provide feedback to students quickly and effectively. These strategies and resources have enhanced the learning opportunities for our children and young people and demonstrated the importance of learning within real life contexts.

Throughout this pandemic, the digital skills of staff and learners has been growing both in terms of breadth and confidence. The importance of continuing to develop these digital skills within our young people for learning, life and work, has never been more apparent.

For these reasons, Education Services now consider this to be the best time to pause, reflect upon these experiences and to look at reshaping and developing their longer term digital learning strategy. This strategy will encompass pedagogical development, staff professional learning and the direct links to lesson planning and classroom practice. The Attainment Challenge, Digital Literacy Coaching and Modelling Officer will continue to help develop and strengthen the blended learning approaches that are used by our teaching staff. This will help ensure that these methodologies are in place, should for any reason, schools have to go back into lockdown in future.

- 6.2 The use of pre-recorded lessons and applications such as Microsoft Teams are now widely used tools to support learning approaches and will assist in responding to the challenges currently being faced by the students, particularly when a physical presence in the building may not be possible.
- 6.3 Education Services have continued to work with West Partnership and Education Scotland colleagues to further develop our digital approaches, including increasing the bank of recorded lessons and the implementation of the Clickview Application. The ability to revisit the learning at a later time will assist students in strengthening their understanding of the coursework. This model of learning ultimately may lead to a new way of delivering the consortium courses which in turn could reduce transport costs associated with the current arrangements. This model of distance learning is in place across a number of other authorities and has enabled students to access learning not normally available in their own schools.
- 6.4 This can only be done in conjunction with changes to the way we currently manage and refresh our school computer estate. The Project Development Officer will work with the Education Officer with responsibility for ICT within Education, ICT services personnel and the Digital Literacy Officer (currently in post through the Attainment Challenge) to ensure that the

widening of pupil access to these laptops and greater use of pupils' own devices is strengthened and is reflected in our future Digital Access and Digital Learning strategy.

Currently secondary students and staff can access the Bring Your Own Devices (BYOD) wireless connection within their schools. This connection however will need to be redesigned to suit the larger numbers of devices that will be accessing it in future, at any one time.

7.0 IMPLICATIONS

Finance

- 7.1 The funding for the 1200 lap tops and connectivity comes from external sources and at present is one-off in nature. Any costs arising from the refreshed Digital Strategy will be included in a future report.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

- 7.2 No implications

Human Resources

- 7.3 No implications

Equalities

- 7.4 Equalities

- (a) Has an Equality Impact Assessment been carried out?

	YES
✓	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
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	completed.
✓	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.
✓	NO

Repopulation

7.5 No implications.

8.0 CONSULTATIONS

8.1 N/A.

9.0 BACKGROUND PAPERS

9.1 N/A.

Inverclyde Education Services

Senior Student Laptop Loan Scheme Application Form

Inverclyde Education Services

Wallace Place

Greenock

PA15 1JB

Inverclyde Council is obliged to comply with current Data Protection Laws. Information provided by you will be held by the Council. Such information will be used to recognise the rights of parents to make an application for a loan of a laptop and internet connectivity. The Council is under obligation to manage public funds properly. Accordingly, information that you provide may be used to prevent and detect fraud. By signing this form you have given consent for data processing. Please note that information provided by you may be held by the Council in computer files for use by the Council in planning and administration of services.

How can we help your child access remote learning from home?

In recent months, the importance of children being able to continue their learning at home has become more evident. Indeed as schools have adapted their learning routines to include more digital learning and direct online access to teacher support, the need for all secondary students to be able to access online resources and teaching interactions has become even more important.

Inverclyde Council in conjunction with Scottish Government and the Belville Community Trust have been seeking to widen access to digital access to more of our students.

We will now seek to provide a loan of a laptop device and internet connectivity (where required) if:

- A child is within an Inverclyde Authority Secondary School and currently is in receipt of free school meals.

What the loan scheme involves?

Inverclyde secondary schools will continue to work with their families to identify students who need support at home to access digital learning and teaching. This is based upon the engagement of students in their blended learning approaches and the need for them to access learning resources online.

However each family is required to complete an application form and submit it to the address provided.

A successful application can result in the following:

- A laptop being issued to a secondary pupil where they already have access to the internet at home.
- An internet enabled laptop being issued to a secondary pupil where there is currently no access to the internet at home.
- Subject to demand, where necessary a laptop may be issued to a household instead of an individual pupil.

When to apply for this loan scheme

Inverclyde will have a limited number of laptops available to distribute. As the demand for these laptops is expected to be high, it is essential that you apply before the closing date of **Friday 28 August 2020**.

What happens after you apply?

The Council will require some time to organise the setup of the laptops to ensure they can be safely used at home.

You will be informed by letter of the outcome of your application. If successful, you will be contacted to arrange collection of the laptop, most likely at the secondary school that your child attends. This is required, as a loan agreement form needs to be signed by the parent and the pupil. We will arrange for your child to be supported in setting up the laptop, so that it is ready to be used at home.

Your child will also be reminded of the need for them to ensure that it is looked after at all times and is on loan. Further technical assistance will be offered to ensure that any difficulties with the laptop are overcome.

Should the laptop be damaged or stolen, we would ask that you alert the school to that issue at that time.

What happens when your child leaves the school?

Just as we do currently with our school text books, your child will be asked to return the laptop before they leave. A receipt note will be given to your child to show that this has been done. All data will then be cleansed from the laptop to ensure that no information is handed on to the next user.

Inverclyde Council is obliged to comply with current Data Protection Laws. Information provided by you will be held by the Council. Such information will be used to recognise the rights of parents to make an application for a loan of a laptop and internet connectivity. The Council is under obligation to manage public funds properly. Accordingly, information that you provide may be used to prevent and detect fraud. By signing this form you have given consent for data processing. Please note that information provided by you may be held by the Council in computer files for use by the Council in planning and administration of services.

Application Form: Loan of Laptop/internet connectivity

This application form should only be used by parents of children in Secondary Education who currently are in receipt of Free School Meals.

Please complete all sections of this form where applicable. The form should be returned **by 28 August 2020** to:

**Attainment Challenge Admin Team
c/o Education Services
Wallace Place
Greenock
PA15 1JB**

Name of Parent/Guardian					
Address					
Post Code		Contact Telephone Number			
Name of 1st child		Name of Secondary school			
Name of 2rd child		Name of Secondary school			
Name of 3rd child		Name of Secondary school			
Do you currently have internet access in your home? Please circle appropriate answer		Yes	No	Limited data	Other please specify
This section below is for administration purposes only					
Laptop		Connectivity		Asset Tags	

I confirm that my child(ren) currently receive a free school meal from Inverclyde Council.

Name of Parent/Guardian (Print) _____

Signature of Parent/Guardian _____ Date _____

Inverclyde Council is obliged to comply with current Data Protection Laws. Information provided by you will be held by the Council. Such information will be used to recognise the rights of parents to make an application for a loan of a laptop and internet connectivity. The Council is under obligation to manage public funds properly. Accordingly, information that you provide may be used to prevent and detect fraud. By signing this form you have given consent for data processing. Please note that information provided by you may be held by the Council in computer files for use by the Council in planning and administration of services.

Inverclyde Education Services

Senior Student Laptop Loan Scheme Summary of Agreement for student use

Policy adopted August 2020

Summary of policy

This is a summary of the main policy, which broadly attempts to cover the usage and care of both a Laptop and where appropriate a 4G connectivity which are provided on loan to the student (from Inverclyde Education Services) via **Name of School**, to support learning at home during in response to the Covid19 pandemic.

All students should note that they should continue to follow the Inverclyde Internet Acceptable Use Policy that they and their parents/guardians signed for prior to receiving this laptop. All devices include the use of anti-virus and malware protection. At the end of the agreed loan period, the device(s) will be returned to the Council.

Do not:

- Eat and drink whilst using your laptop
- Give away your logon or password details to anyone else
- Bully or harass anyone online
- Exceed the data threshold provided with the laptop where supplied.
- Remove or modify the pre-installed virus protection software
- Give away personal details online
- Be offensive, harassing, fraudulent, illegal or obscene
- Save your documents directly on to the laptop. Always save your work within your secure OneDrive area on Glow. That way it is also accessible from any school computer, should anything happen to the laptop.

Do:

- Look after your personal safety when online
- Look after the laptop and headset provided
- Use your free Microsoft licences to download the Office 365 applications to the laptop
- Ensure your information is backed up regularly on your Glow OneDrive.
- Adhere to all data protection and copyright laws
- Follow the Council advice on safe online behaviours
- Report the loss or theft of your laptop/headset to your school/the Police immediately
- If in doubt, please speak with one of your teachers
- Have fun, educate and develop your capabilities, you are unique, celebrate that and go for it.

Declarations

I accept the following Inverclyde Council asset numbers and devices and agree to this **Inverclyde Education Services 'Laptop Loan Scheme Policy'**.

Asset Number (s):Please print student name.....

Signature.....Date.....

Signed on behalf of **School/Authority** regarding the provision of the above asset(s).

Please print name..... Position.....

Signature.....Date.....