

A meeting of the Education & Communities Committee will be held on Tuesday 3 November 2020 at 2pm.

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

****Copy to follow**

1. Apologies, Substitutions and Declarations of Interest	Page
<u>COMMUNITIES</u>	
PERFORMANCE MANAGEMENT	
2. Communities 2020/21 Revenue Budget - Period 5 to 31 August 2020 Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
3. Communities Capital Programme 2020/21 to 2022/23 - Progress Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
4. Cultural Services Annual Report 2019-20 Report by Corporate Director Education, Communities & Organisational Development	p

NEW BUSINESS		
5.	School Crossing Patrol (SXP) Review Report by Corporate Director Education, Communities & Organisational Development	p
6. **	Regeneration Capital Grant Fund Report by Corporate Director Education, Communities & Organisational Development	
7.	Year of Young People Legacy 2019/20 Report by Corporate Director Education, Communities & Organisational Development	p
8. **	Grants to Voluntary Organisations Report by Corporate Director Education, Communities & Organisational Development	
9. **	Under 19 Sport Grants Report by Corporate Director Education, Communities & Organisational Development	
ITEMS FOR NOTING		
10.	Items for Noting (Communities) Report by Corporate Director Environment, Regeneration & Resources	p
10(a)	The Scottish Community Safety Network Annual Report 2019/20 Report by Corporate Director Education, Communities & Organisational Development	p
10(b)	Successful Funding Bid for the Watt Institution Report by Corporate Director Education, Communities & Organisational Development	p
10(c)	Use of Emergency Powers Procedure – Replacement of 3G Synthetic Pitches, Parklea, Port Glasgow Report by Corporate Director Education, Communities & Organisational Development	p
10(d)	Use of Emergency Powers Procedure – Festive Film Report by Corporate Director Education, Communities & Organisational Development	p
<u>EDUCATION</u>		
PERFORMANCE MANAGEMENT		
11.	Education 2020/21 Revenue Budget – Period 5 to 31 August 2020 Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
12.	Education Capital Programme 2020 to 2023 - Progress Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p

13.	Education Services Improvement Plan 2020-21 Report by Corporate Director Education, Communities & Organisational Development	p
NEW BUSINESS		
14.	Report on the Work of the West Partnership and the West Partnership 2020-23 Improvement Plan Report by Corporate Director Education, Communities & Organisational Development	p
15.	Education Update Report Report by Corporate Director Education, Communities & Organisational Development	p
ITEMS FOR NOTING		
16.	Items for Noting (Education) Report by Corporate Director Environment, Regeneration & Resources	p
16.(a)	Inverclyde Council Schools Health and Wellbeing Survey 2019 Report by Corporate Director Education, Communities & Organisational Development	p
16.(b)	Scottish Government Access to Childcare Fund Report by Corporate Director Education, Communities & Organisational Development	p
16.(c)	Inverclyde Child Poverty Local Action Report Report by Corporate Director Education, Communities & Organisational Development	p
<p>The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraphs 4 and 6 of Part I of Schedule 7(A) of the Act.</p>		
<u>COMMUNITIES</u>		
PERFORMANCE MANAGEMENT		
17.	Ongoing Governance of External Organisations Report by Corporate Director Education, Communities & Organisational Development on governance arrangements in place for externally funded organisations and highlighting any issues arising from the ongoing governance.	p
<p>Please note that because of the current COVID-19 (Coronavirus) emergency, this meeting will not be open to members of the public.</p> <p>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.</p>		

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

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/087/20/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2020/21 Revenue Budget Report- Period 5 to 31 August 2020		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2020/21 Revenue Budget position at Period 5 to 31 August 2020.

2.0 SUMMARY

- 2.1 The total Communities Revenue Budget for 2020/21, excluding Earmarked Reserves, is currently £4,500,810. This is a decrease of £19,620 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an overspend of £868,000. Included within this projection are costs of £997,000 relating to the Council's response to the Covid-19 pandemic which will be fully funded by the approved Covid-19 budget. Excluding these costs, there is a projected underspend of £129,000 which is a decrease in expenditure of £59,000 since the last Committee.
- 2.2 The main variances to highlight for the 2020/21 Revenue Budget are –

Libraries & Museum: Projected Overspend £33,000

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 remainder of Financial Year, it is projected that Income will under-recover by £42,000. The projected outturn excluding Covid-19 costs is an underspend of £9,000, a decrease in expenditure of £4,000 since the last Committee and is due to minor Property Costs variances.

Sports & Leisure: Projected Overspend £875,000

Sports & Leisure projected outturn for 2020/21 includes £881,000 of costs associated with the Council's response to the Covid-19 pandemic. Additional payments of £951,000 have been approved 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 £6,000 which relates to Rankin Park Cycle Track maintenance (£10,000) and a shortfall in Rent Income (£4,000)

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 of the underspend relates to minor variances. The projected underspend is the same as previously reported to the Committee.

Community Halls: Projected Underspend £8,000

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 £82,000 which is due to an underspend of £67,000 for Employee Costs, mostly Letting Officers, and a £15,000 underspend for Community Hubs Resources.

- 2.3 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 current projected underspend of £129,000 for the 2020/21 Revenue Budget as at Period 5 to 31 August 2020 net of costs of £997,000 funded by the approved Covid-19 budget.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities
and Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2020/21 Communities Revenue Budget as at Period 5 to 31 August 2020 and highlight the main issues contributing to the projected overspend of £868,000.

5.0 2020/21 PROJECTION

- 5.1 The current Communities Revenue Budget for 2020/21 is £4,500,810. This is a decrease of £19,620 from the approved budget. Appendix 1 provides details of the virements responsible for this increase.
- 5.2 The main issues to highlight in relation to the projected overspend of £868,000 or net of Covid-19 related costs an underspend of £129,000 for the 2020/21 Communities Revenue Budget are :-

Libraries & Museum: Projected Overspend £33,000

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 remainder of Financial Year, it is projected that Income will under-recover by £42,000. The projected out turn excluding Covid-19 costs is an underspend of £9,000, a decrease in expenditure of £4,000 since the last Committee and is due to minor Property Costs variances.

Sports & Leisure: Projected Overspend £875,000

Sports & Leisure projected outturn for 2020/21 includes £881,000 of costs associated with the Council's response to the Covid-19 pandemic. Additional payments of £951,000 have been approved 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 £6,000 which relates to Rankin Park Cycle Track maintenance (£10,000) and a shortfall in Rent Income (£4,000)

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. The projected underspend is the same as previously reported to the Committee.

Community Halls: Projected Underspend £8,000

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 £82,000 which is due to an underspend of £67,000 for Employee Costs, mostly Letting Officers and a £15,000 underspend for Community Hubs Resources.

6.0 EARMARKED RESERVES

6.1 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.

7.0 VIREMENTS

7.1 There are no virements this Committee Cycle.

8.0 IMPLICATIONS

8.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

8.2 Legal

There are no specific legal implications arising from this report.

8.3 Human Resources

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

8.4 Equalities

There are no equalities issues within this report.

(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

8.5 Repopulation

There are no repopulation issues within this report.

9.0 CONSULTATION

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

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Communities Budget Movement - 2020/21

Period 5 - 1st April 2020 to 31st August 2020

Service	Approved Budget	Movements			Transferred to EMR	Revised Budget 2020/21
	2020/21	Inflation	Virement	Supplementary Budgets		
	£000	£000	£000	£000	£000	£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 77
 Decrease IL Management Fee for Whinhill (30)
 GTVO to Education Committee (26)
 Playschemes to Education Committee (40)

(19)

Supplementary Budget

0

(19)

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 5 - 1st April 2020 to 31st August 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	1,756	1,652	(104)	(5.9%)
730	Property Costs	737	736	739	3	0.4%
1,213	Supplies & Services	1,157	1,127	2,068	941	83.5%
2	Transport Costs	3	3	3	0	-
78	Administration Costs	79	79	79	0	-
1,131	Other Expenditure	1,121	1,067	950	(117)	(11.0%)
(291)	Income	(307)	(267)	(122)	145	(54.3%)
4,552	TOTAL NET EXPENDITURE	4,520	4,501	5,369	868	19.3%
	Earmarked Reserves	0	0	0	0	
	Additional Funding Covid-19			(997)	(997)	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,520	4,501	4,372	(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)
1,586	Libraries & Museum	1,610	1,609	1,642	33	2.1%
1,184	Sports & Leisure	1,112	1,160	2,035	875	75.4%
516	Community Safety	557	557	525	(32)	(5.7%)
1,014	Community Halls	989	949	941	(8)	(0.8%)
252	Grants to Vol Orgs	252	226	226	0	-
4,552	TOTAL COMMUNITIES	4,520	4,501	5,369	868	19.3%
	Earmarked Reserves	0	0	0	0	

COMMUNITIESREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPeriod 5 -1st April 2020 to 31st August 2020

<u>Out Turn 2019/20 £000</u>	<u>Budget Heading</u>	<u>Budget 2020/21 £000</u>	<u>Proportion of Budget</u>	<u>Actual to 31-Aug-20 £000</u>	<u>Projection 2020/21 £000</u>	<u>(Under)/Over Budget £000</u>	<u>Percentage Over / (Under)</u>
	Libraries & Museum						
(25)	Libraries & Museum Income	(67)	(28)	0	(25)	42	(62.7%)
	Sports & Leisure						
141	Waivers	141	59	0	71	(70)	(49.6%)
709	IL Management Fee	654	164	220	1,605	951	145.4%
	Community Halls						
0	Letting Officers Employees Costs	125	48	25	58	(67)	(53.6%)
28	Waivers	25	10	0	0	(25)	(100.0%)
(107)	School Lets Income	(135)	(56)	(6)	(36)	99	(73.3%)
	Community Safety						
472	Employee Costs	498	192	164	473	(25)	(5.0%)
	Covid 19 Material Variances					997	
	Total Material Variances	1,241	389	403	2,146	905	

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 5 2020/21</u> £000	<u>Actual Period 5 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 (Participatory Budgets)	Tony McEwan	159	0	0	106	53	£65k funding 18 months post from P7 20/21 and £87k payments to be made to various Community Groups P10 20/21. £48k pays for last 12 months of post in 21/22.
Total		159	0	0	106	53	

Report To:	Education & Communities Committee	Date:	3 November 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 Expenditure at 30th September 2020 is 17.47% of the restated 2020/21 approved budget; there is net advancement of £316K (72.6%) being reported in connection with the revised pitches asset management plan and progression of the lifecycle works to the Parklea Community Facility.

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 use of powers delegated to the Chief Executive to progress a formal acceptance for the Parklea Community Facility 3G Pitch Lifecycle works and separate report on the agenda for this Committee.

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 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 reviewed and re-phased the 2020/21 capital budget with the restated 2020/21 Capital budget approved by the Policy & Resources Committee of 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. Officers continue to engage with representatives of the club to find a solution to shortfall. The overall project has been put on hold until future notice.

6.0 INDOOR SPORTS FACILITY FOR TENNIS

6.1 Inverclyde Council and Inverclyde Leisure continue to have open dialogue with all stakeholders over the indoor tennis project. On 15th September, the Policy & Resources Committee approved an increase of the funding contribution from £500K to £835K based on the understanding that the total funds available from SportsScotland, the LTA, and Tennis Scotland would increase from £850k to £1M bringing the total funding available to £1.835M.

6.2 On 16th September 2020 a new stage 2 application was submitted to the Transforming Scottish Indoor Tennis (TSIT) Fund including new financial sheets and outline build plan with associated projects costs. A response is currently awaiting from TSIT, we will continue to updated committee of progress.

7.0 LEISURE PITCHES ASSET MANAGEMENT PLAN / LIFECYCLE FUND

7.1 The September 2020 Education & Communities Committee approved a report on the revised artificial sports pitches asset management plan including the recommended scope of works for the Parklea Community Sports Facility 3G pitch lifecycle replacement works. A separate report on the use of powers delegated to the Chief Executive to progress a formal acceptance for the Parklea lifecycle works tender is included on the agenda for this Committee.

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 have been progressed in phases/trade packages with the majority of the planned work now completed. The remaining elements of work involve the refurbishment of toilets (currently progressing on site); installation of new windows and grilles (work imminent and being co-ordinated to maintain security); and the installation of new high level windows in the main hall pending the receipt of statutory approvals to allow an installation date to be agreed. Subject to the progression of the final statutory approval element, works are anticipated to be fully complete by the end of the calendar year.

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 have been progressed in phases/trade packages with the majority of the planned work now completed. The remaining elements of work involve the refurbishment of toilets (currently progressing on site); installation of new windows and grilles (work imminent and being co-ordinated to maintain security); and the installation of new high level windows in the main hall pending the receipt of statutory approvals to allow an installation date to be agreed. Subject to the progression of the final statutory approval element, works are anticipated to be fully complete by the end of the calendar year.

10.0 WHINHILL GOLF CLUB LIFECYCLE WORKS

10.1 Provision of £250K was made available in the 2020/21 budget from a combination of reserves and Core Property allocation to address the condition of the property which is currently rated as C (Poor). Technical Services have surveyed the building and are currently preparing a prioritised list of works for progression / consideration. The works will be taken forward in phases with the first phase addressing building external fabric improvements.

11.0 WATERFRONT LEISURE CENTRE TRAINING POOL MOVEABLE FLOOR

11.1 The Committee of 1st September considered a report on the options for the replacement of the Waterfront Leisure Centre training pool moveable floor. The matter was remitted to the Policy & Resources Committee of 15 September 2020 at which it was agreed to progress the replacement option at an estimated cost of £325K which would be funded from a combination of Council Core Property allocation and Inverclyde Leisure (IL) via Council loan and IL contribution. Technical Services have now engaged an external mechanical and electrical consultant to progress the information required to prepare tender documents for the proposed works.

12.0 CRAIGEND RESOURCE CENTRE

12.1 The Craighend Resource Centre (CRC) is currently occupying premises at McLeod Street, Greenock and has secured funding for a major expansion of the premises which has now commenced on site with phase 1 groundworks in progress. The total capital grant from Scottish Government Regeneration Capital fund has now increased by an additional £100K to £1.287M, now providing an overall funding allocation/budget from Big Lottery and RCGF of £2.417m.

13.0 IMPLICATIONS

13.1 The expenditure at 30th September 2020 is £76K compared to the restated approved budget of £435K. This is expenditure of 17.47% of the restated approved budget (10.21% of the revised projection) after 50% of the financial year. The Committee is projecting to spend £751K with net advancement of £316K (72.6%) in connection with the revised pitches asset management plan and the progression of the Parklea Community Facility lifecycle works project.

13.2 The current budget is £3.699m for Communities projects. The current projection is £3.699m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
Total Communities	3,699	3,699	-	
Total	3,699	3,699	-	

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

13.3 Legal

There are no legal issues.

13.4 Human Resources

There are no human resources issues.

13.5 Equalities

Equalities

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

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

13.6 Repopulation

There are no repopulation issues.

14.0 CONSULTATIONS

14.1 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.

14.2 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.

15.0 BACKGROUND PAPERS

15.1 Communities Capital Programme Technical Progress Reports October 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

Project Name	1	2	3	4	5	6	7	8
	Est Total Cost	Actual to 31/3/20	Approved Budget 2020/21	Revised Est 2020/21	Actual to 30/09/20	Est 2021/22	Est 2022/23	Future Years
	£000	£000	£000	£000	£000	£000	£000	
Communities								
Lady Alice Bowling Club Refurb	210	17	0	1	1	192	0	0
Indoor Sports Facility For Tennis	835	0	0	0	0	835	0	0
Leisure Pitches AMP - Lifecycle Fund	1,735	112	250	550	0	293	780	0
Grieve Road Community Centre	200	92	90	90	37	18	0	0
Wemyss Bay Community Centre Refurbishment	100	46	38	38	38	16	0	0
Whinhill Golf Club Lifecycle Works	250	0	50	50	0	200	0	0
Waterfront Leisure Centre Training Pool Moveable Floor	325	0	0	15	0	310	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
	3,699	267	435	751	76	1,901	780	0
CFCR								
Craigend Resource Centre (Grant Funded)	1,287	0	0	488	0	799	0	0

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/61/20/AW
Contact Officer:	Alana Ward, Service Manager	Contact No:	01475 712330
Subject:	Cultural Services Annual Report 2019-20		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with an update on progress within Cultural Services in 2019-20.

2.0 SUMMARY

- 2.1 The Cultural Services Annual Report 2019-20 provides information on the range and impact of the work of the service, and celebrates the achievements of the service. It summarises work which has taken place in order to achieve the actions identified in the Inverclyde Libraries service improvement plan 2019-20, the Watt Institution service improvement plan 2019-20, and the Great Place Scheme activity plan 2019-20.

- 2.2 Achievements include:

- A strong emphasis on activities and events within libraries aimed at reducing social isolation and increasing cultural/creative opportunities for local people;
- A large number of Inverclyde's children and young people engaging with the public library service through family learning activities, Bookbug, early years and primary visits to libraries, and the Summer Reading Challenge;
- An employee of Inverclyde Libraries was awarded "Bookbug Hero of the Year" status from a nominated pool of staff working in early years, health visiting, and libraries across Scotland;
- The Watt Institution re-opening to the public in November 2019 with an opening exhibition on James Watt timed to coincide with the bi-centenary year, and welcomed 8,000 visitors between November and mid-March 2020; and
- Funded through the Great Place Scheme, Inverclyde Cultural Partnership worked with consultants to produce a 10 year heritage strategy for Inverclyde designed to grow the heritage sector in Inverclyde and capitalise on under-used assets.

- 2.3 In 2020-21, the service continues to focus on supporting local recovery from Covid-19; increasing public engagement with all aspects of the service and in particular, the Watt Institution, which has a new staffing structure and funding to support detailed collections and engagement work.

3.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Cultural Services in Inverclyde consists of the public library service, the Watt Institution, the Instrumental Music Service, and wider aspects of arts, culture and heritage in the Inverclyde. Each year, an annual report on progress is compiled, presented to the Committee, and published on the Cultural Services' section of the Council website.

4.2 A further report on progress will be provided to the Committee as soon as possible after the close of 2020-21.

4.3 The following summarises highlights from the 2019-20 annual report which is attached as Appendix 1:

4.4 Library Service

- There was a strong emphasis on activities and events within libraries aimed at reducing social isolation and increasing cultural/creative opportunities for local people. Programmes included Live Literature events, Book Week Scotland events, formal and informal adult learning programmes, Chatty Cafes, reading and creative writing groups, art classes, and inclusive activities supporting library users with sight loss/impairment and autism.
- Inverclyde's libraries remain a vital source of IT equipment and support, with more than 4,000 log-ins to Universal Credit accounts in 2019-20, and library staff providing additional assistance in more than 250 cases.
- A large number of Inverclyde's children and young people have engaged with the public library service through family learning activities, Bookbug, early years and primary visits to libraries, after-school programmes, holiday activities, and the Summer Reading Challenge. Inverclyde's children and young people strongly embrace the Summer Reading Challenge every year, and in 2019, 1,109 children participated (a 7% increase from 2018), 654 completed the challenge (a 5% increase on 2018) and the percentage of the 4-12 years age group taking part was the second highest in Scotland.
- An employee of Inverclyde Libraries was awarded "Bookbug Hero of the Year" status from a nominated pool of staff working in early years, health visiting, and libraries across Scotland.

4.5 Arts & Culture

- The Watt Institution re-opened to the public in November 2019 with an opening exhibition on James Watt timed to coincide with the bicentenary year, and welcomed 8,000 visitors between November and mid-March 2020.
- James Watt's bicentenary was further celebrated by an artists' residency engaging Inverclyde's residents, using a variety of media, to facilitate a dialogue around James Watt and inspire creative interpretations. A project finale consisting of an exhibition and recital of work created attracted over 150 attendees was held at the Beacon Arts Centre.
- Funded through the Great Place Scheme, Inverclyde Cultural Partnership worked with consultants to produce a 10 year heritage strategy for Inverclyde designed to grow the heritage sector in Inverclyde and capitalise on under-used assets.

4.6 Music Service

- 1,178 children and young people received music tuition in 2019-20 and 220 pupils participated in Inverclyde's choirs, bands and orchestras.
- Inverclyde's Concert Band and Wind Orchestra achieved Gold and Gold Plus Awards at regional and national events.

4.7 The annual report usually summarises the loans made from the collections of the McLean Museum and Art Gallery in the previous year, however there were no loans in 2019-20 due to the completion of the refurbishment works and the re-opening of the facility in late 2019.

- 4.8 Throughout 2019-20, Inverclyde Libraries undertook self-evaluation activity using the *How Good Is Our Public Library Service?* (HGIOPLS) framework, however the validation by the Scottish Library and Information Council could not take place due to the lockdown in response to Covid-19. The visit by the assessment panel will be rescheduled as soon as is practicable.

5.0 IMPLICATIONS

5.1 Finance

There are no financial implications arising from this report.

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					

5.2 Legal

There are no legal implications arising from this report.

5.3 Human Resources

There are no Human Resources implications arising from this report.

5.4 Equalities

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
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	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**

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

6.0 **BACKGROUND PAPERS**

6.1 See Appendix 1 – Cultural Services Annual Report 2019-20.



Inverclyde Council
Cultural Services
Annual Report 2019-2020

INTRODUCTION

It has been a busy year for Cultural Services with 682,714 visitors across our service points (including online), borrowing 142,292 items, and 39,051 people attended 2,241 events and activities, from Bookbug sessions, to author events and IT classes, to local history talks. We have continued to evolve our service delivery to ensure its relevance to local communities as well as introducing new aspects of our offer. This report only illustrates a brief snapshot of the year's achievements and work undertaken by Cultural Services staff. The year was sadly curtailed by the lockdown required in response to COVID-19 which saw our libraries and museum close to the public on 18 March, and the schools on 20 March.

LIBRARIES

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

This year Inverclyde Libraries has continued to provide access to a varied programme of free and inclusive activities and events within Inverclyde including reading, writing, learning, digital, and cultural opportunities. Library staff have also worked with a wide range of local and national partners to support the health and wellbeing of those living in Inverclyde. Our library branches provide access to a variety of services, resources, and activities specifically designed to support and encourage healthy lifestyles, and promote individual and community wellbeing.



2019-20 was a very successful year for our Live Literature programme, A Chat With... The programme, part-funded by the Scottish Book Trust, was designed to celebrate the Year of Conversation and encourage groups who meet within the libraries, and the general public, to connect with an impressive array of professional authors for a conversation about reading and writing for pleasure.

Part of our programme also included outreach events in Broomhill Court's Suite 16, and two in HMP Greenock, where one prisoner commented: "It was good to hear something different and it's appreciated you would take the time to come in and speak to us."



Conversations in the library continued during 'Blether'-themed Book Week Scotland in November, again funded by the Scottish Book Trust. Big Creative Conversations, was held in Greenock Central Library with Scottish stained glass artist and painter, Alec Galloway. Alec displayed some of his own art and also encouraged attendees to express their own thoughts in artistic ways.



The event also showcased the work some of our Chatty Café and Creative Writing groups do within the libraries, and encouraged people to reminisce about the past with old photographs of Greenock and some local artefacts.

- During 2019-20, Inverclyde Libraries delivered and supported both formal and informal adult learning programmes in our library branches and the Watt Institution. Our own learning programme, DiscoverIT @ the Library, is committed to digital inclusion and has been refreshed this year following feedback from both staff and learners. The content of the basic IT course, Bring IT On!, has been reworked around the Scottish Council of Voluntary Organisations (SCVO) Essential Digital Skills Toolkit which ensures learners are equipped with both the foundation and essential digital skills increasingly required in day-to-day life.
- Our Device Advice mobile device sessions have been rolled out further, becoming part of our outreach programme in Broomhill Gardens which delivered 22 sessions between August '19 and March '20 with 63 learners attending. The appreciation is evident by this feedback from one of our Broomhill Gardens' attendees, "Fantastic service, so beneficial for the community." In keeping with this, a new mobile device Chatty Café, Tea and Touchscreens, was launched at Gourock Library as a means of progression and to encourage those attending to discuss their digital experiences in a relaxed group over a cup of tea and a biscuit.

New and innovative opportunities were offered this year via our WhIT's the Script sessions which offered the chance for learners to use their newly acquired digital skills to create a story using audio, video and pictures. Another addition to our learning offer was Family History, a genealogy course for beginners using a mixture of online resources and the wealth of local and family history information available at the Watt Institution. In total, Inverclyde Libraries provided 141 learning sessions with 293 people attending.

Inverclyde Libraries also works in partnership with Community Learning & Development department to facilitate work clubs and basic computing courses in three library branches for those seeking employment, as well as various drop-in sessions and Gaelic courses.

Inverclyde's libraries also remain a vital source of IT equipment and support, with over 4,000 log-ins to Universal Credit accounts in 2019-20 and library staff providing assistance in more than 250 cases.

As part of our Health and Wellbeing offer, Inverclyde Libraries is committed to reducing social isolation and loneliness within Inverclyde and has continued to provide opportunities for members of the community to come together within the libraries. Our Chatty Cafés, Creative Writing, and Book Groups run throughout the library branch network and invite all members of the community to take up a new hobby, learn a new skill, share thoughts and ideas, or simply chat with others over a cup of tea. We continue to develop these programmes and throughout the year have increased the Chatty Cafés from three to five groups and from January 2019 to March 2020 held a total of 202 sessions with 762 attendances. We have also introduced a new evening Book Group for those who cannot attend during the day and will continue to widen access where possible.

Inverclyde Libraries is also committed to making our resources and services as inclusive as possible. In June 2019 we held our annual Make a Noise in Libraries (MANIL) event where we showcased devices and services to assist those with sight loss or impairment. As part of our Awesome Libraries! programme we have continued to make our resources and services as autism accessible as possible. This year during our Awesome Afternoons in Central Library we offered creative art opportunities to those with autism or additional support needs, as part of our Making Waves project. In September 2019 Greenock Central Library was also awarded a Makaton Friendly Award as many of our staff are Makaton trained and can support those using Makaton sign language.



Our main project this year was Making Waves which was funded by the Public Library Improvement Fund (PLIF) and aimed to establish libraries in Inverclyde as cultural hubs. The adult activities included art sessions delivered by local artists Annie McKay, Martyn Mckenzie and Kate McAllan, and creative writing sessions delivered by writer Catherine Simpson. Each of our providers tutored and supported their groups, encouraging them to display their work at our celebratory exhibition planned for March 2020. Unfortunately the exhibition was postponed due to the outbreak of Covid-19 but will be rescheduled whenever possible to showcase the fantastic work that all of our groups produced.



In addition to all of our events for our adult library users, Inverclyde Libraries is strongly engaged in literacy work for children and young people with a dedicated team delivering a wonderful array of books, activities and events to encourage younger readers to explore and develop a lifelong love of reading. We welcomed thousands of children and young people to the library to promote reading for pleasure and to encourage families to access all the free literacy and learning resources available:

886 people visited the library for special gifting parties during which all Inverclyde P1 pupils received their P1 Bookbug bags.

6,373 people experienced a promotional message about the services of Inverclyde Libraries during an outreach visit from library staff.

3,001 people made visits to the library with school groups in addition to the *Libraries Inspire!* visits listed below.

590 people made visits to the library with their Early Years settings in addition to the *Libraries Inspire!* visits listed above.

37 people participated in family visits to the library through an ongoing partnership with Barnardos Early Years' service following outreach visits by library staff to Barnados.

In 2019-20, we extended our Library Club programme for young people aged 8-12 years, now operating in four libraries. Club members meet once a week to develop their literacy, craft, Lego and digital skills in the library space.



The young people said when asked what they liked about Library Club:

'That's very hard to say...I think EVERYTHING!'

'The friendly adults and children. The snacks!'

'PLAYING GAMES!!!! Getting snacks!!!! Getting books!!!'

'The arts and crafts - all the things we make we get to take home'

Family fun Lego sessions took place in 5 of our libraries for Doors Open Day weekend. 46 people visited libraries specifically for Doors Open Day Lego sessions and took inspiration from the bi-centennial commemoration of James Watts's death.



The ***Libraries Inspire!*** programme formalises and consolidates our ongoing work with Inverclyde's network of primary schools and Early Years establishments. Libraries Inspire! is a series of public library-based workshops designed to enhance early years and primary school literacy programmes and promote library membership. Primary schools and Early Years establishments across Inverclyde were invited to participate in each of the sessions delivered at their local library. Libraries Inspire! meets all four strands of the Curriculum for Excellence and aims to inspire children to read for pleasure and for them to be inspired by all the services available at their local library.

Between April 2019 and February 2020, 2,291 people visited the library through 86 Libraries Inspire! visits. 193 children joined the library as a result of this contact.

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

In 2019, 1,109 children participated in the Challenge across Inverclyde (an increase of 7% from 2018), 654 completed the challenge (an increase of 5% from 2018) with 92 children joining the library for the first time. The percentage of the 4-12 years old population who participated in the challenge in Inverclyde was second highest in Scotland at 14.9%, lower only than East Renfrewshire at 15.3%. The completion rate of 59% in Inverclyde was higher than the national average of 56%. The number of new library members was also the 8th highest in Scotland. 12,128 books were issued to participants during the Summer Reading Challenge 2019. The Challenge was promoted widely across the authority with the support of school partners and community groups. Throughout the summer, events and activities supported ongoing challenge activity, and an awards ceremony was held in September to celebrate its success. 778 children and 511 adults attended these events.

1,972 people attended 119 free events run by library staff across all Inverclyde libraries aimed at increasing access to educational leisure activity during school holiday periods.



Children aged 0-5 years participated in the hugely popular and educationally significant Bookbug Sessions delivered by Inverclyde Libraries. Between April 2019 and February 2020 we ran 548 sessions which were attended by 8,740 children and their 8,459 parents. A parent said: 'Bookbug is just amazing. There's a social aspect to it that benefits my child and me by mixing with other kids and parents. It has helped her confidence and mine and she is learning every week that she comes. The staff are amazing, kind and thoughtful and we look forward to coming every week. Love every bit of it!'

At recent P7 visits we asked pupils to write a 'Love Letter to Libraries' – we were amazed how many remembered Bookbug - it obviously had a lasting impact on their love of books and reading. We continued to deliver weekly Bedtime Bookbug Sessions at Port Glasgow and South West Libraries designed to help families with bedtime story times and to offer alternative options for attending Bookbug Sessions for working parents in addition to our Saturday morning session at Central Library.



This year Bookbug's Big Party took place at Port Glasgow and this increased our geographical reach in large-scale events. We also organised a special Bookbug's Big Picnic party for families in partnership with Barnados at Greenock Central Library after successfully sourcing funding from Scottish Book Trust and a fun 'stay and play' after each of our regular 10 weekly sessions.

We continued to deliver our annual Bookbug Session Leader training day which enabled us to provide a relevant and appropriate response to requests for Bookbug Session Leader training. The 17 trainees included a number of parent volunteers who have been empowered to take increasingly active roles in sharing Bookbug services in their local communities.



Scottish Book Trust announced in March 2020 that the recipient of the inaugural Bookbug Hero Award was Myra Mains: Senior Library Assistant for Young People's Services at Inverclyde Libraries. The Bookbug Hero Award seeks to honour someone working with Bookbug who has used the programme to make a real difference to the lives of the young children, families and communities they work with. As winner of the Bookbug Hero Award, Myra received an array of picture books worth £500 from Walker Books.

Myra was nominated by her colleagues and our partners and has been described as the 'smiling face of Inverclyde libraries'. She was one of the first in Inverclyde to complete Bookbug training back in 2011, and since then has been programming and delivering sessions, as well as mentoring and supporting other staff to do likewise and creating partnerships with other groups in the community. Myra has helped 6,053 Bookbug Sessions to take place in Inverclyde, benefiting 184,073 children and parents.

Life in libraries is never dull and frontline library staff participate in a wealth of training opportunities to keep their skills up to date. One of the main objectives in this year's staff training programme was looking at the customer journey in libraries with a view to analysing and improving the experience library customers have when joining and accessing Inverclyde Libraries' services.

Staff, members of the public and other stakeholders then attended an interactive session at our 2019 staff conference where we identified and implemented adjustments to our procedures to improve customers' experience. We tested these improvements by utilising a mystery shopper and an online questionnaire, the results of which told us we were moving in the right direction.

In our branches we have had both exciting and moving events over the past year.

In June, the family of the late Mrs Lynne Rowan gathered in Gourock Library to gift a lovely bookcase, couch and collection of books in her memory. This gift was made possible thanks to the generosity of Mrs Rowan's family and friends following her sudden death in December 2018. Mrs Rowan was a regular attendee at the Gourock Library Bookbug sessions where she enjoyed many happy songs, stories and interaction with her Granddaughter Abigail.



 Inverclyde Libraries
August 13, 2019

We were delighted to see Joseph Coelho in Kilmacolm Library today as part of the Library Marathon. Good luck with the rest of your journey.
#LibraryMarathon #LoveYourLibrary #JoinYourLibrary
<http://ow.ly/O33K5DvwaVK>

At Kilmacolm Library we had a visit from the wonderful children's poet and author Joseph Coelho who is on a quest to celebrate the inclusive, vital role libraries play in our lives. As part of his 'Library Marathon' Joseph is visiting and joining a library in each authority and receive his library card and we are delighted that he chose Kilmacolm Library where he became a member of Inverclyde Libraries and received his library card.



Joseph is plotting his progress on a giant library marathon map on his website at www.thepoetryofjosephcoelho.com and is tweeting and blogging his journey around the UK.

Over the course of the year we welcomed several new members of staff to Inverclyde Libraries including a new supervisor at Port Glasgow library.

Craig has been in post since July 2019 and one of the first things he did was to work with our Young People's Services team to transform the children's area into something brighter, more colourful and overall more welcoming to families and young people.

Craig who previously worked with Inverclyde Libraries as a Library Assistant says of his new role: *'It's been a quick learning process since returning to Inverclyde Libraries, and having an opportunity to take charge at a branch like Port Glasgow, which is so well thought of in the community, it has been extremely rewarding. It's given me the opportunity to build on established relationships within the community as well as develop new ones through various projects and programs. No two days are the same which is one of the things I really enjoy, one minute you're teaching a beginners IT class, the next you're building towers out of pasta and marshmallows at Library Club!'*



PERFORMANCE

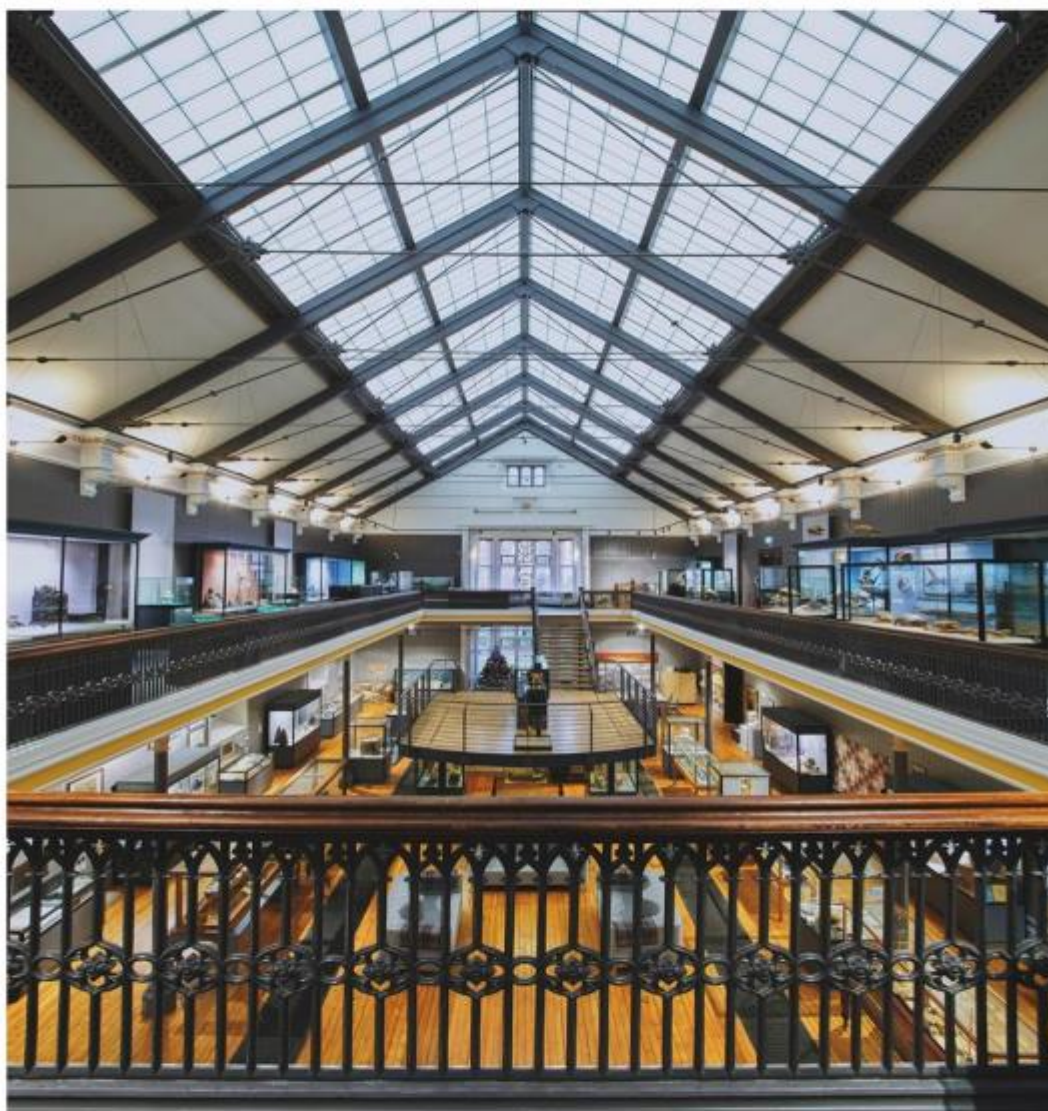
Activity	2017-2018	2018-2019	2019-2020
Library visits	428,785	671,212	682,714
Loans	165,544	162,730	142,292
PC Users	36,075	34,226	30,231
Adult Events—Participants	3,703	4,902	4349
Children & Young People Events - Participants	25,651	30,318	34,106
Museum visits – online	57,053	57,076	33,586*

*Figure is lower than previous years due to a change in analytics software which is more efficient at removing false page views generated by web crawlers, and, due to GDPR, people can now opt out of having their site visits recorded.

WATT INSTITUTION

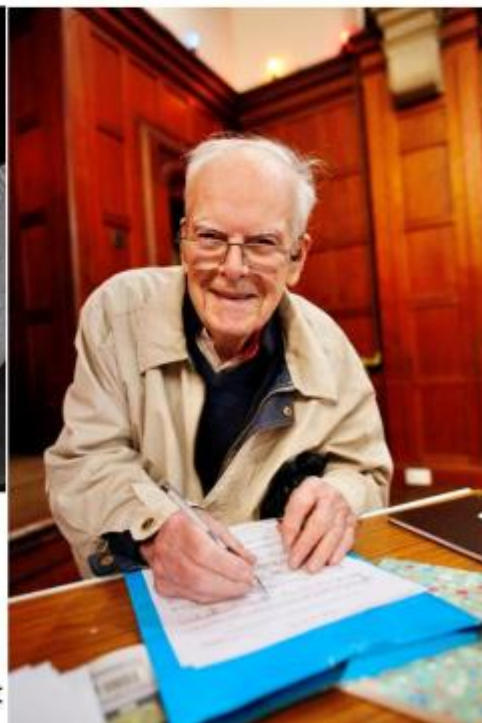
The McLean Museum and Watt Library were closed to the public throughout most of 2019-20 to allow an extensive programme of fabric repairs to take place.

The Watt Institution, comprising the McLean Museum & Art Gallery, the Watt Library, the Watt Hall, and Inverclyde Archives, reopened to the public on 22 November 2019. The annual lecture programme of the Greenock Philosophical Society recommenced at the Watt Hall from January 2020 and will thereafter continue to meet there.



The major piece of work for Watt staff in 2019-20 was the preparation for the reopening of the Watt Institution to coincide with the James Watt Bicentenary celebrations throughout 2019. This was a lengthy process due to the scale and complexity of the work required, including repatriating several thousand objects, books and archives from the collections which had been either stored externally or stored in a temporary store; inventory; selecting items for display or storage and new research and labelling for the contents of displays. Various physical works relating to the refurbishment also continued during this time.

From opening in November 2019 to closure in mid-March 2020 due to the COVID-19 pandemic, the Watt Institution welcomed over 8,000 people through its doors, and feedback about the refreshed facility has been very positive.



- Watt Institution staff also contributed significantly to research and events surrounding the James Watt bicentenary, with the Museum Curator producing a James Watt exhibition in the Watt Hall and the Archivist giving a paper on Watt and his relationship to Greenock at a Watt conference held in August 2019 at Birmingham University.

The Watt Institution was supported by the Great Place Scheme project, and staff from the latter provided the events and activities programme for the Watt upon re-opening.

The Archive was successful in obtaining a grant from the Friends of National Libraries to buy a scrapbook which was owned by a former Librarian at the Watt Library; Allan Park Paton. The Archivist worked alongside the Fine Arts Curator to research the works contained within and the service is planning to apply for funding to have the object conserved.



GREAT PLACE SCHEME

In 2018, Inverclyde was awarded c.£200,000 from the Great Place Scheme (GPS) fund, administered by the National Lottery Heritage Fund. The aim of the GPS is to empower communities to use heritage as a vehicle for regeneration. Inverclyde's project – Stories Frae the Streets – uses the power of the story and storytelling to engage local people in heritage activity, building skills and civic pride in the process. The project funds a dedicated Project Officer, and Heritage Apprentice, to facilitate this activity. Specific projects in 2019-20 included the development of a Heritage Strategy for the area. The Project Officer worked closely with Jura Consultants and icecream architecture, (specialists in heritage consulting) to carry out a large-scale public consultation on the Inverclyde public's views on the heritage of the area and the role of the Watt Institution in particular, and the subsequent production of a 10 year plan to achieve the vision of a strong, sustainable heritage infrastructure operating across the public, private and third sectors, engaging in cross-sector initiatives to grow the heritage sector in Inverclyde and capitalise on under-used tangible and intangible assets.

The second artists' residency of the GPS project was When Art Tells Tales, a James Watt-inspired project for his bicentenary year. The brief for local artist Annie McKay and local musician Yvonne Lyon was to deliver an expressive arts project engaging Inverclyde's residents, using a variety of media, to facilitate a dialogue within a group around James Watt and shared heritage. Part of this brief was to work with a variety of diverse audiences and also to target non-traditional heritage engagement.



Participants were aged from 11 to 93 years and were drawn from local schools and local community groups such as Reach for Autism, and Moving On amongst others. The participants were briefed on the theme of "James Watt" with input from the McLean Museum Curator and visual and audio stimuli from sites of interest such as Heriot-Watt University, The Waverley, The Comet and the Watt Library, which they could interpret creatively in any way they wished. The creative work produced was of an extremely high quality. Visual art workshops in drawing and painting produced small to large charcoal drawings, watercolours and acrylic paintings inspired by Watt's innovations. Musical compositions included a Scottish Suite (4 short pieces in one: Waltz, Jig, Reel, Strathspey), The Steam Suite (4 short soundscapes: clouds, rain, fire, steam), The Rock (short piece about the Tin mining) and a Waulking song and there was an opportunity for participants to go to a recording studio to be recorded professionally. Incorporating local history and stories into each piece contributed to increased community pride. Over 150 Inverclyde residents and visitors attended the opening night of the exhibition and recital which was held in the Beacon in the bicentenary weekend in August 2019. The response from the public and participants was overwhelmingly positive.

The GPS Project Officer also worked with the Museum Curator and Assistant Curator (Fine Art) on a project funded by National Museum of Scotland to introduce the McLean Museum's significant East Asian collection to young people. Various volunteers from the 15-24 age group, including several Inverclyde school pupils, formed a Young Curators' Group and learned skills in heritage research, conservation, and world cultures, with a final event planned, created and curated by the young people.

MUSIC SERVICE

The Inverclyde schools' Instrumental Music Service and Inverclyde's Youth Music Initiative are run by staff within Cultural Services who work peripatetically across our schools' estate providing musical tuition at Early Years, Primary and Secondary level. The Music Service is a real strength in Inverclyde with many successes on both the local and national stage.

1,178 children and young people received music tuition in 2019-20 and 220 pupils participated in Inverclyde's choirs, bands and orchestras. The groups participated in church concerts, Armed Forces Day, and the Glasgow Phoenix Choir. They also presented the hugely well attended annual Christmas concert, although sadly the Gala concert traditionally held in March had to be cancelled due to COVID-19. Inverclyde's concert Band and wind Orchestra achieved Gold and Gold Plus Awards at regional and national events. Inverclyde is the only local authority in Scotland which has qualified for the finals since the festival started 10 years ago.

Funded by Creative Scotland, Inverclyde's Youth Music Initiative ensures every pupil receives one year of free music tuition by the time they leave primary school. In Inverclyde we seek best value from our funding and utilize it as creatively and innovatively as possible. The project provides a minimum of 12 hours of music to all P6 pupils; a 2 day per week musician in residence at Lomond View Academy (which has led to some pupils presenting for SQA qualification units); specialist music programmes and CPD at Craigmarloch School and Garvel Deaf Centre; opportunities for children at various primary schools to form a Streetband for the Galoshans festival; and delivery of CPD for classroom teachers supported by music education software.



Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/62/20/HS
Contact Officer:	Hugh Scott, Service Manager – Community Learning & Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	School Crossing Patrol (SXP) Review		

1.0 PURPOSE

- 1.1 The purpose of this report is to propose a review of the current policy and guidance following considerable change to the provision and demand for School Crossing Patrols (SXP) for Primary Schools in Inverclyde.

2.0 SUMMARY

- 2.1 The policy and guidance were reviewed by the Safe Sustainable Communities Committee in January 2009 and the criteria for provision or retention of a staffed crossing point were agreed. (Min Ref: para 37).
- 2.2 At that time the Committee introduced a local policy condition supplementary to national guidance, whereby, “established sites will remain in place except where there is a significant change in circumstances.” In this context, “significant change” is defined as a reduction in the number of primary school children using the crossing. This local policy requires to be reviewed as it prevents demand-based decision-making.
- 2.3 Since 2009, Inverclyde Council has completed a full review of the school estates programme which has seen the closure of some schools and the expansion and construction of others. In addition housing led regeneration has led to neighbourhood populations changes. These factors have changed the walked routes to school used by primary school children and has led to decreased use at some SXP sites, continued consistent use at others and an increased use at some.
- 2.4 Guidance for the delivery of a School Crossing Patrol Service was updated in 2018 by Road Safety GB and Inverclyde Council continues to comply with the guidance. A desktop review of the guidance and subsequent site assessments have identified a conflict between the guidance criteria and the policy of not removing sites unless there has been “a significant change in circumstances.”

3.0 RECOMMENDATIONS

- 3.1 That the Committee agrees:
- to remove the local policy condition that “established sites will remain in place except where there is a significant change in circumstances”;
 - to appoint an appropriately experienced consultant to undertake a review of all extant SXP sites to ensure compliance with national guidance;

- that changes to the school estate, housing supply changes or the vacating of an SXP post by the post holder will become the trigger for a review of that SXP site; and,
- agree that where the removal of an SXP site is required, road safety education will be undertaken within the affected schools and that the schools will be supported in identifying and promoting acceptable walking routes to school and active travel.

Ruth Binks

Corporate Director of Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 The policy for provision of SXP points utilises the national guidance from Road Safety GB and sets out a clear, calculable criteria and a two-stage assessment process for the assessment and subsequent allocation of SXP provision for Primary School children in Inverclyde. The guidance is based on a mathematical relationship between pedestrian and vehicle volume, takes consideration of the type of vehicle and allows for a standardised comparison across all sites.
- 4.2 In addition to the calculable criteria and two-stage assessment process, the Safe Sustainable Communities Committee agreed an additional policy condition in 2009 that “established sites will remain in place except where there is a significant change in circumstances.” In this context, “significant change” is defined as a reduction in the number of primary school children using the crossing.
- 4.3 A review of the extant thirty three SXP sites in Inverclyde was carried out across 2018-19 and the results compared with previous reviews to identify sites where the policy and guidance criteria were not being met and where a significant change had occurred.

5.0 REVIEW

- 5.1 The desktop review and site assessments of 2018/19 have identified sixteen SXP points where the guidance criteria are not being met in terms of the pedestrian and traffic volume, but identified no SXP points within these sixteen where there has also been a “significant change” in line with the policy.
- 5.2 The desktop review has identified a conflict between the guidance criteria and the policy of not removing sites unless there has been a significant change in respect of the number of primary school children using the crossing. Sites which have traditionally had a low foot fall in terms of child numbers cannot be subject to a downward “significant change” and therefore the existing policy commits the Council to retaining these sites until we reach a time where no Primary School child is using them. This is not the best use of resources and conflicts with the national guidance.
- 5.3 A full review of all thirty three sites is due to be carried out in 2020/21. The assessments require to be carried out in line with the Road Safety GB Guidelines and during the journey to and from school. This requires a minimum of 66 separate assessments, with the potential for an increased number where the outcome of the assessment results in a borderline score. In addition, three further sites have been identified which require to be assessed following requests received. All assessments include a traffic type count, pedestrian count, identification of hazards and consideration of traffic speed, crossing times and sightlines and require to be carried out by experienced staff.
- 5.4 It is of note that the Road Safety GB guidance makes clear that parents remain responsible for ensuring their children’s safety on their journey to school. Inverclyde Council will continue to remind parents of this through our engagement, promotion and education of road safety, school crossing points, acceptable walked routes to school and active travel.

6.0 PROPOSAL

- 6.1 To deal with the conflict between the policy and the guidance, it is proposed to remove the local policy that “established sites will remain in place except where there is a significant change in circumstances”. For clarity, the national guidance will continue to be used.
- 6.2 To ensure that the policy provides adequate opportunity for the review of sites, whilst retaining appropriate road safety services for Primary School children, it is proposed that changes to the school estate, changes to housing supply or the vacating of an SXP post by the post holder become the trigger for a review of the SXP site.

- 6.3 It is proposed to appoint an appropriately experienced consultant to undertake a review of all extant SXP sites to ensure compliance and to relieve Service pressures. An additional benefit to this would be the public reassurance that an independent assessment of our practices has been carried out and that our decision-making in respect of SXP sites has been scrutinised and is properly informed.
- 6.4 Where the proposed revised policy results in the deletion of an SXP site, road safety education will be undertaken within the affected schools and schools will be supported in identifying and promoting acceptable walking routes to school and active travel to minimise the impact.

7.0 IMPLICATIONS

7.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
00648/000 /60005	Road Safety/ SXP	2019/20			

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

No Legal implications. The proposed policy retains the relevant assessment criteria and the SXP site will only be removed if the assessment criteria confirm that the national guidance is not being met.

7.3 Human Resources

No Human Resources implications. The vacating of the post including other conditions will act as the trigger for review.

7.4 Equalities

Equalities

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

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

- (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**
No impact on repopulation.

8.0 CONSULTATIONS

8.1 The Corporate Management Team has been consulted on this report.

9.0 BACKGROUND PAPERS

8.1 Review of School Crossing Patrol Service. Safe, Sustainable Communities Committee, January 2009.

Report To:	Education & Communities Committee	Date	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/56/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Year of Young People Legacy 2019/2020		

1.0 PURPOSE

1.1 The purpose of this report is to update the Education and Communities Committee on the Year of Young People Legacy Plan 2019/2020 and provide proposals for this year's use of the fund.

2.0 SUMMARY

2.1 Following the success of Inverclyde's Year of Young People programme in 2018, the Policy and Resources Committee established a legacy fund of £20,000 for the following 5 years. The fund is used to finance activities under the banner of Year of Young People Legacy.

2.2 Officers from Community Learning and Development, in partnership with the Inverclyde Youth Council and members of the Youth Work Sub-Group, developed a plan for year one of the legacy fund.

2.3 A range of events for the Year of Young People Legacy 2019 took place with young people from across the Inverclyde area benefiting. In consultation with young people, a number of events and experiences are now being planned for 2020/21.

2.4 Prior to Covid-19, remaining monies from the 2019/2020 legacy fund were allocated to fund new work through the D of E programme to enhance activities offered to young people as part of the skills section of the award. It was also agreed to fund the upgrade of Greenock I Youth Zone in response to feedback from local young people.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- notes the content of this report and notes the opportunities developed and delivered as part of the YOYP Legacy Plan for 2019/2020; and
- agrees the approach for use of the YOYP Legacy monies in 2020/21. Young People will co-produce the plan as part of CLD's commitment to youth participation.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 The Scottish Government established 2018 as the Year of Young People (YOYP) and asked each Local Authority to develop a plan to take forward the YOYP agenda locally. In Inverclyde this plan was taken forward by the Community Learning and Development Service (CLD).
- 4.2 CLD worked alongside young people, the Inverclyde Youth Council and local MSYPs to consult young people across Inverclyde in order to develop and delivery Inverclyde's Year of Young People Plan.
- 4.3 The Education and Communities Committee endorsed the plan for Inverclyde in September 2017.
- 4.4 The Policy and Resources Committee further endorsed work around this theme by committing to provide a Year of Young People Legacy Fund. It was agreed that £20,000 of funding would be in place for the next 5 years to enhance the range of events, activities and opportunities on offer to young people in Inverclyde.

5.0 PROGRESS

- 5.1 A range of events for the Year of Young People Legacy 2019 took place as follows:
 - End of school year celebration at the Waterfront Cinema with 200 young people in attendance;
 - Both I Youth Zone Projects delivered 4 week summer programmes. This included educational excursions to Blair Drummond Safari Park, the local cinema, M&Ds and Trampoline Park with 50 young people participating each day.
 - Supporting 40 young people to attend the Youth Beatz Youth Music Festival in Dumfries and Galloway;
 - Providing a 2019 Clyde Conversations Event which took place in Port Glasgow. This event was planned and delivered in collaboration with young people and engaged 92 young people on issues such as mental health, bullying and abuse, hate crime and substance use;
 - Providing October 2019 holiday provision in both I Youth Zone Projects with a focus on arts work around the issue of gambling; and
 - The Year of Young People Legacy Awards Event which took place in December in Greenock Town Hall with 27 young people recognised for their outstanding achievements. This event was attended by 220 people.
- 5.2 Work is currently ongoing with Inverclyde Youth Council with regards to the use of the 2020/2021 fund. Although planning has been delayed due to the COVID-19 pandemic, initial ideas and planning is taking place around:
 - a school Holiday Programme using an outdoor learning approach;
 - providing sports leadership opportunities for young people to increase participation and promote volunteering;
 - increasing access to mobile broadband for some young people to increase digital inclusion;
 - providing other youth work opportunities through outreach
 - A new Clyde Conversations Event using virtual platforms where required;
 - Large scale winter event in collaboration with Inverclyde Council to celebrate children and young people and their resilience in response to Covid-19.

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		2019	£20,000		Year of Young People Legacy Fund (5 year commitment).

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 commitment by Inverclyde Council demonstrates to young people that they are valued citizens and offers them opportunities to benefit from learning and development opportunities which support and enable them to be successful learners, confident individuals, responsible citizens and effective contributors in terms of the future of Inverclyde.

7.0 CONSULTATIONS

7.1 Various consultations have been carried out including to aid the development of the Year of Young People 2018 plan and the 2018 and 2019 Clyde Conversations Events (which are funded by Year of Young People Legacy monies).

8.0 BACKGROUND PAPERS

8.1 None.

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/117/20
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:

- The Scottish Community Safety Network Annual Report 2019/20
- Successful Funding Bid for the Watt Institution
- Use of Emergency Powers - Replacement of 3G Synthetic Pitches at Parklea, Port Glasgow
- Use of Emergency Powers – Festive Film

2.0 RECOMMENDATION

2.1 That the above reports be noted.

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/50/20/TM
Contact Officer:	Hugh Scott Service Manager	Contact No:	01475 715459
Subject:	The Scottish Community Safety Network Annual Report 2019/20		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with the Scottish Community Safety Network Annual Report 2019/20 following its publication at its Annual General Meeting.
- 1.2 The paper outlines the work of the Scottish Community Safety Network and notes Inverclyde Council's contribution to the network.

2.0 SUMMARY

- 2.1 The Scottish Community Safety Network (SCSN) is the national forum for officers who are responsible for the strategic development at both a local and national level, in the public, private and third sector. SCSN is the strategic voice for community safety in Scotland and through working collaboratively with members and partner agencies, SCSN champions community safety, and influences and shapes the development of national policy and local delivery.
- 2.2 SCSN is managed by a Chief Officer and supported by 5 members of staff. The organisation is governed by a Board of Directors, currently recruited through the membership. The Board of Directors is chaired by a Council Officer from Inverclyde Council supported by a Vice Chair from Fife Council and a Treasurer from City of Edinburgh Council. Other board members include representatives from Police Scotland, the Scottish Fire & Rescue Service, Community Justice Scotland and local authorities from across Scotland.
- 2.3 The Annual General Meeting of SCSN was held on 1 October 2020 where the report was presented by the Chief Officer and the Chairperson of the Board of Directors. The report is appended for members as Appendix 1.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee
 - Notes the Scottish Community Safety Network Annual Report 2019/20; and
 - Notes Inverclyde Council's continuing role in the Scottish Community Safety Network;

4.0 BACKGROUND

- 4.1 The Scottish Community Safety Network (SCSN) is the national forum for officers who are responsible for the strategic development at both a local and national level, in the public, private and third sector. SCSN is the strategic voice for community safety in Scotland and through working collaboratively with members and partner agencies, SCSN champions community safety, and influences and shapes the development of national policy and local delivery.
- 4.2 The history of SCSN can be traced back to the formation of the Scottish Local Authorities Community Safety Forum (SLACS) in 1998 as an informal network of practitioners to provide and share support and effective practice. By 2005, SLACS became known as SCSN as a membership model to a number of bodies across Scotland including local authorities, Police Scotland, the Scottish Fire & Rescue Service and a number of third sector organisations across Scotland.
- 4.3 SCSN is managed by a Chief Officer and supported by 5 members of staff and is governed by a dedicated Board of Directors made up of representatives from local authorities, Police Scotland, the Scottish Fire & Rescue Service, Community Justice Scotland and COSLA. SCSN receives annual grant funding from the Scottish Government and generates additional income through membership fees. Membership is priced at £375 per annum and includes priority access to training and events, ad hoc briefings and learning reports; advocacy and representation.
- 4.4 There was submitted a report to the Inverclyde Council Education and Communities Committee at its meeting in September 2019 seeking Committee approval to nominate an appropriate officer for the position of Chairperson at the Annual General Meeting in 2019. Following the Annual General Meeting the appropriate officer was confirmed as Chairperson and is supported by a Vice Chair (Fife Council) and Treasurer (City of Edinburgh Council).
- 4.5 SCSN host and organise a number of events open to members. Due to the COVID-19 pandemic these events have been hosted online although a number of events were held in person prior to restrictions being placed on gatherings. Events included a masterclass on making the links between public health and community safety, on anti-social behaviour and understanding complexity in a community safety arena. SCSN also published a number of documents including one on the current landscape and future opportunities for public space CCTV in Scotland. SCSN also contributed to work around the fireworks consultation in Scotland, Road Safety Framework to 2030 and the national independent report of marches and parades.
- 4.6 The Chairperson has also supported the organisation at a number of events during the previous year including co-hosting an event with COSLA in December 2019 on 'Making the case for Community Safety' to members of the COSLA Community Wellbeing Board and Police Scrutiny Convenor's Forum, and a series of online meetings with Community Safety Lead Officers from around the United Kingdom and Republic of Ireland to identify best practice within the sector.
- 4.7 The Board of Directors meet approximately 4-5 times per year (including the Annual General Meeting) to provide governance and oversight to the Chief Officer in respect of the annual business plan (to satisfy funders) and progression towards the Strategic Plan. Directors may also be asked to attend ad-hoc meetings relative to their role within their own organisations with officers from the Scottish Government and other partners although participation is voluntary. The role of the Chairperson may also involve meeting with officers from the Scottish Government's Building Safer Communities programme, the collaborative programme which seeks to help national and local partners and communities work together to make Scotland safer and stronger.
- 4.8 Representation on the Board of Directors is voluntary and any expenses incurred as a Director are paid for by SCSN. Since March 2020 all board meetings have been held online with a commitment by the Board to continue this approach in order to minimise disruption and

travelling time for the Directors.

5.0 IMPLICATIONS

5.1 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	Community Safety & Resilience	2020/21	£375		Recurring membership

5.2 Legal

None

5.3 Human Resources

None

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**
Not applicable

6.0 CONSULTATIONS

6.1 None

7.0 BACKGROUND PAPERS

7.1 **The Scottish Community Safety Network** (EDUCOM/74/19/HS) Inverclyde Council
Education and Communities Committee- 3 September 2019.



Scottish Community
Safety Network



Annual Report 2019/2020

SCSN is proud to host



Neighbourhood
Watch SCOTLAND

HOME
SAFETY
SCOTLAND



Chair Person's Remarks

It is a great honour to introduce the SCSN annual report for 2019/20, my first as Chair Person of the Board of Directors. My first year has been made so much easier from the excellent work by our previous Chair Mark McCall, our Board of Directors and our staff team.

The focus of our work is driven by our Strategic Plan and the Board of Directors and I am extremely proud of the work the team has done over the last year. The focus of work in this annual report has been on 'Making the Case for Community Safety' and our team consisting of Hannah, Dawn, David, Mariah, Josh and Shona led by Lorraine have achieved so much over the course of the year. I was fortunate to be at a number of events and my highlights include the masterclass on Public Health and Community Safety, the joint SCSN and COSLA event for elected members and the Firestarter festival impact on 'is it a new time for a dialogue on antisocial behaviour?'

SCSN cannot do the work without a range of support from people and organisations across Scotland (and beyond!), I am extremely grateful to our members and Scottish Government for their continued financial support allowing the excellent work to continue.

Sadly, worldwide events over the last several months have shone a spotlight on how we as community safety practitioners and as an organisation have reacted. In terms of COVID-19, SCSN has adapted well to the challenges of home and remote working and I see from our regular dialogue with members that as well as new challenges in our work places to support the communities we work and live the community safety picture is more important as we look to support our communities and navigate out of the pandemic.

The death of George Floyd has saddened and shocked many of us and has forced many of us to ask ourselves what we can do to tackle racial discrimination and embedded inequalities across society. We as a board and organisation acknowledge that we need to work even harder to promote diversity within the organisation and across the community safety sector. We do not have all the answers however there is a commitment from the Board that during the forthcoming months we want to listen, learn and improve and will provide updates to our membership in the coming months.

Ian Hanley SCSN Chair Person



Some words from the SCSN Chief Officer - Lorraine Gillies

Isn't it interesting that I talked in last year's annual report about all the changes we had made to keep us agile and performing our best, and I'm writing this year's in the midst of Coronavirus restrictions. We left 2019/2020 at the beginnings of lockdown and I'm so glad that the measures we had in place have kept us safe.

Back to what we have done – this last year has seen us achieving much of what we set out to do in our Strategic plan in the way that WORKS FOR US. Some highlights for me include the publishing of a piece on CCTV; our Community Safety narrative; our extended reach and influence to Europe, Wales and Ireland; and, of course, our transformation into an umbrella organisation as we took Home Safety Scotland and Neighbourhood Watch Scotland into our care and support.

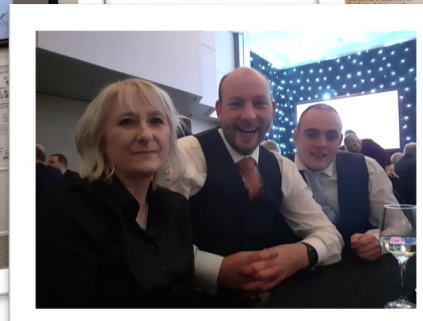
We have covered more ground this year than ever before as we work with partners the length and breadth of Scotland and beyond.

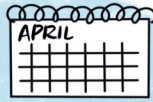
Our influence and reach has extended into sectarianism, marches and parades, a new dialogue on anti-social behaviour and we have participated in a comprehensive review of fireworks.

I'd like to give my huge thanks to our members (old and new) and supporters – our engagement with you has never been better.

We couldn't do what we do without good relationships with a range of organisations, individuals and agencies – thanks go to you for continuing the chat!

And, as always my love and care for our team and board of Directors who make it all awesome!





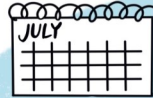
Road Safety Framework consultations



Community Justice & Safety Partnerships research workshops



Preventing Unintentional injury through collaboration



SCSN Regional meetings & Partnership Analyst Forum



Lets talk about participation



Visited Dublin

Support to Ireland Police Authority: Scrutiny



CHAMPIONING

Sponsorship: YouthLink, Local Government

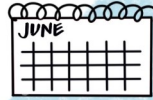
Measuring what matters - Part 2 of supported testing

Accidents, Families, Prison

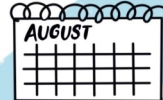
Cross Party Groups



Scottish Police College safer communities course input



Community Safety Narrative launched



Litter strategy review group

INFLUENCING

Supported Wales to set up community safety network

Support Ireland to Scrutinise statutory community safety

Road Safety, Fireworks, Unintentional harm, Antisocial behaviour, Human trafficking, Age of criminal responsibility

Briefing papers, Consultation responses, Blogs



Wales visit to talk about Welsh community safety network

SCSN Chairs & Lead Officers Event



Contributory factors to unintentional injury discussion group

SCSN conversation

Road Safety framework to 2030 Stakeholder Group



National Independent report on marches & parades



Digital Policing Conference

INFORMING & ENGAGING

7225 sessions, 5985 users

Engagement up by 164%

15% increase in subscribers, Reach up by 124%

349 New followers, Engagement up by 91%, 34 videos made

YouTube videos watched 1100 times

Shetland



SCSN Chief Officer & Chair meet Minister for Community Safety, Ash Denham MSP



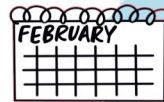
Talked about measuring what matters



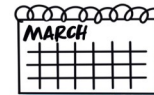
Joint event for elected members - Making the case for community safety



Input



Collective Leadership approach to tackling sectarianism



Chief Environmental Health Officers Conference - Measuring what matters

We love talking to people

And we've been to...



SCSN Masterclass working in complexity



SCSN Masterclass Making Links between Public Health & Community Safety



Firestarter Festival Event - Is it time for a new dialogue on antisocial behaviour?

Current landscape and future opportunities of public space
CCTV in Scotland
Research report published



Working in partnership by:

Informing, Engaging, Championing and Influencing

SCSN works closely with a whole range of partners across the Scottish Community Safety Sector. The graphic opposite gives a snapshot of the partners with whom we have engaged most regularly over the past year - covering a large variety of community safety area of interests.

We all about partnership working and collaboration, proactively **Engaging** with our partners to make sure we are **Informing** the sector about the latest developments, **Championing** good practice and causes and through our collective efforts, **Influencing** the community safety sector and related policy areas.

We'd like to give a huge thanks to all of our partners who've contributed to our work via events, videos, guest blogs, surveys, sharing our content and providing content for our newsletters! You help make SCSN the fantastic network that it is!

The Scottish Community Safety Network

Statement of Financial Activities (Incorporating an Income and Expenditure Account) for the Year Ended 31 March 2020

	Notes	Unrestricted funds £	Restricted funds £	2020 Total funds £	2019 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies	2	11,140	209,948	221,088	197,477
Other trading activities	3	255	-	255	634
Investment income	4	35	-	35	13
Other income	5	<u>3,000</u>	<u>-</u>	<u>3,000</u>	<u>3,000</u>
Total		14,430	209,948	224,378	201,124
EXPENDITURE ON					
Charitable activities	6				
Development, promotion and education of Community Safety practice		<u>1,638</u>	<u>203,800</u>	<u>205,438</u>	<u>200,607</u>
NET INCOME		12,792	6,148	18,940	517
RECONCILIATION OF FUNDS					
Total funds brought forward		<u>70,846</u>	<u>-</u>	<u>70,846</u>	<u>70,329</u>
TOTAL FUNDS CARRIED FORWARD		<u><u>83,638</u></u>	<u><u>6,148</u></u>	<u><u>89,786</u></u>	<u><u>70,846</u></u>

Scottish Community Safety Network

Mansfield Traquair Centre
15 Mansfield Place

Edinburgh

0131 225 8700/7772

Email: info@scsn.org.uk

Company Ltd. SC357649

Charity No. SC040464

www.safercommunitiesScotland.org



@SCSN2



Facebook.com/ScottishCommunitySafetyNetwork



linkedin.com/company/scottish-community-safety-network

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education Communities and Organisational Development	Report No:	EDUCOM/53/20/AW
Contact Officer:	Alana Ward, Service Manager	Contact No:	01475 712330
Subject:	Successful funding bid for the Watt Institution		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of a successful bid for £230,000 made by the Council to the National Lottery Heritage fund (NLHF).

2.0 SUMMARY

- 2.1 Although NLHF funding streams are currently closed to new applications, the body encouraged the funding application from Inverclyde Council to develop strongly inclusive engagement and outreach heritage activities in Inverclyde, using the Watt Institution as a key heritage asset, in response to the Covid-19 pandemic. There was no match funding element required in the application.
- 2.2 Officers responded by developing a project proposal which would seek to re-interpret the museum collections, and in particular 'decolonise' same; fit out an unused office space as a Creativity Space to be used for creativity, discovery and learning; improve the Watt's digital offer; and engage with people and groups who do not traditionally visit the Watt Institution.
- 2.3 The NLHF have subsequently agreed to award Inverclyde Council the full grant amount. The project is due to start in January 2021.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the contents of the report.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Due to the Covid-19 pandemic, the National Lottery Heritage Fund (NLHF) closed all of its funding streams in order to divert its resources towards emergency funding for independent heritage institutions and groups. In addition, the funding body agreed to make funding available to its areas of “strategic focus”. There are 13 such areas in the UK and 2 in Scotland – Inverclyde and North Lanarkshire.
- 4.2 In July 2020, the NLHF solicited an application for funding from Inverclyde Council, specifically requesting an application for a grant of £230,000 to support a project to develop strongly inclusive engagement and outreach heritage activities in Inverclyde, using the Watt Institution as a key heritage asset, in response to the Covid-19 pandemic. NLHF further requested that the project have a heritage focus associated with Inverclyde, particularly the colonial history of the area; that it would achieve the mandatory outcome that a wider range of people will be involved in heritage; and finally that the project should be delivered over a three year period.
- 4.3 Unusually, there was no match funding element for this project required from Inverclyde Council.
- 4.4 In response, officers developed a project entitled *Watt Voices*, which will achieve the following outputs:
 - Engage with a wide range of audiences and new groups to reinterpret the collections at the Watt Institution. Examine Inverclyde’s links to the transatlantic slave trade, focusing on the untold stories in the collections, rethinking the collections in relation to their origins and addressing historic omissions through the decolonisation of the collections.
 - Work with various partners to take a collaborative and co-design approach in developing project activities.
 - Build on existing community partnerships to develop long-term and meaningful engagement with groups who have previously been under-represented at the Watt Institution. Involve audiences severely impacted by provisions available as a result of the Covid-19 pandemic and reach local communities who do not currently access the museum and its collections.
 - Explore, develop and deliver digital tools to reach wider audiences enabling interactive and participatory learning through new digital technology as well as increasing accessibility through the use of digital. Develop and install a new multipurpose space to work with new audiences for workshops, events and activities.
- 4.5 All project activity will be risk assessed, accounting for Covid-19 considerations. The health and safety of all staff, volunteers, partners, participants and contractors will be paramount at all times.
- 4.6 No posts will be created as part of this project, and where specialist skills are required, for example museum interpretation, evaluation etc, these will be procured.
- 4.7 Officers are currently finalising the project programme, cash flow, risk documentation, and briefs for commissioned work. The project will begin in January 2021.

5.0 IMPLICATIONS

5.1 Finance

There are no financial implications as all project costs will be contained within the sum requested.

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					

5.2 **Legal**

There are no known Legal implications contained within this report.

5.3 **Human Resources**

There are no known Human Resources implications contained within this report and no posts will be created as a result of the project.

5.4 **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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X	NO
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5.5 **Repopulation**

The Watt Institution is a key part of Inverclyde's tourism, culture and heritage offer, providing services to visitors and residents of Inverclyde. This project will be an opportunity for significant investment into one of Inverclyde's best regarded heritage assets.

6.0 **CONSULTATIONS**

6.1 None

7.0 **BACKGROUND PAPERS**

7.1 None

Report To: Education & Communities Committee **Date:** 3 November 2020

Report By: Corporate Director Education, Communities & Organisational Development **Report** EDUCOM/60/20/EM

Contact Officer: Eddie Montgomery **Contact No:** 01475 712472

Subject: Use of Powers Delegated to the Chief Executive to accept the tender for the Replacement of 3G Synthetic Pitches, Parklea, Port Glasgow

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee on the use of powers delegated to the Chief Executive (emergency powers) to issue an instruction in respect of the acceptance of the lowest acceptable tender for the Replacement of 3G Synthetic Pitches, Parklea, Port Glasgow.

2.0 SUMMARY

- 2.1 The Education & Communities Capital Programme includes budget provision of £1.735m in respect of the Leisure Pitches Asset Management Plan. The September 2020 Education & Communities Committee approved a report which included a revised artificial sports pitches asset management plan and scope of works for the Parklea project at an estimated cost of £787K. Tenders have been received within budget and the total cost of the project including allowances for professional fees, direct works and other charges is £595K. The use of powers delegated to the Chief Executive was required as the cost of the project exceeds £500K and a formal acceptance is required ahead of the next scheduled Education & Communities Committee at which approval would be obtained.

3.0 USE OF EMERGENCY POWERS

- 3.1 The use of emergency powers to issue an instruction in respect of the acceptance of the tender for the Replacement of 3G Synthetic Pitches, Parklea, Port Glasgow was authorised by Councillors Clocherty, Murphy and Robertson and the Chief Executive.

4.0 RECOMMENDATIONS

- 4.1 It is recommended that the use of emergency powers be noted.

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

5.0 BACKGROUND

- 5.1 The September 2020 Education & Communities Committee approved a report on the revised artificial sports pitches asset management plan including the recommended scope of works for the Parklea Community Sports Facility 3G pitch lifecycle replacement works.
- 5.2 Tenders for the project were issued on 20th August and returned on 17th September 2020. It should be noted that although six tenders were received, three of the six tenderers were excluded from the bidding process as they did not pass mandatory pre-selection criteria. The three remaining tenders received were checked and evaluated with tender return amounts all within the available budget.

6.0 PROPOSALS

- 6.1 The scope of the works is as agreed at the September Education & Communities Committee i.e. Enhanced Option 1 incorporating replacement of both pitch carpets with 60mm FIFA QUALITY standard carpet and new shockpads to suit football and rugby/american football training including the addition of an open graded macadam layer to the Stadium pitch upgrading this pitch to an Engineered base.
- 6.2 The use of Emergency Powers was requested in order that the project can proceed to site as soon as possible to minimise any delay to the progression of the project which requires a start to be made on site as early as possible in Autumn given the weather dependent nature of the works and to meet the revised capital programme expenditure projections for the current financial year.

7.0 IMPLICATIONS

Finance

- 7.1 The Education & Communities Capital Programme includes budget provision of £1.735m in respect of the Leisure Pitches Asset Management Plan in the period of the current reporting projection (to 2022/23). The revised asset management plan approved by the September Committee has necessitated a review of the phasing of that expenditure which is included in the regular capital programme report to this Committee. The estimated cost of the Parklea project approved as part of the revised plan was £787K. The lowest acceptable tender received, after checking and correction or errors, including all associated direct costs amounts to £595K. The tender is therefore £192K or 24.4% less than the approved budget.
- 7.2 The table below outline the estimated cost implications and proposed funding allocation.

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Capital	E&C Capital	2020/22	£595,000	n/a	Contained within £1.735m allocation

The expenditure will therefore be contained within the current Education & Communities Capital programme allowances.

7.3 Legal

There are no legal issues.

7.4 Human Resources

There are no human resources issues.

7.5 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

7.6 Repopulation

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

8.0 CONSULTATION

8.1 The Chief Financial Officer was consulted on this matter and agreed with the proposals / action taken.

8.2 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.

9.0 LIST OF BACKGROUND PAPERS

- 9.1 Technical Services Tender Report Replacement of 3G Synthetic Pitches, Parklea, Port Glasgow 19/033.

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/63/20/RB
Contact Officer:	Ruth Binks	Contact No:	712761
Subject:	Use of Emergency Powers Procedure - Festive Film		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee on the use of powers delegated to the Chief Executive (emergency powers) to approve funding from the events budget for a Festive Film in the place of an annual Inverclyde pantomime.

2.0 SUMMARY

- 2.1 Due to COVID-19, most events in Inverclyde have had to be either postponed or cancelled. This has included the annual pantomime held at the Beacon Arts Centre. The cast of the pantomime have teamed up with Soundsmove to propose that a short Christmas film in the style of a pantomime be created in the absence of a pantomime. The film will be specifically created for Inverclyde and filmed around various locations in the area. The film will be available digitally and the intention is to show it to all school children in Inverclyde in the first instance and then make it available free of charge to the wider community.
- 2.2 The intention of this film is to lift the spirits and morale of the people in Inverclyde at Christmas after a hugely difficult year. This is not an income generating project and will be made available free of charge. Whilst external funding is also being sought for this project, the proposal is to use money that would have been used for events that have had to be cancelled this year. This project links to the Education, Culture and Sport partnership recovery plan within which £80,000 was allocated for Events. The project will be promoted widely by corporate communications and national networks will be approached.
- 2.3 The use of emergency powers to allocate the funding was authorised by Councillors Clocherty, Murphy and Robertson and the Chief Executive.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the use of emergency powers for up to £25,000 to fund this project from the Recovery Plan £80,000 Events allowance.

4.0 BACKGROUND

- 4.1 The annual Beacon pantomime in Inverclyde is a firm favourite with families and communities. Many schools attend the pantomime as do community groups and families. Most recently the pantomime has starred some of the cast from Still Game cast who have proved to be very popular.
- 4.2 Because of COVID-19 pantomimes across Scotland have had to be cancelled. This has included the pantomime that would have been held in the Beacon Arts Centre in Inverclyde.
- 4.3 In October 2020, the spread of COVID-19 has meant that many events have had to be cancelled. The virus will almost certainly affect Christmas celebrations.
- 4.4 The partnership recovery plan for Education, Culture and Sport has recognised that events will need to be adapted during COVID-19 and also the importance of ensuring that events are celebrated to keep up morale. Young people report that whilst they are adapting to the new normal, the lack of the extra-curricular events means that morale can be low across the community.

5.0 PROPOSALS

- 5.1 The cast who perform in the annual pantomime are working with Soundsmove to propose that a Christmas film in the style of pantomime be filmed in Inverclyde. They propose not to simply film the on-stage production of a pantomime but rather to use venues across Inverclyde to produce a half hour long Christmas film.
- 5.2 The intention is to stream the film in the first instances to all schools in Inverclyde free of charge. It is hoped that schools will be able to have a sense of occasion around the watching of the film in the same way that they may experience at a pantomime. The film will allow for some limited audience participation
- 5.3 After the film has been streamed into classrooms the intention is to make it available online free of charge. Whilst the appeal will predominantly be for the people of Inverclyde, the production will be heavily promoted through the corporate communications team and link to the Discover Inverclyde website. As far as the company are aware, this type of production is not happening elsewhere in the UK.
- 5.4 The use of emergency powers was requested because time is extremely pressing for the writing, filming and editing of the Christmas film. The use of emergency powers to allocate the funding was authorised by Councillors Clocherty, Murphy and Robertson and the Chief Executive. Usually a production such as this would take about 6 months from inception to post production. COVID-19 filming restrictions and social distancing add an additional complexity to the project. Because of restrictions, it is unlikely that children will be able to appear as part of the film.
- 5.5 The cost of the film is £25,000. An approach has been made to a local business for funding but at the time of writing no external funding has been confirmed. Because most events that the Council undertake have had to be cancelled this year, the proposal is to allocate funding of up to £25,000 to the project from the current events budget. It is the intention of this project to lift the morale of the Inverclyde community at Christmas after an exceptionally difficult year and not as an income generating project. The project will be promoted widely by the council corporate communications team and national networks will be approached.
- 5.6 The Beacon Arts Centre will produce the film on behalf of Inverclyde Council and ensure that the project is delivered to a high standard, on budget and on time. The Beacon Arts Centre will oversee the project and will provide the digital platform. The Beacon will also provide facilities for filming and liaise with the company.

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
Recovery Plan	Events	20/21	Up to £25K		£80,000 has been approved for events during and post COVID

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

The Council will retain, as a condition of its funding, the right of ownership of the film and all rights for its distribution. Soundsmove will retain the copyright of the script and score for any separate commercial use. All filming and production must comply with the public health restrictions of all Coronavirus legislation and regulations.

6.3 Human Resources

N/A

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.
X	NO

6.5 Repopulation

This project will provide a positive platform for Inverclyde externally and link to the Discover Inverclyde website.

7.0 CONSULTATIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 N/A

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/088/20/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2020/21 Revenue Budget- Period 5 to 31 August 2020		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2020/21 Revenue Budget position as at Period 5 to 31 August 2020.

2.0 SUMMARY

- 2.1 The total Education budget for 2020/20, excluding planned carry forward for Earmarked Reserves is £87,610,650. The School Estate Management Plan accounts for £14,728,000 of the total Education budget. The latest projection is an overspend of £2,885,000. Included within this projection are costs of £2,847,000 relating to the Council's response to the Covid-19 pandemic which will be fully funded by the approved Covid-19 budget. 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 £38,000, a decrease in expenditure of £91,000 since the last Committee.

- 2.2 The main reasons for the 2020/21 projected overspend are –

- (a) Projected overspend of £1,076,000 for Teachers Employee Costs. This is an increase in projected expenditure of £942,000 since the last Committee. 26.7 fte additional Teachers have been employed since August 2020 as part of the Covid-19 response. The projected overspend will be fully funded by the agreed Covid-19 budget.
- (b) Projected overspend of £442,000 for Education Non-Teachers Employee Costs, a decrease in projected expenditure of £279,000 since the last Committee. A previously reported overspend of £106,000 for ASN staff is now being funded by the Additional Support for Learning budget with the balance relating to a reduction in projected costs for Facilities Management employees. Included within the projected overspend of £442,000 are Covid-19 response costs of £541,000 which will be fully funded by the agreed Covid-19 budget. Excluding these costs, there is a projected underspend of £99,000, mainly relating to Facilities Management.
- (c) Projected underspend of £55,000 for Gas.
- (d) Projected underspend of £31,000 for Biomass Fuel at Port Glasgow Community Campus due to a price reduction and system being offline for a period of time.

-
- (e) Projected overspend of £241,000 for Education Contract Cleaning Recharge. This is a decrease of £139,000 since the last Committee. These costs will be fully funded by the agreed Covid-19 budget as they are due to extra cleaners being required as part of the Council's response to the Covid-19 pandemic.
 - (f) Projected underspend of £237,000 for Facilities Management Catering Provisions, and a corresponding projected underspend of £237,000 for Education Catering Recharge. This is due to no provisions being purchased while schools were closed as part of the response to the Covid-19 pandemic.
 - (g) 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.
 - (h) Projected overspend of £150,000 for Personal Protective Equipment (PPE) and Hand Sanitiser required in schools as part of the Council's response to the Covid-19 pandemic.
 - (i) Projected overspend of £46,000 for Pupil Consortium Travel.
 - (j) Projected overspend of £120,000 for ASN Transport.
 - (k) Projected underspend of £20,000 for EMA Administration.
 - (l) Projected underspend of £30,000 for Early Years Framework.
 - (m) Projected overspend of £75,000 for School Trips Refunds.
 - (n) Projected underspend of £21,000 for ASN Placements.
 - (o) 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.
 - (p) Projected under-recovery of £350,000 for School Meal Income and under-recovery of £35,000 for Breakfast Clubs Income due to the closure of schools during the Covid-19 pandemic.
 - (q) Projected under-recovery of £96,000 for Early Year's Wraparound Income due to the closure of Nurseries during the Covid-19 pandemic.
 - (r) Projected over-recovery of £433,000 for FM Income. This is the net impact of additional employees for Cleaning and reduction in Catering Supplies.

2.3 Earmarked Reserves for 2020/21, excluding those for Asset Plans and Strategic Funds, total £2,399,000 of which £2,218,000 is projected to be spent in the current Financial Year. To date expenditure of £264,000 (11.9%) has been incurred. Spend to date per profiling was expected to be £514,000, therefore slippage to date is £250,000 or 48.6% and relates to the Early Years 1140 Hours earmarked reserve.

3.0 RECOMMENDATION

- 3.1 That the Committee notes the current projected overspend of £38,000 for the 2020/21 Education Revenue Budget net of £2.847 million of Covid-19 related costs that will be funded by the agreed Covid-19 budget.

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 Education Revenue Budget as at Period 5 to 31 August 2020 and highlight the main issues contributing to the projected overspend of £2,885,000. Excluding Covid-19 related costs, which will be fully funded by the agreed Covid-19 budget, there is a projected overspend of £38,000 which is a decrease in expenditure of £91,000 since the last Committee.

5.0 2020/21 PROJECTION

5.1 The total Education Revenue Budget for 2020/21, excluding planned carry forward for Earmarked Reserves, is currently £87,610,650. This is an increase of £1,700,450 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.

5.2 The main issues to highlight in relation to the 2020/21 projected overspend of £2,885,000 are:

Education Employee Costs – Teachers (£1,076,000 Over)

The total budget for Teachers Employee Costs is £50,275,000 and the latest projection is an underspend of £1,076,000. The projected overspend is a result of the Council's response to the Covid-19 pandemic whereby an additional 26.7fte Teachers were employed from August 2020. These additional costs will be fully funded by the Scottish Government.

Education Employee Costs – Non-Teachers (£442,000 Over)

The total budget for Education Non-Teacher Employee Costs is £28,811,000 and the latest projection is an overspend of £442,000. The projected overspend includes £541,000 of additional costs incurred as a result of the Covid-19 pandemic, mostly within Facilities Management for Public Conveniences and additional Cleaners. Excluding the Covid-19 costs, there is a projected underspend of £99,000 which mostly relates to additional turnover savings within Facilities Management.

Gas (£55,000 Under)

The total budget for Gas is £513,000 and the latest projection is an underspend of £55,000, a decrease in expenditure of £9,000 since the last Committee. The majority of the underspend relates to a price reduction since the previous year.

Biomass Fuel (£31,000 Under)

The total budget for Biomass Fuel for the Port Glasgow Community Campus is £84,000 and the latest projection is an underspend of £31,000, the same as reported to the last Committee. In addition to a 7% price reduction as a result of a contract re-tender, the plant was offline for a period of time.

Education Cleaning Contract (£241,000 Over)

The current budget for the Education Cleaning Contract is £1,144,000 and the latest projection is an overspend of £241,000 as a result of additional cleaning required in Schools and Nurseries as a response to the Covid-19 pandemic. The additional costs will be fully funded by the Scottish Government. The projected overspend has reduced by £139,000 since last Committee due to additional turnover savings within the core Facilities Management budget.

IT Digital Access Technology (£236,000 over)

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. This is the same as previously reported to Committee.

Facilities Management – Catering Provisions (£237,000 Under)

The current budget for Catering Provisions is £979,000 and the latest projection is an underspend of £237,000. 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 and a reduced uptake of meals since schools re-opened in August. The projected underspend has increased by £42,000 since last Committee.

Facilities Management – Catering Resources (£229,000 Over)

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. The projected overspend is the same as previously reported to Committee.

Facilities Management – PPE and Hand Sanitiser Costs (£150,000 Over)

As a result of regulations introduced for the control of Covid-19, additional Personal Protective Equipment (PPE) and Hand Sanitiser was required to be purchased in order to allow schools to fully re-open in August. These materials are projected to cost £150,000 by the end of the Financial Year with the costs being funded by the Scottish Government as part of the Covid-19 funding.

Education Catering Recharge (£237,000 Under)

The current budget for Catering Recharge is £3,249,000 and the latest projection is an underspend of £237,000. This is due to the underspend for Facilities Management Catering Supplies noted above.

Pupil Consortium Transport (£46,000 Over)

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. The projected overspend is the same as previously reported to Committee.

ASN Transport (£120,000 Over)

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. The projected overspend is the same as previously reported to Committee.

EMA Administration (£20,000 Under)

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 outturn is the same as previously reported to Committee.

Early Years Framework Resources (£30,000 Under)

The budget for Early Years Framework expenditure is currently £36,690 and the latest projection is an underspend of £30,000. This is the same as previously reported to Committee.

School Trips Refunds (£75,000 Over)

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. The projected overspend is the same as previously reported to the Committee.

ASN Placements (£21,000 Under)

The current budget for ASN Placements is £371,000. Based on the final outturn for last year, there is a projected underspend of £21,000, which is the same as previously reported to the Committee. A full review of placements is currently being carried out and the projection will be updated accordingly.

Covid-19 Food Payments (£796,000 Over)

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, the same as previously reported to the Committee. This expenditure will be fully funded by the agreed Covid-19 budget and is in addition to £66,000 of purchases funded by the Council via the budget vired from Communities Committee Playschemes.

School Meal Income (£350,00 Under-Recovered)

The total budget for School Meal Income is £981,000 and the latest projection is an under-recovery in income of £350,000, an additional shortfall in income of £56,000 since the last Committee. This is due to school closures as a result of the Covid-19 pandemic and a lower uptake of meals since schools re-opened in August.

Breakfast Club Income (£35,000 Under-Recovery)

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. The projected shortfall is the same as previously reported to the Committee.

Early Years Wraparound Income (£96,000 Under-Recovery)

The budget for Early Years Wraparound is £311,000 and the latest projection is a shortfall in income of £96,000. This is a result of all nurseries being closed during the Covid-19 lockdown. The projected shortfall is the same as previously reported to the Committee.

Facilities Management Income (£433,000 Over-Recovery)

Facilities Management Income is projected to over-recover by £433,000. 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.

6.0 EARMARKED RESERVES

6.1 Earmarked Reserves for 2020/21, excluding those for Asset Plans and Strategic Funds, total £2,399,000 of which £2,218,000 is projected to be spent in the current Financial Year. To date expenditure of £264,000 (11.9%) has been incurred. Spend to date per profiling was expected to be £514,000, therefore slippage to date is £250,000 or 48.6% and relates to the Early Years 1140 Hours earmarked reserve.

7.0 VIREMENTS

7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 Finance

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

8.2 Legal

There are no specific legal implications arising from this report

8.3 Human Resources

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

8.4 Equalities

There are no equalities issues with this report.

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

There are no repopulation issues with this report.

9.0 CONSULTATION

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

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Education Budget Movement - 2020/21**Period 5 - 1st April 2020 to 31st August 2020**

Service	Approved Budget	Movements			Revised Budget 2020/21 £000
	2020/21 £000	Inflation £000	Virement £000	Supplementary Budgets £000	
Corporate Director	149				149
Education	76,421	110	65	1,458	(4,881)
Inclusive Education	14,111	68			
Facilities Management	110				
Totals	90,791	178	65	1,458	(4,881)

Movement Detail**External Resources**

Probationer Teachers 594
Additional Teachers - Covid-19 864

Virements

From Communities - Food Payments 66
NDR Inflation Removed (67)
Water from Inflation Contingency 66

Inflation

SEMP 171
HSCP Speech & Language 7

178

1,701

87,611

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 5 - 1st April 2020 to 31st August 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	50,275	51,351	1,076	2.1%
25,031	Employee Costs - Non Teachers	22,739	27,811	28,253	442	1.6%
16,598	Property Costs	8,091	8,082	8,235	153	1.9%
5,420	Supplies & Services	5,349	5,489	5,631	142	2.6%
2,638	Transport Costs	2,033	2,033	2,218	185	9.1%
645	Administration Costs	689	678	660	(18)	(2.7%)
5,292	Other Expenditure	18,147	23,276	24,089	813	3.5%
(19,673)	Income	(12,353)	(25,152)	(25,060)	92	(0.4%)
81,071	TOTAL NET EXPENDITURE	90,791	92,492	95,377	2,885	3.1%
	Earmarked Reserves	0	(73)	(73)	0	
	Loan Charges / DMR	0	(4,808)	(4,808)	0	
	Additional Funding Covid-19			(2,847)	(2,847)	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	90,791	87,611	87,649	38	

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	63,326	65,699	2,373	3.7%
95	Facilities Management	110	110	488	378	343.6%
9,237	School Estate Management Plan	14,557	14,728	14,728	0	-
67,861	TOTAL EDUCATION SERVICES	76,531	78,164	80,915	2,751	3.5%
9,402	ASN	10,337	10,344	10,443	99	1.0%
1,614	Community Learning & Development	1,685	1,745	1,760	15	0.9%
2,020	Other Inclusive Education	2,089	2,090	2,102	12	0.6%
13,036	TOTAL INCLUSIVE EDUCATION	14,111	14,179	14,305	126	0.9%
81,071	TOTAL EDUCATION COMMITTEE	90,791	92,492	95,377	2,885	3.1%
	Earmarked Reserves	0	(73)	(73)	0	

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 5 - 1st April 2020 to 31st August 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>31-Aug-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	50,275	18,853	19,471	51,351	1,076	2.1%
25,031	Employee Costs - Non Teachers	27,811	10,697	10,026	28,253	442	1.6%
897	Gas	513	128	87	458	(55)	(10.7%)
81	Biomass	84	35	5	53	(31)	(36.9%)
1,190	ED Cleaning Contract	1,144	477	423	1,385	241	21.1%
0	IT Digital Access Equipment	0	0	215	236	236	-
1,053	FM Catering Supplies	979	408	0	742	(237)	(24.2%)
3,253	ED Catering Recharge	3,249	1,354	859	3,012	(237)	(7.3%)
0	FM Catering Supplies - Covid-19	0	0	218	229	229	-
0	FM PPE / Hans Sanitiser - Covid 19	0	0	71	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	10	1	5	(20)	(80.0%)
8	Early Years Framework	37	15	1	7	(30)	(81.1%)
0	School Trips Refunds	0	0	56	75	75	-
350	ASN Placements	371	155	55	350	(21)	(5.7%)
0	Food Payments - Covid-19	0	0	458	796	796	-
(900)	School Meal Income	(981)	(306)	(5)	(631)	350	(35.7%)
(32)	Breakfast Club Income	(50)	(16)	0	(15)	35	(70.0%)
(309)	Early Years Wrapround Income	(311)	(130)	(30)	(215)	96	(30.9%)
(6,442)	FM Income	(6,448)	(2,149)	(1,882)	(6,881)	(433)	6.7%
	Total Covid-19 Material Variances					2,847	
	Total Material Variances					2,828	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2020/21</u> £000	<u>Phased Budget To Period 5 2020/21</u> £000	<u>Actual To Period 5 2020/21</u> £000	<u>Projected Spend 2020/21</u> £000	<u>Amount to be Earmarked for 2020/21 & Beyond</u> £000	<u>Lead Officer Update</u>
Beacon Arts	Tony McEwan	87	0	0	27	60	Contingency for Beacon funding.
Autism Friendly	Tony McEwan	189	8	6	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	506	258	1,982	61	£61k is uncommitted amount per P&R report 16 June
Total		2,399	514	264	2,218	181	

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/55/20/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 30th September 2020 is 22.84% of the 2020/21 restated approved budget (20.82% of revised projection), there is net advancement of £314K (9.72%) 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.
- 4.4 In addition to the impact of the timing of delivery of the capital programme which has resulted in the restatement of the budget cost increases of £2.744m across the Council have been identified and funding confirmed by Policy & Resources Committee on 11th August.

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 closing out the remaining items on site with formal certification in progress. The school will transfer back to the completed facility after the October holiday period with the indicative dates reported to the last Committee now confirmed as 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.

The Committee should note that the final account negotiations are still ongoing with the formal extension of time process not yet concluded in respect of COVID and non-COVID related delays on the project. It is anticipated that additional funding will be required with a further report to be provided to Committee when the final account has been agreed.

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 is progressing slightly behind the date noted to last Committee with tender issue anticipated by the end of October. 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 is complete as previously reported. A solid hoarding has been erected to separate the former Kelly Street Children's Centre site from the main St Mary's site which will remain in place for the duration of the landscaping works project. The January 2020 Committee were 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. Tender for the landscaping works have now been returned and evaluated and a formal acceptance will be issued upon receipt of the Building Warrant. The Committee is requested to note the allocation of £180K lifecycle funding to supplement the remaining budget from the demolition 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 progressing on site with steelwork and internal structural alterations ongoing including first fix electrical services. Anticipated completion remains in early 2nd Quarter 2021 as previously reported.

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 impacted the ability to progress this item during the school summer holiday period. The work is being progressed in two phases with the first phase addressing five primary schools partially completed utilising back shift working after school hours and is projected to complete by the end of the October holiday period. The second phase addressing three secondary schools will be programmed for completion within the current financial year.

7.0 SCHOOL ESTATE LIFECYCLE WORKS 2020/21

7.1 The School Estate Funding Model and capital programme include allowances for lifecycle works to address the ongoing requirement for investment in the estate to maintain the overall condition of the assets at a good/satisfactory level. The allocation of this funding is based on annual review of the externally procured condition surveys and physical inspection of the various properties by the Client Services Team. The most recent external condition surveys were undertaken via Aecom between October and November 2019. The recent review of the artificial pitches asset management plan reported to the September Committee will also involve advancement of future years lifecycle funding. The COVID lockdown period has impacted the normal cycle of works with a more limited summer holiday programme, however a back shift / weekend working approach has been employed for single trade works such as redecoration and floor coverings which is allowing works to be progressed with minimal disruption. The summary below provides an overview of the areas of expenditure to date:

Inverkip PS

- Partial redecoration/flooring (Nursery Class)

Kings Oak PS

- Partial redecoration (Classrooms / circulation)
- Partial new flooring (Classrooms)

St Joseph's PS

- Staffroom/Office refurbishment

St Michael's PS

- Partial flooring replacement (Classrooms)
- External door upgrade/replacement

Wemyss Bay PS

- Partial LED lighting upgrade (circulation / Gym.Assembly Hall)

Whinhill PS

- Partial LED lighting upgrade (circulation / Gym.Assembly Halls)

Inverclyde Academy

- Partial flooring replacement (various areas)
- 3G pitch carpet replacement (tenders returned, acceptance imminent)

St Columba's HS

- 3G pitch rejuvenation (late Oct/early Nov).

Port Glasgow Community Campus

- Phased external building mounted lighting replacement (LED)
- Site lighting upgrade to LED.
- Ventilation improvements (Craigmarloch Gym/Drama Area)
- 2G & 3G pitch rejuvenation (currently in progress)

Various Early Years Establishments (Binnie Street/Gibshill/Wellpark/Rainbow)

- Minor internal alterations/refurbishment
- Phased floor covering replacement
- Partial redecoration

8.0 DEVELOPMENT AND IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE

- 8.1 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.
- 8.2 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's 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.
- 8.3 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 Hrs 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.

8.4 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
Craigmarloch School	August 2020

Projects On Site/Under Construction

Gourock YAC – The project involved 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. Work is now complete on site with formal occupation and Care Inspectorate registration pending issue of Building Standards certification.

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build extension which will operate in tandem with the existing Rainbow Family Centre. Financial close was achieved on the project in August with works commenced on site on 14th September to complete in June 2021. Demolition of the former community facility is complete with the Contractor now progressing the initial groundworks and services connection preparations / alterations.

Projects at Pre-Construction Stage

Larkfield Children’s Centre – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children’s Centre which currently operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary’s Primary School. Financial close was achieved on the project in September with works programmed to commence on site on 19th October to complete in June 2021. The second phase of the project addresses the demolition of the former Sacred Heart building which should be complete by the end of 2021.

Wellpark 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. Building Warrant submission is imminent with pricing documents being finalised for completion by Building Services. Programme to be finalised upon receipt of warrant.

Glenpark Early Learning Centre – Additional project funded from earmarked reserve to provide additional capacity in Greenock West area as 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 connection work has been completed with tenders issued for the outdoor unit. Programme to be finalised upon tender return and acceptance.

9.0 IMPLICATIONS

9.1 Finance

The expenditure at 30th September 2020 is £738K from a restated approved budget of £3.231M. This is expenditure of 22.84% of the restated approved budget (20.82% of revised projection) after 50% of the financial year. Net advancement of £314K (9.72%) being reported in connection with the lifecycle funding being advanced to address the Kelly Street Site Landscaping project and the progress on the interactive whiteboard refresh. The Committee is requested to note that further advancement is likely to be reported to the next Committee in connection with lifecycle works given the positive progress outlined in section 7.1 above and 3G pitch carpet replacement works planned at Inverclyde Academy.

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.

9.2 Legal

There are no legal issues.

9.3 Human Resources

There are no human resources issues.

9.4 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?

X

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

NO

9.5 Repopulation

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

10.0 CONSULTATION

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

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

11.0 LIST OF BACKGROUND PAPERS

11.1 Education Capital Programme Technical Progress Reports October 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
	Est Total Cost	Actual to 31/3/20	Approved Budget 2020/21	Revised Est 2020/21	Actual to 30/09/20	Est 2021/22	Est 2022/23	Future Years
	£000	£000	£000	£000	£000	£000	£000	£000
SEMP Projects								
Hillend Children's Centre - Refurbishment Lifecycle Fund	1,484	113	500	500	89	871	0	0
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	425	31	0	0
Demolish Kelly Street Children's Centre	39	23	16	15	15	1	0	0
Kelly Street Site Landscaping (St. Mary's PS)	221	0	41	201	0	20	0	0
Demolish Sacred Heart Primary School	366	0	0	0	0	0	366	0
Interactive Whiteboard Refresh	700	0	75	230	0	470	0	0
Complete on site	407	0	0	0	0	407	0	0
TOTAL SEMP	22,260	11,502	1,893	2,207	713	4,425	3,125	1,001
Early Learning & Childcare Expansion (1140hrs) Projects								
Craigmarloch - Internal Alterations	10	0	10	10	2	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	17	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	4	0	0	0
TOTAL ELC EXPANSION	6,858	1,711	1,338	1,338	25	3,809	0	0
TOTAL ALL PROJECTS	29,118	13,213	3,231	3,545	738	8,234	3,125	1,001
Additional COVID Pressure Allowance	506	0	0	0	0	506	0	0
	29,624	13,213	3,231	3,545	738	8,740	3,125	1,001

Report To:	Education & Communities Committee	Date:	3 November 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 Improvement Plan 2020-21		

1.0 PURPOSE

- 1.1 The purpose of this report is to present the Education Services Improvement Plan for session 2020-21 for approval.

2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a local improvement objectives.
- 2.2 Inverclyde Council's Education Services Improvement Plan 2020-21 is appended to this report. The Standards and Quality Report, presented at the last committee meeting, provided a focused summary of educational progress and a flavour of the work delivered by our schools from March 2019 to March 2020. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.
- 2.3 This report now shares the full plan and all actions that will be undertaken to achieve the intended outcomes. The plan is already well under way and good progress is being made. The plan seeks to support the reopening and recovery process of schools and Early Learning Centres as well as address key areas for improvement.
- 2.4 For greater detail on the plans of any individual school, Elected Members should refer to the school's own Improvement Plan posted on their website.
- 2.5 The finalisation of the 2019-20 Improvement Plan has been delayed due to lockdown of schools as a result of the Covid 19 epidemic in March 2020. However the plan now captures how the service will support both the recovery as well as take forward areas for development.
- 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.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Improvement Plan 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 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.

5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 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

Improvement Plan 2020/21



Introduction

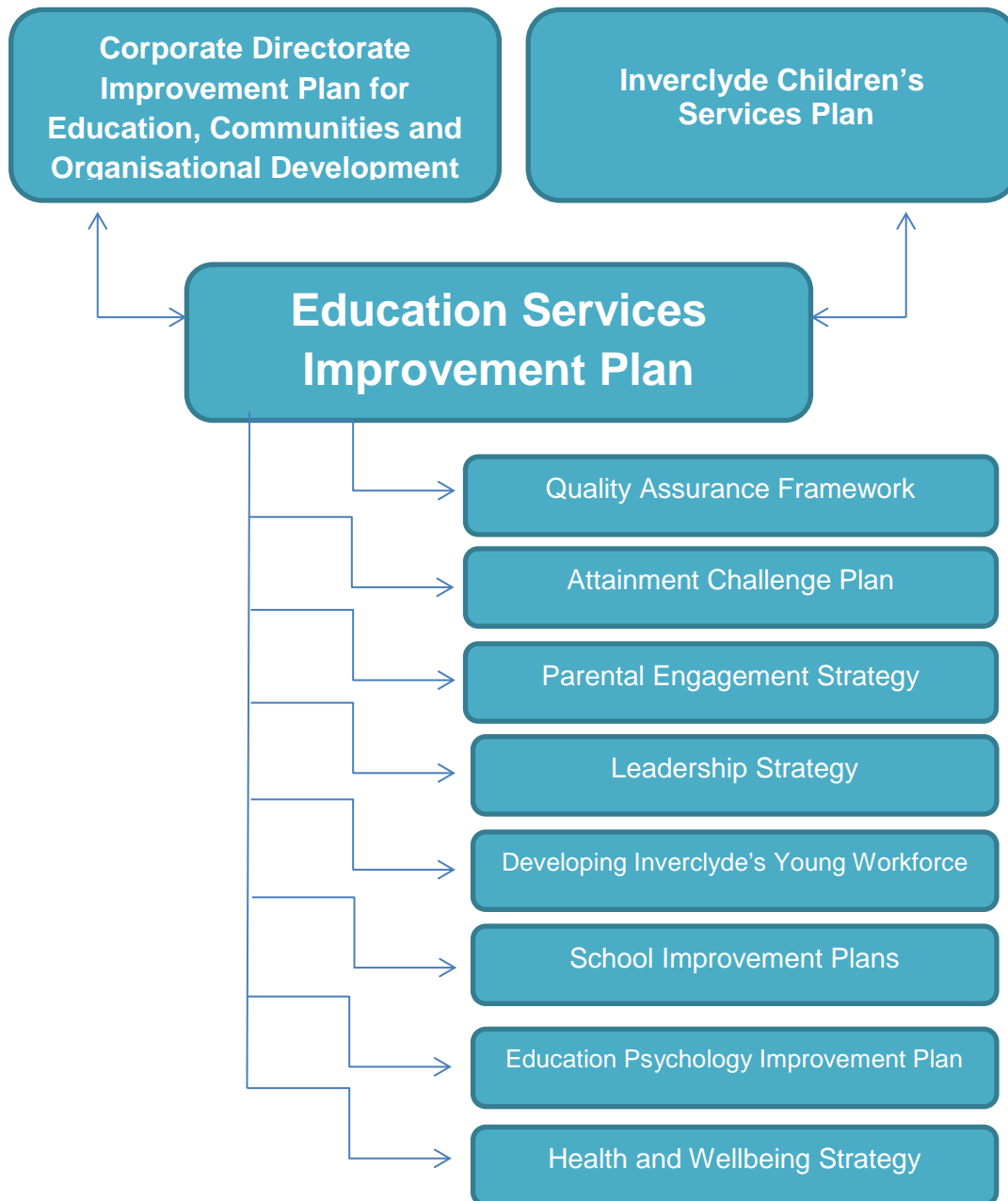
Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2020/21. The first part of this process is the Standards and Quality Report for 2019/20. The Standards and Quality Report allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The four strategic priorities of the NIF are:-

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development and the Inverclyde Children's Services Plan 2017/20 and 2020/23. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:



Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Attainment and Achievement Group and will feed into the wider Children's Services Plan. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.

School/Establishment Leadership

The Quality and Impact of Leadership within schools and at all levels

Outcomes for learners

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

The next steps we identified as part of our self-evaluation:

- Develop a shared understanding of systems leadership and the context for systems change.
- Develop a shared understanding of what an empowered system looks and feels like.
- Continue to implement a structured programme to support teachers who are actively seeking promotion.

By March 2021 we will have	Who is responsible?
<p>Further developed a shared understanding of and developed an empowered system.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment. 	<p>Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor</p>
<ul style="list-style-type: none"> • Develop leadership of Additional Support Needs and support for Care Experienced Young People. 	<p>Head of Education</p>
<ul style="list-style-type: none"> • Further develop leadership of the curriculum as a vehicle to better meet pupils' needs, including engagement in the national review of the Senior Phase. 	<p>Head of Education Education Officers (NG)</p>
<ul style="list-style-type: none"> • Further develop Leadership Pathways in Early Years, including programmes to support. 	<p>Quality Improvement Manager Education Officer with responsibility for leadership</p>
<ul style="list-style-type: none"> • Further develop the leadership of primary schools with nursery classes 	<p>Head of Education Quality Improvement Manager</p>
<ul style="list-style-type: none"> • Provide bespoke support to establishments in planning for recovery and leading the process during the autumn of 2020 and beyond. 	<p>Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland</p>
<ul style="list-style-type: none"> • Provide toolkits and guidance documents to support leaders with planning, alongside Government guidance 	<p>Head of Education</p>
<ul style="list-style-type: none"> • Develop the leadership of improving attendance across all schools with a focus on the concept of emotional avoidance of education 	<p>Head of Education Education Officers Educational Psychology team</p>

	Education Scotland
<ul style="list-style-type: none"> Supporting schools to implement revised guidance on school improvement and recovery planning and to reengage with the cycle of school improvement when appropriate 	
<ul style="list-style-type: none"> Continue to develop and trial plans for further delegation of DMR and Staffing to schools 	Head of Education Working group Finance and HR services
<ul style="list-style-type: none"> Begin to implement the new Peer review programme across all schools from January 2021 	Head of Education Education Officers
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> Attainment Challenge plan. Corporate Directorate Improvement plan. Children's Services Plan 2020/23 Inverclyde's GIRFEC Pathways Policy and Procedures. West Partnership Improvement plan. ASN action plan Senior Phase Action Plan 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> School/establishment HMIE and Care Inspectorate inspection reports once inspection cycle begins again – unlikely in 2020/21 Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change. Annual attainment meetings inc review of recovery planning Autumn Term 2020/21 Evidence of West Partnership toolkit being used in establishments. Impact of Locality Networks. Number of teachers/early years' practitioners who are on an identified leadership pathway or a recognised certificated leadership course. Number of aspiring head teachers who are undertaking courses to meet the Standard for Headship. How staff are undertaking professional development to meet the standards for Leadership and Management. Local authority school /establishment reviews. Monitoring trends of attendance over the year and by end of year Feedback and evaluation of peer review programme 	
<p>Success Criteria:</p> <ol style="list-style-type: none"> 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. Separate gradings for primary school NCs show that all are good or better. Evidence of establishments sharing best practice and resources at a local level. 	

5. Improved attendance figures for all schools overall and secondary schools in particular including those pupils from SIMD 1&2.
6. Outcomes for CEYP are improving, particularly for those in kinship care.
7. School self-evaluation of QI 3.1 are improving with all schools grading good and more very good; referrals to the ASN forum are of an improved quality and reflect the input from the ASN Leaders network during 2021.
8. Plans for the further delegation of DMR and staffing are being trialled and reviewed ready for wider implementation from August 2021

Teachers Professionalism

To support the development of learning networks by facilitating collaborative events and professional development opportunities.

Career Long Professional Learning (CLPL) will improve the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

Outcomes for learners

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

The next steps we identified as part of our self-evaluation

- Support establishments with the development of approaches to digital learning both within general pedagogy and within a blended approach
- Support the development of West Partnership learning opportunities
- Continue to roll out professional learning opportunities for all staff; this will include strategies to reduce the attainment gap linked to deprivation.
- Continue to embed the revised learning, teaching and assessment policy (LTA).
- All observed lessons should be good or above with the majority being judged as very good or above.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • 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. 	Attainment Challenge Team
<ul style="list-style-type: none"> • Continue to ensure that Career Long Professional Learning (CLPL) impacts on playroom / classroom practice. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Ensure that all staff have increasing confidence in being able to meet a range of support needs through quality first learning and teaching. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Develop support and guidance for schools to implement curriculum rationales through Inter Disciplinary Learning (IDL) 	Attainment Challenge Team Education Scotland Attainment Advisor

<ul style="list-style-type: none"> • Provide CLPL for staff in relation to developing Digital Literacy skills and pedagogy, including the implementation of ClickView 	Attainment Challenge Team Digital Learning Coordinator
<ul style="list-style-type: none"> • Provide Guidance and CLPL for staff on the pedagogy to support the blended approach including IDL and revisiting Assessment for Learning including for those unable to return to school ACT 	
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Integrated Children's Services Plan. • Corporate Directorate Improvement Plan. • West Partnership Improvement Plan. 	

<p>Evidence we gather:</p> <ul style="list-style-type: none"> • School/establishment HMle and Care Inspectorate inspection reports. • Self-evaluation of schools/establishments of HGIOS?4 and HGIOELC? Quality Indicator 1.3 - Leadership of Change. • Number of teachers who are undertaking courses to meet the Standard for Headship. • Number of senior managers in Early Learning and Childcare with BA Childcare Practice. • Participation in West Partnership Conferences • How staff are undertaking professional development to meet the standards for Leadership and Management. • Local authority school reviews. • Feedback from training events inc ClickView input
<p>Success criteria:</p> <ol style="list-style-type: none"> 1. Almost all of observed lessons should be judged as good or above. The majority should be very good or above. 2. All staff in schools will be able to evidence the impact of the Inverclyde learning, teaching and assessment policy. 3. All staff are engaged in appropriate CLPL. 4. All schools can evidence a clear policy re digital learning as part of their general learning and teaching policies and approaches to blended learning, including engagement with ClickView

Parental Engagement and Partnership Working

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

Outcomes for learners

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

The next steps we identified as part of our self-evaluation

- Capitalise on improvements to approaches to communication, consultation and collaboration with parents/carers and the wider community during lockdown in order to maximise and secure higher levels of participation and engagement
- Continue to engage with the West Partnership to take forward the Scottish Government Action Plan on Parental Involvement and Engagement
- Devise programmes of opportunities to share and develop practices in Family Learning and parental/community engagement.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continue to develop and support the work of establishments in relation to Parental Involvement and Engagement. 	Education Officer (EM)
<ul style="list-style-type: none"> • Embed family learning to ensure it continues to maximise impact on attainment 	Attainment Challenge Team CLD
<ul style="list-style-type: none"> • Continue to improve and expand communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved. 	Education Officer (EM)
<ul style="list-style-type: none"> • Continue to work on targeted intervention work with inactive children and young people from SIMD 1 and 2 	CLD
<ul style="list-style-type: none"> • Prepare to review the Parental Engagement Strategy and continue to develop and support the work of establishments in relation to Parental Involvement and Engagement. 	Education Officer (EM)
<ul style="list-style-type: none"> • Capitalise on the progress made in consulting with Parent Councils to further improve consultation and engagement 	Education Officer (EM)
<ul style="list-style-type: none"> • Provide support and advice to parents in managing blended learning at home alongside support for managing devices issued to senior pupils. 	Education Officers Attainment Challenge team Bernardo’s
<ul style="list-style-type: none"> • Learning Journals system in ELC is used to engage parents in children’s learning. 	Quality Improvement Manger

How does this link to other plans?

- Attainment Challenge Workstreams.
- Integrated Children's Services Plan.
- Corporate Directorate Improvement Plan.
- Inverclyde's Corporate Parenting Strategy.

Evidence we gather:

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

Success criteria:

1. Evidence that Parent Councils are seeing improved engagement in their work via more inclusive virtual approaches
2. Evidence that schools have clearly reviewed policies that outline approaches to communication and support during possible periods of lockdown or blended learning
3. Evidence of effective joint working with West Partnership.
4. Gathered information on family learning's impact on attainment.
5. School evaluation visits will have recorded level of parent involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.
6. Evidence of improvement communication and engagement with parents/carers

Assessment of Progress

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

Outcomes for learners

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

Next Steps

- Support schools to establish robust assessment systems as part of the return to school in August 2020.
- Fund and support the roll-out of 'learning journals' in ELC.
- All schools/establishments take forward the authority 2020/21 moderation plan and continue to use moderated assessment information to track and monitor the progress of every child and young person.
- Continue to develop the use of high quality assessments to determine next steps.
- Continue to review literacy and numeracy progression pathways to raise attainment for all children and young people.
- Continue to take forward and implement the National Improvement Framework.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Using the Authority Moderation and Assessment Plans all schools use moderated assessment information to track and monitor the progress of every pupil. 	Education Officer - EM
Children's progress is assessed and recorded on 'learning journals' system.	Quality Improvement Manager
<ul style="list-style-type: none"> • 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. 	Quality Improvement Manager Education Officers
<ul style="list-style-type: none"> • Continue to focus on improving the outcomes for LAC pupils particularly for those in kinship care placements 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor MCMC
<ul style="list-style-type: none"> • Support schools through CLPL with assessment of pupils on return to school and those unable to attend 	Attainment Challenge lead officers

	Education Officer - EM
<ul style="list-style-type: none"> • Provide support and guidance for secondary schools with the emerging Scottish Qualification Authority guidance for the 2021 exam diet 	Head of Education Education officer - NG
<ul style="list-style-type: none"> • Support secondary schools with the ongoing roll out of tracking across the BGE in order to improve outcomes for all 	Education officer – NG Attainment Advisor
<ul style="list-style-type: none"> • Work with neighbouring Authorities to build capacity across all sectors. 	Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams • Integrated Children’s Services Plan 2017/20 and 2020/23 • Corporate Directorate Improvement Plan • West Partnership Improvement Plan 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> • The percentage of children and young people achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3. • Data from surveys on health and wellbeing including feedback from nurturing programmes. • Senior phase qualifications and awards data. • Youth Participation Measure. • 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. Establishments will have implemented new SEEMiS systems in August 2020. 	

Success Criteria for Attainment

Performance Measure	Inverclyde	Target	National (2019)
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	73.5%	75%	71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Plan Critical Indicator</i>	80%	82%	78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Plan Critical Indicator</i>	90.5%	91%	87.3%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i>	85.6%	89%	89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.8%	45%	46.4%
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	45%	56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	70%	62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	36%	36%
% of leavers achieving SCQF Level 5 or better in literacy	84.9%	86%	82%

<i>West Partnership Regional Improvement Plan Critical Indicator</i>			
% of leavers achieving SCQF Level 5 or better in numeracy	73.5%	76%	69%
<i>West Partnership Regional Improvement Plan Critical Indicator</i>			

School / Establishment Improvement

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Outcomes for learners

Children and young people living in areas of deprivation make comparable progress in all learning, but especially in literacy, numeracy and health and wellbeing similar to other learners.

Next Steps

- Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.
- Embed the use of a consistent use of authority wide data set in all schools in Inverclyde. This data set is linked to SIMD levels to highlight any gaps linked to deprivation.
- Support schools to continue to use data to further inform improvement through self-evaluation.

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Further reduce our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding. 	Head of Education Education Officers Attainment Challenge Lead Officers
<ul style="list-style-type: none"> • 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. 	Attainment Challenge
<ul style="list-style-type: none"> • Improving data analysis through use of dashboards e.g. attendance EOs / LS / ACT 	Data Team SEEMiS Development Officer Attainment Advisor
<ul style="list-style-type: none"> • Develop a consistent data set for use in Early Learning and Childcare. 	Quality Improvement Manager Data Team SEEMiS Development
<ul style="list-style-type: none"> • 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 as well as the intensification of support from additional teachers to support recovery 	Head of Education Education Officers Attainment Challenge Lead Officers Attainment advisor Data Team SEEMiS Development Officer
<ul style="list-style-type: none"> • Work with stakeholders to review and identify the most impactful aspects of the AC in preparation for developing SAC 2 and securing substantially 	Attainment Challenge Lead Officers

How does this link to other plans?

- Attainment Challenge Workstreams.
- Children's Services Plan 2017 – 20 and 2020 - 23
- Corporate Directorate Improvement Plan.
- West Partnership Improvement Plan.

Evidence we gather:

- Inspection, school reviews and self-evaluation evidence.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of establishments of HGIOELC? Quality Indicator 2.3 Teaching, Learning and Assessment and Quality Indicator 3.2 - Securing Children's Progress.
- Standards and Quality Reports and Improvement Plans.
- Feedback from West Partnership joint capacity building activities.

Success criteria:

1. All establishments will have gathered evidence showing a reduction in the poverty related attainment gap.
2. All establishments will have a greater understanding of the use of data as a tool for improvement and of the West Partnership critical indicators.

The Development of our Curriculum

All children and young people in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps

- Continue to support establishments to ensure the delivery of a curriculum which has a range of pathways, which support the needs of all learners that will lead to improved outcomes.
- Continue to develop the range of courses available in the senior phase and work with DYW and FE to improve the range of curricular pathways for all young people.
- Continue to Improve and maintain Inverclyde Council's positive destination figures.
- Continue to develop an early level curriculum framework across ELC and Primary including a focus on progression of a play pedagogy

By March 2021 we will have	Who is responsible?
<ul style="list-style-type: none"> • Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners. 	Education Officers
<ul style="list-style-type: none"> • 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. 	Head of Education Education Officers
<ul style="list-style-type: none"> • All establishments to continue to develop pathways for all learners. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Ensure that the HWB curriculum addresses the key issues identified through the pupil HWB survey 2019. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team
<ul style="list-style-type: none"> • Work with all stakeholders to sustain the 2019 figure and increase positive and sustained destinations to 96% and above. 	Head of Education Education officers MCMC
<ul style="list-style-type: none"> • Support schools by providing guidance and CLPL on the recovery curriculum and the pedagogy around blended learning 	Attainment Challenge lead officers Digital Learning Coordinator
<ul style="list-style-type: none"> • Work with partners to secure pathways across the senior phase e.g. FAs and college placements alongside the secondary model 	Head of Education MCMC
<ul style="list-style-type: none"> • Work with practitioners and partners to further develop a coherent and consistent approach to play pedagogy across the early level in all establishments ACT / Ed Psych 	Attainment Challenge Team

	Educational Psychology team
<ul style="list-style-type: none"> • Further enhance offer of wider achievement to all schools • Active schools to continue to give access to wider sport specifically targeting senior schools out with the current curriculum 	CLD
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Attainment Challenge Workstreams. • Children’s Services Plan 2017 – 20 and 2020 - 23 • Corporate Directorate Improvement Plan. • West Partnership Improvement Plan. 	
<p>Evidence we gather:</p> <ul style="list-style-type: none"> • Inspection and validated self-evaluation evidence. • Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality. Improvement 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 children and young people. • Evaluation of Developing Inverclyde’s Young Workforce. • Evidence of involvement in the West Partnership. • Annual PD and SPR data sets 	
<p>Success criteria:</p> <ol style="list-style-type: none"> 1. The work of the Curricular / Specialist networks / workstreams continues to ensure appropriate pathways for all learners. 2. Continued to develop the senior phase through enhanced pupil choice and monitoring of progress and defined the Inverclyde ‘offer for senior pupils 3. Further raised attainment in the Senior Phase. 4. Improved feedback from pupils around HWB 5. Maintain and improve the 95% for positive and sustained destination results for each school in 2019 to 96% and beyond. 6. A clearer vision for the Early Level including a clear curriculum framework has been established and establishment are beginning to engage with this and implement 	

Ensuring Wellbeing, Equality and Inclusion

Outcomes for learners

All of our children and young people are feel safe and included in our establishments and are achieving their potential.

Next Steps

- Support establishments to support children and families with the recovery and transition back to school
- Fully integrate inclusive education as the responsibility of all at both establishment and Education HQ.
- Continue to monitor and improve attendance across establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning.
- Improve the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive destination upon leaving school.
- Implement relevant actions from Inverclyde Council's Autism Strategy.
- Use the results of the pupil HWB survey to inform future practice, working in partnership with the appropriate bodies
- Embed actions from the additional support review:
 - Implement a 3 tier mental health framework.
 - Review Education service's GIRFEC model

By March 2020 we will have	Who is responsible?
<ul style="list-style-type: none"> • Improve the quality of leadership of Additional Support Needs at all levels to ensure that current provision and practice is enhanced and developed 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> • Map the current ASN provision in Inverclyde against the recommendations of the national ASL review 2020 and revise the existing ASN action plan accordingly 	Educational Psychology team
<ul style="list-style-type: none"> • Improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor

<ul style="list-style-type: none"> Develop a new ELC provision within Craigmarnloch School and ensure a coordinated approach with the service provided by Hillend Children's Centre. LW 	Quality Improvement Manager Psychology Service HOE for Craigmarnloch and Hillend CC
<ul style="list-style-type: none"> Develop a plan for a revised service offered by Lomond View to all primary and secondary schools supporting pupils' SEMH and the implementation of the LA's PB policy 	Head of Education Educational Psychology team
<ul style="list-style-type: none"> Review and develop systems and structures to better support delivery of highly effective ASN provision and support 	Head of Education
<ul style="list-style-type: none"> Improve schools' capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and LAC pupils in particular. 	Head of Education Attainment Challenge lead officers Education Officers Educational Psychology team Education Scotland Attainment Advisor
<ul style="list-style-type: none"> Fully implement the new Tier 2 Mental Health and well-being service from August 2020. 	Head of Education Action for Children
<ul style="list-style-type: none"> Work with partners to develop our Health and Wellbeing Strategy including a focus on mental health and the early intervention and education around drugs and alcohol as an identified need through the Pupil HWB survey 2019. 	Education Officer (AM) CLD Educational Psychology team
<ul style="list-style-type: none"> Support schools to embed practices to reflect the revised Anti-Bullying Policy 	Head of Education Educational Psychology team Education Officers
<ul style="list-style-type: none"> Support pupil and staff wellbeing by providing enhanced support from Psychological Services, tailored to meet current needs Ed Psych 	Educational Psychology team
How does this link to other plans? <ul style="list-style-type: none"> Children's Services Plan 2017/20 and 2020/21 Attainment Challenge Workstreams. Inverclyde's Autism Strategy 2014/24. Inverclyde's Corporate Parenting Strategy. Inverclyde's GIFEC Pathways Policy and Procedures. Community Empowerment Implementation Strategy West Partnership Improvement Plan. 	
Evidence we gather: <ul style="list-style-type: none"> Monitoring of recommendations of Authority ASN forum. Review and evaluation of feedback and data from implementation of ASN Locality Forums. Evaluation of fulfilment of statutory duties. 	

- Moderation of Well-being Assessments, Children's Plans and establishment Education Action Plans for Looked After Children.
- Data for LAC and ASN
- Self-evaluation of schools of HGIOS?4 QI 3.2 Raising attainment and achievement, QI 3.1 Ensuring wellbeing, equality and inclusion

Success criteria:

1. Fully integrated an inclusive education system.
2. Improved educational performance and attendance, with a particular focus on links to deprivation, LAC and barriers to learning.
3. Fully implemented and reviewed the Tier 2 wellbeing service via Action for Children in conjunction with HSPC
4. New service from Lomond View is planned for and implementation has begun
5. Reviewed education service's GIRFEC model.
6. Reduction in the number of drug related issues involving young people.
7. Recorded incidents of bullying in schools reduced
8. School self-evaluation of QI 3.1 are improving with all schools grading good and more very good; referrals to the ASN forum are of an improved quality and reflect the input from the ASN Leaders network during 2021.
9. All establishments are embedding the new version of pastoral notes.

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/57/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Report on the work of the West Partnership and the West Partnership 2020-23 Improvement Plan		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2019-20 and to seek approval for the West Partnership Improvement Collaborative Improvement Plan.

2.0 SUMMARY

- 2.1 The Committee is aware of the establishment of Regional Improvement Collaboratives (RICs); a national initiative to bring about improvement for all schools in Scotland.
- 2.2 The paper attached as Appendix 1 to this paper reports on the progress with and impact of the Improvement Plan for 2019-20
- 2.3 The paper attached as Appendix 2 to this paper sets out the improvement plan for 2020-2023 highlighting the key areas for collaboration to bring about improvement across the Glasgow City Region.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the report on progress of the Regional Improvement Collaborative
- 3.2 The Education and Communities Committee is asked to approve the Regional Improvement Collaborative plan for 2020-23

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The 'Education Governance: Next Steps' paper focused on the empowerment of teachers, parents and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaboratives (RICs). The paper stated that RICs would

- provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;
- provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;
- facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and

be led by a Regional Director, to be appointed by the Scottish Government and to report to the HM Chief Inspector/Chief Executive of Education Scotland.

4.2 The Glasgow City Region Education Committee's Terms of Reference, as agreed in January 2018, require the Committee to examine and endorse the draft Improvement Plan. In addition, in seeking to ensure local democratic accountability, members are required to report back to their own authorities through appropriate individual local governance arrangements. The Region Improvement Plan 2019-20 was considered by the Education and Communities Committee in November 2019

5.0 REPORT ON REGIONAL IMPROVEMENT PLAN 2019-20

5.1 The paper attached (Appendix 1) reports on the progress with and impact of the Improvement Plan for 2019 – 2020. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements. The report has been submitted to Education Scotland and the Scottish Government.

5.2 The report evaluates the work of the Partnership under the following key headings:

- BGE attainment
- Senior phase attainment
- Poverty-related attainment gap
- Positive destinations
- Targets 2019-2020
- Workstream Highlights
 - Leadership, Empowerment and Improvement
 - Curriculum, Learning and Teaching and Assessment
 - Collaborative Learning Networks and Families and Communities

5.3 Overall, the West Partnership made very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19. A few highlights include:

- The reach of the partnership has significantly increased
- Over 3180 participants attended a West Partnership event
- 228 practitioners attended "An Empowered Primary Curriculum Leadership and Innovation" Conference
- 709 practitioners attended the "Early Learning and Childcare Festival".
- Over 1800 practitioners have taken part in Subject Network Forums
- More than 700 individuals subscribed to the quarterly newsletter.
- Over 3500 Twitter followers
- Remote Learning research paper viewed by over 11,000 individuals
- 737 practitioners participated in a series of seminars on Remote Learning.

5.4 The Scottish Government invited bids to support the implementation of each RIC's improvement plan. The West Partnership was allocated £1,111,495 all of which was drawn down with some £76,938 dispersed between all 8 local authorities in response to additional costs associated with the response to the pandemic in line with flexibilities agreed with Scottish Government. Inverclyde was allocated £5,723.

6.0 WEST PARTNERSHIP IMPROVEMENT PLAN 2020-2023

6.1 The West Partnership Improvement Plan 2020 - 2023 (Appendix 2) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region. It should be noted that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholder have indicated they would benefit from. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.

6.2 The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements. The plan has been submitted to Education Scotland and the Scottish Government.

6.3 In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the partnership is to address both recovery and renewal.

6.4 The research evidence that shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and, the importance of working together and sharing good practice are the most important factors behind improving schools and education authorities as learning systems. As such, the plan is organised under 3 key areas with each led by two Directors of Education / Chief Education Officers:

- Collaborative Learning Networks
- Curriculum, Learning and teaching
- Leadership, Empowerment and Improvement

A fourth workstream, also led by two Directors of Education is that of Evaluation and Reporting.

Having reflected on the progress with the 2019 - 2022 plan and the impact of the pandemic on school improvement priorities, the Board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the plan.

The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's bid for 2020 – 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019-20 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications of such should there be no funding beyond 31 March 2021.

7.0 IMPLICATIONS

7.1 Finance

There are no costs associated with this report.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A			6		Funding carried from 19/20

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**

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

N/A

8.0 CONSULTATIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

West Partnership Evaluation of the Regional Improvement Plan 2019-2020

DRAFT

Contents

Introduction 2

Context and Priorities	4
Successes and Achievements.....	5
Sharing good practice – some examples	6
How did the West compare nationally?	7
BGE attainment.....	7
Senior phase attainment.....	8
Poverty-related attainment gap	10
Positive destinations.....	11
Targets 2019-2020	12
Workstream Highlights	13
Leadership, Empowerment and Improvement.....	13
Curriculum, Learning and Teaching and Assessment	15
Collaborative Learning Networks and Families and Communities	16
Next Steps and Conclusion.....	17

DRAFT

Introduction

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work

collaboratively across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

This report is structured under this vision and details progress over the academic year 2019-2020 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2019-2022.

Through the implementation of our plan, there are very strong examples of how the work of the Partnership is enhancing the efforts of each local authority to improve attainment and achievement for all (excellence) while closing the poverty related attainment gap (equity). We are shifting the ownership of change and enabling our staff to take collective action to deliver on this (empowerment).

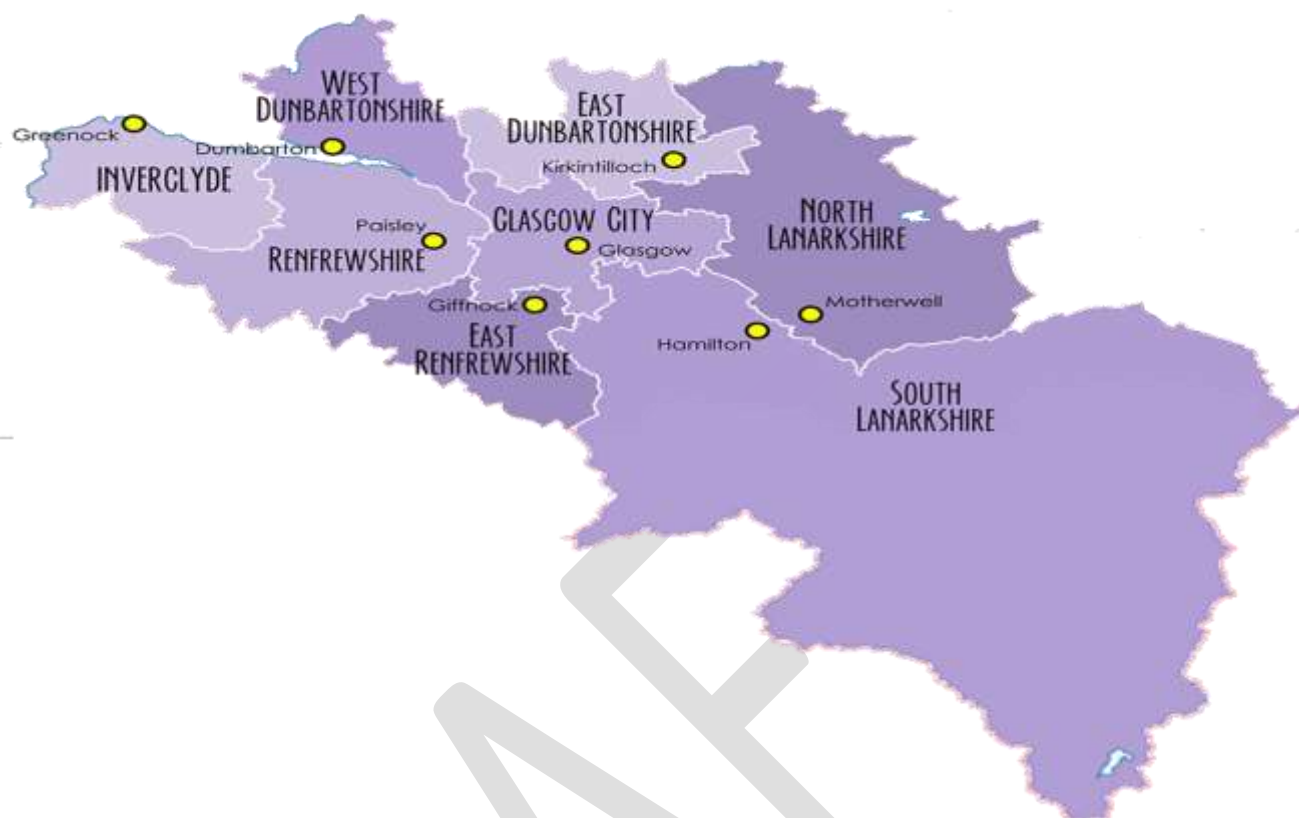
This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.

Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of the West. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

As a Regional Improvement Collaborative (RIC) we are fully aware of the pressures that all education staff are facing moving forward. However, more than ever, the West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement in educational experiences and outcomes. Our children, young people and staff are at the heart of everything we do and we will ensure that there is no poverty of aspiration, ambition or opportunity for the children and young people of the West.

Mhairi Shaw

Context and Priorities



- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 35% of Scotland's school population attend a West Partnership school.
- Over 1000 nurseries, primary, secondary and special schools.
- More than 240,600 children and young people.
- The West Partnership has the greatest proportion of children and young people in SIMD 1 and 2 (35%) and has the lowest mean SIMD (4.6%).

Equity, Excellence and Empowerment encapsulates the culture we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

We will build on existing practice to build a **learning system** which will promote a culture of collaboration, learning and encourage improvement and challenge at all levels from the classroom to directorate. Through empowering our stakeholders, we aim to **shift the ownership of change**.

Successes and Achievements

The **reach** of the partnership has significantly increased this year:

- Over 3180 participants attended a West Partnership event
 - 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference
 - 709 practitioners attended the “Early Learning and Childcare Festival”.
- Over 1800 practitioners have taken part in Subject Network Forums
 - From April to June 2020 membership of the subject networks increased by 262%
 - 17 local authorities out with the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.
- More than 700 individuals subscribed to the quarterly newsletter.
- Over 3500 Twitter followers
 - Remote Learning research paper viewed by over 11,000 individuals
 - 737 practitioners participated in a series of seminars on Remote Learning.

This year, the Partnership has successfully **COLLABORATED and ADDED VALUE** by



Primary Conference Feedback

“Informative, refreshing and inspiring - especially hearing from pupils.”

“Excellent opportunity for the children to develop skills for life and work and the 4 capacities in practice. An experience they will definitely remember.”

“This afforded me an opportunity to deliver my work to a broader audience than is always possible. The event had an empowering feel which helped bring delegates with a pro-active attitude to the workshop.”

Sharing good practice – some examples

Upstream Battle

52 participants from early years, primary and secondary establishments took part in the programme delivered in partnership with Keep Scotland Beautiful.

The programme aims to raise awareness, gather evidence and inspire action to prevent marine litter at source.

Supporting staff to build effective STEM and Learning for Sustainability into learning experiences for children and young people.

The full evaluation report can be accessed here: [Insert link](#)

The Moderation Portal was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE).

This includes access to PowerPoints that offer professional learning activities linked to developing skills related to the Moderation Cycle.

Offers practitioners the opportunity to practice moderating learning, teaching and assessment experiences and to upload experiences for moderation.

[Insert link](#)

Ongoing development of research papers and reviews to inform practice and next steps

[Insert link](#)

Development of the West Partnership FOCUS

A one-stop data tool to enable schools to analyse, interpret and compare their data and equity profile with similar schools across the West.

Youth Voice Event

28 young people from the West collaborated together to explore interesting practice around teaching and learning of the PSE Curriculum.

Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.

Very strong partnership and collaboration with Education Scotland and the University of Glasgow Robert Owen Centre.

Improvement Through Empowerment

Building on similar successful activities, 20 school leaders took part this session in opportunities to share good practice and to develop their skills in learning observation and evaluative writing. Participants were supported by HM Inspectors and encouraged to visit different schools across the Partnership observing lessons.

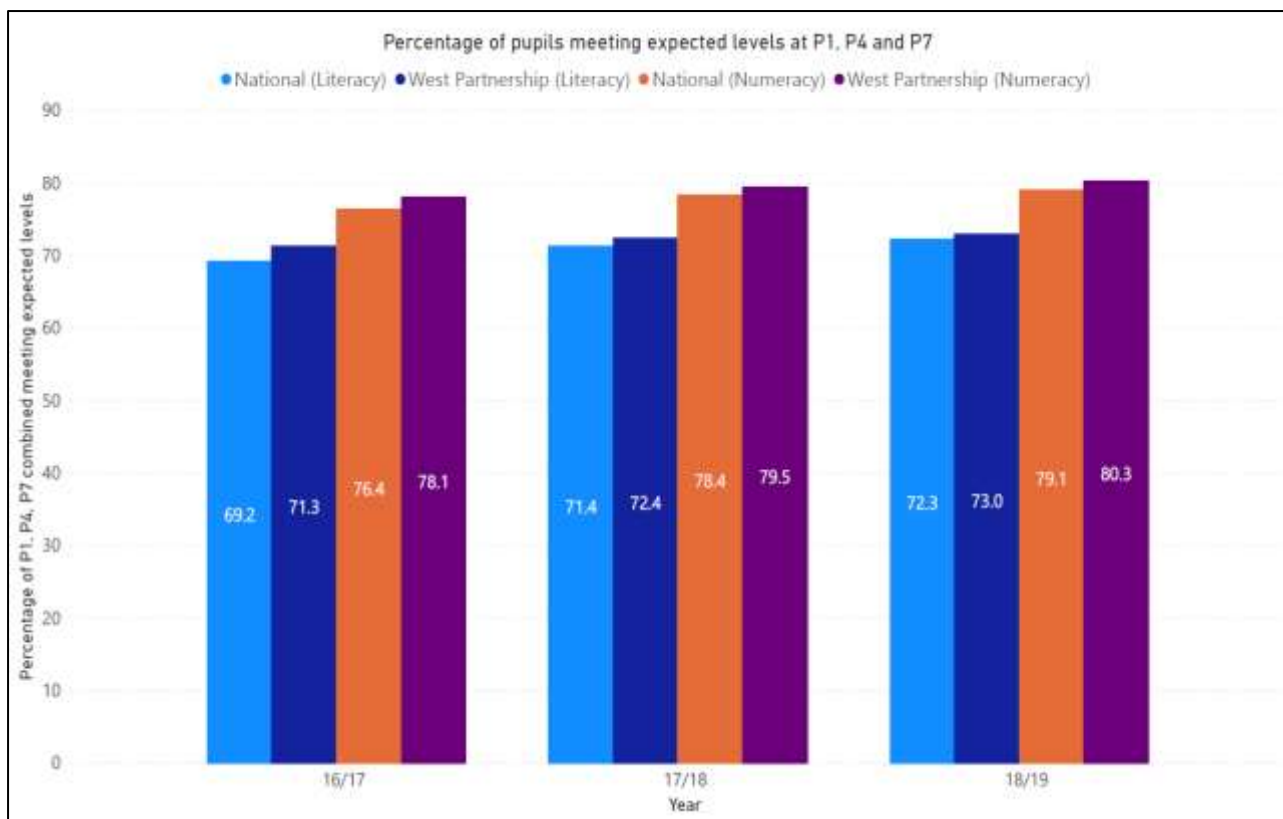
School leaders developed an understanding of current national expectations and applied HGIOS?4 in evaluating learning and teaching in a real context. This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

How did the West compare nationally?

BGE attainment

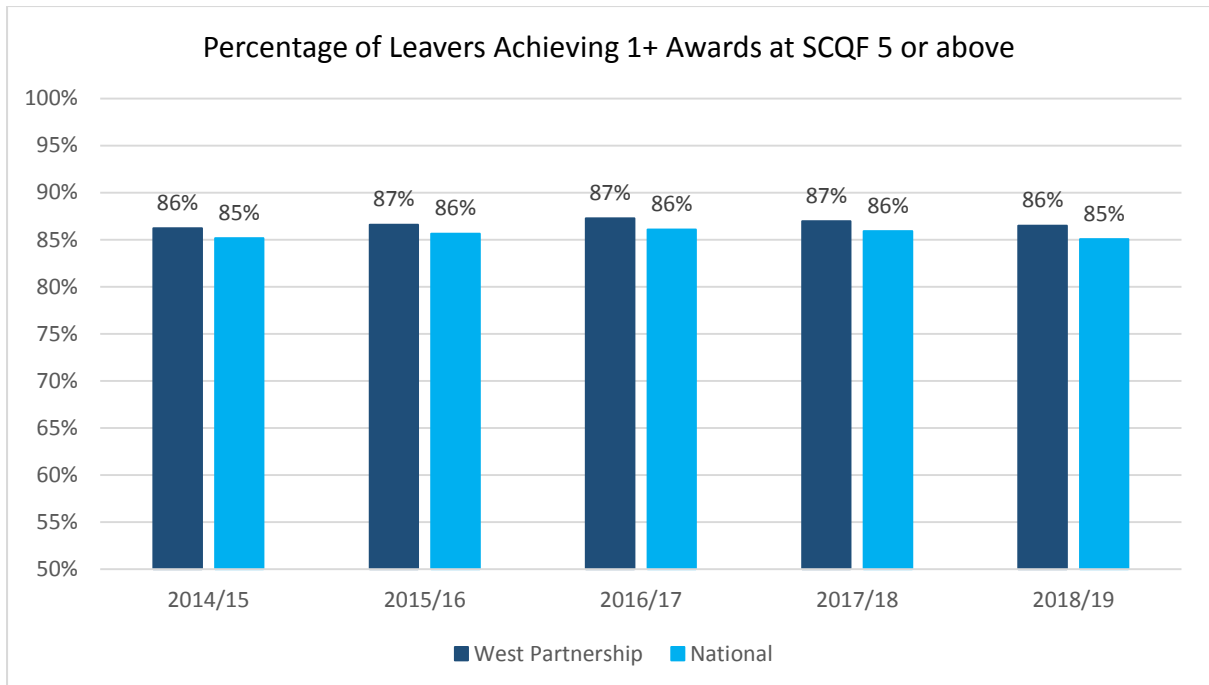
The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. To this end, the 2019-2020 BGE data is not included in this report.

The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

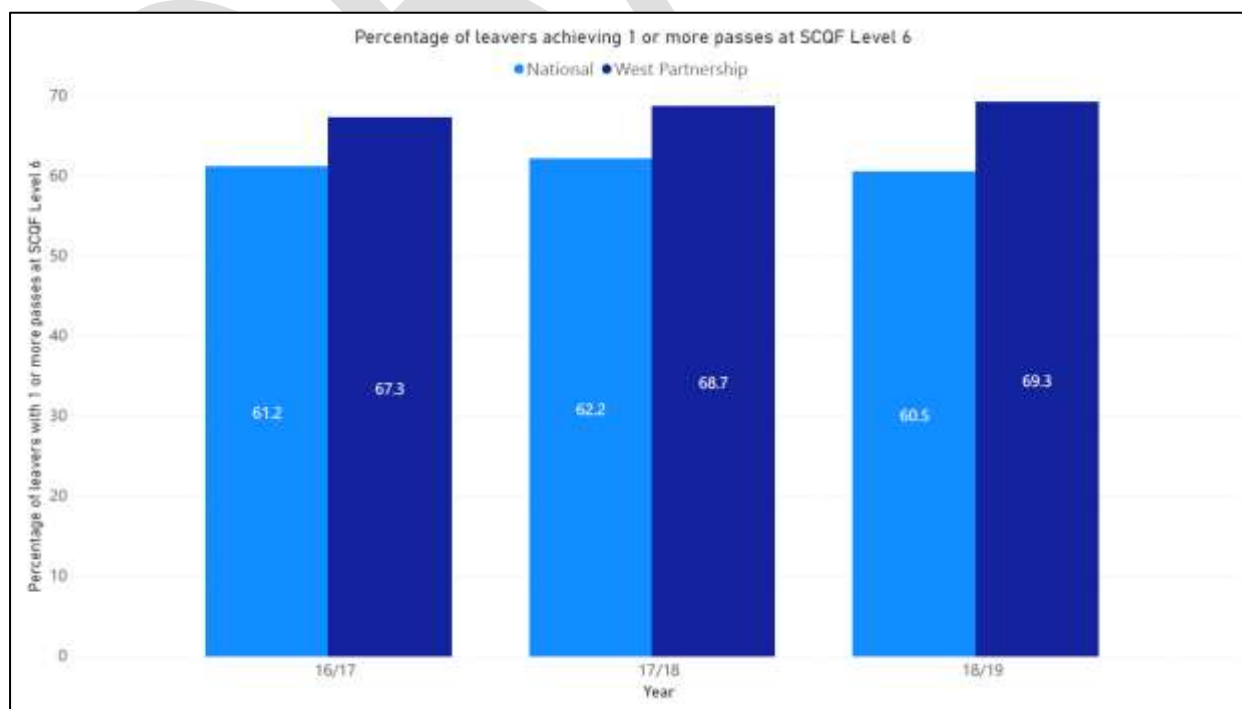


Senior phase attainment

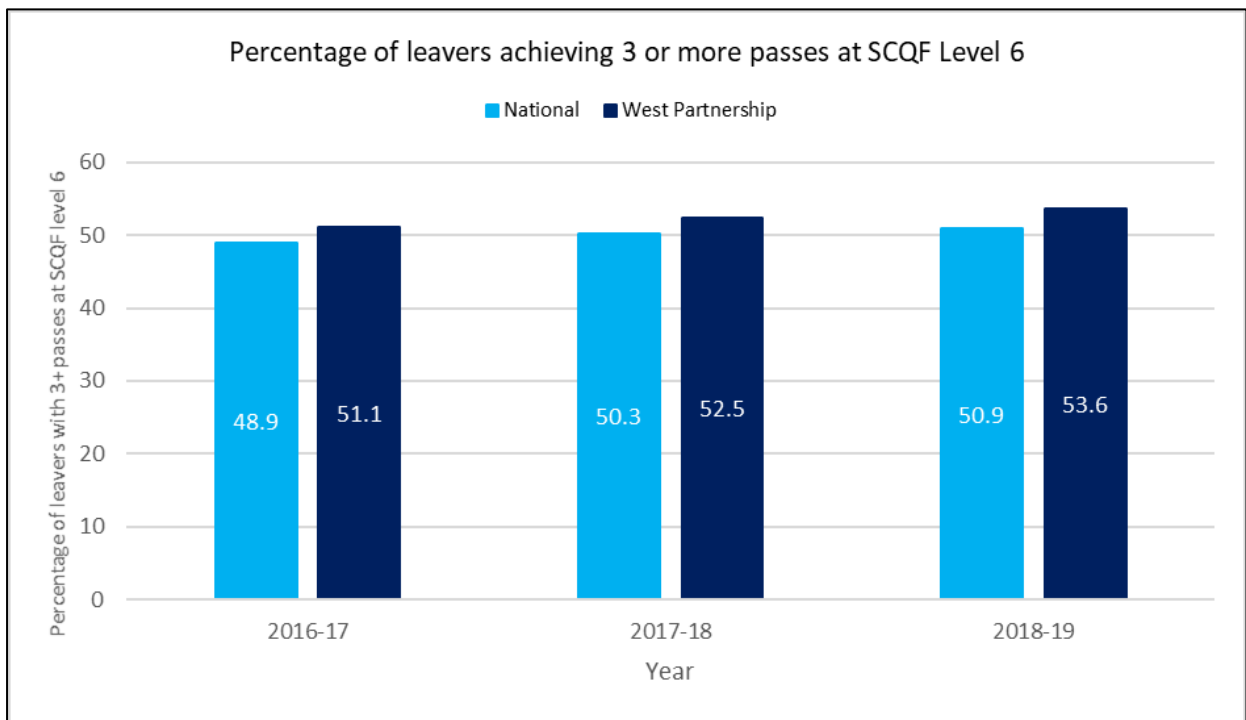
The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.



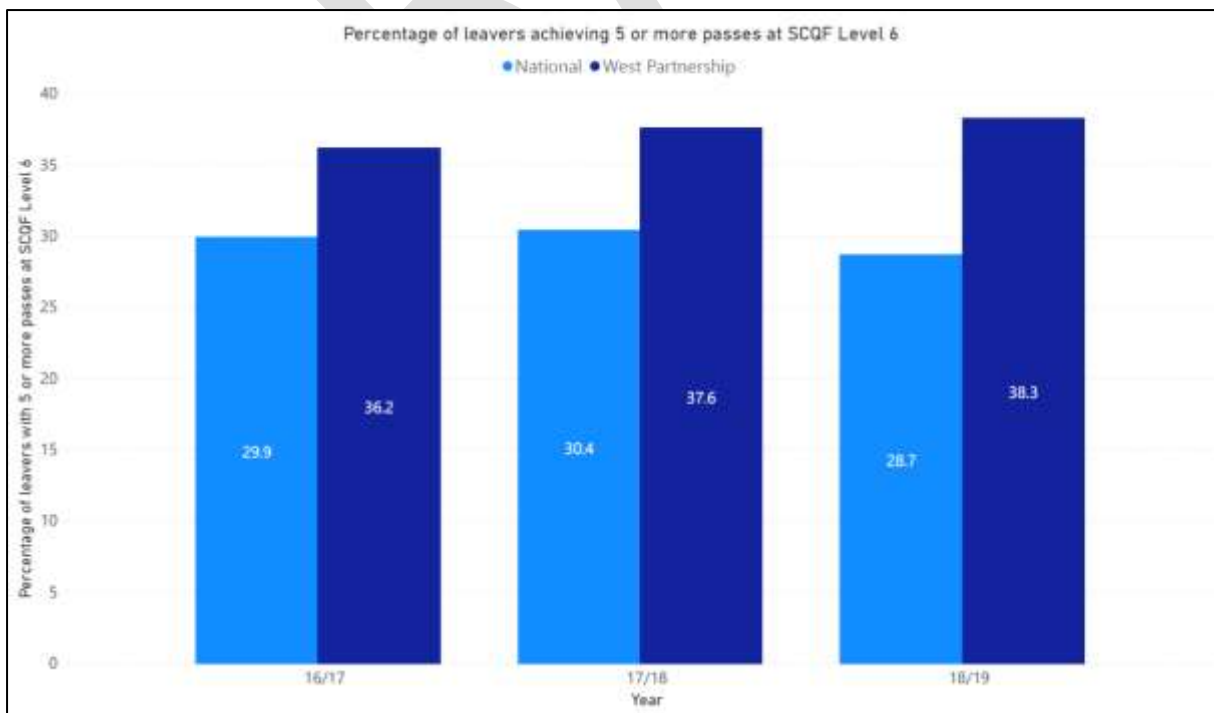
The West Partnership consistently performs higher than national average. The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.



The West Partnership consistently performs higher than national average. The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.

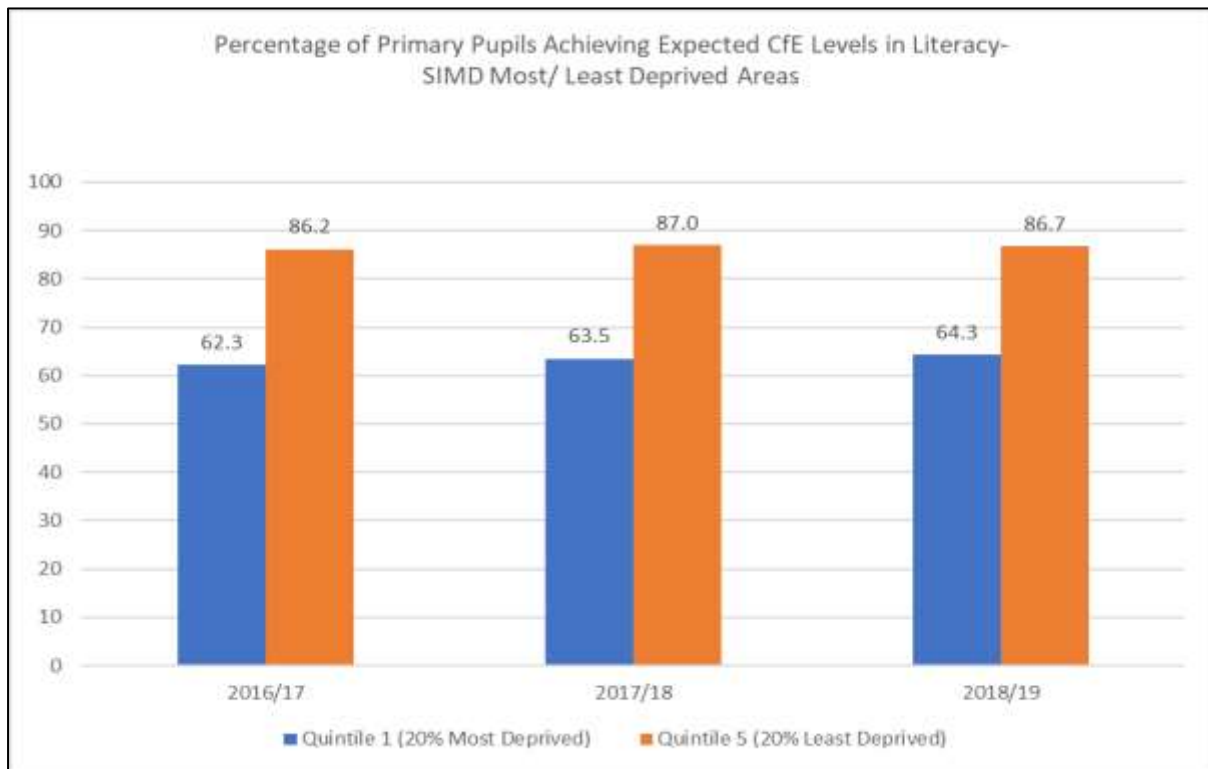


The West Partnership consistently performs higher than national average. The gap was 1.2% which is now 2.3%. The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.

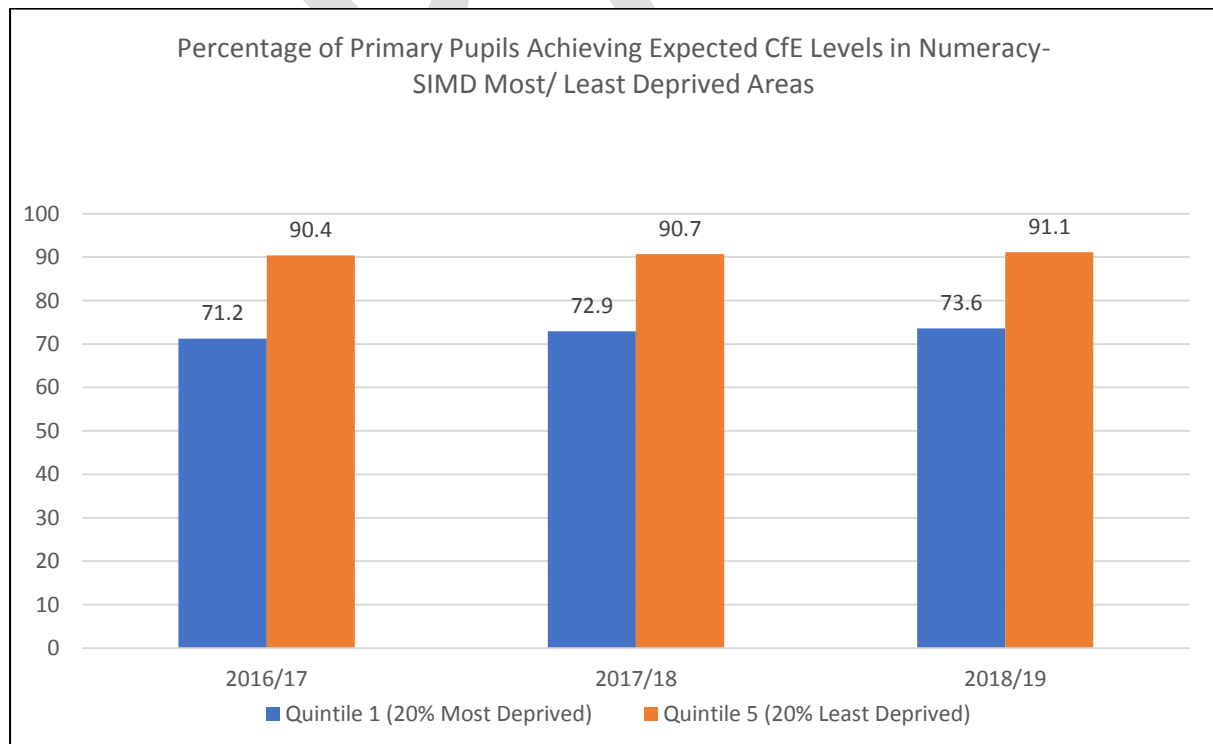


Poverty-related attainment gap

The attainment gap in Literacy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points.

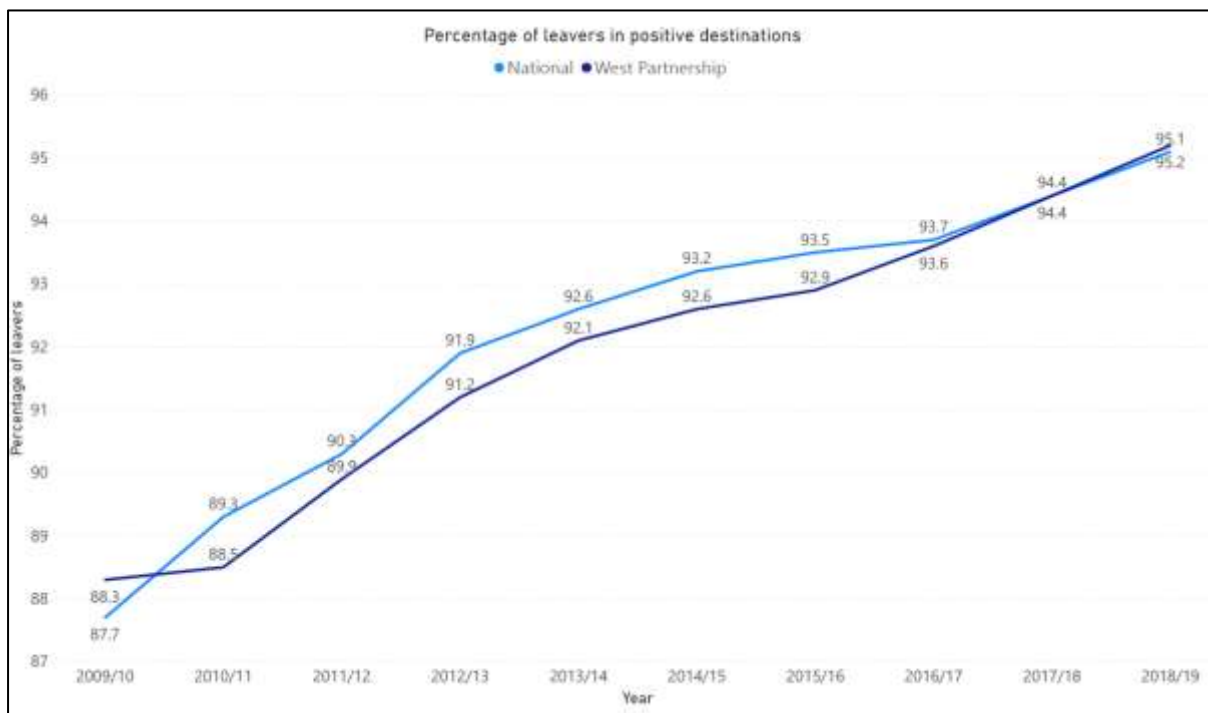


The attainment gap in Numeracy between the 20% most deprived and 20% least deprived has reduced 1.7 percentage points.

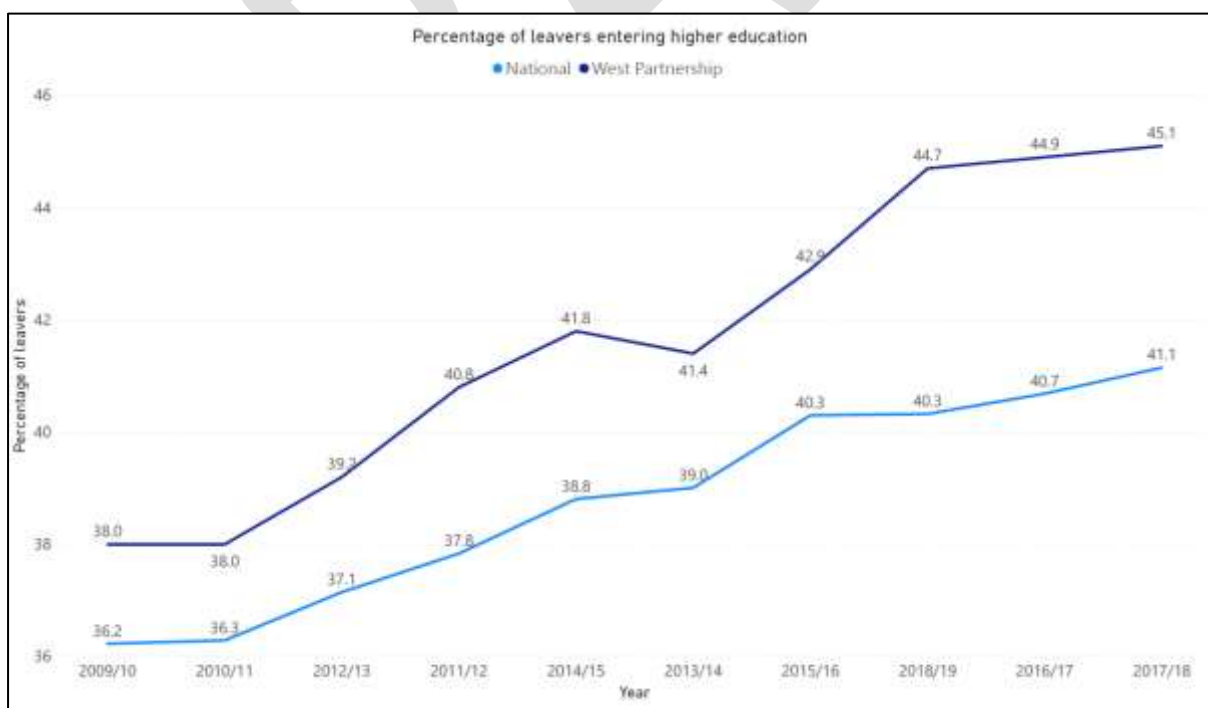


Positive destinations

In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.



The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.



Targets 2019-2020

High level indicators (appendix 1) enable the West Partnership to report on the impact of its work with schools. As this stage, several of the indicators indicate that progress is strong.

- The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.
- The attainment gap in Literacy and Numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.
- The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.
- The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.
- The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.
- The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.
- In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.
- The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.

Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year. Where possible qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This is ensuring that practitioners are well informed of evolving career pathways and opportunities for leadership. This year, the workstream has successfully identified, shared and developed best practice in quality improvement across the Partnership.

Highlights

- 150 members of staff from across the West participated in Evaluative Writing Career Long Professional Learning (CLPL).
- As part of the highly evaluated Improving Our Classrooms programme, 105 participants took part from five authorities.
- 70 practitioners participated in tiered CLPL session on the Insight - Effective Use of Data.
- 38 practitioners participated in co-facilitated training around effective usage of the Broad General Education (BGE) Dashboard / Toolkit.
- 30 practitioners from all 8 authorities participated in the 9-day Evolving Systems Thinking programme developed in collaboration with Education Scotland.
- The Leadership Mentoring Scheme is implemented in 4 of the 8 local authority areas supporting more than 15 Head Teachers across the early years and primary sectors. This has continued virtually throughout the pandemic.
- Virtual Leadership Networks developed in response to an apparent gap in opportunities for Senior Leaders to share, collaborate and support each other regularly.
- Diversity Training Package offered to all local authorities for delivery including induction training for all new staff within each local authority.

Feedback from practitioners

- *“I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time”*
- *“From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland”.*
- *“The atmosphere during the course was conducive for professional learning. I felt comfortable and relaxed in an environment that felt informative, inspiring, supportive and stimulating”*

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Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. Support has been provided to schools and early learning and childcare settings to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. The workstream has successfully shared best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.

Very good progress has been made in assessment and moderation.

Highlights

- High-quality assessment and moderation CLPL delivered to 748 primary, secondary and early years practitioners.
- Increased number of authorities implementing consistent models of assessment and moderation.
- Over 200 colleagues attended the highly evaluated Making Maths Count conference.
- Over 100 practitioners have participated in face to face curriculum network meetings to collaborate on the developing improved learning and teaching approaches. 700+ practitioners have participated in virtual curriculum network meetings.
- Safeguarding training delivered in collaboration with Education Scotland to support health and wellbeing.
- Strong engagement with children and young people to inform health and wellbeing workstream priority setting.
- Approaches and innovative practice to blended learning timetables and structures developed and shared during the pandemic.
- Development of a partnership Online Schools model. Over 110 volunteers have recorded curriculum content and over 200 videos are complete.

Practitioner feedback

- *“The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority”*
- *This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school”*
- *“Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning”*

Collaborative Learning Networks and Families and Communities

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream has successfully identified, shared and developed best practices which supports families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower young people to participate in the Partnership.

Highlights

- 52 establishments and approximately 110 practitioners, have completed the Professional Learning Programme in Collaborative Enquiry.
- A Community Learning and Development (CLD) conference hosted with 80 attending.
- Establishment of a CLD network to raise the awareness of the role and opportunities for partnership working.
- Home-Link professional development delivered to 22 colleagues' to deepen colleagues understanding of the impact of poverty and increase confidence in being able to identify, implement and measure an intervention that will support families.
- Through Collaborative Learning Networks workstream, 17 collaborative learning teams are being supported by 25 facilitators, including QIOs, development officers and DHTs as well as educational psychologists.
- A range of professional development delivered to support effective collaboration, developing an enquiry question and measuring impact of interventions.
- Development and sharing of more than 20 storyboards showcasing interesting practice with families and communities.
- Development of a resource to support the self-evaluation of partnership working with families and communities.

Practitioner feedback

- *"The West Partnership professional learning for home link events were well structured...There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions"*
- *"I felt valued and appreciated in my role"*

Next Steps and Conclusion

In April 2020, workstream outcomes were reviewed in response to Covid-19 and our learning has been incorporated into the Improvement Plan 2020 – 2023. As a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West are facing at this time. At all levels, the focus on engaging with our children, young people and families is evident and we will continue to offer additional support in this complex task.

Our plan going forward is to streamline our existing offering and harness digital technologies to achieve key objectives.

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector. The Partnership has worked collaboratively to ensure that best practice is shared and greater impact is achieved across a range of educational workstreams. Collectively, we are working towards getting it right for every child.

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Appendix 1

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

The West Partnership Plan 2020-23

The Road to Renewal:
Our Response to Covid-19

EQUITY, EXCELLENCE
AND EMPOWERMENT



GLASGOW
CITY REGION
Education

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convenor of the West Partnership

Contents

Introduction	4
Our Vision	5
Governance and Operational Structure	6
➤ Regional Education Committee	7
➤ West Partnership Board	7
➤ Operational Delivery Group	7
➤ Finance Sub-Group	8
➤ Specialist Groups	8
Developing Through Consultation	9
Evaluating the Impact of the Improvement Plan	10
➤ Critical Indicators	11
➤ Plan on a page	12
Action Plans	13

Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

Mhairi Shaw, Regional Lead Officer, West Partnership

Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

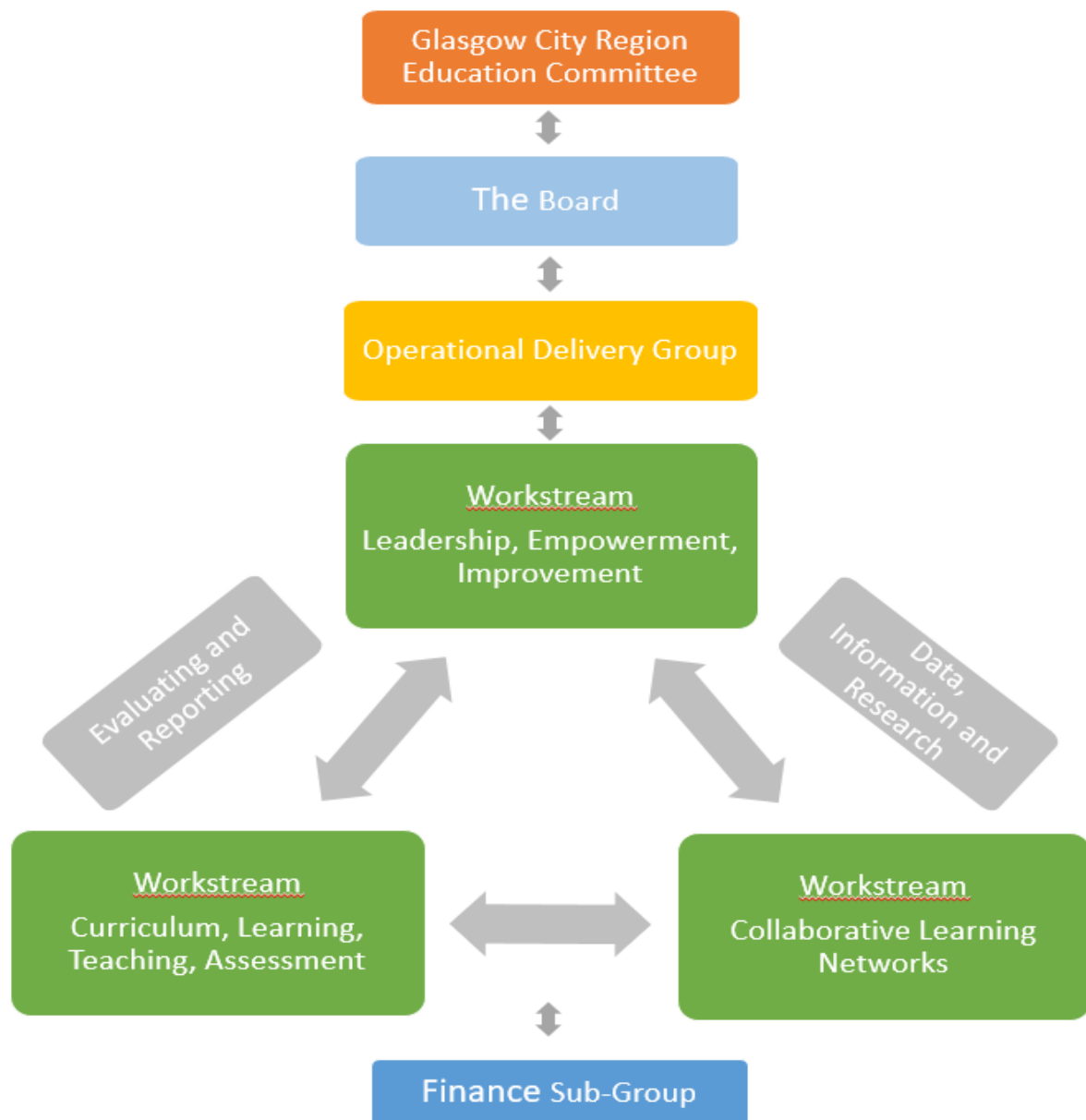
Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The agreed governance and operational structure is set out in more detail below:



Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:

- East Dunbartonshire Council Cllr Jim Goodall
- East Renfrewshire Council Cllr Paul O'Kane
- Glasgow City Council Cllr Chris Cunningham
- Inverclyde Council Cllr Jim Clocherty
- North Lanarkshire Council Cllr Frank McNally
- Renfrewshire Council Cllr Jim Paterson (Convener)
- South Lanarkshire Council Cllr Katy Loudon
- West Dunbartonshire Council Cllr Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that a headteacher representative and Professional Association/Trade Union representative should both be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, a number of groups and forums have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board, as required.

These networks include, although are not limited to, the following specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) from across the eight authorities.

It is envisaged that, on a three-yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This is consistent with the three-yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

'Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.'

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

The Plan on a Page

Leadership, Empowerment and Improvement

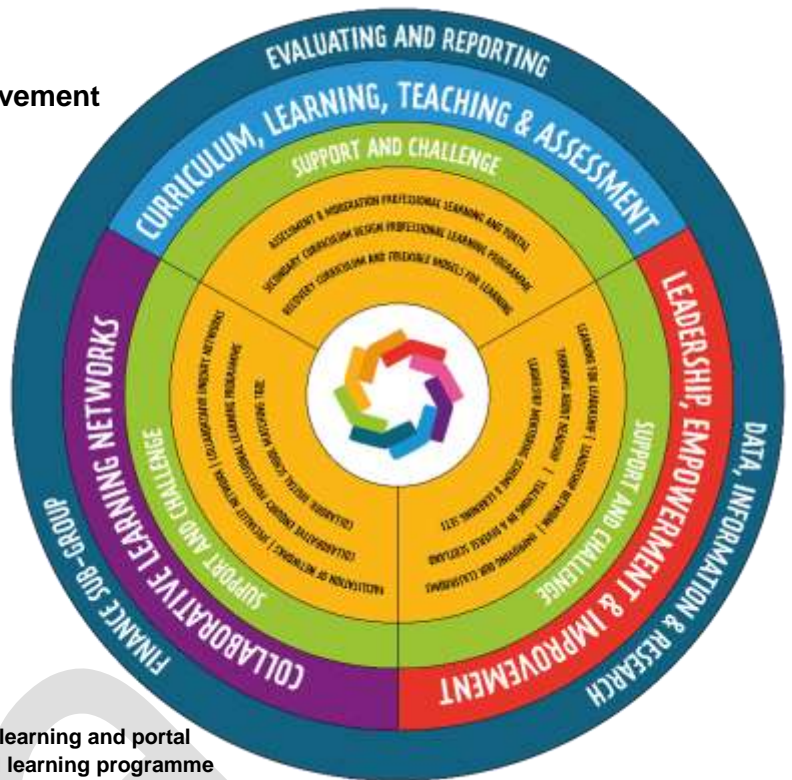
- Leadership Mentoring Scheme
- Leadership Learning Sets
- Learning for Leadership
- Thinking About Headship
- Leadership Networks
- Improving Our Classrooms
- Teaching in a Diverse Scotland

Curriculum, Learning, Teaching and Assessment

- Assessment and moderation professional learning and portal
- Secondary curriculum design professional learning programme
- Recovery curriculum and flexible models of learning
- Specialist networks support and development

Collaborative Learning Networks

- Facilitation of networks
- Support and development of collaborative enquiry networks
- Collaborative Action Enquiry Professional Learning Programme
- Development and administration of Collabor8: digital school matching tool



Action Plans: Leadership, Empowerment & Improvement

Leadership, Empowerment and Improvement	Links to Board: Laura Mason, Maureen McKenna Workstream Lead Officer: Jennifer Crocket
Remit	Action
<p>Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<ol style="list-style-type: none"> 1. Continue to offer a Leadership Coaching and Mentoring Scheme to support and develop school leaders, their skills and abilities. 2. Continue to offer facilitated Leadership Learning Sets which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges. 3. Offer a Learning for Leadership Programme which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people. 4. Establish a Thinking about Headship Programme to support deputy headteachers within the West Partnership in considering their career pathway and preparation for next steps. 5. Create Virtual Leadership Networks open to all headteachers and deputy headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal. 6. Continue to offer leadership learning activities through Improving Our Classrooms - an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application. 7. Address the recommendations from the Teaching in a Diverse Scotland Report and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Support the facilitation of leadership learning opportunities across the West Partnership.

Action Plans: Curriculum, Learning, Teaching & Assessment

<p>Curriculum, Learning, Teaching & Assessment</p>	<p>Links to Board: Tony McDaid, Jacqui MacDonald</p> <p>Workstream Lead Officer: John Stuart</p>
<p>Remit</p> <p>The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery.</p> <p>With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the West Partnership Moderation Portal. 2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to Curriculum Design in Primary, ELC and ASL settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal. 3. Deliver a Secondary Curriculum Design professional learning programme to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP. 4. Through professional enquiry and collaboration, support establishments to create Flexible Models of Learning, including the launch of the West Partnership Online School (West OS). 5. Continue to develop self-sustaining Subject/Specialist Networks.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching. • Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject and specialist networks to grow into self-sustaining learning systems.

Action Plans: Collaborative Learning Networks

Collaborative Networks	Links to Board: Mhairi Shaw, Ruth Binks Workstream Lead Officer: Helen Brown
Remit Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. Link to Vision: <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	Action <ol style="list-style-type: none"> 1. Continue to facilitate and support networks including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership. 2. Support and development of Collaborative Enquiry Networks to investigate and implement interventions that will improve outcomes for children and young people. 3. Continue to develop the Collaborative action enquiry professional learning programme. 4. Continue to develop and implement Collabor8 as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.
Support agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Identify relevant research. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools. • Provide and support professional learning opportunities.

Action Plans: Evaluating and Reporting

<p>Evaluating and Reporting</p>	<p>Links to Board: Steven Quinn, Derek Brown</p> <p>Workstream Lead Officer: Lauren Johnston</p>
<p>Remit</p> <p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact.</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Review and maintain the critical indicators that have been set to measure the impact of the partnership’s improvement agenda. These will include a mixture of qualitative and quantitative indicators. 2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership. 3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership’s improvement agenda. 4. Support individual workstreams to define specific indicators aligned to their areas of priority. 5. Support with the development of the FOCUS tool across the West Partnership. 6. Collate and analyse evaluative data following all events. 7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.
<p>Support agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Analyse all West Partnership inspection and review reports at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.</p>

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/59/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
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 After closing in March 2020 due to COVID-19, schools and early years' establishments re-opened for pupils in August 2020.
- 2.2 Updates are provided on:
- Positive cases linked to schools and early years' establishments
 - Distribution of laptops
 - Risk assessments
 - Staff and pupil absence levels
 - SQA
 - The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to:
- Note the contents of this report
 - Agree to the distribution of some laptops to pupils who the schools identify may struggle to access blended learning.

Ruth Binks
Corporate Director- Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 On 20th March 2020, following the unprecedented concerns about COVID-19, all school and early years' establishments were closed. On 25th 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 as to plans 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.
- 4.4 In August 2020 all schools and educational establishments re-opened to pupils.

5.0 Educational updates relating to COVID 19

5.1 Positive cases in schools and early years' establishments

Since the re-opening of schools, there have been times when test and trace has had to be activated because of direct contact with positive cases. If the Council is made aware of a positive case linked to a school then a Problem Assessment Group is convened by the Council to identify subsequent actions.

There are three types of letters/information that can be distributed following identification of a positive case:

The first letter is sent to any direct contacts of the positive case and asks the contact to self-isolate for 14 days.

The second letter is sent to all pupils who attend the school or centre, informing them that there has been a positive case linked to the school or centre but that they are not affected.

The third letter is sent to all pupils within the school/centre if there has been a positive case but no action has been identified as a result of this case. This is most often because the case will not have had any direct contact with anyone in the school.

5.2 Distribution of laptops

On 9th 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. Distribution of the laptops has now begun with approximately half of the laptops having been allocated. Education services are now recommending that alternative distribution methods are now used to expand those who may benefit from digital devices for blended learning, with priority being given to the senior phase in the first instance.

5.3 Risk Assessments

Inverclyde education services continually work with health and safety colleagues to ensure that risk assessments are revised in line with any new guidance and that schools are supported. Regular meetings continue to take place with trade unions to ensure that plans in

place are agreed and fit for purpose.

5.4 Staff and pupil absence levels

Schools and establishments are working hard to reassure families about the health and safety arrangements they have in place to limit the spread of the virus. Since the beginning of term, attendance in Inverclyde has risen above the national average. Schools are sent daily attendance updates and this is something that will be monitored closely over coming weeks and months.

Staff absence levels in our schools and centres due to COVID-19 related reasons fluctuate but remain low. Schools report some difficulties accessing cover and supply teachers but to date this has in no way reached crisis level. A typical week will see between 20-30 staff in schools (including all teaching and non-teaching staff) absent due to COVID-19 related reasons.

5.5 SQA – Priestley Review

Professor Mark Priestley was commissioned to conduct a rapid review of events following the cancellation of the examination diet in 2020. The review, published on 7th October made nine recommendations.

1. Suspension of the 2021 National 5 exam diet, with qualifications awarded on the basis of centre estimation based upon validated assessments.
2. The development of a nationally recognised, fully transparent and proportionate system for moderation of centre-based assessment.
3. The development of more extensive approaches to collaborative decision-making and co-construction by professional stakeholders of assessment practices related to National Qualifications.
4. A commitment to embedding equalities in all aspects of the development of qualifications systems.
5. The development of more systematic processes for working with and engaging young people, as stakeholders and rights holders in education.
6. The development of a clear communications strategy, co-constructed with stakeholders, to ensure that the extraordinary arrangements for 2021 are as fully as possible understood by all parties.
7. A review of qualification appeals systems, including consideration of the rights and roles of young people, in the context of the incorporation of the UNCRC into Scottish law.
8. The commissioning of independent research into the development and application of the 2020 ACM, involving full access to anonymised attainment data and the statistical algorithms used to moderate grades.
9. The development by SQA and partners of digital materials and systems for producing, assessing and moderating assessment evidence, to ensure that operational processes for gathering candidate evidence for appeals are less reliant on paper-based systems.

The full response by the Scottish Government can be accessed at <https://www.gov.scot/publications/rapid-review-of-national-qualifications-experience-2020-our-response/>

5.5.1 SQA – update following the Priestley review

On 7th October, in response to the Priestley review, the Deputy First Minister announced a number of measures for the awarding of National Courses at National 5, Higher and Advanced Higher in 2020-21. There will be no external assessment of National 5 courses this year – either by an exam or by coursework. Higher and Advanced Higher externally assessed exams, including the completion of coursework where appropriate, will remain as planned.

Arrangements for National 5

National 5 courses will now be assessed using an alternative certification approach. This will be based on teacher and lecturer judgement supported by assessment resources and quality assurance.

SQA has published broad guidance on evidence gathering and estimation. This is accompanied by an SQA Academy Course on quality assuring estimates. This will be followed after the October break by subject specific guidance, published on a rolling basis, on the work that learners need to complete. Where possible, the SQA will specify between two and four pieces of work per subject that will form the basis of arriving at a final award. The SQA intent to provide some additional resources that teachers and lecturers can draw on for assessment purposes.

Higher and Advanced Higher

Higher and Advanced Higher exams are planned to start on Thursday 13th May 2021 and finish on Friday 4th June 2021, with Results Day on Tuesday 10th August 2021. The SQA will publish the full exam timetable at the end of October.

Contingency arrangements for Higher and Advanced Higher

The SQA will continue to develop a clear contingency plan, including key checkpoints up to the February break to assess public health advice and its impact on the plans for Higher and Advanced Higher exams.

5.5.2 Insight data for SQA

Because of the delay in awarding SQA levels this year, there has been a significant delay in the publication of INSIGHT data. INSIGHT is the national dashboard for local authorities to analyse exam results. This means that there will be an associated delay in briefing elected members on 2019/20 attainment levels.

6.0 Educational updates

6.1 The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

Scotland is set to become the first country in the UK to directly incorporate the UNCRC into domestic law. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on 1 September 2020.

The UNCRC (Incorporation) (Scotland) Bill will make it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements, giving children, young people and their representatives the power to go to court to enforce their rights.

The Bill:

- Directly incorporates the UNCRC as far as possible within the powers of the Scottish Parliament
- Makes it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements
- Gives power to the Children's Commissioner to take legal action in relation to children's rights
- Requires Ministers to produce a Children's Rights Scheme setting out how they comply with children's rights and to report annually
- Requires listed public authorities to report every three years on how they comply with

7.0 IMPLICATIONS

7.1 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					

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?

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**

N/A

8.0 **CONSULTATIONS**

8.1 N/A

9.0 **BACKGROUND PAPERS**

9.1 None

Report To:	Education & Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/118/20
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 reports are submitted for the Committee's information:

- Inverclyde Council Schools Health and Wellbeing Survey 2019
- Scottish Government Access to Childcare Fund
- Inverclyde Child Poverty Local Action Report

2.0 RECOMMENDATION

2.1 That the above reports be noted.

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/51/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 712761
Subject:	Inverclyde Council Schools Health and Wellbeing Survey 2019		

1.0 PURPOSE

- 1.1 The purpose of this report is provide the Education and Communities Committee with an update on the Health and Wellbeing Survey 2019 which took place in all six mainstream secondary schools in Inverclyde. It provides a summary of the approach and key statistics from 2019, trend analysis from 2013 and similarities emerging from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2018. Both reports form Appendix 1 and 2 respectively.

2.0 SUMMARY

- 2.1 In 2013 Inverclyde Council in collaboration with Inverclyde CHCP and NHS Greater Glasgow and Clyde (Public Health Resource Unit) commissioned the first secondary schools health and wellbeing survey. The purpose of this research was to establish a baseline of health and wellbeing data that could be used to determine priorities and measure progress.
- 2.2 Funding was identified in 2018, with £15,000 from Inverclyde HSCP through their NHS stream and £10,000 from the local implementation of the Scottish Attainment Challenge funds, to conduct a further Health and Wellbeing Survey. Education Services and Inverclyde HSCP worked in partnership with NHS Greater Glasgow and Clyde to conduct the second Schools Health and Wellbeing Survey in 2019.
- 2.3 Traci Leven Research was commissioned to carry out the report writing and analysis of data, including comparability with the 2013 survey. There is no national comparator data for this survey as the Scottish wide Health and Wellbeing survey has been delayed and is still at the pilot stage.
- 2.4 The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) of smoking, drinking and drug use was conducted within Inverclyde secondary schools in 2018. The report presents key findings to aid comparative analyses and benchmarking from the 2013 SALSUS report and to the 2018 national average (difference from Scotland 2018). Detail from both the Health and Wellbeing Survey and SALSUS 2018 have been noted where similarities emerge.
- 2.5 Although there are no national comparators for some measures, the findings from the Inverclyde survey mirror national media reports and research findings. Outcomes for young people in Inverclyde remain positive with increasing academic attainment, wider achievement and positive destinations. It is important we continue to listen to the voice of our young people about their physical and emotional health in an ever changing world so that we can continue to provide the best support possible.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- 3.2
- notes the contents of the report; and
 - notes the continued work required in the dissemination of the research findings, in partnership with Inverclyde HSCP.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council undertook a Health and Wellbeing survey in 2013. This survey delivered rich information and prompted the introduction of Clyde Conversations, providing a forum for young people to talk openly about health and wellbeing issues that affect them. The intention was to undertake another survey in 2015/16, however this was postponed due to the Scottish Government's proposal to produce a national Health and Wellbeing survey. Although work had been undertaken by the Scottish Government, the national position is that the Scotland-wide Health and Wellbeing survey had not progressed as quickly as anticipated. Rather than wait for the national survey, Inverclyde Council and Inverclyde HSCP undertook a local survey in 2019.
- 4.2 Although there is no national comparator data for the Inverclyde Health and Wellbeing survey, it is evident from national media and research that mental and physical health, exam stress, availability of alcohol and drugs, bullying, and amount of sleep remain issues for young people across the country. The outcomes and academic achievements of Inverclyde's young people remain very strong and pupils report they feel supported and listened to in a nurturing environment. Nevertheless, there are some areas of concern and services will be required to adapt and respond to these concerns.
- 4.3 The aim of the 2019 Health and Wellbeing survey was to gather current demographic information on the secondary school pupil population, report trend data on key areas of health, and gain an understanding of individual pupil perceptions of their own health and wellbeing. This type of engagement with young people has given them a voice and provides a platform to influence future service delivery based on their needs, attitudes and behaviours.
- 4.4 In the development stages of the 2019 survey a range of key stakeholders and partners were invited to a number of meetings, to ensure there was consultation on the development of the questionnaire. As a result, the 2019 health and wellbeing survey includes questions that have remained the same from the 2013 survey and therefore allows the monitoring of trends over time. It should be noted that the 2019 survey has been adapted to take into account emerging issues such as e-cigarettes.
- 4.5 The 2019 Health and Wellbeing survey included questions on the following topics:
 - Demographics – including age, gender, family composition, and ethnicity;
 - Physical activity, diet and sleep;
 - General health;
 - Mental health and wellbeing;
 - Smoking, alcohol and drugs;
 - Sexual health and relationships;
 - Screen time;
 - Risk behaviours;
 - Uptake and awareness of services aimed at young people;
 - Money; and
 - Future aspirations.
- 4.6 Two online surveys were developed, one for S1–S2 pupils and another for S3–S6 pupils. Variations between the two versions were limited to the addition of questions for S3–S6 pupils on sexual relations.
- 4.7 Pupils accessed the appropriate survey for their stage via an online link to Smart Survey. Community Learning Development Youth Workers supported the fieldwork in the classrooms.
- 4.8 Liaison with head teachers led to an agreement to complete the surveys with S1–S5 pupils between April and June 2019. S6 were not included due to the timing of exam leave.
- 4.9 There are a total of 3,664 pupils in S1-S5, of which 2,891 completed the survey, representing a 79% return rate, which is considered high for any questionnaire.

Year Group	Population	Actual Responses	Response Rate
S1/S2	1,534	1,392	91%
S3/S4	1,498	1,103	74%
S5	632	396	63%
TOTAL	3,664	2,891	79%

4.10 The main findings from the Schools Health and Wellbeing Survey 2019 were prepared by Traci Leven Research. The report by Traci Levan Research presents the combined findings of 2,891 pupils from the 6 mainstream Secondary Schools in Inverclyde. Differences in the key independent variables of gender and school stage are also examined within the report.

4.11 Findings from the Traci Levan Research report will be used to inform the work of Education, Communities and OD Services, Inverclyde HSCP, other Community Planning Partners and within individual schools.

5.0 SUMMARY OF FINDINGS

5.1 The following paragraphs provide a summary of key statistics and trend data from the chapters within the main 2019 Schools Health and Wellbeing Survey Report. Data from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2018 has also been included.

5.2 Pupil profile - key statistics

Of all participants:

- 63% lived in a 2 parent family;
- 32% lived with a family member who had a drug/alcohol problem, long-term illness, disability or mental health problem; and
- 17% were carers

Notable trends

The prevalence of those identifying as caring has **increased** between 2013 and 2019.

5.3 Physical activity, diet and sleep - key statistics

Of all participants:

- 10% met the target for physical activity;
- 33% used active travel for the journey to school;
- 31% never ate breakfast on school days;
- 9% skipped lunch;
- 88% ate a meal with their family at least once a week;
- 39% had 5+ portions of fruit/vegetables per day;
- 23% got 9+ hours sleep per night; and
- 27% felt tired every day

Notable trends

There was **no significant change** since 2013 in the proportion who met the physical activity target;

There was an **increase** in the proportion of pupils who skipped lunch;

There was an **increase** in the proportion who consumed 5+ portions of fruit/vegetables per day; and

There was a **decrease** in the proportion who got 9+ hours sleep per night.

5.4 General Health - key statistics

Of all participants:

- 59% had a positive view of their health;
- 43% had a physical illness or disability; and
- 11% had a limiting condition or illness.

Notable trends

There was a **decrease** in the proportion of pupils who had a positive view of their health.

5.5 Mental Health and Wellbeing - key statistics

Of all participants:

- 31% had an emotional, behavioural or learning difficulty;
- 30% had been bullied in the last year;
- 24% had been bullied at school in the last year;
- 16% bullied others at school in the last year; and
- 39% had a high 'total difficulties' score.

Notable trends

Between 2013 and 2019 there has been an **increase** in the proportion who had been bullied at school in the last year; and

There was an **increase** in the proportion who had a high score for 'total difficulties'.

5.6 Behaviours: smoking, alcohol and drugs - Key statistics

Of all respondents:

- 9% were smokers;
- 5% used e-cigarettes;
- 29% lived with a smoker;
- 12% were exposed to smoke in cars;
- 55% were exposed to smoke indoors;
- 56% had ever drunk alcohol;
- 20% of those who drank alcohol got drunk at least weekly; and
- 15% had ever used drugs

Trends

Between 2013 and 2019 there was an **increase** in the proportion who were smokers.

There was an **increase** in the proportion of drinkers who got drunk at least weekly; and

There was an **increase** in the proportion who had used drugs.

5.7 An additional source of information on smoking, drug and alcohol use amongst teenagers is published in the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), the most recent of this carried out in 2018. This presents the key findings for pupils attending secondary schools in Inverclyde. Although they are not directly comparable, the SALSUS survey provides valuable information on drug and alcohol issues.

5.8 The SALSUS survey was administered by teachers in a mixed ability class, under exam conditions, and was completed between October 2018 and April 2019.

5.9 There were 1,513 13 and 15 year olds within year groups S2 and S4 eligible to take part in the survey, with 391 (26% of all eligible pupils) participating. As in previous SALSUS surveys,

schools dedicated to children with additional support needs were excluded from the sample. The response rates achieved (based on those sampled) for Inverclyde are shown below:-

	Inverclyde Council	Scotland
School response rate	71%	61%
Class response rate	79%	57%
Pupil response rate	80%	91%
Overall response rate (product of class and pupil response rate)	63%	52%

5.10 The SALSUS 2018 survey reported that:

SMOKING

- 3% of 13 year olds were regular smokers (usually smoking one or more cigarettes per week). There is not statistically significant change from 2013 figures;
- 3% of 15 year olds were regular smokers (usually smoking one or more cigarettes per week). This is 7% decrease from 2013 figures and 4% more positive than national data; and
- 1% of 13 year olds and 1% of 15 years olds reported using e-cigarettes once a week or more.

ALCOHOL

- 32% of 13 year olds reported they had had an alcoholic drink. There is not statistically significant change from 2013 figures;
- 64% of 15 year olds had had a proper alcoholic drink. This was lower than the % recorded across Scotland for this age group which was 71%;
- Two third of pupils aged 13 who reported having drunk alcohol reported that they had ever been drunk, (representing a 19% increase from 2013 data) for 15 year olds the figure was 23%. (2% higher than the 2013 data);
- Inverclyde levels of drinking to excess across both age groups reported in SALSUS in 2018 were higher than that for Scotland :
 - 18% higher for 13 year olds
 - 7% higher for 15 year olds;
- 16% of pupils aged 13 had managed to purchase alcohol which is an increase of 13% from 2013 and 11% higher than the response from Scotland as a whole;
- 12% of 15 year olds had managed to buy alcohol. This was slight increase from 2013 for Inverclyde and compared to Scotland as a whole;
- 3% of 13 year olds and 4 % of 14 year olds were refused alcohol when they tried to purchase. This was higher by 3% and 2% respectively than in 2013 study and slightly higher than the rate reported for pupils across Scotland;
- no change in 13 year olds who had ever had a drink between the 2013 and 2018 data
- a 4% fall in the number of 15 year olds having ever had a drink; and
- There was a lower % of pupils having ever had a drink than the percentage for Scotland as a whole in 2018.

DRUGS

- 94% of 13 year olds and 80% of 15 year olds had never taken drugs. This was slightly lower (3% and 1%) than in 2013 and was the same as the data for Scotland as a whole; and
- 4% of 13 year olds and 18% of 15 year olds having taken Cannabis over the past year. This was 2% higher for 13 year olds 2% higher for 15 year olds compared to 2013. Data for Cannabis use in 2018 was similar to that for Scotland as a whole.

15 year olds only

- 32% obtained drugs from a friend of the same age (last time used drugs). This is considerably lower (31%) than the data for 2013 and lower than the data for Scotland in 2018;

- 17% obtained drugs from an older friend (last time used drugs);
- 49% gave some drugs away on the last occasion they took drugs. This is a 21% reduction from 2013 and similar to that in Scotland wide data;
- 13% who used drugs needed help related to this use - reflecting 10% increase from 2013 and 6% higher than that for Scotland as a whole; and
- 66% would like to stop taking drugs. This is a 39% increase from 2013 and 22% higher than the rate for Scotland.

5.11 The remainder of this report refers to the 2019 Schools Health & Wellbeing Survey.

5.12 **Behaviours: Sexual Health and Relationships - Key statistics**

- 8% identified as lesbian, gay or bisexual;
- 25% had a boyfriend or girlfriend;
- 40% of S3-S5 pupils had engaged in sexual activity; and
- 40% always used contraception or condoms when sexually active.

5.13 **Behaviours: Screen Time - Key statistics**

- 99% had access to the internet at home; and
- 32% spent 7+ hours on electronic devices on school days

5.14 **Risk Clustering and Positive Behaviours - Key statistics**

- 83% had engaged in at least one of 20 risk/antisocial behaviours; and
- 75% had engaged in at least one of 8 positive behaviours.

5.15 **Services for Young People - Key statistics**

- 93% had used at least one listed health service;
- 75% had a Young Scot card;
- 79% had used parks in the last year;
- 61% had used a sports centre;
- 39% had visited a library;
- 38% had visited a museum;
- 29% had visited a community centre; and
- 18% had visited a youth club.

Notable trends

Between 2013 and 2019 there was an increase in the proportion who had a Young Scot Card; There was a decrease in the proportion who had used a library in the last year; and There was a decrease in the proportion who had used a sports centre in the last year.

5.16 **Money - Key statistics**

- 78% had savings; and
- 55% had £10 or more to spend per week

5.17 **Post-School Expectations - Key statistics**

- 68% expected to go to further education/training

Trends

Between 2013 and 2019 there was a decrease in the proportion who expected to go to further education/training.

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

N/A

6.3 Human Resources

N/A

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.
x	NO

6.5 Repopulation

N/A

7.0 CONSULTATIONS

7.1 Education Services

Inverclyde HSCP

Public Health

Community Learning Development

Sandyford

7.2 A pilot questionnaire was undertaken at a secondary school in March 2019 to test and consult the content of the survey. This was conducted with boys and girls from 2 year groups with a range of abilities.

8.0 BACKGROUND PAPERS

8.1 2013 Inverclyde Schools Health and Wellbeing Survey

<https://www.inverclyde.gov.uk/meetings/meeting/1694> agenda item 17

8.2 SALSUS 2013

Traci Leven Research

Inverclyde Council Schools Health and Wellbeing Survey 2019

Final Report

Prepared for



December 2019

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Chapter		Page
1	Introduction and Methodology	1
1.1	Introduction	1
1.2	Survey Methodology	2
1.3	This Report	3
2	Pupil Profile	6
2.1	Gender, Age and Stage	6
2.2	Ethnicity	7
2.3	Family Composition	8
2.4	Language	9
2.5	Family Circumstances and Caring Responsibilities (Young Carers)	9
3	Physical Activity, Diet and Sleep	13
3.1	Physical Activity	14
3.2	Diet	21
3.3	Sleep	26
4	General Health	30
4.1	Feelings about Health	30
4.2	Illness and Disability	32
4.3	Life Expectancy	34
5	Mental Health and Wellbeing	36
5.1	Mental, Emotional and Learning Difficulties/Disabilities	37
5.2	Worries and People to Talk to	39
5.3	Bullying	44
5.4	Strengths and Difficulties	47
5.5	Strengths and Difficulties - Exploring Further	50
6	Behaviours: Smoking, Alcohol and Drugs	60
6.1	Smoking	61
6.2	E-Cigarettes	63
6.3	Exposure to Environmental Tobacco	65
6.4	Alcohol	68
6.5	Drugs	76
7	Behaviours: Sexual Health and Relationships	82
7.1	Sexual Orientation	83
7.2	Sexual Health and Relationships Education	83
7.3	Relationships with Boyfriends/Girlfriends and Sexual Activity	83
7.4	Sexual Health - Exploring Further	86
8	Behaviours: Screen Time	91

Contents		
8.1	Internet Access	91
8.2	Use of Electronic Devices	91
8.3	Screen Time - Exploring Further	92
9	Risk Clustering and Positive Behaviours	94
9.1	Anti Social and Risk Behaviours	95
9.2	Multiple Risk	97
9.3	Development of a Risk Index	98
9.4	Key Indicators by Risk Index	100
9.5	Positive Behaviours	103
9.6	Positive Behaviours: Exploring Further	105
10	Services for Young People	106
10.1	Awareness and use of Health Services	107
10.2	Young Scot Card	109
10.3	Culture and Leisure Facilities	111
11	Money	114
11.1	Money	114
12	Post-School Expectations	117
12.1	Post-School Expectations	117
12.2	Post-School Expectations - Exploring Further	119
	Appendix: Data Weighting	122

1 Introduction and Methodology

1.1 Introduction

This report contains the findings of research carried out in 2019 in partnership with Inverclyde Council and NHS Greater Glasgow and Clyde.

In 2013 Inverclyde Council commissioned the first secondary schools health and wellbeing survey in order to establish a baseline of health and wellbeing data that could be used to determine priorities and measure progress. In the six years since the first survey there have been many changes that impact either directly or indirectly on health equalities and outcomes.

The health and wellbeing survey includes questions that have remained the same and allow the monitoring of trends over time. However, the survey has also been adapted over time to take into account emerging issues. The survey provides a snapshot in time of the views and experience of the secondary school population and whilst we cannot attribute causal relationships between the findings and the changing policy context, we can explore and contextualise our findings alongside national and local data.

The aims of the current study are to gather current demographic information on the pupil population, report trend data on key areas of health, and gain an understanding to individual pupil perceptions of their health & wellbeing. The survey included questions on the following topics:

- Demographics – including age, gender, family composition, and ethnicity
- Physical Activity, Diet & Sleep
- Smoking, Alcohol & Drugs
- General health
- Mental health & wellbeing
- Sexual Health & Relationships
- Bullying and risk behaviours
- Future aspirations
- Uptake & awareness of services aimed at young people

In addition, this report contains thematic chapters exploring the complex interaction between life circumstances, behaviours and health outcomes.

The main findings from the survey data have been prepared by Traci Leven Research. The report presents the findings for all pupils together and examines differences by the following key variables:

- Gender
- School stage

Introduction and Methodology

The survey was made available to the S1-S5 pupil population in all six mainstream secondary schools in Inverclyde.

The fieldwork was supported by CLD youth workers and class teachers in the classroom environment. There are a total of 3,664 pupils in S1-S5, of which 2,891 completed the survey. This equates to 79% of the S1-S5 overall roll participating in the survey.

Survey Responses by Year Group

Year Group	Population	Actual Responses	Response Rate
S1/S2	1,534	1,392	91%
S3/S4	1,498	1,103	74%
S5	632	396	63%
TOTAL	3,664	2,891	79%

The survey will help us to reflect on the key issues that affect young people in 2019 and how we can best support them. In an ever-changing world, our young people will be affected by changes to lifestyles, different and often increasing pressures and competing priorities. The results of this survey help us to analyse and improve the way we can support our young people. This will include responses from all agencies to evaluate the current provision and what can be provided in the future.

The survey will provide useful data towards:

- Improving health outcomes for children & young people through a multi-agency approach to tackling key issues
- Taking forward the next Children's Services Plan
- Developing Health and Wellbeing priorities in partnership
- Supporting local health improvement planning for Children and Young People.

1.2 Survey Methodology

In early 2019 NHS Greater Glasgow & Clyde shared with Inverclyde Council the two survey questionnaires being used by Glasgow City for S1/S2 and S3-S6 pupils. A short life working group reviewed the questionnaires and modified as required to create two surveys for pilot. Following the decision to make the survey exclusively available online, a Smart Survey licence was allocated to Inverclyde Council from NHS Greater Glasgow & Clyde.

Smart Survey created two online surveys (S1-S2 and S3-S6) which were piloted in March 2019 with four classes. To ensure testing of both surveys, S1 and S4 classes participated in the pilot. The fieldwork was supported by

Introduction and Methodology

CLD youth workers and pupils were encouraged to ask if there was anything they were unsure about.

The pilot surveys could not be completed in the time allocated. Pupil feedback highlighted the need to refine the survey questions. Changes were discussed with the short life working group, including increased use of infographics and different response options. There was agreement that the survey responses would be anonymous. Communicating to young people that they would not be identifiable was key to ensuring honest responses to the questions asked. Final versions of the questionnaire were sent to Smart Survey.

Liaison with Head Teachers in April 2019 led to an agreement to complete the surveys with S1-S5 pupils before the end of June 2019. Parents were lettered in April 2019 to inform them that the survey was taking place during the summer term. The letter also gave parents the opportunity to opt out from the survey.

1.3 This Report

This report has been prepared by Traci Leven Research. It presents the combined findings for the whole Inverclyde area from 2,891 S1-S5 pupils in six secondary schools. All findings are from data weighted to reflect the distribution S1-S5 population in each of the schools.

Data Weighting

The achieved sample was not representative of the S1-S5 secondary school population in Inverclyde. A weighting factor was therefore calculated to compensate for this. The weighting factor corrected for under- and over-representation of some schools, and also the over-representation of younger pupils and the under-representation of senior pupils. (See Appendix).

Analysis

Analysis was conducted in two stages:

- 1 Compute basic frequencies for each question in the questionnaire.
- 2 Establish whether there were significant differences between groups for two key independent variables (using the **99.9% confidence level**; $p \leq 0.001$).

The two key independent variables used for analysis are shown below together with the number and percentage of pupils in each group.

Table 1.2: Key Independent Variables Used for Analysis

Key Variables	Description	Numbers (unweighted)
Gender	Boys and Girls	Boys: 1,413 Girls: 1,440 Total: 2,853
Stage	S1/S2; S3/S4; S5	S1/S2: 1,392 S3/S4: 1,103 S5: 396 Total: 2,891

Reporting Conventions

Each of the subsequent chapters begin with an infographic summary of key indicators contained within the chapter. Each of these chapters report findings by theme, following these conventions:

- Firstly, description of basic frequencies for each theme from the survey for all Inverclyde pupils.
- Secondly, key indicator trend data for the theme, where relevant/applicable, showing significant ($p \leq 0.05$) changes since the last survey in Inverclyde in 2013 for **S1-S5 pupils** (limited to mainstream schools only)¹.
- Thirdly, reporting *only* those key variables (identified above) which exhibit statistical significance ($p \leq 0.001$).

Some additional explorative analysis has been conducted to provide more detailed understanding of the findings within specific themes.

Other Data Sources

Throughout the report, numerous national data sources have been used for context. The main data sources are:

- Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2018

¹ Previously reported findings for Inverclyde schools in 2013 show the findings for all S1-S6 pupils and include the special education school and behaviour unit. Trend data for 2013 data presented in this report have been adjusted to remove the S6 pupils and those not in mainstream schools to make the findings comparable with the 2019 sample.

Introduction and Methodology

- NHS Greater Glasgow And Clyde Health and Wellbeing Survey – Inverclyde HSCP findings² which provide findings for health and wellbeing indicators for adults in Inverclyde
- Scottish Health Survey 2018³ which includes both adults and children's questions

Web sources for all other data sources are referenced as cited in each of the chapters of this report.

Tables and Figures

All non-responses have been removed from analysis. Not all pupils answered each question; therefore the base number varies. Unless otherwise indicated, 'don't know' responses have been excluded from the analysis.

All findings are from weighted data (see Appendix)

The sum of responses in tables and text may not equal 100% due to rounding.

Where percentages are less than 0.5 but more than 0, the conventional '<1%' has been used. A '0%' means exactly zero.

Limitations

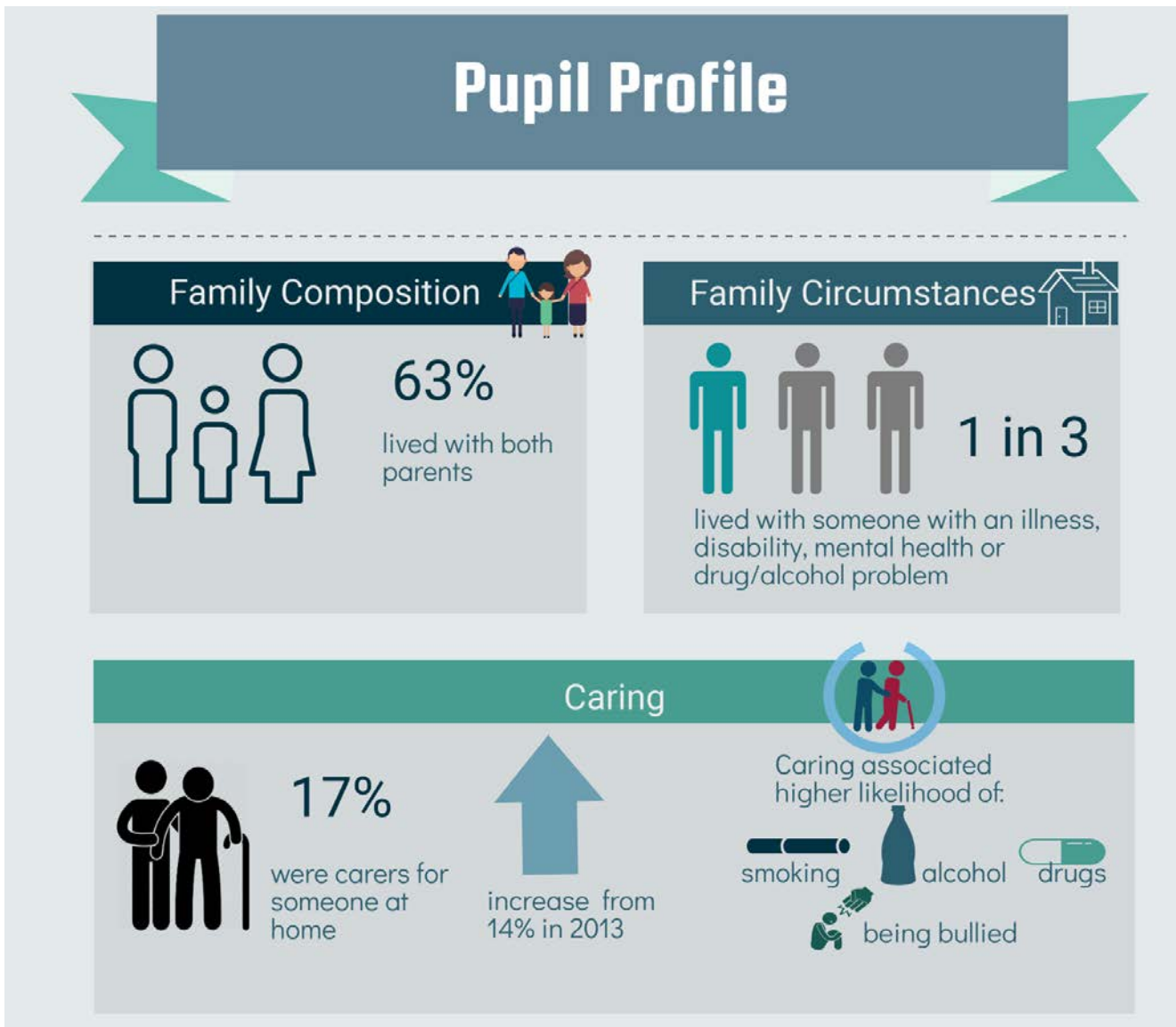
The timing of the fieldwork means there are some limitations in terms of both comparability with the 2013 survey and the overall representativeness of the sample. While the 2013 survey was conducted in October/November, the 2019 Survey was conducted between March and June. S4/S5 pupils were surveyed after the exam break. This means that:

- The average age of pupils within each year group is higher in the 2019 survey
- Seasonal differences will affect responses for some indicators
- Pupils who chose to leave school after their exams (or earlier in the school year) and who did not return to school to commence S5 and S6 studies in June will not be included.

² <https://www.stor.scot.nhs.uk/handle/11289/579888>

³ <https://www.gov.scot/publications/scottish-health-survey-2018-volume-1-main-report/>

2 Pupil Profile



2.1 Gender, Age and Stage

The following tables show the profile of respondents (after weighting to proportionately represent the distribution of pupils by school and stage – see Appendix).

One percent of pupils did not express a binary gender identity or preferred not to state their gender; the remainder were evenly split between boys and girls.

Thirty five percent were aged 13 or under. A quarter (25%) were aged 16 or over.

Table 2.1: Gender of Pupils

Gender	Percentage of Pupils
Female	50%
Male	49%
Other or not stated	1%
Total	100%

Table 2.2: Age of Pupils

Age	Percentage of Pupils
11	< 1%
12	15%
13	20%
14	21%
15	18%
16	19%
17	7%
18	< 1%
Total	100%

Table 2.3: Stage of Pupils

Year Group	Percentage of pupils
S1	20%
S2	21%
S3	21%
S4	20%
S5	18%
Total	100%

2.2 Ethnicity

Most (94%) described themselves as White Scottish or White British and 3% gave an other White ethnic identity. The breakdown of pupils by ethnic group is shown in Table 2.4.

Table 2.4: Ethnicity of Pupils

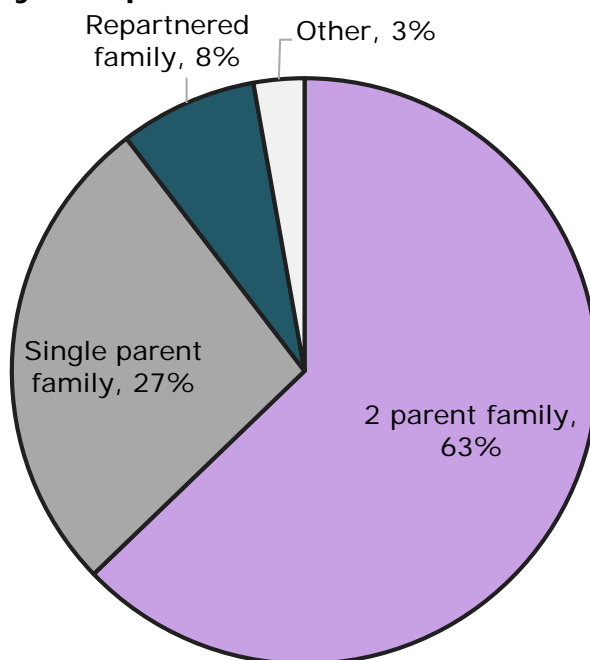
Ethnic Group	% of pupils
White Scottish/British	94%
Other White	3%
Any Mixed	1%
Any Asian	1%
Any Chinese	<1%
Any Black	<1%
Other	<1%
Total	100%

2.3 Family Composition

Just over three in five (63%) lived with both their parents. There was no significant change since 2013. Just over a quarter (27%) of pupils lived in single parent families.

The breakdown of all family types is shown in Figure 2.1.

Figure 2.1: Family Composition



Note: 'single parent families' include those who spend some time with one single parent and some time with another single parent; 're-partnered families' include those who spend time between two repartnered families.

2.4 Language

Most (96%) pupils said they spoke English at home and a further 2.5% said they spoke Scots, 'Scottish' or 'slang'. A total of 1.6% pupils spoke any other language at home, the most common being Gaelic (0.4%).

2.5 Family Circumstances and Caring Responsibilities (Young Carers)

Context and National Data

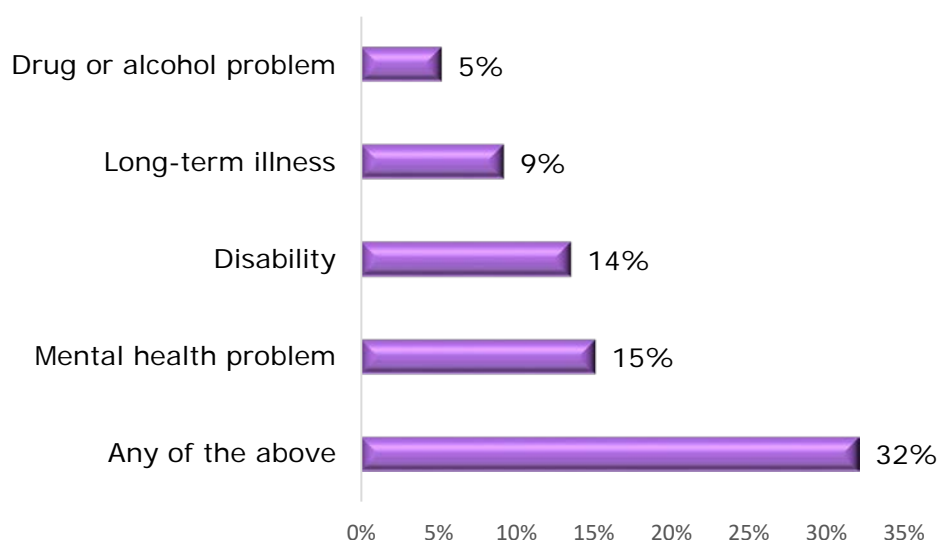
The Carers (Scotland) Act 2016 was implemented in 2018 with the aim of supporting carers' health and wellbeing, including young carers. This involved local authorities creating a person-specific young carer statement to identify needs and personal outcomes.

The Scottish Health Survey 2018 showed that across Scotland 3% of children aged 4-15, and 12% of all adults aged 16 or over were carers. The NHS GGC adult Health and Wellbeing Survey 2017/18 found that 14% of adults in Inverclyde were carers.

The Scottish Government Report *Young Carers: Review of Research and Data* (Scottish Government, 2018) highlighted that young carers have poorer self-reported health, are more likely to have a long term health condition or disability and particularly more likely to have a mental health condition. Young carers also face difficulties in participating in social activities and may feel isolated.

One in three (32%) pupils had someone in their family household with a disability, long-term illness, drug/alcohol problem or a mental health problem.

Figure 2.2: Proportion of Pupils who had Household Family Member with Listed Conditions



Among those who had a household family member with at least one of these conditions, more than half (56%) said that they looked after or cared for them because of their illness/disability.

Key statistic:
17%
were carers

Overall, 17% of pupils were carers for someone in their household. Those in S1-S4 were more likely than those in S5 to be carers (18% S1/S2; 19% S3/S4; 13% S5)⁴.

The proportion of pupils who were carers for a household member rose between 2013 and 2019, as shown below.

Table 2.5: Trends for Caring

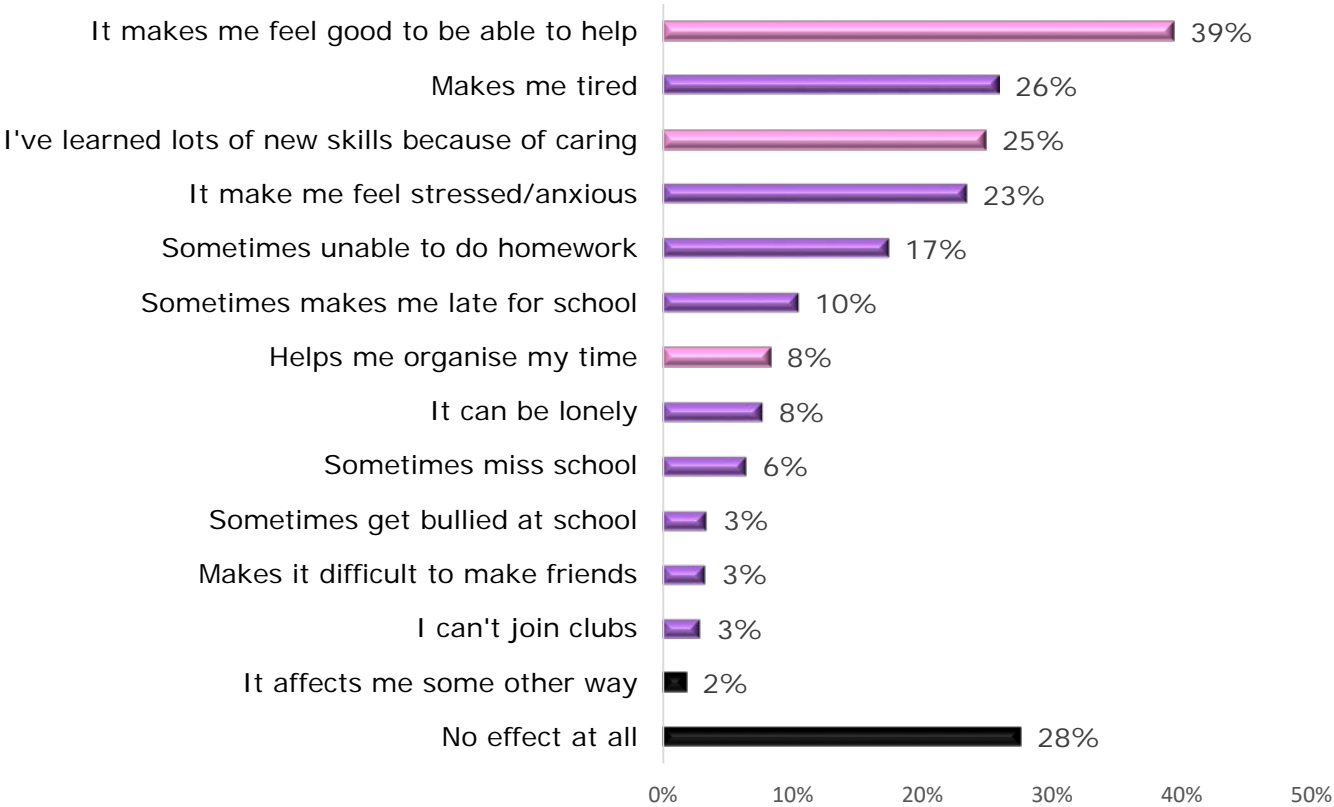
	% of pupils who cared for a household member
2013	13.8%
2019	17.5%
Change (2013-2019)	+3.7%

Among carers, 28% said that they looked after their family member every day, 40% said that they did so a couple of times a week and 32% said that they did so once in a while.

⁴ Because the S5 pupils surveyed comprised only those who returned to school for S6 after the exam period, the difference may be indicative of young carers being less likely to continue at school into S6.

Those who looked after/cared for a household family member were asked how their caring affected them. Seven in ten (72%) said that their caring responsibilities had affected them in some way. These included a mix of positive and negative effects of caring. Half (48%) of all carers were affected in a negative way. All effects of caring responsibilities are shown in Figure 2.3. The most commonly reported effect was positive – it makes me feel good to be able to help (39%). One in four (26%) carers said that their caring responsibilities made them tired and one in four (23%) said it made them feel stressed or anxious.

Figure 2.3: Effects of Caring Responsibilities (positive effects shown in pink; negative effects shown in purple)



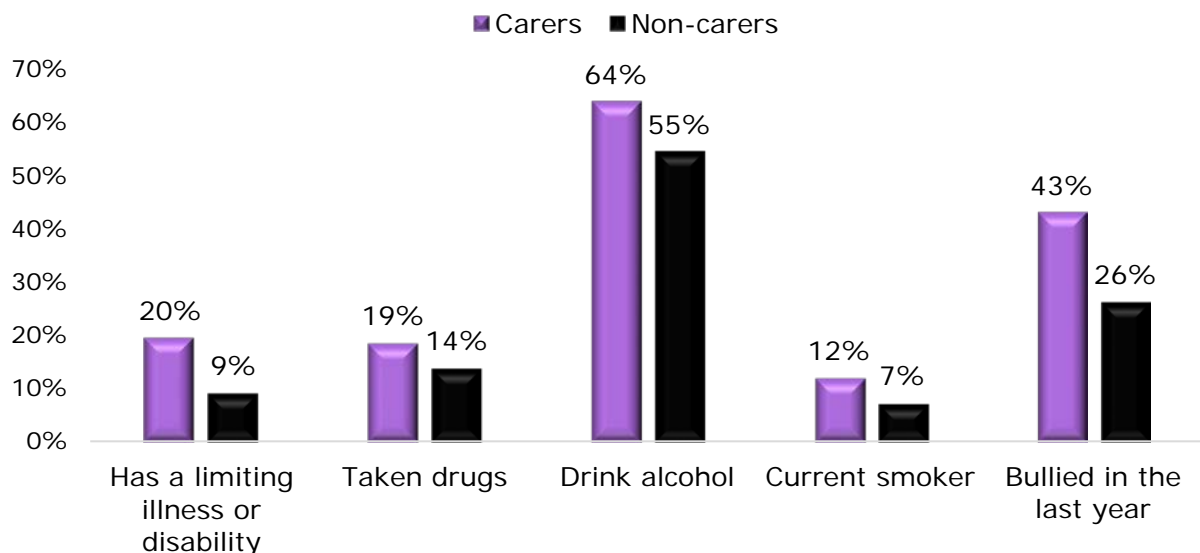
Young Carers – Exploring Further

Findings shown in subsequent chapters of this report show that young carers were associated with higher levels of difficulties measured by the Strengths and Difficulties Questionnaire (see Chapter 5), and engagement in multiple risk behaviours (see Chapter 9).

As Figure 2.4 below shows, carers were also more likely than non-carers to:

- Have been bullied in the last year;
- Be current smokers;
- Drink alcohol;
- Have ever taken drugs;
- Have a limiting illness or disability;

Figure 2.4: Key Indicators Showing Significant Differences between Carers and Non-Carers



CHAPTER SUMMARY

Key statistics



- 63% lived in a 2 parent family
- 32% lived with a family member who had a drug/alcohol problem, long-term illness, disability or mental health problem
- 17% were carers

Trends



The prevalence of caring rose between 2013 and 2019.

Physical Activity, Diet and Sleep

Physical Activity





Activity levels higher for:



- Boys 
- Younger pupils 

10%
Meet the target of 60 mins+ exercise each day

33%
Use active travel methods for journey to school



Diet




31%
Never ate breakfast on school days

9%
Skipped lunch

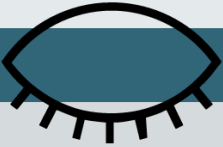

88%
Ate a meal with their family at least once a week

39%
Had 5+ portions of fruit/veg per day

increase from 33% in 2013

Sleep


23%
Got 9+ hours sleep

decrease from 27% in 2013

35%
15%
11%

S1/2 S3/4 S5

27%
felt tired every day



3.1 Physical Activity

Context and National Data

The Scottish Government has set a target of all primary schools providing two hours of PE per week, and all secondary schools providing two periods of PE for all S1-S4 pupils.

In 2018 The Scottish Government published *Active Scotland Delivery Plan* which recognises the importance of physical activity on physical health, mental health and wellbeing, reducing isolation and developing confidence. The delivery plan set out a commitment to encouraging and increasing physical activity at all stages of life, and includes a commitment to ensuring Scotland becomes the first 'Daily Mile Nation', rolling out the daily mile initiative in primary schools to secondary schools, nurseries and further education. It also includes commitment to investment in active travel and encouraging participation in sport for women and girls.

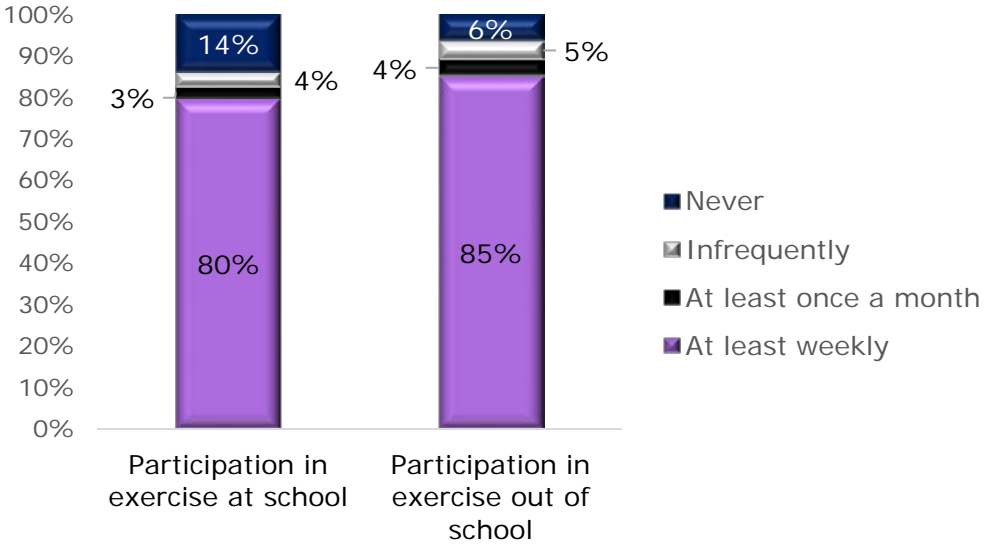
Current national guidelines for young people aged 5 to 18 years old are to take at least 60 minutes of physical activity every day, which should include both moderate activity (e.g. cycling, playground activities) and vigorous activity (e.g. running, tennis). The Scottish Health Survey 2017 found that 18% of 13-15 year olds met this target.

**Key
statistic:
10% met
the physical
activity
target**

Pupils were asked on how many days over the last seven days they had been physically active for a total of at least 60 minutes. Responses showed that just one in ten (10%) met the target of taking 60 minutes or more of moderate physical activity on seven days per week. Just over four in five (82%) were active, but not enough to meet the target. A further 7% were not active at all. There was no significant change since 2013. The proportion meeting the target is lower than the national findings for 13-15 year olds from the Scottish Health Survey 2017 (18%). However, the Scottish Health Survey combined responses from questions about specific types of activity (sports and exercise, active play, walking and housework/gardening), which is likely to have prompted more recall about activities undertaken.

Pupils were asked how often they usually exercised so much that they got out of breath or sweated. Four in five (80%) pupils participated in exercise like this at school at least once a week and 85% participated in such exercise at least once a week out of school. Responses are shown in Figure 3.1 below.

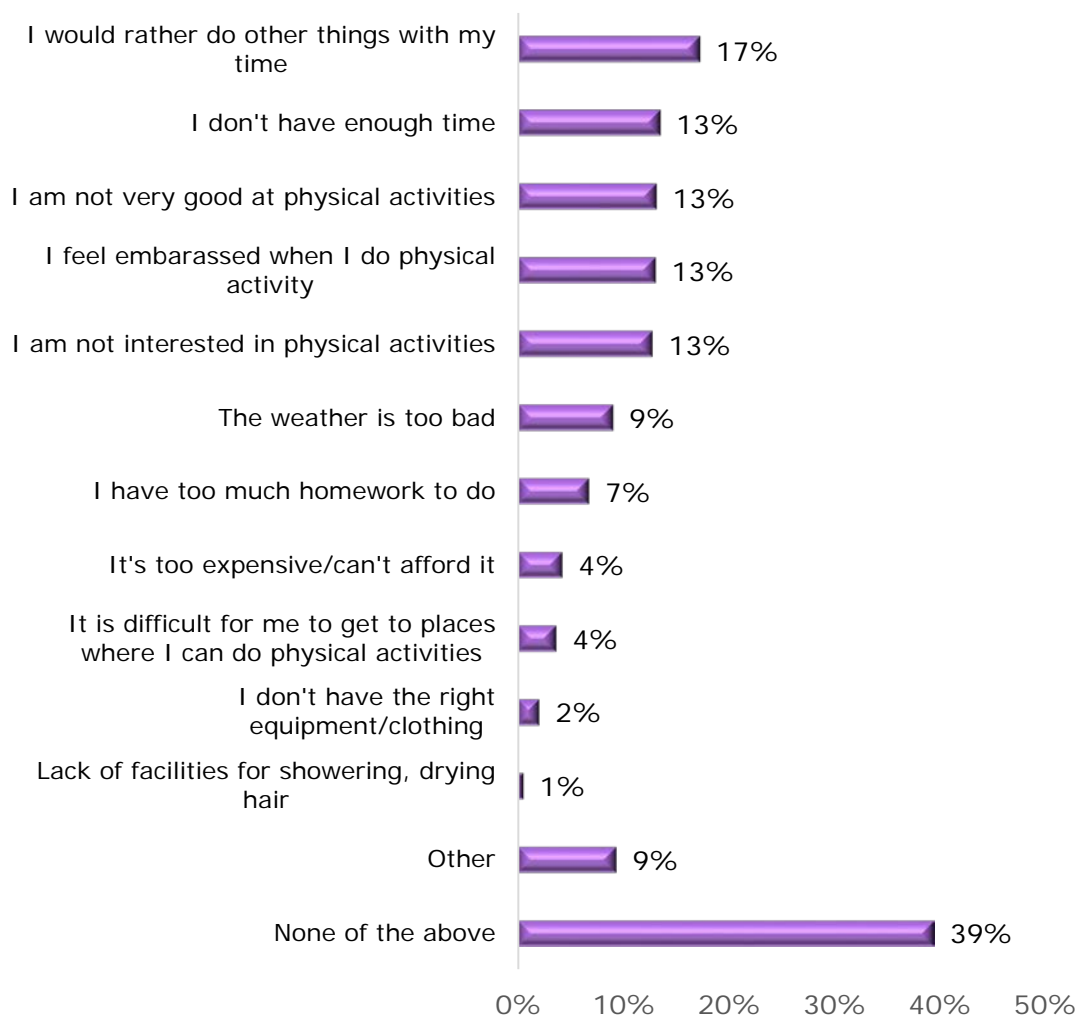
Figure 3.1: Participation in Exercise (enough to get out of breath or sweat) at School and Out of School



Pupils were also asked how often they participated in physical education (PE) at school. One in four (25%) said they did not do any PE, 25% did one or two periods of PE per week and half (51%) had three or more periods of PE per week.

Pupils were asked which of a number of statements relating to barriers to physical activity applied to them. Three in four (61%) indicated at least one barrier applied to them. All responses are shown in Figure 3.2.

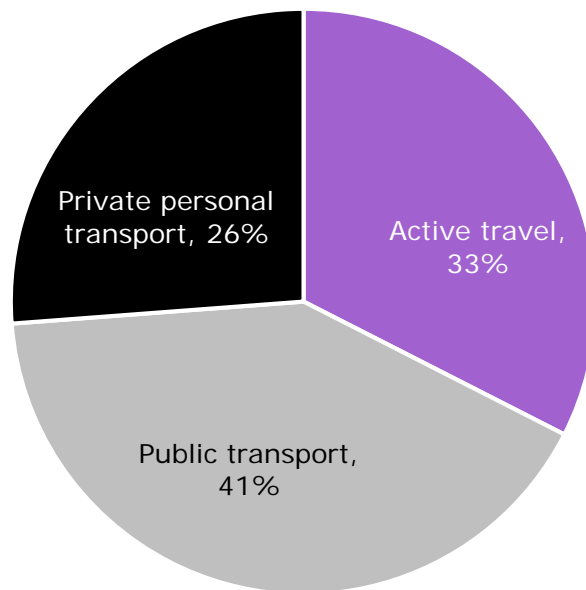
Figure 3.2: Barriers to Physical Activity



**Key
statistic:
33% used
active
travel
methods**

Pupils were asked how they usually travel to school. Responses are shown in Figure 3.3. One in three (33%) used active travel methods (walking/cycling), two in five (41%) used public transport and one in four (26%) used private personal transport.

Figure 3.3: Means of Travel to School

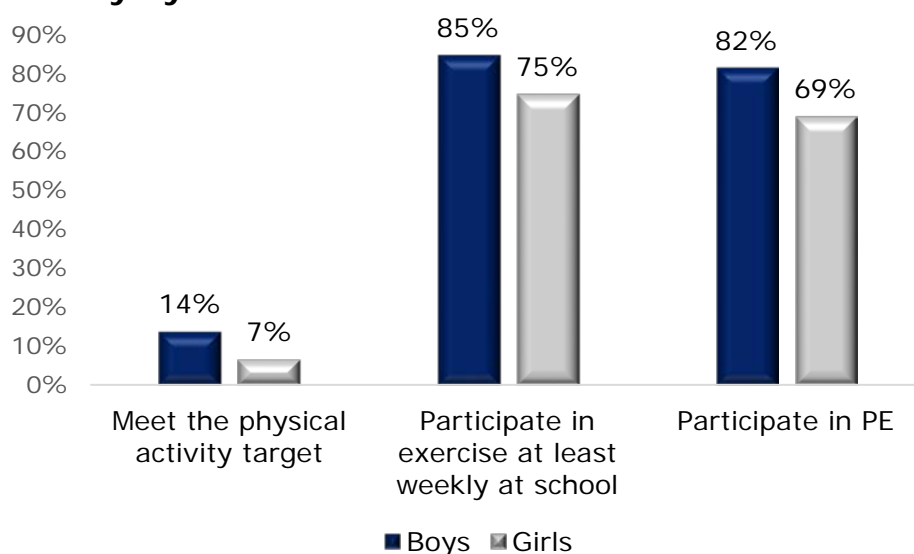


Note:
Active travel: walking, cycling
Public transport: bus, train, taxi, ferry
Private personal transport: car

Gender

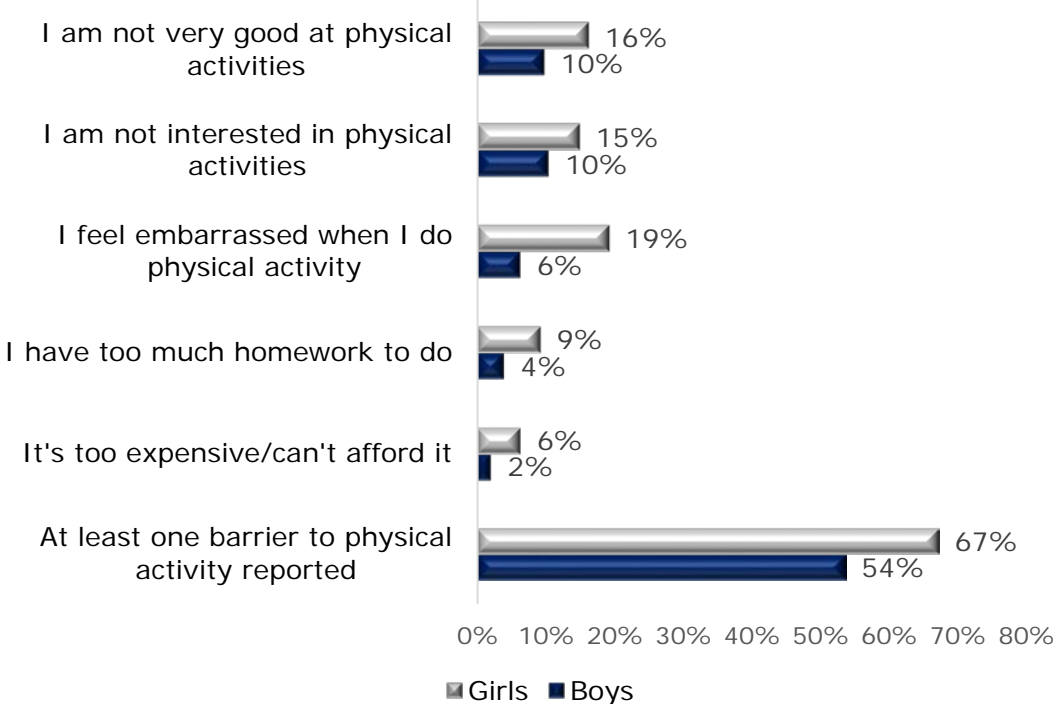
Consistent with national surveys on physical activity levels, survey findings show considerably more positive findings relating to physical activity for boys compared to girls. Responses show that boys were more active than girls. Figure 3.4 shows the significant differences between boys and girls which highlight the overall gender disparity in physical activity levels. Overall, boys were more likely than girls to meet the target for physical activity, participate in weekly exercise at school (enough to make them breathe harder or sweat) or participate in PE.

Figure 3.4: Significant Differences for Indicators of Levels of Physical Activity by Gender



Girls were more likely than boys to report barriers to doing physical activity (67% girls; 54% boys), and were more likely to specifically report five of the barriers as shown in Figure 3.5.

Figure 3.5: Proportion Reporting Reasons for Not Doing Physical Activity by Gender (all reasons showing a significant difference)

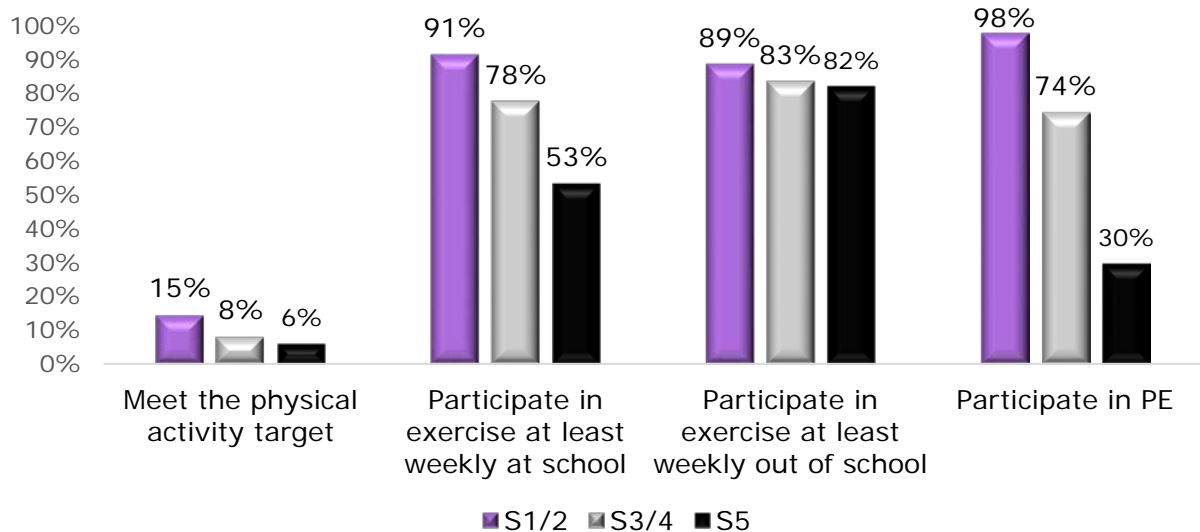


Stage

Overall, responses show the least positive findings relating to physical activity for S5 pupils, suggesting a tendency for pupils to reduce physical activity levels as they get older. This is consistent with the Scottish Health Survey data which show a steady decline in physical activity levels among children and young people from the age of seven.

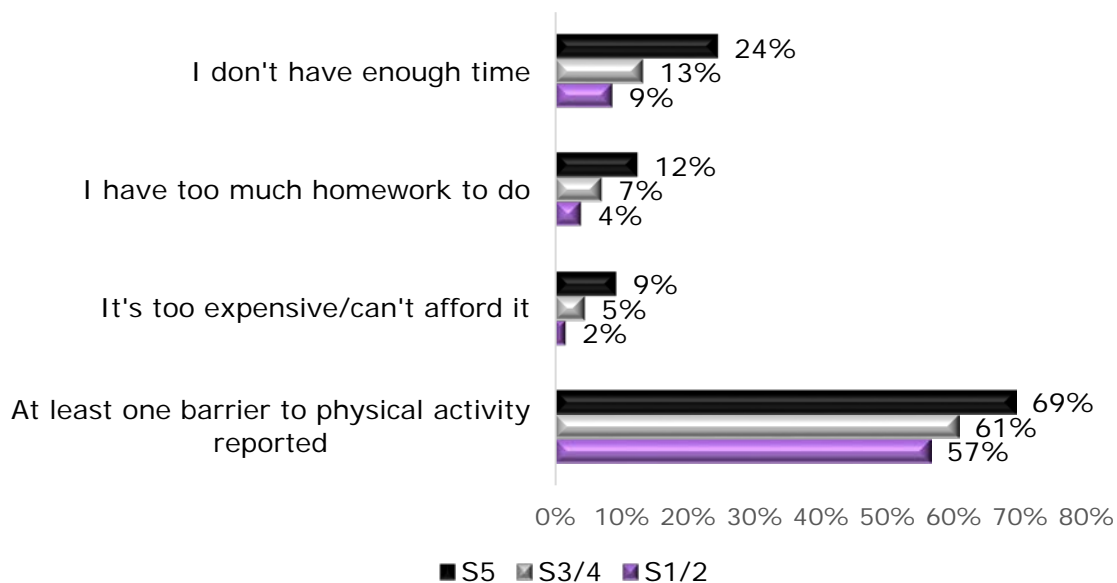
Figure 3.6 shows that S1/S2 pupils were the most likely to meet the target for physical activity. S5 pupils were the least likely to participate in sports out of school and particularly in school, and the least likely to participate in PE.

Figure 3.6: Significant Differences for Indicators of Levels of Physical Activity by Stage



S5 pupils were the most likely to identify with three of the reasons for not doing physical activity, and the most likely to overall report any barriers to physical activity as shown in Figure 3.7.

Figure 3.7: Proportion Reporting Reasons for Not Doing Physical Activity by Stage (all reasons showing a significant difference)



Context and National Data

The importance of a healthy balanced diet has long been established in terms of its effects on health. Poor diet is associated with risks of cancer, high blood pressure, diabetes and heart disease. Improved diet, as well as reducing risk of disease, is important to control weight and promote healthy body growth. The importance of eating breakfast is also recognised for providing energy and deterring unhealthy snacking and controlling weight.

In 2018, The Scottish Government published *A Healthier Future: Scotland's diet and healthy weight delivery plan*. One of the priority outcomes is that children get the best start in life – they eat well and have a healthy weight. The target is for childhood obesity to half by 2030. The delivery plan set out actions to ensure that children and young people have the skills they need to make healthy choices, and that these messages are embedded in the Curriculum for Excellence.

The Sugar Tax came into force in April 2018 which made high sugar drinks more expensive for consumers. The consumption of sugary drinks appears to have declined very sharply. The Scottish Health Survey found that the proportion of children aged 2-15 who consumed sugary drinks daily fell from 38-39% in 2013/2014 to 16% in 2017/18.

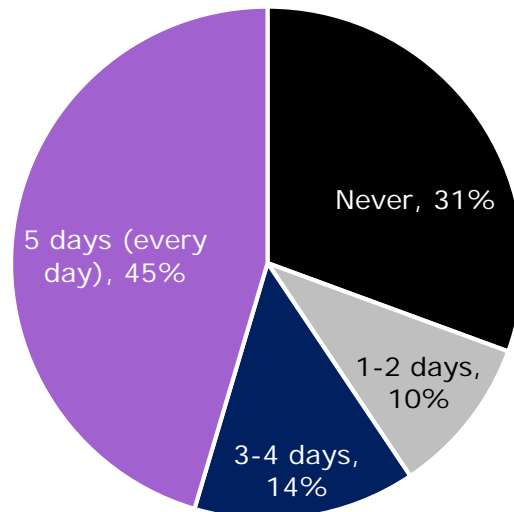
The Scottish Health Survey 2018 found that 22% of adults and 15% of children met the target of consuming five or more portions of fruit/vegetables per day.

The 2017/18 NHSGGC adult health and wellbeing survey found that 42% of adults in Inverclyde met the target of consuming five portions of fruit/vegetables per day – a significant rise from 31% in 2014/15. The proportion meeting the target was lower in the most deprived areas in Inverclyde (27%) than other areas (48%).

**Key
statistic:
31% never
ate
breakfast on
school days**

The survey showed that a significant proportion of pupils in Inverclyde are starting their school day on an empty stomach. One in three (31%) said they never ate breakfast on school days. Less than half (45%) of all pupils said that they ate breakfast on school days five days per week.

Figure 3.8: Number of Days Per Week Eat Breakfast on School Days

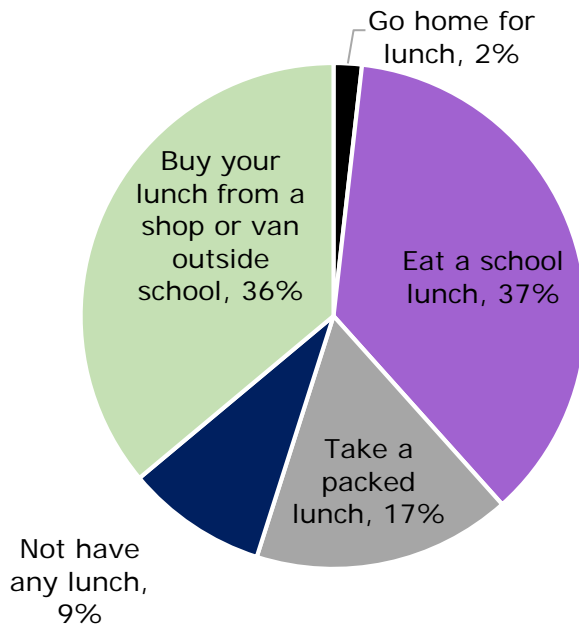


Three in five (60%) pupils said they ate breakfast on both weekend days; 22% had breakfast on one weekend day and 18% said they never ate breakfast at weekends.

Just under nine in ten (88%) pupils said they had meals together with their family at least once a week – 32% said they had meals with their family every day, 40% did so most days and 16% said about once a week.

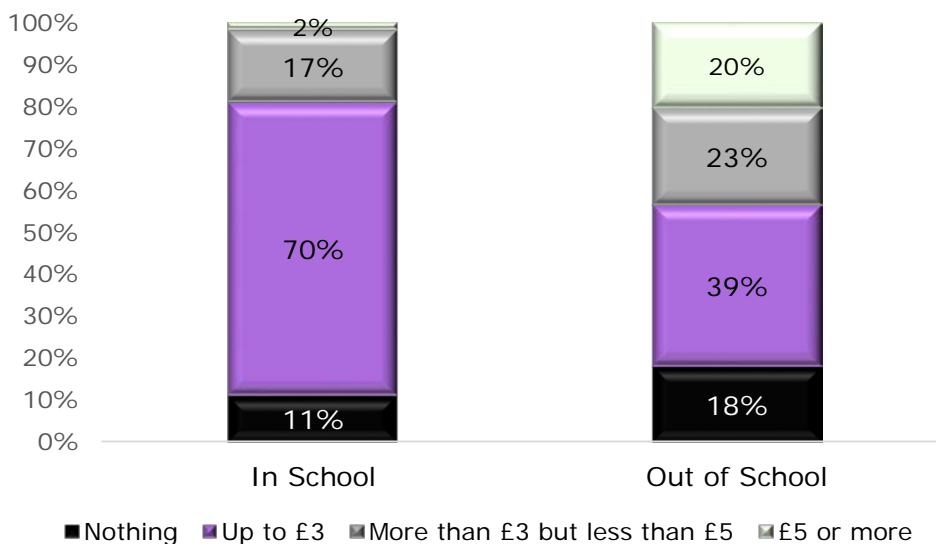
Skipping lunch was much rarer than skipping breakfast. Nine in ten (91%) pupils said they had lunch during their last school lunchtime. Most commonly pupils had a school lunch (37%) or bought their lunch from a shop or van (46%). All responses are shown in Figure 3.9.

Figure 3.9: What Pupils Did for Lunch During Previous School Lunchtime



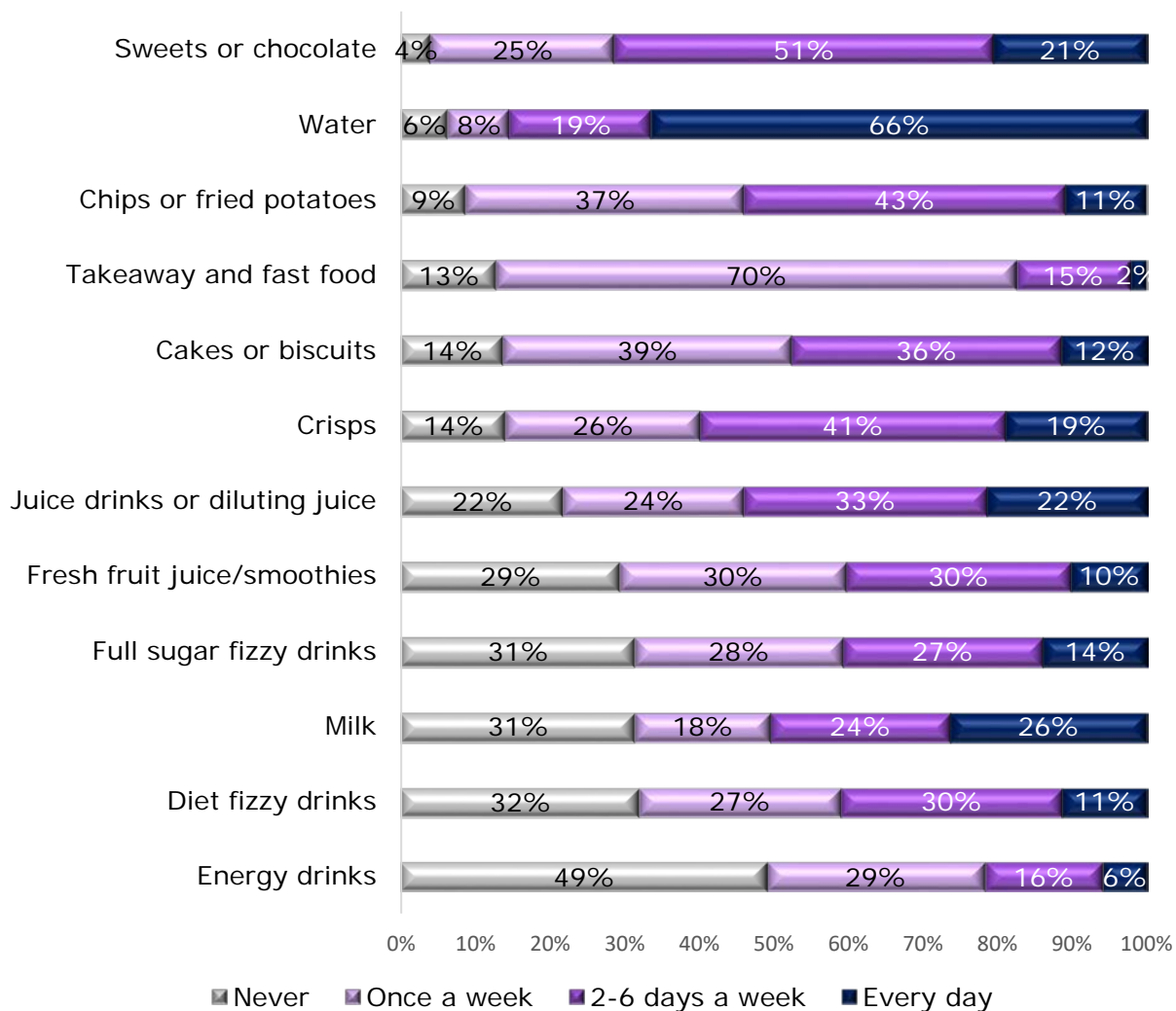
Pupils were asked the average cost of their lunch in school and out of school. Most (81%) said that school lunches cost no more than £3, compared to 57% of lunches out of school.

Figure 3.10: Average Cost of Lunch in and out of School



Pupils were asked how many times a week they consumed various types of food and drink. Responses are shown in Figure 3.11. The most commonly consumed type of food/drink was sweets/chocolate – 96% of pupils had this at least once a week.

Figure 3.11: Frequency Consume Types of Food/Drink



**Key statistic:
39% had
5+ portions
of fruit or
vegetables**

The national recommendation for fruit and vegetables has, for some time, been to consume at least five portions of fruit/vegetables per day. The survey showed that 15% of pupils had eaten no fruit or vegetables in the previous day, but 39% met the target of consuming five or more portions.

Diet Trends

The proportion of pupils who ate any lunch fell from 94% in 2013 to 91% in 2019. However, there was a significant increase in the proportion who met the target for fruit/vegetable consumption, as shown in Table 3.1.

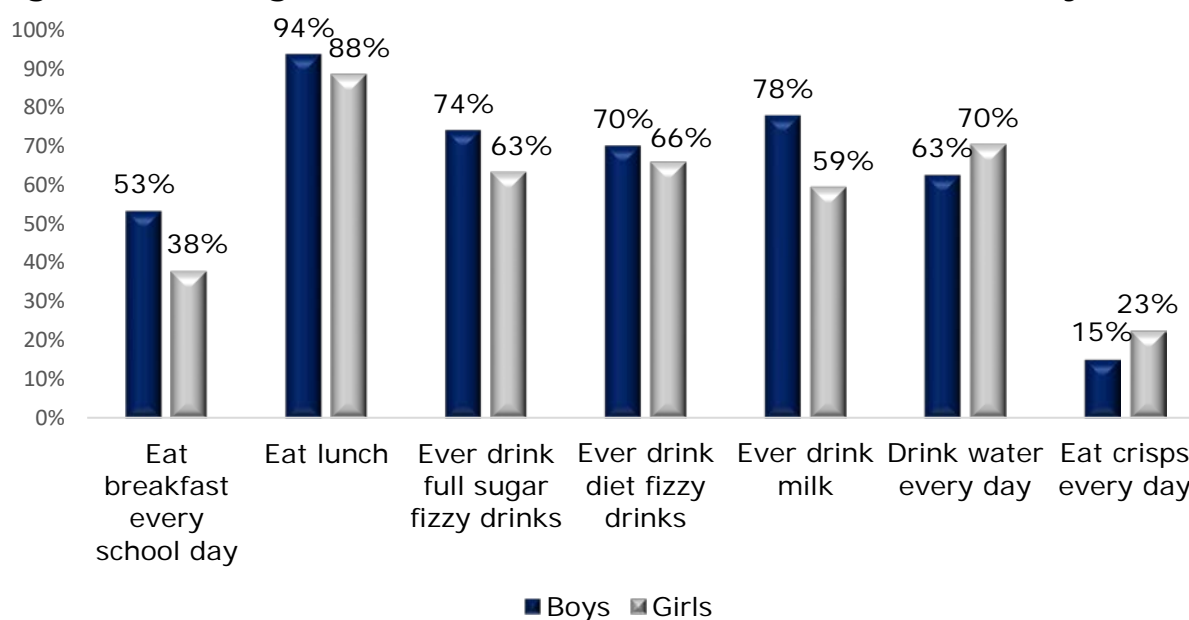
Table 3.1: Trends for Diet Indicators

	% of pupils who ate lunch	% of pupils who consumed 5+ portions of fruit/veg per day
2013	93.8%	33.5%
2019	91.0%	38.6%
Change (2013-2019)	-2.8%	+5.1%

Gender

Figure 3.12 shows the diet indicators which showed significant gender differences. Girls were more likely than boys to skip breakfast or lunch.

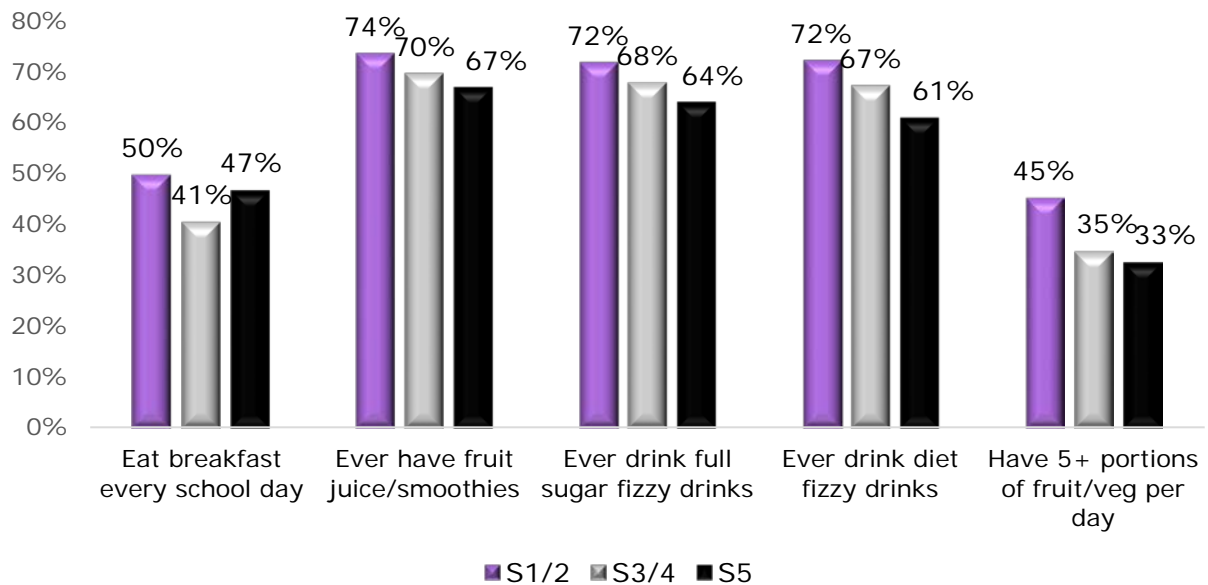
Figure 3.12: Significant Differences for Indicators of Diet by Gender



Stage

S3/S4 pupils were the least likely to eat breakfast every school day. S1/S2 pupils were the most likely to drink fruit juice or fizzy drinks and the most likely to meet the target of consuming five or more portions of fruit/vegetables per day.

Figure 3.13: Significant Differences for Indicators of Diet by Stage

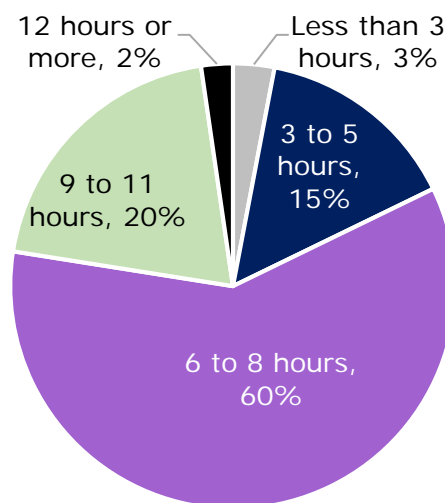


3.3 Sleep

Key statistic:
23% got 9 or more hours sleep

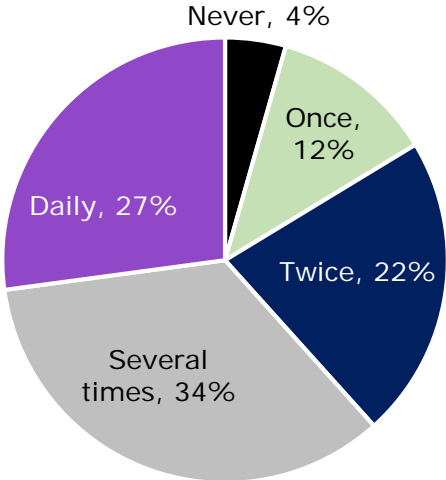
Pupils were asked how many hours sleep they got the previous night. A wealth of available research points to teenagers needing at least nine hours sleep per night, and NHS recommendations relating to secondary school children are for 12-13 year olds to get at least 9 hours 15 minutes sleep and for 14-16 year olds to get at least 9 hours sleep. Responses are shown in Figure 3.14. Overall, 82% got at least six hours sleep, but less than one in four (23%) met the target of getting nine hours sleep.

Figure 3.14: Number of Hours Sleep in the Previous Night



Most (96%) pupils had felt tired at least once during the daytime in the previous week, and more than one in four (27%) had felt tired daily.

Figure 3.15: Number of Times Felt Tired in Previous Week



Two in five (41%) said that in the last month they had stayed out later than their parent/carer allowed – 29% had done so 1-4 times; 6% had done so 5-10 times and 6% said they had done this more than 10 times.

Sleep Trends

Between 2013 and 2019 there were a decrease in the proportion of pupils who got at least 9 hours sleep⁵, as shown in Table 3.2.

Table 3.2: Trends for Sleep

	% of pupils who got 9+ hours of sleep
2013	27.2%
2019	22.5%
Change (2013-2019)	-4.7%

Gender

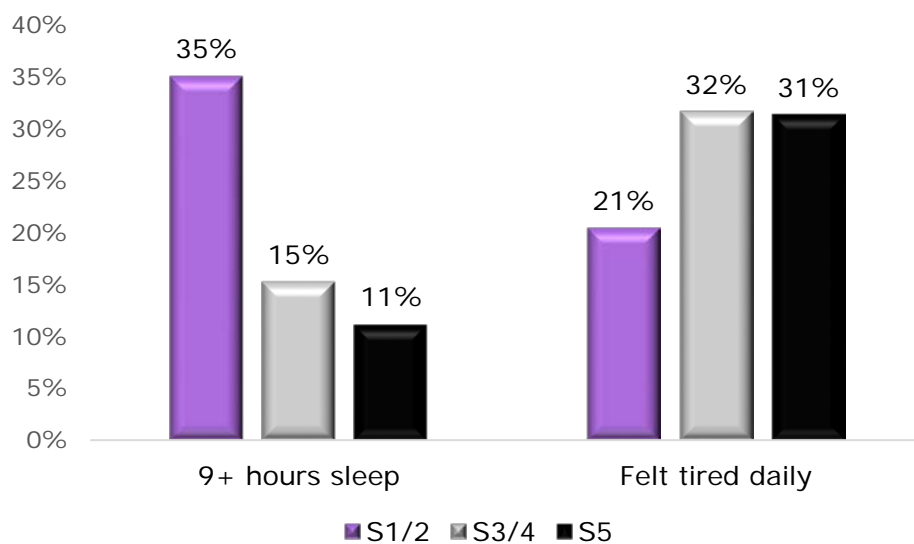
Girls were more likely than boys to say they had felt tired every day in the last week (33% girls; 21% boys).

⁵ There was a change in the way this question was asked – in 2013 pupils were asked to write (free text) the number of hours sleep they got; in 2019 pupils were given a list of options.

Stage

As shown in Figure 3.16, pupils in S1/S2 were much more likely than older pupils to get at least nine hours sleep and were less likely to have felt tired daily in the last week.

Figure 3.16: Significant Differences for Sleep Indicators by Stage



CHAPTER SUMMARY

Key statistics

- 10% met the target for physical activity
- 33% used active travel for the journey to school
- 31% never ate breakfast on school days
- 9% skipped lunch
- 88% ate a meal with their family at least once a week
- 39% had 5+ portions of fruit/vegetables per day
- 23% got 9+ hours sleep per night
- 27% felt tired every day

Trends

There was no significant change since 2013 in the proportion who met the physical activity target.

There was an increase in the proportion of pupils who skipped lunch.

There was an increase in the proportion who consumed 5+ portions of fruit/vegetables per day.

There was a decrease in the proportion who got 9+ hours sleep per night.

Key differences by gender

Boys were more likely than girls to meet the physical activity target.

Girls were more likely than boys to skip breakfast or lunch.

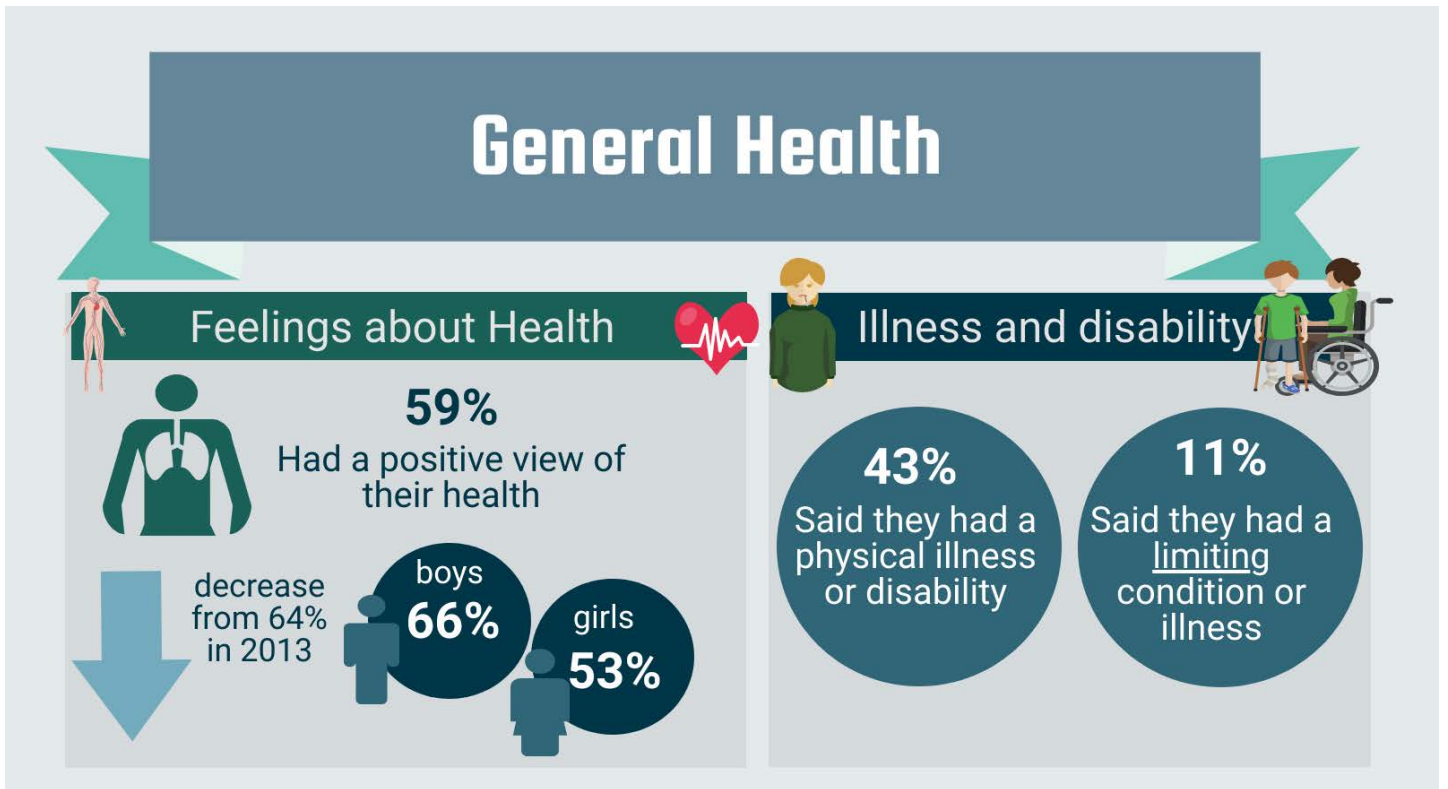
Girls were more likely than boys to feel tired every day.

Key differences by age

S1/S2 pupils were the most likely to:

- meet the physical activity target
- consume 5+ portions of fruit/vegetables per day
- get 9+ hours sleep per night

S1/2 pupils were the least likely to feel tired every day.



4.1 Feelings about Health

Pupils were asked to indicate which of the following faces showed how they have felt about their health over the last year:



Key statistic:
59% had a positive view of their health

Overall, three in five (59%) gave a positive response (19% gave the most positive response, and 40% gave the fairly positive response), while 27% gave the neutral response and 14% gave one of the negative responses.

Trends for Feelings about Health

There was a decrease in the proportion of pupils who had a positive perception of their general health, from 64% in 2013 to 59% in 2019⁶.

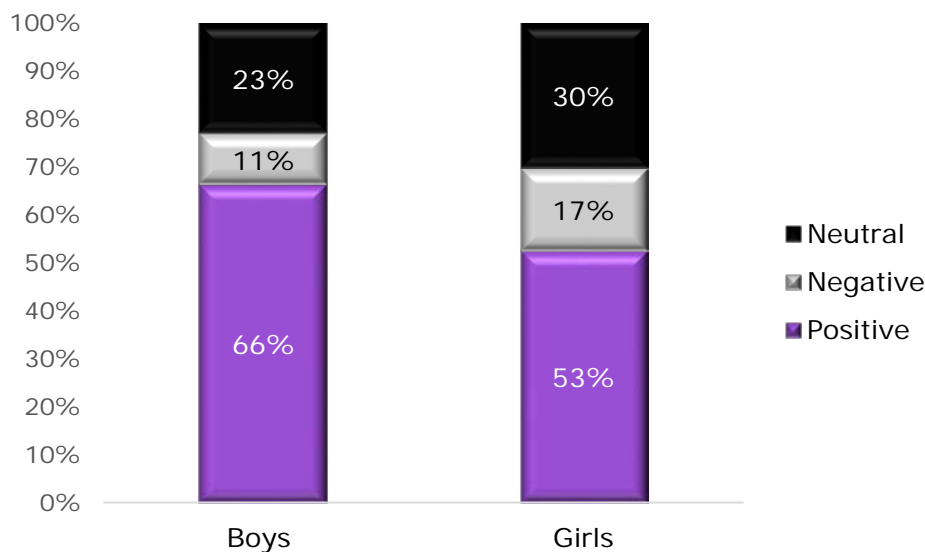
Table 4.1: Trends for Feelings about Health

	% of pupils who had a positive view of health
2013	64.3%
2019	59.0%
Change (2013-2019)	-5.3%

Gender

Self-perceived health was generally more positive for boys than for girls. Two in three (66%) boys gave a positive rating of their health compared to 53% of girls.

Figure 4.1: Feelings about Health in the Last Year by Gender

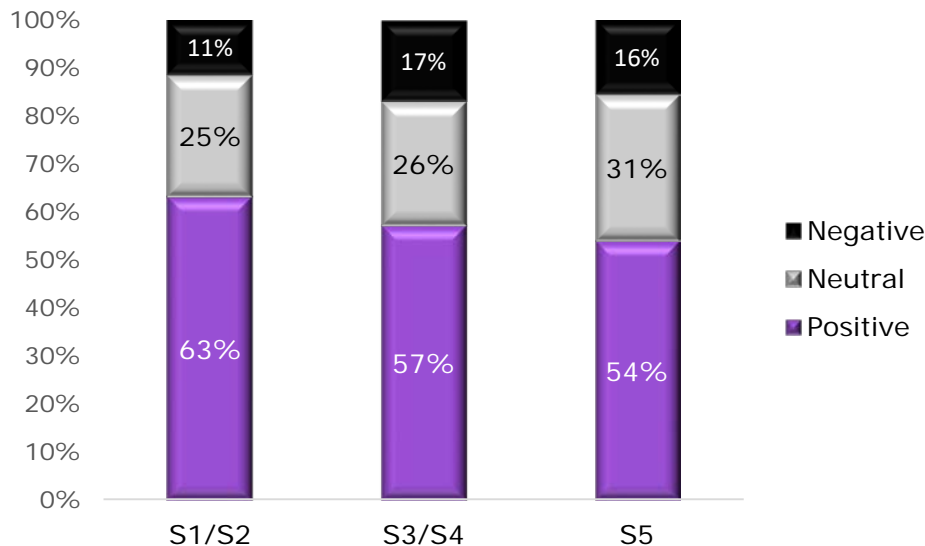


⁶ The 2013 survey asked pupils to rate their general health as 'very good', 'good', 'fair', 'poor' or 'fairly poor'. Comparisons with the 2019 survey assume that the first two faces are analogous with 'very good' and 'good'.

Stage

Findings show that feelings about health became less positive with age: 63% of S1/S2 pupils were positive about their health, but this fell to just 54% among S5 pupils.

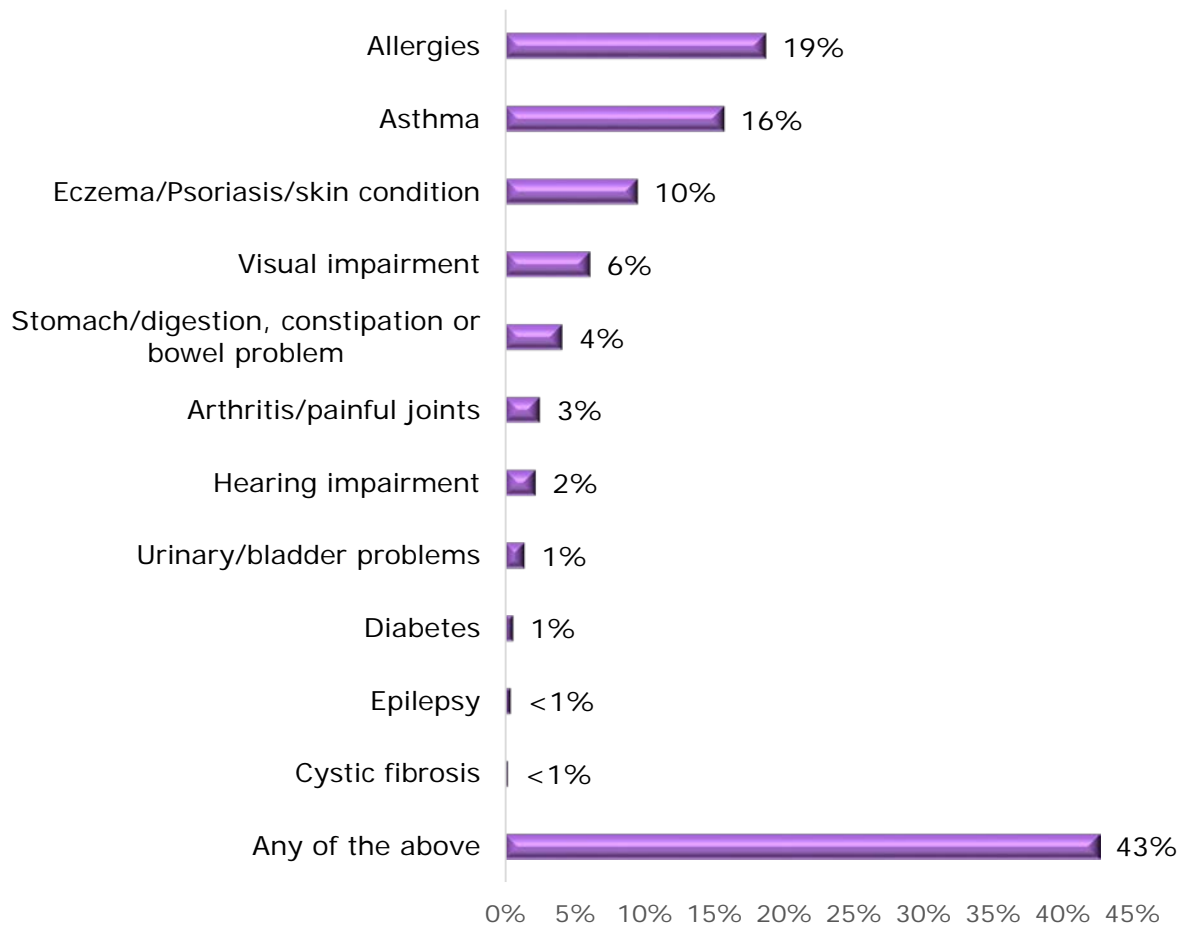
Figure 4.2: Feelings about Health in the Last Year by Stage



4.2 Illness and Disability

Pupils were also asked whether they had a number of physical illnesses or disabilities. Altogether, two in five (43%) said they had at least one physical illness or disability. The most common were allergies (19%) and asthma (16%). All responses are shown in Figure 4.3.

Figure 4.3: Physical Illnesses and Disabilities Reported



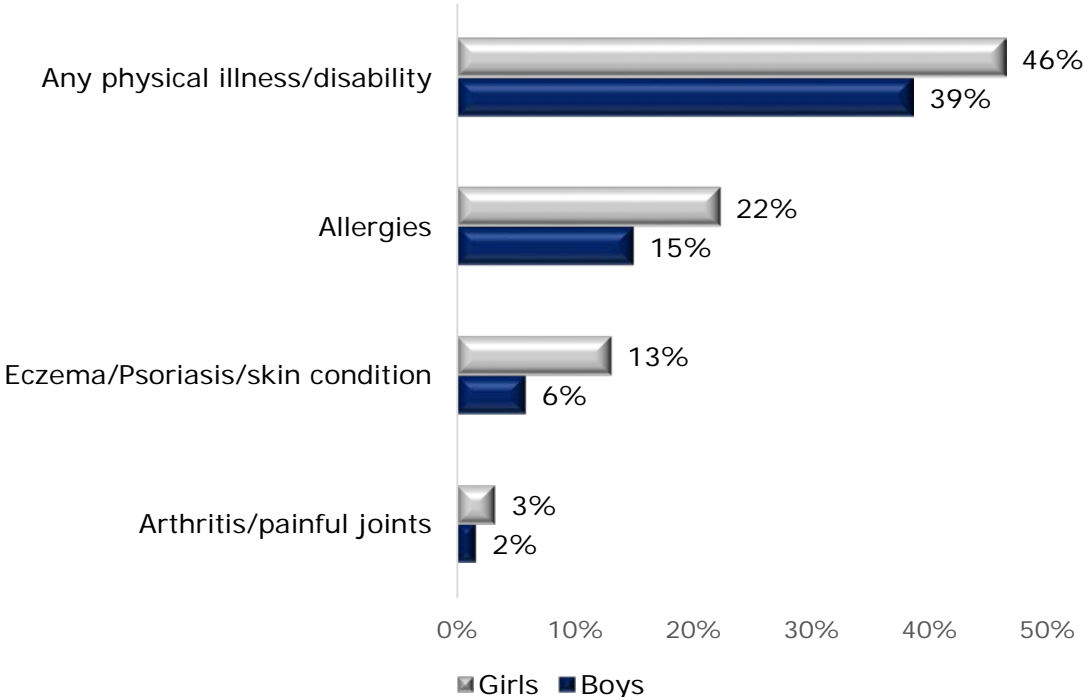
Key statistic:
11% had a limiting condition/illness

One in nine (11%) pupils said they had an illness or disability that limits what they can do. This was consistent with the finding in the 2013 survey.

Gender

As Figure 4.4 shows, girls were more likely than boys to say they had any physical illness or disability and specifically more likely to have allergies, eczema/psoriasis/skin condition or arthritis/painful joints.

Figure 4.4: Physical Illnesses/Disabilities by Gender (all conditions showing a significant difference)



Stage

S5 pupils were the most likely to have a visual impairment (10% S5; 6% S3/S4; 4% S1/S2).

4.3 Life Expectancy

Pupils were asked, on a scale of 0% to 100% how likely did they think they would live to be 75 years old:

- If they did not look after their health; and
- If they took a lot of care of themselves and looked after their health.

The mean likelihood of reaching 75 years old if they did not look after their health was estimated at 39.7%. The mean likelihood if they took care of themselves and looked after their health was 77.5%.

CHAPTER SUMMARY

Key statistics

- 59% had a positive view of their health
- 43% had a physical illness or disability
- 11% had a limiting condition or illness

Trends

There was a decrease in the proportion who had a positive view of their health.

Key differences by gender

Boys were more likely than girls to have a positive view of their health.

Girls were more likely than boys to have a physical illness or disability.

Key differences by stage

S1/2 pupils were the most likely to have a positive view of their health.

Mental Health and Wellbeing



Emotional, behavioural and learning difficulties

31%

Said they had an emotional, behavioural or learning difficulty



15% girls



4% boys

Said they had a mental health diagnosis/condition

Worries



Issues pupils most commonly worried about:



Exams:
55%



The future:
47%



The way I look:
43%

Difficulties



39%

Had a high 'total difficulties' score



increase from 26% in 2013

Bullying

24%

Bullied at school in the last year



increase from 17% in 2013

32%



S1/2

21%



S3/4

12%



S5

5.1 Mental, Emotional and Learning Difficulties/Disabilities

Context

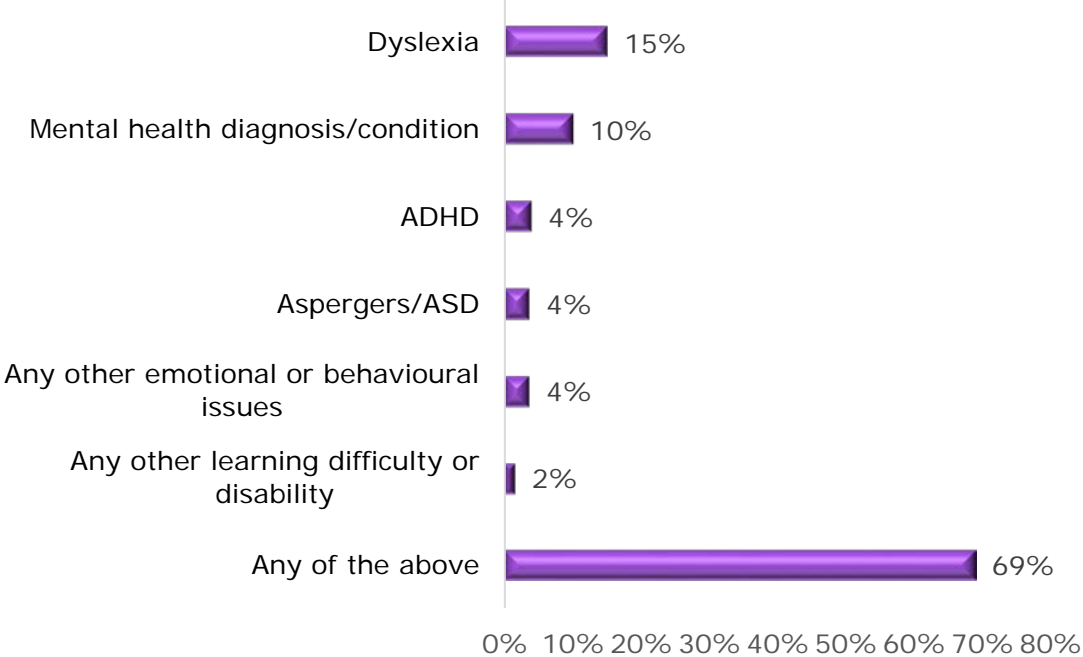
The Scottish Government's Mental Health Strategy (2017) set out a commitment to prevent and treat mental health problems in Scotland, and this includes improving prevention, early intervention and access to treatment. The strategy sets out ambitions to provide every child and young person to have appropriate access to mental wellbeing support in school and to have evidence-based interventions to address behavioural and emotional issues for children and young people across Scotland. Specific actions have been set to address these.

In December 2018, The Scottish Government published *Children and Young People's Mental Health Taskforce: delivery plan*. This recognised the current 'unacceptable' waiting times for specialist services, gaps and community service provision and poor provision of mental health crisis support for children and young people, and developed priorities for improvement. This was informed in part by an Audit Scotland report on the Child and Adult Mental Health Service (CAMHS) in September 2018. This report pointed to 1 in 10 children aged 5-16 having a clinically diagnosed mental illness. A 22% increase had been observed in referrals since 2013/14. Three in four (74%) children referred had been seen within 18 weeks in 2017/18, with the average wait being 11 weeks.

In 2019, The Scottish Government published *Exploring the Reported Worsening of Mental Wellbeing Among Adolescent Girls in Scotland*, which presented the findings of a rapid literature review. It pointed to various sources of evidence of adolescents' mental wellbeing in Scotland worsening in the last few years, particularly among girls.

Pupils were asked whether they had a number of emotional, behavioural or learning difficulties or disabilities. Altogether, three in ten (31%) said they had at least one of these. The most common was dyslexia (15% of pupils). Responses are shown in Figure 5.1 below.

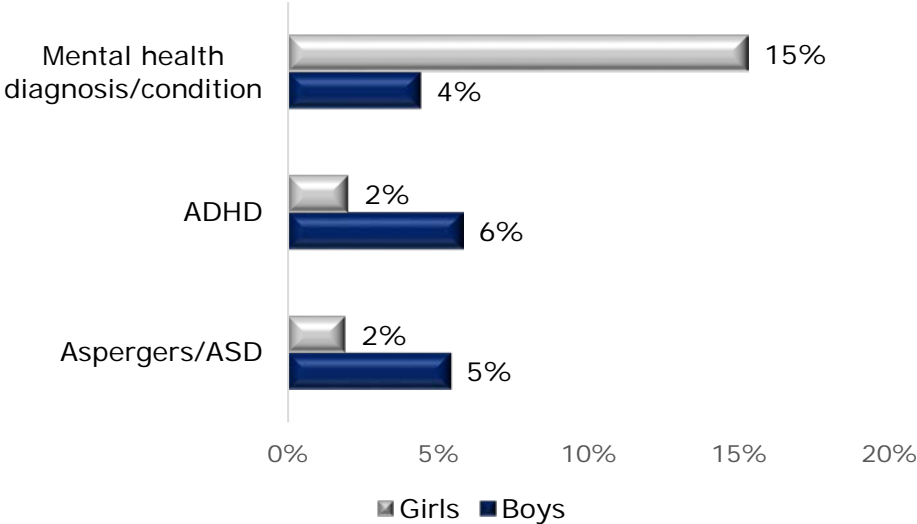
Figure 5.1: Emotional, Behavioural or Learning Difficulties/Disabilities Reported



Gender

Boys were more likely than girls to have ADHD or ASD, but girls were much more likely than boys to have a mental health diagnosis/condition. This is shown in Figure 5.2.

Figure 5.2: Emotional, Behavioural, Learning Difficulties/Disabilities by Gender (all conditions showing a significant difference)



Stage

The likelihood of reporting having a mental health diagnosis/condition rose with age (7% S1/S2; 12% S3/S4; 14% S5).

5.2 Worries and People to Talk to

Pupils were presented with a list of 13 issues and asked which, if any they worried about or whether they worried about anything else. Overall, 85% of pupils worried about at least one thing. The most common worries were exams (55%), the future (47%) and the way they look (43%). All worries are shown in Figure 5.3.

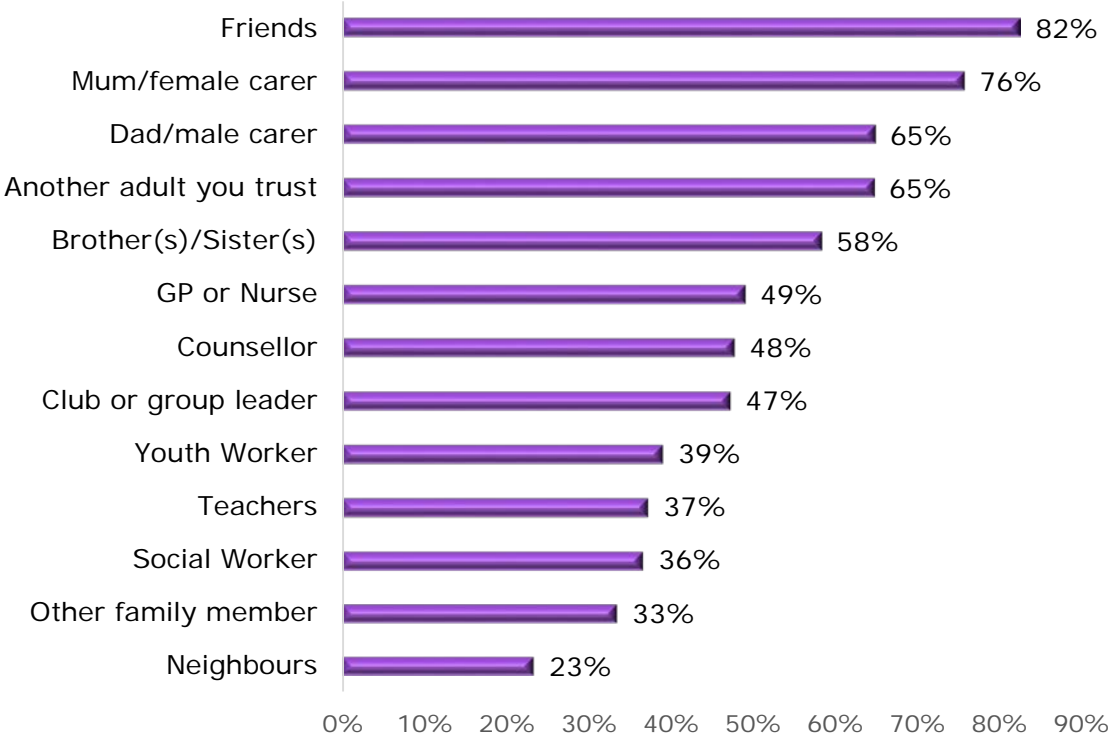
Figure 5.3: Pupil Worries



Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.4 shows the proportion of pupils who said it was easy for them to

talk to each type of person (for those who had these people in their lives). The types of person with which pupils were most likely to talk easily were friends (82%) and mother/female carer (76%).

Figure 5.4: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not see/have this person')

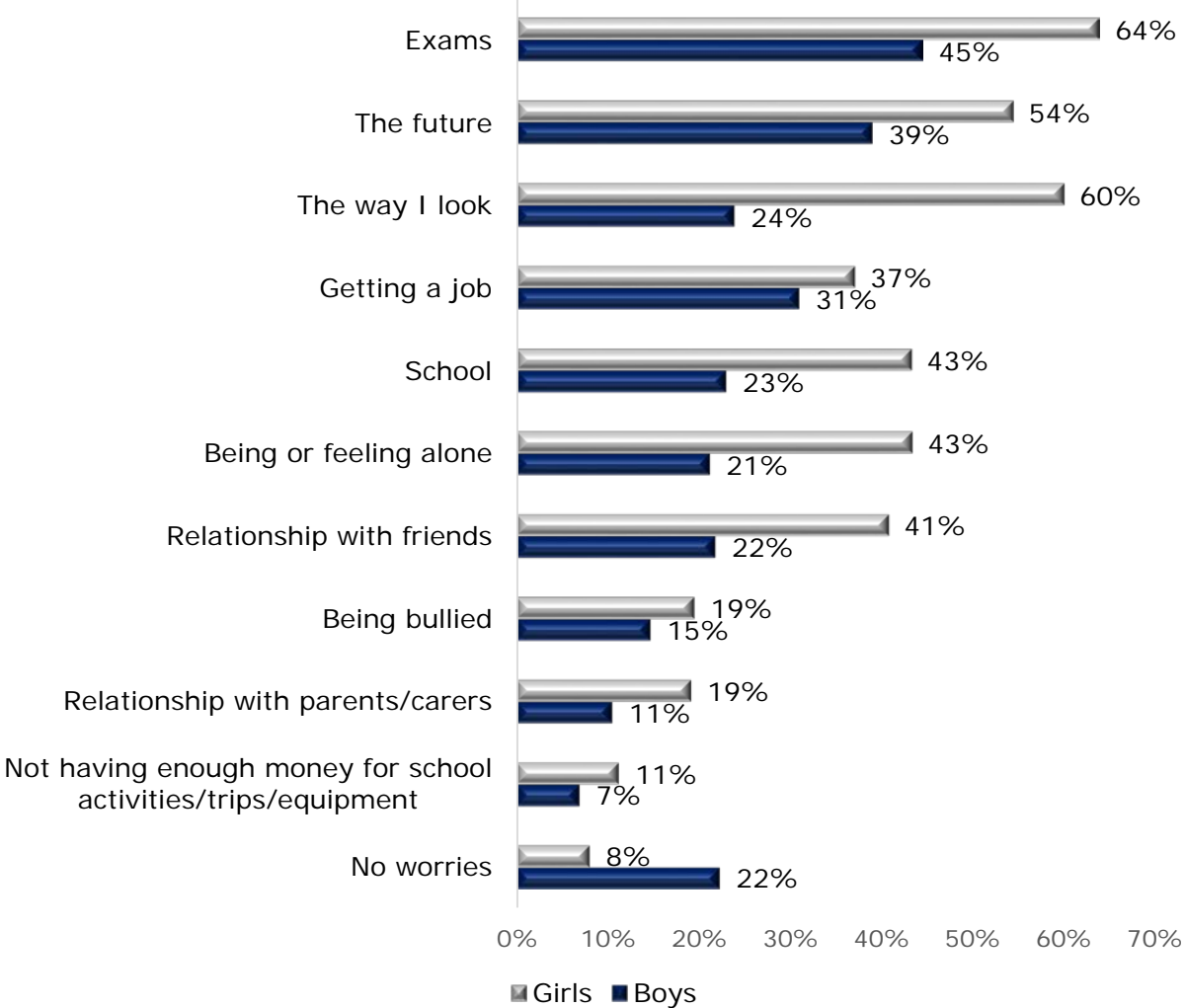


Most (94%) pupils had at least one person that they said it was easy to talk to about things that really bother them.

Gender

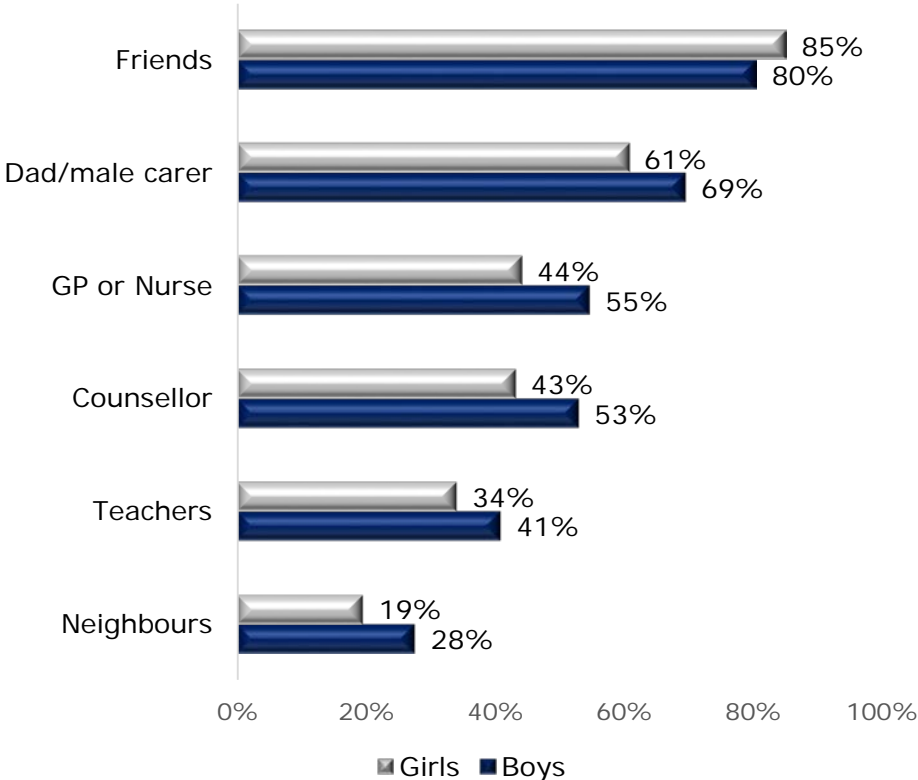
The survey findings suggest that generally girls tended to be more burdened with worries than boys. Girls were more likely than boys to have any worries (92% girls; 78% boys), and girls were more likely than boys to worry about most of the issues, as shown in Figure 5.5.

Figure 5.5: Pupil Worries by Gender (all worries showing a significant difference)



Although boys tended to have fewer worries than girls, boys were more likely than girls to say it was easy to talk to five of the types of people listed, as shown in Figure 5.6. However, girls were more likely than boys to say it was easy to talk to friends.

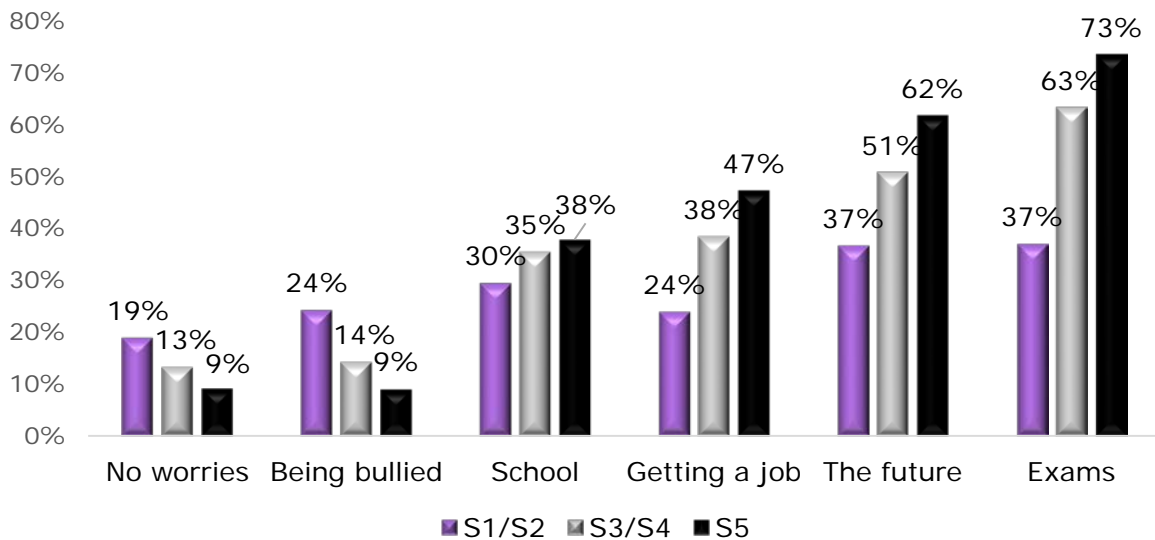
Figure 5.6: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person') by Gender (all significant differences)



Stage

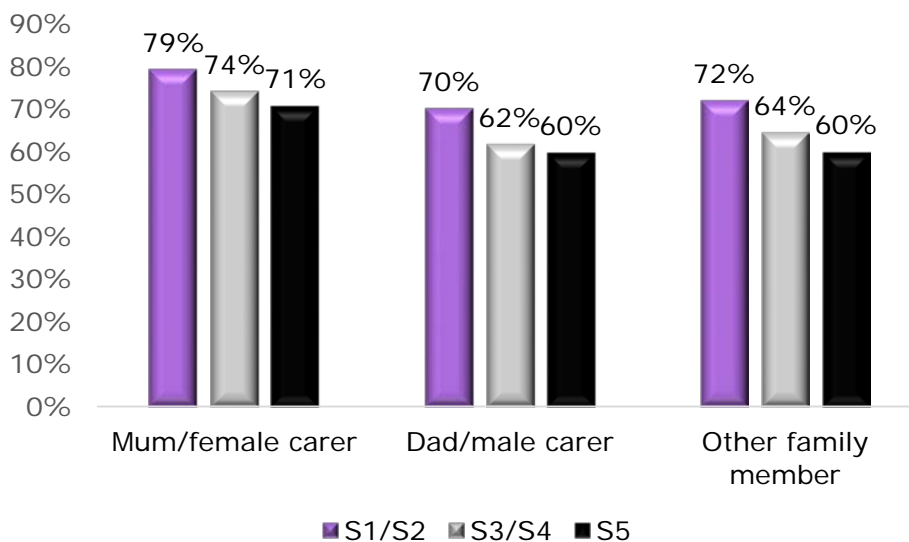
The findings show that worries increase with age during school years. The proportion of pupils with any worries ranged from 81% of S1/S2 pupils to 91% of S5 pupils (87% of S3/S4 pupils had any worries). Specifically, S5 pupils were the most likely, and S1/S2 school pupils were the least likely, to worry about exams, the future, getting a job and school, as shown in Figure 5.7. However, S1/S2 pupils were the most likely to worry about being bullied.

Figure 5.7: Pupils Worries by Stage (all worries showing a significant difference)



Although S5 pupils were the most likely to have worries, they were the least likely to have someone they found it easy to talk to about their worries – 91% of S5 pupils found it east to talk to at least one person compared to 94% of S3/S4 pupils and 96% of S1/S2 pupils. Pupils in S1/S2 were the most likely to say it was easy to talk to their mother, father or other family member, as shown in Figure 5.8.

Figure 5.8: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person') by Stage (all significant differences)



5.3 Bullying

Context and National Data

Bullying takes many forms including infliction of physical harm, name calling, threatening, mocking, humiliation, spreading rumours, exclusion from groups/activities, being ignored, etc. The increase in internet access and particularly social media, has given children and young people a new medium for bullying and cyberbullying using mobile phones other online devices has become increasingly common.

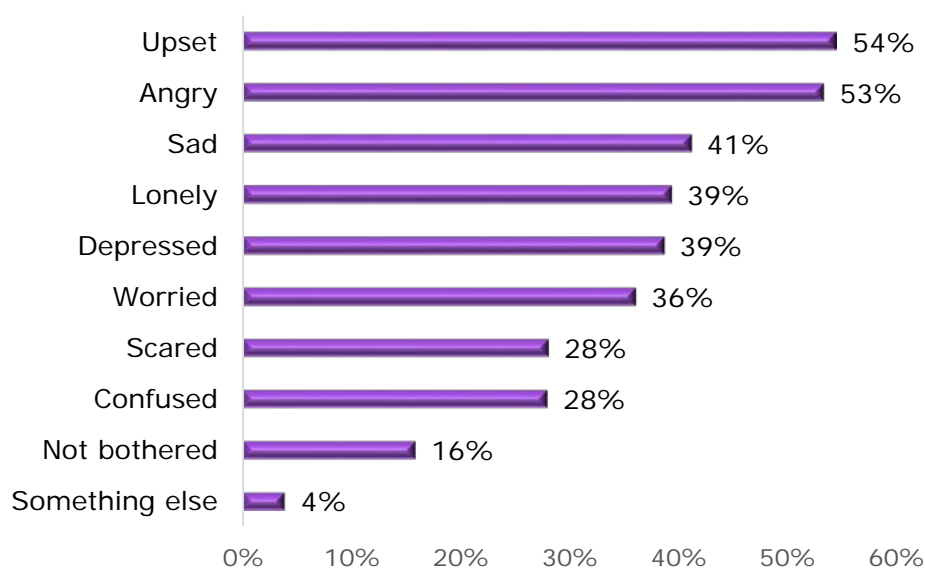
In 2017, The Scottish Government published its guidance document *Respect for All: national approach to anti-bullying* which sets out a framework for anti-bullying work across national and local organisations.

Key statistic:
30% had been bullied in the last year

One in four (24%) pupils said they had been bullied at school in the last year, 11% said they had been bullied somewhere else (including on the way to or from school) and 16% said they had been bullied online in the last year. Altogether, three in ten (30%) pupils had been bullied anywhere in the last year.

Those who had been bullied were asked how being bullied made them feel. The most common emotions were upset (54%) and angry (53%). All responses are shown in Figure 5.9.

Figure 5.9: How Bullying Made You Feel



Half (48%) of those who had been bullied said that they had reported the bullying to someone. Of those who had reported the bullying, the people who were most commonly told were mum/female carer (46%), teachers (30%), friends (12%) and dad/male carer (6%).

More than half (56%) of those who had reported the bullying to someone said that it had made the situation better, while one in three (33%) said that nothing changed and one in ten (10%) said that reporting the bullying made the situation worse.

Bullying others

Sixteen percent of pupils admitted to having bullied or frightened others in their school in the last year - sometimes (14%), often (1%) or very often (1%). This was consistent with the finding in the 2013 survey.

Trends for Bullying

There was a concerning rise in the proportion who were bullied at school in the last year – from 17% in 2013 to 24% in 2019⁷.

Table 5.1: Trends for Bullying

	% of pupils who were bullied at school in the last year
2013	16.7%
2019	23.8%
Change (2013-2019)	+7.1%

Gender

Overall, girls were more likely than boys to have been bullied anywhere in the last year - one in three (32%) girls had been bullied compared to one in four (26%) boys. Girls were also more likely than boys to specifically have been bullied online (19% girls; 14% boys).

⁷ The 2019 questionnaire included a definition of bullying which was not included in the 2013 survey, and may have affected levels of recognition of bullying. The definition was: *Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.*

Not only were girls more likely than boys to have been bullied in the last year, but among those who had been bullied, girls were more likely than boys to have been emotionally affected by the bullying. Among those who had been bullied, girls were more likely than boys to say that the bullying had made them feel:

- Upset (66% girls; 40% boys)
- Sad (46% girls; 34% boys)
- Lonely (44% girls; 32% boys)
- Worried (44% girls; 26% boys)
- Scared (33% girls; 21% boys).

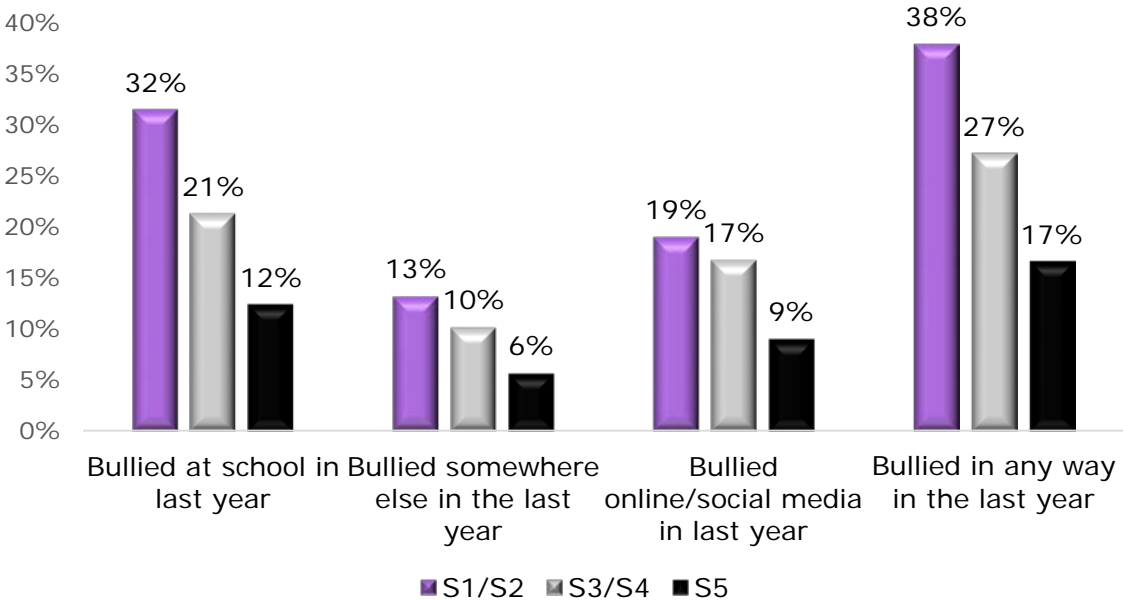
Among those who had been bullied, girls were more likely than boys to have reported the bullying to someone (54% girls; 42% boys).

Boys were more likely than girls to admit to having bullied others at school in the last year (19% boys; 13% girls).

Stage

Experience of bullying was much more common among S1/S2 pupils. Nearly two in five (38%) S1/S2 pupils had been bullied anywhere in the last year, compared to 27% of S3/S4 pupils and 17% of S5 pupils .

Figure 5.10: Experience of Bullying in the Last Year by Stage



Among those who had been bullied, S1/S2 pupils were the most likely to say the bullying had made them feel scared (35% S1/S2; 20% S3/S4; 23% S5).

S1/S2 school pupils who had been bullied were much more likely than others to say that they had reported the bullying (59% S1/S2; 39% S3/S4; 26% S5).

5.4 Strengths and Difficulties

The survey included the Strengths and Difficulties questionnaire (SDQ)⁸, which gives each pupil a score out of ten on five scales. The SDQ is used to identify emotional and behavioural problems in childhood and adolescence. The mean scores for each scale are shown below:

Table 5.2: Mean Scores for Strengths and Difficulties Scales

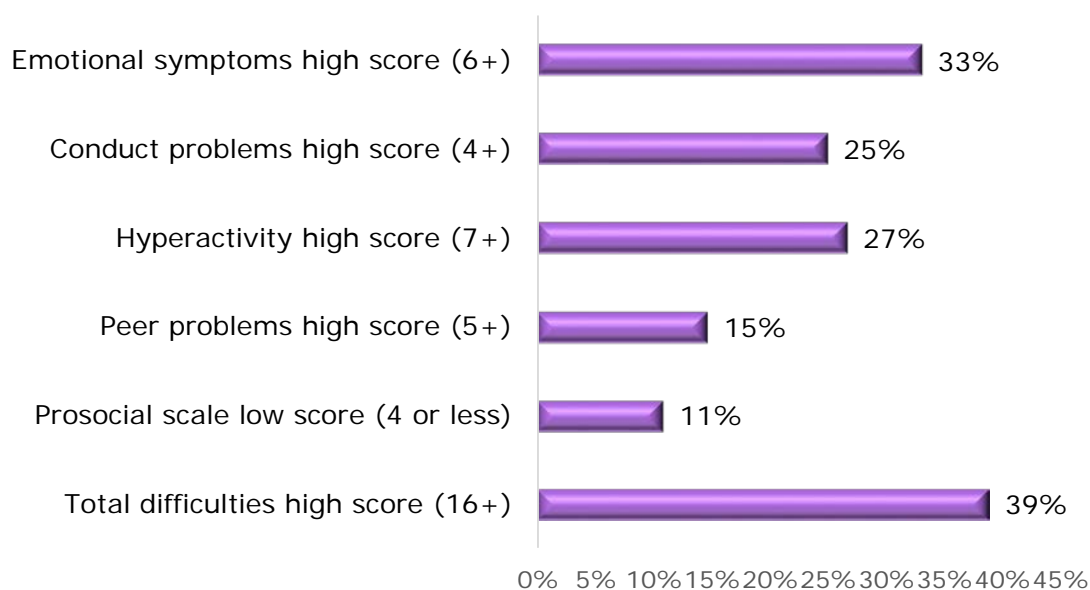
Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	4.3
Conduct problems scale (0-10) (high score indicates difficulties)	2.4
Hyperactivity scale (0-10) (high score indicates difficulties)	4.8
Peer problems scale (0-10) (high score indicates difficulties)	2.4
Prosocial scale (0-10) (high score indicates strengths)	7.2
Total difficulties (0-40) sum of all four difficulties scales	13.9

**Key statistic:
39% had a high score for total difficulties**

A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, two in five (39%) had a score indicating a high level of difficulties. Figure 5.11 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

⁸ See: <http://bjp.rcpsych.org/content/177/6/534.full>

Figure 5.11: Proportion of Pupils with Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale



Trends for SDQ

There was no significant change between 2013 and 2019 in the proportion of pupils who had a high score for conduct problems. However, all other SDQ measures showed a sizeable increase between 2013 and 2019 for scores which indicated difficulties, as shown in Table 5.3.

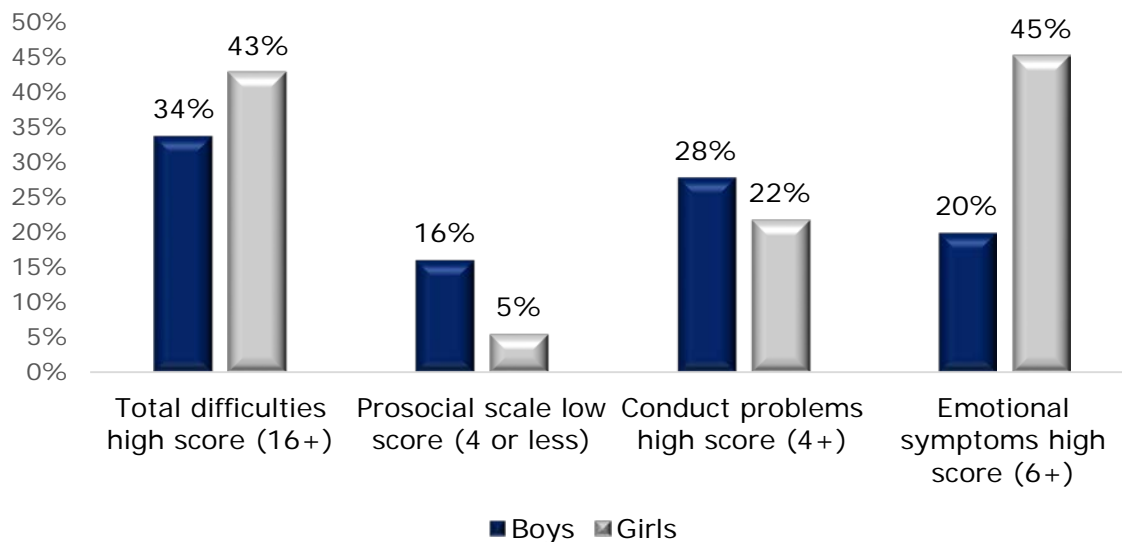
Table 5.3: Trends for Strengths and Difficulties

	% with high score for total difficulties	% with high score for emotional symptoms	% with high score for hyper-activity	% with high score for peer problems	% with low score for pro-social
2013	26.4%	22.4%	18.7%	8.6%	8.5%
2019	38.8%	33.0%	26.6%	14.6%	10.8%
Change (2013-2019)	+12.4%	+10.6%	+7.9%	+6.0%	+2.3%

Gender

Overall, girls were more likely than boys to have a high 'total difficulties' score (43% girls; 34% boys). However, patterns of difficulties differed. Girls were much more likely than boys to have a high score for emotional symptoms (45% girls; 20% boys). However, boys were more likely than girls to have a high score for conduct problems (28% boys; 12% girls), and particularly more likely to have a low score on the prosocial scale (16% boys; 5% girls).

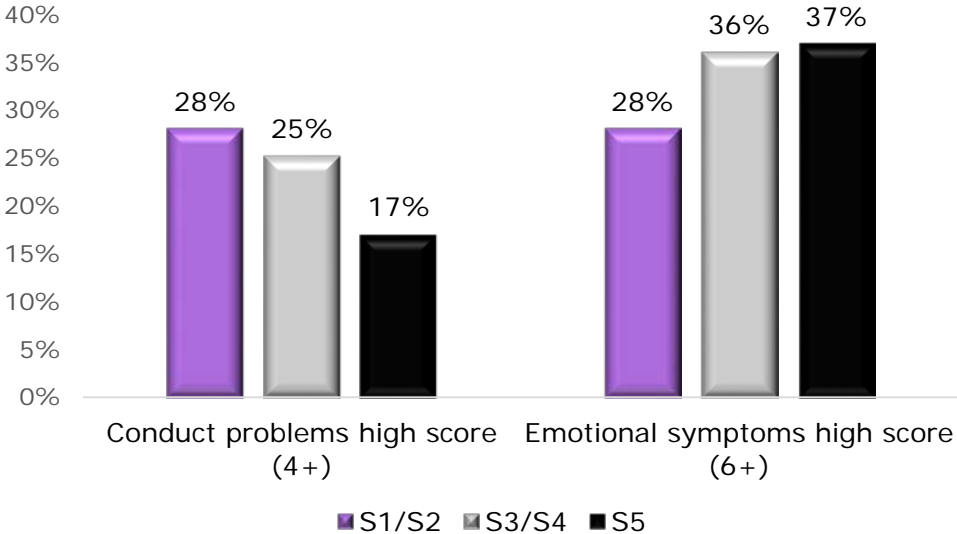
Figure 5.12: Proportion of Pupils with Scores Suggesting a High Level of Difficulty for each Strength/Difficulty Scale showing a Significant Difference by Gender



Stage

S5 pupils were less likely than younger pupils to have a high score for conduct problems. S1/S2 pupils were the least likely to have a high score for emotional symptoms, as shown in Figure 5.13.

Figure 5.13: Proportion of Pupils with Scores Suggesting a High Level of Difficulty for each Strength/Difficulty Scale showing a Significant Difference by Stage



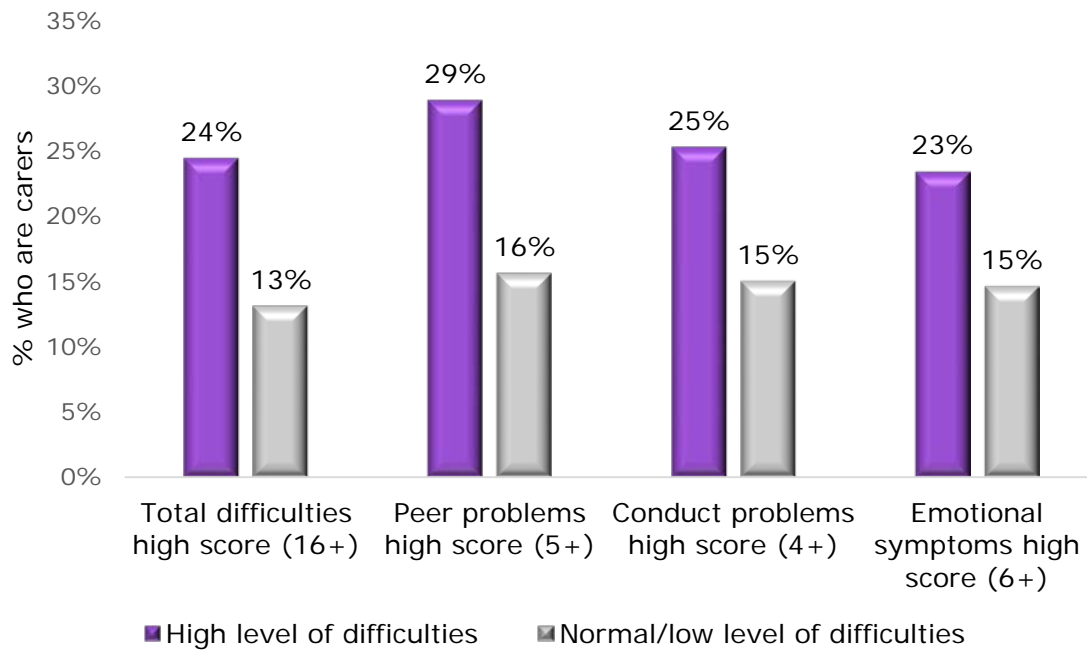
5.5 Strengths and Difficulties - Exploring Further

This section explores in more depth some of the findings relating to strengths and difficulties, answering specific research questions/hypotheses.

Are those with high SDQ scores more or less likely to be caring for a family member?

It is interesting to note that those with a high 'total difficulties' SDQ score were almost twice as likely than those with normal/low scores to be caring for a family member - one in four (24%) pupils who had a high 'total difficulties' score were carers, compared with 13% of those with normal/low SDQ scores. For subscales, those with high levels of peer problems, conduct problems and emotional symptoms were much more likely to be carers, as shown in Figure 5.14.

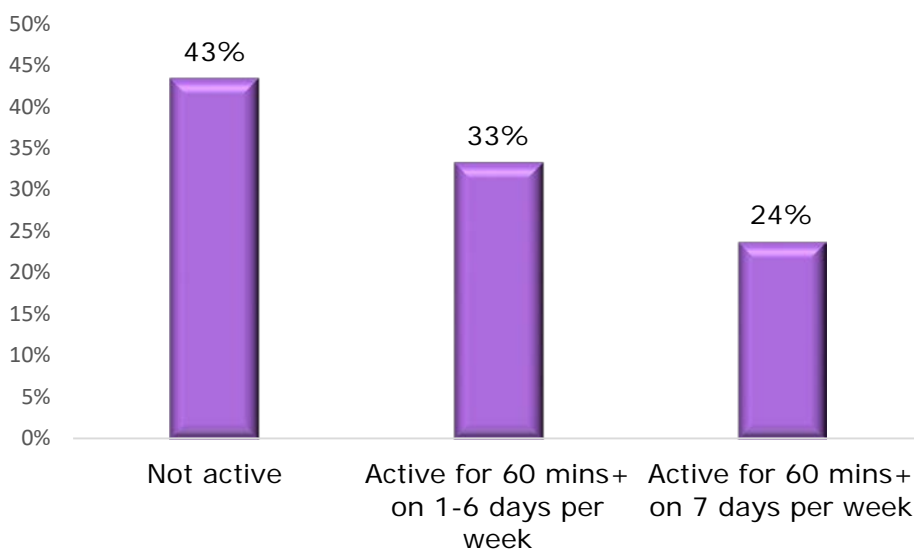
Figure 5.14: Proportion of Carers by High or Low/Normal Level of Difficulties



Do those who report being more physically active have lower SDQ scores?

Low physical activity levels were associated with higher difficulties on the emotional symptoms scales - 43% of those who were inactive had scores indicating emotional symptoms difficulties, compared to 24% of those who were active for 60 minutes every day.

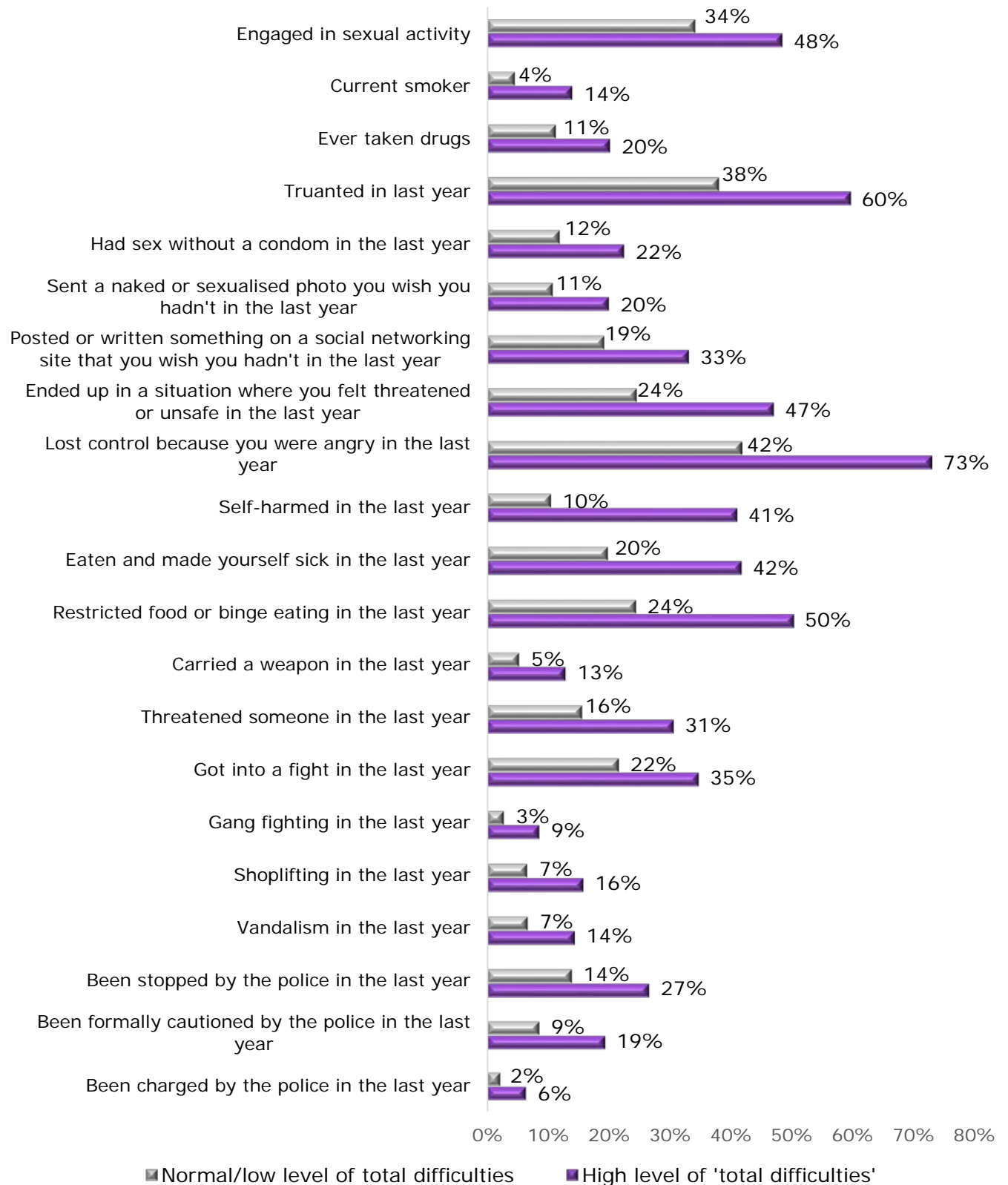
Figure 5.15: Scores Indicating High Levels of Emotional Problems by Levels of Physical Activity



Are those with high SDQ scores more or less likely to take risks?

There was a strong relationship between difficulties measured by the SDQ and risk-taking behaviour. As Figure 5.16 shows, levels of engagement with many risk behaviours was higher for those with a high 'total difficulties' SDQ score, compared with those with normal or low scores. Compared to those with normal scores, those with a high level of difficulties were twice as likely to have ever taken drugs (20% compared to 11%), and more than three times as likely to be smokers (14% compared to 4%). Those with a high level of difficulties were also four times more likely to have self-harmed in the last year (41% compared to 10%), twice as likely to have restricted food or binged (50% compared to 24%) or eaten and made themselves sick (42% compared to 20%).

Figure 5.16: Risk Behaviour by High or Low/Normal Levels of 'Total Difficulties' Scores

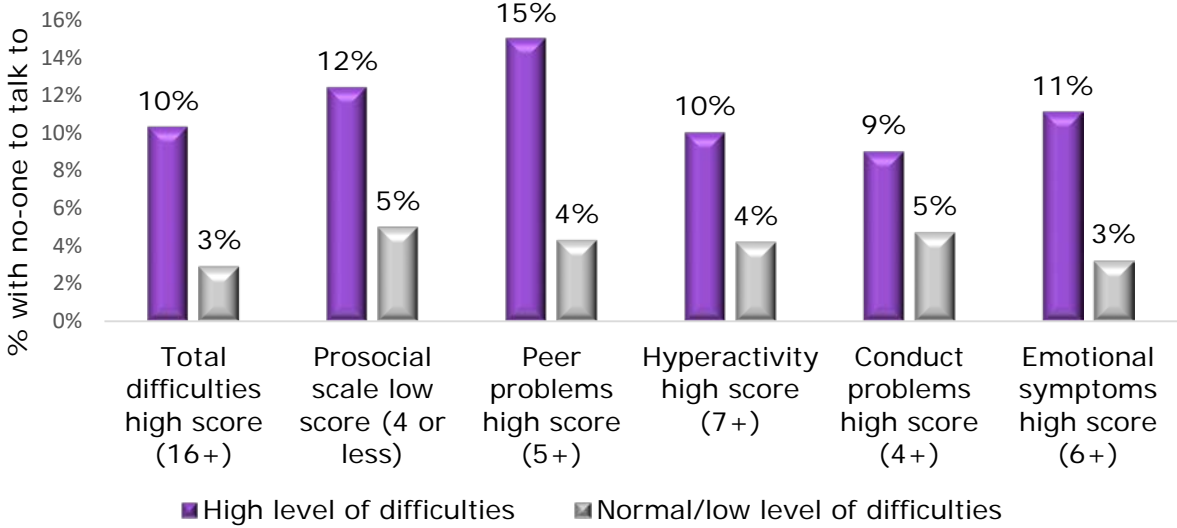


Do those with high SDQ scores have someone to talk to?

Although most of those with a high level of difficulties did have someone to talk to about things that bothered them, those with a high level of difficulties

on each of the SDQ scales were more likely than those with normal/low levels of difficulties to have no-one to talk to. Overall, 10% of those with a high level of 'total difficulties' had no-one to talk to, compared to 3% of those with a normal or low level of total difficulties.

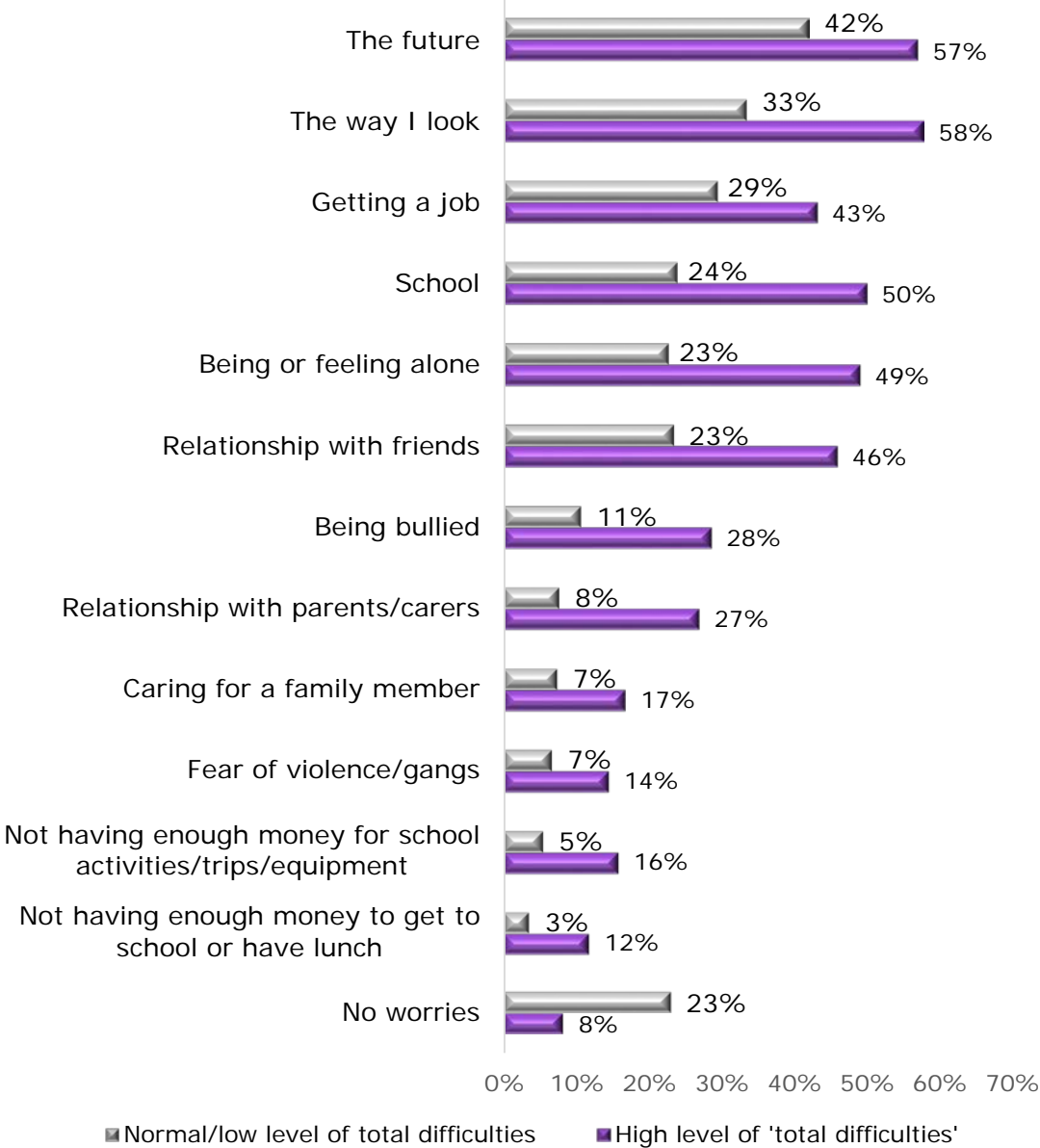
Figure 5.17: Proportion who had No-one to Talk to by High or Low/Normal Level of Difficulties



Are young people with a high SDQ score more likely to have worries?

Those with a high 'total difficulties' score were more likely than those with normal/low score to worry about at least one thing (92% compared to 77%). As Figure 5.18 shows, those with a high level of total difficulties were more likely than those with normal/low levels of total difficulties to worry about nearly all of the issues that were asked about.

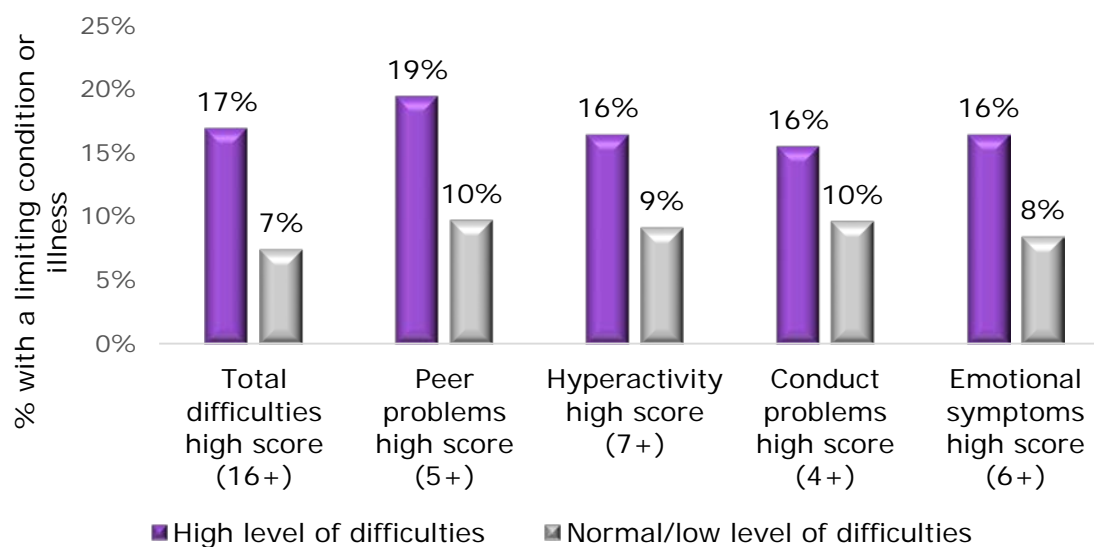
Figure 5.18: Worries by High or Low/Normal Levels of 'Total Difficulties' Scores (all worries which showed a significant difference)



Are pupils with a high SDQ score more likely to have a limiting illness or condition?

Pupils with a high level of difficulties on each the SDQ scales were more likely than those with a normal/low level of difficulties to say they had a limiting illness or condition. Overall, those with a high level of total difficulties were more than twice as likely than those with normal/low levels of total difficulties to say they had a limiting illness or condition (17% compared to 7%). The scale which showed the most marked difference was peer problems - 19% of those with a high level of peer problems had a limiting illness/condition, compared to 10% of others. The differences for each SDQ scale are shown in Figure 5.19.

Figure 5.19: Proportion with a Limiting Condition or Illness by High or Low/Normal Level of Difficulties



Are pupils with high SDQ scores more likely to have a learning disability?

The questionnaire specifically asked about dyslexia, ADHD and ASD/Aspergers. Those with a high level of total difficulties were more likely than those with a normal/low level of total difficulties to have:

- Dyslexia (21% high; 11% normal/low)
- ADHD (8% high; 1% normal/low)
- ASD/Aspergers (7% high; 2% normal/low)

Those with a high level of conduct problems were more likely than those with a normal/low level of conduct problems to have:

- Dyslexia (22% high; 13% normal/low)
- ADHD (10% high; 2% normal/low)

Those with a high level of hyperactivity problems were more likely than those with a normal/low level of conduct problems to have:

- Dyslexia (19% high; 14% normal/low)
- ADHD (10% high; 2% normal/low)

Those with a high level of peer problems were more likely than those with a normal/low level of peer problems to have:

- Dyslexia (23% high; 14% normal/low)
- ADHD (7% high; 3% normal/low)
- ASD/Aspergers (11% high; 2% normal/low)

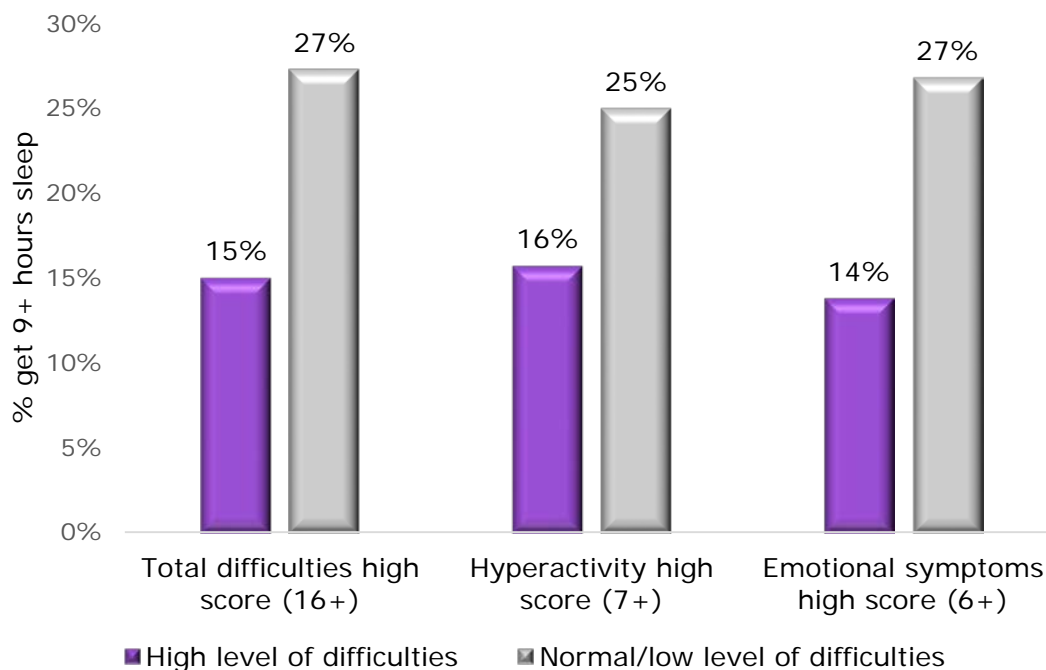
Those with a low level of prosocial strengths were more likely than those with a normal/low level of prosocial strengths to have:

- ADHD (7% low; 4% normal/high)
- ASD/Aspergers (9% low; 3% normal/high).

Do pupils with high SDQ scores get less sleep?

Overall, those with a high total difficulties score were less likely to get 9 or more hours sleep per night. Significant differences were shown for those with high scores on the emotional symptoms and hyperactivity scales.

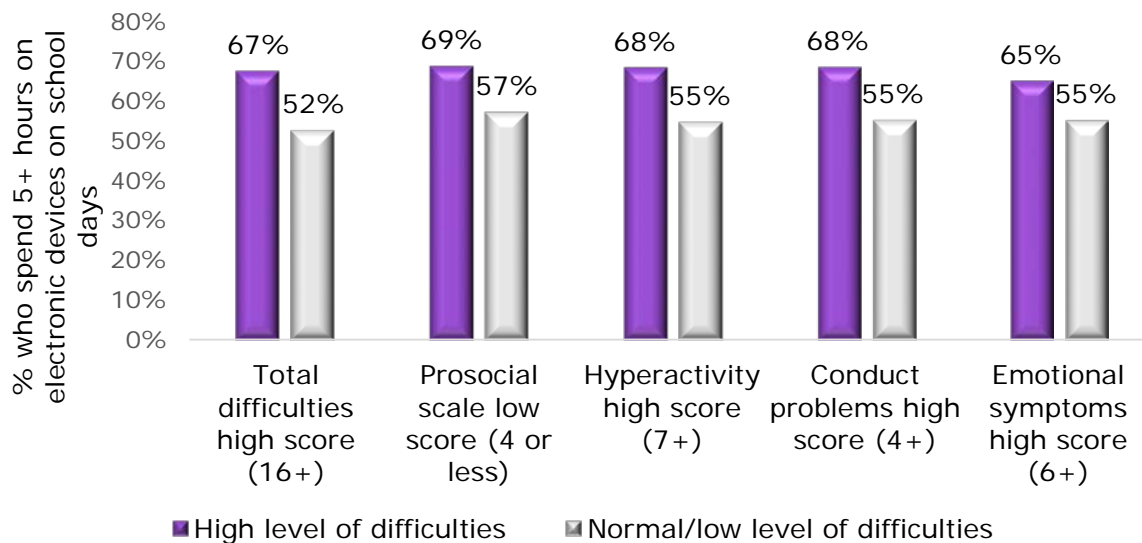
Figure 5.20: Proportion getting Nine Hours Sleep Per Night by High or Low/Normal Level of Difficulties



Do pupils with high SDQ scores spend more time on electronic devices?

Pupils with a high total difficulties score were more likely than others to spend five or more hours on electronic devices on school days. Significant differences were shown for emotional symptoms, conduct problems, hyperactivity and the prosocial scale.

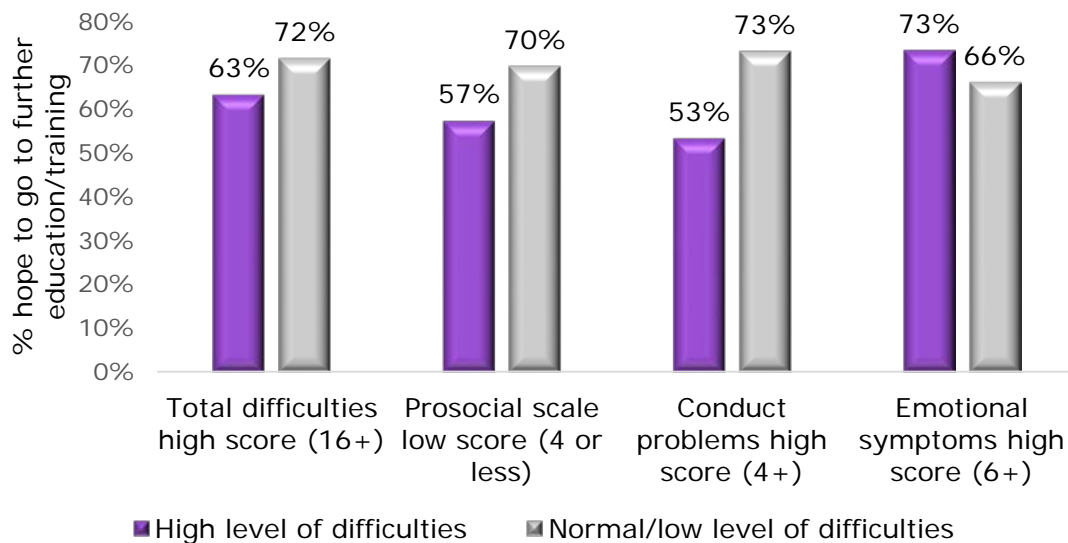
Figure 5.21: Proportion who spend Five or More Hours on Screen-Based Activities on a School Day by High or Low/Normal Level of Difficulties



Do young people with high SDQ scores have lower aspirations?

Overall, those with a high level of total difficulties were less likely than those with normal/low levels of total difficulties to say they expected to go to further education/training after school (63% high; 72% normal/low). However, as Figure 5.22 shows, while those with conduct problems and those with low prosocial strengths were less likely to expect to go to further education/training, those with emotional problems were **more** likely to expect to go to further education/training.

Figure 5.22: Proportion who Expect to Go to Further Education/Training by High or Low/Normal Level of Difficulties



CHAPTER SUMMARY

Key statistics

- 31% had an emotional, behavioural or learning difficulty
- 30% had been bullied in the last year
- 24% had been bullied at school in the last year
- 16% bullied others at school in the last year
- 39% had a high 'total difficulties' score

Trends

Between 2013 and 2019 there was an increase in the proportion who had been bullied at school in the last year.

There was an increase in the proportion who had a high score for 'total difficulties'.

Key differences by gender

Girls were more likely than boys to have been bullied.

Boys were more likely than girls to have bullied others at school.

Girls were more likely than boys to have a high score for 'total difficulties'.

Key differences by stage

S1/S2 pupils were the most likely to have been bullied in the last year.

Smoking, Alcohol and Drugs

Smoking

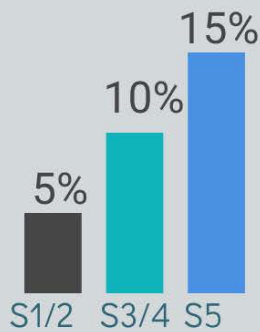


Alcohol

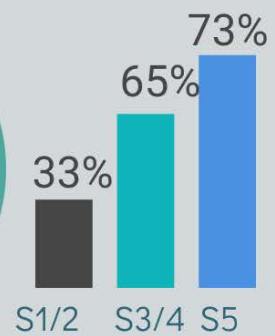


9%
Current smokers

↑
increase from 5% in 2013



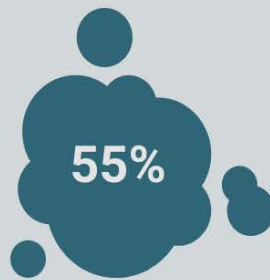
56%
Drink alcohol



lived with someone who smokes at home



exposed to smoke in cars



exposed to smoke indoors

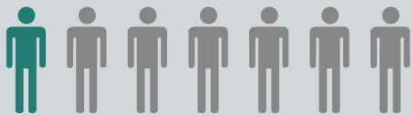


drank alcohol at least once a week



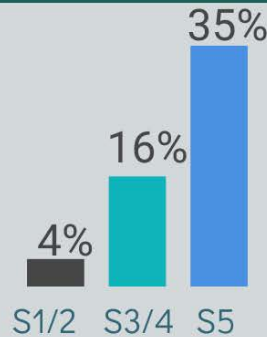
of those who drank alcohol got drunk at least once a week

Drugs



1 in 7 (15%) had used drugs in the last year

↑
increase from 8% in 2013



used drugs with alcohol on the last occasion

Context and National Data

The health risks of smoking tobacco are wide and well established. In Scotland, smoking tobacco is the attributable cause of around 10,000 deaths and 128,000 hospital admissions per year.

Legislation in Scotland has sought to discourage smoking and exposure to second hand smoke. In 2007, the minimum age for the sale or purchase of tobacco was raised from 16 to 18. Legislation introduced in 2013 prohibited the display of tobacco products in large shops, and this was rolled out to all shops in 2015. The Health (Tobacco, Nicotine etc. and Care) (Scotland) Bill was passed in 2016 which made provisions for the sale and purchase of Nicotine Vapour Produces and introduced smoke-free perimeters around NHS hospitals. At the end of 2016, a ban on smoking in cars carrying anyone aged under 18 was introduced.

The Scottish Government's 2013 tobacco control strategy *Creating a Tobacco-Free Generation* set a target to reduce smoking among the adult population to 5% or less by 2034. There is a significant way to go to achieve this target. The Scottish Household Survey in 2017 showed that 18% of adults across Scotland were smokers. A new 5-year action plan was produced in June 2018, *Raising Scotland's Tobacco Free Generation*.

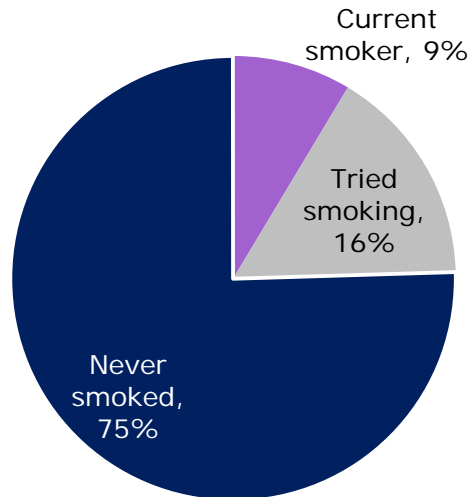
The Scottish Government publication *Scotland's Future is Smoke Free: A Smoking Prevention Action Plan (2008)* included priorities to reduce the prevalence of smoking among Scotland's young people, including health promotion and education, a campaign to reduce the attractiveness of cigarettes, enforcing the law to reduce the availability of cigarettes to young people and reducing the affordability of cigarettes for young people. This document set a target of reducing smoking among children aged 13 to 15 from 14% to 12% between 1995 and 2005 and to 11% by 2010 (as measured by the SALSUS survey), a target which was exceeded.

The SALSUS survey has seen overall downward trends in smoking among young people since the 1980s. The 2015 survey found the lowest rate of smoking ever measured by the survey - with 2% of 13 year olds and 7% of 15 year olds nationally reporting being regular smokers, and these levels were retained in 2018.

**Key
statistic:
9% were
smokers**

One in eleven (9%) pupils across Inverclyde secondary schools were current smokers. A further 16% had tried smoking and 75% had never smoked. Those who smoked comprised those who smoke six or more cigarettes per week (3%), those who smoke one to five cigarettes per week (1%) and those who smoke sometimes but less than once per week (4%).

Figure 6.1: Smoking Status



Those who were current smokers were asked why they smoke (with more than one answer possible). The most common reasons for smoking were:

- To manage stress/anxiety (40%)
- It's fun (28%)
- To help cope (26%)
- Boredom (25%)
- To feel good (24%)
- To experiment (16%)
- Easily available (15%).

Those who were current smokers were asked where they usually got their cigarettes from. The most common responses were:

- I buy them from someone else (35%)
- Friends or relatives give me them (31%)
- I ask an adult I know to buy them (17%)
- I buy them from friends or relatives (17%)
- I ask someone else under the age of 18 to buy them (14%)
- I take them without asking (7%)
- I buy them from a newsagent, tobacconist or a sweet shop (7%)
- I buy them for a supermarket (7%).

Smoking Trends

There was an increase in the proportion of smokers from 5% in 2013 to 9% in 2019. This is discouraging, particularly in light of the ambition of a 'tobacco free generation'. However, it is worth noting that smokers in the 2019 survey were more likely to be infrequent smokers. Indeed, there was no significant difference in the proportion who smoked six or more cigarettes per week between 2013 (2.2%) and 2019 (3.1%). However, adult surveys have shown a continual decline nationally and locally (the adult survey in Inverclyde showed a reduction in smoking from 24% in 2014/15 to 20% in 2017/18).

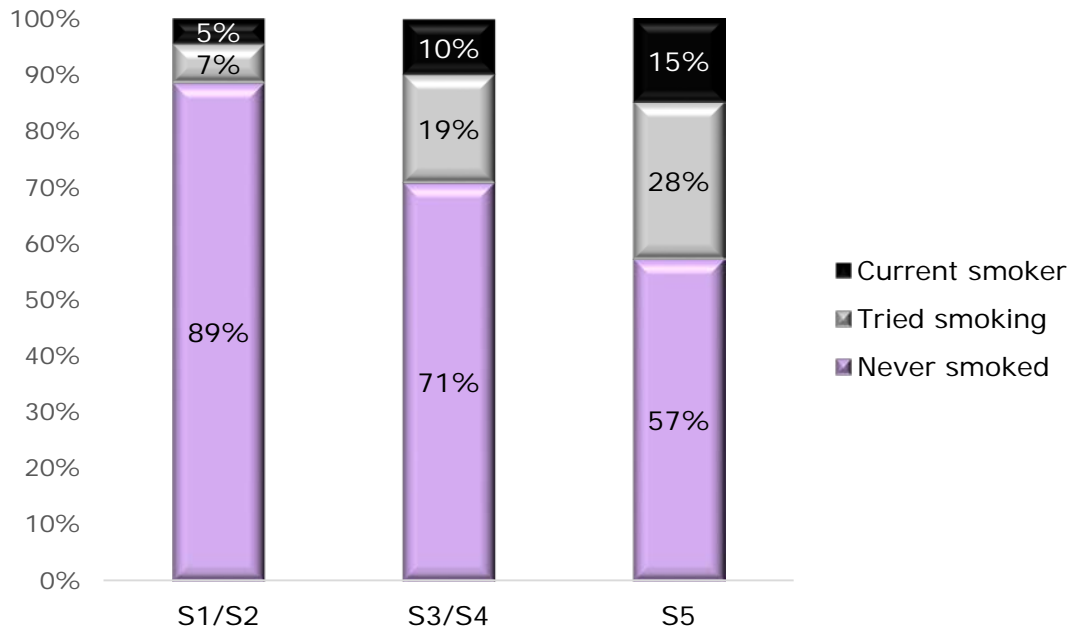
Table 6.1: Trends for Smoking

	% of pupils who were current smokers
2013	5.0%
2019	8.6%
Change (2013-2019)	+3.6%

Stage

Smoking rates among pupils rose from 5% of S1/S2 pupils to 15% of S5 pupils. More than two in five (43%) S5 pupils had at least tried smoking, compared to 11% of S1/S2 pupils.

Figure 6.2: Smoking Status by Stage



6.2 E-Cigarettes

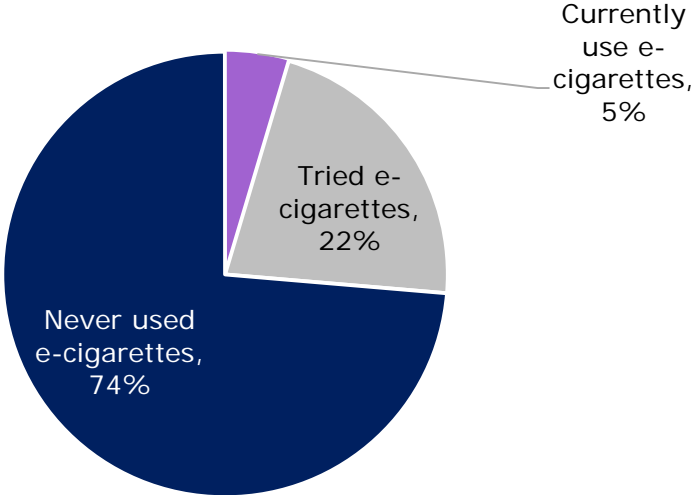
E-cigarettes (or 'electronic cigarettes', 'personal vaporizers' 'vapes' or 'ENDS' - electronic nicotine delivery systems) are battery-powered vapour inhaler devices. They usually deliver chemical mixtures which include nicotine. In

2017 the law in Scotland was changed to implement the same age restrictions on the sale of e-cigarettes as tobacco, meaning that it is illegal for anyone under the age of 18 to buy e-cigarettes or vapes.

**Key statistic:
5% used e-cigarettes**

Use of e-cigarettes was lower than cigarettes, with 5% of pupils saying they were current users of e-cigarettes/vapes (2% used vapes at least once a week and 3% did so less often). More than one in four (26%) had ever tried e-cigarettes/vapes.

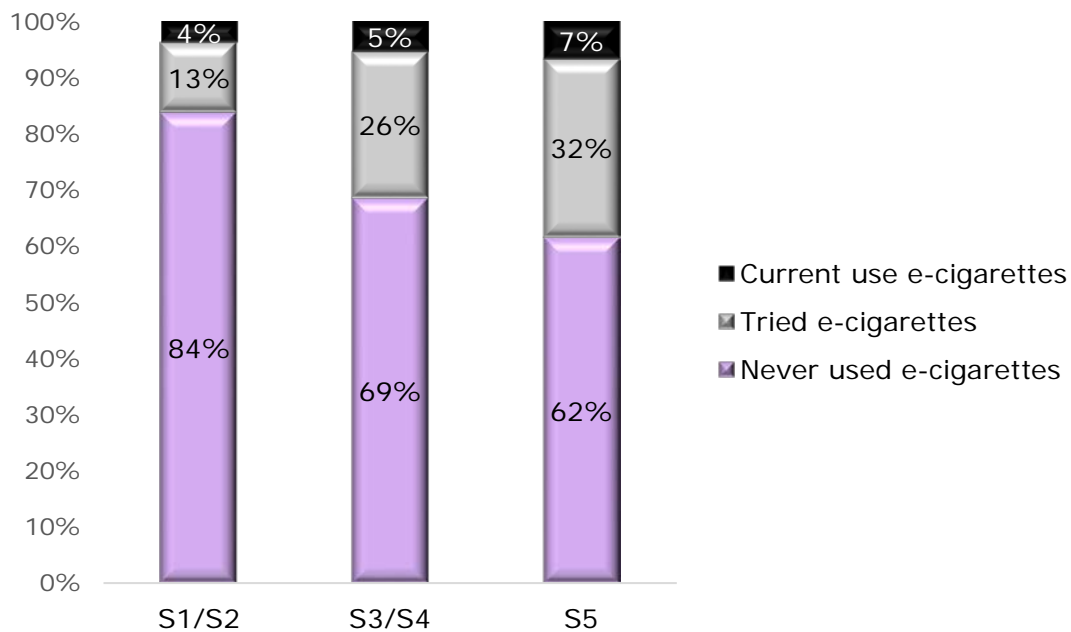
Figure 6.3: Use of E-Cigarettes



Stage

Pupils in S1/S2 were less likely than those in older year groups to have ever tried e-cigarettes/vapes, as shown in Figure 6.4.

Figure 6.4: Use of E-Cigarettes by Stage



6.3 Exposure to Environmental Tobacco

Smoking in public places was banned in Scotland in 2006, and across the UK in 2007. A report by ASH in 2014⁹ highlighted that smoke free legislation has led to an overall reduction in children's exposure to second hand smoke and an increase in parents who have made their homes smoke-free.

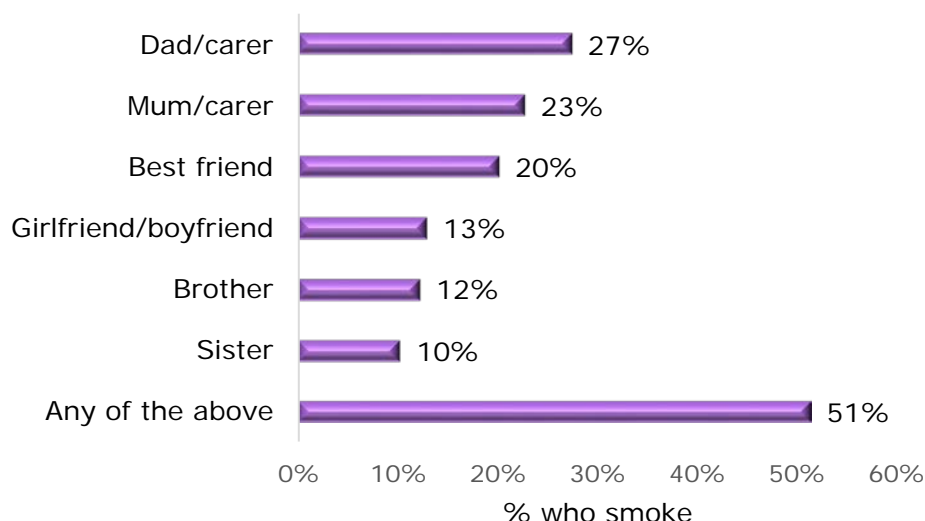
A ban on smoking in cars where anyone under the age of 18 was present was introduced in Scotland in 2016.

Others who smoke

Pupils were asked whether their mum, dad, brother, sister, girlfriend/boyfriend or best friend smoked. Half (51%) said that at least one of these people smoked.

⁹ http://www.ash.org.uk/files/documents/ASH_596.pdf

Figure 6.5: Whether Specific People Smoke (excluding those who said don't have or see this person)



Exposure to smoke at home

**Key
statistic:
29% said
someone
smoked in
their home**

Three in ten (29%) said that someone smoked inside their home (16% did so every/most days and 14% did so sometimes).

Among those who said someone smoked in their home:

- 50% said they smoked outside
- 28% said they smoked in a particular area of the house
- 14% said they smoked anywhere in the house
- 24% said they smoked in one room
- 1% said they smoked in communal stairwells.

Exposure to smoke in cars

One in eight (12%) said they someone smoked inside the car when they were travelling in it (9% said this happened sometimes and 3% said this happened on all/most journeys).

Exposure to smoke indoors

**Key statistic:
55 % were
exposed to
second hand
smoke
indoors**

All pupils were asked how often they have to breathe in other people's smoke indoors. Just under half (45%) said they were never exposed to second hand smoke, 39% said this happened rarely, 11% said this happened often and 5% said this happened every day. Thus overall, two in three (55%) were ever exposed to environmental tobacco smoke.

Gender

Girls were more likely than boys to say that their boyfriend/girlfriend smoked (17% girls; 8% boys).

Stage

Those in S1/S2 were less likely than others to say their boyfriend/girlfriend smoked (8% S1/S2; 14% S3/S4; 19% S5), or that their best friend smoked (11% S1/S2; 23% S3/S4; 33% S5).

Context and National Data

Scotland is renowned for its drinking culture. Drinking alcohol is associated with short and long term health risk factors. Long term effects include damage to liver and brain, and alcohol can be a contributory factor in numerous diseases including cancer, stroke and heart disease, and can affect mental health. Short term effects include the risk of social disorder, violence and injury due to intoxication.

Drinking among children and young people can cause short and long-term health effects and also make them more likely to be at risk of harm when drunk. Alcohol Focus Scotland also points to research that shows that the earlier a young person starts drinking alcohol, the more likely they are to drink in ways that can be harmful later in life.

In 2009, The Scottish Government published *Changing Scotland's Relationship with Alcohol: A Framework for Action*. Initiatives introduced since the framework was implemented included the delivery of alcohol brief interventions and the establishment of Alcohol and Drug Partnerships. In 2018, a new Alcohol Framework set out progress achieved and planned new actions to reduce harm from alcohol. These include a series of actions to protect young people, including measures to protect them from exposure to alcohol marketing and revisions to the programme of substance use education in schools.

With recognition that affordability is a key driver of increased consumption, the Alcohol Minimum Pricing (Scotland) Act 2012 came into force in May 2018. The set a minimum price of 50p per unit of alcohol.

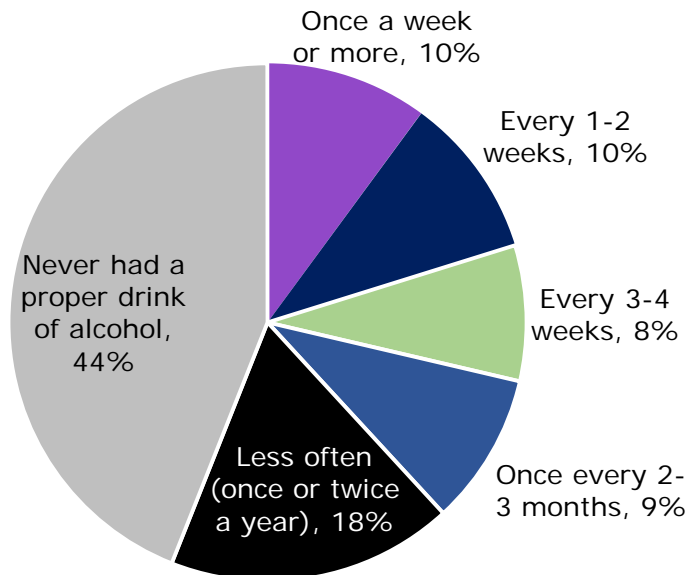
Data from the National Records of Scotland show that there were 1,136 alcohol-specific deaths in Scotland. Information Services Division (ISD) statistics show that there were 35,499 alcohol-related hospital admissions in Scotland in 2017/18. This represented a 2.5% decrease on the admissions per population rate from the previous year.

SALSUS findings (2018) showed that 36% of 13 year olds and 72% of 15 year olds had ever had an alcoholic drink. In 2018, the proportion who had drunk alcohol in the previous week was 6% for 13 year olds and 20% for 15 year olds.

**Key statistic:
56% drank
alcohol**

More than half (56%) of all pupils said that they had had a proper drink of alcohol. One in ten (10%) pupils drank at least once a week.

Figure 6.6: Frequency Drink Alcohol



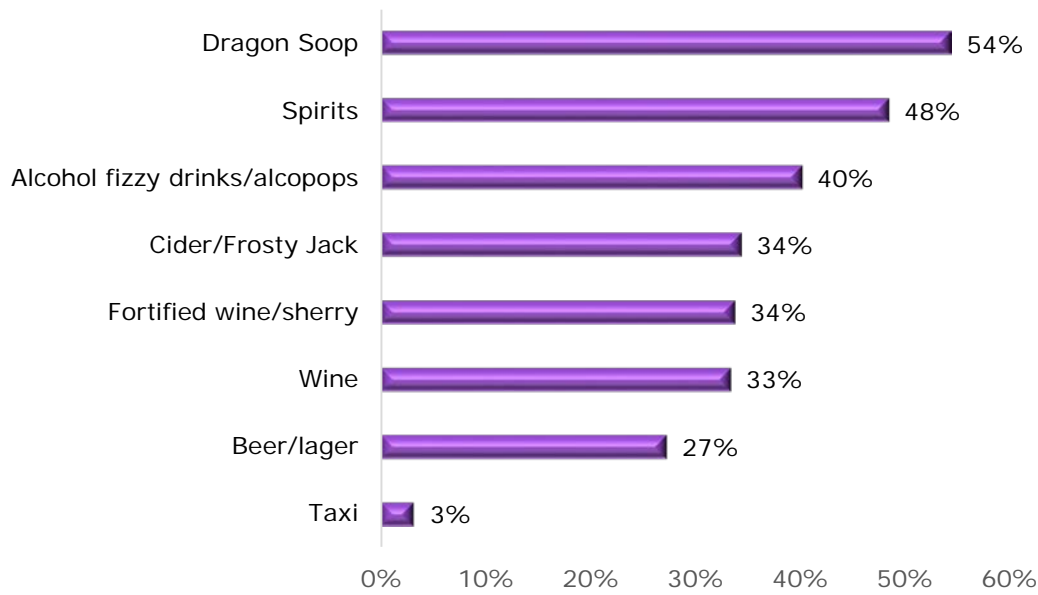
Note to Reader:

The remainder of the findings presented in this section relate only to those who ever drank alcohol.

Those who had drunk alcohol were asked at what age they had their first proper drink of alcohol. The average age was 13. However, one in three (31%) had their first alcoholic drink before the age of 13.

Those who drank alcohol were asked which types of drink they had. Responses are shown in Figure 6.7. The most common type of alcohol drink consumed was Dragon Soop (54%).

Figure 6.7: Types of Alcohol Drink Consumed (of those who ever drank alcohol)

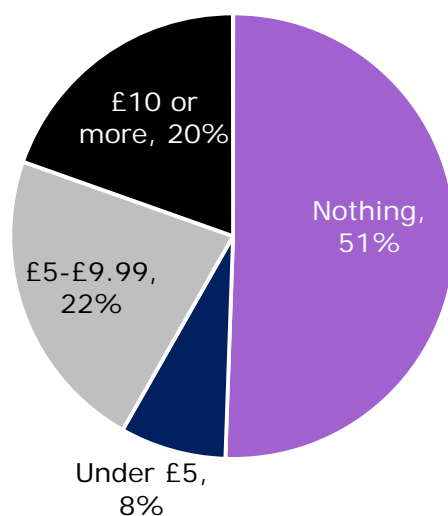


Key statistic:
20% of drinkers got drunk at least weekly

Just over half (54%) of those who drank alcohol said that they rarely or never got drunk, while a quarter (26%) said they got drunk once or twice a month and one in five (20%) said they got drunk once a week or more.

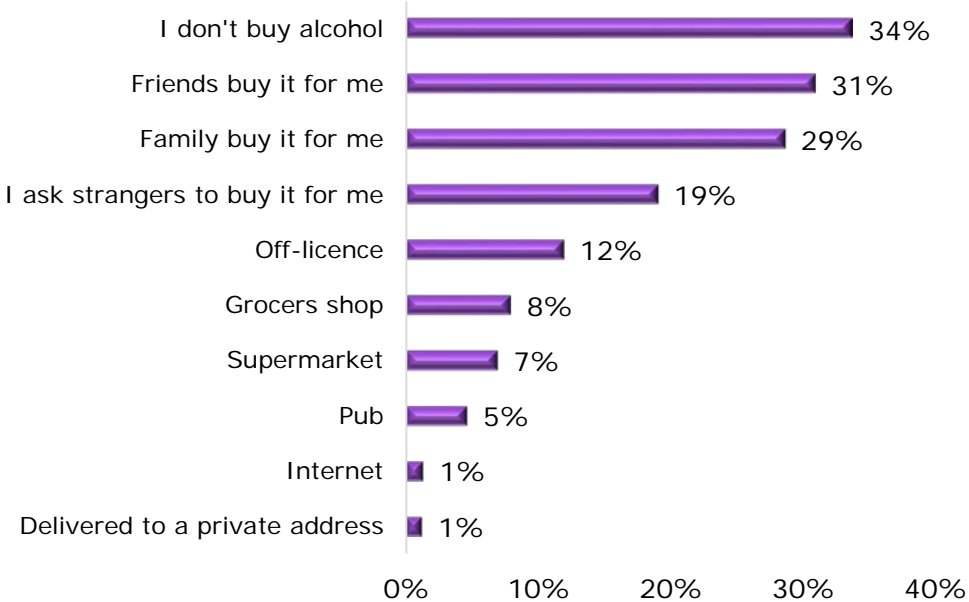
Those who ever drank alcohol were asked how much they usually spend on alcohol per week. Half (51%) said they spent nothing on alcohol. One in five (20%) spent £10 or more per week on alcohol. Responses are shown in Figure 6.8.

Figure 6.8: Expenditure on Alcohol Per Week (of those who ever drank alcohol)



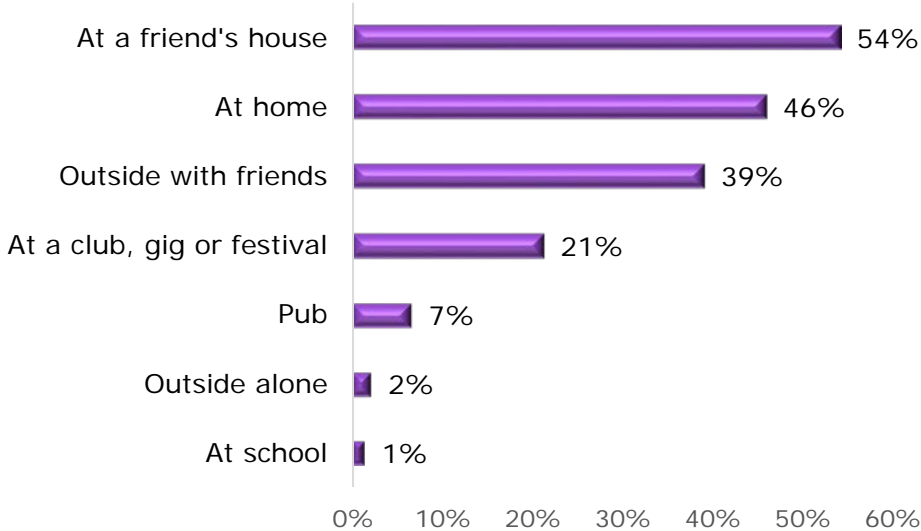
Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 6.9. One in three (34%) said they did not buy alcohol. The most common means of buying alcohol was friends buying it for them (31% pupils).

Figure 6.9: Where Buy Alcohol (of those who ever drank alcohol).



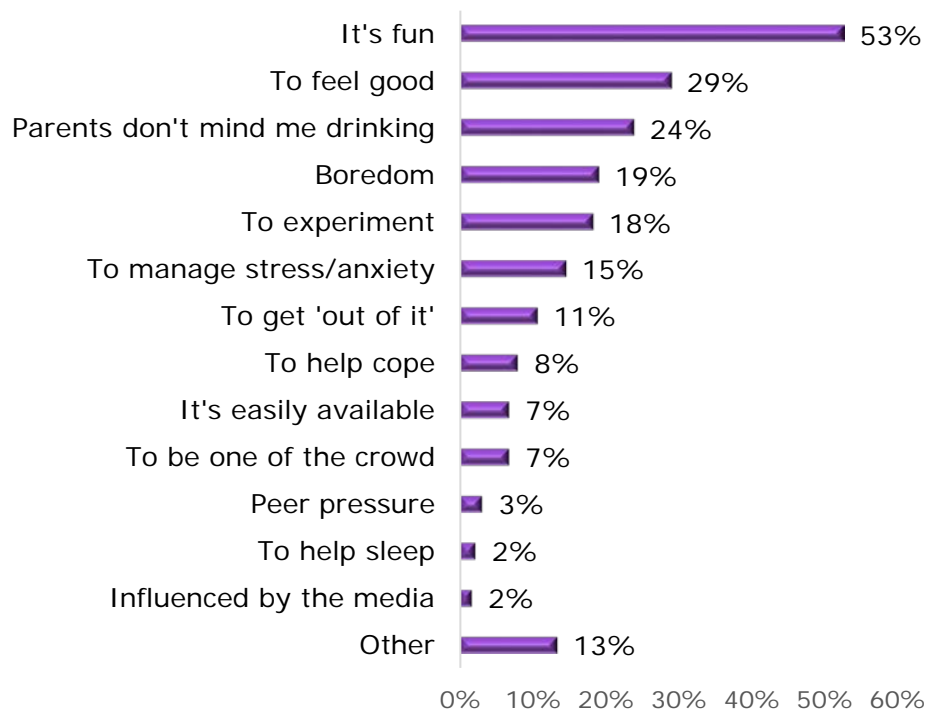
Those who ever drank were asked where they usually drink alcohol. Responses are shown in Figure 6.10. The most common places to drink alcohol were at a friend's house (54%) and at home (46%).

Figure 6.10: Where Pupils Usually Drank Alcohol (of those who ever drank alcohol)



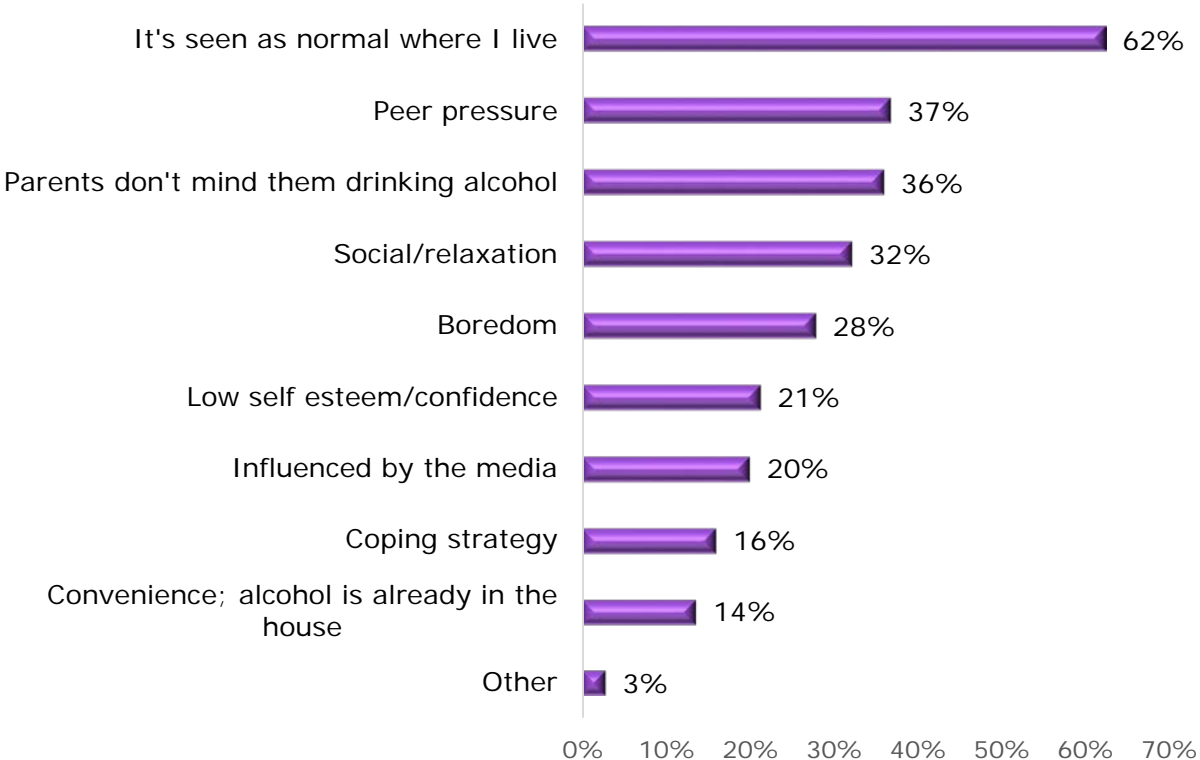
Those who drank alcohol were asked why they drank, with a list of options. The most common reason was 'it's fun', as shown in Figure 6.11.

Figure 6.11: Reasons for Drinking Alcohol (of those who ever drank alcohol)



Only those who drank alcohol were asked what they thought were the main factors that influence young people to drink alcohol (from a list). The most common factor identified was 'it's seen as normal where I live' (62%).

Figure 6.12: Perceived Factors that Influence Young People to Drink Alcohol (of those who ever drank alcohol)



One in seven (14%) of those who drank alcohol said that their drinking had led them to behave in anti-social ways.

Trends for Getting Drunk

Due to changes in the questionnaire, it is not possible to reliably compare the proportion who had ever drunk alcohol between the two surveys. However, limiting trends to those who drank alcohol, the proportion who said they got drunk at least once a week rose between 2013 and 2019 from 16% to 20%.

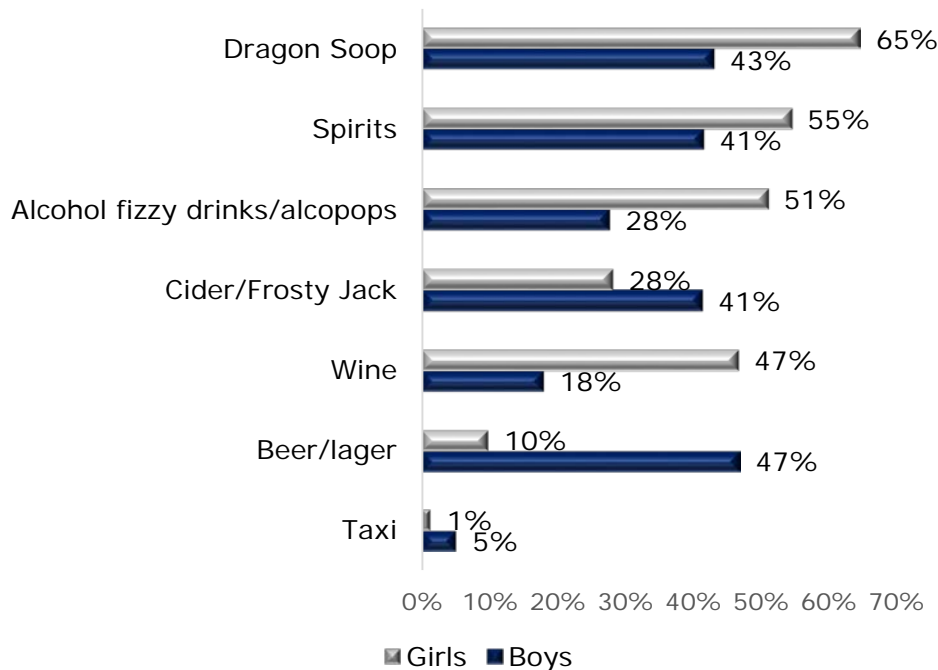
Table 6.2: Trends for Getting Drink Once Per Week or More (of those who ever drink alcohol)

	% of drinkers who got drunk at least once a week
2013	16.3%
2019	19.6%
Change (2013-2019)	+3.3%

Gender

Boys and girls tended to drink different types of alcoholic drinks. Among those who ever drank alcohol, boys were much more likely than girls to drink beer/lager (47% boys; 10% girls) and cider (41% boys; 28% girls). Girls were much more likely than boys to drink alcopops (alcopops (51% girls; 28% boys) and wine (47% girls; 18% boys). All significant differences are shown in Figure 6.13.

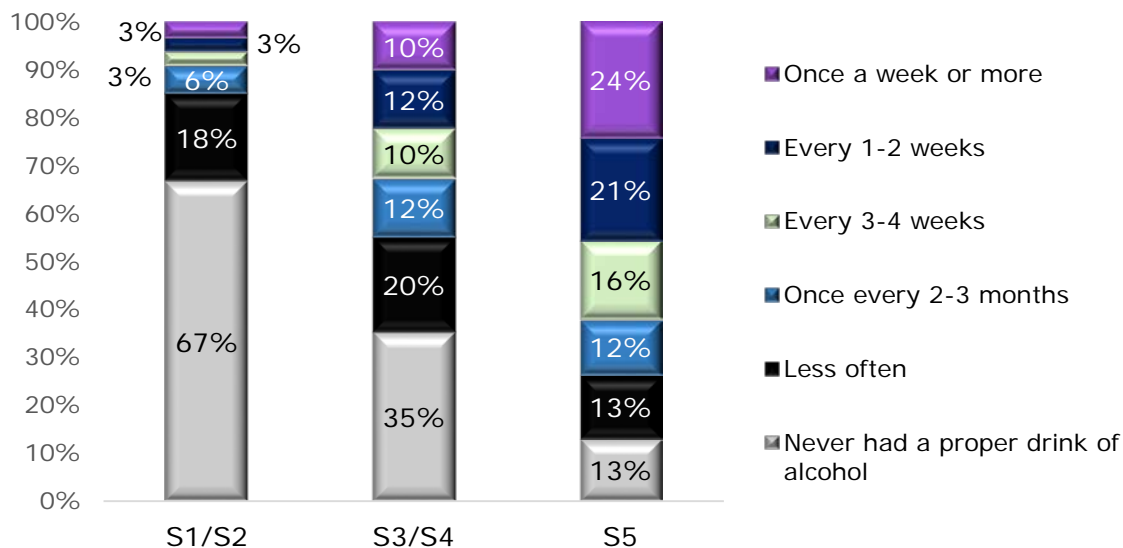
Figure 6.13: Types of Drink Consumed by Gender (all those who ever drank alcohol – all drinks showing a significant difference by gender)



Stage

As would be expected, patterns of alcohol use changed with age, with younger pupils much less likely than older pupils to drink alcohol. The proportion who said they never drank alcohol ranged from 66% of S1/S2 pupils to 13% of S5 pupils.

Figure 6.14: Frequency Drink Alcohol by Stage



Among those who ever drank alcohol, S5 pupils were the most likely (and S1/S2 pupils were the least likely) to drink:

- Dragon Soop (61% S5; 54% S3/S4; 48% S1/S2)
- Spirits (70% S5; 46% S3/S4; 28% S1/S2)
- Alcopops (52% S5; 37% S3/S4; 32% S1/S2)
- Cider (52% S5; 33% S3/S4; 16% S1/S2)
- Fortified wine/sherry (43% S5; 35% S3/S4; 22% S1/S2)
- Beer/lager (37% S5; 25% S3/S4; 21% S1/S2)
- Wine (43% S5; 33% S3/S4; 26% S1/S2).

Also, among those who ever drank alcohol, S5 pupils were the most likely, and S1/S2 pupils were the least likely to:

- Get drunk at least once per week (29% S5; 18% S3/S4; 10% S1/S2)
- Spend money on alcohol each week (63% S5; 48% S3/S4; 35% S1/S2)
- Obtain alcohol by:
 - Friends buying it for them (48% S5; 28% S3/S4; 15% S1/S2)
 - Family buying it for them (49% S5; 24% S3/S4; 12% S1/S2)
 - Buying it at an off-licence (21% S5; 10% S3/S4; 5% S1/S2)
 - Buying it at a super market (14% S5; 4% S3/S4; 3% S1/S2)
 - Buying it at a grocers shop (14% S5; 6% S3/S4; 4% S1/S2)
 - Buying it at a pub (11% S5; 2% S3/S4; 1% S1/S2)
- Drink alcohol at:
 - a friend's house (81% S5; 53% S3/S4; 24% S1/S2)
 - clubs/gigs/festivals (44% S5; 15% S3/S4; 7% S1/S2)
 - a pub (16% S5; 3% S3/S4; 2% S1/S2).

However, among those who ever drank alcohol, S1/S2 and S3/S4 pupils were more likely to obtain alcohol by asking strangers to buy it for them (23% S1/S2; 22% S3/S4; 10% S5).

6.5 Drugs

Context and National Data

Illegal or controlled drugs are those which are illegal to market, supply or possess under the Misuse of Drugs Act (1971). In recent years, new types of substances have emerged known as New Psychoactive Substances (NPS), these substances are synthesized to have the same or similar effects to illegal drugs, initially known as 'legal highs'. However, the Review of Psychoactive Substances Act 2016 made it an offence to produce or supply NPSs.

National Records for Scotland show that in 2018 there were 1,187 drug-related deaths in Scotland, marking an increase of 27% since the previous year and making the rate of drug-related deaths in Scotland the highest in Europe. Within Scotland, the Greater Glasgow & Clyde health board area has the highest drug-related death rate.

The national strategy *Rights, Respect and Recovery: Alcohol and Drugs Treatment Strategy* was published in November 2018 and set out approaches and actions including those aimed at preventing drug use and making early interventions with the aim of fewer people developing problem drug use, developing appropriate systems of recovery/care for those with problem drug use, and supporting children, young people and family affected by drug use.

A Scottish Government established a Taskforce to tackle the drugs death emergency in September 2019, and followed a Scottish Government commitment to spend an additional £20 million over the next two years to reduce the harm caused by drugs.

The SALSUS survey 2018 found that 4% of 13 year olds and 12% of 15 year olds in Scotland had used drugs in the previous month.

**Key statistic:
15% had
ever taken
drugs**

More than one in seven (15%) pupils said that they had ever used drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to them.

Of those who said they had ever used drugs, 48% said they did so infrequently, 20% no longer took drugs and 32% took drugs at least monthly. This equated to 5% of all pupils taking drugs at least once a month.

Those who had ever taken drugs were asked where they got their drugs from on the last occasion. By far the most common sources of drugs were friends (54%) and dealers (44%).

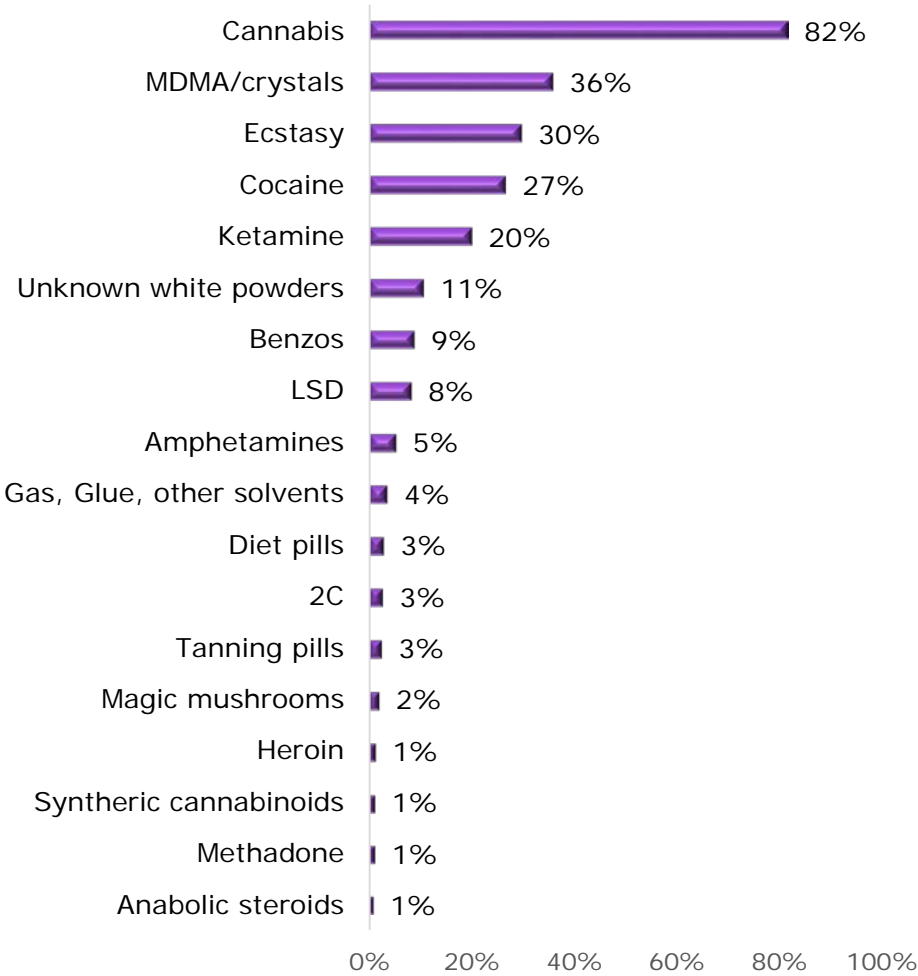
Those who had used drugs were also asked where they used them on the last occasion. Responses were:

- Outside with friends (46%)
- At a friend's house (45%)
- At home with friends (13%)
- At a club, gig or festival (9%)
- At home alone (4%)
- Outside alone (3%)
- At school (2%).

Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. Three in five (58%) said they had.

Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year. By far the most commonly used drug was cannabis, which had been used in the last year by 82% of all pupils who had ever used drugs. The next most common drugs were MDMA powder/crystals (36%), ecstasy (30%) and cocaine (27%). All responses are shown in Figure 6.15.

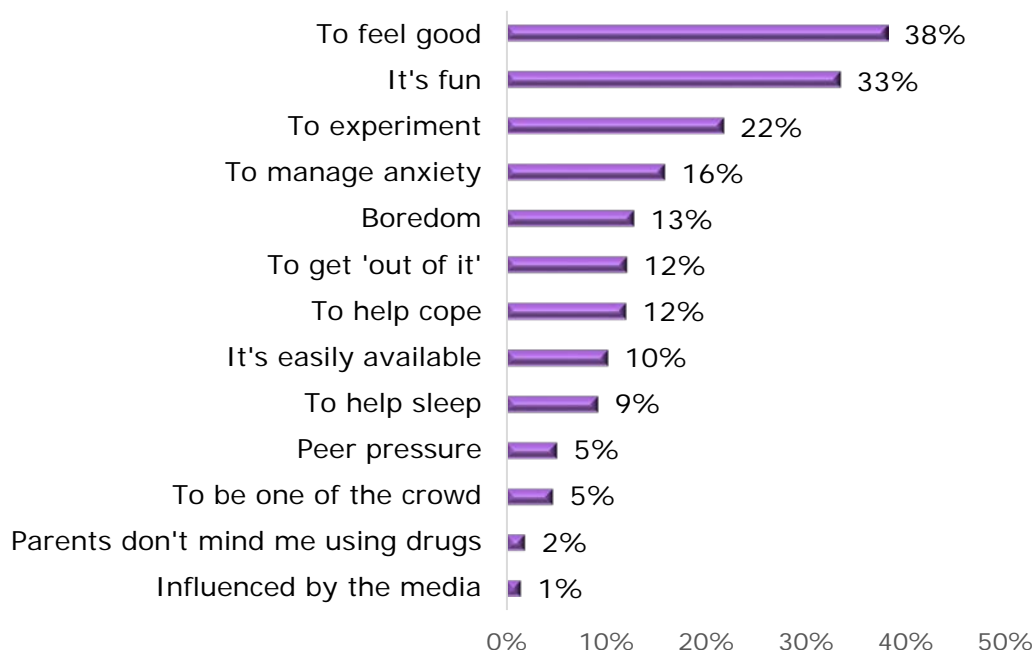
Figure 6.15: Drugs Used in the Last Year (of those who had ever taken drugs)



Thus, overall, 12% of **all pupils** had taken cannabis in the last year, 5% had taken MDMA powder/crystals, 4% had taken ecstasy, and 4% had taken cocaine.

All those who had ever used drugs were asked why they use the drugs they choose. The most common responses were 'to feel good' and 'it's fun'. All responses are shown in Figure 6.16.

Figure 6.16: Reasons for Using Drugs



One in six (16%) of those who had ever taken drugs said that taking drugs had led them to behave in anti-social ways.

All pupils were asked how easy they thought it would be for them to get hold of drugs. More than one in three (37%) said that they did not know. Of those who were able to respond, 58% said it would be easy (22% said very easy and 35% said fairly easy) and 42% said it would be difficult or impossible (10% said fairly difficult, 9% said it would be very difficult and 24% said it would be impossible).

Trends for Drug Use

Between 2013 and 2019 there was an increase in the proportion of pupils who had ever taken drugs¹⁰.

Table 6.3: Trends for Drug Use (ever)

	% of pupils who have ever taken drugs
2013	8.1%
2019	14.9%
Change (2013-2019)	+6.8%

¹⁰ There was a change in the way drug use was measured between the surveys, including the collection of use of drugs and legal highs separately in the 2013 survey, and a new definition in 2019 which included 'prescription drugs not prescribed to you'.

Gender

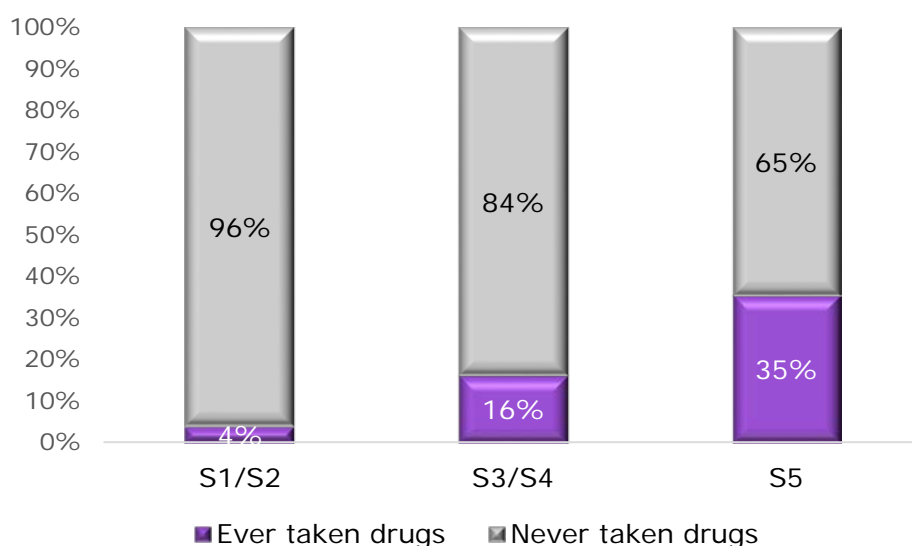
Among those who had taken drugs, girls were more likely than boys to say they had taken drugs at a friend's house (55% girls; 38% boys). Girls who had used drugs were also more likely than boys to say they the last time they had used them they did so with alcohol (71% girls; 49% boys).

Among those who had ever taken drugs, boys were more likely than girls to have used cannabis last year (89% boys; 72% girls).

Stage

While just 4% of S1/S2 pupils said they had ever used drugs, this rose to more than a third (35%) among S5 school pupils.

Figure 6.17: Whether Ever Taken Illegal Drugs by Stage



Among those who had used drugs, S1/S2 pupils were the least likely to have used drugs at a friend's house on the last occasion (11% S1/S2; 41% S3/S4; 58% S5).

Among those who had used drugs, S5 pupils were the most likely to say they had used drugs with alcohol on the last occasion (70% S5; 49% S3/S4; 45% S1/S2).

Among those who were able to say, S5 pupils were the most likely to say that it would be easy for them to get drugs (81% S5; 66% S3/S4; 32% S1/S2).

CHAPTER SUMMARY

Key statistics

- 9% were smokers
- 5% used e-cigarettes
- 29% lived with a smoker
- 12% were exposed to smoke in cars
- 55% were exposed to smoke indoors
- 56% had ever drunk alcohol
- 20% of those who drank alcohol got drunk at least weekly
- 15% had ever used drugs

Trends

Between 2013 and 2019 there was an increase in the proportion who were smokers.

There was an increase in the proportion of drinkers who got drunk at least weekly.

There was an increase in the proportion who had used drugs.

Key differences by stage

S5 pupils were the most likely to:

- Smoke
- Use e-cigarettes
- Drink alcohol
- (among drinkers) get drunk at least once a week
- Have taken drugs

Sexual Health and Relationships



Sexual Orientation

8% identified as Lesbian, Gay or Bisexual



Boyfriends/girlfriends



25% had a boyfriend or girlfriend



Sexual Activity



40% S3-S5 pupils had engaged in sexual activity

51% S5

34% S3/4



always used contraception or condoms when sexually active

Being sexually active associated with:



7.1 Sexual Orientation

Excluding those who refused to say (3%) and those who were unsure of their sexual orientation (3%), 92% of pupils identified as heterosexual/straight and 8% had an LGB identity. Those with LGB identities comprised 5% bisexual, 2% gay/lesbian and 1% other LGB identities (the most common of which was pansexual).

Gender

Girls were twice as likely as boys to identify as LGB (10% girls; 5% boys).

7.2 Sexual Health and Relationships Education

The Scottish Government states that relationships, sexual health and parenthood education is an integral part of the health and wellbeing area of the school curriculum in Scotland¹¹. Three in four (74%) said they had received sexual health and relationships education (SHRE) at school.

Of those who had received SHRE, two in five (43%) said that it was useful; 37% said they were not sure and 20% said it was not useful.

7.3 Relationships with Boyfriends/Girlfriends and Sexual Activity

One in four (25%) pupils said they currently had a boyfriend or girlfriend.

Overall the mean age of current boyfriends/girlfriends was 14.7. Among S1/S2 pupils, the mean age of boyfriends/girlfriends was 13.1; among S3/S4 pupils it was 15.1 and among S5 pupils it was 16.5.

Pupils with a current boyfriend or girlfriend were asked whether their boyfriend/girlfriend had done a number of positive or negative things (often, quite often, occasionally or never). All responses are shown in Table 7.1. By far the most common negative behaviour reported was boyfriends/girlfriends constantly checking where they were – two in three (66%) of those with a boyfriend or girlfriend said this happened at least occasionally.

¹¹ <http://www.gov.scot/Topics/Education/Schools/HLivi/sex-education>

Table 7.1: How often boyfriend/girlfriend does certain things (those with boyfriend/girlfriend only)

	Often	Quite often	Occasionally	Never
Makes you feel safe and respected	80%	13%	3%	3%
Encourages you to do something you enjoy	75%	17%	5%	3%
Has physically hurt you in any way	3%	1%	5%	92%
Puts you down when you are together or in front of other people	2%	1%	5%	92%
Comments negatively on how you dress	2%	1%	6%	91%
Constantly checks where you are	15%	14%	37%	34%
Tries to or limits the time you spend with friends	4%	3%	9%	84%
Puts pressure on you to send naked images of yourself	3%	1%	3%	93%
Puts pressure on you to do sexual things	3%	1%	7%	89%

In Scotland, as defined by the Sexual Offences (Scotland) Act 2009, the age of consent is 16. It is illegal for an adult to engage in any sexual activity with a young person aged under 16 and it is also illegal for young people aged under 16 to have sexual intercourse or oral sex. Nonetheless, under-age sexual activity is prevalent. In Scotland, 30% of young men and 26% of young women reported having had sexual intercourse before their 16th birthday.¹²

Pupils in S3-S5 were asked whether they had ever engaged in sexual intercourse or other sexual activity with another person. Nearly three in ten (28%) had engaged in sexual intercourse and one in three (34%) had engaged in other sexual activity. Altogether, 40% of all S3-S6 pupils had engaged in either sexual intercourse or other sexual activity.

S3-S5 pupils who had engaged in sexual intercourse or other sexual activity were asked how often they or their boyfriend/girlfriend used contraception (e.g. implant, injection, pill) and condoms. Three in five (61%) said they never used contraception, 14% said they/their partner sometimes did and 26% said they always did. Half (51%) said they never used condoms, 28% said they sometimes did and 22% said they never did. Altogether, 40% of those who were sexually active said they always used either contraception or condoms.

S3-S5 pupils who had ever been sexually active were asked to indicate their level of agreement/disagreement with a number of statements:

¹² <http://www.gov.scot/Publications/2010/12/02143509/1>

- Nearly nine in ten (88%) agreed that they found it easy to say 'no' to having sex
- Three in five (59%) agreed that they found it easy to ask for help regarding sexual issues
- Three in four (73%) agreed that they found it easy to get information on sexual health
- More than nine in ten (92%) agreed that they found it easy to say what they want in relationships.

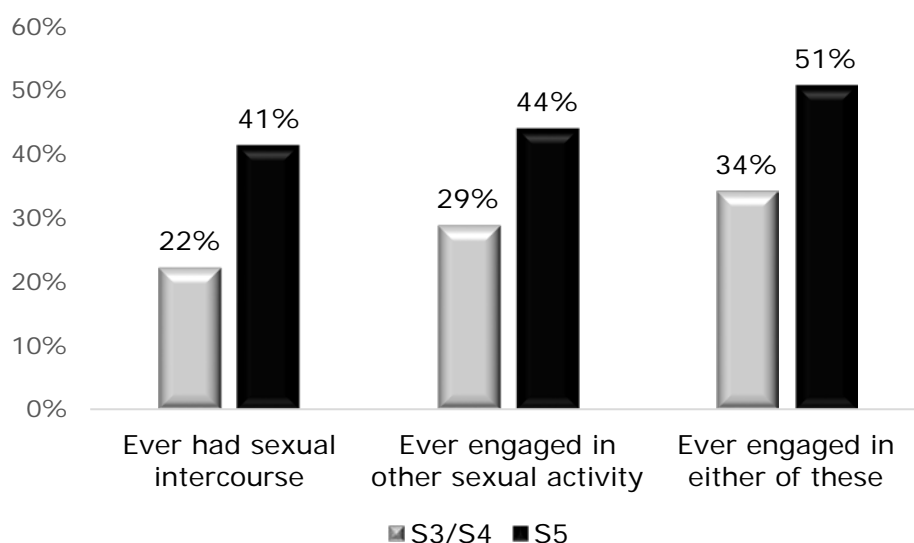
Gender

Among those who were sexually active, girls were more likely than boys to say they/their partner always used contraception (32% girls; 19% boys), and overall more likely to say they always used either contraception or condoms (48% girls; 31% boys).

Stage

Half (51%) of S5 pupils and one third (34%) of S3/S4 pupils had engaged in sexual activity.

Figure 7.1: Whether Engaged in Sexual Activity by Stage



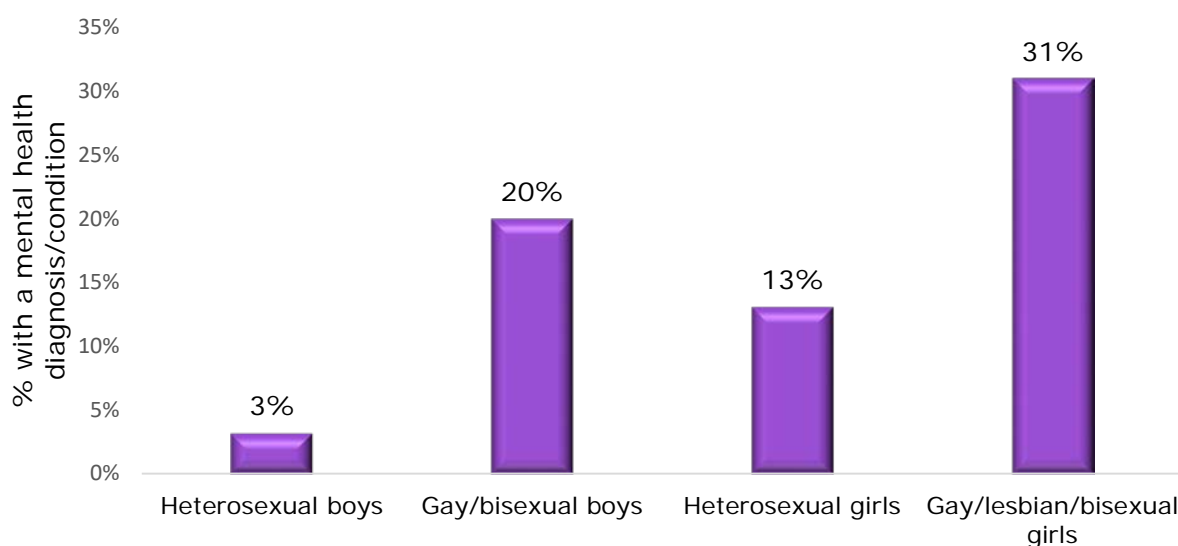
Among those who were sexually active, those in S5 were much more likely than those in S3/S4 to always use contraception (41% S5; 15% S3/S4) or say they always use either contraception or condoms (53% S5; 30% S3/S4).

7.4 Sexual Health - Exploring Further

Do young people who report being attracted to the same sex have poorer mental health or more difficulties?

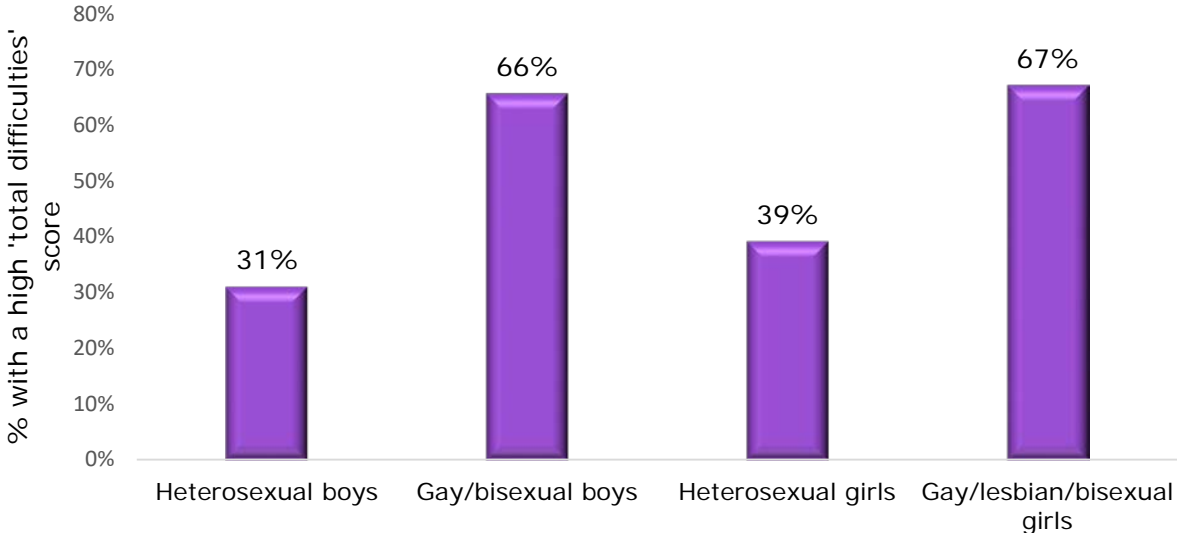
There is a very striking disparity for mental health among bisexual, lesbian or gay pupils compared to heterosexual pupils. LGB girls were nearly three times as likely as heterosexual girls to have a mental health condition. Gay and bisexual boys were nearly seven times as likely as heterosexual boys to have a mental health condition, as shown in Figure 7.2.

Figure 7.2: Proportion of Pupils with a Mental Health Diagnosis/Condition by Gender and Sexual Identity



Scores for strengths and difficulties also varied significantly by sexual identity, with those with LGB identities being much more likely to have a high score for 'total difficulties', as shown in Figure 7.3.

Figure 7.3: Proportion of Pupils with a High 'Total Difficulties' SDQ Score by Gender and Sexual Identity



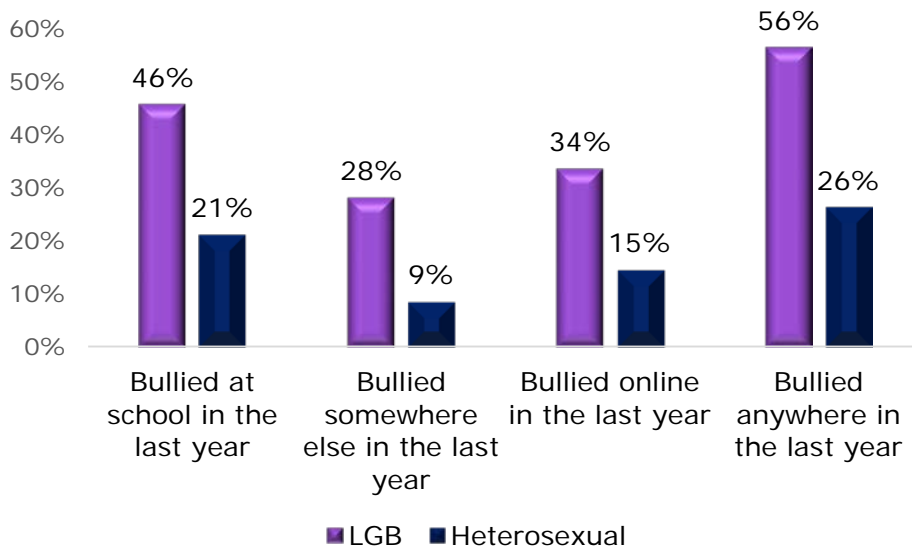
Are young people who report being attracted to the same sex more or less likely to have someone to talk to?

Although most pupils had someone that they found easy to talk to about things that bother them, bisexual/lesbian/gay pupils were more likely than heterosexual pupils to indicate that there was no-one that they found easy to talk to (14% LGB; 5% heterosexual).

Are young people who report being attracted to the same sex more or less likely to be bullied?

Pupils who indicated that they were lesbian, gay or bisexual were much more likely than those who were heterosexual to say they had been bullied in the last year – a majority (56%) of all LGB pupils had been bullied compared to 26% of heterosexual pupils.

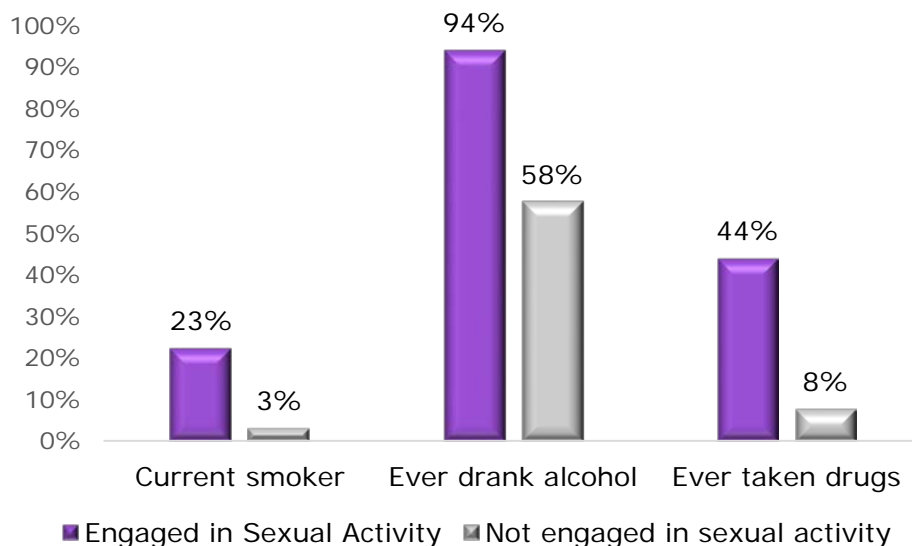
Figure 7.4: Experience of Bullying in the Last Year by Sexual Identity



What are the links between sexual activity and risk behaviours?

S3-S5 pupils who had ever engaged in sexual activity were much more likely than those who had not to engage in risk behaviours. This included smoking, drinking and drug use, as shown in Figure 7.5. Those who had ever engaged in sexual activity were seven times more likely to be current smokers and six times more likely to have taken drugs.

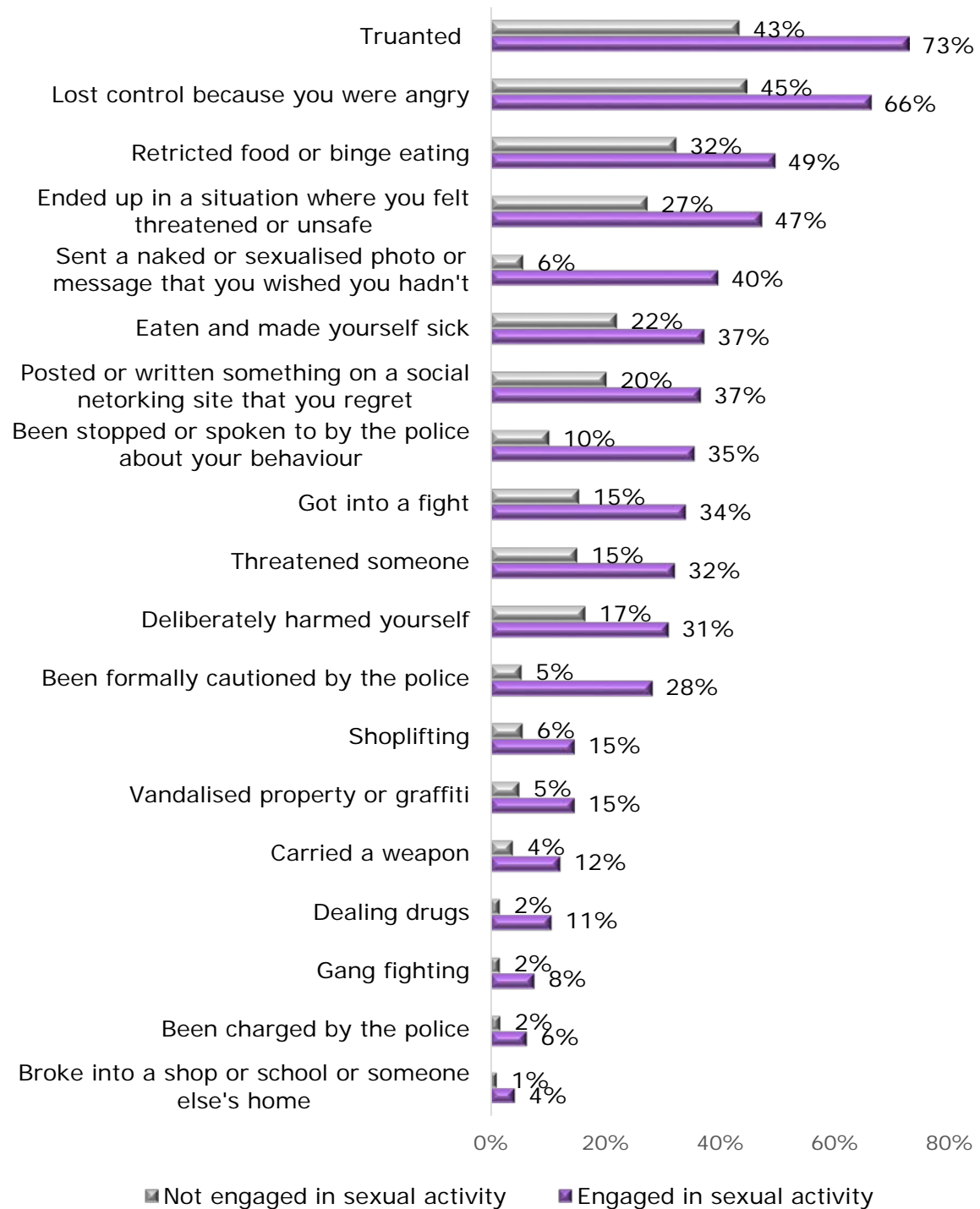
Figure 7.5: Smoking, Drinking and Drug Use by Whether Ever Engaged in Sexual Activity



As Figure 7.6 shows, being sexually active was associated with much higher levels of antisocial, criminal and risk taking behaviour compared to those who were not sexually active. Those who had ever had sexual intercourse were

much more likely than those who had not to have engaged in each of the antisocial/risk behaviours measured in the questionnaire.

Figure 7.6: Antisocial/Risk Behaviours by Whether Ever Engaged in Sexual Activity



CHAPTER SUMMARY

Key statistics

- 8% identified as lesbian, gay or bisexual
- 25% had a boyfriend or girlfriend
- 40% of S3-S5 pupils had engaged in sexual activity
- 40% always used contraception or condoms when sexually active

Key differences by gender

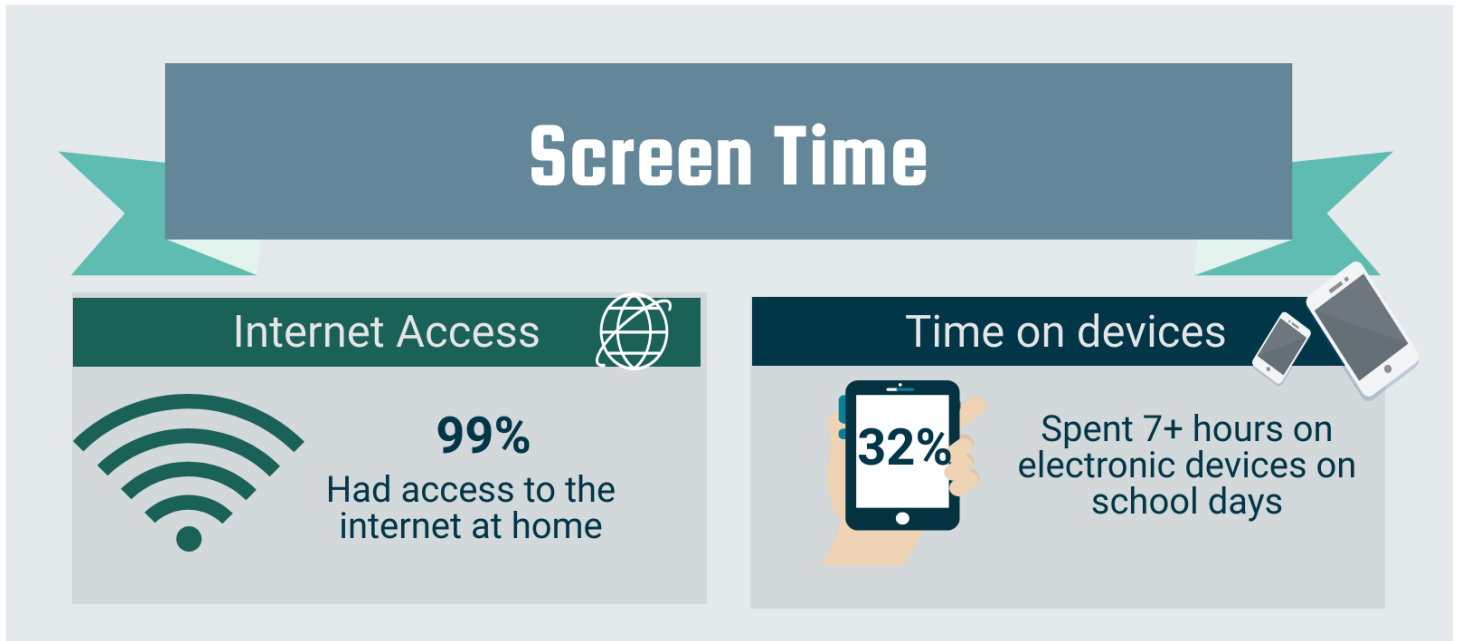
Girls were more likely than boys to identify as LGB.

Among those who were sexually active, girls were more likely to always use contraception/protection.

Key differences by stage

S5 pupils were more likely than S3/S4 pupils to have engaged in sexual activity.

Among those who were sexually active, S5 pupils were more likely to always use contraception/protection.



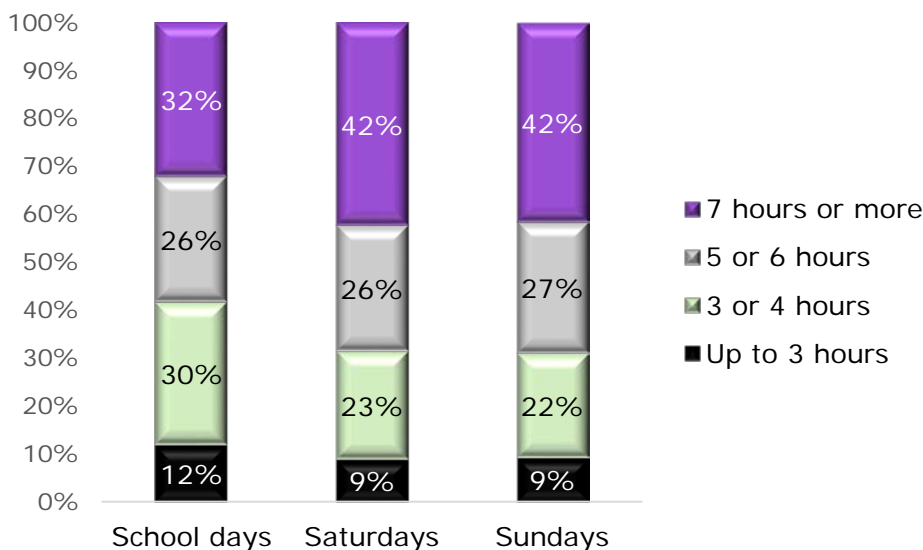
8.1 Internet Access

Nearly all (99%) pupils said they had access to the internet at home.

8.2 Use of Electronic Devices

Pupils were asked how much time they spent (on a school day, on Saturdays and on Sundays) on electronic devices such as laptops, PCs, tablets, smartphones or games consoles. Responses are shown in Figure 8.1. One in three (32%) pupils spent seven or more hours using electronic devices on school days and two in five (42%) did so at weekends.

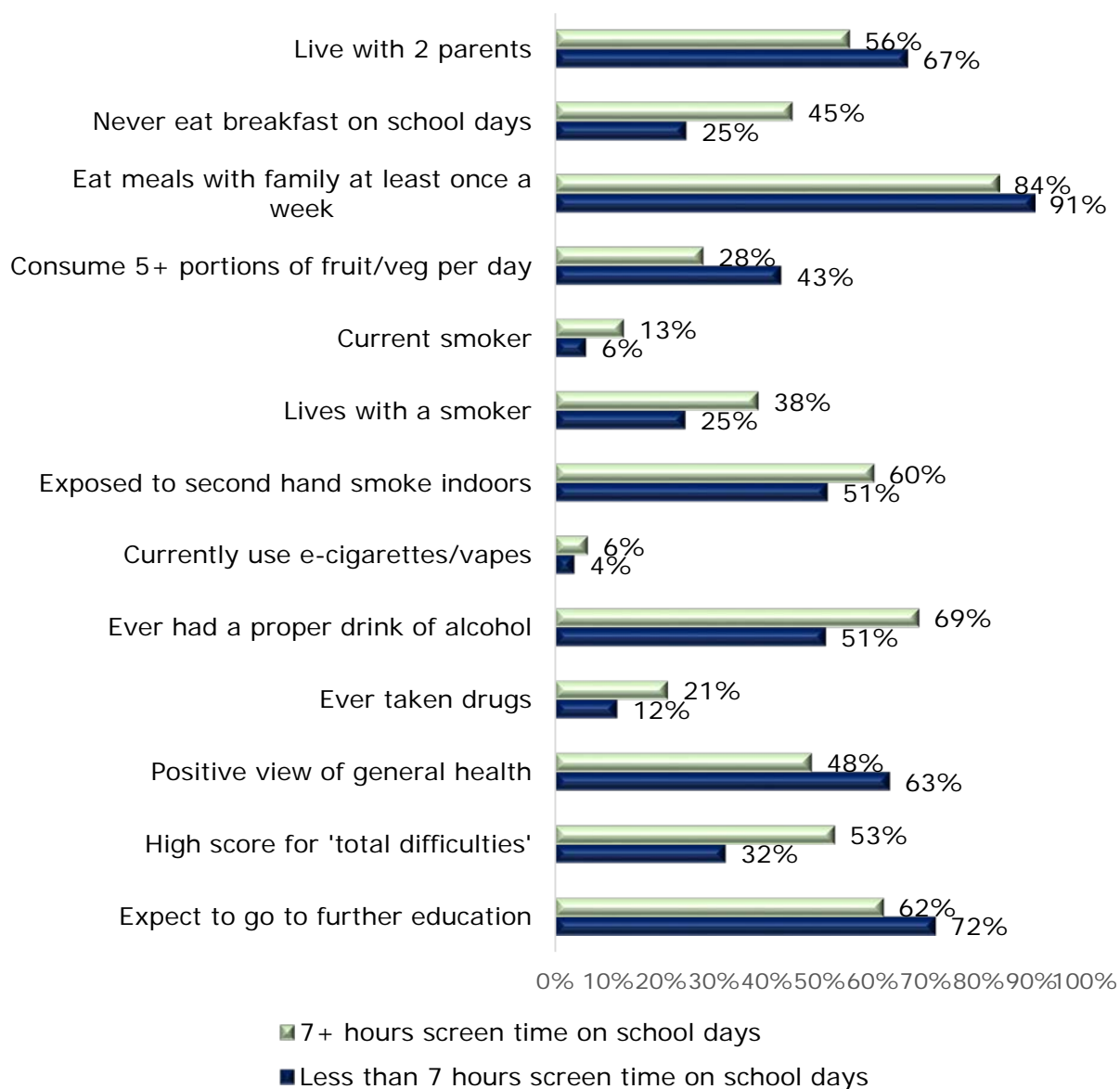
Figure 8.1: Time Spent Using Electronic Devices on School Days and Weekends



8.3 Screen Time - Exploring Further

As Figure 8.2 below shows, those who spent more than seven hours on school days using electronic devices had less positive indicators for a number of measures. Compared to those with lower levels of screen time, those with high screen time were more likely to have taken drugs, drunk alcohol, be a current smoker, use e-cigarettes or be exposed to second hand smoke. They were more likely to skip breakfast, less likely to eat meals with their family and less likely to meet the target for fruit/vegetable consumption. Also, those with high screen time were more likely to have a high total difficulties score on the SDQ. Compared to those with lower levels of screen time, those with high levels of screen time were less likely to expect to go to further education/training, less likely to rate their health positively and less likely to belong to a two-parent family.

Figure 8.2: Indicators Showing Significant Differences by Level of Screen Time on Weekdays



CHAPTER SUMMARY

Key statistics

- 99% had access to the internet at home
- 32% spent 7+ hours on electronic devices on school days

Risk Clustering and Positive Behaviours

Risk/antisocial behaviours

83%

Reported having engaged in at least one of 20 risk/antisocial behaviours

Most common:



Lost control when angry
54%



Truanted
46%



Restricted food or binge eating
34%

Risk Clustering

High levels of multiple risk behaviours associated with:



Being bullied and being a bully



High level of screen time



Less sleep



Being a carer



Having ADHD or dyslexia



Not expecting to go to further education

Positive Behaviours



75%

Reported having engaged in at least one of 8 positive behaviours

Most common:



Sports clubs
42%



Voluntary work
28%

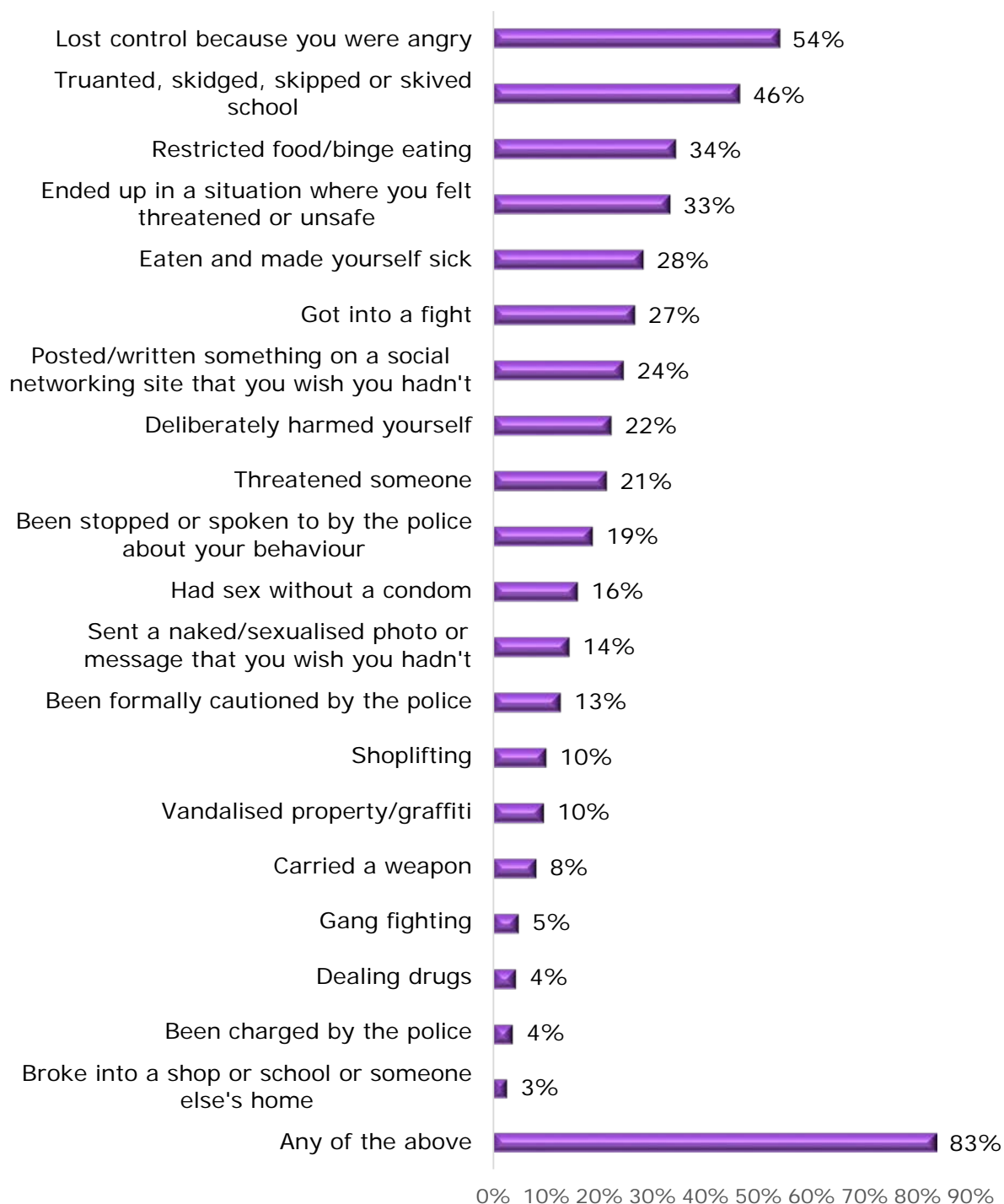


Charity event
26%

9.1 Anti Social and Risk Behaviours

Pupils were asked which, if any, antisocial or risk behaviours they had engaged in during the last year from a list of 20 behaviours. Most (83%) had engaged in at least one of the risk behaviours. The most common were losing control when angry (54%) and truanting (46%). The proportion who engaged in each behaviour is shown in Figure 9.1.

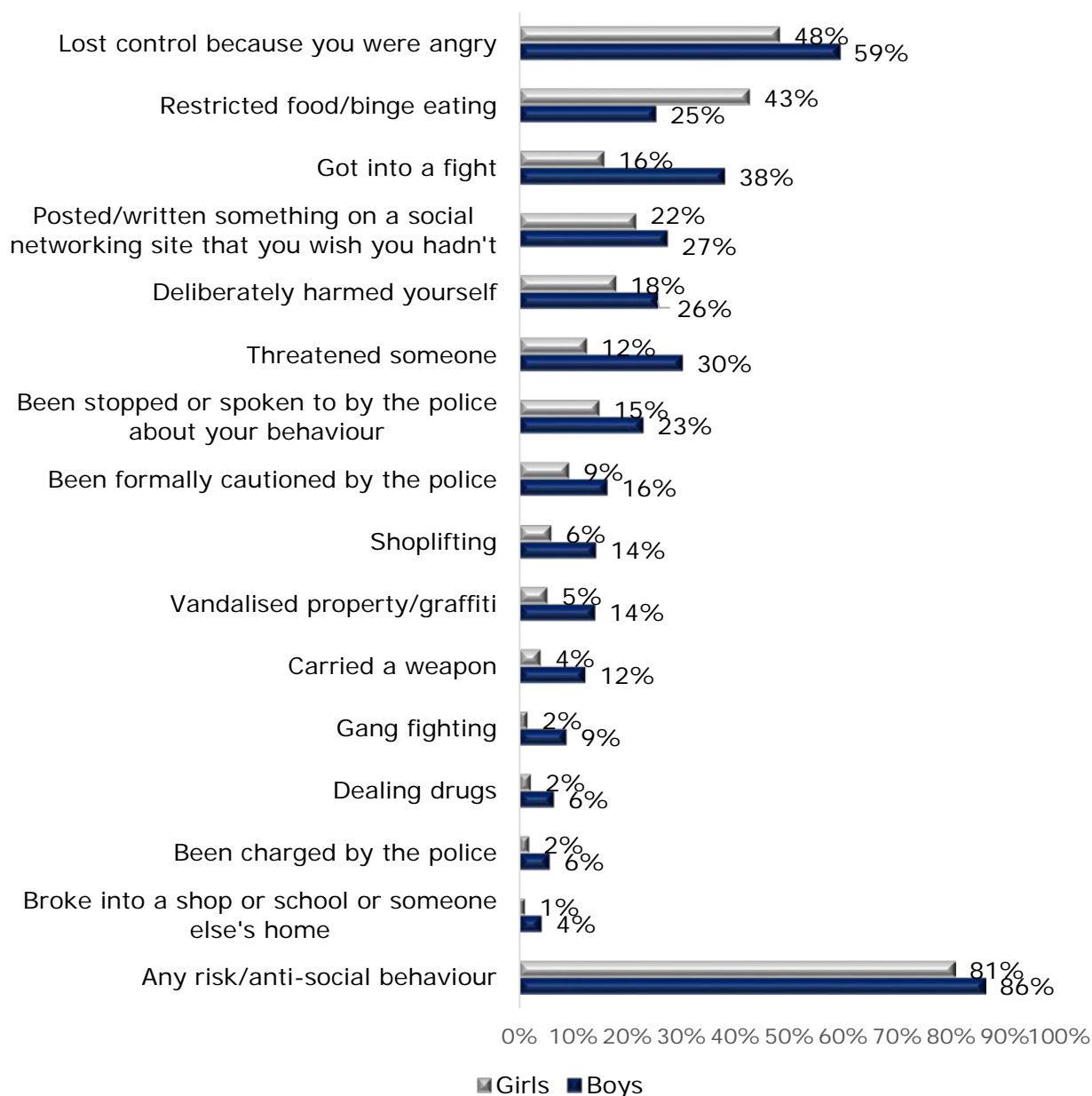
Figure 9.1: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year



Gender

Boys were more likely than girls to have participated in any of the anti-social/risk behaviours in the last year (86% boys; 81% girls). As Figure 9.2 shows, boys were more likely than girls to have engaged in 13 of the behaviours. However, girls were more likely than boys to have engaged in food restriction/binge eating or self-harm.

Figure 9.2: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Gender (all behaviours showing a significant difference)

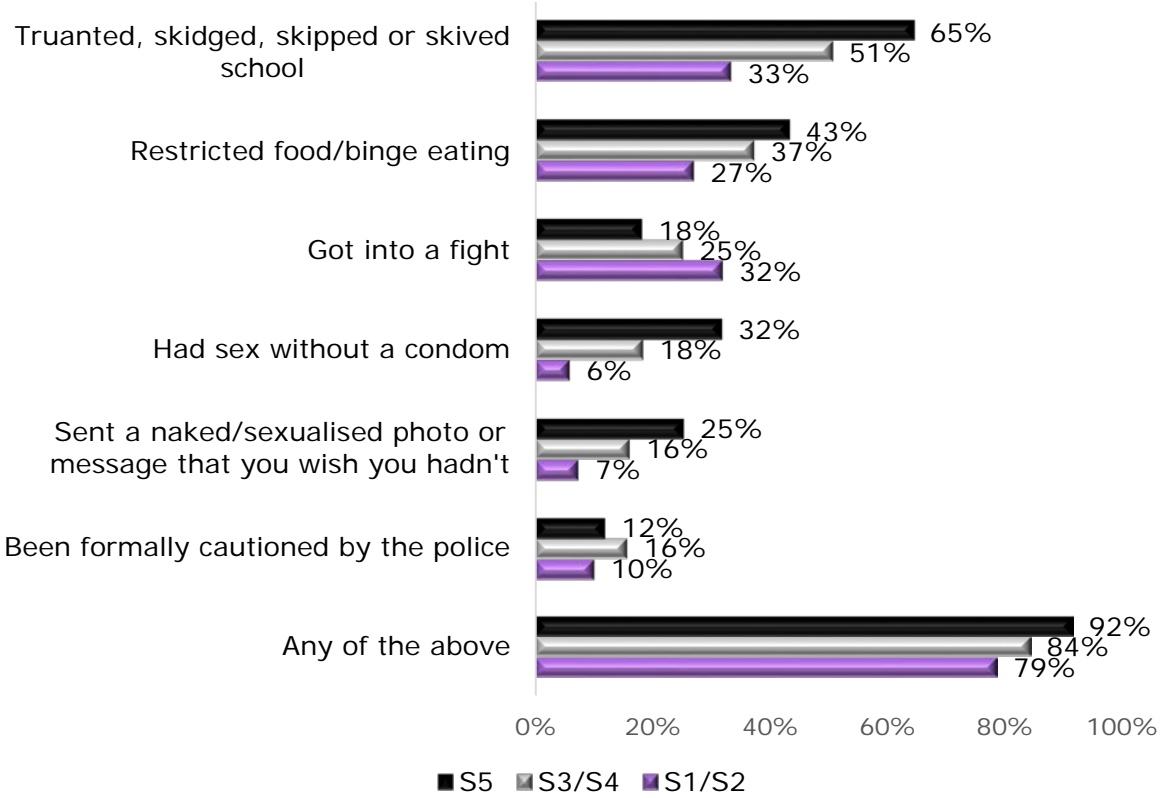


Stage

As shown in Figure 9.3, S5 pupils were the most likely to have engaged in any the antisocial/risk behaviours, and specifically more likely to have

engaged in truancy, restricting food/binge eating, having sex without a condom and sending naked/sexualised photos which they regret. However, S1/S2 pupils were the most likely to say they had got into a fight and S3/S4 pupils were the most likely to say they had been cautioned by the police.

Figure 9.3: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Stage (all behaviours showing a significant difference)



9.2 Multiple Risk

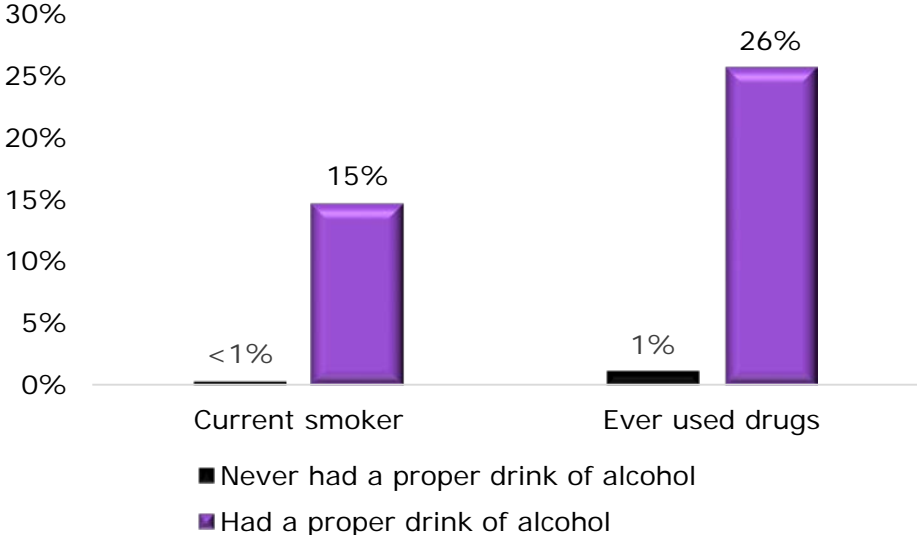
Smoking, Alcohol and Drugs

As shown in Chapter 6:

- 9% of pupils were current smokers;
- 56% of pupils had ever had a proper drink of alcohol;
- 15% of pupils had ever taken drugs.

There was a strong relationship between these behaviours. As Figure 9.4 shows, smoking and drug taking was very rare among those who had not drunk alcohol.

Figure 9.4: Whether Ever Had a Drink of Alcohol by Smoking Status and Drug Use



Smoking, drinking alcohol and taking drugs were also associated with a much higher likelihood of participating in other risk/anti-social behaviours. The findings show that 83% of pupils overall had engaged in at least one of the 20 specific risk/anti-social behaviours measured by the survey in the last year. However, this rose to 98% for those who had taken drugs, 98% for those who were current smokers and 92% for those who had ever drunk alcohol.

9.3 Development of a Risk Index

A risk index was calculated which gauged the level of risk-taking behaviour for each pupil. The index used 23 risk behaviours and scored each pupil based on the **gravity** of the behaviour (1 to 3) and the **frequency or influence of drugs/alcohol** of the behaviour (low or high). High frequency behaviours or those done under the influence of drugs or alcohol multiplied the gravity rating by 2.

Table 9.1 shows how the behaviours used in the risk index and the scores assigned based on gravity and frequency.

Table 9.1: Scores Used to Calculate Risk Index

Risk behaviour	Gravity rating (1-3)	Lower category (multiply gravity by 1)	Higher category (multiply gravity by 2)
Skipped school	1	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Eaten and made yourself sick	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Restricted food/binge eating	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Deliberately harmed yourself	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Had sex without a condom	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Sent a naked/sexualised photo message that you wish you hadn't	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Posted something on a social networking site that you wish you hadn't	1	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Lost control because you were angry	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Carried a weapon	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Threatened someone	1	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Got into a fight	1	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Gang fighting	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Shoplifting	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Vandalised property/Graffiti	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Broke into a shop /school/home	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Dealing drugs	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Been stopped or spoken to by the police about your behaviour	1	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs

Risk behaviour	Gravity rating (1-3)	Lower category (multiply gravity by 1)	Higher category (multiply gravity by 2)
Been formally cautioned by the police	2	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Been charged by the police	3	1-2 times in last year	3 times or more in last year and/or done under the influence of alcohol and/or drugs
Smoking tobacco	2	Tried smoking/smoke less than once per week	Smoke at least once per week
Smoking e-cigarettes	2	Tried e-cigarettes/use them less than once per week	Use e-cigarettes once a week or more
Drinking alcohol	2	Drink alcohol, but less than once a month	Drink alcohol at least monthly
Taken drugs	3	Tried drugs/used to take	Take drugs a few times a year or more

Risk scores for pupils ranged from 0 to 98, although more than three in four (77%) had scores of under 20. Pupils were categorised according to their risk scores as follows:

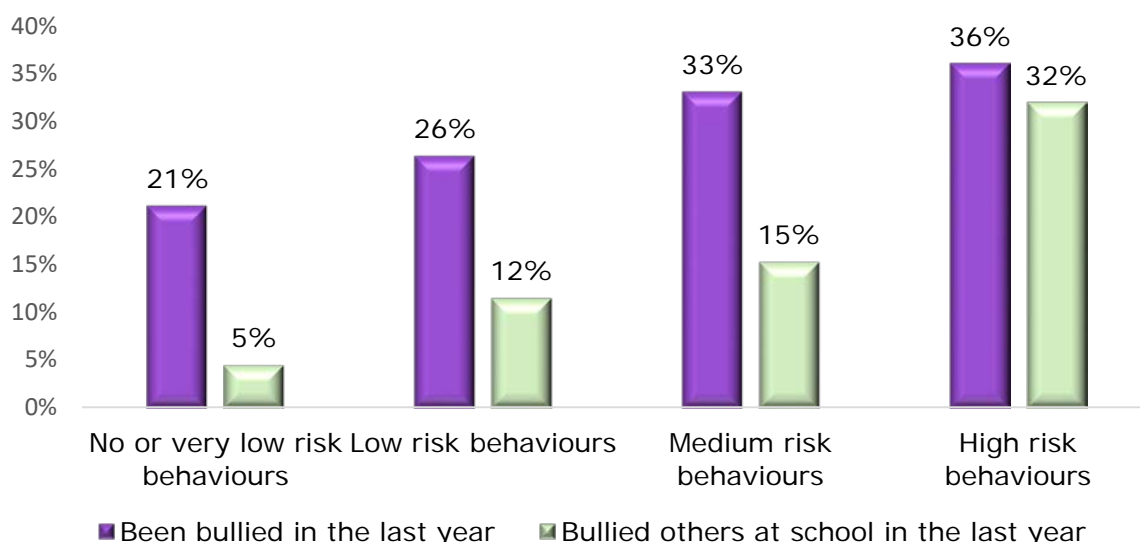
- No or very low risk behaviours (score of 0-2) - 24% of pupils
- Low risk behaviours (score of 3-7) - 24% of pupils
- Moderate risk behaviours (score of 8-19) - 29% of pupils
- High risk behaviours (score of 20+) - 23% of pupils.

9.4 Key Indicators by Risk Index

Bullying

Pupils with a high level of risk behaviours were the most likely to have been bullied in the last year and also the most likely to have bullied others, as shown in Figure 9.5.

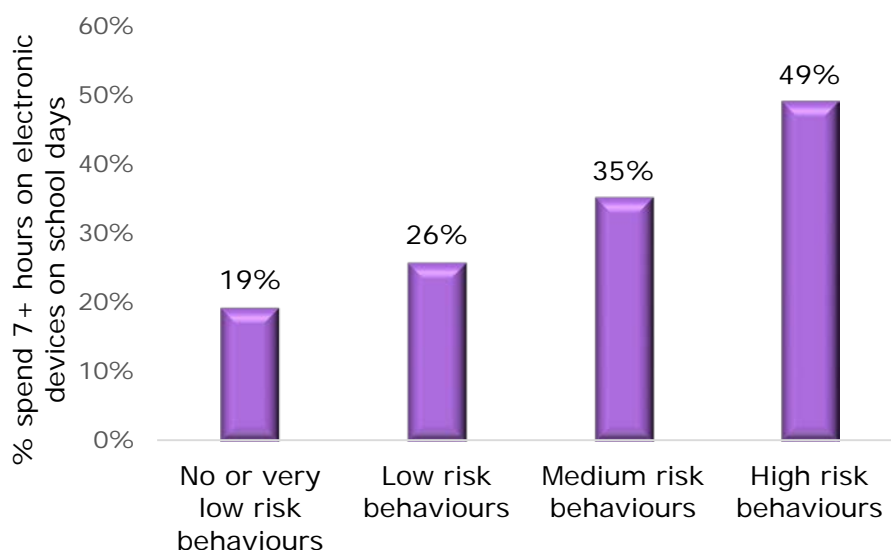
Figure 9.5: Been Bullied and Bullied Others by Risk Index



Screen Time

Engagement in risk behaviours was associated with higher use of electronic devices. Half (49%) of those with a high level of risk behaviours spent seven or more hours on electronic devices on school days, compared to 19% of those with no or very low levels of risk behaviours.

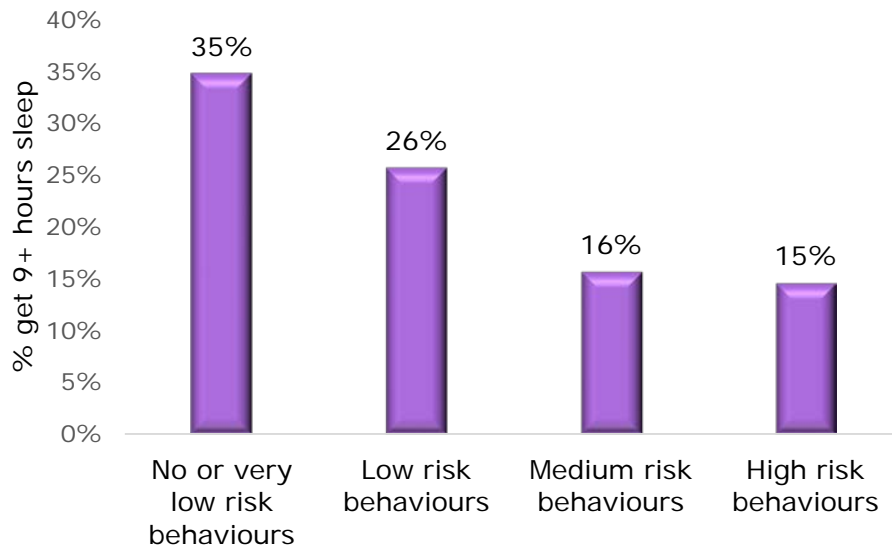
Figure 9.6: Proportion who Spend 7+ Hours on Electronic Devices on a School Day by Risk Index



Sleep

Increased risk behaviour was associated with lower amounts of sleep, as shown in Figure 9.7.

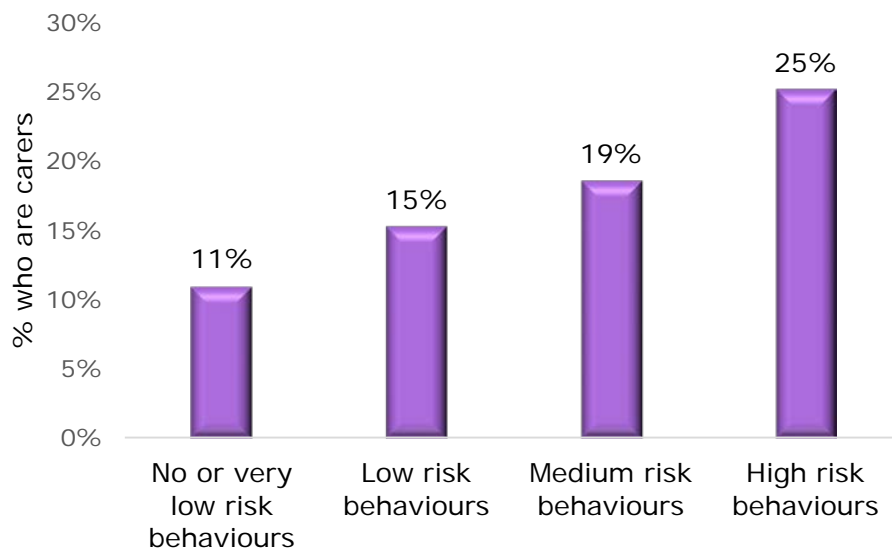
Figure 9.7: Proportion who Get 9+ Hours of Sleep Per Night by Risk Index



Carers

Those who had a high level of risk behaviours were more than twice as likely to be young carers than those exhibiting no or very low risk behaviours.

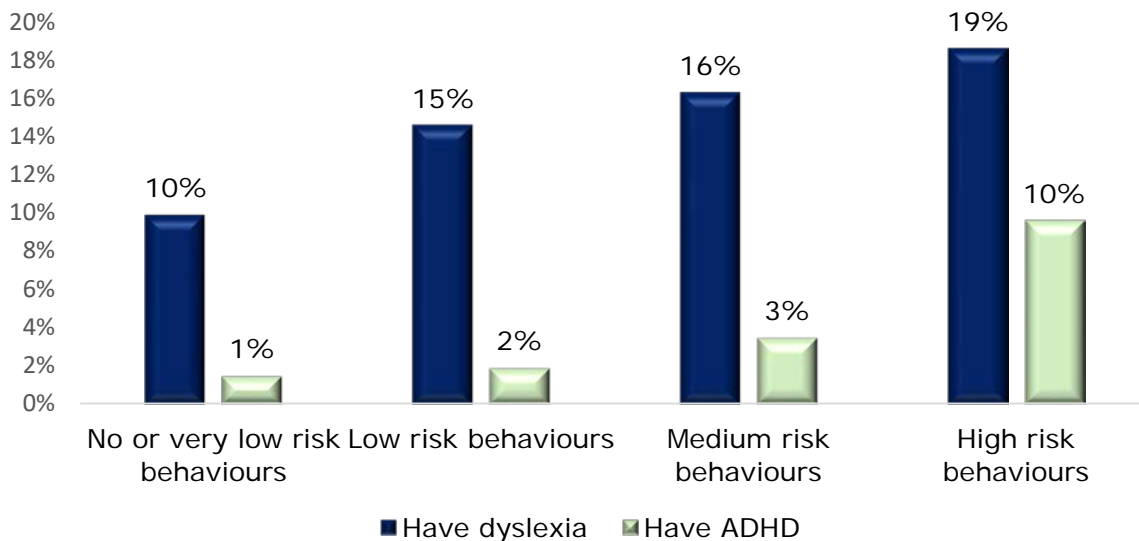
Figure 9.8: Proportion who are Carers by Risk Index



Learning/Behaviour Difficulties

Those with a high level of risk behaviours were much more likely than those with no or low levels of risk behaviours to have dyslexia or ADHD.

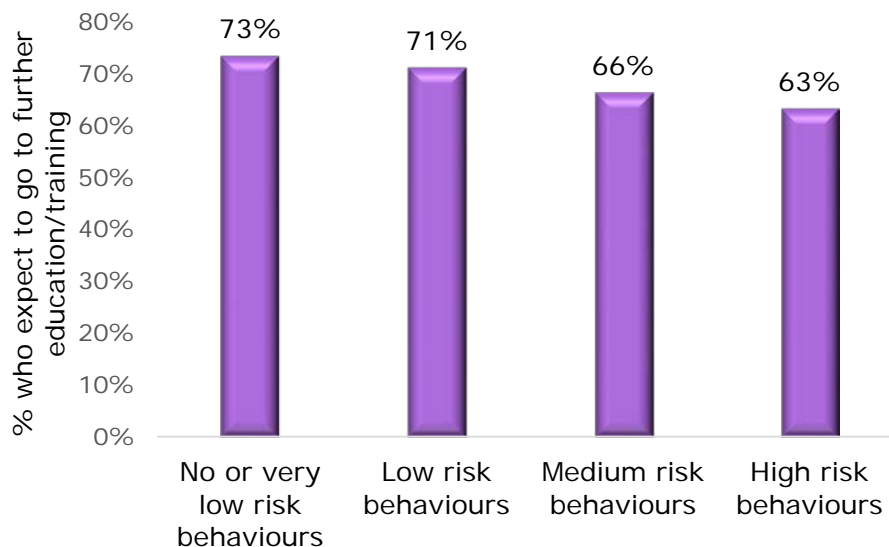
Figure 9.9: Proportion with Dyslexia and ADHD by Risk Index



Future Expectations

Those who engaged in no or very low risk behaviours were the most likely to expect to go to further education/training.

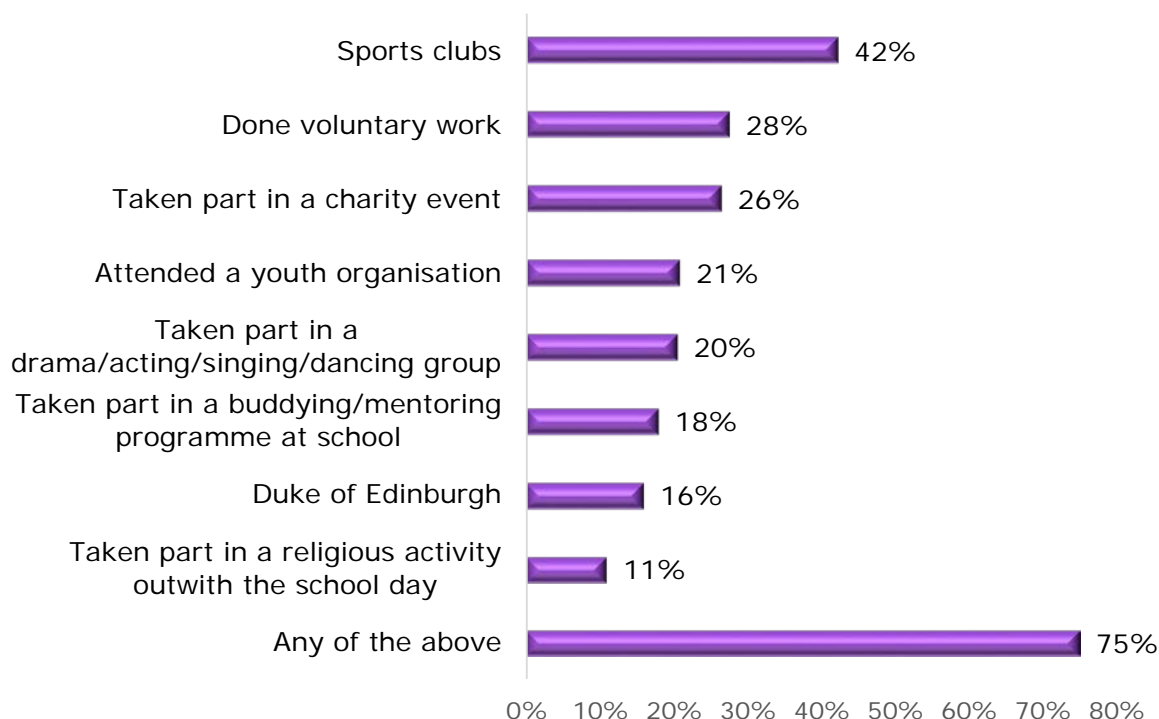
Figure 9.10: Proportion who Expect to Go to Further Education/Training by Risk Index



9.5 Positive Behaviours

Pupils were asked whether they had taken part in any of eight positive activities in the last year. Three in four (75%) had done at least one of them. The most common was sports clubs (42%). All responses are shown in Figure 9.11.

Figure 9.11: Proportion of Pupils who Engaged in Each Positive Activity in the Last Year



Gender

Boys were more likely than girls to have taken part in sports clubs (49% boys; 36% girls). However, girls were more likely than boys to have engaged in:

- A drama/acting/singing/dancing group (31% girls; 9% boys);
- A charity event (30% girls; 23% boys)
- Duke of Edinburgh (19% girls; 13% boys).

Stage

S1/S2 pupils were the most likely to have taken part in:

- Sports clubs (50% S1/S2; 38% S3/S4; 35% S5)
- A drama/acting/singing/dancing group (24% S1/S2; 19% S3/S4; 16% S5).

Those in S5 were the most likely to have done the following activities in the last year:

- Voluntary work (38% S5; 32% S3/S4; 18% S1/S2)
- Taken part in a buddying/mentoring programme at school (32% S5; 10% S3/S4; 19% S1/S2)

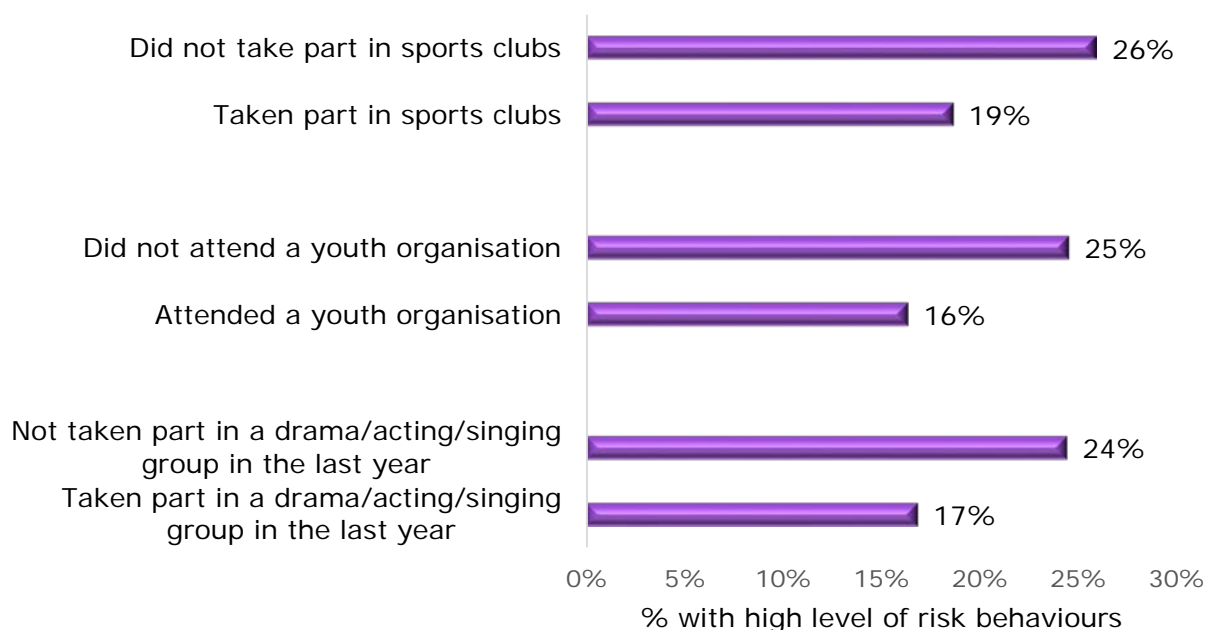
S3/S4 pupils were the most likely to have taken part in Duke of Edinburgh (27%; S3/S4; 22% S5; 2% S1/S2).

9.6 Positive Behaviours: Exploring Further

Is engagement with positive behaviours associated with fewer risk behaviours?

As Figure 9.12 shows, three positive behaviours were associated with lower levels of risk behaviours. Those who had taken part in sports clubs, youth organisations or drama/acting/singing groups in the last year were less likely to have a high score on the risk index.

Figure 9.12: Proportion with a High Level of Risk Behaviours by Participation in Positive Behaviours



CHAPTER SUMMARY

Key statistics

- 83% had engaged in at least one of 20 risk/antisocial behaviours
- 75% had engaged in at least one of 8 positive behaviours

Key differences by gender

Boys were more likely than girls to have participated in any of the risk/antisocial behaviours.

Key differences by stage

S5 pupils were the most likely to have participated in any of the risk/antisocial behaviours.

Services for Young People

Health Services

93%

Had used at least one listed health service

Most common:



Hospital
78%

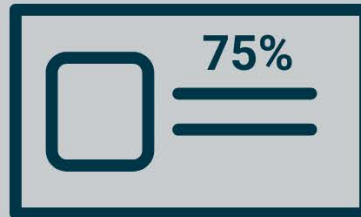


GP/Health
Centre
77%



Pharmacy
66%

Young Scot Card



Had a Young Scot Card



Increase from
19% in 2013

Community Facilities

Proportion who had used each facility in the last year:



Parks
79%



Sports centre
61%



Library
39%



Museums
38%



Community
centre
29%

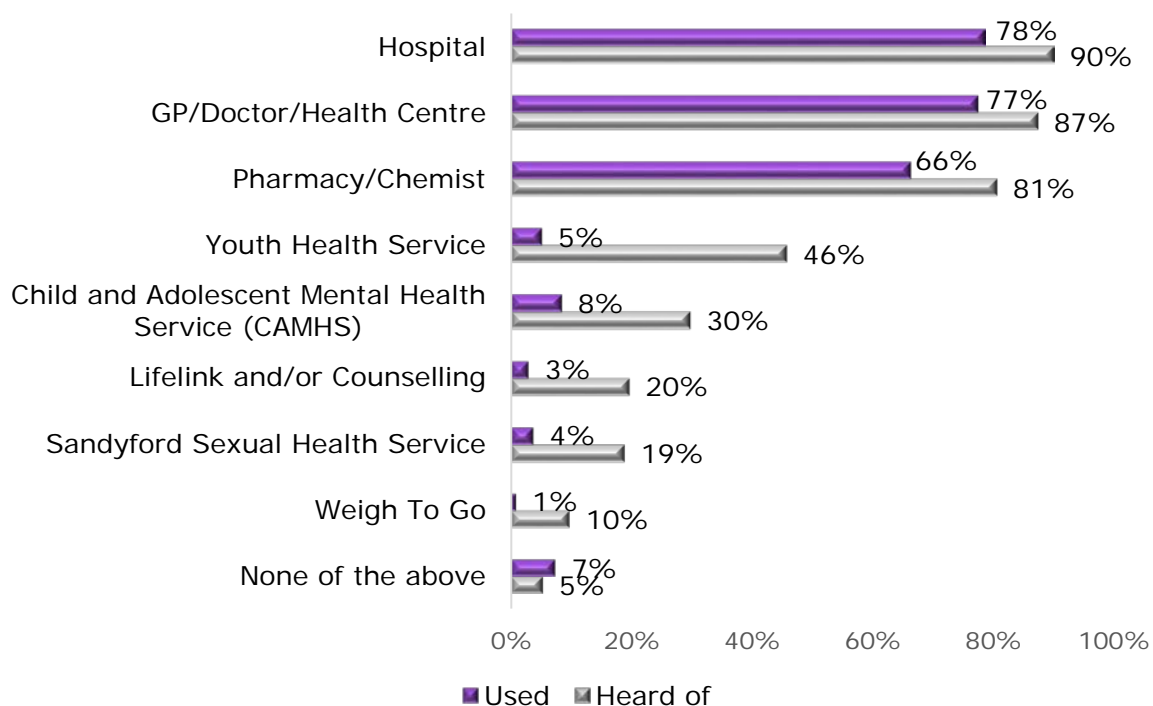


Youth club
18%

10.1 Awareness and use of Health Services

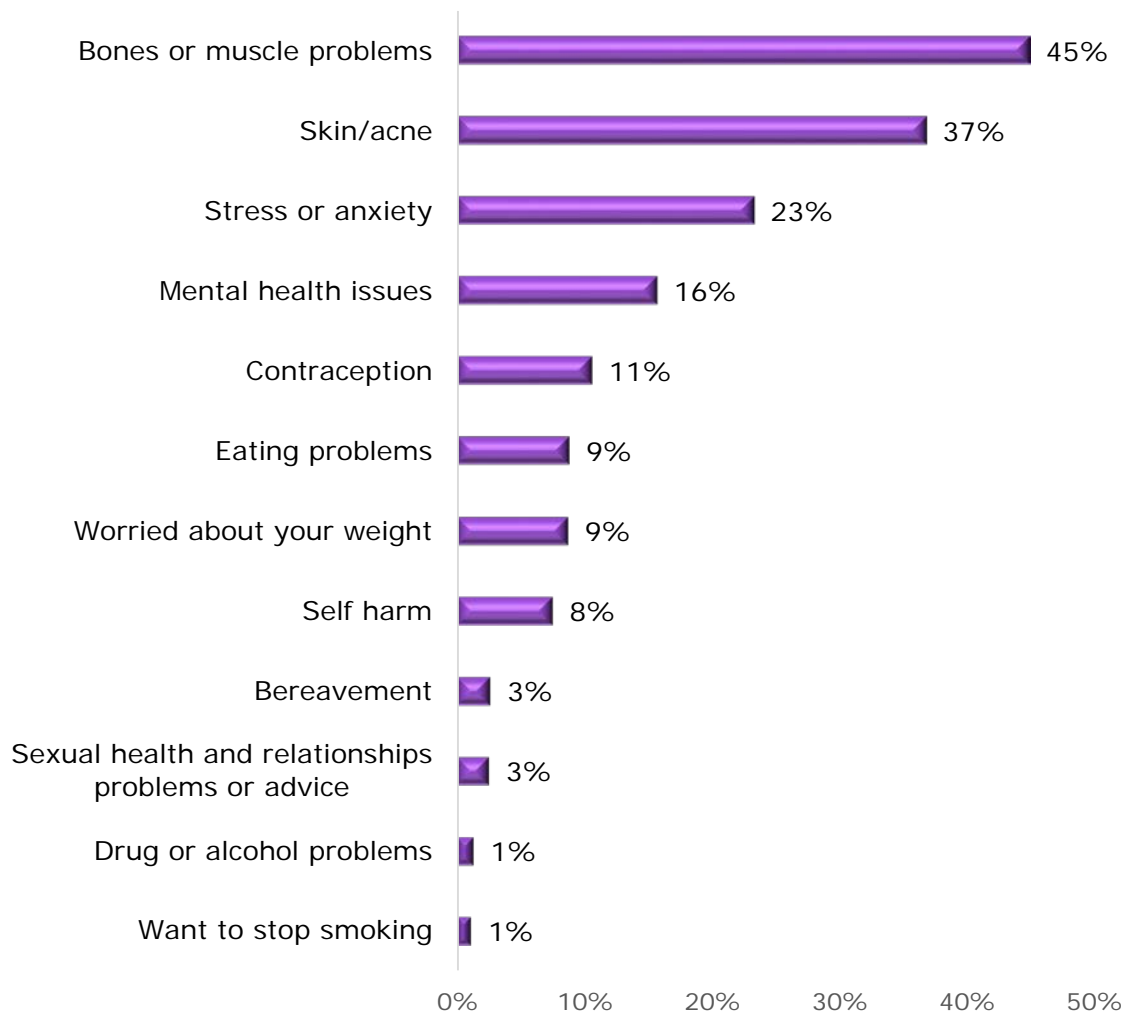
Pupils were asked which health services they were aware of and which they were used. Awareness and use were highest for hospitals, GP/health centres and pharmacies. All responses are shown in Figure 10.1.

Figure 10.1: Awareness and Use of Health Services



Pupils who had used health services were asked what kinds of issues they sought help for when using health services. The most common were bone or muscle problems (45%), skin/acne (37%) and stress/anxiety (23%). All responses are shown in Figure 10.2.

Figure 10.2: Reasons for Using Health Services



Gender

Girls were more likely than boys to be aware of:

- Hospital (92% girls; 88% boys)
- Pharmacy/Chemist (83% girls; 78% boys)
- Sandyford Sexual Health Service (23% girls; 15% boys)
- CAMHS (34% girls; 25% boys)

Girls were also more likely than boys to have used:

- GP/Health Centre (83% girls; 72% boys)
- Pharmacy/Chemist (70% girls; 63% girls)
- CAMHS (11% girls; 6% boys)
- Sandyford Sexual Health Service (6% girls; 2% boys).

Boys were more likely than girls to say they had not used any of the health services (9% boys; 5% girls).

Among those who had used health services, girls were more likely than boys to have used health services for:

- Skin/acne (44% girls; 28% boys)
- Stress or anxiety (29% girls; 15% boys)
- Mental health issues (19% girls; 12% boys)
- Contraception (16% girls; 4% boys)
- Eating problems (11% girls; 6% boys)
- Self-harm (9% girls; 5% boys).

However, boys were more likely than girls to have used health services for bones or muscle problems (53% boys; 39% girls).

Stage

Pupils in S5 were the most likely to be aware of:

- Hospital (94% S5; 91% S3/S4; 87% S1/S2)
- GP/Health Centre (94% S5; 89% S3/S4; 83% S1/S2)
- CAMHS (40% S5; 31% S3/S4; 24% S1/S2)
- Sandyford Sexual Health Service (36% S5; 22% S3/S4; 7% S1/S2).

However, S1/S2 pupils were the most likely to be aware of the Youth Health Service (50% S1/S2; 44% S3/S4; 41% S5).

S5 pupils were the most likely to have used:

- GP/Health Centre (83% S5; 79% S3/S4; 73% S1/S2)
- CAMHS (12% S5; 9% S3/S4; 6% S1/S2)
- Sandyford Sexual Health Service (9% S5; 4% S3/S4; 1% S1/S2).

However, S1/S2 pupils were the most likely to have used the Youth Health Service (7% S1/S2; 5% S3/S4; 2% S5).

Among those who had used health services, S5 pupils were the most likely to have sought help with:

- Skin/acne (45% S5; 37%; 32% S1/S2)
- Contraception (23% S5; 11% S3/S4; 4% S1/S2).

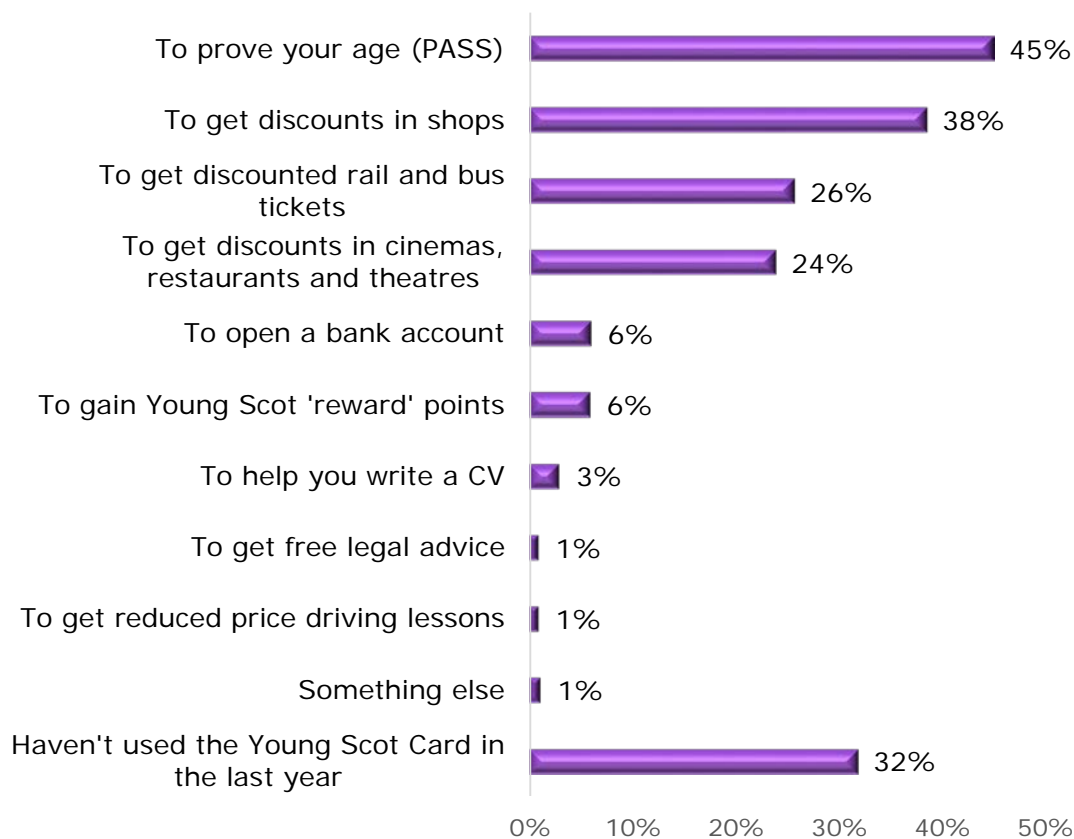
10.2 Young Scot Card

Young Scot is the national youth information and citizenship charity. Membership is free to all young people in Scotland aged 11-26 years and offers a range of information, advice and support and benefits including discounts.

Three in four (75%) pupils said they had a Young Scot Card.

Those who had a Young Scot Card were asked whether they had used their card for certain activities in the last year. Two in three (68%) card holders had used their Young Scot Card for at least one purpose. Figure 10.3 shows the proportion of card holders who had participated in each activity in the last year. The most common uses of Young Scot Cards were to prove age (45%) and to get discounts in shops (38%).

Figure 10.3: Uses of Young Scot Card in Last Year (of those who had a Young Scot Card)



Pupils were asked whether they would use the Young Scot App to purchase items in shops/receive discounts if this was available. Just over half (52%) said they would.

Trends for Young Scot Cards

There was a very high rise in the proportion who had a Young Scot Card from 19% in 2013 to 75% in 2019.

Table 10.1: Trends for Holding a Young Scot Card

	% of pupils who have a Young Scot Card
2013	19.1%
2019	74.5%
Change (2013-2019)	+55.4%

Gender

Girls were more likely than boys to have a Young Scot Card (78% girls; 71% boys). Among card holders, girls were more likely than boys to have used their card to:

- Prove their age (49% girls; 40% boys)
- Get discounts in shops (48% girls; 28% boys)
- Get discounted rail and bus tickets (29% girls; 22% boys)
- Get discounts in cinemas, restaurants, theatres (27% girls; 20% boys).

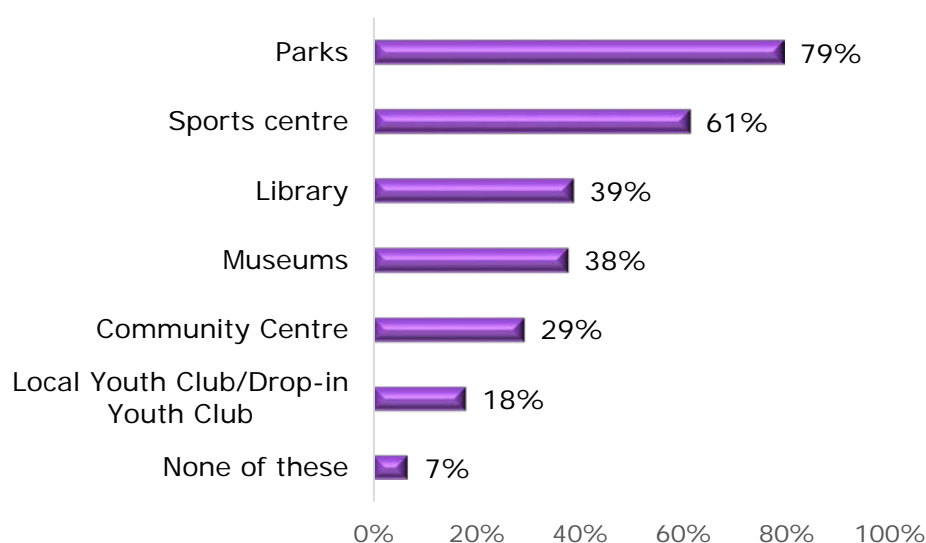
Boys were more likely than girls to say they had not used their Young Scot Card in the last year (40% boys; 25% girls).

Girls were more likely than boys to say they would use the Young Scot app to make purchases if it was available (56% girls; 48% boys).

10.3 Culture and Leisure Facilities

Pupils were asked whether they had been to a museum, sports centre, youth club, library, community centre or park in the last year. Most (93%) had used at least one of these culture/leisure facilities. Parks were the most commonly used type of facility, with four in five (79%) pupils saying they had used parks in the last year.

Figure 10.4: Facilities Used in Last Year



Trends for Use of Culture and Leisure Services

Use of museums, sports centres, libraries and community centres was measured in both 2013 and 2019. Levels of use of museums and community centres were consistent across the two surveys. However, between 2013 and 2019 there was a decrease in the proportion of pupils who used libraries or sports centres.

Table 10.2: Trends for Use of Culture and Leisure Services

	% of pupils who used library in the last year	% of pupils who used sports centre in the last year
2013	49.2%	66.2%
2019	38.7%	61.2%
Change (2013-2019)	-10.5%	-5.0%

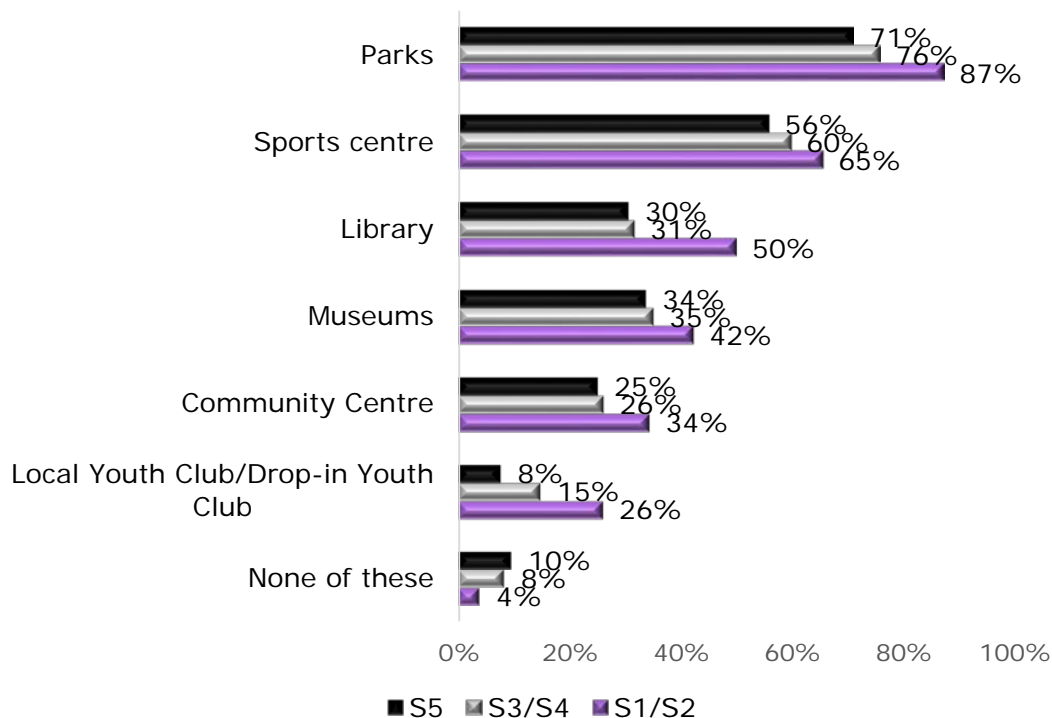
Gender

Boys were more likely than girls to have used a sports centre in the last year (68% boys; 55% girls).

Stage

S1/S2 pupils were the most likely to have used each of the types of facility, as shown in Figure 10.5.

Figure 10.5: Facilities Used in the Last Year by Stage



CHAPTER SUMMARY

Key statistics

- 93% had used at least one listed health service
- 75% had a Young Scot card
- 79% had used parks in the last year
- 61% had used a sports centre
- 39% had visited a library
- 38% had visited a museum
- 29% had visited a community centre
- 18% had visited a youth club

Trends

Between 2013 and 2019 there was an increase in the proportion who had a Young Scot Card.

There was a decrease in the proportion who had used a library in the last year.

There was a decrease in the proportion who had used a sports centre in the last year.

Key differences by gender

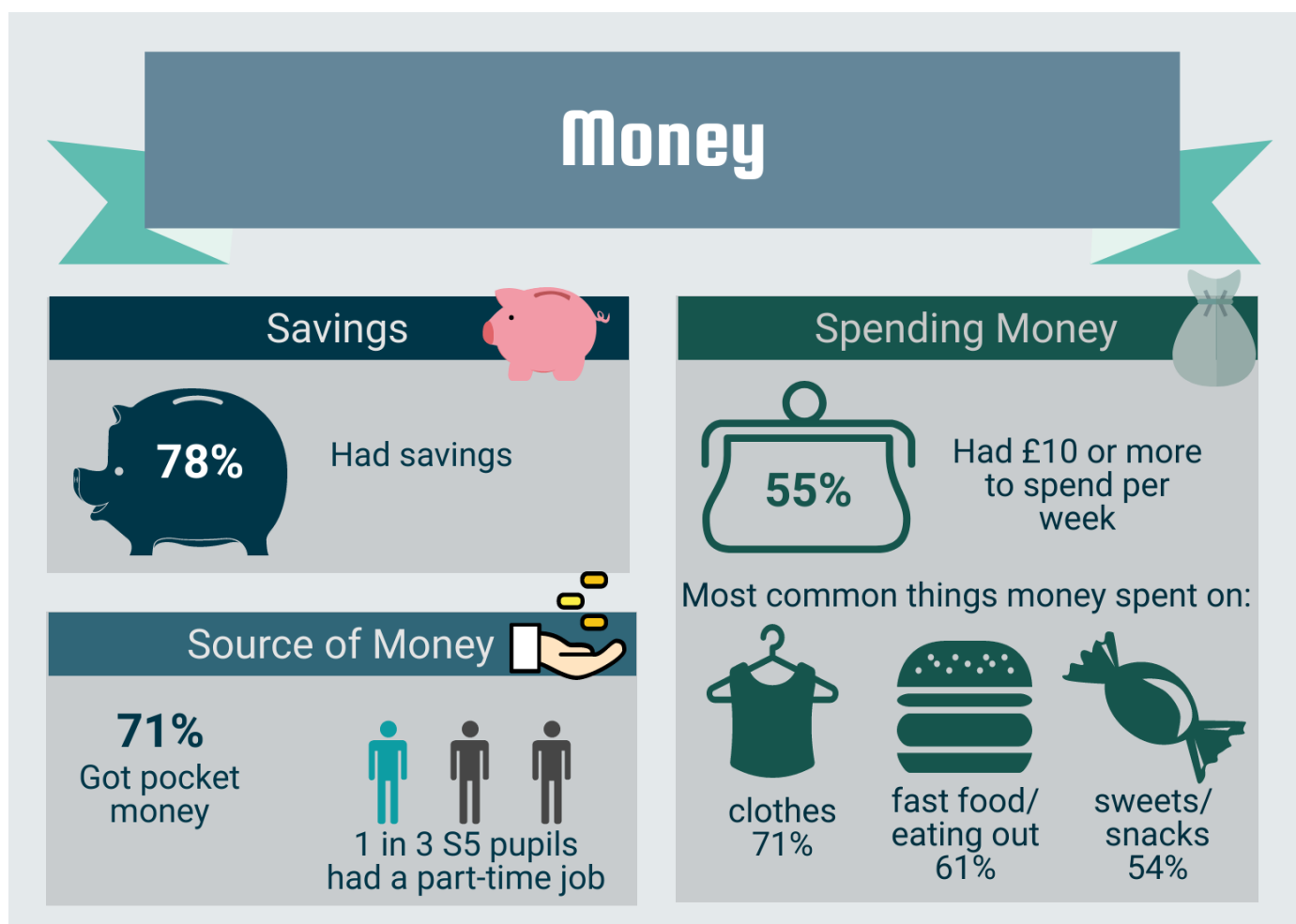
Girls were more likely than boys to have a Young Scot card.

Boys were more likely than girls to have used a sports centre in the last year.

Key differences by stage

S1/2 pupils were the most likely to have used:

- Parks
- Sports centre
- Library
- Museums
- Community centre
- Youth club



11.1 Money

Just under four in five (78%) pupils said they had savings.

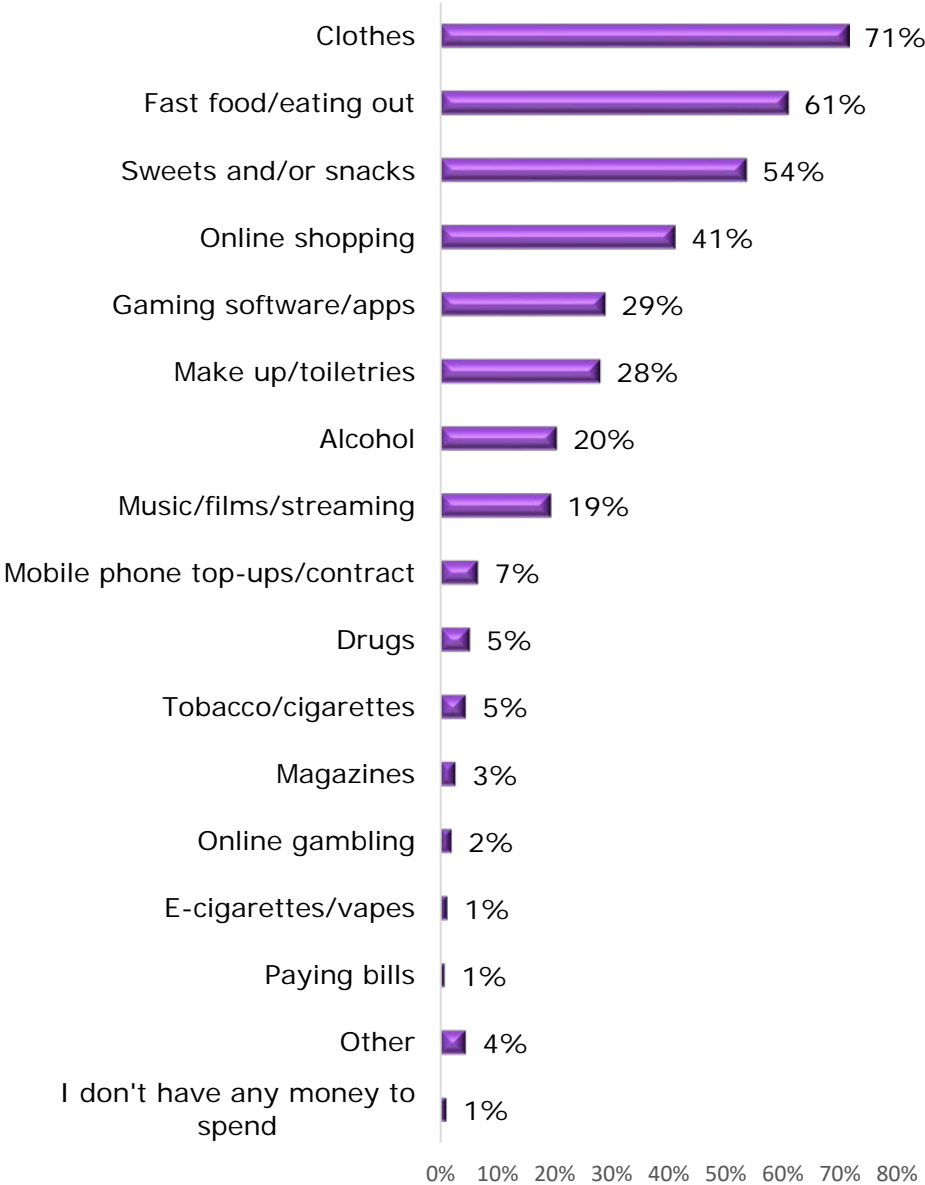
Pupils were asked where they saved their money. Three in five (61%) saved in a bank/building society, 4% used a school credit union/saving scheme and 20% said they saved somewhere else. Most of those who saved somewhere else said they kept their money at home/in their wallet/in a piggy bank.

Pupils were also asked how much money of their own they had most weeks to spend as they like. One in eleven (9%) said they had nothing, 36% had less than £10 and 55% had £10 or more.

Seven in ten (71%) said they got pocket money. One in seven (15%) pupils had a part time job. Just under one in three (31%) of those in S5 got an Educational Maintenance Allowance (EMA). Eighteen percent of pupils said they got money in another way – the most common being receiving money from family members/gifts.

Figure 11.1 shows the things pupils reported spending their money on. The most common were clothes (71%) and fast food/eating out (61%).

Figure 11.1: What Pupils Spend Money On



Gender

Boys were more likely than girls to say they had nothing to spend most weeks (12% boys; 7% girls).

Girls were more likely than boys to say they spent money on:

- Clothes (84% girls; 59% boys)
- Fast food/eating out (71% girls; 51% boys)
- Sweets and/or snacks (58% girls; 49% boys)
- Make up/toiletries (53% girls; 2% boys)

- Online shopping (50% girls; 33% boys)
- Alcohol (23% girls; 18% boys)

However, boys were more likely than girls to spend money on:

- Gaming software/apps (52% boys; 7% girls)
- Drugs (7% boys; 4% girls)
- Online gambling (4% boys; 1% girls).

Stage

Those in S5 were the most likely to save money in a bank/building society (75% S5; 62% S3/S4; 52% S1/S2). Those in S5 were also the most likely to say they had £10 or more to spend each week (75% S5; 56% S3/S4; 44% S1/S2).

Those in S5 were the least likely to get pocket money (56% S5; 75% S3/S4; 74% S1/S2) but the most likely to have a part time job (32% S5; 16% S3/S4; 7% S1/S2).

Those in S5 were the most likely to spend money on:

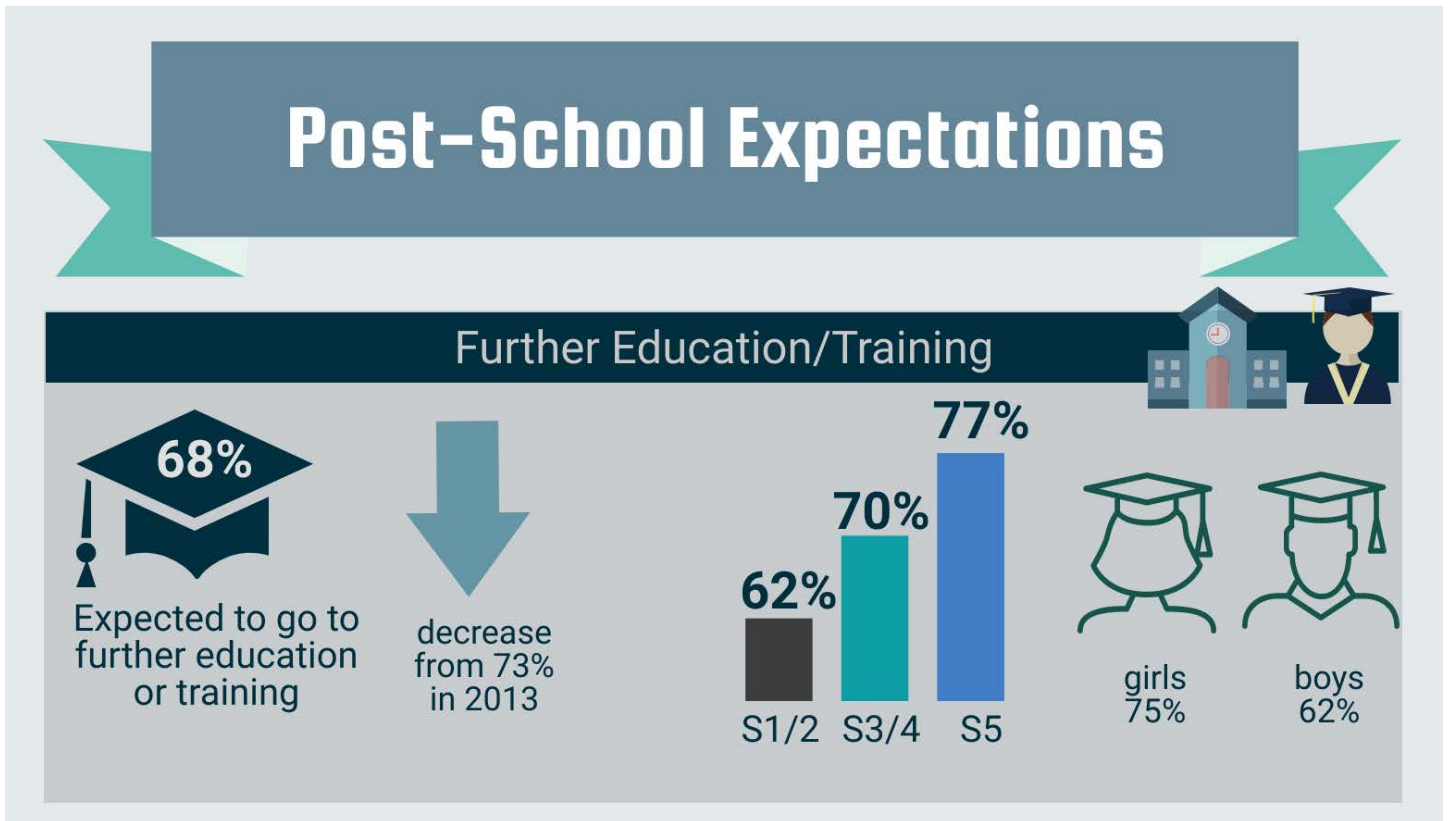
- Clothes (82% S5; 72% S3/S4; 65% S1/S2)
- Fast food/eating out (75% S5; 64% S3/S4; 51% S1/S2)
- Online shopping (54% S5; 43% S3/S4; 34% S1/S2)
- Alcohol (45% S5; 22% S3/S4; 7% S1/S2)
- Make up/toiletries (33% S5; 29% S3/S4; 24% S1/S2)
- Music/films/streaming (27% S5; 18% S3/S4; 17% S1/S2)
- Drugs (12% S5; 6% S3/S4; 1% S1/S2)
- Tobacco/cigarettes (7% S5; 6% S3/S4; 2% S1/S2)
- Online gambling (4% S5; 2% S3/S4; 1% S1/S2)

However, S1/S2 pupils were the most likely to spend money on magazines (4% S1/S2; 2% S3/S4; 2% S5).

CHAPTER SUMMARY

Key statistics

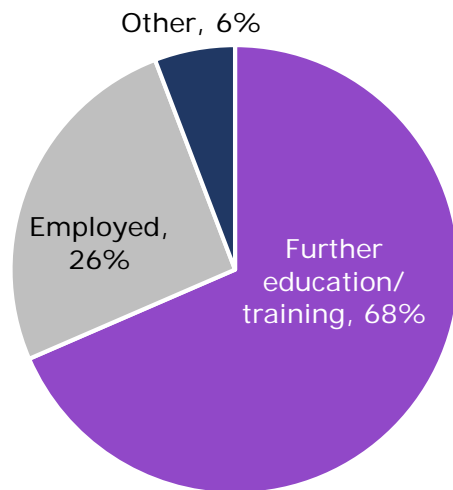
- 78% had savings
- 55% had £10 or more to spend per week



12.1 Post-School Expectations

Pupils were asked what they thought they will most likely be doing when they leave school. Of those who were able to answer, two in three (68%) said that they thought they would go to further education or training.

Figure 12.1: Expectations of What Will Be Doing After School



Notes:

Further education/training = University, Further Education College, Training Programme

Employed = Working, Trade or Modern Apprenticeship, Setting up a business

Other = Take a gap year, volunteering, other

Trends for Post-School Expectations

The list of options for post-school expectations changed between the 2013 and 2019 surveys. However, both surveys included university and further education college as options. The proportion of pupils who expected to go to further education or training fell between 2013 and 2019, as Table 12.1 shows.

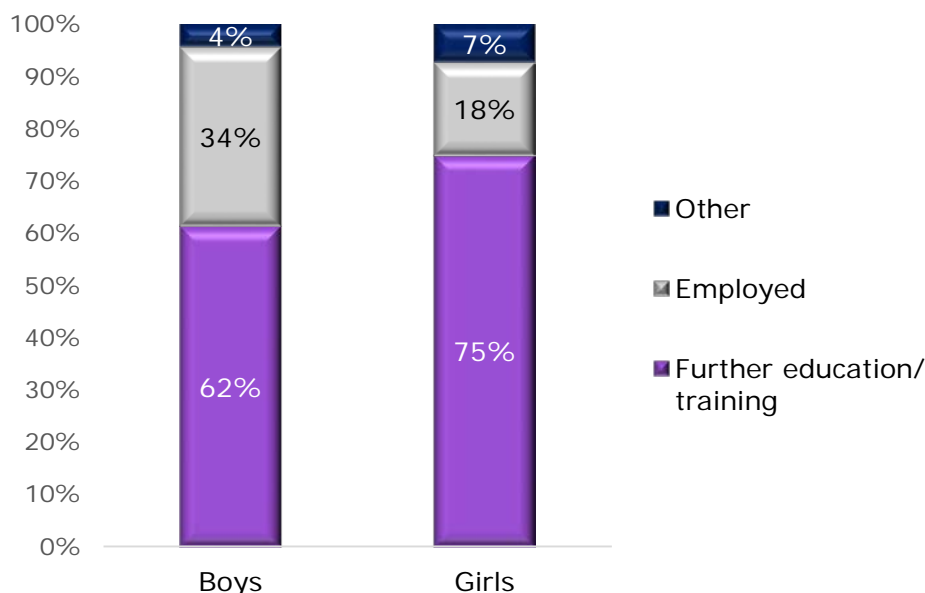
Table 12.1: Trends for Expectation of Going to Further Education/Training

	% of pupils who expect to go to further education/training
2013	72.7%
2019	68.5%
Change (2013-2019)	-4.2%

Gender

Girls were more likely than boys to say that they expected to go into further education/training after school (75% girls; 62% boys).

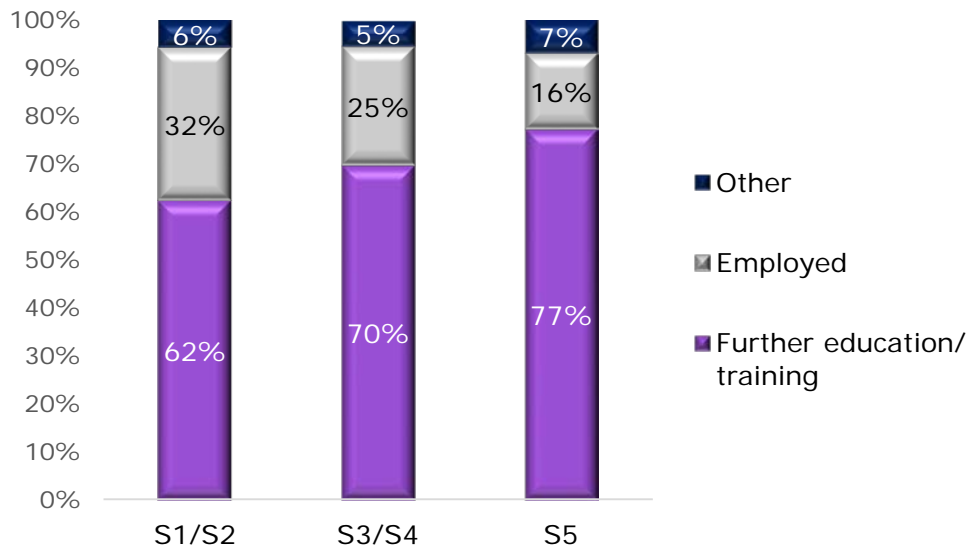
Figure 12.2: Expectations of What Will Be Doing After School by Gender



Stage

S5 pupils were the most likely to expect to go to further education or training, as Figure 12.3 shows.

Figure 12.3: Expectations of What Will Be Doing After School by Stage

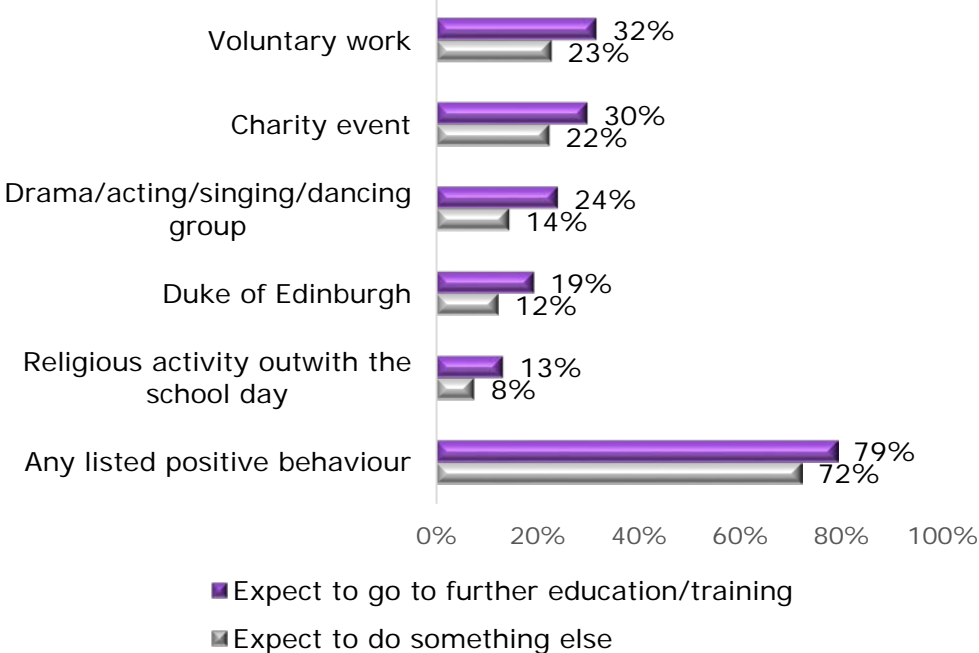


12.2 Post-School Expectations - Exploring Further

Are those who expect to go to further education/training more or less likely to engage in positive behaviours?

Overall, those who expected to go to further education or training were considerably more likely than those who expected to do something else to have participated in any of the listed positive behaviours (79% compared to 72%), and were more likely to have participated specifically in voluntary work, charity events, drama/acting/singing/dancing groups, Duke of Edinburgh or religious activities. Findings for all positive behaviours showing a significant difference are shown in Figure 12.4.

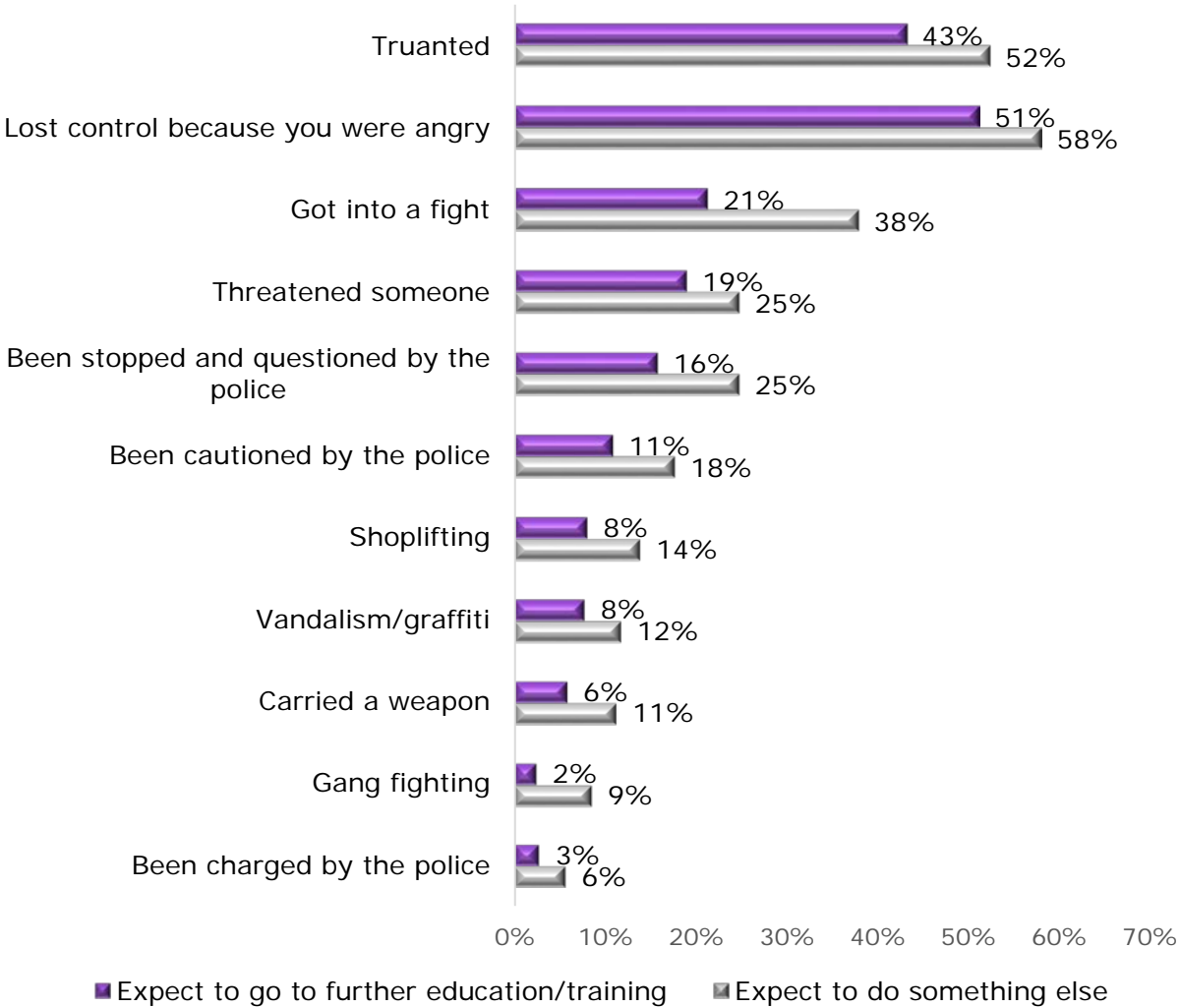
Figure 12.4: Participation in Positive Behaviours by Post-School Expectations (all behaviours showing a significant difference)



Are those who expect to go to further education/training more or less likely to be involved in risky or anti-social behaviours?

Those who expected to go to further education/training were less likely than others to have engaged in many of the anti-social/risk behaviours in the last year, as shown in Figure 12.5.

Figure 12.5: Participation in Anti-Social/Risk Behaviours by Post-School Expectations



CHAPTER SUMMARY

Key statistics

- 68% expected to go to further education/training

Trends

Between 2013 and 2019 there was a decrease in the proportion who expected to go to further education/training.

Key differences by gender

Girls were more likely than boys to expect to go to further education/training.

Key differences by stage

S5 pupils were the most likely to expect to go to further education/training.

Appendix: Data Weighting

The weighting factor used was:

$$W_{sy} = \frac{sy}{R} \times \frac{T}{t_{sy}}$$

Where:

- W_{sy}** is the individual weighting factor for a respondent in school *s*, year group *y*
- sy** is the known number of pupils on the school roll in school *s*, year group *y*
- R** is the total S1-S5 roll across the six secondary schools in Inverclyde
- T** is the total number of completed questionnaires
- t_{sy}** is the number of completed questionnaires in school *s*, year group *y*

The following two tables below shows the effect of weighting in returning the sample to be representative of the school population.

Table B1: Achieved Sample, School Population and Weighted Sample by School

	Achieved Sample	School Population	Sample after weighting
School A	21.0%	20.4%	20.4%
School B	13.5%	11.7%	11.7%
School C	16.3%	17.9%	17.9%
School D	15.8%	16.6%	16.6%
School E	21.8%	20.8%	20.8%
School F	11.7%	12.7%	12.7%

Table B2: Achieved Sample, School Population and Weighted Sample by Year Group

	Achieved Sample	School Population	Sample after weighting
S1	24.5%	20.2%	20.2%
S2	23.7%	21.0%	21.0%
S3	21.8%	20.9%	20.9%
S4	16.4%	19.6%	19.6%
S5	13.7%	18.4%	18.4%

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)



DRUG USE REPORT (2018)



Contents

1	Introduction and background.....	6
	Policy background.....	7
	Methods.....	8
	Changes to the questionnaire.....	8
2	Prevalence and key trends.....	9
	Summary of key changes over time.....	9
	Drug use prevalence.....	10
	Type of drugs used.....	12
	Alcohol use and drugs.....	13
	Polydrug use.....	14
	Effects of drug use.....	15
	Location of drug use.....	17
	What pupils did with their drugs (used, sold, given away).....	18
	Would like to stop taking drugs.....	19
	Need help due to drug use.....	19
3	Availability of drugs.....	20
	Ever been offered drugs.....	20
	Types of drugs ever offered.....	21
	Source of drugs.....	23
	Ease of obtaining drugs.....	24
4	Attitudes to drug use.....	25
	Views on the acceptability of trying cannabis, cocaine and sniffing glue.....	25
	Perceptions of the risks of drug use.....	27
	Attitudes to drug taking.....	29
5	Drugs education and support.....	31
	Where pupils would go for drugs information.....	31
	Drugs education.....	32
	School advice and support.....	32
	Amount learned in school about drugs.....	34
	Confidence in health and wellbeing choices.....	36
6	Risk factors and protective factors.....	38
	Family.....	38
	Friends and leisure activities.....	41
	School.....	44
	Inequalities.....	47

Appendix A: Changes to the 2018 drug questions50
Appendix B: Base Tables51
Appendix C: Drugs categorised as NPS62

Executive Summary

Introduction

This report presents the drug use findings from the 2018 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

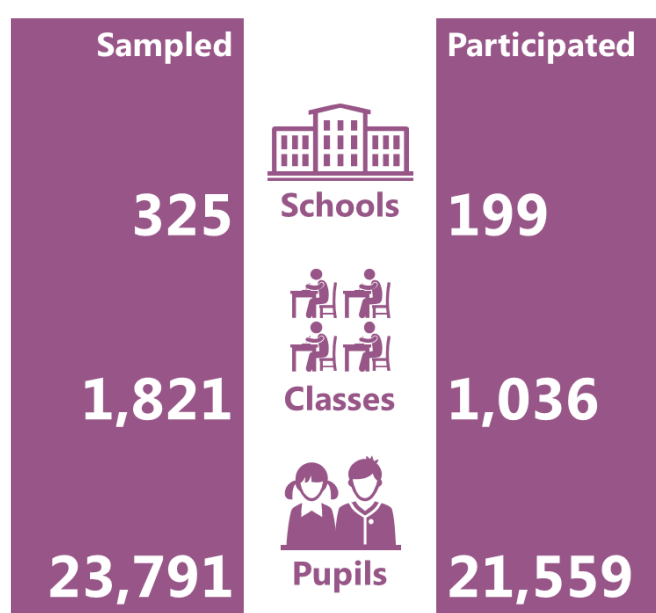
Survey background and purpose

SALSUS is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' smoking (from 1982), drinking (from 1990), and drug use (from 1998) behaviours within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey, known as SALSUS.

About the survey

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In 2018, schools were encouraged to administer the survey online (but could administer it on paper if that was more feasible). Fieldwork was undertaken between September 2018 and April 2019.

Figure 1 Numbers sampled and participated



The overall response rate was **52%** based on class and pupil response rate¹.

For full details of the methodology please see the accompanying SALSUS 2018 Technical Report.

¹ The overall response rate excludes schools who took part in the Realigning Children's Services Survey and Glasgow state schools. For more details please see the SALSUS 2018 Technical Report.

Key findings

Prevalence and key trends

- 6% of 13 year olds and 21% of 15 year olds had ever used drugs.
- 4% of 13 year olds and 12% of 15 year olds reported using drugs in the last month.
- Drug use in the last month has been gradually decreasing since 2002, when 8% of 13 year olds and 23% of 15 year olds reported using drugs in the last month. However, between 2013 and 2018, there was an increase in the proportion of 13 year old and 15 year old boys who took drugs in the month prior to the survey (from 2% and 11% respectively in 2013, to 4% and 15% in 2018).
- Cannabis was the most widely used drug; 19% of 15 year olds had ever used cannabis. 6% of 15 year olds had ever taken ecstasy, 5% had ever taken cocaine, 5% had ever taken any form of Novel Psychoactive Substances (NPS) and 5% had ever taken MDMA powder.
- 31% of 13 year olds and 42% of 15 year olds who had ever used drugs had been drinking alcohol the last time they had used drugs 15% of all pupils had used more than one drug (polydrug use) the last time they had used drugs.
- 36% of 13 year olds and 45% of 15 year olds who had ever taken drugs had experienced at least one negative effect as a result (in the last year). The most common effects were having an argument, vomiting, and doing something they later regretted.
- It was most common for pupils to have used drugs out in the street or in someone else's home.

Sources and availability

- 22% of 13 year olds and 47% of 15 year olds had ever been offered drugs. There was an increase in the proportion who had ever been offered drugs between 2015 and 2018 (from 19% to 22% among 13 year olds and from 42% to 47% among 15 year olds).
- 15 year old pupils were most commonly offered cannabis. 37% of all 15 year olds had been offered cannabis, 18% had been offered ecstasy, 15% had been offered cocaine, and 14% had been offered MDMA powder or some form of NPS.
- Since 2015, there has been an increase in the proportions of 15 year olds who have been offered cannabis, cocaine, MDMA powder, LSD and ketamine.
- It was most common for pupils who had ever taken drugs to get them from friends (friends of the same age or older).

Attitudes to drugs

- Among 15 year olds, the acceptability of trying cannabis and sniffing glue has increased since 2015 – 33% of 15 year olds thought it was 'ok' to try cannabis, compared with 24% in 2015, and 11% thought it was 'ok' to try sniffing glue, compared with 7% in 2015.
- 9% of 15 year olds thought it was 'ok' to try cocaine.

Acknowledgements

First and foremost, we would like to thank all of the pupils who participated in the 2018 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

We would also like to thank the schools that participated and, in particular, the teachers who organised and administered the survey. In addition, we would like to thank individuals from Alcohol and Drug Partnerships (ADPs) and local authority education departments who encouraged schools to take part.

We are grateful to Scottish Government colleagues for their help and guidance over the life of the project, and in particular to Carol Brown and Neil White for their support throughout.

Finally, we would like to acknowledge the contributions of many Ipsos MORI colleagues, in particular: Lucy Setterfield, Lorraine Murray, Chris Martin, Melissa Behm, Yinka Oluwi, Russell Painter and Kevin Pickering.

Carolyn Black
Linda Hutcheson
Colin Hockaday

1 Introduction and background

This report presents the drugs findings from the 2018 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

Survey background

SALSUS is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' smoking (from 1982), drinking (from 1990), and drug use (from 1998) within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey known as SALSUS.

Survey purpose

SALSUS informs progress towards Scottish Government policies to reduce the harms from smoking, drinking and drug use among children and young people.

The survey series also provides local prevalence rates for smoking, drinking and drug use across Alcohol and Drug Partnerships (ADPs), local authorities and NHS Boards.

Policy background

It is a Scottish public health priority to reduce the harm from drugs². In November 2018, the Scottish Government published its combined alcohol and drugs treatment strategy, Rights, Respect and Recovery³, aimed at improving the nation's health by preventing and reducing alcohol and drug use, harm and related deaths. It emphasises prevention and early intervention for young people and for those most at risk of becoming addicted to alcohol or drugs.

The strategy's commitments include: identifying and implementing actions to reduce inequalities; developing recovery oriented systems of care; getting it right for children, young people and families; and taking a public health approach to addiction. The strategy also challenges services to better meet the complex health and social needs of those who are most at risk as a result of their substance use.

The strategy will be delivered in partnership with Scotland's 31 Alcohol and Drug Partnerships (ADPs), including health boards, local authorities, police and voluntary agencies. The Scottish Government has announced a commitment of £20 million per year until 2021, to allow ADPs working in local areas across Scotland to fund treatment and support services.

There is an ambitious programme for alcohol and drug education currently in place to ensure that all children and young people in Scotland have credible and accessible information and advice on drugs. The Scottish Government has implemented health and wellbeing learning outcomes through Curriculum for Excellence⁴, which includes specific emphasis on substance use. Learning in this area is aimed at promoting confidence, independent thinking and positive attitudes. It also aims to promote risk and resilience management skills in children and young people that equip them to make positive lifestyle choices.

Rights, Respect and Recovery commits to revising that programme of alcohol and drug education in schools and to developing guidance and resources that will provide accurate, evidence-based, relevant and current information around alcohol and drug use, and how to access help.

Further information about policy relating to drugs is available at:

- NHS Health Scotland: <http://www.healthscotland.scot/health-topics/drugs>
- Scottish Government: <https://www.gov.scot/policies/alcohol-and-drugs>

² Scottish Government and COSLA (2018) Public Health Priorities for Scotland <https://www.gov.scot/publications/scotlands-public-health-priorities/>

³ Scottish Government (2018) Rights, Respect and Recovery: Drug and Alcohol Treatment Strategy <https://www.gov.scot/publications/rights-respect-recovery/>

⁴ Scottish Government (2019) Scotland's Curriculum For Excellence: Putting learners at the heart of education <https://scotlandscurriculum.scot/>

Methods

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In the past the survey has been completed on paper, but in 2018 schools were given the choice to complete the survey online or on paper.

A random, nationally representative sample of S2 and S4 pupils in Scottish schools was drawn with classes as the primary sampling unit. All local authority and independent schools in Scotland were eligible for inclusion in the sample, with the exception of special schools.

Fieldwork was completed between October 2018 and April 2019. A total of 12,558 S2 and 10,807 S4 pupils responded (including schools that took part in the Realigning Children's Service Survey).

The overall response rate was 52% (excludes schools that took part in the Realigning Children's Services Survey and Glasgow state schools).

Data was weighted by local authority, age, sex, school sector (state/independent), school denomination and by urban/rural classification.

Throughout the report pupils in S2 are referred to as '13 year olds' and S4 pupils are referred to as '15 year olds' for ease. It should be borne in mind that some pupils within these categories may be slightly older or younger.

Some pupils did not answer each question. Where answers are missing, these have been excluded from the analysis and so charts and tables that describe the same population may have varying bases. When differences between estimates are specifically commented on in the report, these differences are statistically significant to the level of 0.05.

Percentages may not add up to 100% due to rounding.

For full details of the methodology, please see the SALSUS 2018 Technical Report⁵.

Finally, it is important to note, that while there are associations between many of the behaviours explored in this report, conclusions about causality cannot be drawn.

Changes to the questionnaire

Only minor changes were made to the drugs questions for 2018 (i.e. updating the names of drugs in the solvents and tranquilisers categories) (see Appendix A). For further details on other question changes and survey methodology see the SALSUS 2018 Technical Report. A copy of the full 2018 questionnaire is also available⁶.

⁵ The SALSUS 2018 Technical Report can be found at:
<http://www.gov.scot/ISBN/9781839603327>

⁶ The SALSUS 2018 Questionnaire can be found at:
<http://www.gov.scot/ISBN/9781839603327>

2 Prevalence and key trends

Summary of key changes over time

Prevalence of drug use in the last month remained stable between 2015 and 2018, except among 13 year old boys (where it rose from 3% to 4%). However, there have been increases in the proportion of pupils who have been offered drugs since the last wave of the survey. The proportion of 13 year old girls and 15 year old boys who say they would find it easy to obtain drugs if they wanted to has also increased since 2015 (Figure 2.1).

Figure 2.1 Summary of trends in drug use between 2015 and 2018

	13 year olds		15 year olds	
	Boys	Girls	Boys	Girls
USED DRUGS IN THE LAST MONTH	↑	↔	↔	↔
EVER BEEN OFFERED DRUGS	↑	↑	↑	↑
EASE OF OBTAINING DRUGS	↔	↑	↑	↔

Drug use prevalence

Pupils were provided with a list of drugs (including their commonly used street names) and asked if they had used each of them. This information was used to create an overall measure of any drug use 'in the last month', 'in the last year' (including in the last month), 'ever' (including in the last month and last year) and 'never'.

2018 FIGURES

Most pupils have never used drugs at all: 94% of 13 year olds and 79% of 15 year olds (Figure 2.2). 15 year olds were more likely than 13 year olds to have ever used drugs or to have used them in the last month (Figure 2.3): 21% of 15 year olds had ever used drugs, compared to 6% of 13 year olds; while 12% of 15 year olds reported using drugs in the last month, compared to 4% of 13 year olds. Less the 0.5% of 13 year olds and 1% of 15 year olds said they took drugs at least once a week.

TRENDS OVER TIME

Drug use in the last month has been gradually decreasing since 2002. However, since 2013 there has been an increase in the proportion of boys who took drugs in the last month (2% of 13 year olds boys in 2013, compared to 4% in 2018; and 11% of 15 year old boys in 2013, compared to 15% in 2018). Drug use among girls of both age groups has remained fairly stable since 2013.

GENDER DIFFERENCES

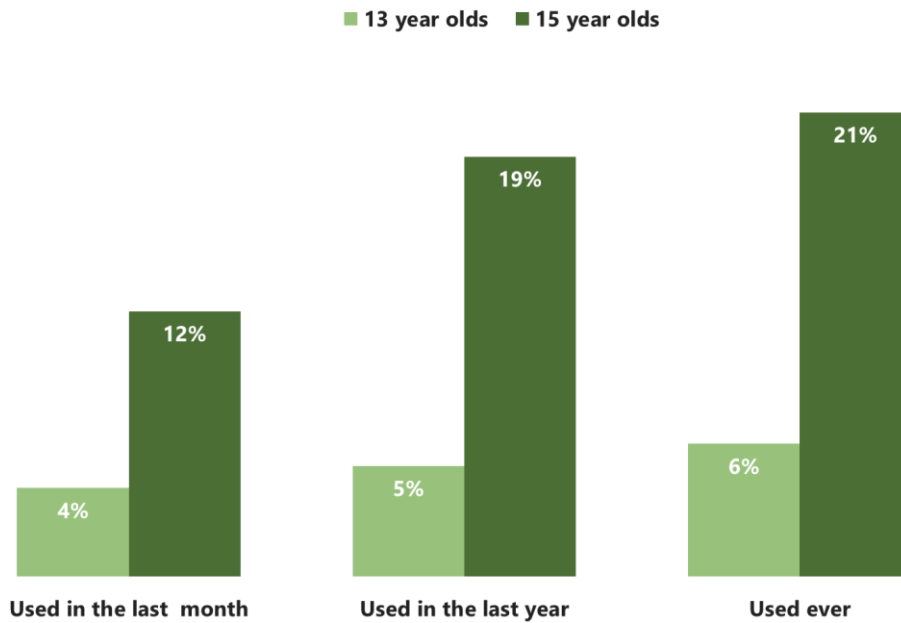
15 year old boys were more likely than 15 year old girls to have used drugs in the last month. There were no differences between 13 year old boys and girls (Figure 2.4)

Figure 2.2 Proportion of pupils who have never used drugs, by age (2018)



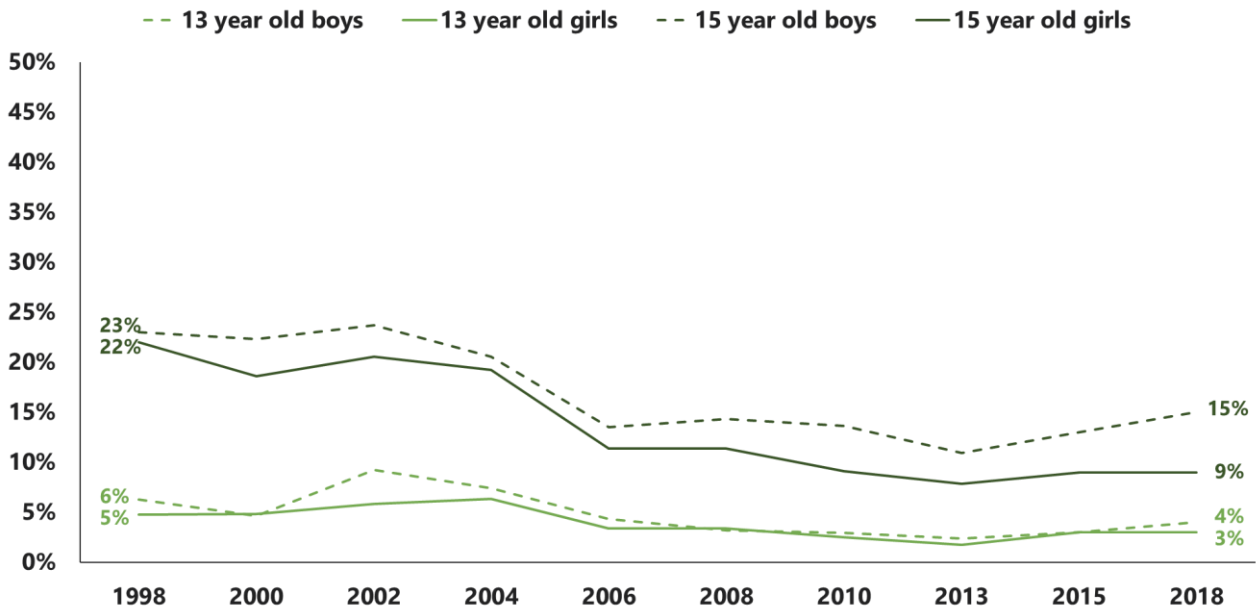
Base: all 13 year olds (11,746), all 15 year olds (10,068)

Figure 2.3 Use of drugs in the last month, last year or ever, by age (2018)



Base: all 13 year olds (11,746), all 15 year olds (10,068)

Figure 2.4 Proportion of pupils who have used drugs in the last month, by sex and age (1998- 2018)



Base: all pupils (for full base sizes please see Appendix B)

Type of drugs used

This section focuses on **15 year olds** as use of any drugs among 13 year olds is so low.

2018 FIGURES

Cannabis was the most widely used drug; 11% of 15 year olds had used cannabis in the last month and 19% had used it ever (Figure 2.5). In comparison with cannabis, the use of cocaine, ecstasy, MDMA powder and Novel Psychoactive Substances (NPS - see Appendix C) was low.

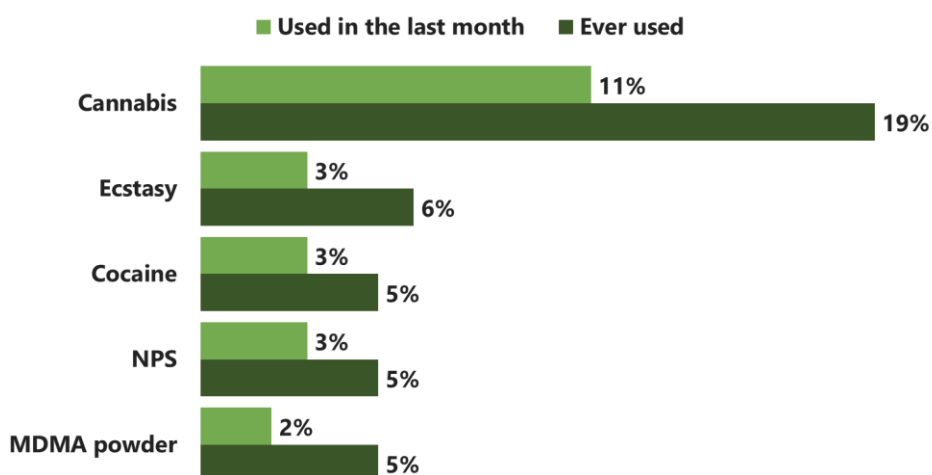
TRENDS OVER TIME

Since 2015, there have been no statistically significant changes in the proportion of pupils using any of the individual drugs in Figure 2.5 in the last month or the last year.

GENDER DIFFERENCES

15 year old boys were more likely than 15 year old girls to have taken each of the individual drugs in Figure 2.5 in the last month.

Figure 2.5 Types of drugs used in the last month and ever, among 15 year olds (2018)
Q. *When was the last time you ever used or took any of the following...?*



Base: all 15 year olds pupils (10,068)

Alcohol use and drugs

2018 FIGURES

Among pupils who have ever used drugs, 31% of 13 year olds and 42% of 15 year olds had been drinking alcohol the last time they had used drugs.

TRENDS OVER TIME

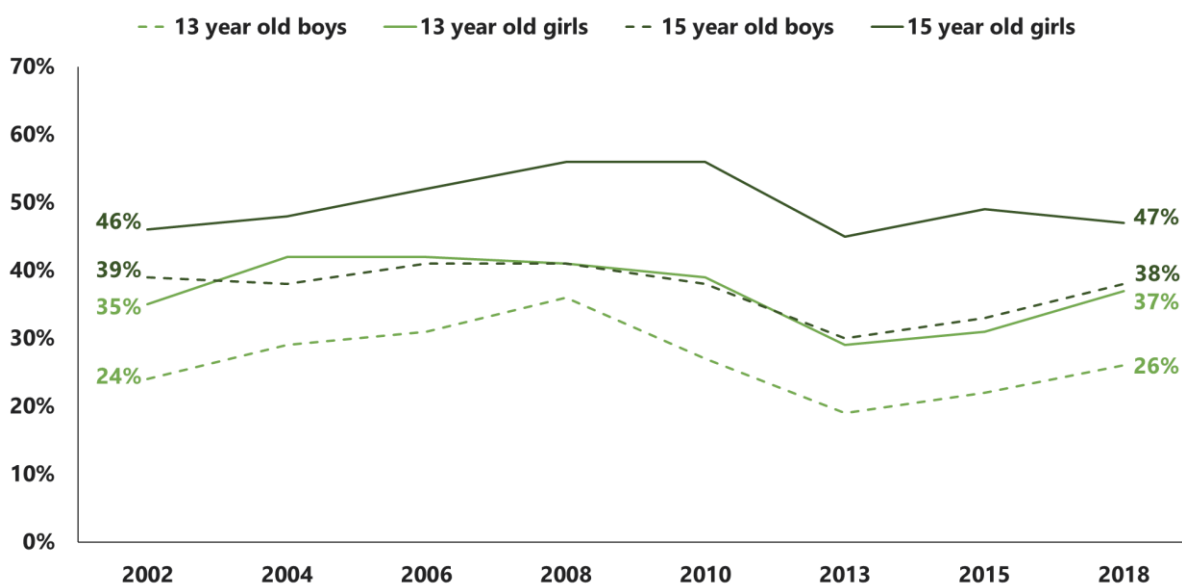
Between 2010 and 2013 there was a notable decrease in the simultaneous use of alcohol and drugs. Between 2013 and 2018 however, there was been an increase in the number of 15 year old boys who had been drinking the last time that they used drugs (the increase among 13 year olds boys and 13 year old girls is not statistically significant) (Figure 2.6).

GENDER DIFFERENCES

Among both age groups, girls were more likely than boys to have been drinking the last time that they used drugs.

Figure 2.6 Proportion of pupils who were drinking alcohol the last time they used drugs, by sex and age (2002-2018)

Q. The last time you used drugs, were you also drinking alcohol?



Base: pupils who have ever used drugs (for full base sizes please see Appendix B)

Polydrug use

2018 FIGURES

Among those who had ever used drugs, 16% of 13 year olds and 15% of 15 year olds had used more than one drug (polydrug use) the last time they used drugs (Figure 2.7).

TRENDS OVER TIME

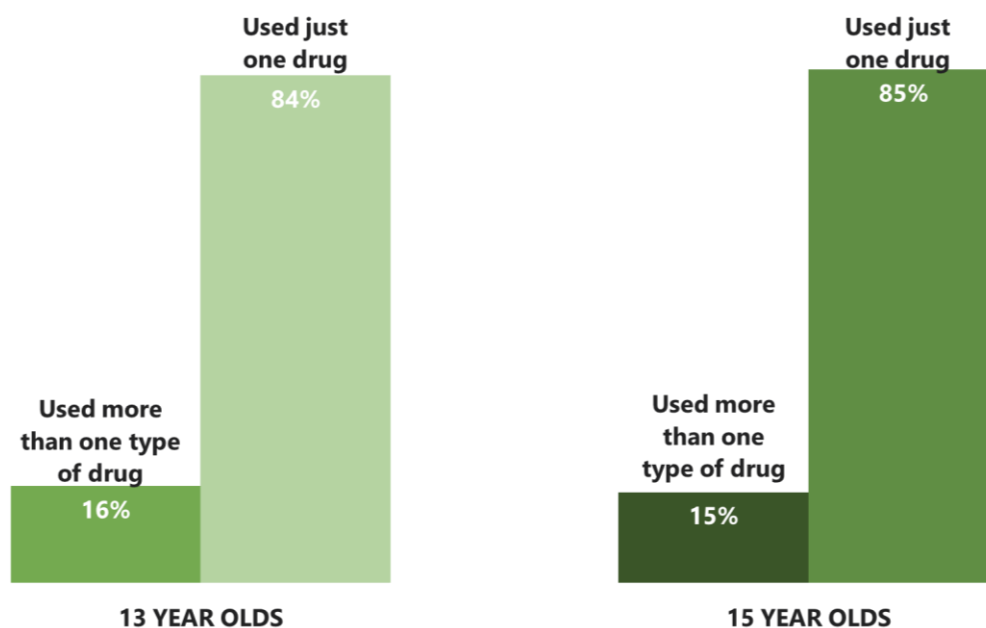
Since 2015, among both age groups there has been no change in the proportions who used more than one type of drug the last time they used drugs.

GENDER DIFFERENCES

15 year old boys were more likely than 15 year old girls to have taken more than one type of drug the last time they used drugs (17% of 15 year olds boys, compared with 12% of 15 year old girls). There was no statistically significant difference between 13 year old boys and girls.

Figure 2.7 Proportion of pupils who used more than one drug the last time they used drugs, by age (2018)

Q. The last time you used drugs, did you use more than one type of drug?



Base: 13 year olds who have ever used drugs (709), 15 year olds who have ever used drugs (2,079)

Effects of drug use

2018 FIGURES In the last year, 45% of 15 year olds and 36% of 13 year olds who had ever taken drugs had experienced at least one immediate negative effect as a result⁷.

The most common effects were vomiting, doing something they later regretted and having an argument (Figure 2.8).

TRENDS OVER TIME

There was no change in the proportion of pupils who had experienced negative consequences as a result of using drugs.

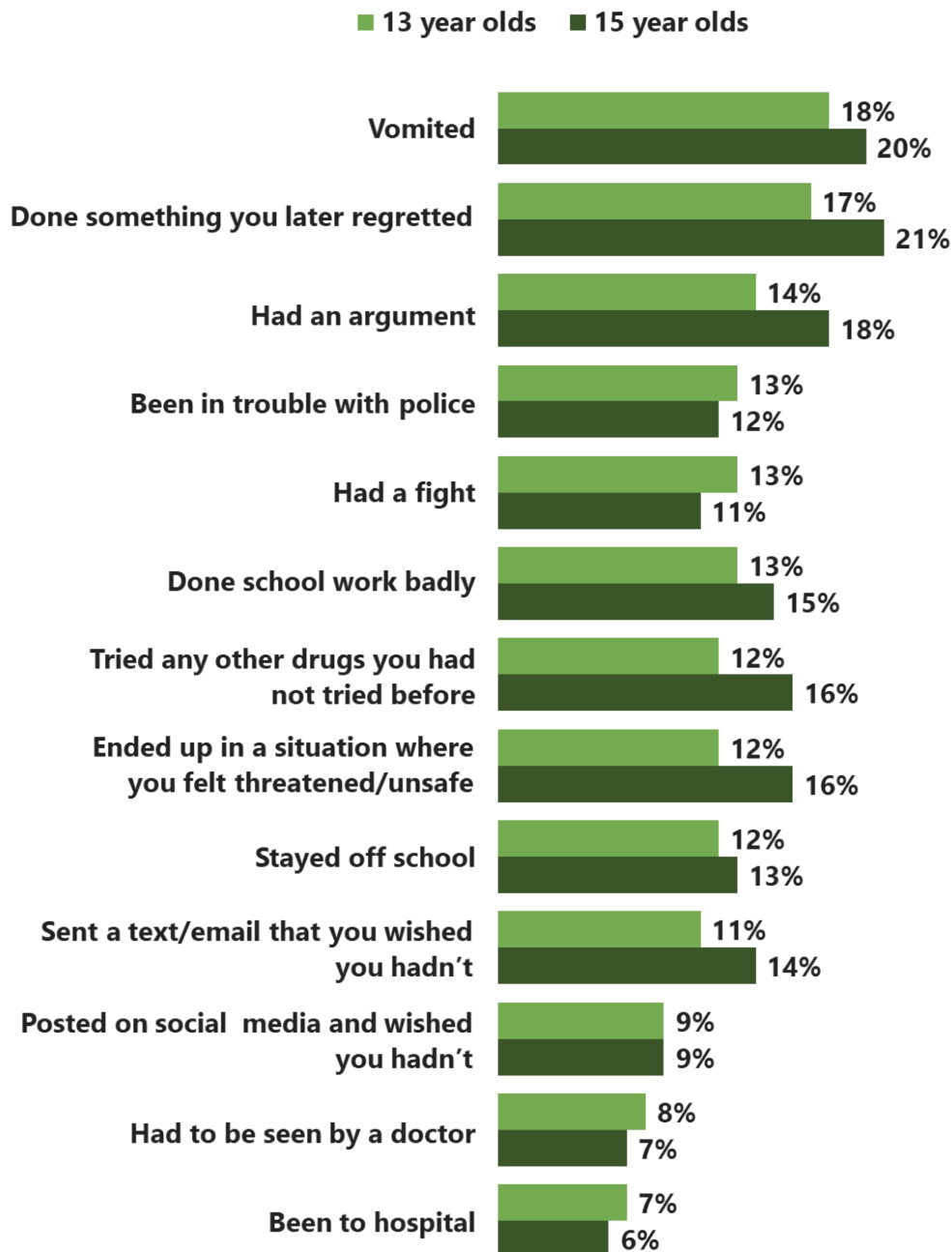
GENDER DIFFERENCES

There were no gender differences in the proportions who experienced one or more negative effects of using drugs. In terms of the effects experienced, boys who had ever used drugs were more likely than girls who had ever used drugs to have had a fight as a result of taking drugs (13% of boys, compared with 9% of girls).

⁷ The survey did not attempt to capture any longer-term negative effects.

Figure 2.8 Proportion of those who have ever used drugs who experienced negative effects as a result, by age (2018)

Q. In the past year, as a result of taking drugs have you...?



Base: 13 year olds who have ever used drugs (779), 15 year olds who have ever used drugs (2,188)

Location of drug use

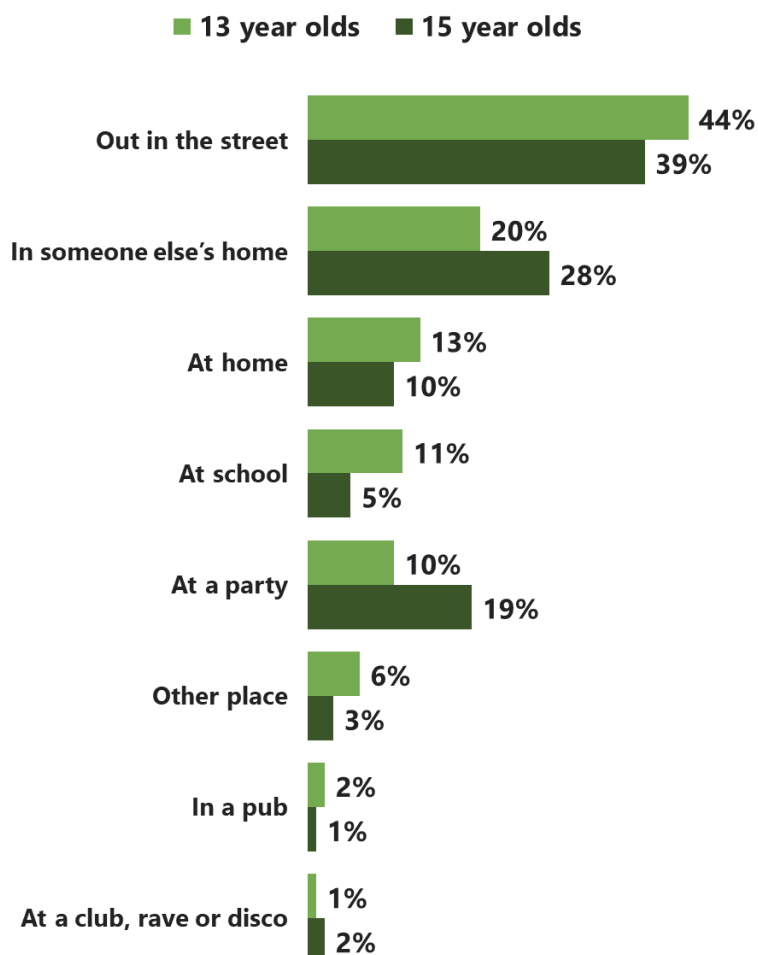
2018 FIGURES Among both age groups, it was most common for pupils to have used drugs out in the street. The next most common locations were in someone else's home and (among 15 year olds) at a party (Figure 2.9).

TRENDS OVER TIME There was no change in the proportion of pupils who reported using drugs in the various locations.

GENDER DIFFERENCES In general, there were no gender differences by location of drug use, except among 13 year olds, where girls were more likely than boys to have taken drugs in someone else's home (29% of girls, compared with 14% of boys).

Figure 2.9 Location of last drug use, by age (2018)

Q. Where were you the last time you used drugs?



Base: 13 year olds who have ever used drugs (605), 15 year olds who have ever used drugs (1,952)

What pupils did with their drugs (used, sold, given away)

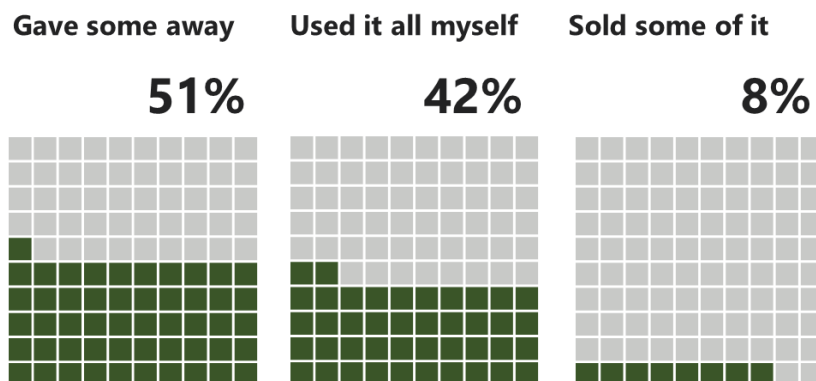
2018 FIGURES Around half of pupils who had ever used drugs gave some of their drugs to someone else the last time they used them (52% of 13 year olds and 51% of 15 year olds) (Figure 2.10). Around four in ten used it all themselves (40% of 13 year olds and 42% of 15 year olds). Only a small proportion sold some of their drugs (10% of 13 year olds and 8% of 15 year olds).

TRENDS OVER TIME Among 15 year olds, there was an increase in the proportion who said they used all of their drugs themselves (42% in 2018, compared with 37% in 2015) and a corresponding reduction in the proportion who gave some of their drugs away (51% in 2018, compared with 57% in 2015). Among 13 year olds there was no change between 2015 and 2018.

GENDER DIFFERENCES Among 15 year olds, girls were more likely than boys to give some of their drugs away (56% of 15 year old girls, compared with 48% of 15 year old boys), while boys were more likely than girls to sell some of their drugs (9% of 15 year olds boys, compared with 5% of 15 year old girls). There were no differences between 13 year old boys and girls.

Figure 2.10 What 15 year old pupils did with their drugs on the last occasion that they used them (2018)

Q. The last time you used drugs, did you use them all yourself or did you sell or give some to someone else?



Base: 15 year olds who have ever used drugs (1,783)

Would like to stop taking drugs

2018 FIGURES

55% of 13 year olds and 40% of 15 year olds who had ever used drugs reported that they would like to stop using them (Figure 2.11). 30% of 15 year olds who use drugs once a month or more would like to stop.

TRENDS OVER TIME

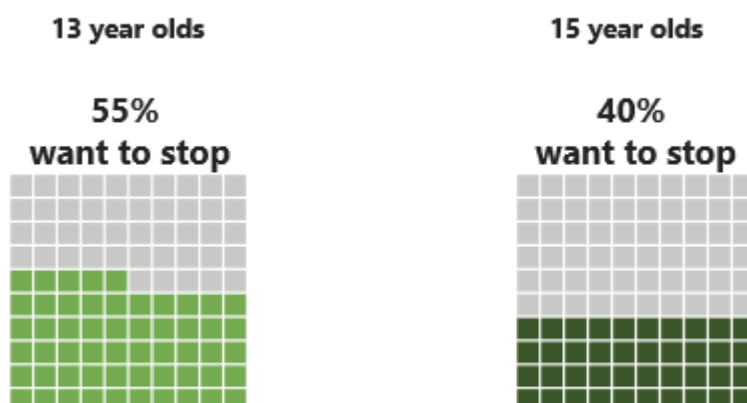
The proportion of 15 year olds who reported that they would like to stop using drugs has declined between 2015 and 2018 (46% in 2015, compared with 40% in 2018). There was no change among 13 year olds.

GENDER DIFFERENCES

Among 15 year olds, girls were more likely than boys to want to stop taking drugs (47% of girls, compared with 37% of boys). There were no differences between 13 year old boys and girls.

Figure 2.11 Proportion of pupils who have ever taken drugs who would like to stop taking drugs by age (2018)

Q. Do you want to stop taking drugs?



Base: 13 year olds who have ever used drugs (464), 15 year olds who have ever used drugs (1,528)

Need help due to drug use

2018 FIGURES

Only small proportions of those who have used drugs felt that they needed help because of their use (10% of 13 year olds who have ever used drugs and 7% of 15 year olds who have ever used drugs).

TRENDS OVER TIME

The proportion of pupils who use drugs who feel they need help has remained stable over time.

GENDER DIFFERENCES

There were no differences in the proportion of boys and girls in either age group that thought they needed help due to drug use.

3 Availability of drugs

Ever been offered drugs

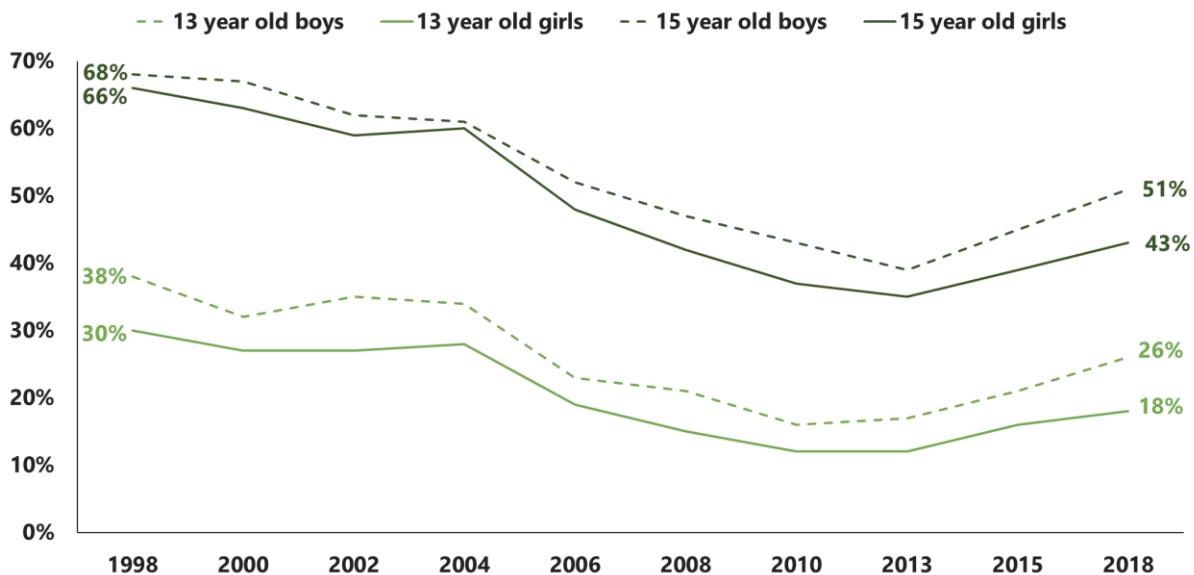
22% of 13 year olds and 47% of 15 year olds have ever been offered drugs.

Among both age groups, the proportion of pupils who had ever been offered drugs declined overall between 1998 and 2013. However, since 2013, the proportion of pupils who had ever been offered drugs increased across both age groups and genders (for example, 51% of 15 year old boys were offered drugs in 2018, compared with 45% in 2015, and 39% in 2013) (Figure 3.1).

Among both age groups, boys were more likely than girls to have been offered drugs (Figure 3.1).

Figure 3.1 Proportion of pupils ever offered drugs, by sex and age (1998-2018)

Q. Have you ever been offered any of the following drugs?



Base: all pupils (for full base sizes please see Appendix B)

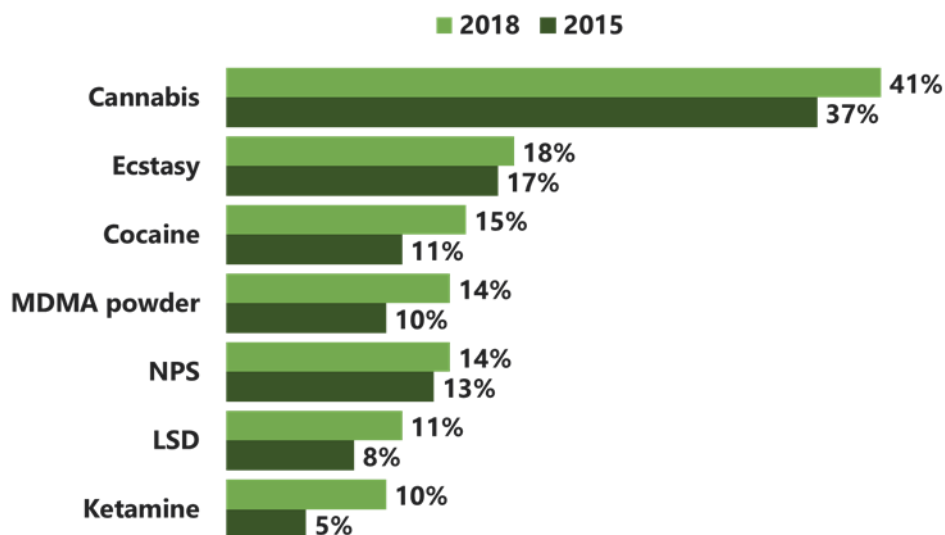
Types of drugs ever offered

15 year old pupils were most commonly offered cannabis. 41% of all 15 year olds had been offered cannabis, 18% had been offered ecstasy and 15% had been offered cocaine (Figure 3.2). 14% of 15 year olds had been offered MDMA powder and the same proportion had been offered some form of Novel Psychoactive Substances (NPS).

As shown in Figure 3.2, since 2015 there has been an increase in the proportions of 15 year olds who have been offered cannabis (41% in 2018, compared to 37% in 2015), cocaine (15% in 2018, compared to 11% in 2015), MDMA powder (14% in 2018, compared to 10% in 2015), LSD (11% in 2018, compared to 8% in 2015) and ketamine (10% in 2018, compared to 5% in 2015).

Figure 3.2 Drugs offered to 15 year olds (2015-2018)

Q. Have you ever been offered any of the following drugs?

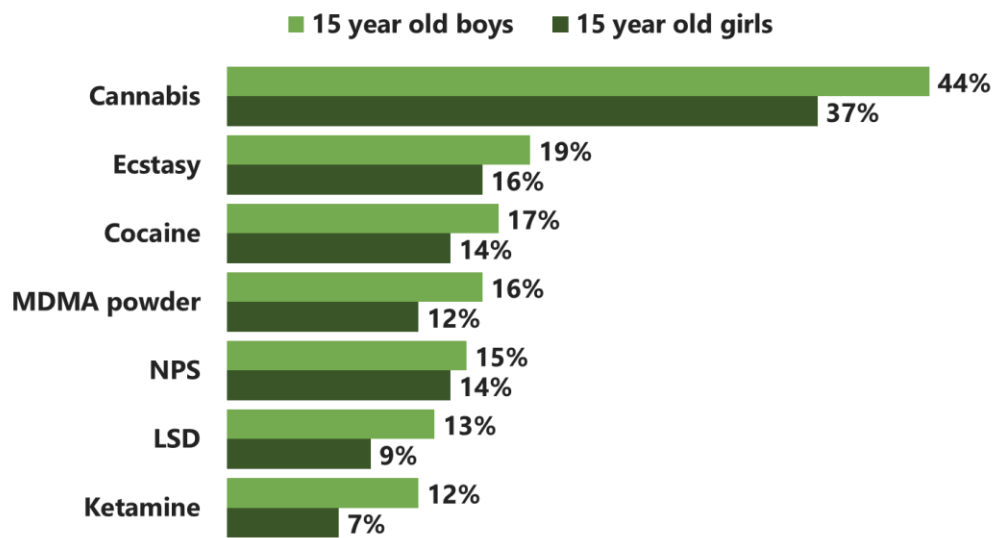


Base: all 15 year olds in 2018 (10,347), all 15 year olds in 2015 (11,401)

15 year old boys were more likely than 15 year old girls to have been offered each of the individual drugs in Figure 3.2, with the exception of NPS which had been offered to similar proportions of 15 year old boys and girls (Figure 3.3).

Figure 3.3 Drugs offered to 15 year olds, by sex (2018)

Q. Have you ever been offered any of the following drugs?



Base: all 15 year old boys (4,856), all 15 year old girls (4,948)

Source of drugs

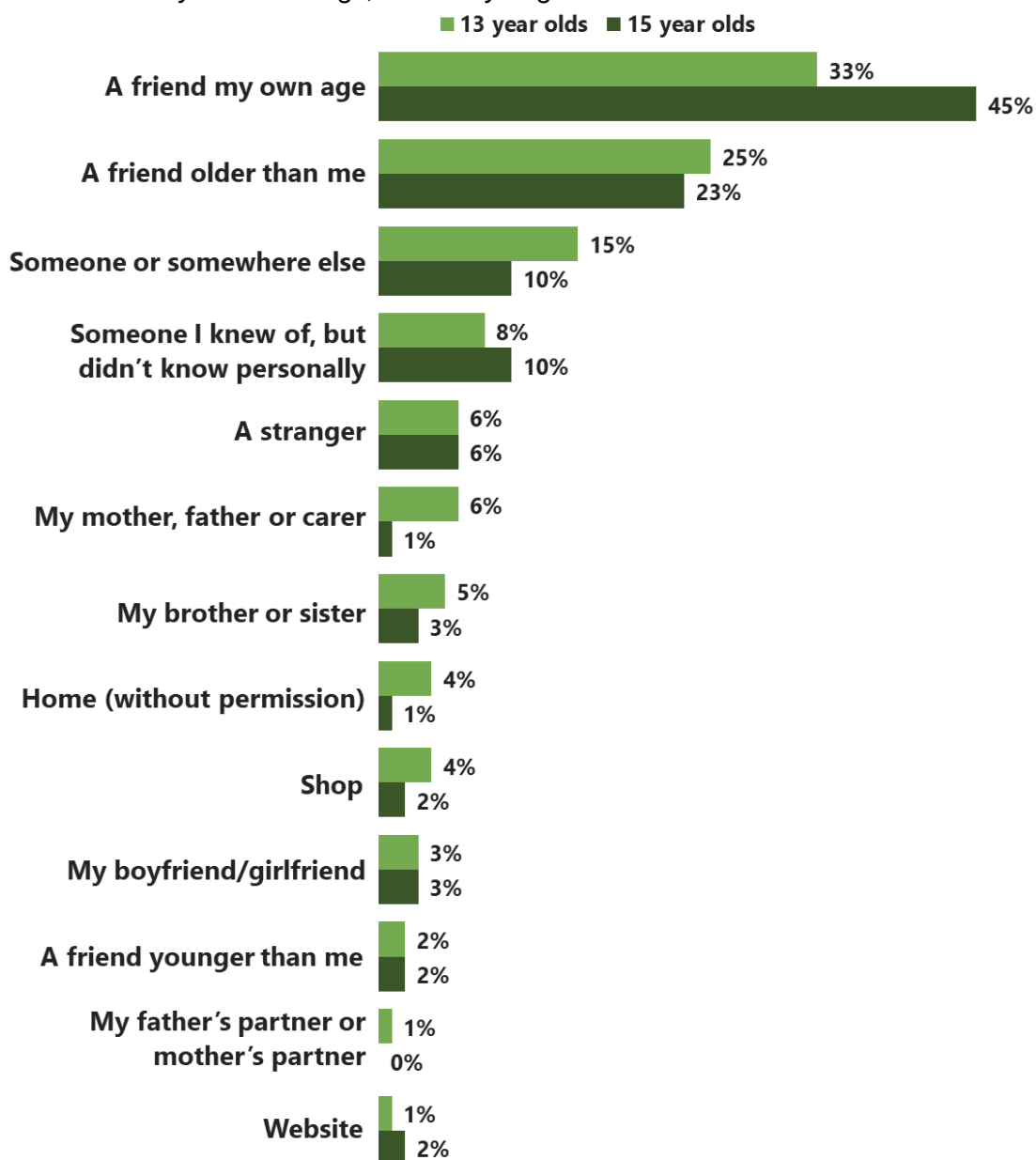
Among pupils who had ever taken drugs, it was most common to get them from friends (friends of the same age or older) (Figure 3.4).

There has been no change in the sources of drugs since 2015.

Overall, girls were more likely than boys to get drugs from an older friend (27% of girls, compared with 21% of boys) or from their boyfriend/girlfriend (4% of girls, compared with 1% of boys).

Figure 3.4 Source of drugs, by age (2018)

Q. The last time you used drugs, how did you get them?



Base: 13 year olds who have ever used drugs (526), 15 year olds who have ever used drugs (1,801)

Ease of obtaining drugs

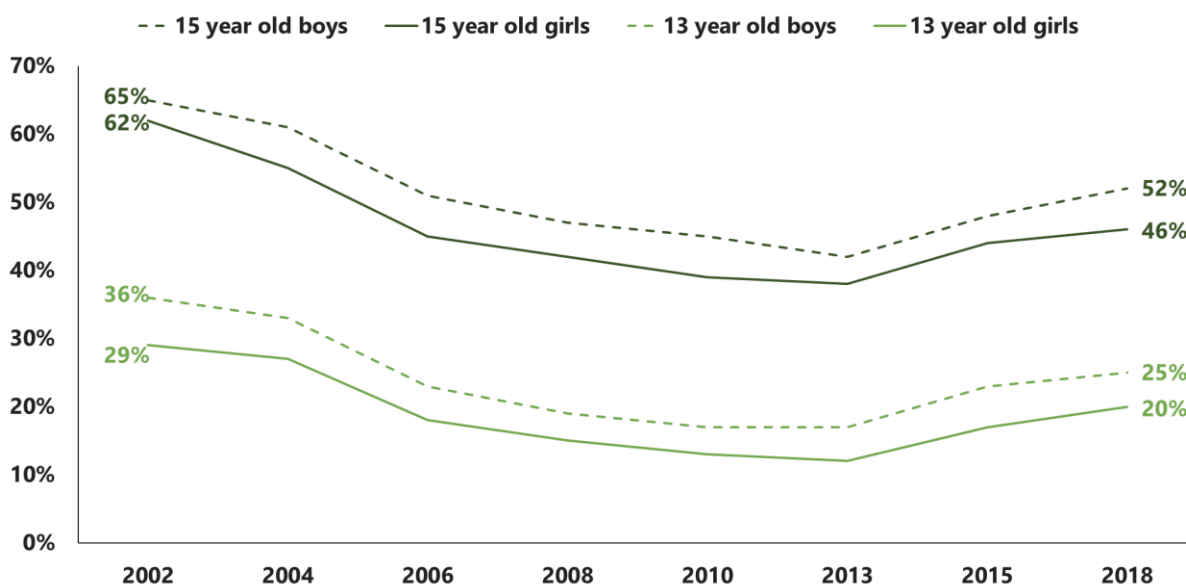
22% of 13 year olds and 49% of 15 year olds thought it would be 'very' or 'fairly' easy to get drugs if they wanted to.

Between 2002 and 2013, the proportion of pupils who thought it was easy to get drugs gradually decreased. However, there was an increase among all groups between 2013 and 2015 and since 2015 there has been a further increase in the proportion of 13 year old girls and 15 year old boys who thought it was easy to get drugs. 20% of 13 year old girls thought it would be easy to get drugs in 2018, compared with 17% in 2015, and 52% of 15 year old boys thought it would be easy to get drugs in 2018, compared with 48% in 2015 (Figure 3.5).

Among both age groups, boys were more likely than girls to think it would be easy to get drugs if they wanted to.

Figure 3.5 Proportion of pupils who think it would be very or fairly easy to get drugs, by age and sex (2002-2018)

Q. How easy would it be for you to get illegal drugs if you wanted to?



Base: all pupils (for full base sizes please see Appendix B)

4 Attitudes to drug use

Views on the acceptability of trying cannabis, cocaine and sniffing glue

Cannabis

A third (33%) of 15 year olds thought that it was 'ok' for someone of their age to try cannabis, while only 8% of 13 year olds thought this.

Among both age groups, the acceptability of trying cannabis has increased considerably – 33% of 15 year olds thought it was 'ok' in 2018, compared with 24% in 2015 (and 17% in 2013), and 8% of 13 year olds thought it was 'ok' in 2018, compared with 5% in 2015.

Among both age groups, boys were more likely than girls to think that trying cannabis was acceptable (Figure 4.1).

Figure 4.1 Acceptability of trying cannabis, by age and sex (2006-2018)

Q. Do you think it is 'ok' for someone your age to try cannabis to see what it is like?



Base: all pupils (for full base sizes please see Appendix B)

Cocaine

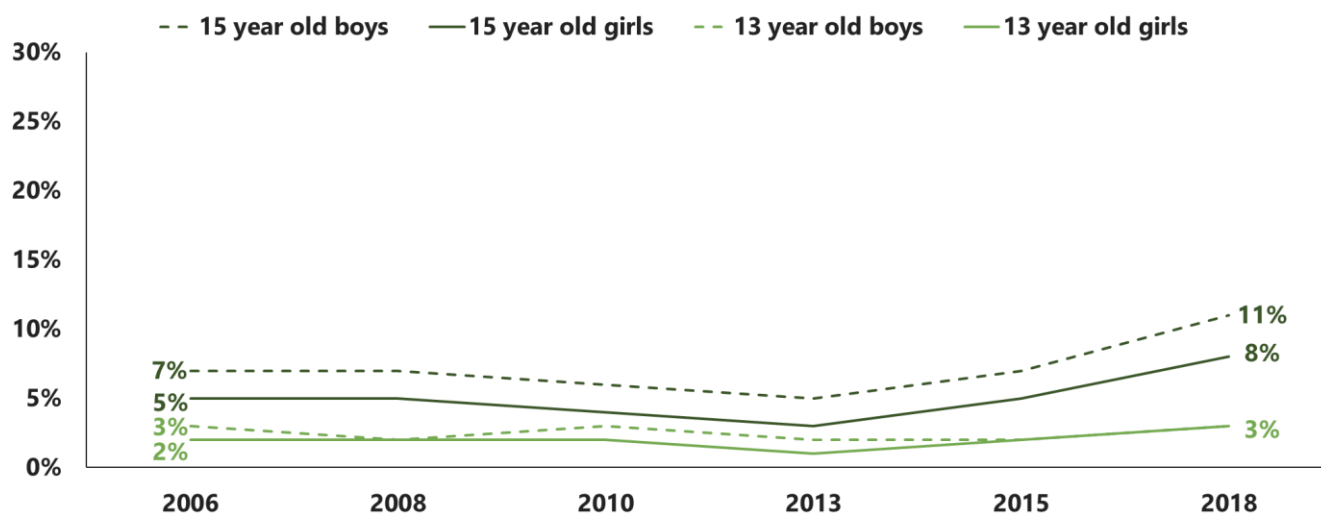
Only 3% of 13 year olds thought it was 'ok' for someone of their age to try cocaine, while 9% of 15 year olds thought this was acceptable.

Since 2015, there has been an increase in the proportion of 15 year olds thought it was 'ok' for someone of their age to try cocaine (9% in 2018, compared with 6% in 2015).

Among 15 year olds, boys were more likely than girls to think that trying cocaine was acceptable (Figure 4.2).

Figure 4.2 Acceptability of trying cocaine, by age and sex (2006-2018)

Q. Do you think it is 'ok' for someone your age to try cocaine to see what it is like?



Base: all pupils (for full base sizes please see Appendix B)

Sniffing Glue

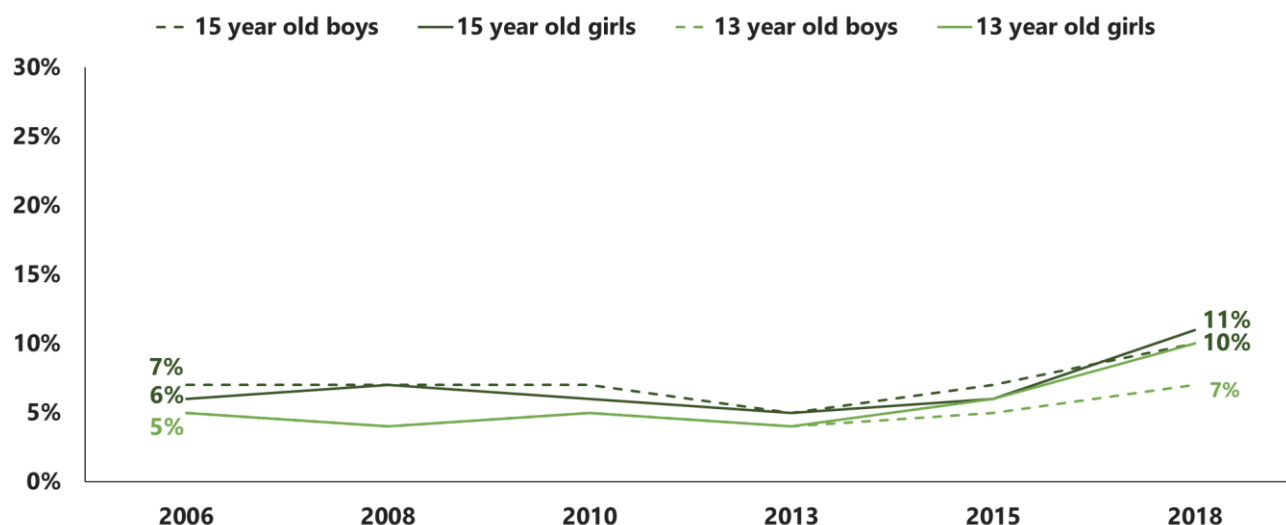
8% of 13 year olds and 11% of 15 year olds thought that it was 'ok' for someone their age to try sniffing glue.

Since 2015, there has been an increase among both age groups in the proportions of pupils who thought that it was 'ok' for someone their age to try sniffing glue – 8% of 13 year olds thought it was 'ok' in 2018, compared with 6% in 2015, and 11% of 15 year olds thought it was 'ok' in 2018, compared with 7% in 2015.

Among 13 year olds, girls were more likely than boys to think that sniffing glue was acceptable (Figure 4.3).

Figure 4.3 Acceptability of trying glue sniffing, by age and sex (2006-2018)

Q. Do you think it is 'ok' for someone your age to try sniffing glue to see what it is like?



Base: all pupils (for full base sizes please see Appendix B)

Perceptions of the risks of drug use

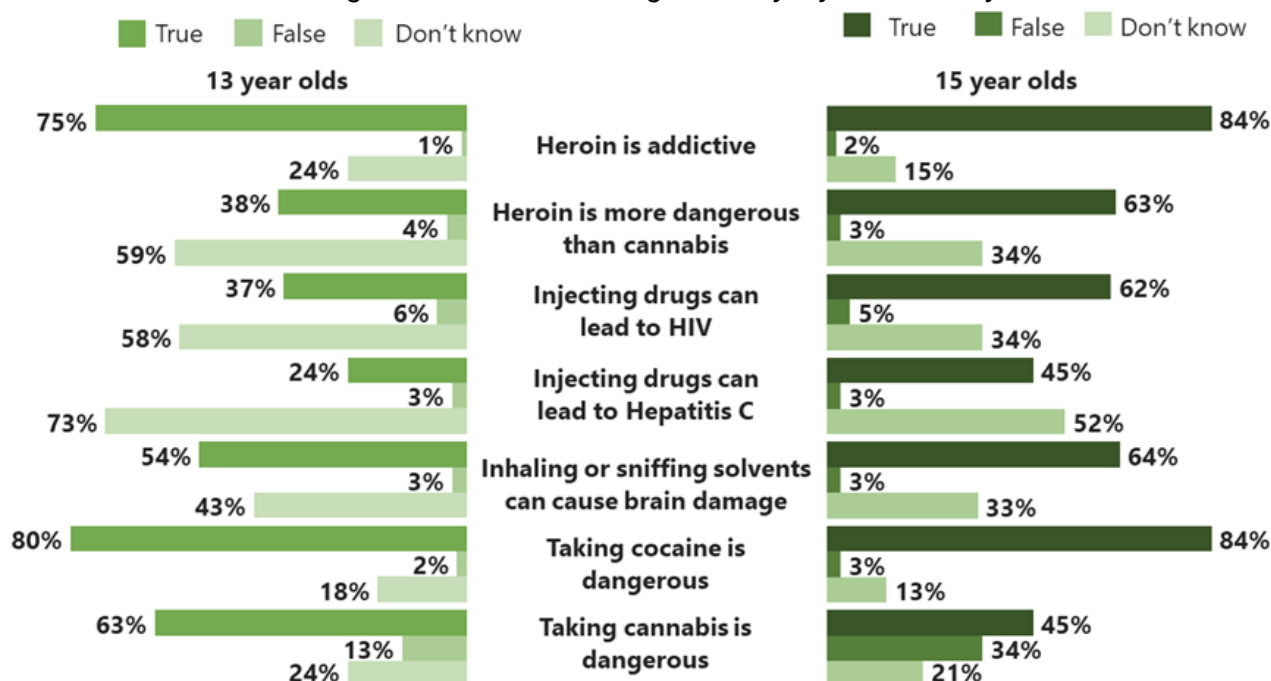
Pupils were given a number of (true) statements about the risks of drug use and asked if they thought they were true or false. They were most likely to think that the following statements about drugs were true: “taking cocaine is dangerous” and “heroin is addictive”.

For all but one of the statements, 15 year olds were more likely than 13 year olds to say that they were true. Thirteen year olds were more likely to answer “don’t know” to all statements (Figure 4.4).

The only statement thought to be “true” by a higher proportion of 13 year olds than 15 year olds was “taking cannabis is dangerous.” A third (34%) of 15 year olds stated that this was “false” (a much higher proportion than for any other statement).

Figure 4.4 Pupils’ perceptions of the risks of taking drugs, by age (2018)

Q. Please read the following statements about drugs and say if you think they are true or false.



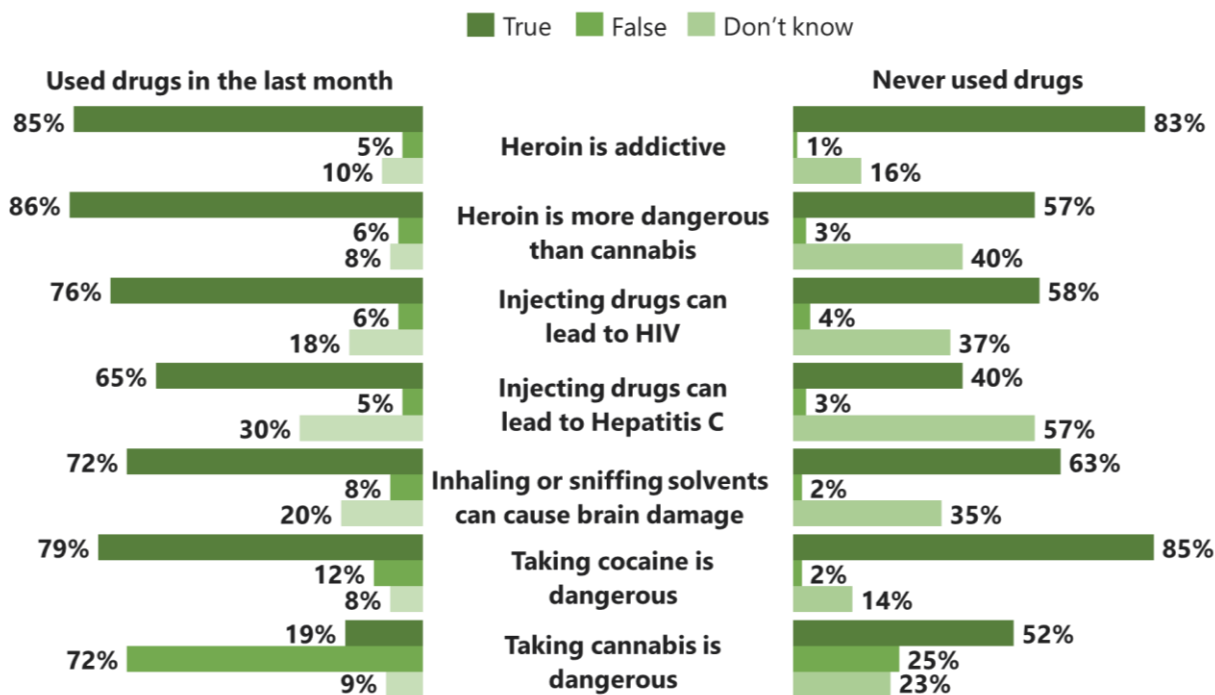
Base: all 13 year olds; all 15 year olds (for full base sizes please see Appendix B)

Pupils’ perceptions of the risks of taking drugs also varied depending on their drug use status. Pupils who had reported never using drugs were more likely than those who had used drugs within the last month to state they “don’t know” to all statements (Figure 4.5).

A higher proportion of recent users than those who have never used drugs, answered “true” to most statements. However, a much lower proportion of recent users (19%) compared with those who had never used drugs (52%), answered “true” to “taking cannabis is dangerous” (Figure 4.5). This is likely to reflect the fact that cannabis was the most commonly used drug among those who had used drugs in the last month.

Figure 4.5 15 year old pupils' perceptions of the risks of taking drugs, by own drug use (2018)

Q. Please read the following statements about drugs and say if you think they are true or false.



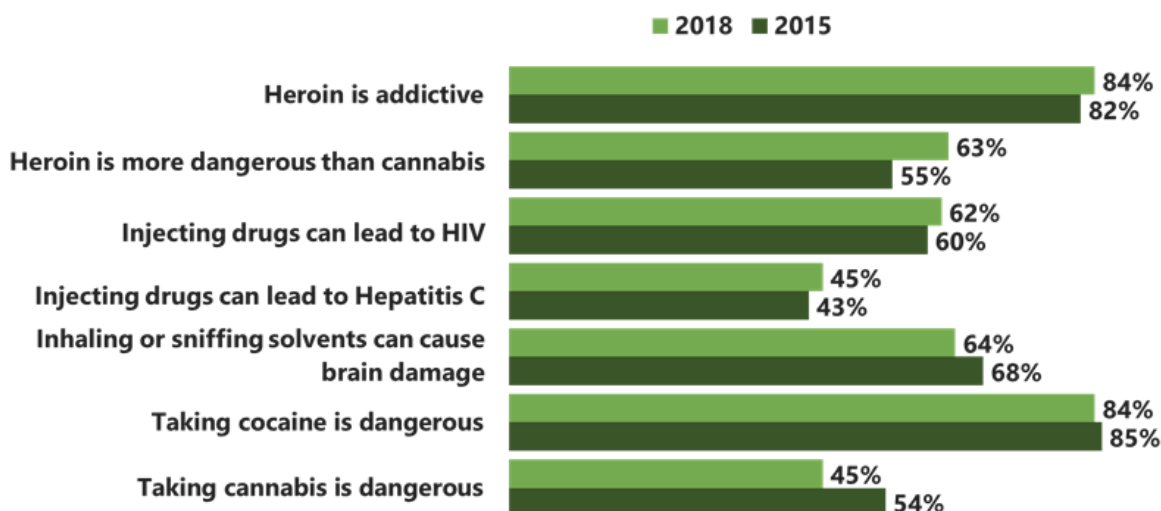
Base: 15 year old pupils who have used drugs in the last month; 15 year old pupils who have never used drugs (for full base sizes please see Appendix B)

Since 2015, there was an increase in the proportion of pupils who answered “true” to the statements “heroin is more dangerous than cannabis” (63% in 2018, compared to 55% in 2015), “heroin is addictive” (84% in 2018, compared to 82% in 2015), “injecting drugs can lead to HIV” (62% in 2018, compared to 60% in 2015), and “injecting drugs can lead to Hepatitis C” (45% in 2018, compared to 43% in 2015) (Figure 4.6).

Meanwhile, there was a decrease in the proportion of pupils who answered “true” to “taking cannabis is dangerous” (45% in 2018, compared to 54% in 2015), and “inhaling or sniffing solvents can cause brain damage” (64% in 2018, compared to 68% in 2015).

Figure 4.6 15 year olds who think statements are true (2015 to 2018)

Q. Please read the following statements about drugs and say if you think they are true or false.



Base: all 15 year olds in 2018; all 15 year olds in 2015 (for full base sizes please see Appendix B)

Attitudes to drug taking

Pupils were given a number of statements about attitudes to drug use and asked if they agreed or disagreed with them. Pupils from both age groups were most likely to agree with the statements “people my age who take drugs need help and advice”, “all people who sell drugs should be punished” and “people who take drugs are stupid”. They were less likely to agree that “it’s ok for people to take legal highs⁸” and “taking drugs is exciting” (Figure 4.7).

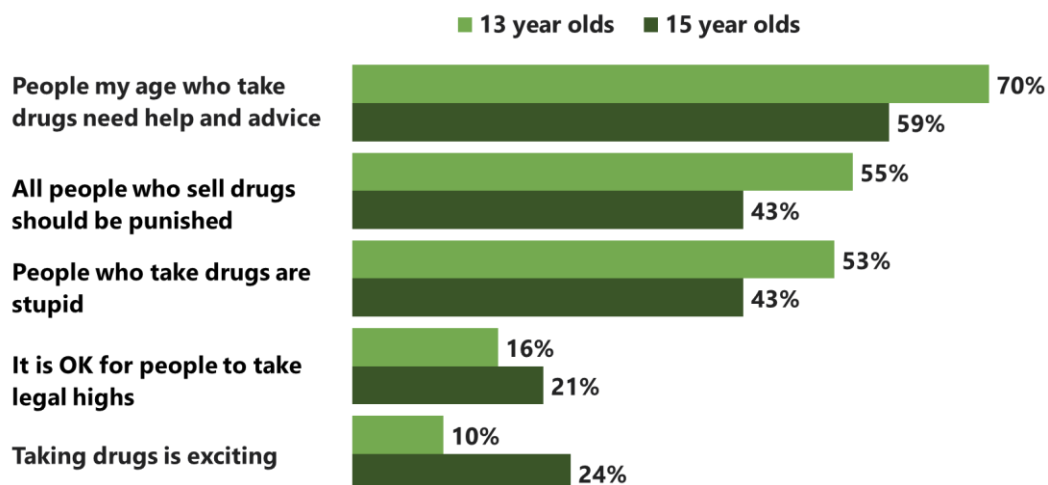
All of the attitudes have seen a change since 2015. Among 15 year olds, the proportion of pupils agreeing with the following statements has decreased since 2015: “people my age who take drugs need help and advice” (59% in 2018, compared with 63% in 2015), “all people who sell drugs should be punished” (43% in 2018, compared with 48% in 2015), and “people who take drugs are stupid” (43% in 2018, compared with 50% in 2015). Meanwhile there was an increase in the proportion of 15 year olds who agreed that “it is ok for people to take legal highs” (16% in 2018, compared with 10% in 2015) and “taking drugs is exciting” (10% in 2018, compared with 8% in 2015). Trends among 13 year olds were similar.

Overall, 13 year olds had more negative attitudes towards drug taking than 15 year olds.

⁸ Although the term ‘legal highs’ was used in the questionnaire, these are now referred to as Novel Psychoactive Substances (NPS).

Figure 4.7 Proportion of pupils agreeing with attitudes to drug taking statements, by age (2018)

Q. Please read the following statements and say if you agree or disagree.

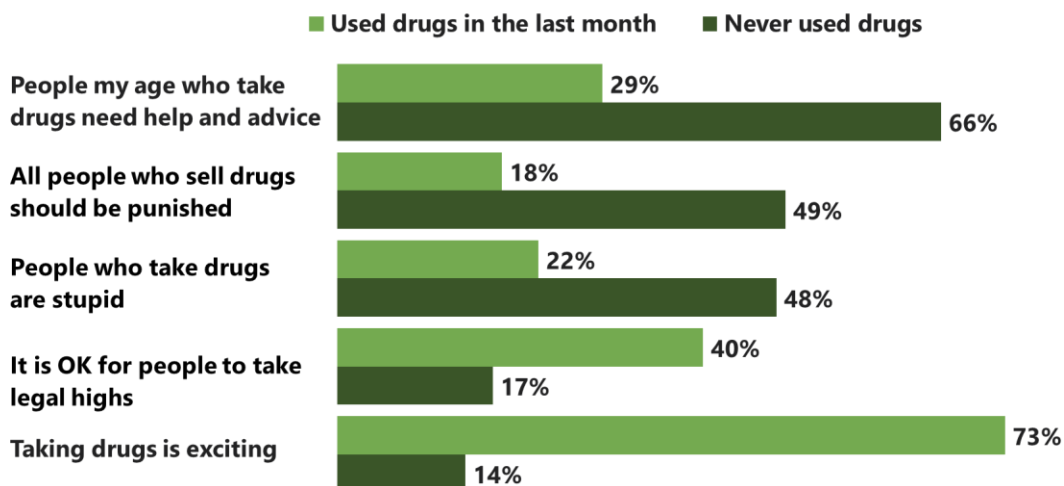


Base: all 13 year olds; all 15 year olds (for full base sizes please see Appendix B)

Pupils' attitudes towards drug taking varied greatly depending on their drug use status. Those who have never used drugs had much more negative views than those who have used drugs within the last month (Figure 4.8).

Figure 4.8 15 year old pupils' attitudes to drug taking, by drug use status (2018)

Q. Please read the following statements and say if you agree or disagree



Base: 15 year old pupils who have used drugs in the last month (1,218), 15 year olds pupils who have never used drugs (7,665)

5 Drugs education and support

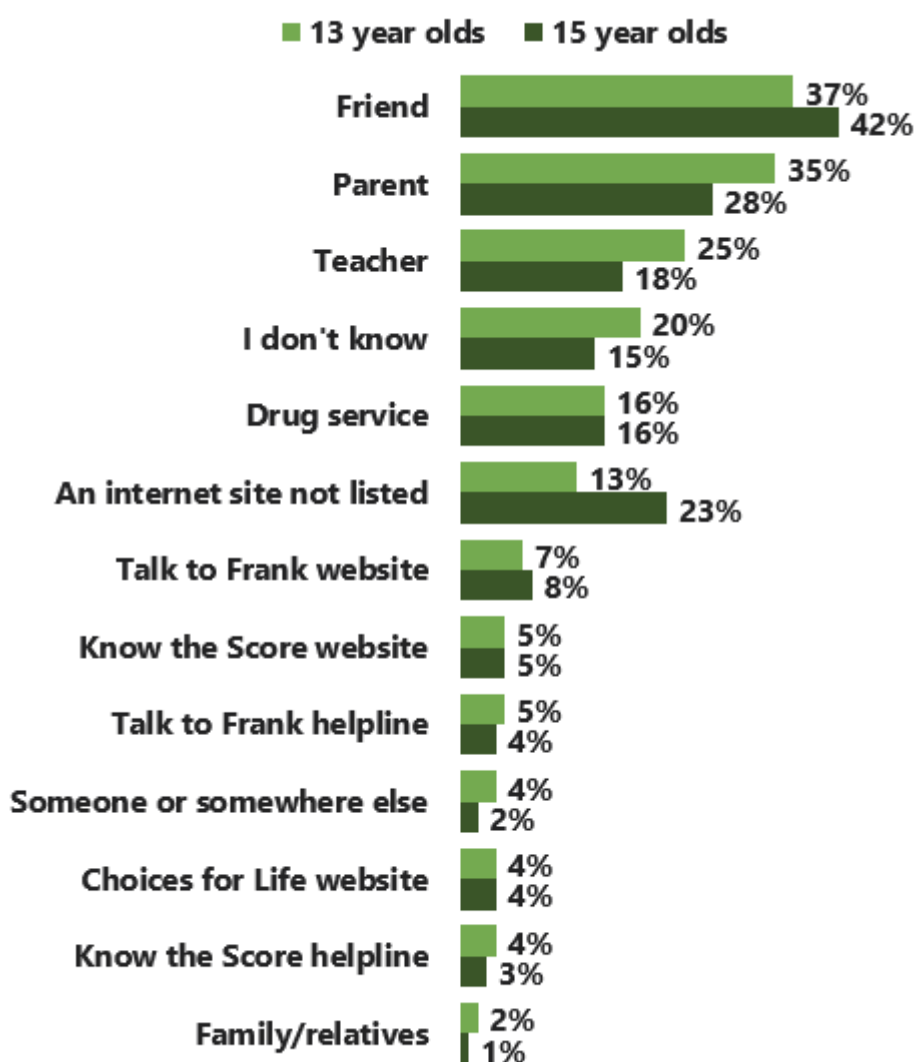
Where pupils would go for drugs information

Pupils who had used drugs were most likely to say that they would go to either a friend or a parent if they wanted more information about drugs. 13 year olds were about as likely to go to a friend or parent for advice, while 15 year olds were more likely to go to a friend (Figure 5.1).

Among both age groups, boys were more likely than girls to say that they would go to a parent (32% of boys, compared with 26% of girls) or teacher (22% of boys, compared with 17% of girls) for help. Girls were more likely than boys to say they would not know where to get help (20% of girls, compared with 13% of boys).

Figure 5.1 Where pupils would go if they wanted more information about drugs, by age (2018)

Q. If you wanted information about drugs, who/where would you go to?



Base: 13 year olds who have ever taken drugs (644), all 15 year olds who have ever taken drugs (1,891)

Drugs education

Two thirds (66%) of pupils from each age group had received lessons, videos/DVDs or discussion in class about drugs.

There was no difference in the likelihood of having received lessons, videos/DVDs or discussions in class about drugs between those who had taken drugs in the last month and those who had not.

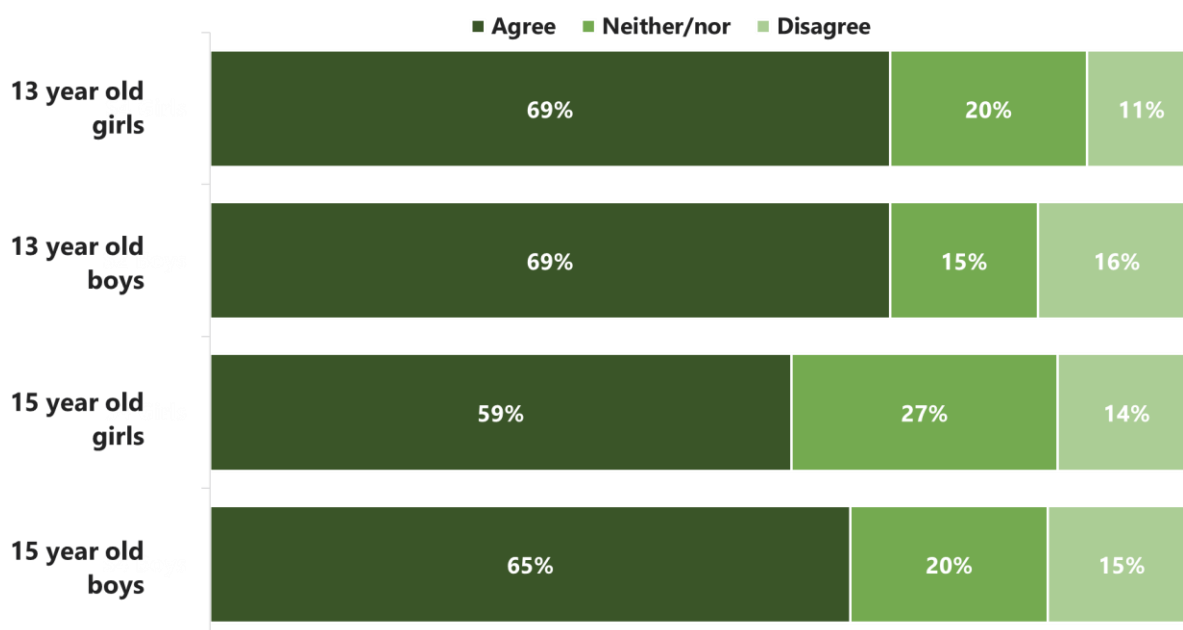
School advice and support

The majority of pupils thought that their school was providing them with enough advice and support about taking drugs (69% of 13 year olds and 62% of 15 year olds).

While there were no gender differences among 13 year olds, 15 year olds girls were less likely than 15 year old boys to agree that they received enough advice and support about taking drugs – 59% of 15 year old girls, compared with 65% of 15 year old boys (Figure 5.2).

Figure 5.2 Advice and support about using drugs, by age and sex (2018)

Q. To what extent do you agree or disagree with the following statement? My school provides me with enough advice and support about...? Taking drugs

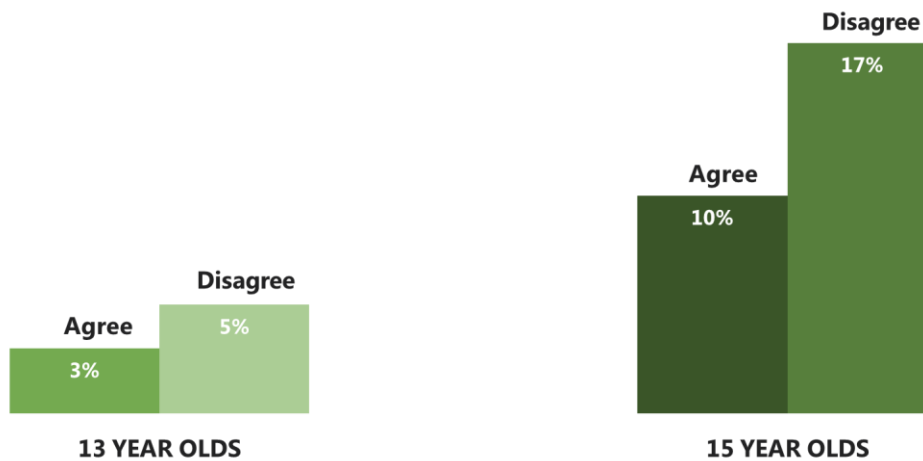


Base: all 13 year old boys (5,099), all 13 year old girls (5,261), all 15 year old boys (4,392), all 15 year olds girls (4,655)

Among both age groups, those that agreed that their school provided them with enough advice and support about taking drugs were less likely to have used drugs in the last month than those that disagreed (Figure 5.3).

Figure 5.3 Comparison of prevalence of drug use among those who agree/disagree that their school provides them with enough advice and support about taking drugs (2018)

Q. To what extent do you agree or disagree with the following statement? My school provides me with enough advice and support about...? Taking drugs



Base: all pupils who agreed/disagreed that their school provides them with enough advice and support about taking drugs (for full base sizes please see Appendix B)

Amount learned in school about drugs

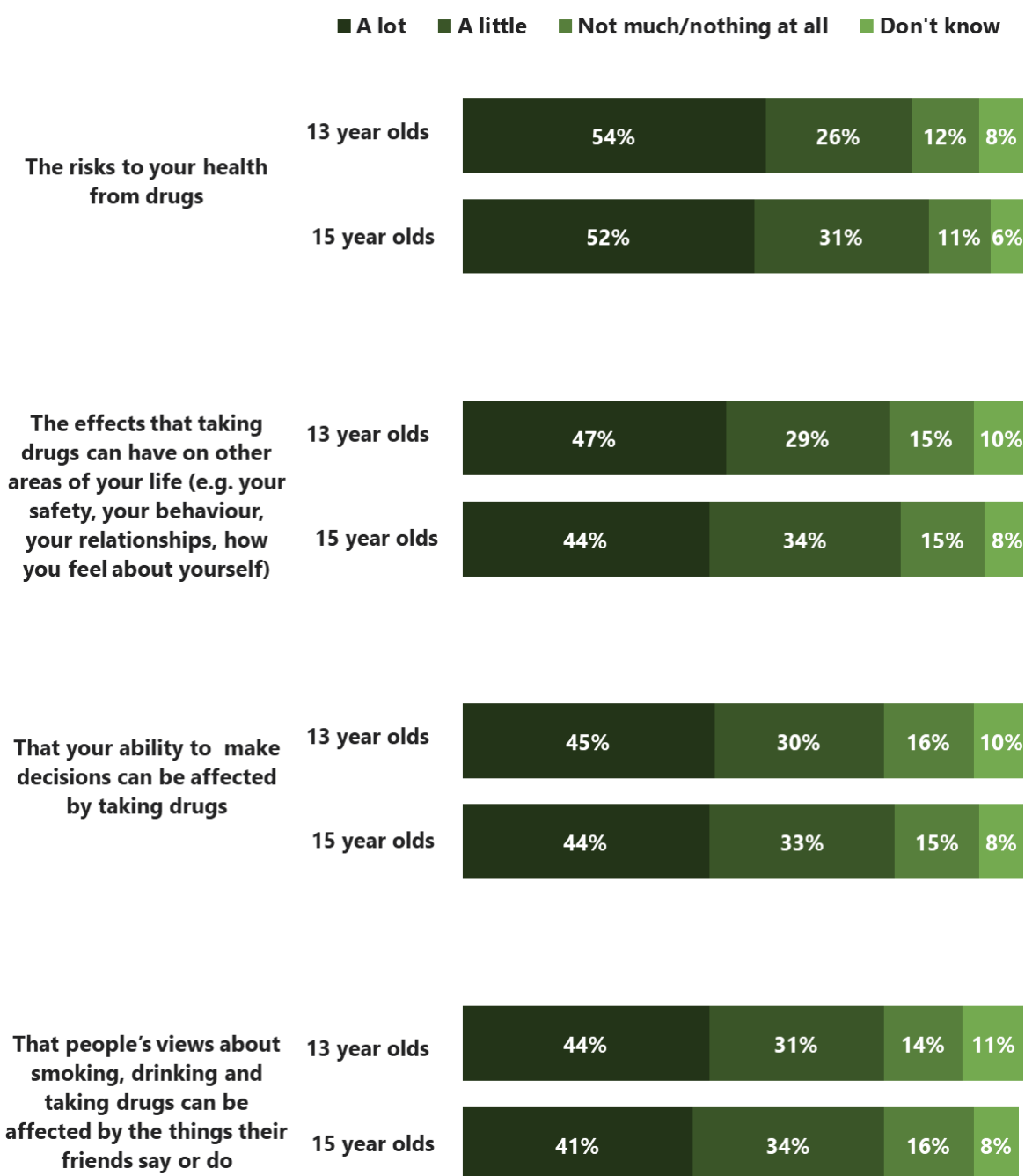
Pupils were asked how much they had learned at school about a series of topics relating to drugs. At least 40% said that they had learned 'a lot' about each of the topics (Figure 5.4).

Pupils in both age groups were most likely to say that they had learned 'a lot' about the risks to their health from drugs.

Overall, boys were more likely to say that they learned a lot about each topic.

Figure 5.4 Amount learned about drugs at school, by age (2018)

Q. In school, how much have you learned about the following?

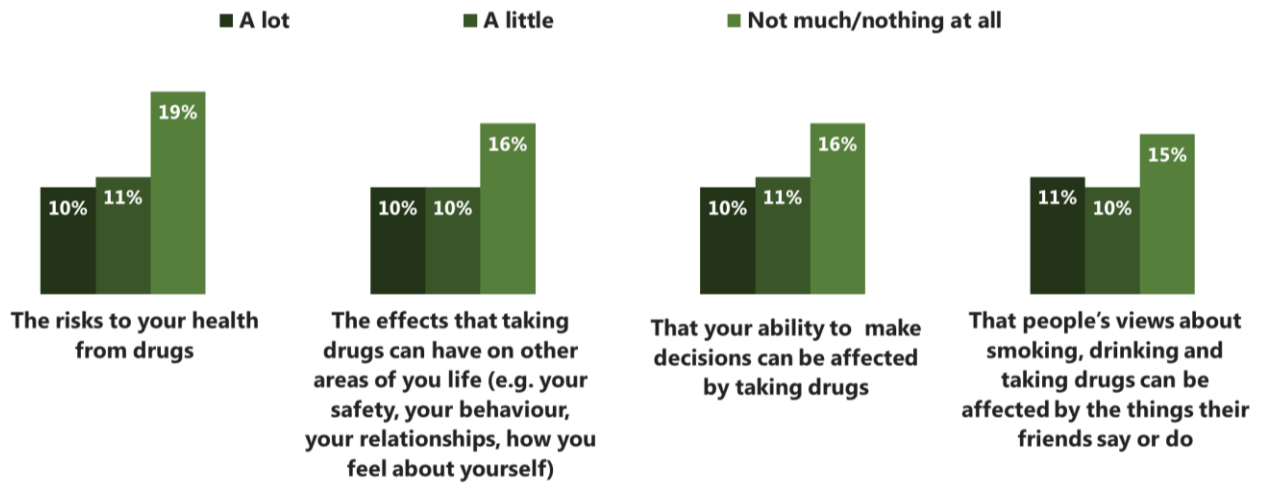


Base: all 13 year olds (10,975), all 15 year olds (9,576)

Across all four topics, those that said they had learned ‘a little’ or ‘a lot’ were less likely to have used drugs in the last month than those who learned ‘not much’ or ‘nothing at all’ (Figure 5.5). This was the case for both 13 and 15 year olds.

Figure 5.5 Comparison of prevalence of drug use among 15 year olds by how much they say they have learned about drug topics in school (2018)

Q. In school, how much have you learned about the following?



Base: 15 year olds who learned a lot about drug topics, 15 year olds who learned a little, 15 year olds who learned not much/nothing at all (for full base sizes please see Appendix B)

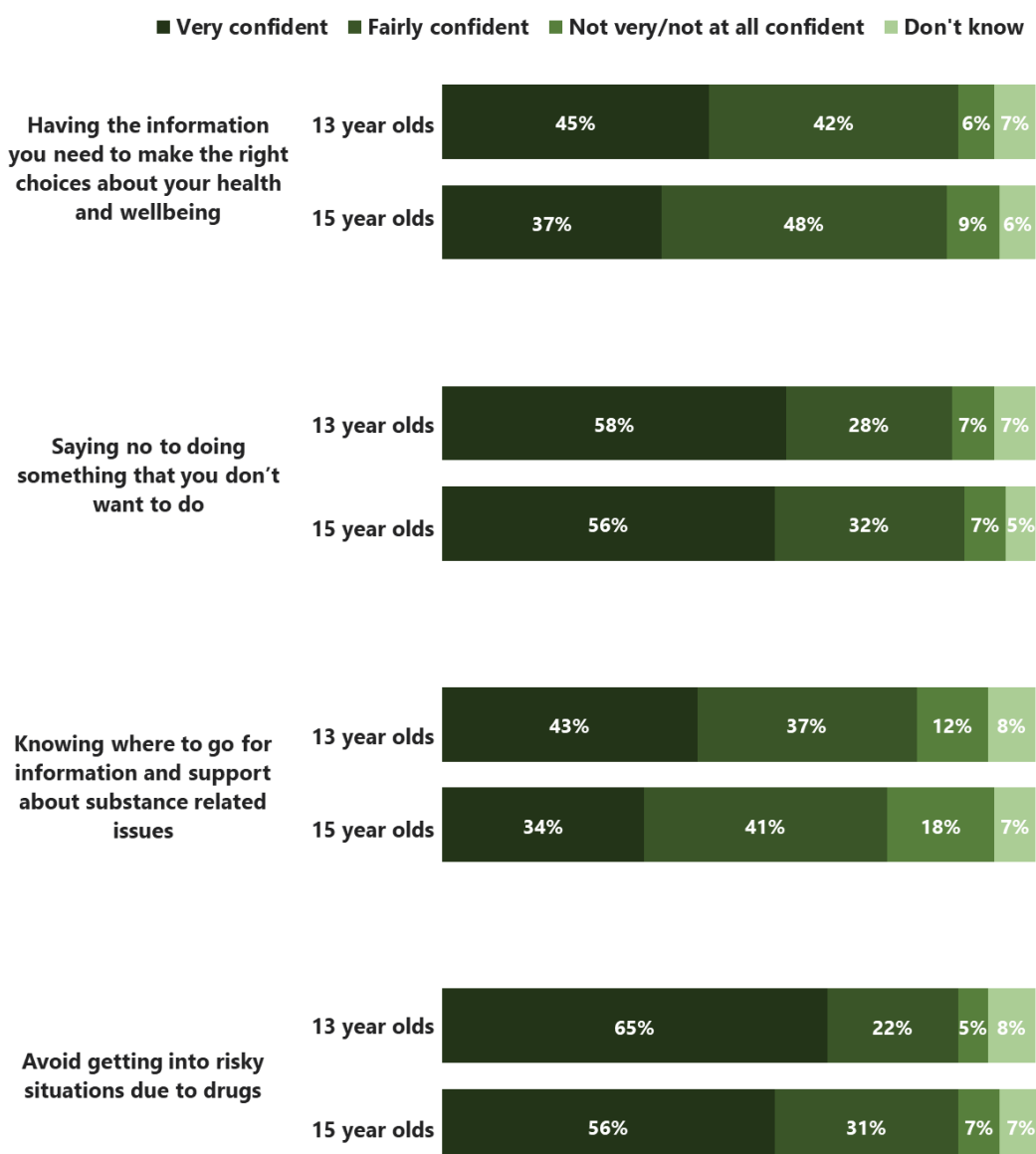
Confidence in health and wellbeing choices

Pupils were asked how confident they were about four aspects of health and wellbeing. Across each, the majority of pupils of both age groups reported that they felt confident in their health and wellbeing choices. 13 year olds were more likely than 15 year olds to feel confident that they had the information they needed to make the right choices about their health and wellbeing, and that they knew where to go for information and support about substance related issues (Figure 5.6).

Across both age groups, boys were more likely to say they knew where to go for information and support about substance use related issues (82% of 13 year old boys, compared with 78% of girls, and 79% of 15 year old boys, compared with 72% of girls). 15 year old boys were more likely than 15 year old girls to say they had the information they need to make the right choices about their health and wellbeing (87% of 15 year old boys, compared with 84% of girls)

Figure 5.6 Confidence in health and wellbeing choices, by age (2018)

Q. Thinking about the future, how confident do you feel about...?

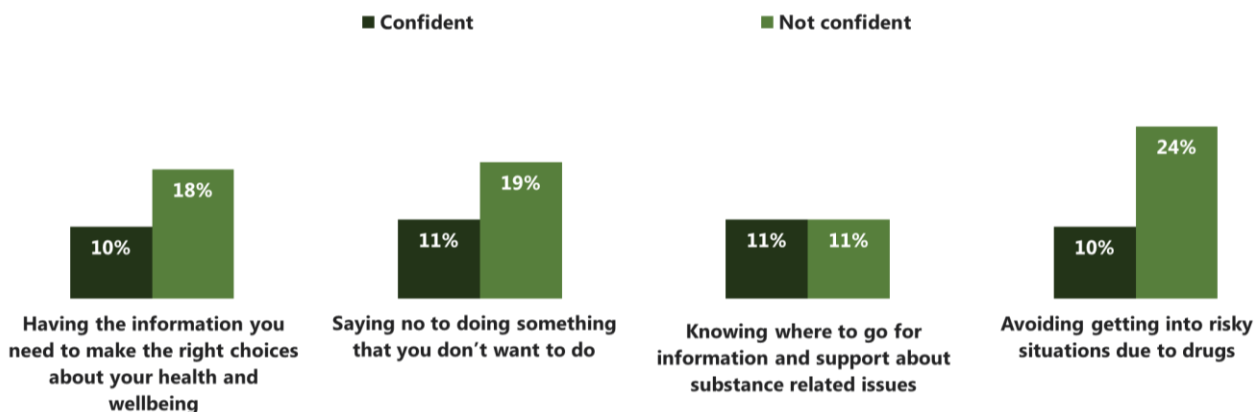


Base: all 13 year olds; all 15 year olds (for full base sizes please see Appendix B)

Feeling less confident about health and wellbeing choices was associated with drug use in the last month. Among 15 year olds, those who did not feel confident were more likely to have used drugs in the last month than those who did not (Figure 5.7). There was one exception to this: there was no difference in drug use in relation to confidence about knowing where to go for information and support about substance related issues.

Figure 5.7 Comparison of prevalence of drug use among 15 year olds, by confidence in future health and wellbeing choices (2018)

Q. Thinking about the future, how confident do you feel about...?



Base: 15 year olds who were confident about their future health and wellbeing choices, 15 year olds who were not confident (for full base sizes please see Appendix B)

6 Risk factors and protective factors

The charts in this chapter show the proportion of pupils who had used drugs in the last month among different subgroups of 13 and 15 year olds. For example, the first chart in Figure 6.1 shows that 5% of 13 year olds and 17% of 15 year olds who live with a single parent used drugs in the last month.

Family

A number of aspects of family life were associated with drug use in the month before the survey. These were: who you live with; maternal awareness; paternal awareness; family communication and caring responsibilities (Figure 6.1).

Who you live with

Among 13 year olds, those living with a single parent were more likely to have used drugs in the last month than those who lived with both parents (there was no statistically significant difference between those living with a step-parent and both parents), while among 15 year olds, those living with either a single or step parent were more likely to have used drugs in the last month than those who lived with both parents.

Maternal and paternal awareness

All pupils were asked 'How much does your mother really know about...': 'Who your friends are?'; 'How you spend your money?'; 'Where you are after school?'; 'Where you go at night?'; and 'What you do in your free time?'. For each, pupils were asked whether they thought their mother knew 'a lot', 'a little' or 'nothing'. A composite score for maternal awareness was calculated. The same questions were asked to establish their father's awareness.

Among both age groups, drug use in the last month was higher among those who thought that their mother knew a below average amount about what they do and who they are with. The same pattern emerged for father's perceived knowledge of activities, although to a slightly lesser degree.

Family communication

Across both age groups, those that said they would be likely to talk to their family if they felt worried about something were less likely to have taken drugs in the last month than those who would not.

Caring responsibilities

Among both age groups, those with caring responsibilities were more likely to have used drugs in the last month than those who did not.

Figure 6.1 Comparison of prevalence of drug use, by factors relating to family life and age (2018)

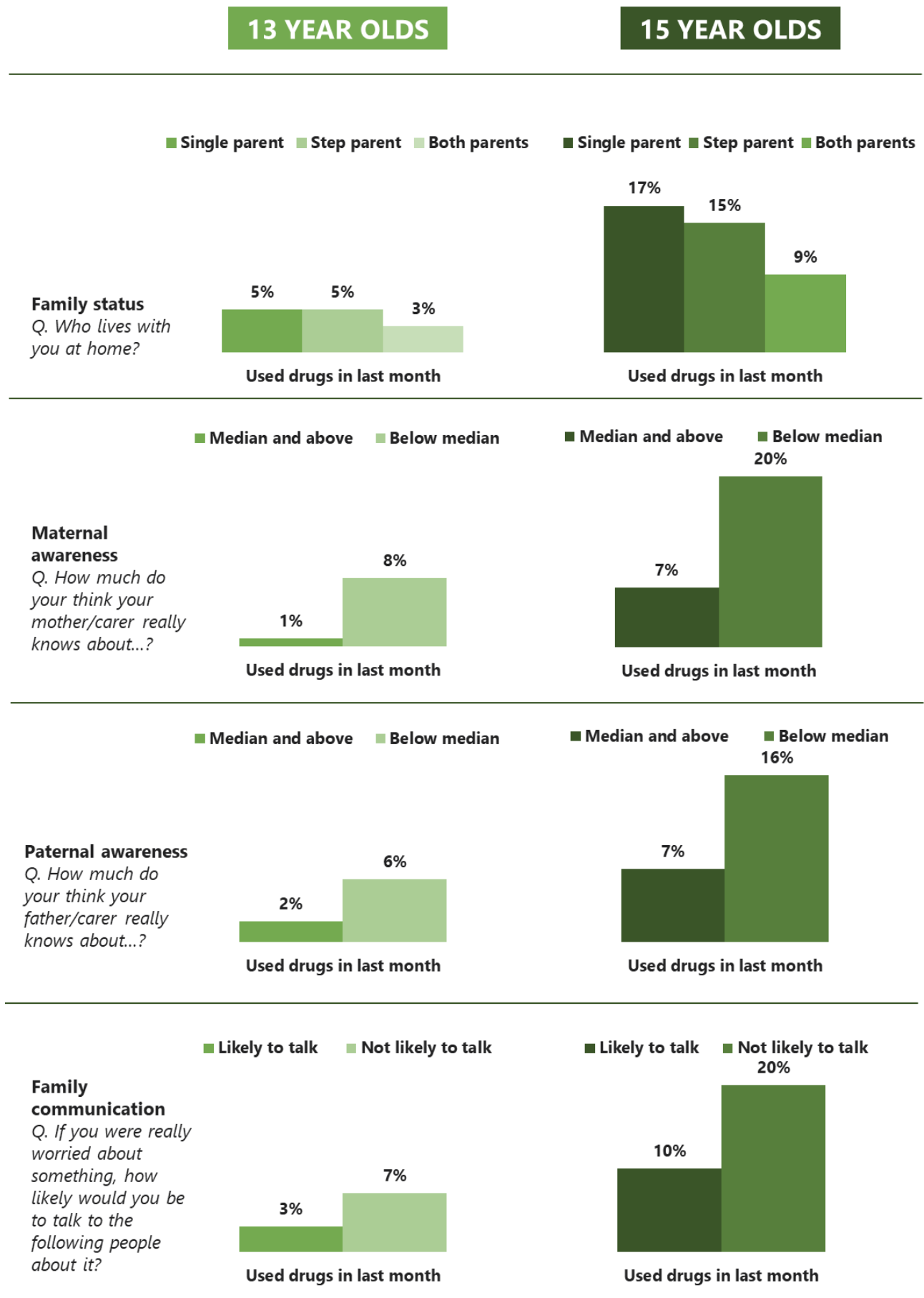
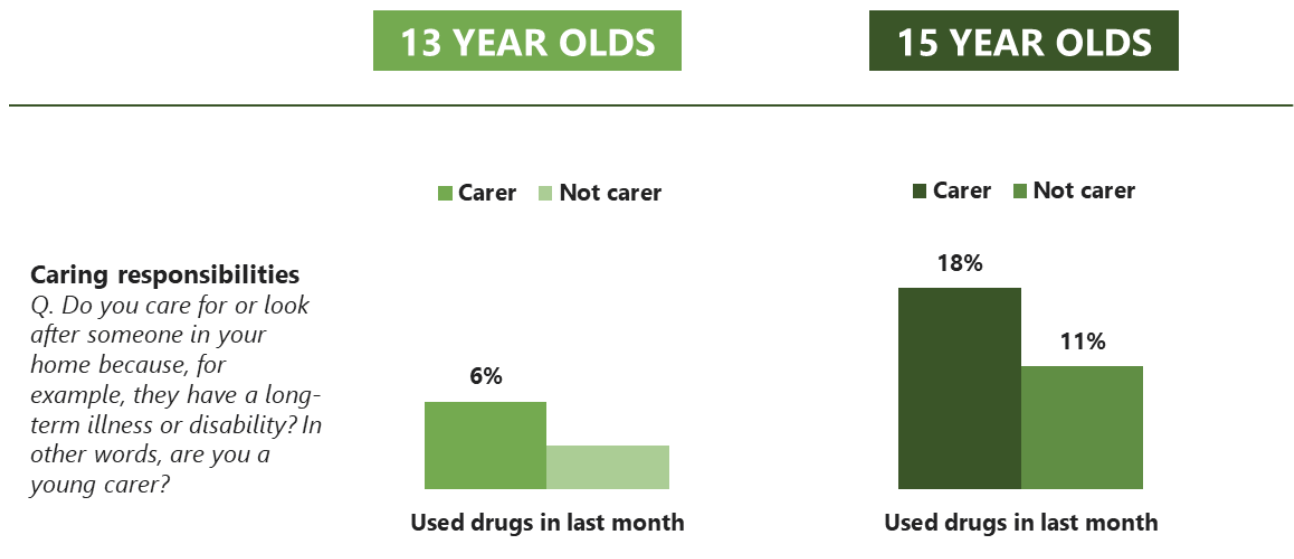


Figure 6.1 – continued – Comparison of prevalence of drug use, by factors relating to family life and age (2018)



Base: all pupils (for full base sizes please see Appendix B)

Friends and leisure activities

Aspects of a pupil's social life were also associated with having used drugs in the last month. These were: number of close friends; age of friends; number of evenings spent out with friends; and amount of own cash to spend (Figure 6.2).

Number of friends

Pupils with no close friends were more likely to have used drugs in the last month than those who had one or more close friends.

Age of friends

Pupils with mostly older friends were more likely to have used drugs in the last month than those who had younger friends or friends about the same age. Among 15 year olds, having friends of mixed ages was also associated with a higher likelihood of using drugs in the last month, but this was not the case among 13 year olds.

Number of evenings spent out with friends

The greater the number of evenings pupils spent out with friends in a week, the greater the likelihood that they had used drugs in the last month.

Amount of own cash to spend

Pupils with more money of their own to spend were more likely to have used drugs in the last month.

Leisure activities

Among 15 year olds, pupils who had never used drugs were more likely than those who had used drugs in the last month to regularly play sports, read books, do a hobby or volunteer. In contrast, with the exception of reading magazines and going to church, 15 year olds who had used drugs in the last month were more likely than those who had never used drugs to take part in all other activities (Figure 6.3).

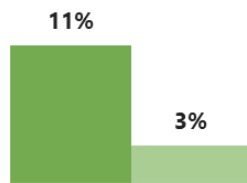
Figure 6.2 Comparison of prevalence of drug use, by factors relating to friendships and age (2018)

13 YEAR OLDS **15 YEAR OLDS**

Number of friends

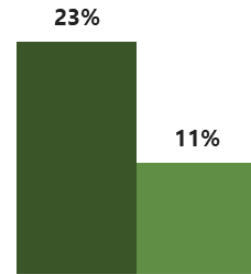
Q. How many close friends would you say you have?

■ None ■ One or more



Used drugs in last month

■ None ■ One or more

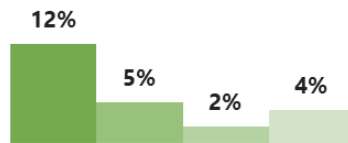


Used drugs in last month

Age of friends

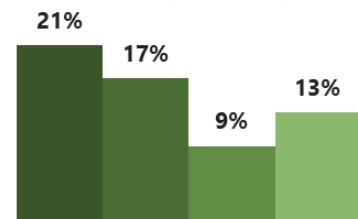
Q. Are your friends older, younger, or about the same age as you?

■ Older than me ■ Mixed ages
■ About the same age ■ Younger than me



Used drugs in last month

■ Older than me ■ Mixed ages
■ About the same age ■ Younger than me

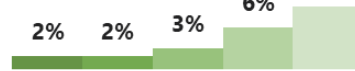


Used drugs in last month

Number of evenings spent with friends

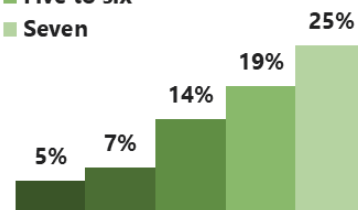
Q. Thinking about a typical week, how many evenings do you spend with friends?

■ None
■ One to two
■ Three to four
■ Five to six
■ Seven



Used drugs in last month

■ None
■ One to two
■ Three to four
■ Five to six
■ Seven

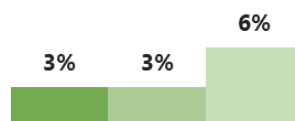


Used drugs in last month

Own cash to spend

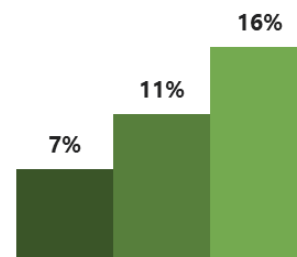
Q. How much money of your own do you have most weeks to spend as you like?

■ Under £5 ■ £5-£20 ■ More than £20



Used drugs in last month

■ Under £5 ■ £5-£20 ■ More than £20

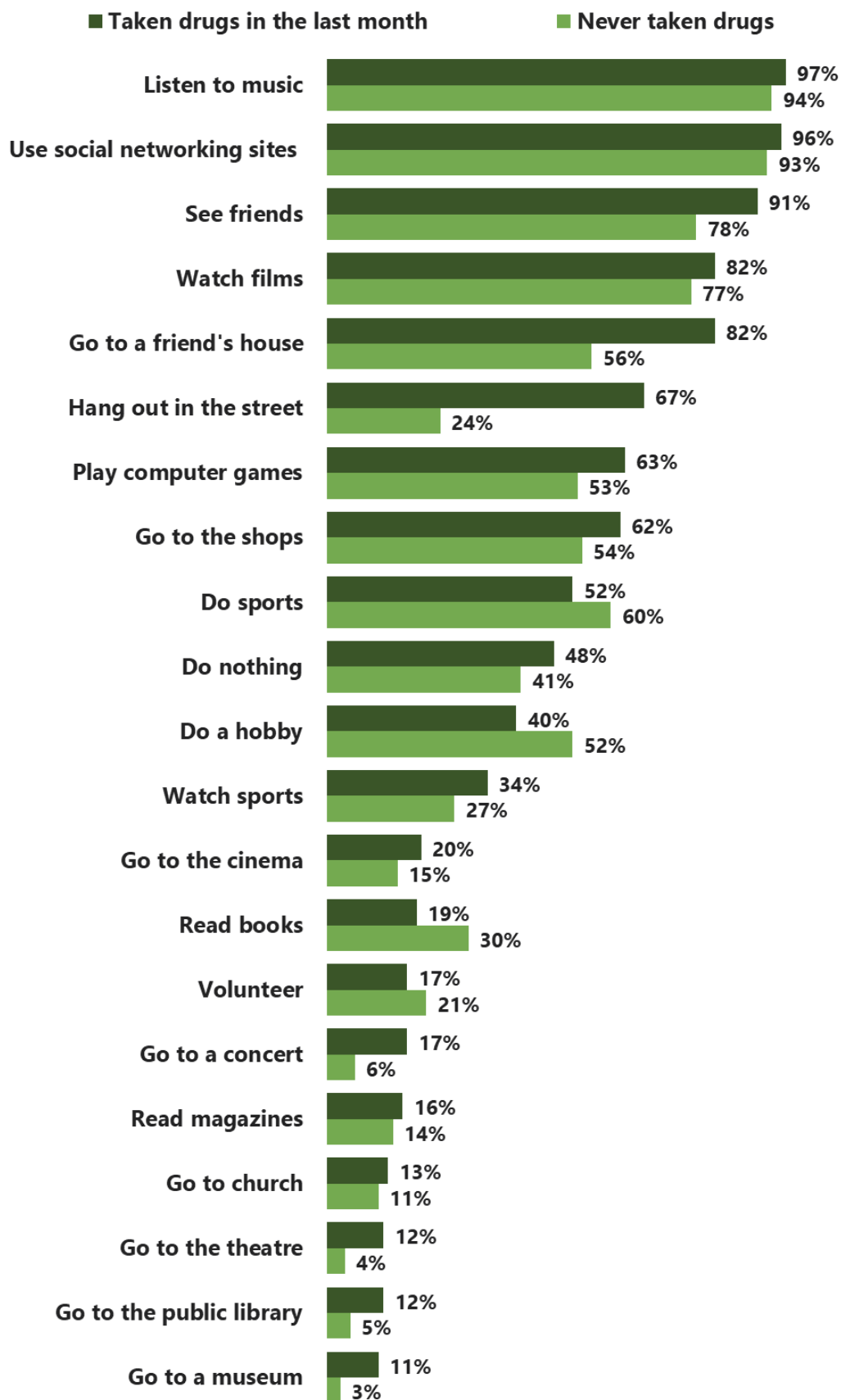


Used drugs in last month

Base: all pupils (for full base sizes please see Appendix B)

Figure 6.3 Percentage of 15 year old pupils reporting taking part in leisure activities at least weekly, by drug use status (2018)

Q. Here is a list of things that young people sometimes do in their free time, when they aren't at school. What about you?



Base: all 15 year olds (for full base sizes please see Appendix B)

School

Factors relating to a pupils' engagement with school had a strong relationship with drug use. The more engaged a pupil was with school the less likely they were to have used drugs in the last month. The main factors were: enjoying school; feeling pressured by schoolwork; exclusion from school; and truanting (Figure 6.4). Post-school expectations were also related to drug use in the last month.

Enjoying school

Pupils who didn't like school were more likely to have used drugs in the last month than those who did like school.

Feeling pressured by schoolwork

At age 13 those who felt pressured by schoolwork a lot of the time or who never felt pressured were more likely to have used drugs in the last month than those who only sometimes felt pressured.

However, among 15 year olds, those who never felt pressured were substantially more likely to have used drugs in the last month.

Exclusion from school

Pupils who had been excluded from secondary school were more likely to have used drugs in the last month than those who had not been excluded. 13 year olds who had been excluded were five times more likely to have used drugs in the last month than 13 year olds who had not been excluded, while 15 year olds who had been excluded were more than twice as likely to have used drugs in the last month than 15 year olds who had not been excluded.

Truanting

Truancy was strongly correlated with drug use in the last month. Among both age groups, the more frequently a pupil truanted, the more likely they were to have used drugs in the last month.

Post-school expectations

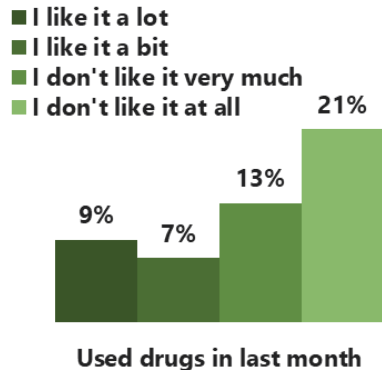
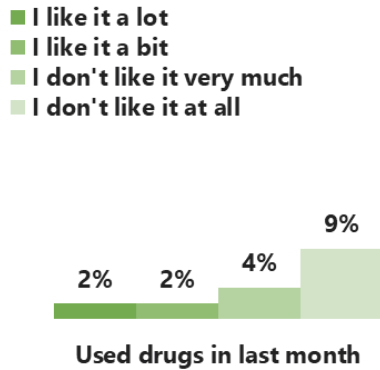
Among both age groups (although to a lesser extent at age 13), those that said they expected to go to university after school were less likely to have reported using drugs in the last month than those who did not expect to go to university. Among 15 year olds, drug use in the last month was particularly prevalent among those who thought they would complete an apprenticeship after they leave school.

Figure 6.4 Comparison of prevalence of drug use, by school variables and age (2018)

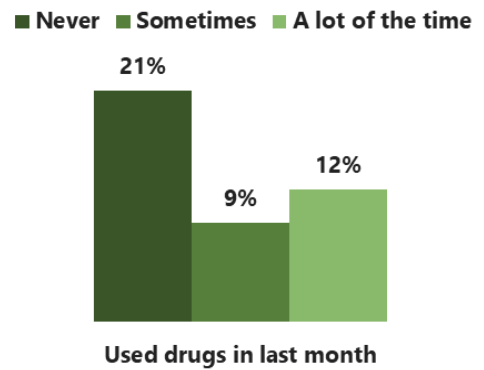
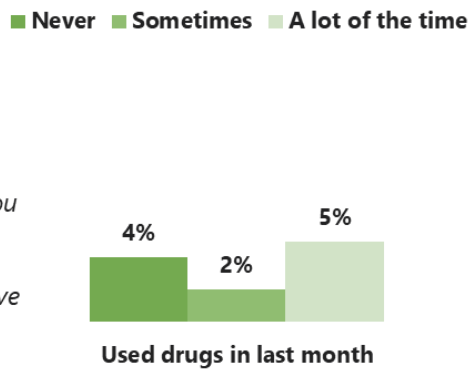
13 YEAR OLDS

15 YEAR OLDS

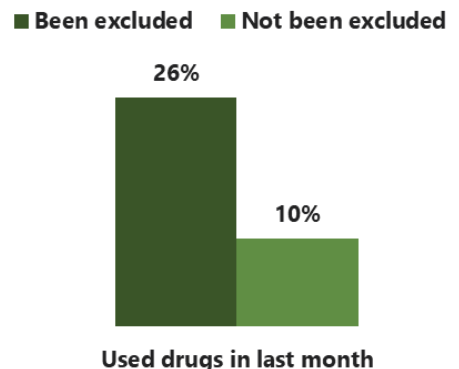
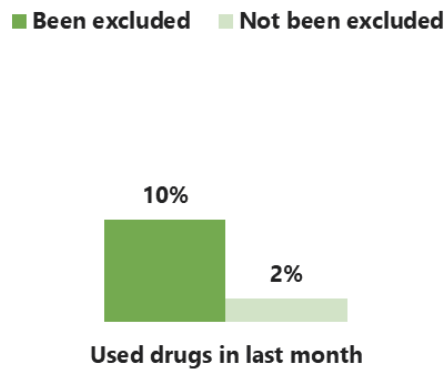
Liking school
Q. How much do you like school at the moment?



Feeling pressured
Q. How often do you feel strained or pressured by the schoolwork you have to do?



Exclusion
Q. Since you started secondary school, have you been excluded?



Truancing
Q. In the past year, how many times did you skip or skive school?

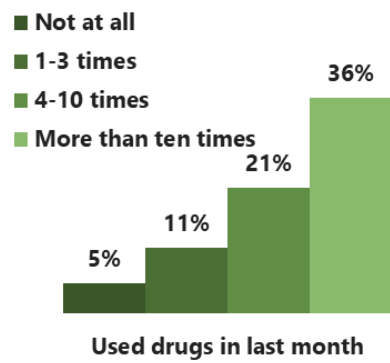
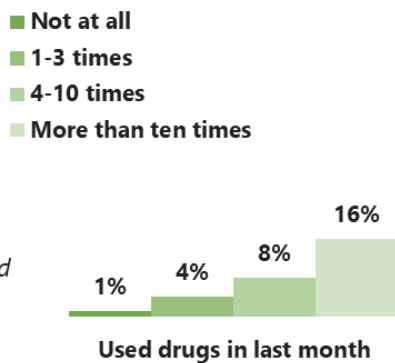
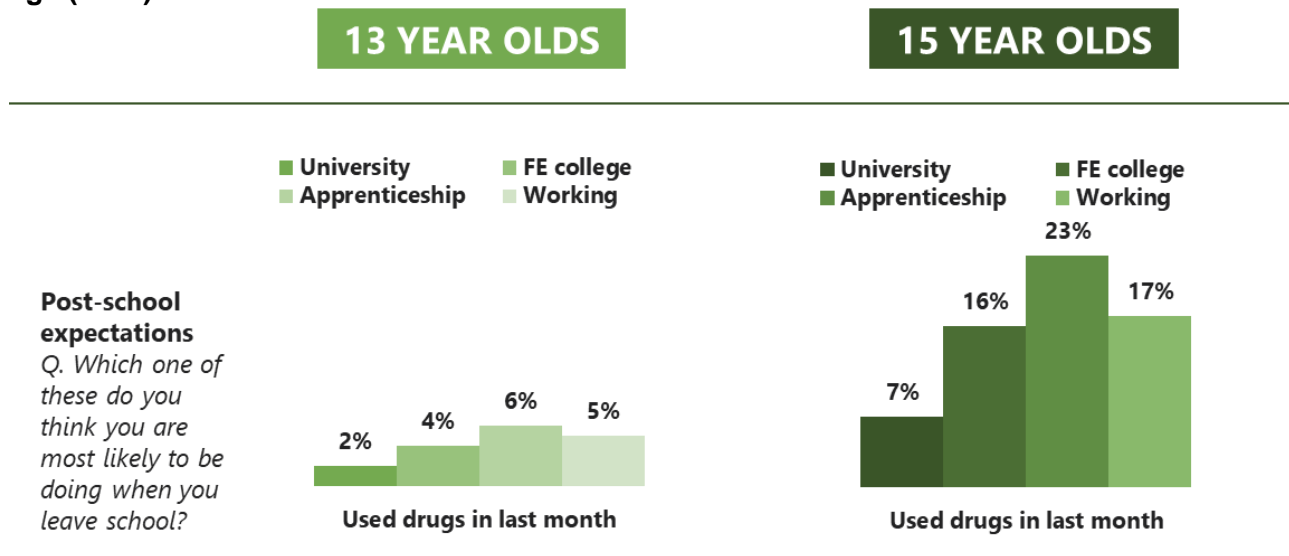


Figure 6.4 – continued – Comparison of prevalence of drug use, by school variables and age (2018)



Base: all pupils (for full base sizes please see Appendix B)

Inequalities

Inequalities related to health and wellbeing had a stronger relationship with drug use in the last month than deprivation. The main factors were: self-rated health; whether a pupil had an illness or disability; emotional and behavioural problems; and mental wellbeing (Figure 6.5).

Self-rated health

Among both age groups, pupils who rated their health as 'bad' were more likely to have used drugs in the last month than those who rated their health as 'good'.

Long-term illness or disability

Pupils who said they had a long-term illness or disability were more likely to have used drugs in the last month than those who did not.

Emotional and behavioural problems

Emotional and behavioural problems are assessed through the "Strengths and Difficulties Questionnaire" (SDQ) in SALSUS⁹. The questionnaire contains 5 scales: emotional problems, conduct problems, hyperactivity problems, peer problems and pro-social behaviour. The SDQ score is a composite measure derived from the first 4 scales listed and provides an overall indicator of emotional and behavioural problems.

Pupils with borderline or abnormal scores for emotional wellbeing and behavioural conduct were more likely to have used drugs in the last month.

Mental wellbeing

Mental wellbeing is assessed in SALSUS using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). This is a scale of 14 positively worded items, with five response categories per item. The scale is scored by summing the response to each item answered on a 1 to 5 Likert scale. The minimum scale score is 14 and the maximum is 70. The higher a respondent's score, the better their mental wellbeing.

Among both age groups, those with a below average score for mental wellbeing were more likely to have used drugs in the last month than those with an average or above average score.

Area deprivation¹⁰

Area-based deprivation is assessed using the Scottish Index of Multiple Deprivation (SIMD). This is used to provide an indication of material disadvantage in individual pupils.

Among both age groups there was no relationship between using drugs in the last month and SIMD.

⁹ The terminology used to describe SDQ scores is borrowed from the original SDQ questionnaire designed by Robert Goodman. While the terms 'normal', 'borderline' and 'abnormal' may seem outdated in the context of the language used to describe mental wellbeing today, they have been retained in this report to draw comparisons to previous years.

¹⁰ For full details of how area deprivation is calculated and its limitations please see the SALSUS 2018 Technical Report.

Figure 6.5 Comparison of prevalence of drug use, by inequalities and age (2018)

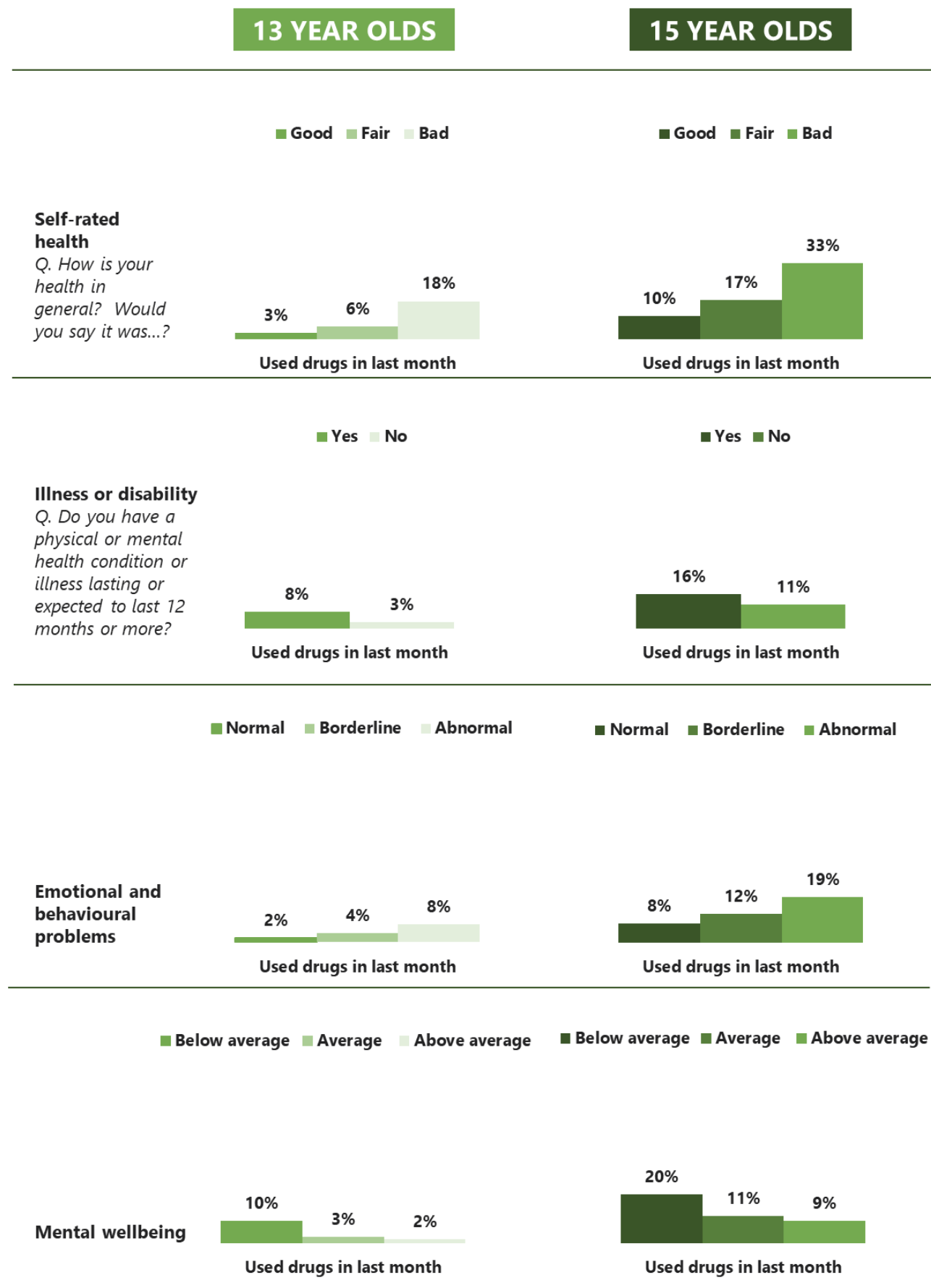


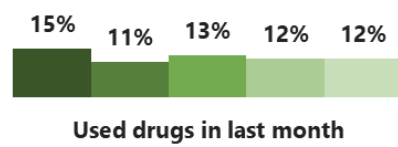
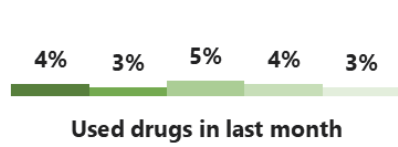
Figure 6.5 – continued – Comparison of prevalence of drug use, by inequalities and age (2018)

13 YEAR OLDS

15 YEAR OLDS

■ 1 - most deprived ■ 2 ■ 3 ■ 4 ■ 5 - least deprived ■ 1 - most deprived ■ 2 ■ 3 ■ 4 ■ 5 - least deprived

Scottish Index of Multiple Deprivation



Base: all pupils (for full base sizes please see Appendix B)

Appendix A: Changes to the 2018 drug questions

No new drug questions were added to or removed from the 2018 survey.

The following were amended:

- For the questions ‘Have you ever been offered any of the following drugs?’ and ‘When was the last time you ever used or took any of the following?’, the names of the following drugs were updated (additions in bold):
 - Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas, **nitrous oxide, noitrous or noz**) – To inhale or sniff
 - Tranquilisers (downers, benzos, Valium, vallies, blues, Temazepam, **Xanax, Xans**)

Appendix B: Base Tables

Table B.1 Bases for Figure 2.4 Proportion of pupils who had used drugs in the last month, by sex and age (1998-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
1998	303	314	561	552
2000	624	582	592	571
2002	6027	6274	5278	5271
2004	1810	1736	1672	1742
2006	5821	5834	5649	5451
2008	2655	2710	2310	2337
2010	9788	9532	9118	8746
2013	8703	8657	8203	8047
2015	6209	6550	5496	5498
2018	5684	5634	4719	4844

Table B.2 Bases for Figure 2.6 Proportion of pupils who were drinking alcohol the last time they used drugs, by sex and age (2002-2018)

	13 year old boys who have ever used drugs	13 year old girls who have ever used drugs	15 year old boys who have ever used drugs	15 year old girls who have ever used drugs
2002	948	710	2013	1873
2004	268	210	568	595
2006	434	369	1458	1322
2008	189	147	581	501
2010	512	418	2076	1512
2013	419	322	1478	1260
2015	320	241	1056	803
2018	374	261	1079	811

Table B.3: Bases for Figure 3.1 Proportion of pupils ever offered drugs, by sex and age (1998-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
1998	306	315	562	554
2000	619	577	593	570
2002	5862	6155	5242	5240
2004	1784	1732	1673	1732
2006	5573	5690	5484	5368
2008	2423	2584	2229	2301
2010	9081	9142	8761	8562
2013	8164	8322	7930	7894
2015	6325	6651	5625	5605
2018	5784	5750	4856	4948

Table B.4: Bases for Figure 3.5 Proportion of pupils who think it would be very or fairly easy to get drugs, by age and sex (2002-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5808	6103	5202	5217
2004	1761	1708	1647	1731
2006	5405	5552	5339	5299
2008	2453	2572	2217	2278
2010	8885	8879	8534	8372
2013	8114	8276	7854	7822
2015	6097	6464	5446	5504
2018	5557	5605	4675	4853

Table B.5: Bases for Figure 4.1 Acceptability of trying cannabis, by age and gender (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	5917	5900	5714	5491
2008	2655	2710	2310	2337
2010	9788	9532	9118	8746
2013	8703	8657	8203	8047
2015	6067	6463	5379	5449
2018	5522	5599	4618	4829

Table B.6: Bases for Figure 4.2 Acceptability of trying cocaine, by age and gender (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	5917	5900	5714	5491
2008	2655	2710	2310	2337
2010	9788	9532	9118	8746
2013	8703	8657	8203	8047
2015	6068	6481	5371	5464
2018	5513	5595	4611	4829

Table B.7: Bases for Figure 4.3 Acceptability of trying glue sniffing, by age and gender (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	5917	5900	5714	5491
2008	2655	2710	2310	2337
2010	9788	9532	9118	8746
2013	8703	8657	8203	8047
2015	6070	6481	5386	5457
2018	5524	5593	4617	4833

Table B.8: Bases for Figure 4.4 Pupils' perceptions of the risks of taking drugs, by age (2018)

	13 year olds	15 year olds
Heroin is addictive	11613	9984
Heroin is more dangerous than cannabis	11614	9987
Injecting drugs can lead to HIV	11599	9980
Injecting drugs can lead to Hepatitis C	11576	9967
Inhaling or sniffing solvents can cause brain damage	11583	9978
Taking cocaine is dangerous	11597	9968
Taking cannabis is dangerous	11560	9940

Table B.9: Bases for Figure 4.5 15 year old pupils' perceptions of the risks of taking drugs, by own drug use (2018)

	Used drugs in the last month	Never used drugs
Heroin is addictive	1238	7699
Heroin is more dangerous than cannabis	1234	7703
Injecting drugs can lead to HIV	1238	7692
Injecting drugs can lead to Hepatitis C	1231	7687
Inhaling or sniffing solvents can cause brain damage	1235	7695
Taking cocaine is dangerous	1236	7684
Taking cannabis is dangerous	1230	7660

Table B.10: Bases for Figure 4.6 15 year olds who think statements are true (2015 to 2018)

	2015	2018
Heroin is addictive	10904	9984
Heroin is more dangerous than cannabis	10903	9987
Injecting drugs can lead to HIV	10897	9980
Injecting drugs can lead to Hepatitis C	10884	9967
Inhaling or sniffing solvents can cause brain damage	10891	9978
Taking cocaine is dangerous	10894	9968
Taking cannabis is dangerous	10876	9940

Table B.11: Bases for Figure 4.7 Proportion of pupils agreeing with attitudes to drug taking statements, by age (2018)

	13 year olds	15 year olds
People my age who take drugs need help and advice	11517	9887
All people who sell drugs should be punished	11476	9859
People who take drugs are stupid	11427	9850
It is OK for people to take legal highs	11505	9883
Taking drugs is exciting	11521	9898

Table B.12: Bases for Figure 4.8 15 year old pupils' attitudes to drug taking by drug use status (2018)

	Used drugs in the last month	Never used drugs
People my age who take drugs need help and advice	1112	738
All people who sell drugs should be punished	1116	736
People who take drugs are stupid	1110	736
It is OK for people to take legal highs	1112	744
Taking drugs is exciting	1109	739

Table B.13: Bases for Figure 5.3 Comparison of prevalence of drug use among those who agree/disagree that their school provides them with enough advice and support about taking drugs (2018)

	13 year olds	15 year olds
Agree	7266	5784
Disagree	1515	1405

Table B.14: Bases for Figure 5.4 Amount learned about drugs at school, by age (2018)

	13 year olds	15 year olds
The risks to your health from drugs	10814	9370
The effects that taking drugs can have on other areas of your life	10812	9379
That your ability to make decisions can be affected by taking drugs	10790	9379
That people's views about smoking, drinking and taking drugs can be taking affected by the things their friends say or do	10782	9354

Table B.15: Bases for Figure 5.5 Comparison of prevalence of drug use among 15 year olds, by how much they say they have learned about drug topics in school (2018)

The risks to your health from drugs

	13 year olds	15 year olds
A lot	5927	4878
A little	2886	2909
Not much/not at all	1288	1129

The effects that taking drugs can have on other areas of your life

	13 year olds	15 year olds
A lot	5073	4143
A little	3182	3203
Not much/not at all	1613	1455

That your ability to make decisions can be affected by taking drugs

	13 year olds	15 year olds
A lot	4834	4155
A little	3208	3189
Not much/not at all	1743	1451

That people's views about smoking, drinking and taking drugs can be taking affected by the things their friends say or do

	13 year olds	15 year olds
A lot	4756	3886
A little	3335	3269
Not much/not at all	1567	1555

Table B16: Bases for Figure 5.6 Confidence in health and wellbeing choices, by age (2018)

	13 year olds	15 year olds
Having the information you need to make the right choices about your health and wellbeing	10859	9465
Saying no to doing something that you don't want to do	10847	9436
Knowing where to go for information and support about substance related issues	10822	9435
Avoid getting into risky situations due to drugs	10772	9384

Table B.17: Bases for Figure 5.7 Comparison of prevalence of drug use among 15 year olds, by confidence in future health and wellbeing choices (2018)

Having the information you need to make the right choices about your health and wellbeing

	13 year olds	15 year olds
Confident	9357	7943
Not very/not at all confident	630	801

Saying no to doing something that you don't want to do

	13 year olds	15 year olds
Confident	9290	8155
Not very/not at all confident	699	612

Knowing where to go for information and support about substance related issues

	13 year olds	15 year olds
Confident	8512	6972
Not very/not at all confident	1273	1639

Avoid getting into risky situations due to drugs

	13 year olds	15 year olds
Confident	9287	7950
Not very/not at all confident	500	637

Table B.18: Bases for Figure 6.1 Comparison of prevalence of drug use, by family variables (2018)

Family status

	13 year olds	15 year olds
Single parent	2089	1893
Step parent	907	874
Both parents	8001	6682

Maternal awareness

	13 year olds	15 year olds
Median and above	7338	5679
Below median	3893	3993

Paternal awareness

	13 year olds	15 year olds
Median and above	6367	4488
Below median	4380	4665

Family communication

	13 year olds	15 year olds
Likely to talk	9929	8186
Not likely to talk	1432	1514

Caring responsibilities

	13 year olds	15 year olds
Yes	1311	953
No	9846	8802

Table B.19: Bases for Figure 6.2 Comparison of prevalence of drug use, by friend variables (2018)

Number of friends

	13 year olds	15 year olds
0	248	328
1	343	380
2	1151	1271
3+	9332	7597

Age of friends

	13 year olds	15 year olds
Older	552	524
Younger	225	195
Same aged	7458	6283
Mixed	2872	2574

Number of evenings spent with friends

	13 year olds	15 year olds
None	1509	1301
1-2 evenings	3584	3581
3-4 evenings	3335	2852
5-6 evenings	1675	1064
7 evenings	640	552

Own cash to spend

	13 year olds	15 year olds
Less than £5 a week	2469	1509
£5 or more, but less than £20 a week	5763	4252
£20 or more a week	2761	3752

Table B.20: Bases for Figure 6.3 Percentage of 15 year old pupils reporting taking part in leisure activities at least weekly, by drug use status (2018)

	Used drugs in the last month	Never used drugs
Listen to music	1205	7659
Use social networking sites	1202	7651
See friends	1208	7655
Watch films	1198	7647
Go to a friend's house	1176	7581
Hang out in the street	1182	7588
Play computer games	1204	7645
Go to the shops	1199	7651
Do sports	1200	7629
Do nothing	1147	7424
Do a hobby	1173	7583
Watch sports	1199	7631
Go to the cinema	1179	7593
Read books	1202	7635
Volunteer	1174	7545
Go to a concert	1177	7589
Read magazines	1202	7634
Go to church	1170	7559
Go to the theatre	1175	7576
Go to the public library	1167	7577
Go to a museum	1172	7580

Table B.21: Bases for Figure 6.4 Comparison of prevalence of drug use, by school variables (2018)

How much do you like school at the moment?

	13 year olds	15 year olds
Like it a lot	1856	1038
Like it a bit	5308	4048
Not very much	2260	2540
Not at all	1487	1855

Feeling pressured by schoolwork

	13 year olds	15 year olds
Never	1593	576
Sometimes	6237	3487
A lot of the time	2974	5377

Exclusion

	13 year olds	15 year olds
Has been excluded	1365	1197
Has not been excluded	9267	8168

Truancing

	13 year olds	15 year olds
Not at all	5988	4600
1-3 times	3003	2611
4-10 times	991	1154
More than 10 times	579	899

Post-school expectations and age

	13 year olds	15 year olds
University	5978	4993
FE college	1263	1429
Apprenticeship	512	1073
Working	1114	811

Table B.22: Bases for Figure 6.5 Comparison of prevalence of drug use, by inequalities and geography variables (2018)

Self-rated health

	13 year olds	15 year olds
Very Good/Good	9610	7952
Fair	1705	1654
Bad/Very bad	301	374

Illness or disability

	13 year olds	15 year olds
Yes	1949	5140
No	8885	7274

Emotional and behavioural difficulties (overall SDQ score)

	13 year olds	15 year olds
Normal	6436	5351
Borderline	1695	1659
Abnormal	1878	1827

Mental wellbeing (WEMWBS Score)

	13 year olds	15 year olds
Below average	1271	5351
Average	1695	1659
Above average	1878	1827

SIMD Band

	13 year olds	15 year olds
1-most deprived	1568	1232
2	1952	1673
3	2406	2003
4	2912	2483
5- least deprived	2908	2677

Appendix C: Drugs categorised as NPS

The drugs that were included in the NPS analysis are listed below. This includes some substances which used to be described as 'legal highs' but which are now controlled, following the Psychoactive Substances Act 2016, which brought these substances under the control of the Misuse of Drugs Act 1971:

- Synthetic cannabis
- 'MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)'
- 'MXE, MXP (or other synthetic dissociative)'
- 'Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink Panthers (or other synthetic stimulant)'
- 'AMT, NBOMe, 2Cs (or other synthetic psychedelic)'
- Salvia.

A National Statistics publication for Scotland

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be interpreted to mean that the statistics: meet identified user needs; are produced, managed and disseminated to high standards; and are explained well.

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Office of the Chief Statistician

Telephone: 0131 244 4826

e-mail: statistics.enquiries@gov.scot

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The data collected for this publication:

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W W W . g o v . s c o t

Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/52/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Scottish Government 'Access to Childcare' Fund		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of Inverclyde Council's award of £250,000 from the Scottish Government Access to Childcare Fund.
- 1.2 The report outlines the fund criteria and Inverclyde Council's application and gives an update of the Summer 2020 Childcare Hubs and the proposed spend of the Fund in 2020/21 and 2021/22.

2.0 SUMMARY

- 2.1 The Access to Childcare Fund is funded by the Scottish Government and managed by the national charity, Children in Scotland. The fund's primary aim is to provide grants to establish models of delivery of out of school care, with a focus on priority family groups most at risk from living in poverty. A total of £1.5 million was allocated nationally in the first funding round, which closed in July 2020.
- 2.2 Inverclyde Council submitted an application to the Access to Childcare Fund seeking £250,000 towards the delivery of Holiday Hubs, providing childcare for children aged 5-8, aged 8+ and children with additional support needs. Pending a successful outcome of the grant application, the Holiday Hubs would operate in local secondary schools Monday to Friday between 0800 and 1800. Whilst Inverclyde Council would coordinate each hub, this would be supported by a range of partners and providers under the umbrella of a Holiday Hub Collaborative
- 2.3 In September 2020 it was confirmed that Inverclyde Council had been successful in its application and awarded the full £250,000. This award will allow for Holiday Hubs provision from October 2020 until October 2021 covering the two October holiday periods, Easter (2021) and Summer (2021) holiday period.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the award of £250,000 from the Access to Childcare fund

4.0 BACKGROUND

- 4.1 The first Child Poverty Delivery Plan due under the Child Poverty (Scotland) Act 2017 was published by the Scottish Government in 2018 and outlines action for the period 2018-22. The document 'Every child, every chance: tackling child poverty delivery plan 2019-22' contains a number of actions that the Scottish Government will take during the lifetime of the plan. This plan included new support for childcare after school and in the holidays to help low income parents reduce childcare costs, work more flexibly and increase their incomes.
- 4.2 The Access to Childcare Fund provided grants to establish models of delivery of out of school care, with a focus on priority family groups most at risk from living in poverty. The fund is funded by the Scottish Government and managed by the national charity, Children in Scotland. In the first round of funding a total of £1.5 million was allocated. Inverclyde Council in its submission applied for £250,000 and was one of only fifteen applicants to receive a grant, being allocated the maximum amount allowed, from approximately 200 applications made, recognising both the level of need in Inverclyde and the determined and effective measures Inverclyde Council is adopting to address it.
- 4.3 Under the Child Poverty (Scotland) Act 2017 there is a requirement for all local authorities and relevant Health Boards across Scotland to reduce child poverty. The Act sets out four national statutory income-based targets to be achieved by 2030. The Act requires that each local authority and relevant Health Board must jointly prepare annually a Child Poverty Local Actions Report (LAR). Cost of living has been identified as a direct driver of poverty and the provision of Holiday Hubs is seen as crucial to supporting families across Inverclyde.
- 4.4 Inverclyde Council led on Holiday Hub provision during summer 2020 providing childcare for keyworkers' children and vulnerable pupils. 10 hubs provided childcare to approximately 192 children per day over the entirety of the summer holiday period from Monday to Friday.
- 4.5 The Holiday Hub provision during summer 2020 included a range of activities relevant to age and stage of the children in attendance. Outdoor play, health and wellbeing and creative arts were significant features of the offer.
- 4.6 Inverclyde Council has identified a need to expand existing provision of out of school care to meet local needs whilst developing accessible opportunities to support local families as detailed in the Inverclyde Child Poverty Local Action Report 2019/20.
- 4.7 The application proposed to establish 2 Holiday Hubs providing childcare for children aged 5-7 years, 8+ years and children with additional support needs. The Hubs will run Monday-Friday from 0800 until 1800 and will be located in local high schools. Co-ordination of each Hub will be led by Inverclyde Council but involve a range of different partners and providers via a Holiday Hub Collaborative. This approach will enable Inverclyde Council to maximise the use of local skills, knowledge and experience as well as increasing the reach to those families most in need.
- 4.8 The Hubs will provide activities which are relevant to age and stage of children in attendance. Outdoor play, health and wellbeing and creative arts will be significant features of the provision across the 3 strands of the model (5-7 years, 8+ years and children with additional support needs). Funding will be used to develop inclusive provision for children with additional support needs. Inverclyde Council seeks to increase the number of places offered to families and support delivery within the mainstream hubs, demonstrating a commitment to ensuring all provision is inclusive, safe and with children's needs at the centre.
- 4.9 The funding has allowed Inverclyde Council to provide more accessible and affordable out of school care. Priority will be given to lone parent families, families which include a disabled child, those experiencing in-work poverty and children who are vulnerable. The funding will allow provision to be offered to families at low cost or no cost. Criteria will be based on current criteria for clothing grants and free school meals. Transport will be funded and provided to those most in need to remove any barriers with regards to access. This was available during the Holiday Hub provision during Summer 2020 and has proven to be a valuable element of

the current delivery model.

- 4.10 Inverclyde Council in its submission applied for £250,000 and was one of only fifteen applicants to receive a grant, being allocated the maximum amount allowed. The award of this grant will ensure that Inverclyde Council and the wider Holiday Hub collaborative can offer Holiday Hub provision for October 2020, Easter 2021, Summer 2021 and October 2021, and extended to March 2022 if necessary.
- 4.11 With funding approved to Inverclyde Council, it has been confirmed that 150 places will be available for those aged 5-8 years of age, 75 places for those aged 8 years plus and 75 places for children with additional support needs.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A		2020/21 2021/22	60k 190k		Scottish Government Funding

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

N/A

5.3 Human Resources

N/A

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?

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?

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

5.5 Repopulation

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

6.0 CONSULTATIONS

6.1 CMT have been consulted on the paper

7.0 BACKGROUND PAPERS

7.1 N/A

Report To: Education and Communities Committee	Date: 3 November 2020
Report By: Ruth Binks, Corporate Director, Education, Communities and Organisational Development	Report No: EDUCOM/20/62/LMcV
Contact Officer: Louise McVey, Corporate Policy, Performance and Partnership Manager	Contact No: 01475 712042
Subject: Inverclyde Child Poverty Local Action Report	

1.0 PURPOSE

1.1 The purpose of this report is to provide the Inverclyde Integration Joint Board with an annual update of the Local Child Poverty Action Report 2019/20 for noting.

2.0 SUMMARY

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

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

2.2 The Act requires that each local authority and relative NHS Health Board must jointly prepare annual Child Poverty Local Action Reports (CPLAR's). The report will cover the financial year 2019/20. These annual reports must set out the activity undertaken during the reporting period and those planned going forward to meet the 2030 targets. Based on advice from Improvement Services and the Scottish Government, the report submission is later than expected due to the current situation with COVID-19.

2.3 The Scottish Government direct drivers of poverty fall in to 3 main categories:

- Income from Social Security and benefits in kind
- Income and Employment
- Costs of Living

2.4 Poverty is fundamentally about lack of money and Inverclyde's Child Poverty Action Group have been working in partnership with Public Health Scotland to identify local data sets and to map out service provision for families living in poverty. This has resulted in a comprehensive analysis of the challenges around inequalities and poverty in Inverclyde, the findings of this analysis are attached as appendix 2 and referred to throughout the Child Poverty Local Action Report. Using the data this way will enable Inverclyde to further establish the gaps, understand the area for support and will provide the evidence that service provision is aimed towards those most likely to be affected by poverty.

2.5 The local drivers of poverty in Inverclyde are Income through benefits and welfare, advice for debt and lack of money, income through improved skills and learning, jobs and work, improved attainment and training to impact the cost of living.

- 2.6 The Local Child Poverty Action Report (LCPAR) 2019/20 outlines priorities, actions and good practice areas and the progress that has been achieved to date, as well as highlighting the challenges that lie ahead. We continue to build on our strengths and remain innovative in approaches to reduce child poverty and support and improve life chances for the families of Inverclyde. The LCPAR 2019/20 is inclusive and combines the work that has been undertaken by NHS Greater Glasgow and Clyde around Child Poverty actions and interventions.
- 2.7 The actions and projects within this LCPAR make a significant contribution to the delivery of a range of strategic plans and priorities for partners across Inverclyde. All of the actions within the delivery plan help to build and deliver on children and young people's access to their rights as outlined within the UNCRC and a wide range of ways, as well services meeting their duties to promote and uphold the rights of children and young people as outlined in the Children and Young People Act (Scotland) 2014.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- a. Notes the progress and proposed actions set out in the Inverclyde Local Child Poverty Action Report.

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

4.0 BACKGROUND

- 4.1 The Fairer Scotland Strategy set out a vision to ensure that Scotland is the best place in the world to grow up. To realise this outcome, it is committed to eradicating child poverty. Evidence suggests that poverty can undermine the health, wellbeing and educational attainment of children who experience it. A 2013 study found that child poverty in the UK cost at least £29 billion a year.
- 4.2 Under the Child Poverty (Scotland) Act 2017 there is a requirement for all local authorities and relevant Health Boards across Scotland to reduce child poverty. The Act sets out four national statutory income based targets to be achieved by 2030. The four targets are:-

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

- 4.3 The Scottish Government direct drivers of poverty fall in to 3 main categories;

- Income from Social Security and benefits in kind
- Income and Employment
- Costs of Living

- 4.4 Child Poverty (Scotland) Act 2017.

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

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

- 4.5 Inverclyde Child Poverty Action Group is a multi-agency collaborative chaired by the Corporate Director Education Communities and Organisational Development and has responsibility for the governance of the Inverclyde CPLAR. This group meets on a six weekly basis. The Alliance Board provides governance, leadership and scrutiny to the work.

5.0 Developing Inverclyde's Child Poverty Local Action Report 2019/20

- 5.1 The Inverclyde Child Poverty Action Group agreed that the Inverclyde LAR should focus on a number of specific local drivers based on nationally published data and analysed by Public Health Scotland. The Child Poverty Local Action Report is provided for noting and is attached as Appendix 1.

- 5.2 The local drivers of poverty in Inverclyde are:

- Income through benefits and welfare
- Advise for debt and lack of money
- Employment through improved skills and learning, jobs and work
- improved attainment and training to improve the cost of living

- 5.3 The Local Child Poverty Action Report (LCPAR) 2019/20 outlines priorities, actions and good practice areas and the progress that has been achieved to date, as well as highlighting the challenges that lie ahead. We continue to build on our strengths and remain innovative in approaches to reduce child

poverty and support and improve life chances for the families of Inverclyde. The LCPAR 2019/20 is inclusive and combines the work that has been undertaken by NHS Greater Glasgow and Clyde around Child Poverty actions and interventions.

- 5.4 Poverty is fundamentally about lack of money and Inverclyde’s Child Poverty Action Group have been working in partnership with Public Health Scotland to identify local data sets and to map out service provision for families living in poverty. This has resulted in a comprehensive analysis of the challenges around inequalities and poverty in Inverclyde, the findings of this analysis are attached as appendix 2 and referred to throughout the Child Poverty Local Action Report. Using the data this way will enable Inverclyde to further establish the gaps, understand the area for support and will provide the evidence that service provision is aimed towards those most likely to be affected by poverty.
- 5.5 Discussions are continuing with The Poverty Alliance “Get Heard Scotland” to work in collaboration with Inverclyde Council to engage, involve and empower people affected by poverty and get their engagement on the policies and decisions that most impact their lives. Get Heard Inverclyde Project would provide Inverclyde with a qualitative research report, this is expected by the start of November 2020.
- 5.6 The delivery of the actions and projects within this LCPAR make a significant contribution to the delivery of a range of strategic plans and priorities for partners across Inverclyde. All of the actions within the delivery plan help to build and deliver on children and young people’s access to their rights as outlined within the UNCRC and a wide range of ways, as well services meeting their duties to promote and uphold the rights of children and young people as outlined in the Children and Young People Act (Scotland) 2014.
- 5.7 Progress reports on the delivery of relevant actions within the Local Child Poverty Action Report will be presented to this Committee. The LCPAR will continued to be reviewed on an annual basis to ensure that it continues to reflect any new challenges or areas for development.
- 5.8 Inverclyde Council and the Integration Joint Board committed £1 million towards anti-poverty initiatives to deliver actions around:
- Income, Employment and Training
 - The Cost of Living including Food Insecurity
 - Welfare Support
 - Digital Inclusion
 - Build on a strong community and third sector base

6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

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

Financial implications - annually recurring costs/(savings):

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

6.2 Legal

There are no legal implications associated with this report.

6.3 Human Resources

There are no human resources issues associated with this report.

6.4 Equalities

a) 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

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

7.0 CONSULTATIONS

The information contained within this report on progress has been provided by the relevant service.

8.0 BACKGROUND PAPERS

None.

Inverclyde

Local Child Poverty Action Report 2019/2020



CONTENTS

	Page number
Foreword	3
1. Introduction	4
2. Inverclyde People and Place	6
3. Governance and Accountability	11
4. Partnerships in Inverclyde	13
5. COVID-19 Impact in Inverclyde	21
6. Plan on a page	24
7. Progress Report from 2018/19 Actions	26
Appendix 1: Inverclyde Local Child Poverty Action Report Delivery Plan	32
Appendix 2: Public Health Scotland – Child Poverty in Inverclyde Analysis	

Foreword

Poverty has a profound impact on children's rights in a range of ways including education, health and future chances in life and urgent action is required to tackle the issues. Recognising the inequalities that exist in Inverclyde has been significant to our partnership working to mitigate child poverty and has been the foundation that has allowed our response to COVID-19. This has been a collective effort with our local stakeholders and communities to uphold the rights of our children and make a difference with the people who need support the most. Albeit, we know that our challenges are huge, but our hearts are big.

The Scottish Government published the Scottish Index of Multiple Deprivation on 28 January 2020. The data showed that Inverclyde continues to suffer from very high levels of multiple and acute deprivation levels of acute deprivation in Inverclyde have doubled between 2016 and 2020.

The most deprived data zone in Scotland is located in Greenock Town Centre. This datazone is impacted from low income, low employment, poor health, reduced education and crime rates. We know that children living in deprived areas have lower school attendance, lower levels of attainment and are far less likely to move into further education, employment or training. Furthermore, child poverty can have a negative impact on children and young people being able to access and realise their fundamental rights as stated in the UNCRRC. All these factors contribute to the higher levels of multiple deprivation and highlight the multi-faceted challenges around tackling child poverty.

Despite the high levels of poverty, Inverclyde has many areas to be proud of including being eighth in the school leavers league table with 95.8 per cent of pupils securing a job, training or a place at university or college, being the 3rd top performing local authority in Scotland for participation in the Duke of Edinburgh's Awards with young people achieving 32 Gold, 50 Silver and 148 Bronze Awards and being 1 of only 2 local authorities that have 100% schools participating in the UNICEF Rights Respecting School Award. In relation to education, evidence shows that our schools are raising standards and are succeeding reducing the poverty related attainment gap and ensuring our children are knowledgeable on their rights and how to access these. The 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 each year since the festival started 10 years ago. This year the band qualified for the national finals in Manchester, the only school band from Scotland.

The current research highlights that the Covid-19 pandemic has a disproportionate effect on those living in areas with higher levels of deprivation, with the NRS statistics showing that Inverclyde has a higher ratio of deaths than the Scottish average. The Covid-19 pandemic has created an increase in anxiety and insecurity for those facing economic, health and social inequalities; already vulnerable to life choices. It is likely that that many more families in Inverclyde will be at risk of falling into poverty for the first time due to the consequences of COVID-19. Inverclyde, Child Poverty Action Group is planning and reviewing how to recover from the impact of this keeping children's rights at the centre of planning and decision making and taking cognisance of employment especially amongst our 16-24 year olds, the ongoing and possible rising demand for food, fuel and shopping, and inequalities around accessing the internet, benefits and welfare.

This year's Local Child Poverty Action Report (LCPAR) outlines our current actions and good practice areas and the progress that we have achieved to date, as well as highlighting the challenges that lie ahead. We continue to build on our strengths and remain innovative in approaches to reduce child poverty and support and improve life chances for the families of Inverclyde.

Aubrey Fawcett
Chief Executive
Inverclyde Council

Jane Grant
Chief Executive
NHS Greater Glasgow and Clyde

1 Introduction to the Inverclyde Child Poverty Local Action Report

This is Inverclyde's second Local Child Poverty Action Report (LCPAR); it focuses on selected actions being undertaken locally to reduce child poverty in Inverclyde and to mitigate poverty for the wider population. The report will outline the progress made from last year's LCPAR, the impact made in 2019/20 and our future priorities for improvement for 20/21.

NHSGGC's corporate and acute services child poverty and poverty approach is being reviewed by their Corporate Management Team in September 2020.

Inverclyde is a partner on NHSGGC's child poverty leads network. The network has shared good practice and problem solved issues such as employability / parental employment fund; childcare and housing in the last year. The network has developed a set of long term objectives which network partners have signed up to.

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

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

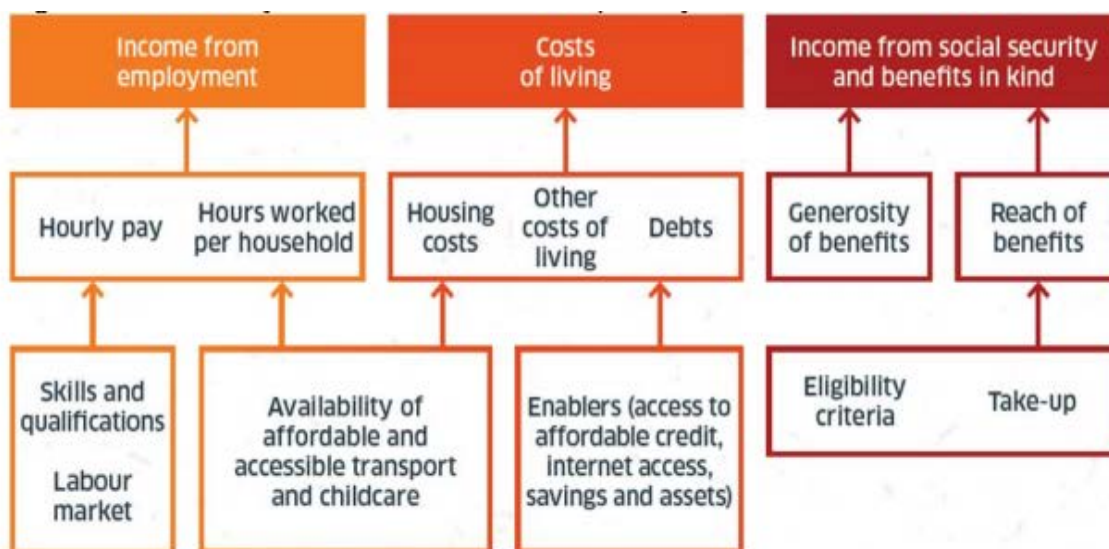
An interim target of 18% relative poverty has been set for 2023 – 24.

The Act requires that each local authority and associated NHS Health Board must jointly prepare annual LCPAR's. This report will cover the financial year 2019/20. These annual reports must set out the activity undertaken during the reporting period and those planned going forward to meet the 2030 targets.

An essential element in reducing child poverty in Inverclyde is effective engagement and connection with our local communities experiencing poverty. By developing a greater understanding and raising awareness across partners and the community of the causes and effects of poverty, we have delivered services in a more targeted way to enhance the services that we are providing. Most importantly of all, it will ensure that the voices of those who matter are being heard.

In recognition of this, Inverclyde's Local Child Poverty Action Group is representative of partners who can make a difference; Inverclyde Council, Inverclyde HSCP, Public Health Scotland, Housing and 3rd sector partners. This positive partnership working has formed the basis of this report. Local and national data has been used within this report to gauge an overall understanding the good practice locally and the areas requiring improvement.

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



According to Scottish Government's 'Every Child Every Chance' Delivery Plan 2018 – 2022, focus was given to the following characteristics of families more likely to be affected by poverty:-



2 Inverclyde - People and Place

The Population of Inverclyde 2020

As at 30 June 2019 the estimated population of Inverclyde was 77,800 this is expected to decrease by 2028. It is estimated that there will be less births in Inverclyde resulting in a natural decrease in population. The percentage of the population that are children aged 0 to 15 years is projected to fall by more than twice the Scottish average, -14.2%, compared to -6% in Scotland. The population projection for % of 0-15 year old is expected to fall by 14.2% compared to a fall of 6% in Scotland by 2028 (population projections for Scottish Areas, published March 2020).

Deprivation in Inverclyde 2020

The latest Scottish Indices of Multiple Deprivation (SIMD) data published in January 2020 shows that 51 (44.7%) of Inverclyde's data zones are in the 20% most deprived in Scotland, this is the 2nd highest local share in Scotland behind Glasgow. Inverclyde also suffers from very high levels of acute deprivation with 21 data zones in the 5% most deprived in Scotland. The most deprived data zone in Scotland (ranked 1) is in Greenock Town Centre and East Central.

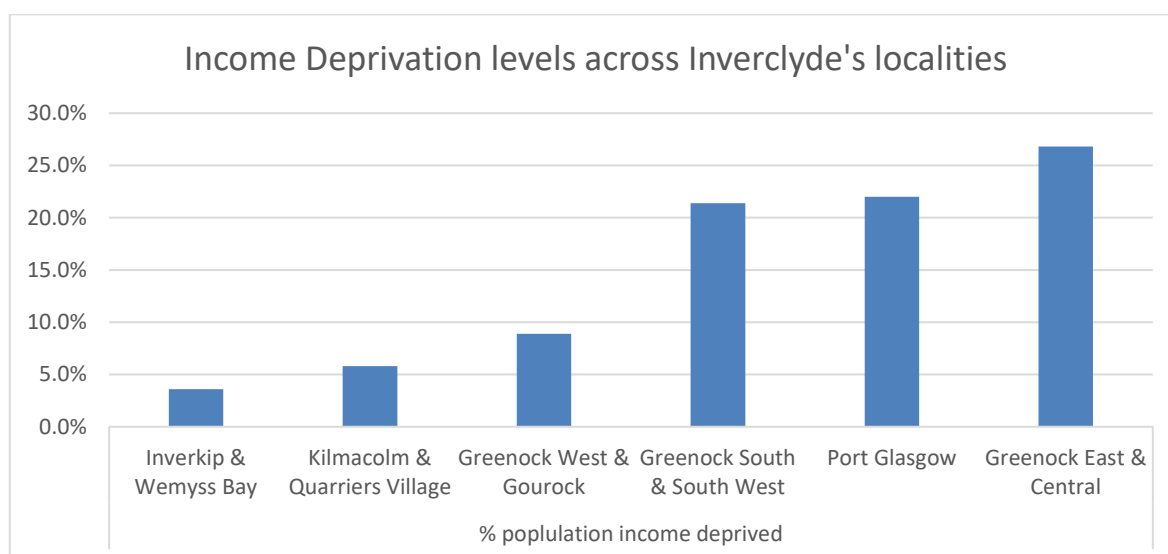
Income and employment deprivation are highly significant issues for the whole of Inverclyde. The data zone has the second highest level of income deprivation in Scotland and the highest level of employment deprivation in Scotland.

In Inverclyde:

- 13,945 (17.7%) of the local population is income deprived, compared to 12% in Scotland, but levels rise dramatically in our most deprived data zones.
- There are 7,126 people in Inverclyde that are employment deprived. This is 14.3% of the population and is higher than the Scottish average of 9%.

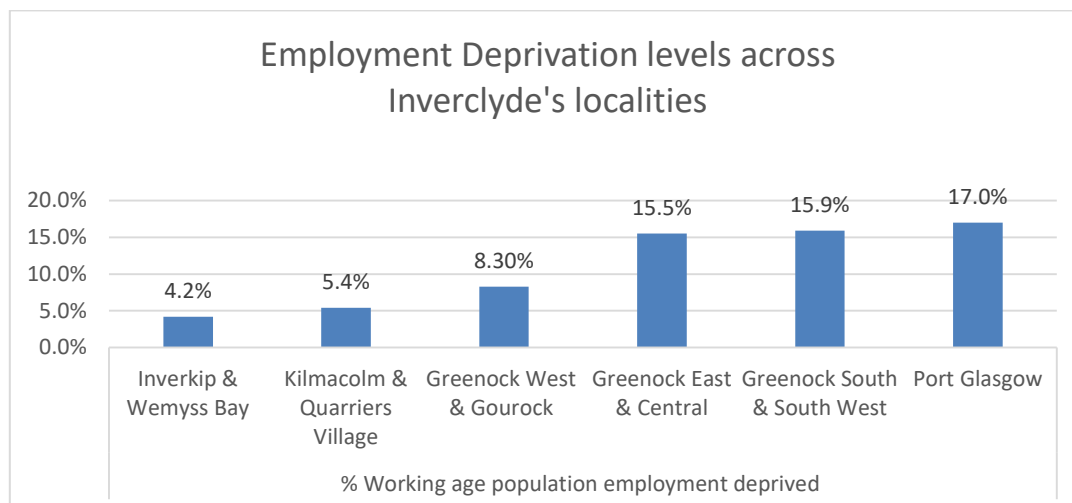
The graph below details % population income deprived and % working age population employment deprived, split into Inverclyde's localities (figure 1):-

Figure 1



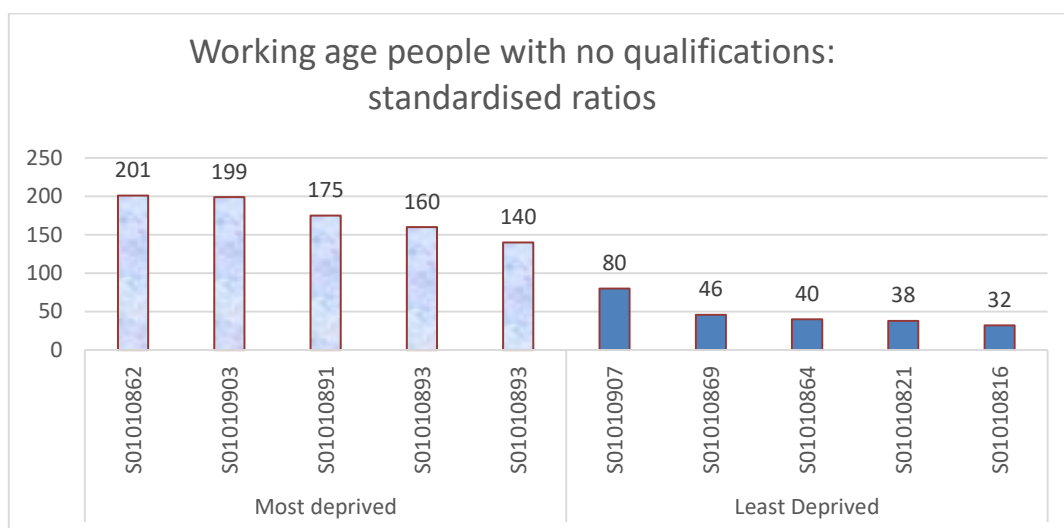
The graph below details % population employment deprived, split into Inverclyde's localities (figure 2):-

Figure 2



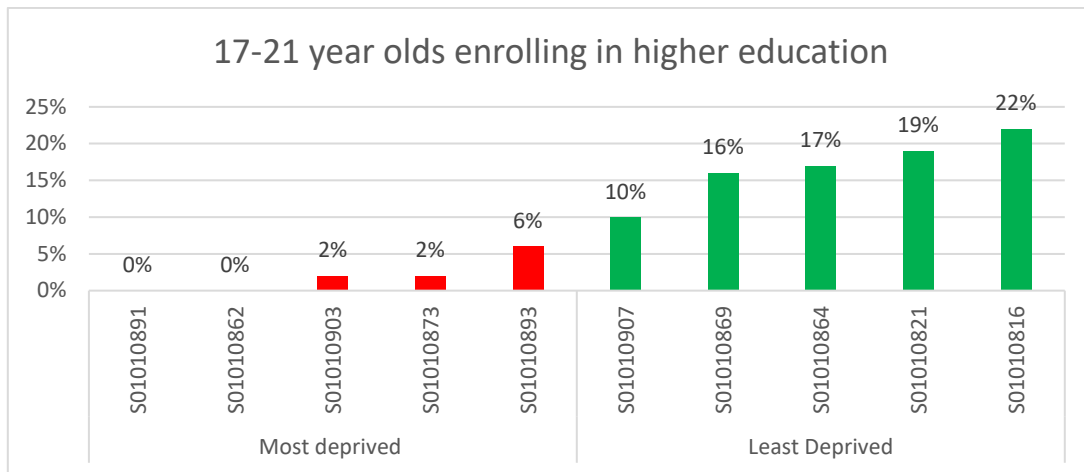
In relation to qualifications, there remains a gap between those gaining qualifications in the community, the graph below showing the most deprived areas against the least deprived areas (figure 3).

Figure 3



There remains a gap in 17 – 21 years olds enrolling in higher education, with a **higher** amount enrolling within the least deprived areas compared to the most deprived areas. The graph below shows that within the most deprived area, there are datazones (Greenock Town Centre & East Central and Low Bow & Larkfield, Fancy Farm, Mallard Bowl) with 0% of 17 – 21 year olds enrolling in higher education rising to 22% in one of the least deprived area (Kilmacolm Central) (figure 4).

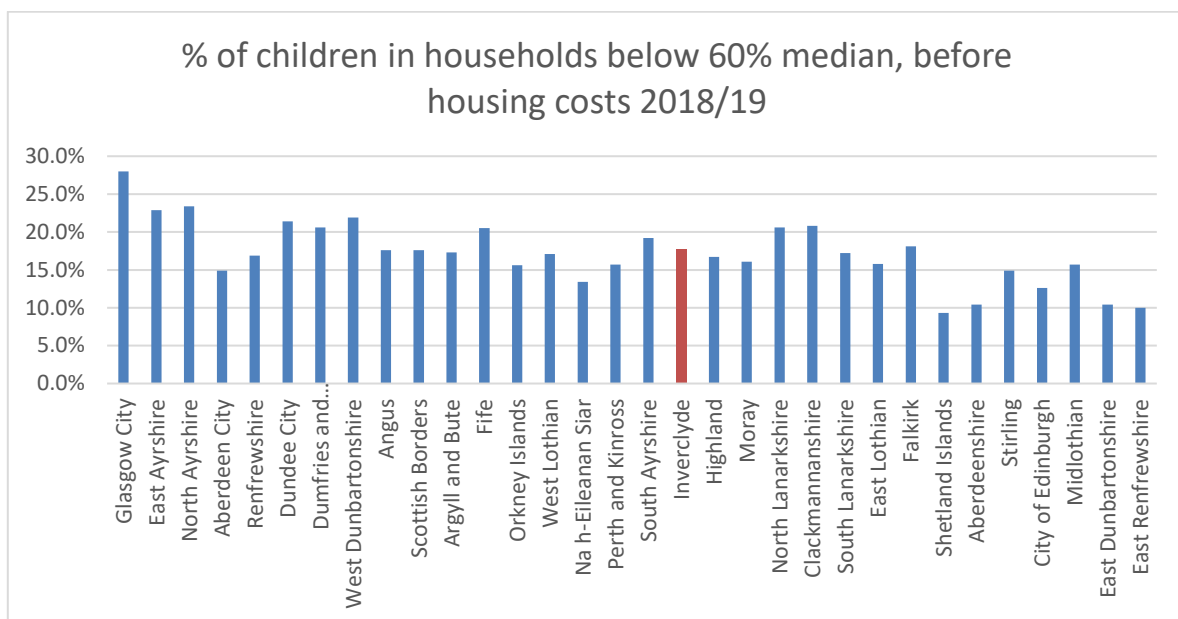
Figure 4



Based on data collected by DWP and HMRC, the graph below shows the percentage of children in households below 60% median, before housing costs, by local authority, 2014/15 to 2018/19. Inverclyde has the 18th highest level of poverty before housing costs, with a 3.3% increase from 2014/15 to 2018/19, however 0.7% less than the Great Britain total.

The figures use mid-year population estimates to calculate percentage rates (figure 5).

Figure 5



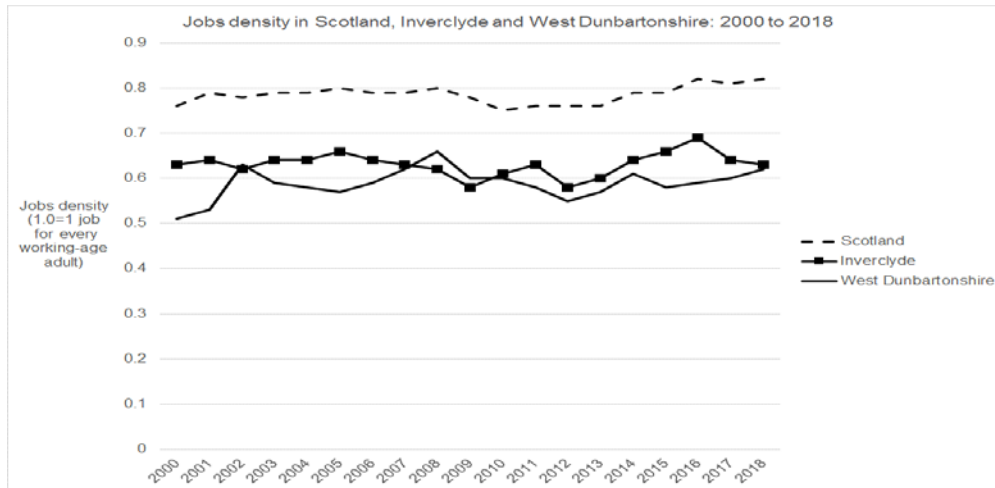
Between Jan to December 2019 there were 35,700 economically active residents between the age of 16 – 64 living in Inverclyde, of those, 72.2% were in employment compared to Scotland’s figure of 77.5%. 1,700 (4.8%) residents between of 16 – 64 years were unemployed. Scotland’s figure was 3.5%. The number of people living in Inverclyde now claiming Universal Credit has increased mainly due to the impact of Covid-19. Figures from DWP showed that 8,502 (figure 14th May 2020) people were claiming Universal Credit.

Poverty is fundamentally about lack of money and Inverclyde’s Child Poverty Action Group have been working in partnership with Public Scotland to identify local data sets and to map out service provision for families living in poverty. This has resulted in a comprehensive analysis of the challenges around inequalities and poverty in Inverclyde, the findings of this analysis are attached as appendix 2 and referred to throughout this report.

Income from employment

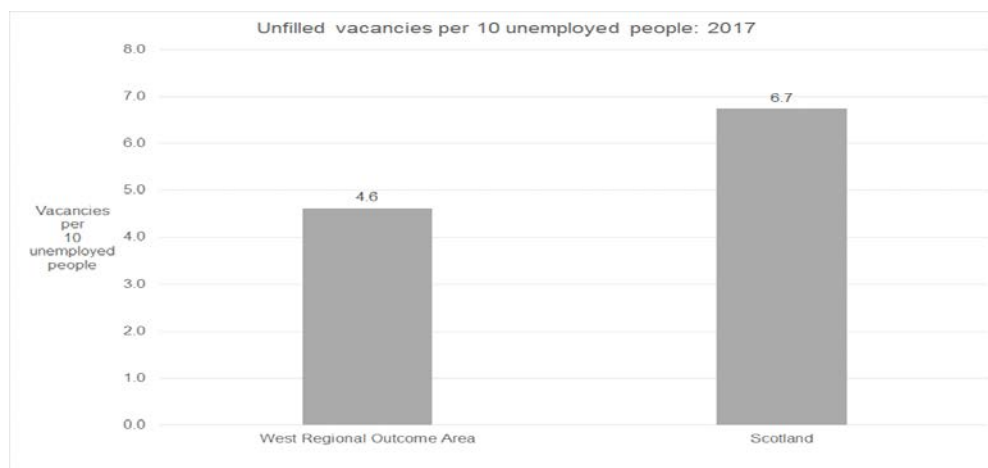
Labour market demand: Employment opportunities in Inverclyde, whether measured by vacancies or jobs, are scarce compared to Scotland. In 2018, there were 63 filled jobs for every 100 working-age people in Inverclyde, compared to 82 per 100 in Scotland. Labour market demand as measured by jobs density increased steadily in Inverclyde between 2012 and 2016 but fell slightly between 2016 and 2018 (Figure 6).

Figure 6



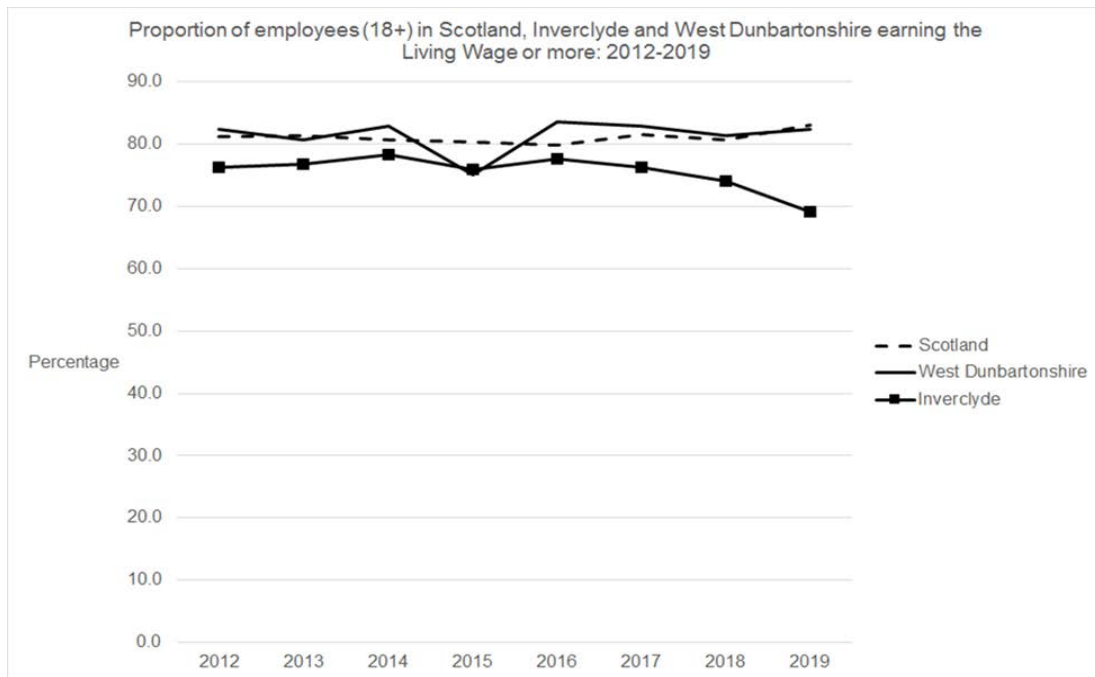
A second measure of labour market demand is unfilled vacancies, shown as a rate per 10 unemployed people. In the West area (including East Renfrewshire, Inverclyde, Renfrewshire, and West Dunbartonshire), there were 4.6 vacancies for every 10 unemployed people, compared to 6.7 for every 10 unemployed people in Scotland as a whole (Figure 2). The latest vacancy data is for 2017 (figure 7).

Figure 7



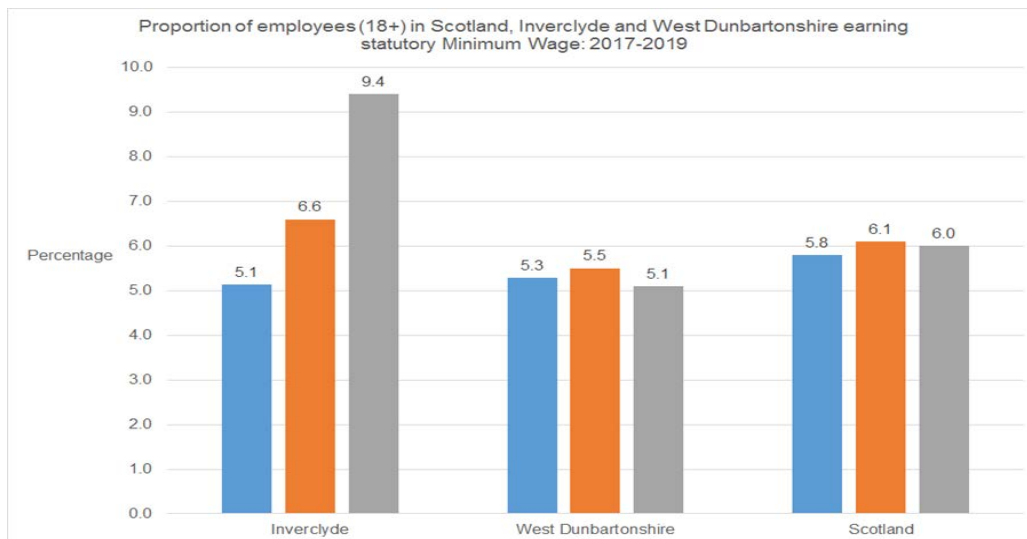
Wages: The latest wage data suggests a higher proportion of Inverclyde employees are low paid, compared to both Scotland and West Dunbartonshire. In 2018, 74% of employees in Inverclyde were paid the Real Living Wage or above, compared to 81% in Scotland and West Dunbartonshire. The proportion of Inverclyde employees paid the Real Living Wage or above decreased between 2016 and 2019 (Figure 8).

Figure 8



In 2019, 9% of employees who work in Inverclyde are paid the National Minimum Wage, compared to 6% in Scotland and 5% in West Dunbartonshire. Between 2017 and 2019, the proportion of Inverclyde workers who were low-paid appears to have increased, while remaining stable in both West Dunbartonshire and Scotland (Figure 9).

Figure 9



The full report of findings can be found in Appendix 2 of the document.

There are **16** accredited National Living wage employers in Inverclyde. Together they employ an estimated total of 8,751 staff. An estimated 1938 of those workers have received a pay rise onto the Living Wage as a result of accreditation.

NHSGGC's recruitment team has a range of employability outreach activity, which includes Inverclyde. In addition, there was liaison with Local Authority Leads around NHSGGC connections in relation to the

Parental Employability Fund. Also, NHSGGC commissioned workshops from Family Friendly Working Scotland for local employers in the NHSGGC area in the Healthy Working Lives Scheme.

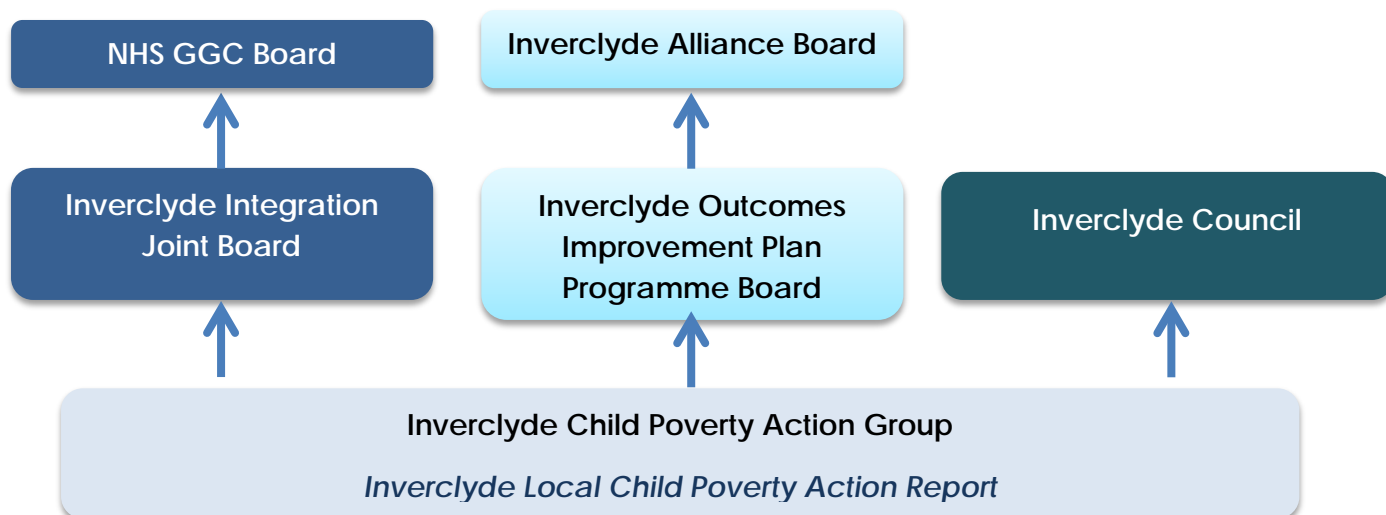
NHSGGC provides a range of employability outreach activity, Inverclyde is included in this. In 2020/21, in line with guidance from national Healthy Working Lives partners, NHSGGC aims to undertake a family friendly audit of its policies. In terms of Living Wage Accreditation, Inverclyde will work to influence partners, including the NHS to achieve accreditation.

3 Governance & Accountability

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

The Inverclyde Alliance Board, supported by the Programme Board provides governance, leadership and scrutiny to the work of the Child Poverty Action Group, as well as helping to co-ordinate partnership activity.

Inverclyde Council and NHS Greater Glasgow and Clyde have joint responsibility for implementation of the LCPAR therefore relevant committees receive regular progress on delivery.



Links to other plans and strategies

The Inverclyde Alliance vision for Inverclyde is:-

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

The Inverclyde Outcome Improvement Plan set out 3 strategic priorities that reflects both the need and aspirations of our communities with the aim of reducing deprivation and inequalities. The three strategic priorities are:-

- Population
- Inequalities
- Environment, Culture and Heritage

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. Inverclyde has established local communication and engagement groups and published Locality Action Plans for all 6 locality areas in Inverclyde. However, the areas that experience the greatest inequalities in Inverclyde are:

- Port Glasgow
- Greenock East/Central
- Greenock South/South West

The links between the LCPAR and the area's high level strategic plans is shown below:



The delivery of the actions and projects within this LCPAR make a significant contribution to the delivery of a range of strategic plans and priorities for partners across Inverclyde and these are noted in the Delivery Plan in Appendix1. All of the actions within the delivery plan help to build and deliver on children and young people's access to their rights as outlined within the UNCRC and a wide range of ways, as well services meeting their duties to promote and uphold the rights of children and young people as outlined in the Children and Young People Act (Scotland) 2014.

4 Inverclyde - Partnerships

Inverclyde Council work with partners around Child Poverty and in March 2020 committed £1 million towards anti-poverty initiatives. The Child Poverty Action Group agreed priorities and work plans in relation to supporting families in financial distress.

- Income, Employment and Training

In 2018/19 the Council developed a pre- apprenticeship pilot for twelve pupils, primarily in S4, who were not fully engaged in school who may benefit from taking them out of school for vocational training purposes and building on the opportunity to access their rights (article 29) “A child or young person’s education should help their mind, body and talents be the best they can be”. Despite the impact of COVID-19, five of the pupils in the childcare group achieved an SCQF level 4 qualification in childcare whilst the Engineering and Construction cohort all achieved SCQF level 4 units in a variety of related topics.

Inverclyde Council will develop a bridge between school and the success of the Councils existing modern apprenticeship programme. It is proposed to offer the pre-apprenticeship programme for a second cohort of twelve pupils from across Inverclyde between August 20 and June 21. In addition it is proposed to offer a level 2 apprenticeship to the year 1 cohort in the area of last year’s development over a period of 18 months from August 2020. Finally it is proposed to offer the five modern apprentices who are due to finish on the Councils existing modern apprenticeship programme a two year contract at an entry level post to allow them time to gain further experience and enhance their job prospects.

- Food Insecurity and the Cost of Living

The Council has provided a £25 per fortnight payment to every child/young person entitled to receive free school meals throughout the Covid period ensuring access to their right to adequate food (article 27). The current is due to end on the 28th August and has benefited approximately 3700 children. It is recognised in Inverclyde that the Christmas period puts a major financial strain on families with limited income and would propose that a one off payment made in the middle of December to each child/young person in receipt of free school meals and would allow qualifying families to buy healthier food over the Christmas period.

In addition to the FareShare community food initiative already being funded for a further 12 months, there is an opportunity to establish a local Food Pantries in one of the localities with the greatest inequalities. The Food Pantry organisation is offering to support local authorities and third sector organisations develop a concept and build on their framework of good practice. The Food Pantry is set out as a shop and displays a variety of good quality food, sourced from FareShare Glasgow, where members of the community can choose from a subscription and/or membership fee. The pantry model targets those on a low income and/or recovering from crisis providing fresh and healthy food at a price that is affordable.

NHSGGC participated in national research in partnership with Health Scotland and NHS Ayrshire and Arran on the cost of the pregnancy pathway. Key actions being taken forward from 2020/21 include partnerships considering the costs of attending services for families; of purchasing items for a new baby and affordable childcare.

- Welfare Support

The Scottish Government allocated £5 million as a one off sum to Councils to allow more generous Discretionary Housing Payments to be made during the Covid period of which Inverclyde were allocated £71,000. Following analysis of the current Housing Benefit and DHP data Inverclyde will award DHP up to 100% of the difference between Universal Credit Housing costs or Housing

Benefit entitlement capped at £200 per month with the payment being made for a period of no more than 6 months. This will provide short term help which is in line with the purpose of DHP and would allow households time to improve their circumstances by finding employment or moving to more affordable homes and helping the children and young people living within these households to access their right to adequate housing and a good standard of living (article 26 & 27). This payment would be applicable in the Private Rented Sector.

The Council maintained the payment of Crisis Grants throughout the Covid period and took the decision in March to increase payments by 20% to provide greater financial support to those in most need. It is recommended that the 20% enhanced payment is continued for the remainder of 2020/21. In addition it is proposed that the Community Care Grant which assists with individuals setting up home be paid to not only high priority cases but also medium priority cases. This will allow payment to be made to more individuals and for additional items for the home including washing machines, floor coverings and additional furniture.

- Digital Inclusion

The Council has received an allocation of £433,000 from the Scottish Government to ensure that all secondary school pupils in receipt of free school meals have access to an appropriate device and connectivity. This makes significant inroads into many households suffering from digital exclusion. The Council has previously approved an £80,000 investment from the Anti-Poverty earmarked reserves to provide free Wi-Fi for a five year period in 8 Community Centres in addition to the existing infrastructure within the Council Libraries estate. The council and its partners will continue to develop a strategy for digital inclusion focusing on young people, lone parents, families where English is a second language and those who are engaged in training but need access to digital equipment to help with their course. The strategy will include ensuring the people have hardware, connectivity and ability by working in partnership to provide additionality. Inverclyde HSCP has also committed £24,000 towards buying laptops for care experienced children across the district. All of this progress will help children and young people to access a range of rights including participation, inclusion, the rights to access information and the right to education and is instrumental in closing the gap for those children and young people in being able to access and realise their rights.

Pupils, regardless of whether they have a computer and internet access or not, have been provided with resources from their schools to continue learning at home during lockdown – with staff in contact regularly with young people and their families to offer support and advice.

- Build on a strong community and third sector base

There is an opportunity to build on the excellent Community response to the Covid pandemic to improve capacity and resilience. Many groups received financial support from time limited Scottish Government schemes and it is proposed that the Council creates a fund to receive applications for support to allow projects which support the vulnerable and isolated to continue.

- Inverclyde's Attainment Challenge

Inverclyde continues to make progress in reducing the poverty related attainment gap. The attainment of all pupils within SIMD 1 and 2 is increasing in all aspects of Literacy and Numeracy at all stages. Raised attainment in both literacy and numeracy at combined primary levels illustrates a reduction in the poverty related attainment gap.

A working group has been set up locally to raise awareness to school pupils, staff and parent / carers on reducing the cost of the school day. Training has been offered to school staff with the first training session being a success. Further training dates will be arranged.

Cost of the School day is now a standing agenda item on the Parent Council Chairs meeting with ideas from Parent Council Chairs being taken on board.

Feedback from parents on what currently works well and changes they would like to see has been piloted at one Primary School as well as during two community events during Challenge Poverty Week. It is hoped this can be widened to other schools working with Parent Council Chairs within Inverclyde.

Inverclyde HSCP

In response to the generational, social health and economic inequalities, 6 big actions have been identified to address the drivers that impact on poverty. These are outlined in Inverclyde HSCP Strategic Plan.

- Care Experienced Young People (CEYP) Attainment Fund maximises learner participation by providing opportunities for personal achievements. The CEYP Attainment Fund has bought 125 laptops and dongles to challenge digital poverty and support children, young people and their families to access their rights in a range of ways.
- HSCP are working to fight against food insecurity – in partnership with Riverclyde Homes (Communities Fund) – 425 children were supported by Children’s Services and have benefitted from cash for kids and have been supported to access their right to food.
- Creative Health and Wellbeing Workshops through one of Inverclyde’s secondary schools provided online learning opportunity via webex for 10 young people over a 6 week period to:
 - express themselves creatively
 - learn new creative skills
 - connect with others to maintain positive mental health.
 - relieve anxiety and stress.

The above partnership working included the Health and Wellbeing Co-ordinator, Art Department, RigArts and CEYP and their peers.

- As a consequence of COVID-19, there has been an increase in the number of people volunteering. This has given a greater pool of mentors for CEYP at home between the ages of 8-14yrs which has helped to build confidence and resilience and a readiness to learn.
- Training to midwives at Inverclyde Royal Hospital was provided on the importance of routine enquiry money worries, how to refer on Badger net and new maternity related social security benefits. The aim was to increase money advice referrals to Healthier Wealthier Children.
- Work has continued within maternity services to increase referrals to financial inclusion services. As part of the SNIPs service, financial inclusion service direct access pathways have been set up to prevent sanctions and issues of conditionality for women.
- Inverclyde’s Local Child Poverty Action Group future direction is based on evaluating, improving and collaborative working with NHS partners. The group identified areas of joint working which was followed by workshops led by NHS Health Scotland, looking at data available and prioritising areas we wish to focus on.

Public Health Scotland

Public Health Scotland are now working in partnership with Inverclyde’s Child Poverty Action Group to develop a Whole System’s Approach to explore how we can bring the skills and knowledge locally and nationally to strengthen the work of this partnership and ultimately maximise a collective impact on reduction child poverty. This will enable Inverclyde to further establish the gaps and understand the data. This process will amplify the work from the workshops, and give rich information to scrutinise. Locally, we require to focus on improving our data collection and analysis in order to increase our understanding of the needs of the priority groups and the community as a whole.

Poverty Alliance Scotland - Get Heard Inverclyde

There is a need to connect people within our communities, with services and organisation to provide information, support and advice that is meaningful and helpful, in order to prevent them from entering or being left in poverty. The voice of the people with lived experience of poverty and inequality will be recognised through both the locality planning and participatory budgeting process. A community based approach with the support of the third sector and the volunteers will ensure that the most relevant voices are heard. Discussions have commenced with Get Heard Scotland to work in collaboration with Inverclyde Council to engage, involve and empower people affected by poverty and get their engagement on the policies and decisions that most impact their lives. The Poverty Alliance Get Heard Project would provide Inverclyde with a qualitative research report.

NHSGGC

NHSGGC has consulted with lower paid staff. Many had money worries, from the research changes to attendance management procedure, wage slip messages and nurse registration processes all include money worries messages. In addition, staff money worries clinics are being piloted.

CVS Inverclyde

The local Third Sector Interface (TSI) organisation, which offers support to community groups, voluntary organisations and social enterprises across Inverclyde, including those who support children and families. Another role of a TSI is to host networks. CVS Inverclyde has 2 networks that directly support children and young people, particularly those experiencing multiple types of poverty.

- The Resilience Network was launched in February 2020 to bring together colleagues from both public sector and 3rd sector organisations to work together to help the people of Inverclyde to build resilience and foster hope. Among the network's areas of activity are support around food insecurities, employment and interview skills, parenting support and gaining qualifications.
- In June 2020, CVS Inverclyde relaunched the children and young people's network as the Best Start in Life Network. This new network uses the collective knowledge and experience of professionals and providers to develop a collaborative approach that will ensure the children and young people of Inverclyde really do have the best start in life. The first meeting focused on the themes of poverty, early intervention and holistic family/community approaches. The second meeting discussed Covid-19 recovery and a partnership approach to mitigating the impact of lockdown on children and young people's attainment.

CVS Inverclyde is also a member of the national TSI Children's Services Network, which is hosted by Children in Scotland. This network provides the opportunity to share best practice, receive regular updates from a national level and raise local issues to influence national policy.

Acute financial inclusion services

Acute financial inclusion services support families from across NHSGGC including Inverclyde. The SNIPs financial inclusion service, the Children's Hospital and the adult Acute financial inclusion services all provide direct support and advice about welfare benefits and provide support to apply for and access eligible benefits, debt advice and help with energy issues. The SNIPs financial inclusion service also has a vital advocacy support element.

Best Start Grant information was shared with early years staff and a quality improvement programme initiated to increase referrals to money advice services

NHS public health colleagues have continued partnership working with both the DWP and SSS. A NHSGCC pilot with the DWP at QEUH, which will, when safe to do so, will be co-located with Support Information Services and with direct patient access. This will initially support benefit issues e.g. Universal Credit accounts while in hospital.

Best Start Grants

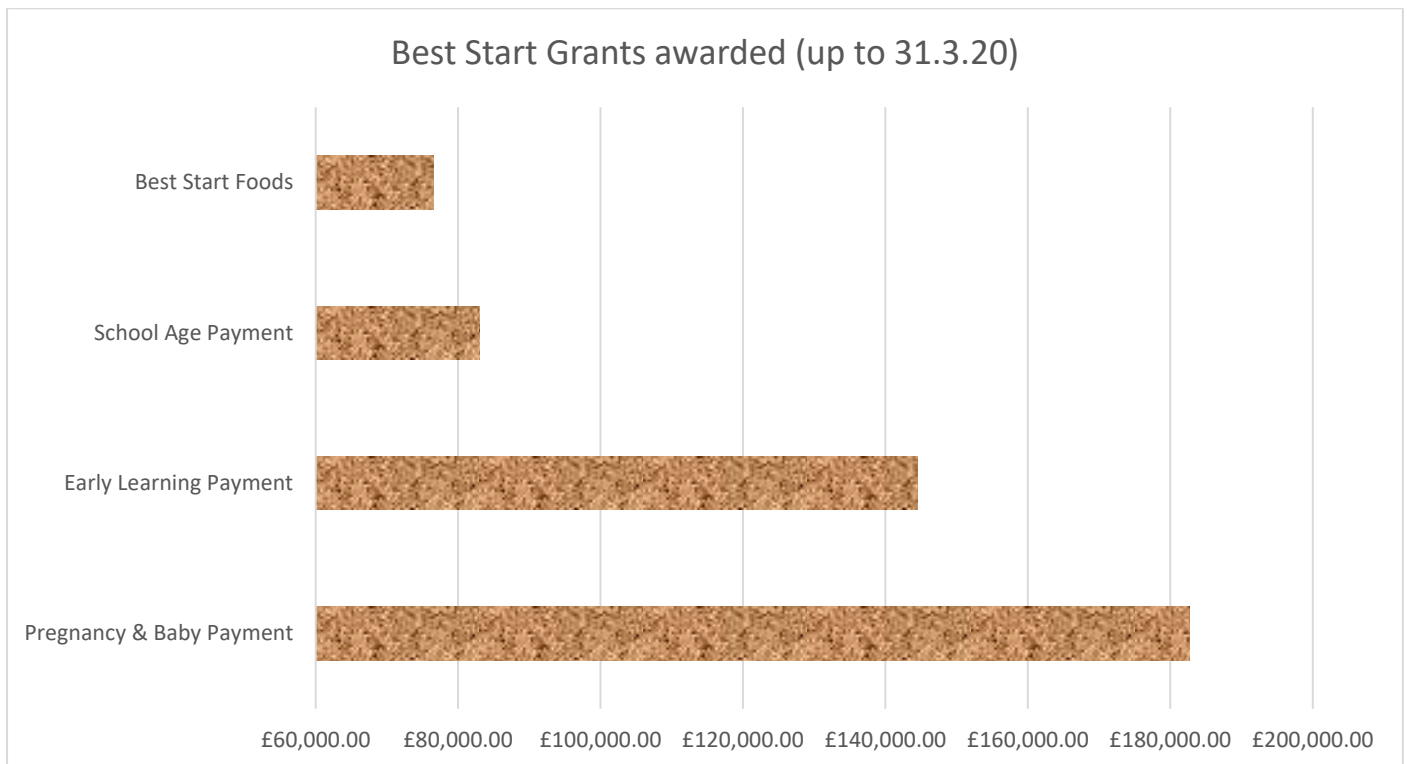
Social Security Scotland is an Executive Agency of the Scottish Government. They have been set up to administer the new Scottish social security system.

Benefits are being introduced in stages. The benefits introduced to date are mostly in the form of one-off or lump sum payments. From next year more complex disability benefits will be delivered.

When fully operational, 16 benefits will be delivered supporting people who are: on low incomes, have disabilities, carers, young people entering the workplace, and to help people heat their homes.

Social Security Scotland continue to work closely with partners to ensure eligible families receive grants available.

The graph below details grants provided to Inverclyde families:-



Family Nurse Partnership

Family Nurse Partnership offer intensive support to mums aged 19 or under. This involves engaging with the young mums during pregnancy through a mixture of weekly and fortnightly home visits. Developing a therapeutic relationship and using this to create a secure base and as a vehicle for positive behaviour change. The Family Nurses support the young mums with a variety of issues such as claiming benefits, housing options, managing a household budget, training, employability and CV writing skills. The role of the Family Nurse is to support the young mum with these aspects but with a continuous encouragement towards self-efficacy.

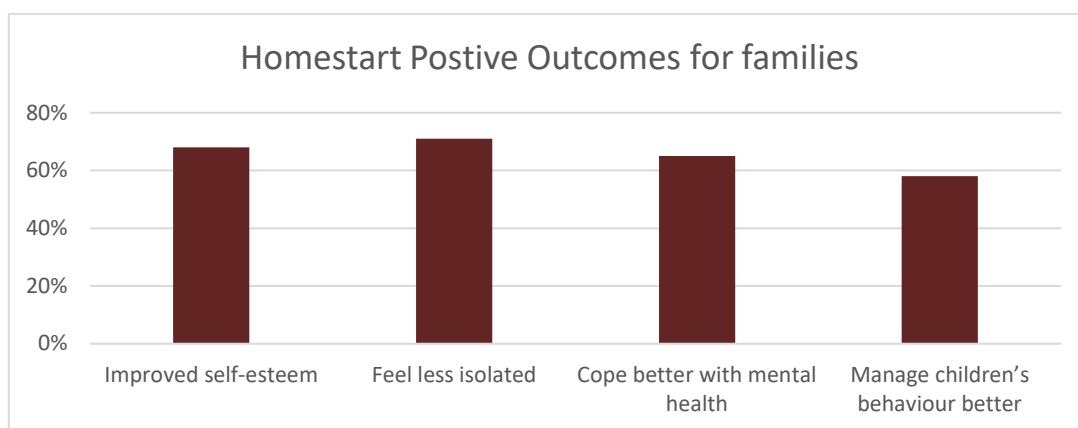
Within Inverclyde, 86% of mothers participating in the programme lived in SIMD 1 & 2 areas (2019).

Homestart

Homestart provides emotional and practical support and friendship to help parents with young children, in order to give every child the best possible start in life. Parents grow in confidence, strengthen their relationship with their children and widen their links within the local community. There are currently 3 members of staff within Inverclyde and 40 volunteers. 60 families and 108 children have been supported from 2015 to present through home visiting.

Families require support for reasons including:-

- Social Isolation
- Parents' poor mental health
- Difficulties managing children's behaviour
- Parents' low self-esteem
- Stress caused by family conflict



Additional support for families in poverty

Families are referred to foodbank / Belville Community Gardens, donations (clothes, buggies, prams, toys) are requested through volunteers / Facebook and hardship fund are available for families in extreme need.

'I was at breaking point and it was either me or taking the children into care. For parents' mental health this is a vital service, because it is providing the support that nowhere else is providing in Inverclyde'

'They're great for putting you in touch with other organisations We had went a long period of time without any actual income. It was the volunteer who went and got us put in touch with the food bank'

The above quotes are from families supported by Homestart.

Bellville Community Gardens Trust

This is a registered Scottish charity formed in 2014 by local people to bring community groups and individuals together in the east end of Greenock, Inverclyde. The organisation promotes a safer, stronger community around improving lifestyles, and health primarily through gardening, horticulture and healthy eating, breaking social barriers for young and old alike and offer the chance of new learning experiences, improved community relationships, a sense of pride in the environment and improved mental and physical wellbeing.

As well as food growing, they also redistribute surplus food from our Inverclyde community fridges and at their weekly “Soup and a Blether” pay as you feel community meal, with a community larder table available for food sharing.

The garden employs five staff working on a range of projects with a strategy to engage local community groups training people in construction skills, food growing and cookery skills.

Barnardo’s Nurture Services Inverclyde

Barnardo’s Nurture Services Inverclyde provides a wide range of universal and specialised opportunities to promote family wellbeing. The highly skilled staff base within the service offers children and families across Inverclyde a wide range of support in a bespoke and individualised manner. Individuals across the age range of 0-18 years are supported through the services in Early Years, Primary and Secondary Attainment and Thrive. These services across Nurture delivers the core principal of children and families being at the centre. The needs based supports also produces best outcomes for improving wellbeing and family life. Barnardo’s work alongside children and families to support and improve areas of family life such as:

- Positive Learning Experiences
- Increase Social Capital
- Positive/Improve Family Relationships
- Improve Mental Health and Wellbeing
- Stable and Secure Family Environment

Parklea Branching Out

This is a local not-for-profit third sector organisation and Charity, based within the Parklea Park area in Port Glasgow.

The focus of Parklea’s activities is horticulture therapy which are used to deliver a range of training, supported employment, work experience, recreational and social facilities to young people and adults with neurodevelopment conditions, which can include a wide range of cognitive disabilities and other complex diagnosis, such as; Autism, Down’s Syndrome, Fragile X, Williams Syndrome, Cerebral Palsy, acquired brain injury, communication difficulties and multiple and physical disabilities.

In the delivery of Parklea’s current programmes, they work in partnership with Inverclyde Council and HSCP and other referring partner agencies in terms of client referral and service contract funding.

Parklea have adapted and responded to COVID-19’s challenging situation and consider the impact that this may have on the Charity and for our very vulnerable clients, who in addition to their learning disability have very different and complex needs and other underlying issues that can include poor mental and physical health, physical disabilities, long term health conditions, low self esteem/low confidence and high levels of anxiety or depression. Individuals can also have other social needs and for some can be socially isolated.

In addition, many live in deprived communities and disadvantaged households. Parklea chose to do this in a range of ways by reaching out to our people through home delivery of food boxes, cooked meals and beautiful flowers and plants that the clients helped to grow and nurture.

Inverclyde Community Development Trust

Inverclyde Community Development Trust exists to create jobs, provide services and remove barriers. It is an organisation that uses a combination of community development, enterprise and creativity to improve the quality of life for local people. Our focus is on the things that matter for the people of Inverclyde with over thirty years of experience in providing a wide range of services and support across the community. The Trust's main areas of work are Employability services, training, befriending, refugee support, arts and heritage, active travel and community food projects.

Morton in the Community Trust

Morton in the Community Trust is a registered charity and has been operational since March 2013. They help to create a healthier and safer region by working closely with key partners in the public and private sectors to create inclusive programmes that engage people of all ages and abilities.

These range from physical literacy classes in nursery schools through to non-elite coaching sessions for 2 – 16 year olds, employability training for people of all ages, promoting healthy lifestyles, and physical and mental well-being sessions. There are more than 5,000 people engaged in these programmes on an annual basis.

Challenging Inverclyde Poverty Group

Formed in November 2018 in response to poverty being identified as an issue that has a negative impact on the lives of people across Inverclyde.

People experiencing poverty need to be involved in the design of solutions including work to address the underlying causes of poverty. Challenging Poverty Inverclyde are one of the HSCP Advisory Groups, facilitated by Your Voice to work alongside Inverclyde Council and local health and social care providers to ensure that the views of local people are heard when planning and developing services.

Over the past year concerns have been raised which people in our community face on a daily basis. These include welfare reforms and the benefits system - the inequity of Universal Credits and Zero Hour Contracts (in work poverty), health, employment, and travel. We have also highlighted that too many of Inverclyde's children, young people and families have limited opportunities to partake in many aspects of everyday community life due to poverty.

The CIP group has been working to raise awareness of / promote:

- Local resources to help mitigate poverty
- The cost of the school day
- Universal Basic Income
- Scarcity theory and how this can lead people to make poor decisions

CIP group have also worked with national organisations including:

- Universal Basic Income (local survey online) - Scottish Governments Cross Party Working Group & Compass CIP's
- Oxfam Scotland – local inequalities workshop
- Poverty Alliance Scotland – Get Heard Programme

5 COVID-19 –Impact on Inverclyde

The COVID-19 pandemic is affecting the world, but there are certain groups of people for whom the virus and the measures to stop the spread of the virus will have a greater negative impact. Those living in socio-economic disadvantage and who are already experiencing the greatest inequality of outcomes are more likely to struggle to access their fundamental rights, experience poor health, lack of income, poor and cramped housing, fuel poverty, poor educational attainment and lack of access to greenspace. They are unlikely to have any savings to help cover additional unplanned costs or gaps in income. All this means that if they contract the virus, they are potentially more likely to have poorer outcomes as well as being more likely to spread the virus around their immediate family. Additionally, the restrictions in place are likely to exacerbate the inequalities experienced by those on low incomes, low wealth, and living in deprived areas and in material deprivation.

COVID-19 related deaths in Inverclyde were first reported in the week commencing 23 March 20 when there were 3 reported deaths. The peak death rate with COVID-19 was week 15, commencing 6 April 2020 when there were 32 deaths. From week 10 to week 23 there were 112 deaths with covid19, by the end of July 2020 there were 116 deaths with COVID-19 which is 14.8 per 10,000 population.

NHSGGC's corporate and acute child poverty approach to COVID-19 is described in the September 2020 report to the Corporate Management Team.

Cost of Food, Fuel and Living

Whilst families are being asked to remain at home, there has been an increase in food, fuel and living costs, with the cost of living rising more for those living in poverty due to transport issues, and having to shop more locally can be more expensive. This can also increase stress for single parents having to take their children to the shops with them as they have no current means of childcare.

Fuel costs have increased for families due to requiring heating on for longer periods and Wi-Fi, television, laptops, tablets being on / requiring charged more often due to additional use including school work.

Other living costs include families buying laptops/tablets to enable their children to do their school work from home, additional stationery, activities and toys to keep their children occupied during lockdown, and childcare costs to ensure spaces are still available when childminders / private nurseries re-open.

School meals

Initially packed lunches were provided to children entitled to free school meals and children who attended the Hub Schools either because their parents are front line workers or because they have been identified as vulnerable. In total 5,662 packed lunches have been distributed. Fortnightly food bags were distributed to all young people who were entitled to free school meals and school clothing grants. This was difficult to sustain because of the lack of a reliable delivery supply and because of how resource intensive it became in a time of social distancing.

The alternative has been paying money directly into accounts. Money was initially paid into accounts of those entitled to clothing grants in schools and their siblings in early years. Other children with ASN and those entitled to qualifying criteria places in early years were written to and asked to get in touch with their bank details. £25 per fortnight is given to each child and currently more than 3,300 children are receiving this.

Bags of food (including baby bags) are made up for the most vulnerable families to ensure that children who are in danger of missing out have access to a food delivery. Over three hundred bags are delivered each fortnight.

School Hubs

There are 10 hubs (providing childcare) in place for key workers and vulnerable pupils with the highest daily attendance reaching 192. Staff from all schools are contributing to the hubs. Inverclyde has been able to offer a place to all key workers who required it

Local Food insecurity

Inverclyde Council is working in close partnership with the local community, business, and public and third sector organisations to ensure that everyone who needs a food aid receives it. The Council with Scottish Government Food Fund has allocated funding to the community and third sector organisations.

The I58 Project is the local Trussell Trust food bank who have a good local community connection especially with those who are vulnerable, on low income, in financial risk, unemployed or marginalised. The I58 project is based in the most deprived datazone in Inverclyde but provides a range of services across Inverclyde including Christmas Hampers, Financial Advice, baby boxes and food bags, relying on the support of local donations and supermarket surplus food, both of which have diminished in the past few weeks. Providing funding to the I58 project has enabled them to extend their criteria to support people who have recently lost their jobs, reduced hours or been furloughed and cannot afford to feed their family.

Funding has also been used to support Belville Community Garden Trust (BCGT). BCGT have delivered self-isolation food boxes, prescriptions and meals to people who have contacted them or been referred and needing support and food. This includes chilled and frozen meals for clients who do not have the capacity or are too ill to cook for themselves.

Scottish Government funding has been provided to Fareshare to provide Local Authorities with excess food to distribute to organisations and in turn members of the Community. Approximately 2 tonnes of food is provided per week to Inverclyde.

Local community organisations who have been distributing food to people who access their service include:-

- Branchton Community Centre and Parklea Branching Out delivering hot meals and food parcels
- Barnardos, Homestart, Community Development Trust and Compassionate Inverclyde deliver food parcels
- Homeless Centre receive food for their residents, and people who have recently moved into their own tenancy.

A One Stop Telephone help line has been set up to support local residents to ensure they receive the support and advice they require.

NHSGGC Support and Information Services have partnerships in place to provide emergency food packages for people in need being discharged from hospital. This also includes a money advice pilot for patients being discharged from Stobhill Mental Health inpatient Unit.

Fuel Poverty

Partner referrals for our HEAT support have actually reduced as we work through COVID-19. This is down to a majority of partners working in “emergency” mode at this time. (e.g. Housing Associations are a main referring partner but have not been working business as usual – letting properties, chasing for unpaid rent etc.)

HEAT have been proactively engaging with the communities they serve through direct contact with groups and organisations through to increased activity in social media. This has meant that they have been able to increase the number of households supported.

All of the support has been targeted at vulnerable households who have are in or in danger of self-disconnect. This is normally where a household is shielding or where the household income has been impacted by COVID-19.

Below is project savings for HEAT as a whole. This covers all Customers engaged which includes Inverclyde (other areas covered are Glasgow, North and South Lanarkshire, East and West Dunbartonshire).

	Apr to June 2019/2020	Apr to June 2020/2021
Households receiving energy support	556	853
Project savings accrued	£349,398	£268,382

Savings accrued was greater last year. This is due to a number of strands of support not being available due to COVID-19.

NHSGGC has a programme to increase access to advice about tackling fuel poverty to those accessing NHS services (in partnership with Home Energy Scotland).

Income and Employment

There is an additional pressure on low income families due to Covid-19 who were already struggling being furloughed, or have lost their jobs. There will undoubtedly be an increase in unemployment in the near future due to the impact Covid-19 is having on businesses.

DWP are working with West College Scotland, Skills Development Scotland, Inverclyde Community Development Trust and Street League who are starting a new programme for 18 – 24 year olds.

Digital inequalities

People within Inverclyde who do not have internet access are socially and economically isolated in a range of ways and having access online helps with improved employment opportunities, higher levels of educational attainment and cheaper products.

During the Covid 19 lock down period, Inverclyde Council, Inverclyde Health & Social Care Partnership (HSCP) and Belville Community Garden Trust provided computers to young people who do not have access to a device and who have been offline since schools closed because of the coronavirus outbreak.

School estates have received funding for an upgrade of Wi-Fi provision and connectivity.

(CVS Inverclyde) 3rd sector support

Inverclyde Alliance partnership with CVS Inverclyde ensures that wider organisations are supported to apply for funding, access volunteers and deliver services within the community who have also received funding directly from the Scottish Government to meet local need. This has included approximately an additional 9000 hot meals and sandwiches from Branchton Community Centre. Barnardo's, Homestart, Inverclyde Community Trust, Parklea and Inverkip Community Hub are supporting approximately 268 individual families with food through their own organisations.

In addition to this, people who phone Inverclyde Council's shielding phonenumber or humanitarian aid 'one stop shop' phone number are referred to CVS Inverclyde. The Inverclyde Community Link Worker (CLW) team, managed by CVS Inverclyde, provide support and signposting to other relevant agencies/organisations in the community. Furthermore, CVS Inverclyde and Compassionate Inverclyde are working in partnership to deliver a new prescription collection service for local residents needing support during COVID-19. These organisations, alongside volunteers from the local community, work together to ensure everyone in need receives their prescription on time.

COVID-19 Scottish Government Measures

The measures announced by Scottish Government on 18th March to support communities are summarised below:

Support to Communities
£50m hardship fund.
£45m additional funding for Scottish Welfare Fund.
£50m for Council Tax Reduction Scheme.
£70m food fund.
£50m wellbeing fund
£40m supporting communities
£20m for a Third Sector Resilience Fund.
£25m reserve.

6 Plan on Page

Inverclyde's Child Poverty Action Group meet on a regular basis and have agreed on local priorities and shared outcomes to reduce Child Poverty, multiple deprivation and inequalities across Inverclyde with the Primary Drivers being Education & Learning, Income & Employment and Communication & Information.

The Plan on a page drills down to priority actions the Child Poverty Action Group will undertake 2020/21 to work towards reducing Child Poverty.

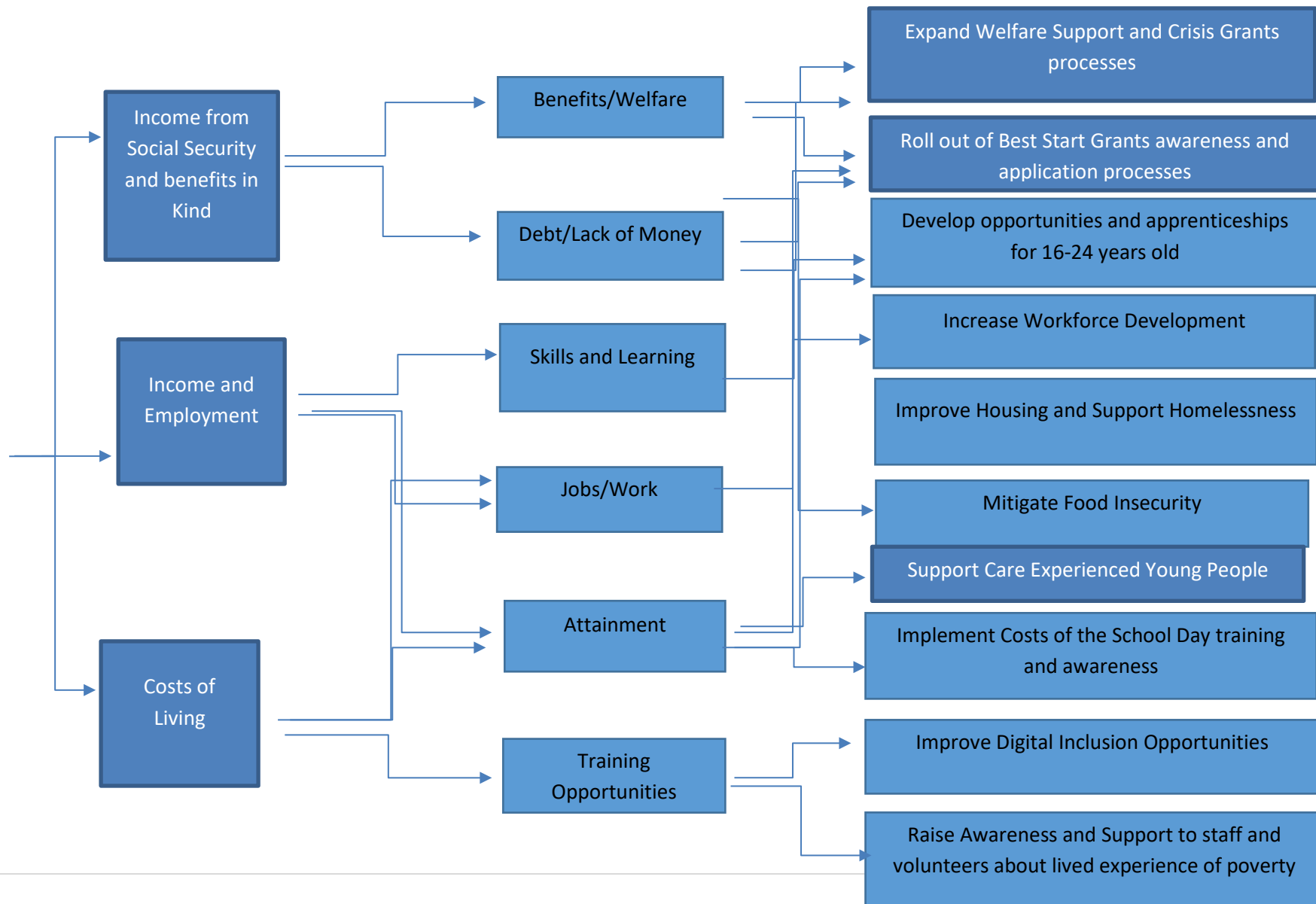
Local Aim

National Drivers

Local Drivers

Priority Actions 2020

Inverclyde Child Poverty Action Group (ICPAG) will reduce child poverty, multiple deprivation and inequalities across Inverclyde.



7 Progress Reports 2018/19

The following tables highlight updates on actions included within 2018/19 LCPAR:-

Income from Employment

What we said we would do in 2018/19	What we did
Recruitment of 12 pre apprenticeships	<p>11 young people remained on this programme. A Community Learning Development Worker is employed to support and encourage the young people.</p> <p>Funding has been granted for another 12 young people to participate in this programme commencing Autumn 2020.</p> <p>In 2018/19 the Council developed a pre- apprenticeship pilot for twelve pupils, primarily in S4, who were not fully engaged in school who may benefit from taking them out of school for vocational training purposes. Despite the impact of COVID-19, five of the pupils in the childcare group achieved an SCQF level 4 qualification in childcare whilst the Engineering and Construction cohort all achieved SCQF level 4 units in a variety of related topics.</p> <p>Inverclyde Council will develop a bridge between school and the success of the Councils existing modern apprenticeship programme. It is proposed to offer the pre-apprenticeship programme for a second cohort of twelve pupils from across Inverclyde between August 20 and June 21. In addition it is proposed to offer a level 2 apprenticeship to the year 1 cohort in the area of last year's development over a period of 18 months from August 2020. Finally it is proposed to offer the five modern apprentices who are due to finish on the Councils existing modern apprenticeship programme a two year contract at an entry level post to allow them time to gain further experience and enhance their job prospects.</p>
<p>SAMH Individual Placement Support service (IPS)</p> <p>To link wider to local Employability Pipeline and Employability Health Outcomes</p> <p>Explore options to extend provision to include pathways related to Primary Care</p> <p>Strengthen the linkages within Fairstart projects to</p>	<p>This work continues to be under discussion with the local authority and wider partners at the IREP (Inverclyde Regeneration & Employability Partnership).</p> <p>As with the wider employability pipeline discussions with the local authority, this area of work remains currently aspirational, with no further developments at this point.</p> <p>Fairstart are part of the IREP (Inverclyde Regeneration & Employability Partnership) to allow this work to progress.</p>

enable local reporting and monitoring.	
Stepwell led the Whole Life Restore Programme which involved life skills training, resilience workshops, pre-vocational and vocational qualifications, one2one employability support, work placement and supported employment opportunities	<p>Whole Life Restore was for residents of Inverclyde who:-</p> <ul style="list-style-type: none"> • Are in receipt of unemployment benefit • Have a 'lived experience' of criminal justice, addictions and/or homelessness • Are ready to explore their future aspirations including actively looking to progress into employment or other positive destinations. <p>12 people completed the Stepwell programme with one job outcome and four people achieving vocational training.</p> <p>Stepwell are part of discussions to establish a framework to mitigate food insecurity through food aid, food access and food equipment.</p>
Attainment Challenge	<p>Increase in attainment for targeted groups of pupils in literacy and numeracy</p> <p>Recent reports indicate that we continue to make progress in reducing the poverty related attainment gap. The attainment of all pupils within SIMD 1 and 2 is increasing in all aspects of Literacy and Numeracy at all stages.</p> <p>The National Improvement Framework data comparisons from 17/18 and 18/19 illustrates raised attainment in both literacy and numeracy at combined primary levels and therefore a reduction in the poverty related attainment gap. At 3rd level numeracy attainment has also increased. Inverclyde's attainment at all levels and reducing the Poverty Related Attainment gap is either better or in line with the national average.</p> <p>Increase in teachers' knowledge and skills to engage children in learning in literacy and numeracy</p> <p>There is an increasing number of staff engaging in training particularly in early years and primary. This training has also been strengthened by including effective feedback within these approaches to ensure pupils make further progress in their learning. These highly impactful interventions are improving both professional knowledge and pupils' learning. Through the development of pedagogy and a shared understanding of high-quality learning, teaching and assessment pupils are making very good progress in literacy and numeracy and the poverty related attainment gap is being reduced.</p> <p>The Speech and Language Therapy team have worked closely with the Early Level Coaching and Modelling Officer to plan, and implement, Level 1 Word Aware training across 6 target attainment challenge nurseries improving pupils language and vocabulary development.</p> <p>Training for staff in SEAL (Stages of Early Arithmetical learning) in some early years establishments is improving pupils' early understanding of number and laying foundations to secure further progress.</p> <p>Some staff from different departments within the secondary sector have engaged in training for Literacy across Learning. This training is supporting</p>

	<p>staff in improving access for pupils to the wider curriculum and increasing opportunities for the individual in all aspects of life.</p> <p>Increased confidence in assessment and planning</p> <p>Staff across all sectors continue to engage in establishment, cluster and inter-authority moderation activities. Staff are more confident in the use of benchmarks to support judgements of achievement of a level. As a result the shared understanding of high-quality learning, teaching and assessment pupils are making very good progress in literacy and numeracy and the poverty related attainment gap is being reduced.</p> <p>All staff continue to plan using the Literacy and Numeracy pathways to ensure progression.</p> <p>Increased teacher skill in on-going assessment and reflective planning to meet the needs of children</p> <p>Staff across all sectors are increasingly using improvement methodologies to select the right interventions for individuals and specific groups of learners resulting in more positive outcomes for pupils. Small tests of change are integral to a range of professional learning activities identifying interventions which improve learning and teaching and increase attainment .This approach enables and empowers staff to consider and evaluate developments using their own research informed by local and national policy.</p> <p>Staff across all sectors have been involved in high quality training which is impacting on learning, teaching and assessment. Staff continue to engagement with our “Learning, Teaching and Assessment “ policy providing strategic guidance on planning and assessment. This session some school staff have been trained in creating High Quality assessments in numeracy. The Outreach teachers have been closely tracking cohorts of pupils to measure their progress. The findings have been impressive with one school reporting that 96% of the pupils who have received support are now on track or beyond.</p> <p>Increase in parental awareness of children’s learning in literacy and numeracy</p> <p>Inverclyde’s attainment plan sets out an integrated multiagency approach to closing the equity gap.</p> <p>Barnardo’s have been involved in delivering family learning events within Attainment Challenge schools. On average the attendance is 59 families per week.</p> <p>Barnardo’s reports that 94% of parents are indicating improved engagement in their children’s learning. Of the families they work with 169 parents are more engaged in their child’s learning since receiving a bespoke package of support.</p> <p>These include the following activities with some attending various activities</p> <ul style="list-style-type: none"> • 109 parents have attended Team Around the Child Meetings. • 96 have started to attend Parent’s Night. • 99 parents are now attending school reviews. <p>Community Learning and Development continue to support pupils and families living in SIMD 1 & 2 by offering a wider range of interventions to develop and improve softer skills. There has been delivery expansion in some key areas including supporting,volunteering and in building the capacity of parents.</p>
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	<p>As a result parents feel more confident to approach teaching and support staff and are less stressed when carrying out home learning activities. Many establishments have also organised workshops to involve parents in their child's learning.</p> <p>Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts</p> <p>Staff across establishments report on how the common tracking system and quality of data has improved their work, and ultimately outcomes for pupils. The Heads of establishments continue to be supported in collating and providing data as strong evidence to identify specific areas for improvement. Each primary and secondary establishment are provided with a Data pack with strong robust data.</p> <p>Increase in children's reading for pleasure</p> <p>The Libraries Inspire schools programme is being delivered in all Inverclyde libraries and led by YPS team. The Bookbug programme is also fully supported through libraries increasing pupils' enjoyment of reading. An increasing number of sessions in Reading for Pleasure in partnership with schools are planned and delivered with schools reporting positive impact. Tiddlers and Lunch Club Literacy Session Leader training has been identified to involve parent volunteers and is currently being organised by CLD.</p> <p>The Summer Reading Challenge is delivered with the aim of ensuring reading levels do not 'dip' over the long summer holiday period. Library staff inspire children to read six books over the summer holidays to promote reading for pleasure and establish or maintain positive reading habits. The number of children joining Inverclyde Libraries is increasing as a direct result of this initiative. With Inverclyde being one of Scotland's smallest authorities, this success is proof positive that the Summer Reading Challenge plays a key part in increasing access to public services for young people in Inverclyde.</p>
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Cost of Living

What we said we would do in 2018/19	What we did
<p>Reduce cost of school day within Inverclyde's schools and nurseries.</p>	<p>12 teachers have been trained as local champions in raising awareness on reducing the cost of the school day.</p> <p>Training has been offered to school staff with the first training session being a success. Further training dates will be arranged.</p> <p>Cost of the School day is now a standing agenda item on the Parent Council Chairs meeting with ideas from Parent Council Chairs being taken on board.</p> <p>Presentations have been given to some Parent Council meetings within schools, and more will be planned.</p> <p>Feedback from parents on what currently works well and changes they would like to see has been piloted at one Primary School as well as during two community events during Challenge Poverty Week. The feedback has been discussed with the Head Teacher who has made changes where relevant. One example being allowing parents more time to save for school trips which has been implemented.</p>
<p>Continue tackling fuel poverty in the area through the Energy Efficiency Scotland Programme: Area Based Scheme (ABS).</p>	<p>Local Councils, COSLA and the Scottish Government are working hard to deal with fuel poverty, and to reduce greenhouse gas emissions in order to tackle the threat of climate change and have developed Energy Efficient Scotland, a 20 year programme aimed at making Scotland's existing buildings near zero carbon wherever feasible by 2050. As part of a range of programmes aimed at achieving these objectives, the Scottish Government has developed and funded the Area Based Scheme (ABS).</p> <p>The new build affordable housing supply programme will similarly reduce household bills through increased energy efficiency.</p>
<p>Free Sanitary Products</p>	<p>Free sanitary products have been available to all primary and secondary school pupils since October 2018 through a variety of discrete delivery methods. The initiative was expanded in January 2019 to include community locations and there are now in excess of 70 community locations throughout Inverclyde offering access to products. These include public toilets, libraries, community centres, GP surgeries and food banks.</p> <p>COVID-19 lockdown measures resulted in the public being unable to access free sanitary products in school or community locations. The first temporary solution implemented was the universal inclusion of sanitary products in food parcels. The second temporary solution was the introduction of an online ordering facility. Inverclyde Council worked with Hey Girls to develop a web link, allowing Inverclyde residents to order the products they required for delivery to their home address. From 1 May 2020 to 3 July 2020 over 700 orders have been sent to Inverclyde residents.</p>

	Online ordering will continue to be promoted through social media, in the local press and by partners.
Holiday Hub Provision	Holiday hubs continued to be a success during 2019 with attendance of over 2640 attendees (children) during summer 2019. Since the schools closed due to COVID-19, school hubs were made available providing childcare for keyworkers children and vulnerable pupils. 10 hubs were available within Inverclyde providing to approximately 192 pupils per day. The hubs continued throughout Easter and Summer holidays
Foodbank - Provision of food to Inverclyde residents in need	Inverclyde Foodbank remains committed to support those most in need in our community by providing emergency food provision and signposting to other agencies when appropriate. They will continue to work in the community to support the people of Inverclyde and by having strong relationships with referral agencies, raise awareness of all services provided by The i58 Project.

Income from Social Security and Benefits in Kind

What we said we would do in 2018/19	What we did
Financial Fitness will continue to support clients through the benefits system's biggest change since its conception, with a host of benefits affected. Clients are being notified of changes and up-to-date advice.	Financial Fitness will continue to support around 2,500 new clients annually through the benefits system's biggest change since its conception, with a host of benefits affected. Of particular significance is the ongoing roll-out of Universal Credit, the transfer from Disability Living Allowance to Personal Independence Payment and the introduction of 6 new benefits administered by Social Security Scotland. Clients are being notified and supported through these changes and given up-to-date advice, benefit checks, form filling assistance and advocacy support. Clients are also entitled to receive money advice from our in-house Money Adviser.
Ensure eligible families receive appropriate Kinship Payments	Income, benefits and allowance are reviewed on an annual basis to ensure payment is maximised. If changes are known between reviews, Kinship allowance will be reassessed. There are (as at 25 th February 2020) 119 Kinship children living in 79 households. This is an increase from 2018 figures (100 Kinship Children living in 64 households).
Change in eligibility criteria for free school meals, school clothing grants to allow more families to qualify	The income threshold for the locally enhanced Free School Meals and School Clothing Grant scheme has been increased in line with the increase to the Scottish Living Wage for 2020/21 applications. The result of the increased earnings threshold is that by 30 September 2019, 309 additional families qualified. 464 additional pupils received a school clothing grant of £145 and 333 children in Primary 5 and above now have free school meals as a result of the enhanced policy.

Appendix 1

Inverclyde Child Poverty Action Report Delivery Plan

August 2020

INCOME FROM EMPLOYMENT

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans
Apprenticeship programme for young people who are disengaged with learning or at risk of leaving school without qualifications	Head of Regeneration and Planning	£250,000	<p>The programme would combine on-site training with local employers and desktop learning between school and with West College Scotland, to build confidence and self-esteem, increase learning and enable the young people to be ready for employment and have the skills to apply for jobs when the opportunity arises. The scheme would also include creating and maintaining employment for the young people who came through this pipeline for a 2 year period. Initially 12 young people would be selected from across the 6 secondary schools, this would build on the learning and experience of the pre-apprentice programme that commenced in August 2019.</p> <p>Inverclyde Council will develop a bridge between school and the success of the Councils existing modern apprenticeship programme. It is proposed to offer the pre-apprenticeship programme for a second cohort of twelve pupils from across Inverclyde between August 20 and June 21. In addition it is proposed to offer a level 2 apprenticeship to the year 1 cohort in the area of last year's development over a period of 18 months from August 2020. Finally it is proposed to offer the five modern apprentices who are due to finish on the Councils existing modern apprenticeship programme a two year contract at an entry level post to allow them time to gain further experience and enhance their job prospects.</p>	August 2020 to June 2022		Inverclyde Council Corporate Plan, Inverclyde Outcomes Improvement Plan, Inverclyde Children Services Plan
The Care Experienced Young People Attainment Fund maximises learner	Chief Education Officer and Chief Social Work Officer	£163,200	Increase the number of care experienced young people gaining Nat 4 and Nat 5's; particularly those looked after at home.	3, 6 monthly after starting these activities	This action covers all priority groups as the Scottish	Attainment Challenge Plan, Inverclyde Council Corporate

INCOME FROM EMPLOYMENT

<p>participation by providing opportunities for personal achievements</p>			<p>Increase the number of care experienced children and young people involved in community activities.</p> <p>Increase the number of care experience children and young people expressing satisfaction in being involved in these new activities.</p>		<p>Attainment Challenge covers all young people living in SIMD 1 & 2 areas within Inverclyde .</p>	<p>Plan, Education , Standards and Quality Report, Inverclyde Outcomes Improvement Plan, Corporate Parenting Strategy</p>
<p>Care experienced young people between the ages of 16 – 24 years remain in positive destinations</p>			<p>Increase the number of care experienced young people accessing modern apprenticeships.</p> <p>Track the supports that work to promote sustainability and learn what works. Promote professional and peer networks, inclusive of Proud2Care to support this.</p>			<p>Corporate parenting strategy</p>
<p>Positive destinations for school leavers</p>			<p>A record number of school leavers in Inverclyde are moving into employment, education or training, according to official figures.</p> <p>Inverclyde is eighth in the school leavers league table with 95.8 per cent of pupils securing a job, training or a place at university or college.</p> <p>There are also no ‘unknowns’ – students whose destinations are unaccounted for when they leave school – for the tenth consecutive year.</p> <p>Inverclyde is 0.8 per cent above the Scottish average of 95 per cent for pupils moving into positive destinations - a new record best for the area.</p>			

INCOME FROM EMPLOYMENT

			<p>The council has jumped from number 26 in the positive destinations table in 2017/18 to the eighth position in 2018/19.</p> <p>There were 694 school leavers locally during 2018/19.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>% Activity Agreement</th> <th>% Employed</th> <th>% Further Education</th> <th>% Higher Education</th> <th>% Not known</th> <th>% Personal Skills Development</th> <th>% Training</th> <th>% Unemployed Not Seeking</th> <th>% Unemployed Seeking</th> <th>% Voluntary</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>0.77</td> <td>17.86</td> <td>27.3</td> <td>44.01</td> <td>0</td> <td>0</td> <td>2.93</td> <td>1.53</td> <td>5.48</td> <td>0</td> </tr> <tr> <td>2017/18</td> <td>0.84</td> <td>17.25</td> <td>31.14</td> <td>41.94</td> <td>0</td> <td>0</td> <td>1.4</td> <td>1.68</td> <td>5.05</td> <td>0</td> </tr> <tr> <td>2018/19</td> <td>0</td> <td>17.29</td> <td>29.25</td> <td>45.1</td> <td>0</td> <td>0.58</td> <td>3.46</td> <td>0.72</td> <td>3.46</td> <td>0</td> </tr> </tbody> </table> </div>		% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary	2016/17	0.77	17.86	27.3	44.01	0	0	2.93	1.53	5.48	0	2017/18	0.84	17.25	31.14	41.94	0	0	1.4	1.68	5.05	0	2018/19	0	17.29	29.25	45.1	0	0.58	3.46	0.72	3.46	0			
	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary																																								
2016/17	0.77	17.86	27.3	44.01	0	0	2.93	1.53	5.48	0																																								
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2018/19	0	17.29	29.25	45.1	0	0.58	3.46	0.72	3.46	0																																								
<p>Explore a workforce refresh scheme to free up opportunities for advancement for existing employees</p>	<p>Head of ODHR</p>	<p>£0</p>	<p>Explore the need to create job opportunities for people in the SIMD areas as a route to get individuals and families out of poverty with all the benefits that brings. Covid has made the need even greater with large increases in unemployment already and more forecast. Most commentators cite the young as being the ones who will find it hardest to gain employment whilst those who work in the “casual” sector have largely fallen through the cracks of the various support schemes. In addition Covid will cause a proportion of the Council workforce to evaluate their work/life balance and whether the time has come to leave the Council/reduce hours.</p>	<p>March 2021 to June 2022</p>																																														

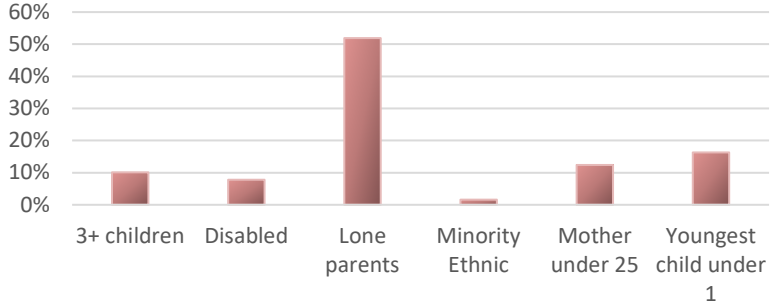
INCOME FROM EMPLOYMENT

and ultimately create "entry level" vacancies which we would aim to fill from the target demographic.			Various initiatives will be explored and assessed to create job opportunities and traineeships aimed at the targeted demographic			
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COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)																
Housing	Starterpacks	£37k	<p>Starterpacks is a charity run organisation providing household goods to homeless people entering a tenancy and families living in poverty.</p> <p>The charity relies on public support to continue its work within the community. Referrals are received from Services such as Barnardo's, Housing Associations, HSCP, Health Visitors, Womens Aid and Refugee Resettlement.</p> <p>In April 2019, the referral form was modified to include priority groups noted within Every Child Every Chance, Tackling Child Poverty Delivery Plan. This gives an indication (when relevant section is filled in by referrer) of the priority groups being supported by Starter Packs with over 50% being Lone Parents. Note, some of the families being referred fall into more than one priority group.</p> <p>The number of Starterpacks provided from January 2017 to December 2019:-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Starterpacks</td> <td>414</td> <td>464</td> <td>403</td> </tr> <tr> <td>Families</td> <td>144</td> <td>137</td> <td>130</td> </tr> <tr> <td>Children</td> <td>237</td> <td>226</td> <td>227</td> </tr> </tbody> </table>		2017	2018	2019	Starterpacks	414	464	403	Families	144	137	130	Children	237	226	227	Ongoing	Changes to the referral form in April has allowed priority groups to be captured (where filled in). Please see graph below.		
	2017	2018	2019																				
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COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)														
			<p>There has been a significant reduction in number of packs going out, due to reduction in properties being let during COVID19. Packs are being given out to those struggling with poverty and entering private tenancies. This will increase with changes to lockdown measures and Starterpacks will continue provide to service users</p> <div data-bbox="734 624 1543 1038" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Priority group receiving Starter Packs*</p>  <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>Priority Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3+ children</td> <td>10%</td> </tr> <tr> <td>Disabled</td> <td>8%</td> </tr> <tr> <td>Lone parents</td> <td>52%</td> </tr> <tr> <td>Minority Ethnic</td> <td>2%</td> </tr> <tr> <td>Mother under 25</td> <td>12%</td> </tr> <tr> <td>Youngest child under 1</td> <td>18%</td> </tr> </tbody> </table> </div> <p>*This information is taken from referrals from April 2019 – December 2019 when the referral form was adapted to include Priority Groups.</p>	Priority Group	Percentage	3+ children	10%	Disabled	8%	Lone parents	52%	Minority Ethnic	2%	Mother under 25	12%	Youngest child under 1	18%				
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COSTS OF LIVING

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Housing Regeneration	Housing Strategy		Following the SIMD report Planning and Housing Strategy have commissioned consultants to examine the Eastern Gateway area of Inverclyde as a strategic housing priority to look at the options around housing led regeneration of that area looking at Greenock Town Centre (the most deprived area in Inverclyde) will be next to be examined.		All priority groups	Local Outcome Improvement Plan, Local Housing Strategy	

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Digital Inequalities	Inverclyde Council/HSCP	£24,000 HSCP attainment fund, £653,000 Inverclyde Council/Scottish Government	<p>People within Inverclyde who do not have internet access are socially and economically isolated in a range of ways. Having access online helps with improved employment opportunities, higher levels of educational attainment and cheaper products. Inverclyde are working with partners to ensure the following groups receive digital access where they do not have at present:-</p> <ul style="list-style-type: none"> Members of the community who are currently shielding Members of the community who are actively seeking employment School pupils who require digital access in order to support blended learning due to Covid-19. <p>The Council has received an allocation of £433,000 from the Scottish Government to ensure that all secondary school pupils in receipt of free school meals have access to an appropriate device and connectivity. This makes significant inroads into many households suffering from digital exclusion.</p> <p>The Council has previously approved an £80,000 investment to provide free Wi-Fi for a five year period in 8 Community Centres in addition to the</p>	Ongoing	All Priority Groups		Income from Employment

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>existing infrastructure within the Council Libraries estate.</p> <p>The Council will support the young people who received a device sourced by Belville Community Gardens will receive connectivity (WIFI) be provided by the Council for a 12 month period.</p>				
Food Insecurity	3 rd Sector Organisations	<p>£30,000 to Trussell Trust, £20,000 to Belville Community Gardens from Inverclyde Council, Funding from Scottish Government to Fareshare.</p> <p>Fareshare membership £16,000 per year</p>	<p>Food insecurity within Inverclyde has been a concern pre-Covid-19, however, has been exasperated with the current pandemic and families losing income with very little money to afford food. Approximately two tonnes of food per week is distributed to 10 local organisations who either redistribute within the community and/or make hot meals. As at 27th May 2020, Fareshare provided Inverclyde with the following:-</p> <p>25 tonnes of food which is 59,525 meal portions. £89,287 value of stock distributed. Fareshare will continue to provide food to Inverclyde until end of September 2020.</p> <p>Food insecurity will remain a priority within Inverclyde due to the need pre-Covid-19 and the long term effect Covid-19 presents to families losing income.</p> <p>It is therefore proposed that Inverclyde establish a membership with FareShare Glasgow to provide Inverclyde with approx. 40.8 tonnes of</p>		All priority groups across the Inverclyde community identified by the Community Organisations.		

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
	Inverclyde Council		<p>food on an annual basis which will be distributed to families via local community organisations.</p> <p>Inverclyde Council has provided a £25 per fortnight payment to every child/young person entitled to receive free school meals throughout the Covid period. The current scheme costs approximately £80,000 per fortnight and is due to end on the 28th August and has benefited approximately 3700 children.</p> <p>It is recognised that the Christmas period puts a major financial strain on families with limited income and would propose that a one off payment made in the middle of December to each child/young person in receipt of free school meals and would allow qualifying 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.</p>	By December 2020	Families entitled to Free Clothing Grant and Free School Meals		
Establish local food pantries	Inverclyde Council / 3 rd Sector	£60,000	In addition to the FareShare community food there is an opportunity to establish local Food Pantries across the 3 localities with the greatest inequalities. The Food Pantry organisation is offering to support local authorities and third		All priority groups		

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>sector organisations develop a concept and build on their framework of good practice. The Food Panty is set out as a shop and displays a variety of good quality food, sourced from FareShare Glasgow, where members of the community can choose from a subscription and/or membership fee. The pantry model targets those on a low income and/or recovering from crisis providing fresh, healthy and ambient food at a price that is affordable.</p> <p>Currently action is being taken to research and develop the concept of having Food Pantry shops in Inverclyde.</p>				
Cost of School Day			<p>12 teachers have been trained as local champions in raising awareness on reducing the cost of the school day.</p> <p>Training has been offered to school staff with the first training session being a success.</p> <p>Cost of the School day is now a standing agenda item on the Parent Council Chairs meeting with ideas from Parent Council Chairs being taken on board.</p> <p>Presentations have been given to some Parent Council meetings within schools, and more will be planned.</p>	Ongoing	All priority groups		

COSTS OF LIVING

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
			<p>Feedback from parents on what currently works well and changes they would like to see has been piloted at one Primary School as well as during two community events during Challenge Poverty Week. The feedback has been discussed with the Head Teacher who has made changes where relevant. One example being allowing parents more time to save for school trips which has been implemented.</p> <p>Going forward it is anticipated to raise awareness to parents/carers through engagement at school events. This will allow their views to be taken on board.</p> <p>Further training will be offered to staff within educational establishments.</p>				

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)
Expand Welfare Support	Inverclyde Council	£150k DHP £220k SWF	<p>Following analysis of the current Housing Benefit and DHP data it is proposed to award DHP up to 100% of the difference between Universal Credit Housing costs or Housing Benefit entitlement capped at £200 per month with the payment being made for a period of no more than 6 months. This will provide short term help which is in line with the purpose of DHP and would allow households time to improve their circumstances by finding employment or moving to more affordable homes. This payment would be applicable in the Private Rented Sector. The estimated cost of this scheme would be capped at £150,000 with the balance of £80,000 coming from the existing DHP budget.</p> <p>The Council maintained the payment of Crisis Grants throughout the Covid period and took the decision in March to increase payments by 20% to provide greater financial support to those in most need. It is recommended that the 20% enhanced payment is continued for the remainder of 2020/21.</p> <p>In addition it is proposed that the Community Care Grant which assists with individuals setting up home be paid to not only high priority cases but also medium priority cases. This will allow payment to be made to more individuals and for additional items for the home including washing machines, floor coverings and additional furniture. The cost of the 2 proposal together for the period to 30 June, 2021 is approximately £220,000 and would be contained in the one off extra funding allocation by the Scottish Government for Crisis Grants.</p>	2020/2021	People including families living in private tenancies, lone parents and families with disabilities who are more likely to be on low incomes.		

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Action	Who action is carried out by	Resources allocated	Summary and how impact has/will be assessed	Timescale for action	Group(s) the action is intended to reduce poverty amongst	Link to other plans	Links to other Poverty Driver(s)																
HSCP staff contribute to reducing child poverty	Chief Officer and Head of Service, Children & Families and Criminal Justice	Staff resources to provided training / to attend training / audit EMIS data	<p>All health staff will offer income maximisation advice at home visits, and this will be recorded on EMIS.</p> <p>All health staff have been issued with the GG&C money advice service leaflet.</p> <p>Health Visitors will refer people on to a number of nationally led and established initiatives which provide free, safe and consistent access to formula milk.</p> <p>Health visitors will sign post families to local resources; 3rd sector provisions, food banks and income maximisation services. Social workers will also do this and section 22 payments are available for immediate needs.</p>	Flash Reports to the Joint Children Services Partnership (3 monthly)	This action covers all priority groups for families living in Inverclyde	HSCP Strategic Plan, Inverclyde Children's Service Plan, Mental Health Strategy, Parenting Strategy, Inverclyde Alliance Local Outcome Improvement Plan	Cost of Living																
Best Start Grant – Local Roll Out	Social Security Scotland		<p>The following grants are now available:-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e91e63; color: white;">Benefit Name</th> <th style="background-color: #e91e63; color: white;">Launch Date</th> </tr> </thead> <tbody> <tr> <td>Carer Allowance Supplement</td> <td>August 2018</td> </tr> <tr> <td>Best Start Grant Pregnancy and Baby Payment</td> <td>December 2018</td> </tr> <tr> <td>Best Start Grant Early Learning Payment</td> <td>April 2019</td> </tr> <tr> <td>Best Start Grant School Age Payment</td> <td>June 2019</td> </tr> <tr> <td>Best Start Foods</td> <td>August 2019</td> </tr> <tr> <td>Funeral Support Payment</td> <td>September 2019</td> </tr> <tr> <td>Young Carer Grant</td> <td>October 2019</td> </tr> </tbody> </table> <p>Job Start Payment - Launched on 17th August 2020 to support 16 to 24 year olds, or up to 25 years old for care leavers, into work after being unemployed for six months or more. Further information can be found on the Social Security Scotland site.</p>	Benefit Name	Launch Date	Carer Allowance Supplement	August 2018	Best Start Grant Pregnancy and Baby Payment	December 2018	Best Start Grant Early Learning Payment	April 2019	Best Start Grant School Age Payment	June 2019	Best Start Foods	August 2019	Funeral Support Payment	September 2019	Young Carer Grant	October 2019		This action will benefit all priority groups.	Inverclyde Corporate Plan, Inverclyde Outcomes Improvement Plan, HSCP Strategic Plan	
Benefit Name	Launch Date																						
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INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

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			<p>Going Forward During 2020/2021 Social Security Scotland will launch Child Winter Heating Allowance and Scottish Child Payment.</p> <p>These benefits will have a huge impact to families on low incomes.</p>				

Contact us

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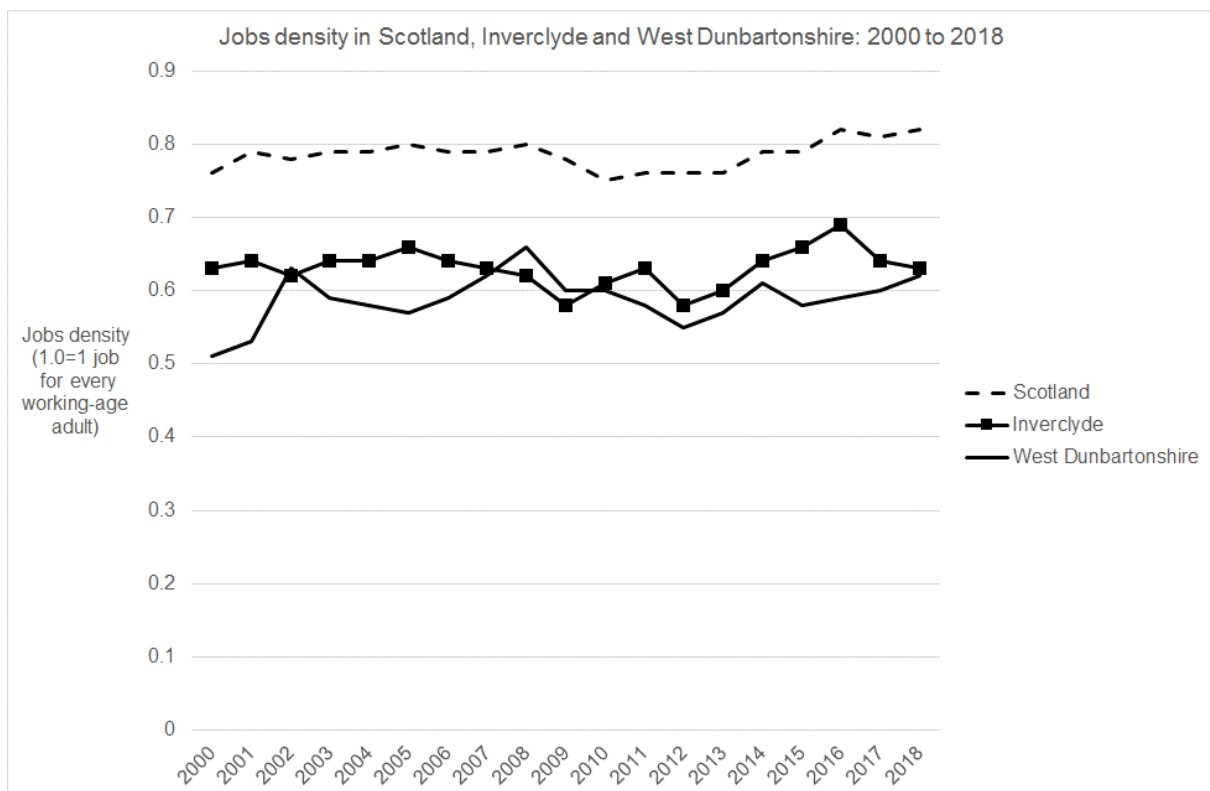
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What can existing information sources tell us about the drivers of child poverty in Inverclyde?

Income from employment

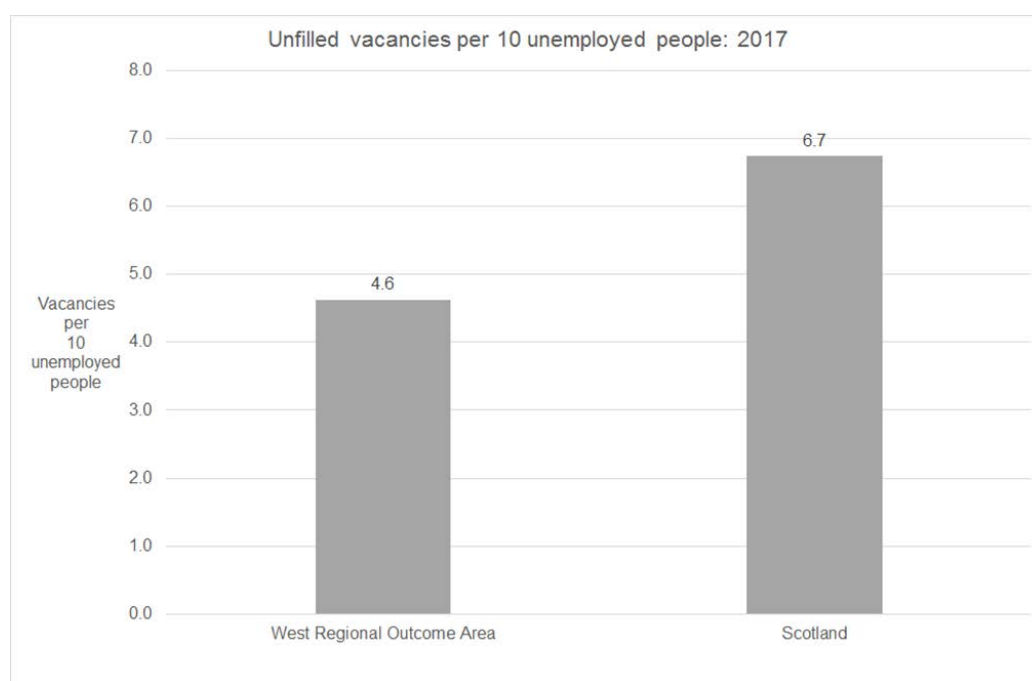
Labour market demand: Employment opportunities in Inverclyde, whether measured by vacancies or jobs, are scarce compared to Scotland. In 2018, there were 63 filled jobs for every 100 working-age people in Inverclyde, compared to 82 per 100 in Scotland. Labour market demand as measured by jobs density increased steadily in Inverclyde between 2012 and 2016 but fell slightly between 2016 and 2018 (Figure 1).

Figure 1



A second measure of labour market demand is unfilled vacancies, shown as a rate per 10 unemployed people. In the West area (including East Renfrewshire, Inverclyde, Renfrewshire, and West Dunbartonshire), there were 4.6 vacancies for every 10 unemployed people, compared to 6.7 for every 10 unemployed people in Scotland as a whole (Figure 2). The latest vacancy data is for 2017: the next update will show the position in 2019.

Figure 2



Wages: The latest wage data suggests a higher proportion of Inverclyde employees are low paid, compared to both Scotland and West Dunbartonshire. In 2018, 74% of employees in Inverclyde were paid the Real Living Wage or above, compared to 81% in Scotland and West Dunbartonshire. The proportion of Inverclyde employees paid the Real Living Wage or above decreased between 2016 and 2019 (Figure 3).

In 2019, 9% of employees who work in Inverclyde are paid the National Minimum Wage, compared to 6% in Scotland and 5% in West Dunbartonshire. Between 2017 and 2019, the proportion of Inverclyde workers who were low-paid appears to have increased, while remaining stable in both West Dunbartonshire and Scotland (Figure 4).

Figure 3

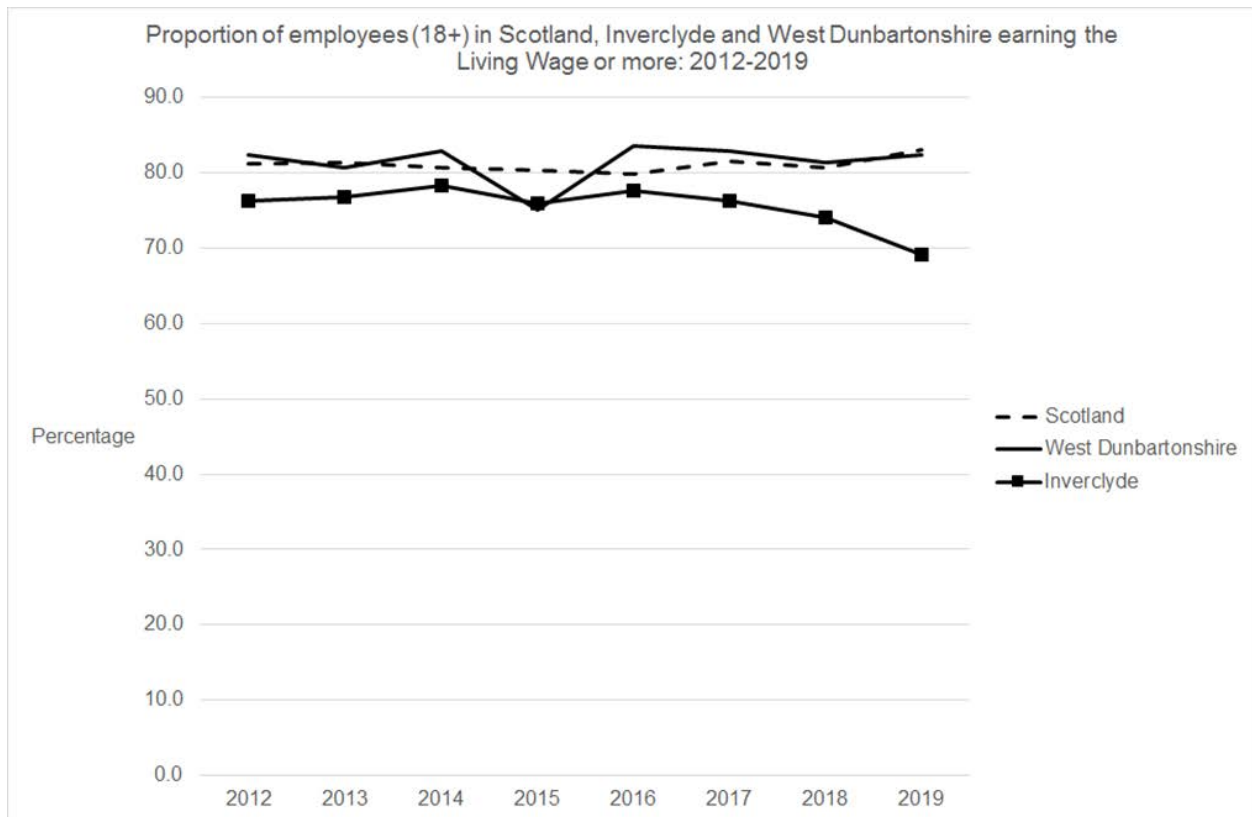
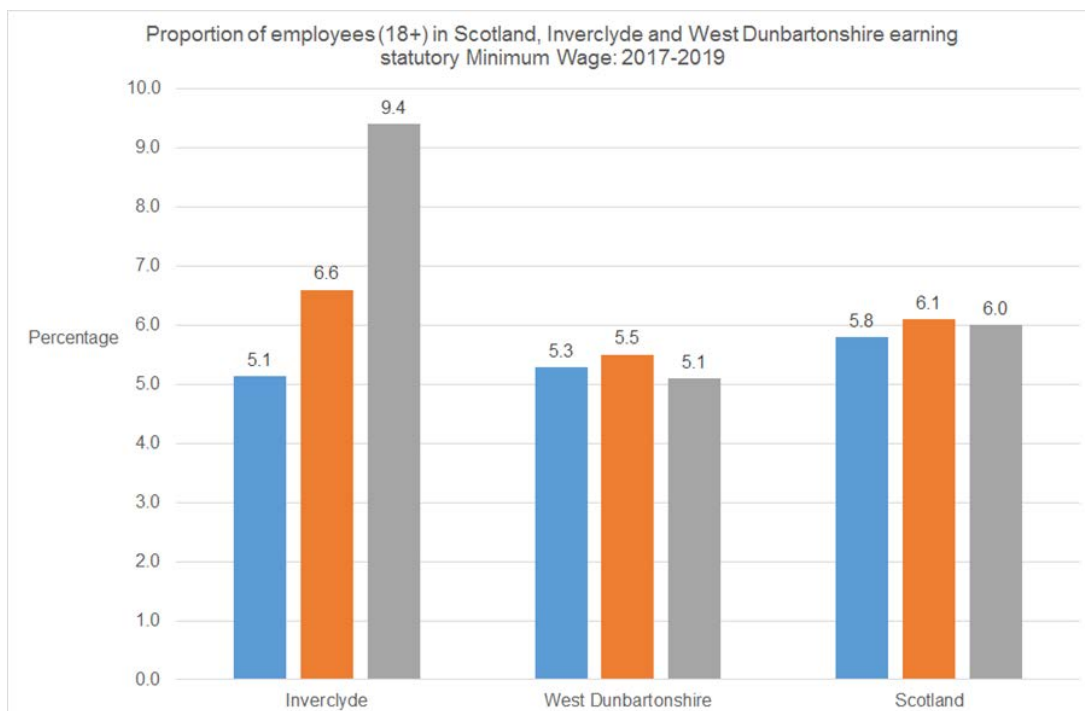


Figure 4

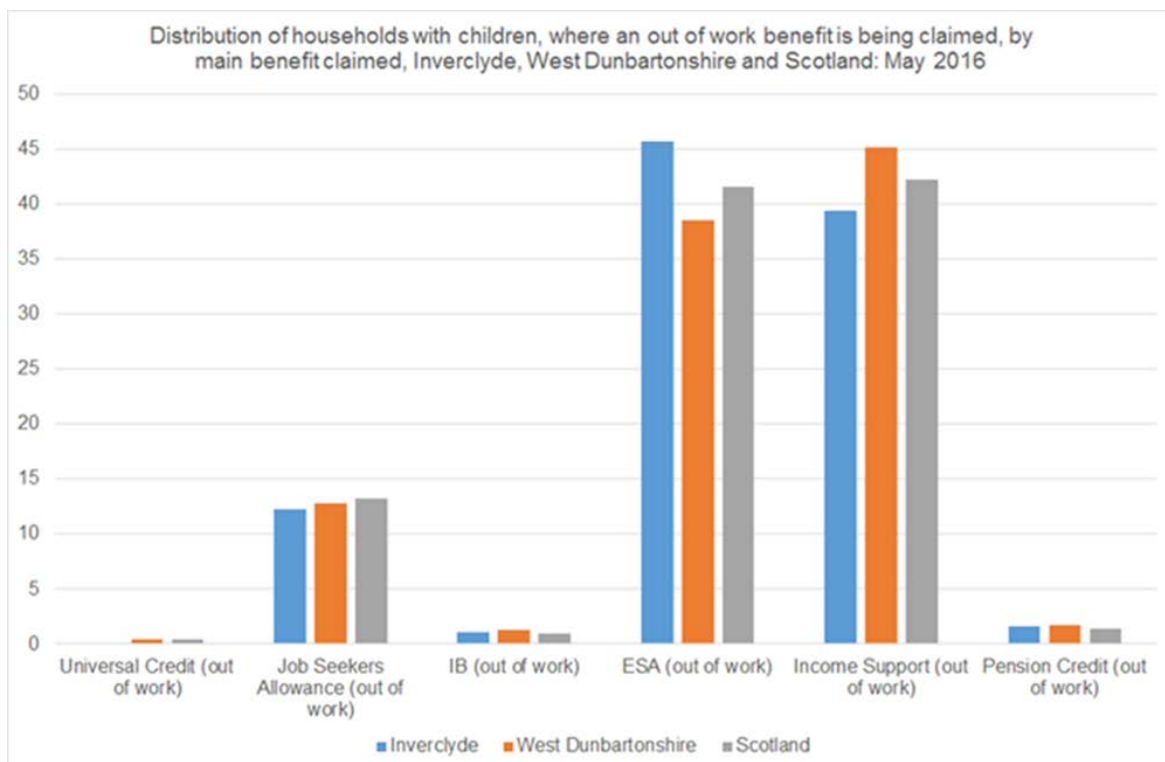


Discussion points

- What was happening in Inverclyde between 2011 and 2016 when jobs density was increasing?
- Is the difference in wage levels in West Dunbartonshire compared to Inverclyde real, and what might explain it? What are the implications for child poverty?

Barriers to employment: Many parents not in work in Inverclyde are claiming benefits related to long-term health problems. In 2016, before the roll-out of Universal Credit made reasons for claiming more difficult to interpret, almost half (47%) of households with children in Inverclyde claiming an out of work benefit were receiving incapacity benefits, compared to 38% in Scotland. Only 13% of households with children claiming an out of work benefit were claiming Job Seeker's Allowance or its Universal Credit equivalent (Figure 5).

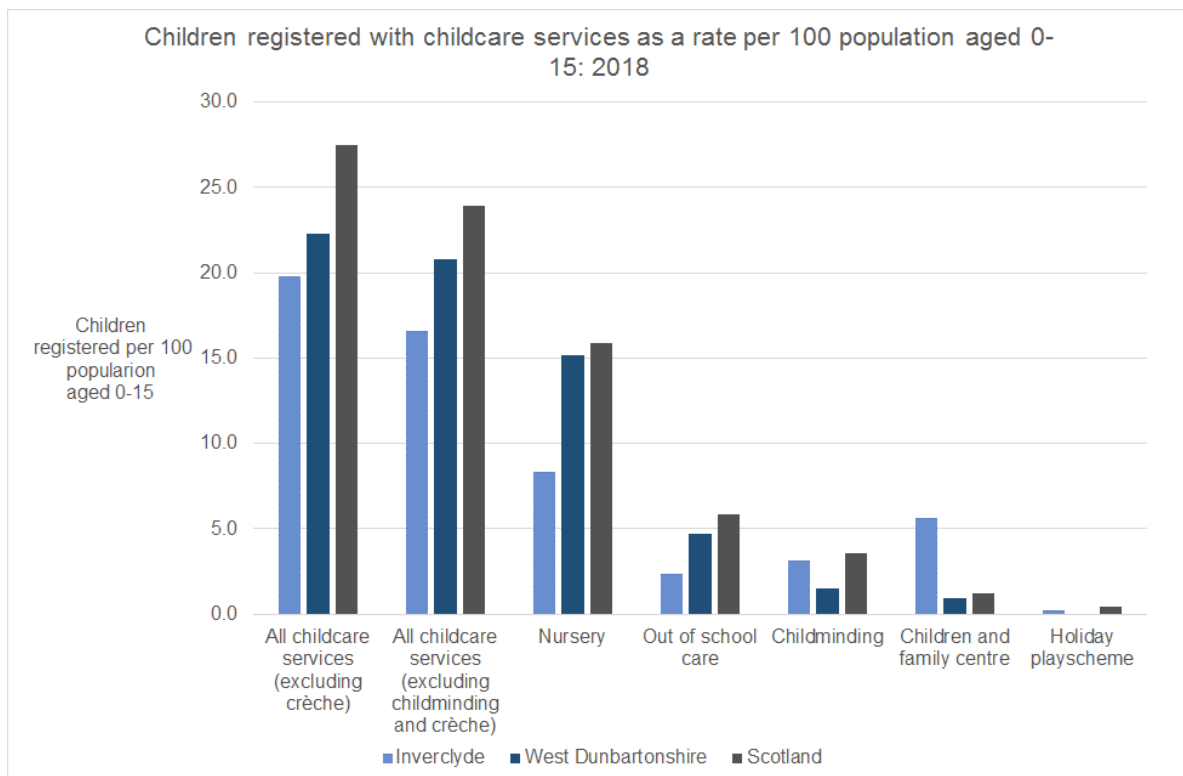
Figure 5



Childcare: There are fewer children registered with all childcare services (excluding crèches) in Inverclyde, compared to Scotland and West Dunbartonshire. In 2018, there were 19.8 children per 100 registered with childcare providers in Inverclyde, compared to 22.3 in West Dunbartonshire and 27.5 in Scotland. However, family and child centre provision is much more important in Inverclyde (Figure 6).

Relatively few families with children in Inverclyde claim childcare costs through Tax Credit or UC.

Figure 6

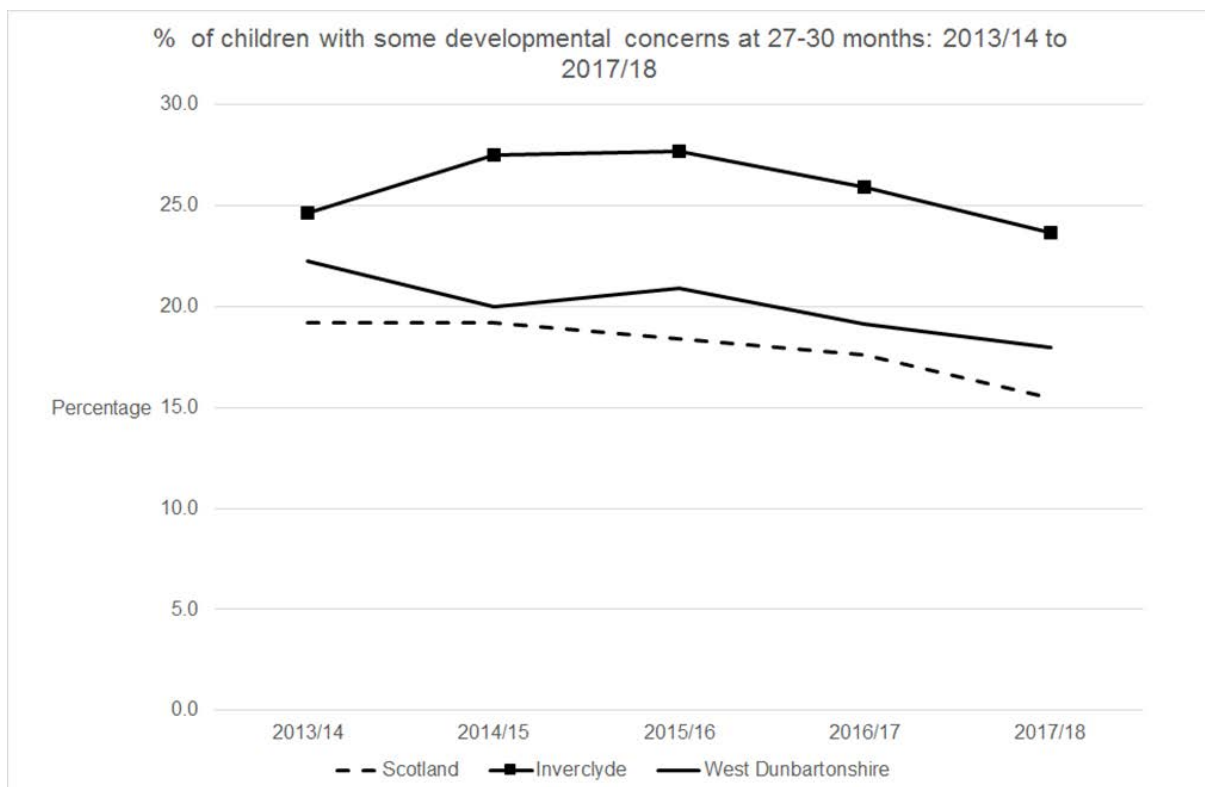


Discussion points

- How can anchor institutions protect the health of parents and prevent their health from deteriorating in the first place?
- What services are available to promote sustainable employment for parents with health problems?
- Does the current quantity and mix of childcare meets local need? Would local measures of capacity be more meaningful?

Children with developmental concerns: In 2018/19, 1 in 4 children in Inverclyde were identified as having a potential concern with their emotional/social wellbeing and cognitive development at 27-30 months. This was higher than West Dunbartonshire and much higher than Scotland (Figure 7).

Figure 7



Young adults' participation in education, employment and training: Young adults in Inverclyde are less likely have a Modern Apprenticeship compared to Scotland and (especially) West Dunbartonshire (Figure 8). Overall participation rates for 16-19 year olds are comparable to other parts of Scotland, but young people in Inverclyde are less likely to be in employment and more likely to be in education (Figure 9).

Figure 8

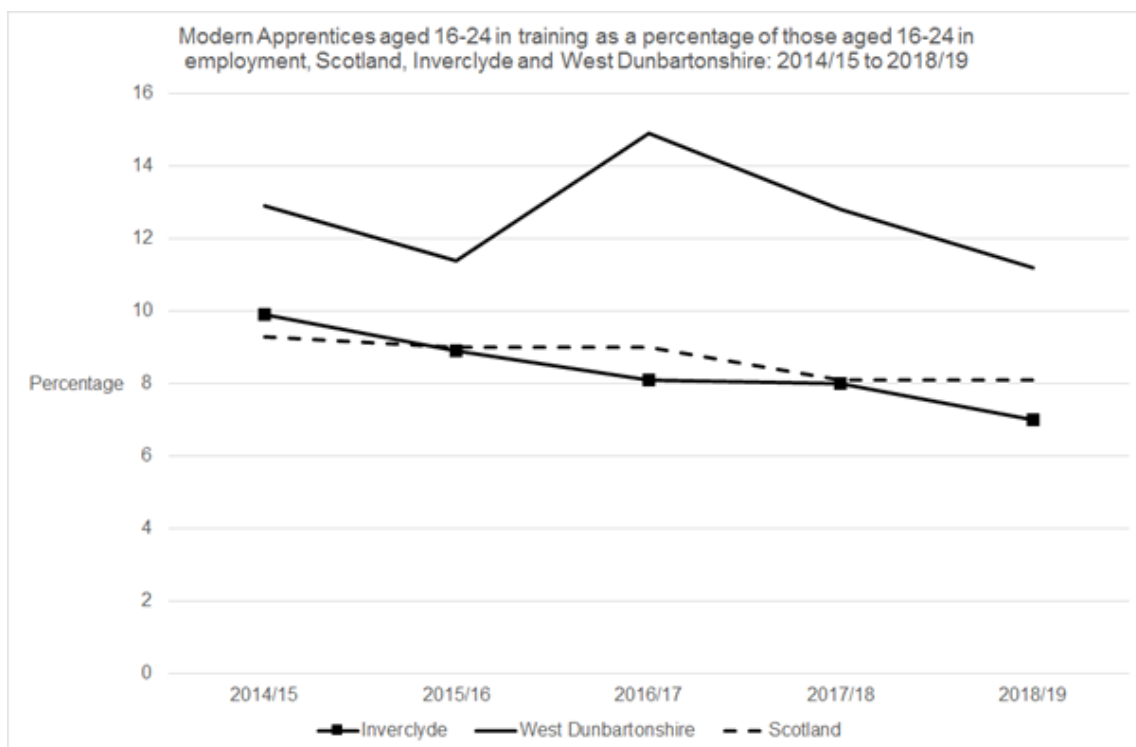
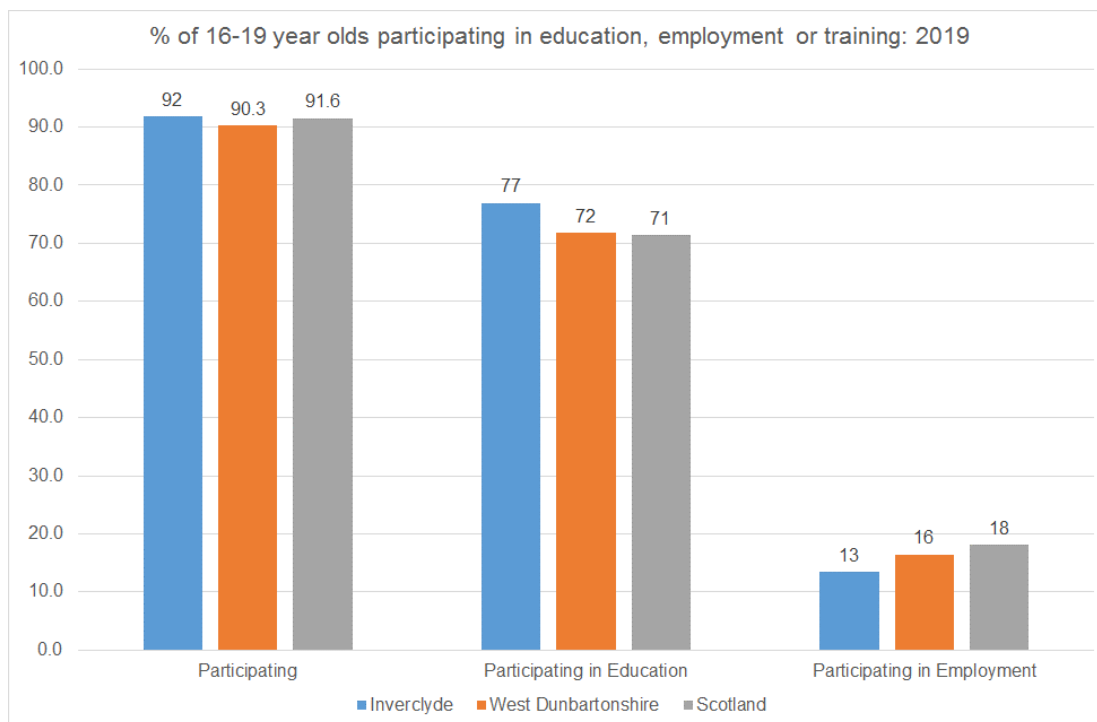


Figure 9

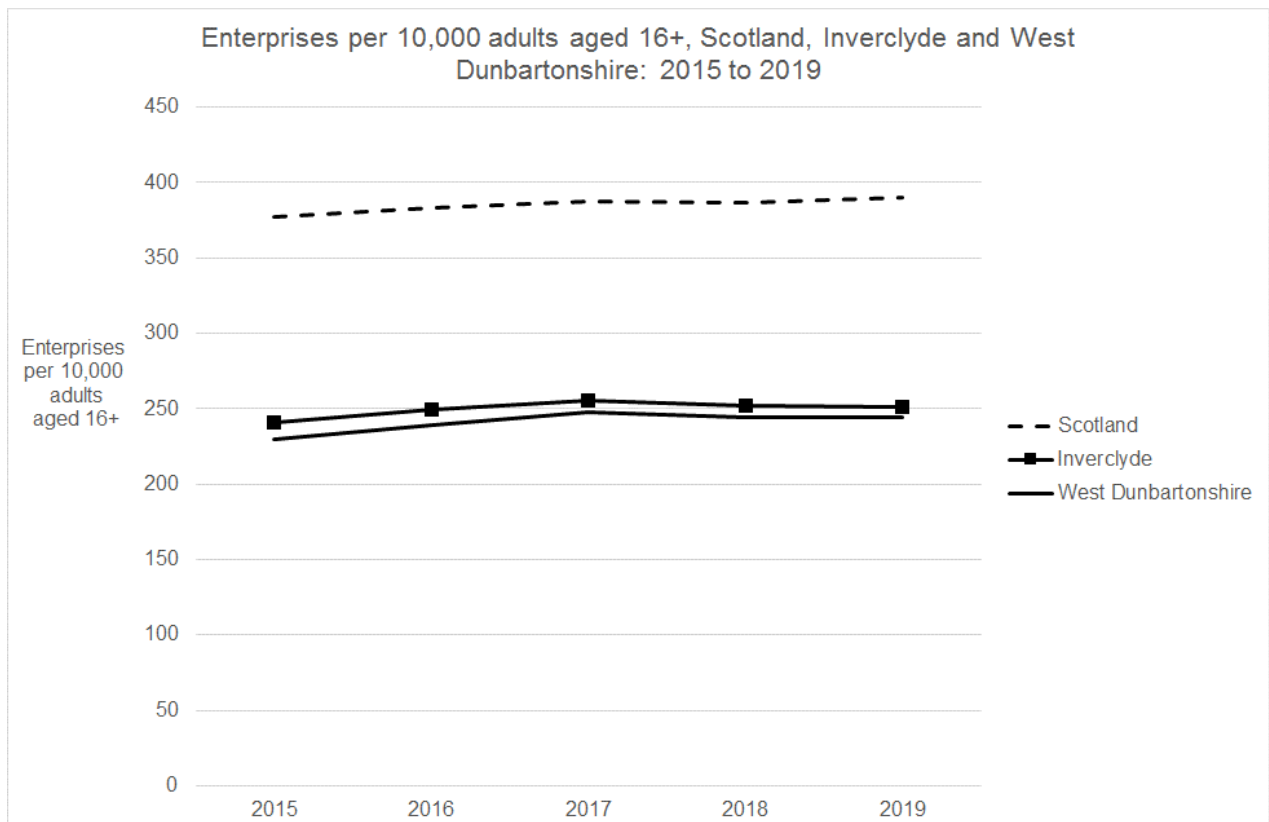


Discussion points

- Does this suggest that the priority for Inverclyde could be pre-school children and young adults aged 16+ not in education?

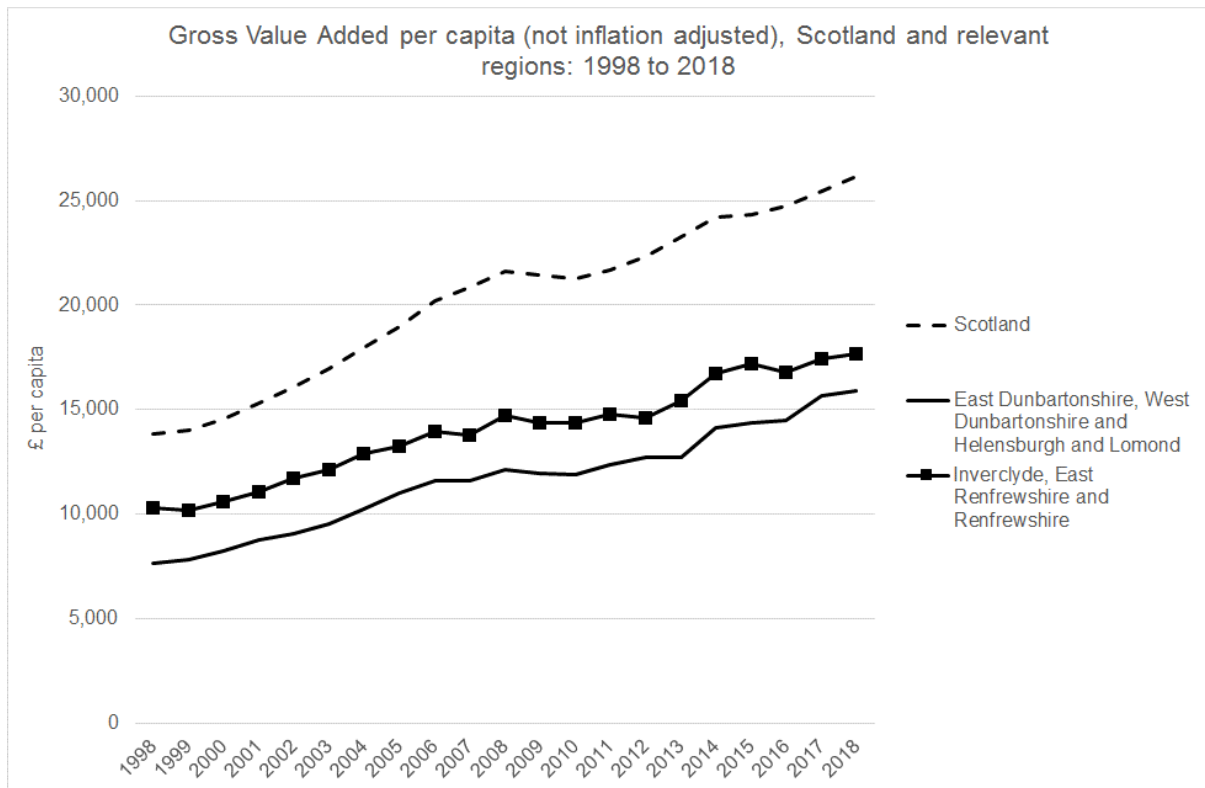
Economic development: Inverclyde has relatively few enterprises per head of population compared to other local authorities, though a slightly higher rate than West Dunbartonshire (Figure 10).

Figure 10



Gross Value Added per capita in Inverclyde, East Renfrewshire and Renfrewshire was low compared to Scotland but slightly higher than East Dunbartonshire, West Dunbartonshire and Helens burgh and Lomond (Figure 11).

Figure 11



Discussion points

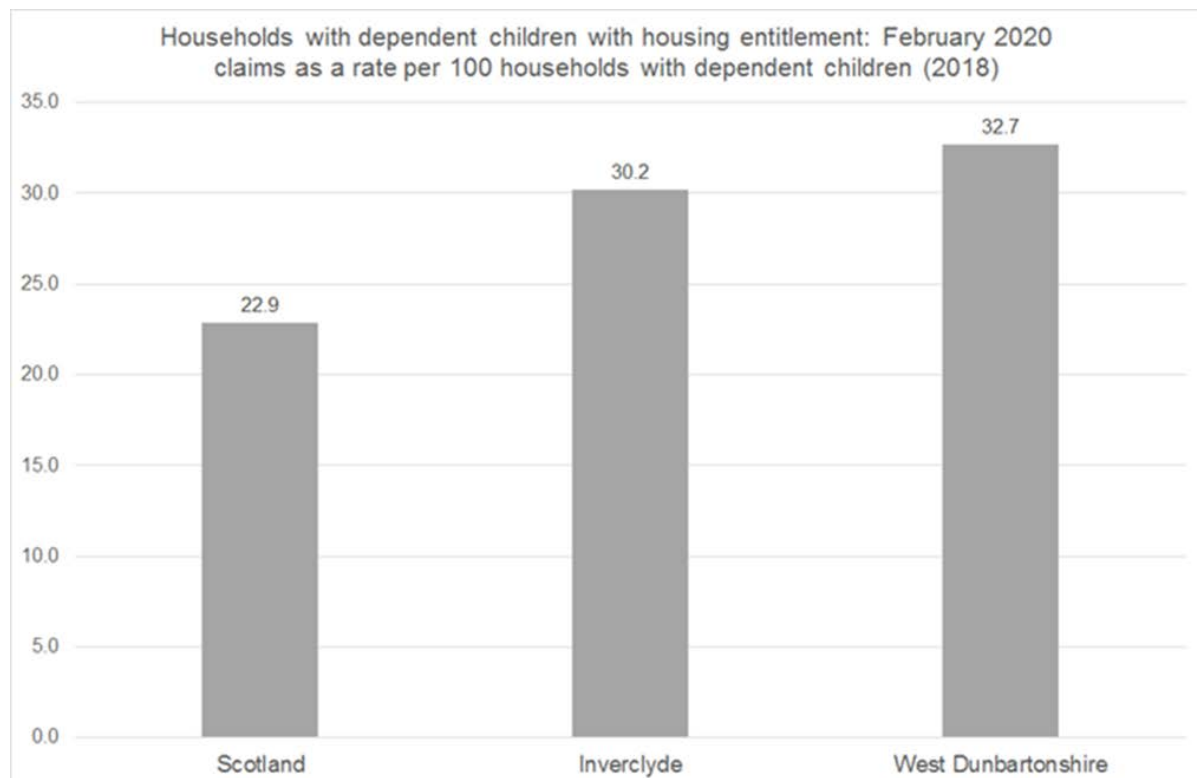
- Given that Inverclyde’s economic performance is comparable to (or perhaps slightly more favourable than) West Dunbartonshire’s, what explains the lower wage levels in Inverclyde at the bottom of the labour market?

Income from social security

In February 2020, there were 2,505 households with dependent children claiming housing support in Inverclyde, 69% on Universal Credit and the rest on Housing Benefit.

For every 100 households with dependent children in Inverclyde, 30 claimed housing support, slightly lower than the figure reported for West Dunbartonshire (33 per 100) but higher than for Scotland (23 per 100). In February 2015 (before the national roll-out of UC), the rates were 28 per 100 in Inverclyde, 34 per 100 in West Dunbartonshire and 22 per 100 in Scotland (Figure 12).

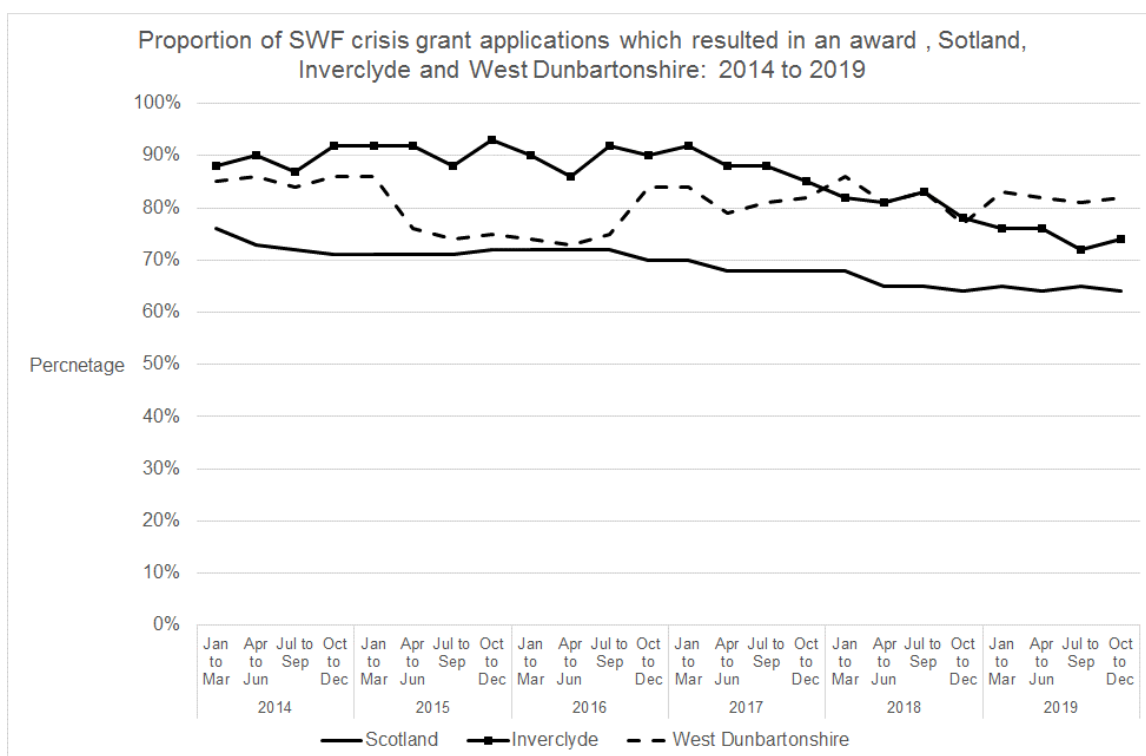
Figure 12



Appendix 2 Child Poverty in Inverclyde

In the latest time period (October to December 2019), 74% of crisis grants applications to the Scottish Welfare Fund in Inverclyde were successful. This was a high proportion compared to Scotland (64%) but below that observed for West Dunbartonshire (82%). Award rates from the SWF in Inverclyde remained consistently higher than both Scotland and West Dunbartonshire until 2017 but declined steadily until July-September 2019 before levelling off (Figure 12).

Figure 12



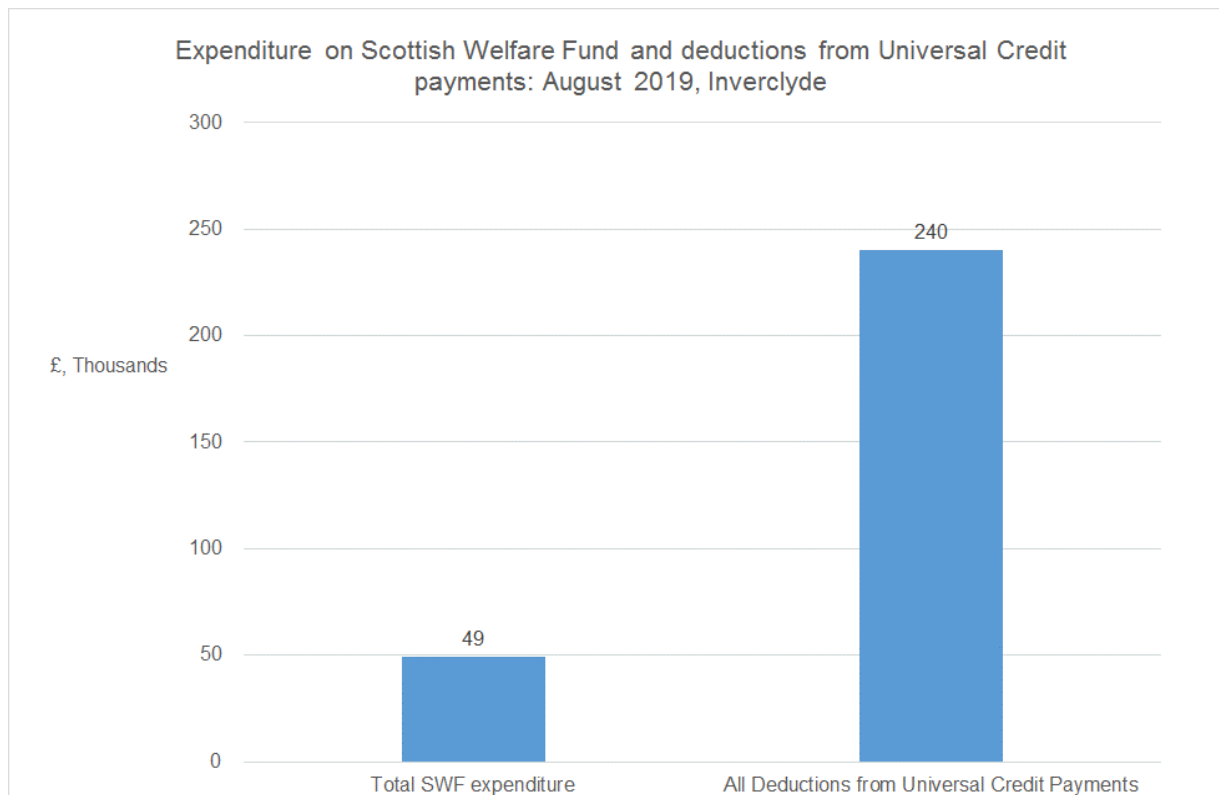
* Inverclyde shifted from underspending to overspending the SWF in 2017/18, so unlikely to reflect reduced need.

Altogether, just under 4050 families in Inverclyde were receiving support from UC or tax credit system in December 2019. In Inverclyde, UC is more important to low-income families than elsewhere in Scotland (in West Dunbartonshire, 34% of low-income families are on UC, while in Inverclyde, it's just over half).

Appendix 2 Child Poverty in Inverclyde

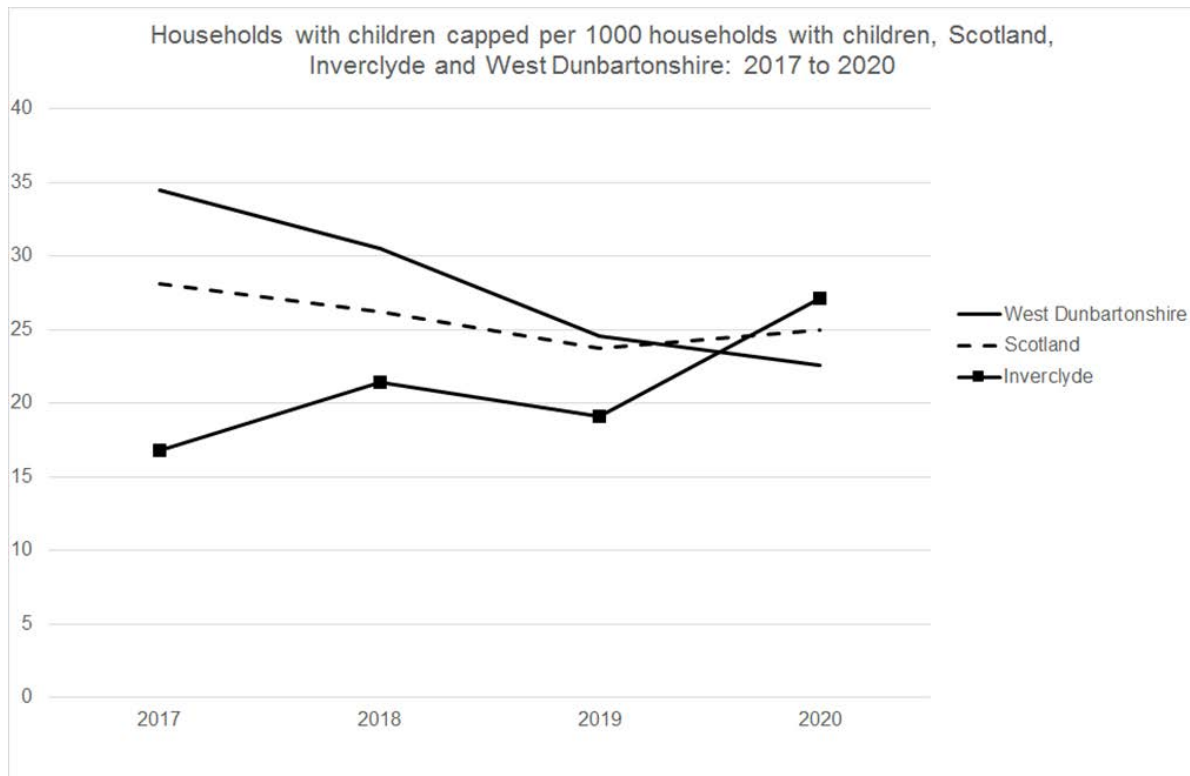
In August 2019, £49,000 was paid out by the Scottish Welfare Fund to households in Inverclyde. In the same month, £240,000 was deducted from households claiming Universal Credit in Inverclyde (Figure 13).

Figure 13



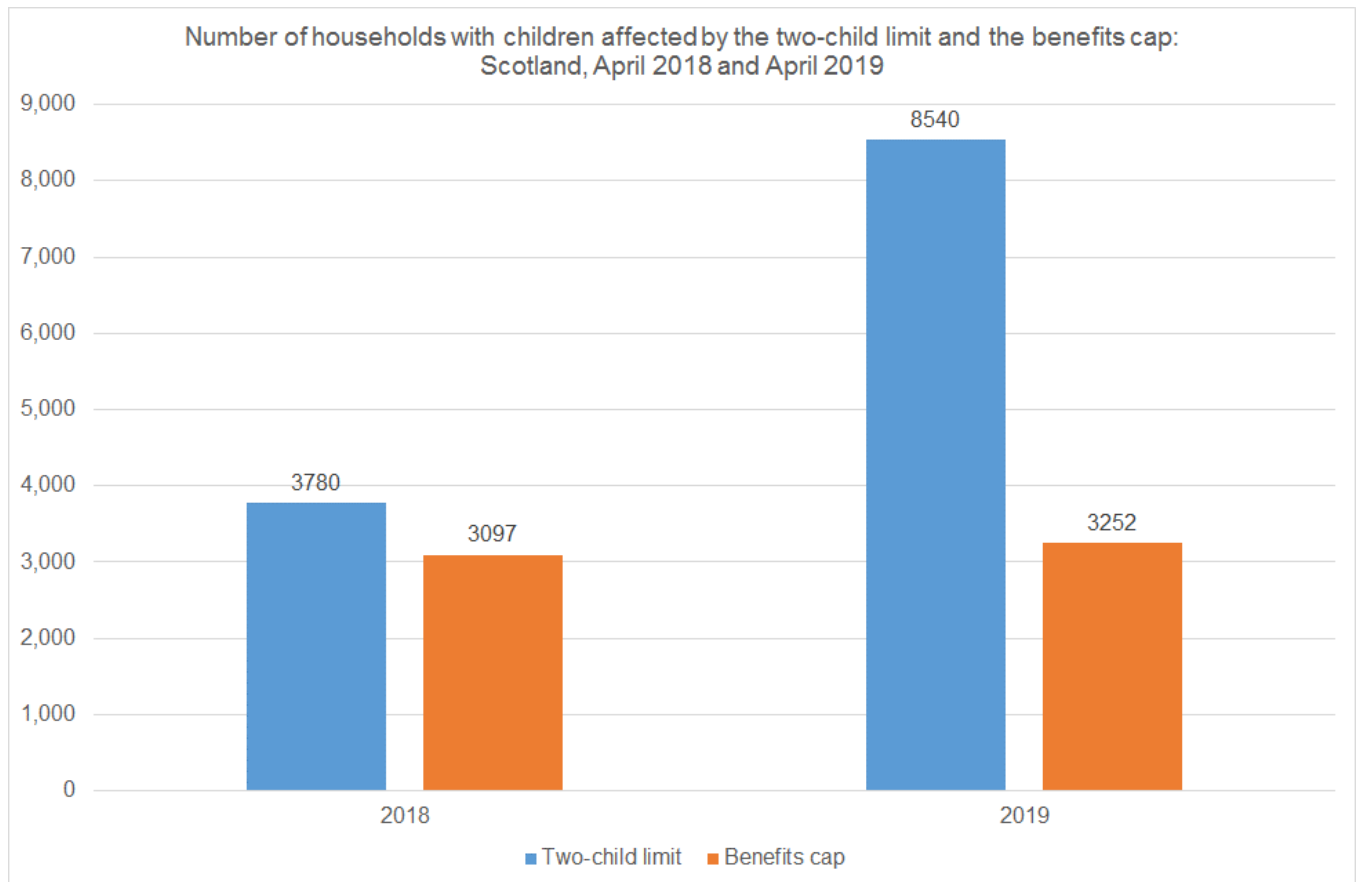
In February 2020, 68 families with dependent children were capped in Inverclyde (point in time estimates), a rate of 27 per 1000 families claiming housing benefit or UC with housing entitlement. This was a slightly higher rate than the Scottish average (25 per 1000) and higher than the rate for West Dunbartonshire (23 per 1000). There is some evidence that Inverclyde's position has deteriorated over time (Figure 14).

Figure 14



Many more families in Scotland are affected by the two child limit than by the benefits cap (8,500 versus 3,200 in April 2019) – see Figure 15. Families in employment are not exempt from the two child limit. We don't know what the picture is locally.

Figure 15



Discussion points

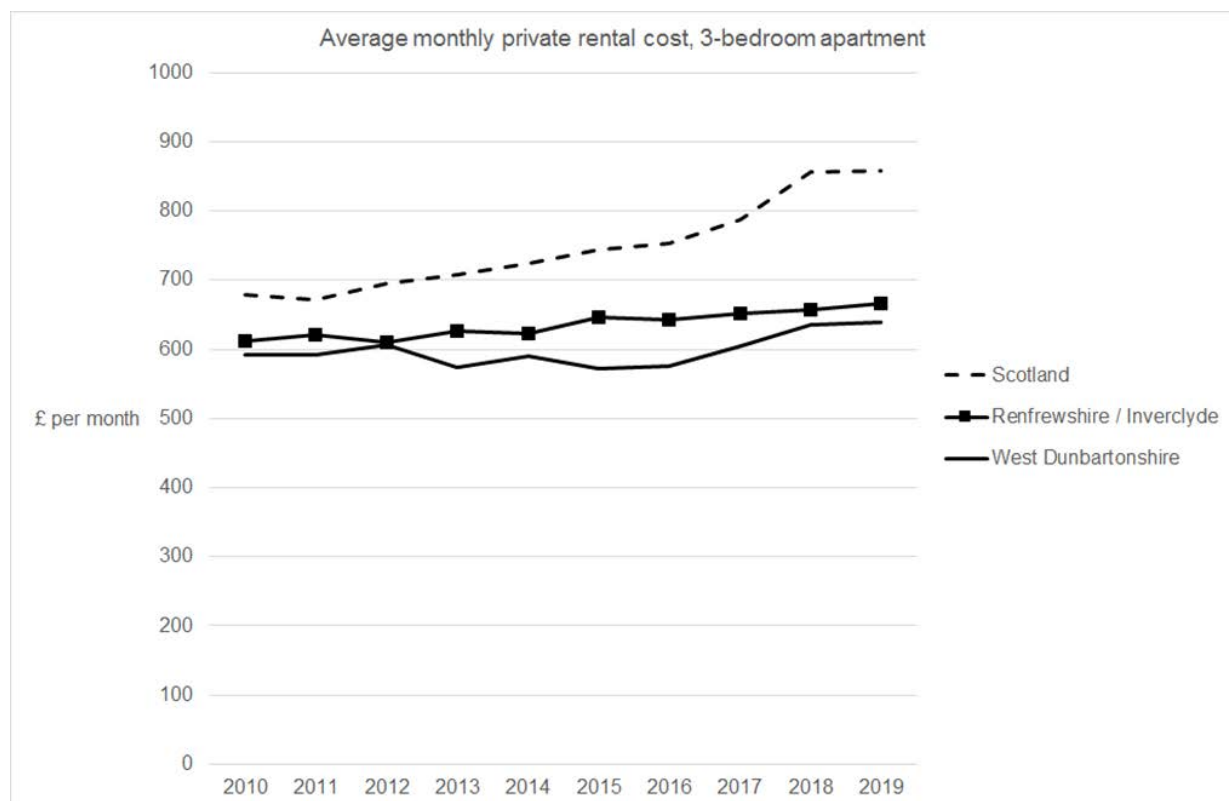
- What explains the decline in SWF award rates in Inverclyde since 2017?
- What is the balance between deductions and support for families with children?
- How many families in Inverclyde benefit from the SWF? Why are they accessing the fund?
- How many families with children in Inverclyde are affected by the two-child limit? What is the impact of the two-child limit on children in these families?

Appendix 2 Child Poverty in Inverclyde

Costs of living

Private rental costs in Inverclyde/Renfrewshire are higher than West Dunbartonshire but lower than Scotland. In Renfrewshire/Inverclyde, average monthly rent of a 3-bedroom property was £666 pm, compared to £639 pm in West Dunbartonshire and £857 pm in Scotland (Figure 16).

Figure 16



Social rental costs in Inverclyde tend to be higher than both West Dunbartonshire and Scotland (Figure 17). Weekly rents for 3 bedroom properties for the largest social landlords were £93 per week in Inverclyde (River Clyde Homes) and £82 per week in West Dunbartonshire (West Dunbartonshire Council).

The rate of discretionary housing payment awards was lower in Inverclyde compared to West Dunbartonshire and Scotland (Figure 18). However, the average discretionary housing payment made in Inverclyde was higher than both areas (Figure 19).

Appendix 2 Child Poverty in Inverclyde

Figure 17

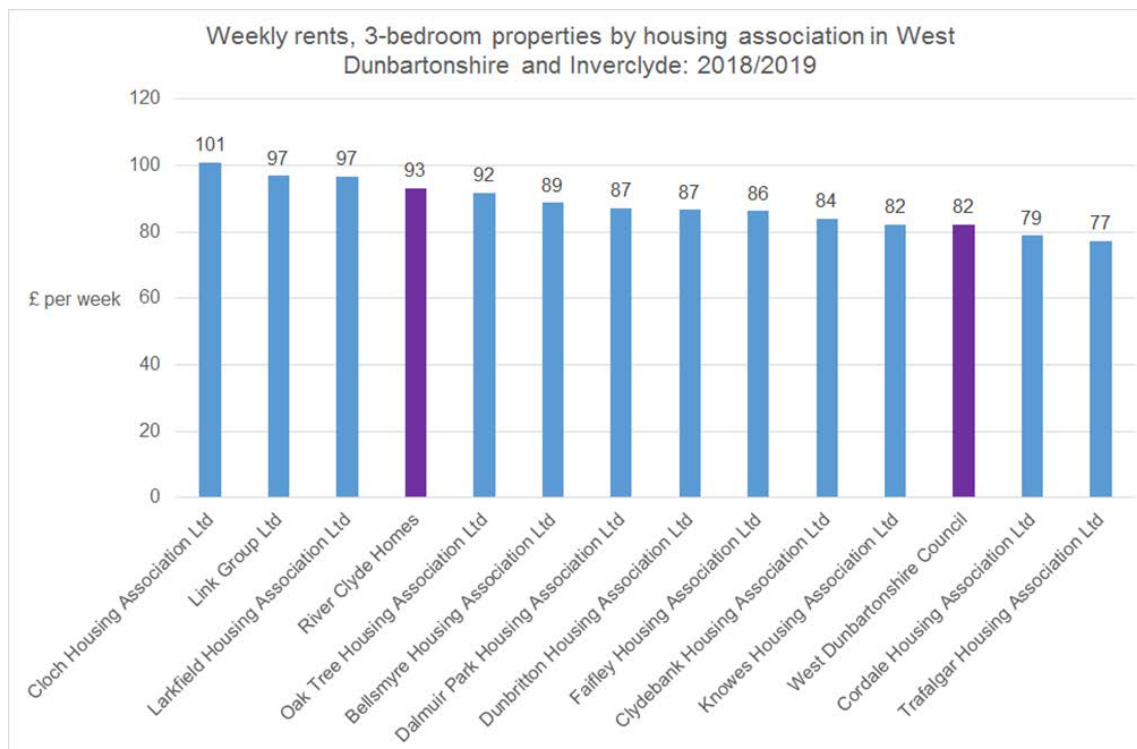
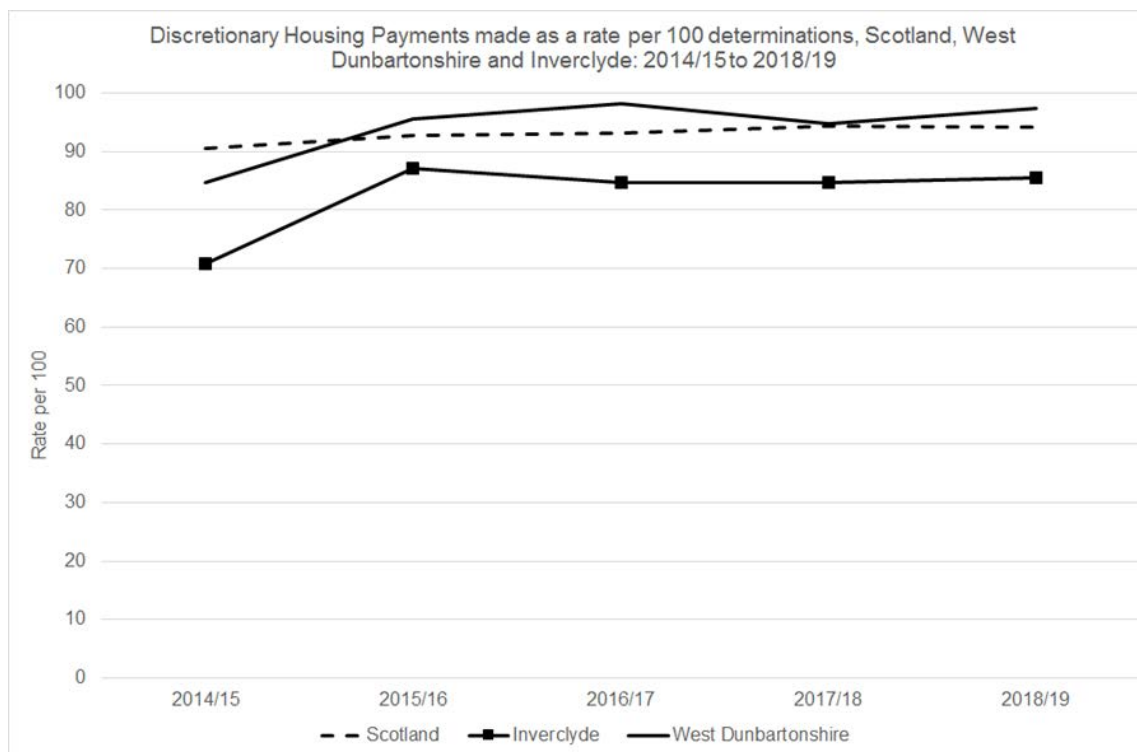
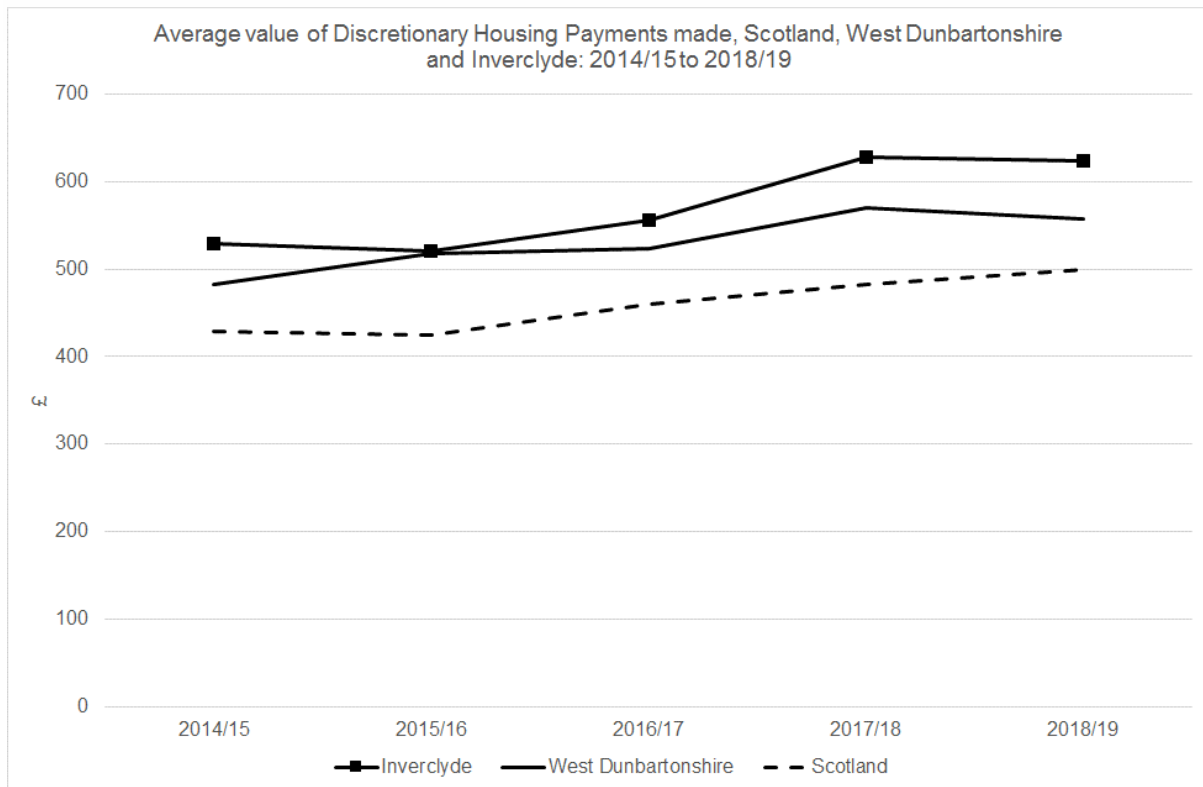


Figure 18



Appendix 2 Child Poverty in Inverclyde

Figure 19



Discussion points

- Are housing costs for families higher in Inverclyde compared to West Dunbartonshire?
- To what extent is this offset by higher discretionary housing payments in Inverclyde?
- Are higher social rents in Inverclyde accompanied by higher levels of tenant satisfaction?