Inverclyde
council

Municipal Buildings, Greenock PA15 1LY

Ref: DS

Date: 22 October 2021

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 2 November 2021 within the Municipal Buildings, Greenock.

The Communities business will commence at <u>1pm</u> and the Education business at <u>4pm</u>.

Members may attend the meeting in person or access the meeting by remote online access. Separate Webex invites will be issued for each part of the meeting and will be sent to all Members and Officers prior to the meeting. Members are requested to notify Committee Section by 12 noon on Monday 1 November 2021 how they intend to access the meeting.

In the event of connectivity issues, Members joining remotely are asked to use the *join by phone* number in the Webex invitation and as noted above.

Information relating to the recording of meetings can be found at the end of this notice.

ANNE SINCLAIR
Interim Head of Legal Services

BUSINESS

1.	**Apologies, Substitutions and Declarations of Interest**	**Page**
COMMUNITIES **PERFORMANCE MANAGEMENT**		
2.	**Communities Revenue & Capital Budget Report 2021/22 - Projected Out Turn at Period 5 to 31 August 2021** Report by Interim Service Director Corporate Services & Organisational Recovery and Corporate Director Education, Communities & Organisational Development	**p**
3.	**Communities Performance Report – Capital Programme Progress and Asset Related Items** Report by Corporate Director Education, Communities & Organisational Development	**p**
NEW BUSINESS		
4.	**Communities Recovery Report** Report by Corporate Director Education, Communities & Organisational Development	**p**

5.	**Watt Institution Collections Policies** Report by Corporate Director Education, Communities & Organisational Development	**p**
6.	**Communities Update Report – Overview of National and Local Initiatives** Report by Corporate Director Education, Communities & Organisational Development	**p**

EDUCATION **PERFORMANCE MANAGEMENT**		
7.	**Education Revenue & Capital Budget Report – 2021/22 Projected Out Turn at Period 5 to 31 August 2021** Report by Interim Service Director Corporate Services & Organisational Recovery and Corporate Director Education, Communities & Organisational Development	**p**
8.	**Education Performance Report – Capital Programme Progress** Report by Corporate Director Education, Communities & Organisational Development	**p**
NEW BUSINESS		
9.	**Education Recovery Report** Report by Head of Education	**p**
10.	**Education Update Report – Overview of National and Local Initiatives** Report by Corporate Director Education, Communities & Organisational Development	**p**
11.	**Early Learning and Childcare (ELC) Update on 1140 Hours Expansion Programme** Report by Corporate Director Education, Communities & Organisational Development	**p**
12.	**School Term Dates – Session 2022 / 2023** Report by Corporate Director Education, Communities & Organisational Development	**p**
13.	**Education Services Digital Learning Strategy 2021-2028** Report by Corporate Director Education, Communities & Organisational Development	**p**

The documentation relative to the following items 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 the paragraphs of Part I of Schedule 7(A) of the Act as are set out opposite the heading to each item.

	COMMUNITIES **NEW BUSINESS**	
14.	**Appendix relative to Agenda Item 6 providing additional** **Para 6** **information on the governance of external organisations.**	**p**
	EDUCATION **NEW BUSINESS**	
15.	**Early Learning and Childcare Funded Provider Update** **Para 6** Report by Corporate Director Education, Communities & Organisational Development providing an update on matters relating to the governance of funded providers.	**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.

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By entering the online recording or attending the Chambers in person, please acknowledge that you may be filmed and that any information pertaining to you contained in the video and oral recording of the meeting will be used for the purpose of making the recording available to the public.

Enquiries to – **Diane Sweeney** – Tel 01475 712147

Inverclyde council

Report To:	Education & Communities Committee	Date:	2 November 2021
Report By:	Interim Service Director, Corporate Services & Organisational Recovery and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/64/21/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities Revenue & Capital Budget Report 2021/22 - Projected Out Turn at Period 5 to 31 August 2021		

1.0 PURPOSE

1.1 To advise Committee of the 2021/22 Revenue and Capital Budgets position at Period 5 to 31 August 2021.

2.0 SUMMARY

2.1 The total Communities Revenue Budget for 2021/22, excluding Earmarked Reserves, is currently £4,435,580.The latest projection is an underspend of £62,000, an increase in expenditure of £52,000 since last Committee.

2.2 The main variances to highlight for the 2021/22 Revenue Budget are –

Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Income is projected to under-recover by £58,000. This is due to reduced charging for internet access, overdue books fines and goods for resale.
Non Domestic Rates (NDR) are projected to overspend by £6,000.
The under-recovery and overspend is partially offset by a £13,000 projected underspend for utilities and a £3,000 projected underspend for Museum shop Goods for Resale.

Sports & Leisure: Projected Underspend £48,000

The budget for funding Inverclyde Leisure Under 16s Free Swimming was £180,000. Following approval of the virement requested in Paragraph 8.1 and Appendix 6, the budget will be reduced to £164,000 resulting in the previously reported underspend of £61,000 reducing to £45,000. There are also minor variances for maintaining crawl holes at 3G pitches and a shortfall in Rental Income.

Community Safety: Projected Underspend £41,000

Following approval of the virement requested in paragraph 8.1 and Appendix 6, Community Safety Employee Costs are projected to underspend by £41,000 due to a number of vacancies within Community Safety and School Crossing Patrollers.

<u>Community Halls: Projected Underspend £21,000</u>

Community Halls Employee Costs are projected to underspend by £16,000 due to a number of vacant Letting Officer posts. In addition there is a projected underspend of £5,000 for Community Hubs Resources.

2.3 The Communities 2021/24 Capital Budget is £4.136 million with £759,000 projected to be spent in the current Financial Year. There is slippage of £578,000 (43%) from the original budget Expenditure to date at 31 August 2021 is £288,000 or 37.9% of the projected expenditure for the year. The costs of the overall Capital Programme are being contained within existing budgets. Appendix 4 gives more financial information by project with updates on physical progress of projects provided elsewhere on this agenda.

2.4 Earmarked Reserves, excluding those for Asset Plans and Strategic Funds total £92,000 all of which is projected to be spent in the current Financial Year. To date there has been £27,000 (29.3%) of expenditure. Spend to date per profiling was expected to be £12,000 and there is no slippage to report at this time. Appendix 5 provides more information by project.

3.0 RECOMMENDATIONS

3.1 The Committee note the current projected underspend of £62,000 for the 2021/22 Communities Revenue Budget as at Period 5 to 31 August 2021.

3.2 The Committee note the financial position of the specific capital projects detailed in Appendix 4 and note that the cost of the current Communities Capital Programme is being contained within existing budgets.

3.3 The Committee are asked to approve the virements of £54,000 as detailed in paragraph 8.1 and appendix 6.

Alan Puckrin **Ruth Binks**
Interim Service Director, **Corporate Director Education, Communities &**
Corporate Services & **Organisational Development**
Organisational Recovery

4.0 BACKGROUND

4.1 The purpose of this report is to advise Committee of the current position of the 2021/22 Revenue and Capital Budgets as at Period 5 to 31 August 2021 and to highlight the main variances contributing to the projected underspend of £62,000 for the 2021/22 Revenue Budget.

5.0 2021/22 REVENUE BUDGET PROJECTION

5.1 The current Communities Revenue Budget for 2021/22 is £4,435,580 which is a decrease of £53,380 from the Approved Budget. Appendix 1 provides more details of the budget by Service area. The latest projection is an underspend of £62,000.

5.2 Libraries & Museum: Projected Overspend £48,000

Libraries & Museum Income is projected to under-recover by £58,000. This is due to reduced charging for internet access, overdue books fines and goods for resale.
Non Domestic Rates (NDR) are projected to overspend by £6,000.
The under-recovery and overspend is partially offset by a £13,000 projected underspend for utilities and a £3,000 projected underspend for Museum shop Goods for Resale.

Sports & Leisure: Projected Underspend £48,000

The budget for funding Inverclyde Leisure Under 16s Free Swimming was £180,000. Following approval of the virement requested in Paragraph 8.1 and Appendix 6, the budget will be reduced to £164,000 resulting in the previously reported underspend of £61,000 reducing to £45,000. There are also minor variances for maintaining crawl holes at 3G pitches and a shortfall in Rental Income.

Community Safety: Projected Under spend £41,000

Following approval of the virement requested in paragraph 8.1 and Appendix 6, Community Safety Employee Costs are projected to underspend by £41,000 due to a number of vacancies within Community Safety and School Crossing Patrollers.

Community Halls: Projected Under spend £21,000

Community Halls Employee Costs are projected to underspend by £16,000 due to a number of vacant Letting Officer posts. In addition there is a projected underspend of £5,000 for Community Hubs Resources.

6.0 2021/24 CAPITAL BUDGET PROJECTION

6.1 The Communities 2021/24 Capital Budget is £4.136 million with £759,000 projected to be spent in the current Financial Year. There is slippage of £578,000 (43%) from the original budget Expenditure to date at 31 August 2021 is £288,000 or 37.9% of the projected expenditure for the year. The costs of the overall Capital Programme are being contained within existing budgets. Appendix 4 gives more financial information by project with updates on physical progress of projects provided elsewhere on this agenda.

7.0 EARMARKED RESERVES

7.1 Earmarked Reserves, excluding those for Asset Plans and Strategic Funds total £92,000 all of which is projected to be spent in the current Financial Year. To date there has been £27,000 (29.3%) of expenditure. Spend to date per profiling was expected to be £12,000 and there is no slippage to report at this time. Appendix 5 provides more information by project.

8.0 VIREMENTS

8.1 Committee are asked to approve virements of £54,000 as detailed in Appendix 6. Firstly, part of the underspend for Community Safety Employee Costs is being transferred to the Policy & Resources Committee to fund two temporary new posts within HR / Payroll Team. Secondly, £16,000 of the Sports & Leisure Under 16 Free Swimming budget is being transferred to the Education Committee to fund additional swimming lessons for Primary 5 children. Due to Covid-19 restrictions last year these children were unable to attend while in Primary 4. Both virements are one-off for Financial Year 2021/22 only.

9.0 IMPLICATIONS

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 **Legal**
There are no specific legal implications arising from this report.

9.3 **Human Resources**
There are no specific human resources implications arising from this report.

9.4 **Equalities**

Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

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

9.5 **Repopulation**
There are no repopulation issues with this report.

10.0 CONSULTATION

10.1 The paper has been jointly prepared by the Interim Service Director, Corporate Services & Organisational Recovery and the Corporate Director Education, Communities & Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Communities Budget Movement - 2021/22

Period 5 - 1st April 2021 to 31 August 2021

Service	Approved Budget 2021/22 £000	Movements				Revised Budget 2021/22 £000
		Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	
Libraries & Museum	1,636		1			1,637
Sport & Leisure	1,081		(145)			936
Community Safety	551		(50)			501
Community Halls	969		(25)			944
Grants to Voluntary Organisations	252		166			418
Totals	4,489	0	(53)	0	0	4,436

Movement Details

External Resources

Inflation

£000

0

Virement

Cleaning	1
Comm Safety Funding HR Posts	(38)
Sports & Leisure to ED Swimming Lessons	(16)
	(53)

Supplementary Budget

0

(53)

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

Period 5 - 1st April 2021 to 31st August 2021

2020/21 Actual £000	Subjective Heading	Approved Budget 2021/22 £000	Revised Budget 2021/22 £000	Projected Out-turn 2021/22 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,754	Employee Costs	1,852	1,827	1,770	(57)	(3.1%)
602	Property Costs	623	624	617	(7)	(1.1%)
2,613	Supplies & Services	1,052	1,064	1,061	(3)	(0.3%)
1	Transport Costs	3	3	3	0	-
72	Administration Costs	75	75	75	0	-
1,173	Other Expenditure	1,254	1,232	1,175	(57)	(4.6%)
(477)	Income	(370)	(389)	(327)	62	(15.9%)
5,738	TOTAL NET EXPENDITURE	4,489	4,436	4,374	(62)	(1.4%)
0	Earmarked Reserves	0	0	0	0	
(1,378)	Additional Funding Covid-19			0	0	
4,360	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,489	4,436	4,374	(62)	

2020/21 Actual £000	Objective Heading	Approved Budget 2021/22 £000	Revised Budget 2021/22 £000	Projected Out-turn 2021/22 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,595	Libraries & Museum	1,637	1,637	1,685	48	2.9%
2,525	Sports & Leisure	1,081	936	888	(48)	(5.1%)
450	Community Safety	550	501	460	(41)	(8.2%)
941	Community Halls	969	944	923	(21)	(2.2%)
227	Grants to Vol Orgs	252	418	418	0	-
5,738	TOTAL COMMUNITIES	4,489	4,436	4,374	(62)	(1.4%)
0	Earmarked Reserves	0	0	0	0	
(1,378)	Additional Funding Covid-19			0	0	
4,360	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,489	4,436	4,374	(62)	

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Period 5 -1st April 2021 to 31st August 2021

Out Turn 2020/21 £000	Budget Heading	Budget 2021/22 £000	Proportion of Budget	Actual to 31-Aug-21 £000	Projection 2020/21 £000	(Under)/Over Budget £000	Percentage Over / (Under)
0	**Libraries & Museum** Income	(71)	(30)	(10)	(13)	58	(81.7%)
180	**Sports & Leisure** Free Swimming	164	68	39	119	(45)	(27.4%)
404	**Community Safety** Employee Costs	453	173	141	412	(41)	(9.1%)
Total Material Variances		**546**	**211**	**170**	**518**	**(28)**	

COMMUNITIES COMMITTEE

CAPITAL BUDGET MONITORING REPORT

CURRENT POSITION

Period 5 - 1st April 2021 to 31st August 2021

	1	2	3	4	5	6	7	8
Project Name	Est Total Cost	Actual to 31/3/21	Approved Budget 2021/22	Revised Est 2021/22	Actual to 23/09/21	Est 2022/23	Est 2023/24	Future Years
	£000	£000	£000	£000	£000	£000	£000	£000
Communities								
Lady Alice Bowling Club Refurb	210	18	0	0	0	192	0	0
Indoor Sports Facility For Tennis	635	0	600	200	34	435	0	0
Leisure Pitches AMP - Lifecycle Fund	1,165	0	172	172	146	623	370	0
Grieve Road Community Centre	200	172	28	28	0	0	0	0
Wemyss Bay Community Centre Refurbishment	100	94	6	6	0	0	0	0
Whinhill Golf Club Lifecycle Works	250	66	174	174	101	10	0	0
WLC - Moveable Pool Floor	325	10	300	26	3	289	0	0
Watt Institution Creativity Space	55	0	50	50	0	5	0	0
PG New Community Hub (King George VI Building)	1,184	0	0	96	4	1,088	0	0
Complete On Site	12	0	7	7	0	5	0	0
	4,136	360	1,337	759	288	2,647	370	0
TOTAL	4,136	360	1,337	759	288	2,647	370	0

Report To:	Education & Communities Committee	Date:	2 November 2021
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/21/HS
Contact Officer:	Hugh Scott, Service Manager	Contact No:	01475 715459
Subject:	Communities Performance Report – Capital Programme Progress and Asset Related Items		

1.0   PURPOSE

1.1   The purpose of this report is to consider performance reporting for the Communities part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme.

2.0   SUMMARY

2.1   This report advises the Committee of the progress of the projects within the Communities Capital Programme and those external grant funded projects where the Council holds all or part of the grant funding for projects being progressed through partner organisations.

2.2   The report also provides an update on other Council Community Asset related activity.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Education and Communities Committee notes the current position of the 2021/24 Capital Programme and the progress on the specific projects detailed in this report.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 18 March 2021.

4.2 The report also covers progress of external partner projects where the Council holds all or part of the funding through successful bids as part of the Scottish Government Regional Capital Grant Fund process.

5.0 COMMUNITIES CAPITAL PROJECTS

5.1 **Lady Alice Bowling Club:**

The management committee is working with Community Link Scotland to support it in identifying and applying for external funding. The club have now signed their lease.

The Council continues to support the management committee of Lady Alice Bowling Club to source external funding to match the shortfall required in respect of the building and project costs.

5.2 **Indoor Sports Facility for Tennis:**

The design of the proposed indoor tennis centre has been agreed with all stakeholders. Dialogue continues with planners to support the application process. In anticipation of planning permission being granted, the specification of the internal facilities within the centre continue to be developed to include a gym area, café area and soft play as per the original design proposals. The Council and Inverclyde Leisure continue to engage with all stakeholders, including key funders and the tennis facility is currently going through the planning process.

5.3 **Leisure Pitches Asset Management Plan / Lifecycle Fund:**

The lifecycle works continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. The carpet replacement at Lady Octavia Sports Centre 3G pitch is now completed. Design work on the pitch carpet replacements scheduled for 2022/23 will commence later in the current financial year.

5.4 **Grieve Road Community Centre:**

As previously reported, all works are now complete with the exception of the installation of new high level windows in the main hall and alterations to form a disability compliant toilet / relocation of an office. Building warrant is in progress with tenders now issued for this last phase of work.

5.5 **Wemyss Bay Community Centre:**

As previously reported, all works are now complete with the exception of the installation of new high level windows in the main hall. Building warrant is in place with tenders now issued for this last phase of work.

5.6 **Whinhill Golf Club Lifecycle Works:**

Replacement of windows, doors and security shutters is complete as previously reported including fencing / security improvements. Design work is currently being progressed, with building warrant submitted, addressing remodelling an element of the existing building to facilitate relocation of the 'Starter's Room' which will improve supervision. Work is also being undertaken on options for replacement of the existing oil fire heating system. Further phased works have been scoped and will be considered for progression subject to overall budget availability / limits.

5.7 **Waterfront Leisure Centre Training Pool Moveable Floor:**

The preparation of the design for tender document preparation is progressing incorporating the mechanical and electrical technical specification and moveable floor and associated controls specification. Property Services is working towards a tender being issued by the end of 4th Quarter 2021. As previously noted, the lead time for the specialist moveable floor is significant with the pre-site and site periods to be confirmed as part of the tender process. Subject to tender issue, evaluation and acceptance it is intended to align the site works with Inverclyde Leisure preference of Spring 2022 and the availability of Gourock Outdoor Pool.

5.8 **Watt Institution Creativity Space:**

National Heritage Lottery Funding has been secured through the 'Watt Voices' project to address internal alterations to an existing office space and formation of a creativity space. Tenders were issues at the end of August and returned at the end of September 2021. Tender evaluation has now been completed with formal acceptance recently issued and pre-start meeting held.

5.9 **Community Hub King George VI**

The Council has been awarded funding of £1.184m from The Scottish Government Regional Capital Grant Fund (RCGF) for the second phase relating to the refurbishment and conversion of the King George VI building in Port Glasgow into a community facility. Property Services is progressing the design work which involves the refurbishment and conversion of the building to be suitable for community use. As part of the preparation of the Architectural Stage 2 report, an energy model of the proposed building has been developed, including a design based on current building standards and options for consideration (subject to funding / budget constraints) that align with the impending zero carbon building standards. Formal cost planning and estimates will be prepared at the relevant architectural stages to address a comparison of the available budget against the developing design. The current programme targets conclusion of the formal tendering exercise including acceptance of contract by the end of 1st Quarter 2022.

6.0 COMMUNITIES EXTERNAL PARTNER PROJECTS

6.1 **Craigend Resource Centre:** Construction work on the Craigend Resource Centre is progressing as planned, with the current status as groundworks and below slab drainage completed. Steel frame erected for the main building is also progressing well, unfortunately due some issues around utility services there is now delay of 8 weeks with an estimated of completion of phase 1 end November 2021.

6.2 **The Inverclyde Shed Meet, Make + Share:** The Council, in partnership with the Inverclyde Shed, has been awarded funding of £504k from The Scottish Government Regional Capital Grant Fund (RCGF) to transform a vacant light industrial unit in East Blackhall Street into a community workshop**.** Legal Services has now agreed the funding agreement.

6.3 **Parklea Branching Out**: A first stage application was submitted on 19 June 2020. The RCGF Investment Panel has now confirmed that application was successful to proceed to a stage 2 application which was submitted on 22 October 2021. Officers are working closely with the Committee to support the application. If successful with stage 2, confirmation of funding will likely be in early 2022.

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 known Legal implications contained within this report.

7.3 **Human Resources**

There are no known Human Resources implications contained within 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.
	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**

There are no repopulation implications contained within this report.

8.0 CONSULTATIONS

8.1 None.

9.0 BACKGROUND PAPERS

9.1 None.

Inverclyde council

Report To:	**Education and Communities Committee**	**Date:**	**02 November 2021**
Report By:	**Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/47/21/RB**
Contact Officer:	**Ruth Binks**	**Contact No:**	**01475 712828**
Subject:	**Communities Recovery Report**		

1.0 PURPOSE

1.1 The purpose of this report is to give the Committee an update on Recovery planning for the Communities remit of the Committee.

2.0 SUMMARY

2.1 A partnership recovery plan from the COVID-19 pandemic with identified associated spend is in place and reports to the Policy and Resources Committee and to the Alliance Board. This report gives updates on progress of the Recovery plan that are pertinent to this committee

2.2
- Culture Collective
- Evaluation of Summer of Fun
- Duke of Edinburgh programme
- Sports and Physical Activity Strategy
- Meliora Festival and Community events

3.0 RECOMMENDATIONS

3.1 The Committee is asked to note the updates in this report.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 A partnership recovery plan from the COVID-19 pandemic with identified associated spend is in place and reports to the Policy and Resources Committee and to the Alliance Board. This report gives updates on progress of the Recovery plan that are pertinent to this committee

5.0 UPDATES

5.1 **Culture Collective**

In March 2020, Creative Scotland commenced a pilot programme to establish a network of creative practitioners, organisations, and communities, working together to create a positive difference locally and nationally in response to Covid-19. A consortium of Inverclyde partners including Inverclyde Council, Beacon Arts Centre, RIG Arts, CVS Inverclyde and Kayos Theatre Group successfully bid to be one of the 26 projects across Scotland who shared £6m in funding. Inverclyde's project received £275,000 for 18 months' of arts activity across the area (March 2021 – September 2022).

The aim of the project is to investigate key areas identified by the Arts Sub-Group of the Inverclyde Cultural Partnership and specific to the needs of Inverclyde – health and social care (and in particular, adult mental health); young people; community regeneration; environmental/outdoor/site-specific work; and engaging with under-represented audiences with low arts engagement and/or barriers to access. The project will support over 40 artists and creative practitioners.

Progress made since the previous update to this Committee includes the appointment of a Writer in Residence to work with Inverclyde's communities through the public library service; an Artist in Residence to work across the area; and artists to work on *Galoshans* 2021. All of this activity begins in October 2021. The project steering group has also made awards of development bursaries to one experienced and one emergent artist and this work will commence in January 2022.

In addition, project partners RIG Arts have: commenced the "Open Studio" project to provide a range of experiences and opportunities for young people, with 15 regular participants completing sessions on ceramics, sculpture etc; commenced the "Inside Out" project to work with the local community to explore the connection between community greenspaces and mental health recovery, with 21 regular participants in the Auchmountain Glen area; and commenced the "Creativity in Mind" project to work with adults with mental health issues to use creativity as a means of self-expression to support recovery, manage symptoms, and build self-esteem.

5.2 **Summer of Fun**

To support COVID recovery, the Scottish Government allocated £15m for Summer of Play: Activities for Children & Young People. Inverclyde was allocated £200,000.

In addition to the activities already in place during the summer, the following outlines the range of activities that were on offer:

- Summer Play schemes
- Outdoor cinema event
- Free climbing sessions
- Free ice skating sessions
- Summer Reading Challenge
- Mindfulness sessions and an empathy walk

- ▪ Art workshops

- ▪ Musical activities including Museum Musical Mystery Tour, Bucket Band, Body Rhythm, Early Years Musical café, Musical theatre singing workshops

- • CLD Youth Services and Active Schools – ran a summer programme which included outdoor education and fun activities within secondary schools such as art, sport and creative issue based work, as well as and a fun element of inflatables. Free Friday evenings were also provided to S1-S4 as a diverse activity at Elev8 Trampoline Park.

- • Waterfront Cinema – provided one weekend of free indoor cinema to children, young people and families.

- • Creative Quest Workshops

- • Play in 2-Days courses

- • Shakespeare Acting Workshops – workshops were offered to a range of young people.

- • Story telling sessions - The SFRS Heritage Trust provided "Wallace the Firedog" story telling sessions at the Fire museum in Greenock.

Over the course of the summer approximately 16,000 different sessions were accessed by young people and their families across the whole of Inverclyde provided by 10 different partner agencies.

Feedback was incredibly positive. The wide variety of options on offer was praised as well as the quality of staff interactions. Everything was offered for free, and snacks were made available where possible. Young people had input to the planning of the events and those providing activities were adaptable to the wishes and needs of the young people who attended.

The joint branding of the whole project gave an uplifting feel to the summer activities and created a buzz that families opted into. All activities received positive evaluations, with some families stating that they did not know how they would have coped without it.

Going forward consideration needs to be given to the booking of activities. Because there was no charge, some families opted to attend one event, having booked another. This was particularly frustrating for the events with limited numbers, many of which had been 100% booked in the first days they were available yet were poorly attended on the day.

As part of the Summer of Fun we also received £30,000 from Sport Scotland, £15K of which was used to give all under 16s access to Inverclyde Leisure's gym facilities. This was incredibly popular and well received. The other £15K was offered to support small community sport clubs through the Community Hub Programme.

In addition, Inverclyde Council were successful in securing funding from the national Access to Childcare Fund to deliver affordable holiday hubs for families who were on low income. Over 109 young people, the majority of whom were between 5 -12 years were supported over the summer and attended one of two holiday hubs. The Scottish Government is keen to learn from the experience of pilot initiatives such as the affordable holiday hub to inform

The COVID Recovery strategy for the Scottish Government states that they will, 'Build on Get Into Summer 2021 to deliver a summer 2022 offer for children and families in low income households which provides coordinated access to food, childcare and activities during the holidays. By summer 2023 they state that they will build on this work to make holiday childcare provision available for all children from low income families.

5.3 **Duke of Edinburgh Programme**

The DofE team within the CLD services of Inverclyde Council supported the wider COVID-19 response with their colleagues throughout 2020-21 but have been able to maintain limited

support to the DofE Centres.

From September 2020 the team were able to start enrolments and direct support again.
The Council's enrolment rate for the year was 54% of the previous year, which is commendable considering the barriers faced.
Completions have been impacted, and the introduction of the *Certificate of Achievement*, (recognising a young person's efforts whilst unable to complete an expedition) has enabled 42% to be recognised for the their achievements.

It is recognised that the further lockdowns impacted upon our work, including the expeditions and opportunities that the Council had planned for, especially with the more disadvantaged young people, and this is still a priority for the team.

The increasing trend of more disadvantaged young people gaining an Award was interrupted in 2020, and we hope to be able to redress this. £200,000 has been allocated by the Council as part of the COVID-19 partnership recovery fund. Additional posts are currently going through the recruitment process.

DofE Scotland were pleased to assist the efforts of the CLD team by providing 100 funded places to help disadvantaged young people start their DofE programme, helping supplement the work done by Inverclyde Council.

The recently launched DofE 5 year strategy matches closely the ambition of Inverclyde CLD 3 year plan, particularly in respects to improving wellbeing, health and reducing the inequalities posed by poverty.

5.4 **Sports and Physical Activity Strategy**

The Active Inverclyde Strategy was approved at the Alliance Board on 4 October 2021. The strategy can be accessed at https://www.inverclyde.gov.uk/assets/attach/14364/08-Active-Inverclyde-Strategy.pdf and concentrates on four main themes that reflect the areas we believe are pivotal to achieving a reduction in health inequalities and an increase in levels of physical activity. These are:
- Active People;
- Active Communities;
- Active Partnerships; and
- Active Environment

The Active Inverclyde Strategy will be accompanied by a more detailed action plan that will be developed in consultation with local communities. This will ensure that the actions taken to increase participation on physical activity, including sport, reflect the needs of communities.

5.5 **MELIORA Festival and Community Events**

The Covid Recovery plan has allocated £350,000 to support a large outdoor festival and £120,000 to support community events in localities. The three main events that make up the MELIORA Festival will be a large outdoor sports events with obstacles, an arts festival and the UK pipe band championship. The events will take place in May and June and the intention is to link in with the Diamond Jubilee celebrations. In the next months, officers will link in with the localities through the Communication and Engagement groups to identify the types of activities they wish to take forward and the support that this may need.

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**

It is very much hoped that the COVID recovery planning for communities will lead to an increased sense of morale after the pandemic and to have a positive impact on repopulation.

7.0 CONSULTATIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 N/A

Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**2 November 2021**
Report By:	Corporate Director Education Communities and Organisational Development	**Report No:**	**EDUCOM/41/21/AW**
Contact Officer:	Alana Ward, Service Manager	**Contact No:**	**01475 712330**
Subject:	**Watt Institution Collections Policies**		

1.0 PURPOSE

1.1 The purpose of this report is to seek Committee approval for an updated Collections Development Policy for the McLean Museum and Art Gallery and a Collecting Policy for Inverclyde Archives and the Watt Library.

2.0 SUMMARY

2.1 The Collections Development Policy for the McLean Museum and Art Gallery has been updated. The adoption and implementation of such a policy by the Inverclyde Council, the governing body of the McLean Museum and Art Gallery, is a requirement of the Arts Council England (ACE) Accreditation Scheme which sets nationally agreed standards for museums in the UK.

2.2 This policy is intended to replace the Collections Development Policy approved by the Education and Communities Committee in November 2016 and supersedes all previous and existing practices and policies, formal or informal, relating to the acquisition of items for the collections of the museum. There have been no substantial changes made to the policy and those revisions that have taken place are for reasons of brevity and clarity only. The revised Museum Collections Development Policy can be viewed at: https://bit.ly/2021MCDP

2.3 In addition, the Committee is asked to approve a Collecting Policy for Inverclyde Archives and the Watt Library. Although all three services are housed within the Watt Institution, the terms of the Museums Accreditation Scheme require that library and archive collecting policies should be separate to that of the museum. The Inverclyde Archives and Watt Library Collecting Policy can be viewed at: https://bit.ly/2021IAWLCP

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee:

- approves the McLean Museum and Art Gallery Collections Development Policy to meet the requirements of the Arts Council England Accreditation Scheme;
- approves the Inverclyde Archives and Watt Library Collecting Policy; and
- refers the decision of the Committee to the next meeting of the Inverclyde Council for noting as Trustees of the Watt Institution.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 The adoption and implementation of a Collections Development Policy for the McLean Museum and Art Gallery by the Inverclyde Council, the governing Body of the McLean museum and Art Gallery, is a requirement of Arts Council England (ACE) Accreditation Scheme for museums in the UK.

4.2 The McLean Museum and Archive currently enjoys Accredited Status within the Scheme and seeks to retain this status as it is a benchmark standard which attracts Government funding. Museums that do not meet the standard do not receive Government grants.

5.0 PROPOSAL

5.1 It is considered good practice to review collections development policies every 5 years. The current Collections and Development Policy was approved by the Education and Communities Committee in November 2016.

5.2 This policy supersedes all previous and existing practices and policies, formal or informal, relating to the acquisition of items for the collections of the museum. There have been no substantial changes made to the policy and those revisions that have taken place are for reasons of brevity and clarity only. The revised Museum Collections Development Policy can be viewed at: https://bit.ly/2021MCDP

5.3 In addition, the Committee is asked to approve a Collecting Policy for Inverclyde Archives and the Watt Library. Although all three services are housed within the Watt Institution, the terms of the Museums Accreditation Scheme require that library and archive collecting policies should be separate to that of the museum. The Inverclyde Archives and Watt Library Collecting Policy can be viewed at: https://bit.ly/2021IAWLCP

6.0 IMPLICATIONS

6.1 **Finance**

There are no known 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					

6.2 **Legal**

The Interim Head of Legal Services comments that, as the Watt Institution is held and administered by the Council as Trustees, any recommendation of this Committee will require to be referred to the Trustees of the Watt Institution for noting.

6.3 **Human Resources**

There are no known Human Resources implications arising from this report.

6.4 **Equalities**

Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

The Watt Institution is a key part of Inverclyde's tourism, culture and heritage offer, providing services to visitors and residents of Inverclyde.

7.0 **CONSULTATIONS**

7.1 None

8.0 **BACKGROUND PAPERS**

8.1 None

Inverclyde council

Report To:	**Education and Communities Committee**	**Date:**	**02 November 2021**
Report By:	**Ruth Binks, Corporate Director, Education, Communities and OD**	**Report No:**	**EDUCOM/39/21/TM**
Contact Officer:	**Tony McEwan, Head of Culture, Communities and Educational Resources**	**Contact No:**	**01475 712828**
Subject:	**Communities Update Report – Overview of National and Local Initiatives**		

1.0 PURPOSE

1.1 The purpose of this report is to update the Education and Communities Committee on aspects of the culture and communities remit of the service.

2.0 SUMMARY

2.1 This report provides updates on the following matters:

Community Initiatives

- Community learning and development strategic three year plan;
- Child Poverty Action Report Year 3;
- Community Grants Fund 2021/2022 allocations;
- Communication and engagement groups;
- New Scots Get Connected;
- Prevention and Education Steering-Group; and
- Community provision for children with Autism

Governance of external organisations including the Inverclyde Leisure Annual Report

An update on the provision of subsidised swimming as requested by committee

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- notes the updates provided in this report;

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

4.0 COMMUNITY INITIATIVES

4.1 Community Learning and Development 3 year plan

The Community Learning and Development Strategic 3 year plan 2021-2024 sets out the key strategic priorities of the CLD partnership in Inverclyde and the actions that will be taken to achieve them. Given the impact that the COVID-19 pandemic has had on CLD services, the focus of the plan will be on recovery and re-engaging with its service users.

Through consultation and engagement, the partnership has identified the following key priorities:

- The development of digital services;
- Empowering communities;
- Improving the health and wellbeing of communities; and
- Creating a workforce for the future.

The plan was approved by the Inverclyde Alliance on 4 October 2021 and can be viewed using the following link https://www.inverclyde.gov.uk/assets/attach/14358/11-Community-Learning-and-Development-3-Year-Plan-2021.pdf

4.2 Child Poverty Action Report Year 3

The Child Poverty Action Report (year 3) sets out the activity undertaken during the year and the planned actions to meet the Government's 2030 targets to significantly reduce incidences of child poverty in Scotland. The report, which was approved by the Inverclyde Alliance on 4 October 2021, can be accessed here https://www.inverclyde.gov.uk/assets/attach/14370/10-Local-Child-Poverty-Action-report-Year-3.pdf

The plan focuses on a small number of set themes and priorities which are based on evidence provided through its partnership with Public Health Scotland. Although the plan continues to develop and improve, a number of key achievements were noted:

- Expansion of the Discretionary Housing Policy (DHP) in August 2020. A new criteria was introduced to supplement housing cost support in the private rented sector by up to 100% of the difference between Universal Credit Housing costs or Housing Benefit entitlement;
- Increase of the Scottish Welfare Fund Crisis Grant Payments by 20% to provide greater financial support to those in most need. The number of approved Crisis Grant applications increased in 2020/2021 by 15%;
- A pre-apprenticeship programme for a second cohort of 12 pupils from across Inverclyde;
- Provision of training and development opportunities for several care experienced young people through either a modern apprenticeship or paid work;
- The creation of opportunities for families who were identified as digitally insecure by delivering 570 tablets, 536 laptops and 688 mobile wifi devices through Connecting Scotland; and
- The hosting of 6 locality community listening events in February 2021, to encourage community participation in discussions around services and initiatives to mitigate poverty, deprivation and inequalities.

The plan is monitored by Inverclyde's Child Poverty Action Group.

4.3 Community Grants Fund 2021/2022 Round 1

A meeting of the grants sub-committee took place on 22 September 2022 to allocate the former GTVO and Fee Waivers to community groups and organisations across Inverclyde. In total, £262,934 of Community Grants was allocated between 68 groups. Another opportunity for groups to apply will be provided towards the end of this year.

The information in the report provided to members of the grants sub-committee has been improved and the report also now provides better summary information, particularly in relation to equalities.

A copy of the allocations and summary report can be found using this link https://www.inverclyde.gov.uk/meetings/documents/14550/02%20Community%20Grants%20Fund%202021-22%20-%20Round%201.pdf

4.4 Communication and engagement groups

The service continues to support the communication and engagement groups in each of the six locality areas in Inverclyde which are now meeting on a monthly basis. Recent activities have included consultation on the allocation of the anti-poverty funding and preparations for the forthcoming participatory budgeting exercise around aspects of the Roads Asset Management Plan.

Two pilot Locality Planning Group (LPG) meetings were held at the end of September. These groups will assist in the Council in further fulfilling its obligations under the Community Empowerment Act to plan and deliver services based on local need. The Inverkip and Wemyss Bay (LPG) met on the 29th of September and was attended by 3 members of the Inverkip and Wemyss Bay Communication and Engagement Group. The Port Glasgow LPG met on the 30th of September and was also attended by 3 members of the Port Glasgow Communication and Engagement Group. At both LPG meetings, the community representatives provided an overview of the work of their respective Communications and Engagement Group and highlighted the key issues that they are looking at. Going forward, the LPGs will meet on a quarterly basis and the community representatives will play a key role in providing the LPGs with feedback on the needs and aspirations of the local community.

The Communication and Engagement Groups in each locality will be asked to discuss participatory budgeting at their November meeting. A pilot participatory budgeting exercise will be carried out on the Roads Asset Management Plan during November/December and the Communication and Engagement Groups will play a key role in this. The Groups will be given a limited list of carriageways and a list of footpaths from across Inverclyde and asked to discuss and agree on the order in which they would prioritise them for repair. The meetings will be facilitated by the Communities Service and a representative from roads will attend to present the background information and answer any questions.

4.5 New Scots Get Connected

The service has secured funding of £87k to deliver an induction programme to support New Scots to learn English and build social connections with the wider community following their arrival in Inverclyde, building on elements of practice that have worked both locally and elsewhere in Scotland. This funding will help develop the foundations for a model beyond the induction phase to enable New Scots to develop English and social connections hand in hand, one supporting and strengthening the other.

The Refugee Integration Team and CLD will work together to deliver a series of 10 week induction programmes for 44 families, over a year in local community centres and venues across Inverclyde. These new programmes will offer effective integrated language support to encourage increased levels of participation.

4.6 Prevention and education steering group

The prevention and education steering group is a subsidiary of the Alcohol and Drugs Partnership. Following a review of alcohol and drug education and prevention services across Inverclyde, an action plan for improvement has been developed. Specific to this Committee, the prevention and education steering group is chaired by the service manager in communities and has a strong focus on supporting prevention in a school and youth work setting. The action plan, seeks to improve not only the existing offer to schools and youth work but to the education of adults in the community.

4.7 **Community provision for children and young people with autism**

The service is working closely with colleagues in the health and social care partnership to identify all services which exist to support children and young people with autism in a community setting. The service is aware of three services, the A-Team, Friends 4ever Group and Connect Youth (Youth Connections), which exist in the communities of Inverclyde but, at the time of writing, these have yet to re-open after their initial closure due to the COVID-19 pandemic.

4.8 **Rankin Park Bowling Club**

Ongoing engagement is taking place between Rankin Park Bowling Club and officers as a result of the conditions survey undertaken. This will be subject to a further report to this committee.

5.0 GOVERNANCE OF EXTERNAL ORGANISATIONS

5.1 **Inverclyde Leisure Annual Report and governance**

The Inverclyde Leisure Board approved its annual report at its meeting on 27 September 2021 and a members briefing took place on 26 October 2021. The IL Board acknowledges the significant financial support provided by the Council to IL during the COVID-19 pandemic.

Inverclyde Leisure's high level priorities are to drive the company's recovery:

- to win loyal customers;
- to leverage technology;
- to consolidate and reduce expenditure;
- to utilise dynamic employee scheduling;
- to continuously review programmes;
- to be creative and search for ways to be innovative; and
- to seek ways to grow as the environment becomes more stable.

A copy of the final report can be accessed using the following link:

https://inverclyde-www.legendonlineservices.co.uk/media/1433/98209-il-annual-report-2020-21-final-web-1.pdf

Regular governance meetings take place between Council officers and IL, as well as officers attending the Board meetings. The COVID -19 recovery money continues to provide welcome support as the leisure industry continues to recover. Whilst it is recognised that IL are making a strong recovery and providing a wide range of services, the current support assumes a return to previous performance by 2023.

5.2 **Beacon Arts Centre**

The Corporate Director continues to attend the board meeting for the Beacon Arts Centre and the Interim Director of Corporate Services and Organisational Recovery attends the finance and general purposes subgroup. As previously reported to Committee, the Beacon has maximised the support available through COVID-19 recovery funding. This has included successfully bidding for several grants either individually or in partnership with other organisations. In a similar way to Inverclyde Leisure, the recovery of the arts sector remains uncertain, and it is not known how confident audiences will be to return to the theatre and arts events.

5.3 **Governance of self-managed community hubs**

All organisations have now signed service level agreements with the council and none have raised concerns regarding their financial position as a result of Covid. Regular governance meetings are ongoing with all organisations which are:
- Branchton Community Centre
- Kilmacolm New Community Centre

- Craigend resource Centre
- Gibshill Community Centre
- Inverkip Hub
- Youth Connections

6.0   Update on Subsidised Swimming 2021/22

A card-based system was implemented in April 2021 which has allowed the service to understand the profile of young people who are taking up the offer of subsidised swimming in Inverclyde.   The Education and Communities committee requested an interim update on uptake.

The first chart shows the swims undertaken by under 16s during the period by decile rank. The second chart shows how Inverclyde school population by SIMD Decile.

% of Visits - U16's By Decile Rank
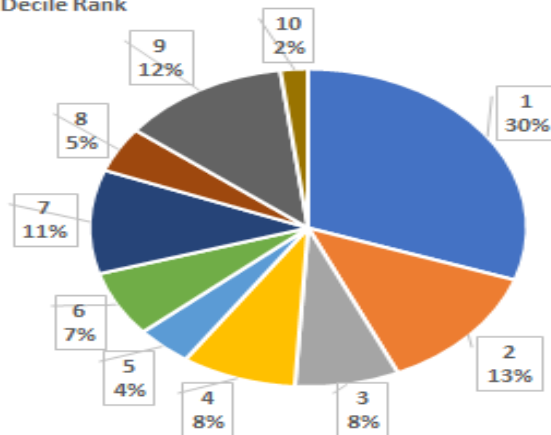
Inverclyde school population (P1 to S6) SIMD Decile
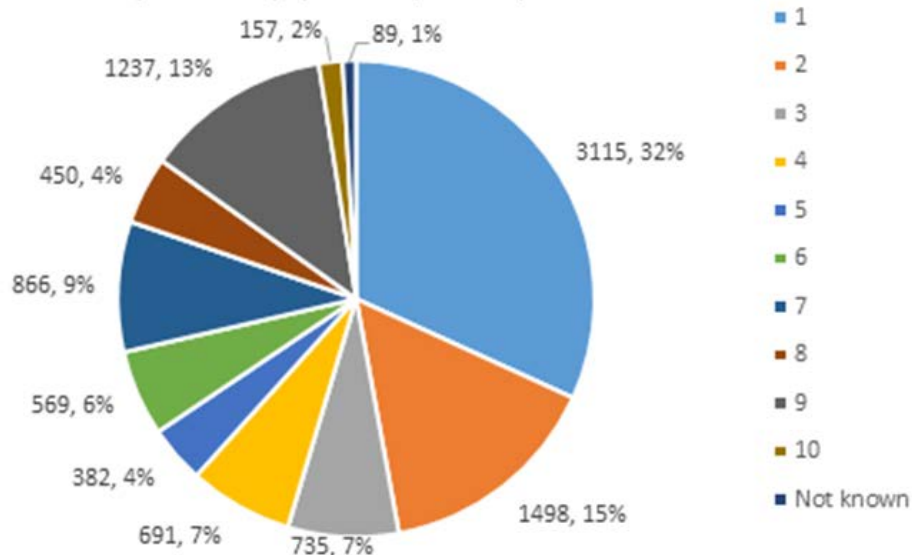
The usage broadly mirrors the demographics of Inverclyde – with slightly less uptake in lower deciles compared to population and slightly more uptake in the mid-range and higher deciles. It is too early to gauge a trend because of the extraordinary circumstances of COVID-19 but the data will continue to be monitored.

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

None.

7.3 Human Resources

None.

7.4 Equalities

Equalities

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

X	YES (assessments have been carried out for pertinent parts of report as reported to the Alliance Board)
	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**

None.

8.0 **CONSULTATIONS**

8.1 None.

9.0 **BACKGROUND PAPERS**

9.1 None.

Inverclyde
council

Report To:	Education & Communities Committee	**Date**:	**2 November 2021**
Report By:	Interim Service Director Corporate Services & Organisational Recovery and Corporate Director Education, Communities & Organisational Development	**Report No:**	**FIN/65/21/AP/IC**
Contact Officer:	Iain Cameron	**Contact No**:	**01475 712832**
Subject:	Education Revenue & Capital Budget Report - 2021/22 Projected Out Turn at Period 5 to 31 August 2021		

1.0 PURPOSE

1.1 To advise the Committee of the 2021/22 Education Revenue and Capital Budget positions as at Period 5 to 31 August 2021.

2.0 SUMMARY

2.1 The total Education budget for 2021/22, excluding planned carry forward for Earmarked Reserves, is £88.238 million. The School Estate Management Plan accounts for £10.635 million of the total Education budget. The latest projection at Period 5 up to end of August 2021 is an underspend of £199,000, a reduction in expenditure of £93,000 since last Committee.

2.2 The main variances relating to the 2021/22 Revenue Budget projected underspend are –

(a) Projected underspend of £130,000 for Teachers Employee Costs as a result of vacant posts within Psychological Services. This is the same as previously reported to Committee.

(b) Projected underspend of £98,000 for Facilities Management Employee Costs. £76,000 of the underspend relates to Cleaning and £22,000 relates to Catering and is due to vacant posts.

(c) Projected underspend of £51,000 for Non Domestic Rates (NDR).

(d) Projected underspend of £30,000 for Electricity, mainly due to lower consumption.

(e) Projected underspend of £65,000 for FM Catering Provisions linked to reduction in school meal income.

(f) Projected underspend of £78,000 for SPT School Buses.

(g) Projected overspend of £24,000 for Pupil Consortium Travel.

(h) Projected underspend of £30,000 for Early Year's Framework expenditure.

(i) Projected under-recovery of £300,000 for School Meal Income due to lower uptake of meals.

(j) Projected under-recovery of £179,000 for Facilities Management Income (Cleaning £76,000 and Catering £103,000) due to projected underspends for FM Catering Provisions and FM Employee Costs.

2.3 The Education 2021/24 Capital Budget is £18.577 million with £5.127 million projected to be spent in the current Financial Year. The original budget projected expenditure of £4.280 million for current year so Accelerated Expenditure is £847,000 (20%.) Expenditure at 23 September 2021 is £2.923 million or 57% of the projected expenditure for 2021/22. The costs of the overall Capital Programme are being contained within existing budgets. Appendix 4 gives more financial information by project with updates on physical progress of projects provided elsewhere on this agenda.

2.4 Earmarked Reserves for 2021/22, excluding those for Asset Plans and Strategic Funds total £4.016 million of which £1.828 million is projected to be spent in the current Financial Year. To date expenditure of £203,000 (11.1%) has been incurred. Spend to date per profiling was expected to be £238,000, therefore slippage to date is £35,000 (14.7%)

3.0 RECOMMENDATIONS

3.1 That the Committee note the projected underspend of £199,000 for the 2021/22 Education Revenue budget as at Period 5 to 31 August 2021.

3.2 That the Committee note the financial position of the specific capital projects detailed in Appendix 4 and note that the cost of the current Education Capital Programme is being contained within existing budgets.

3.3 That the Committee approves the virement for £16,000 detailed in Paragraph 8.1 and Appendix 6.

Alan Puckrin
Interim Service Director,
Corporate Services &
Organisational Recovery

Ruth Binks
Corporate Director Education, Communities &
Organisational Development

4.0   BACKGROUND

4.1   The purpose of this report is to advise Committee of the current position of the 2021/22 Revenue and Capital Budgets as at Period 5 to 31 August 2021 and to highlight the main variances contributing to the projected underspend of £199,000 for 2021/22.

5.0   2021/22 PROJECTED OUT TURN

5.1   The total Education budget for 2021/22, excluding planned carry forward for Earmarked Reserves, is currently £88.238 million. This is a decrease of £3.199 million from the approved budget. Appendix 1 gives details of the budget movement responsible for this decrease.

5.2   The main issues to highlight in relation to the 2021/22 projected underspend of £199,000 are:

Employee Costs - Teachers

The current budget for Teachers Employee Costs is £50.753 million and the latest projection is an underspend of £130,000 due to vacant posts within Psychological Services. It should be noted that an additional 42fte Covid Recovery teachers have now been employed using a combination of Scottish Government grant funding and Early Years 1140 underspend.

Employee Costs – Non Teachers

The current budget for Non Teacher Employee Costs is £28.124 million and the latest projection is an underspend of £98,000 which relates to Facilities Management Employees (£76,000 for Cleaning and £22,000 for Catering) Education Non Teacher Employee Costs are currently projected to be on budget with an overspend for Breakfast Clubs and School Support Staff being offset by an underspend for Community Learning & Development staff.

Non Domestic Rates (NDR)

The current budget for Non Domestic Rates is £3.353 million and the latest projection is an underspend of £51,000 due to increase in rates poundage being lower than amount budgeted for.

Electricity

The current budget for Electricity is £941,000 and the latest projection is an underspend of £30,000 mainly due to reduced consumption in schools. Projected expenditure has increased by £51,000 since last Committee mainly due to supplier estimated meter reads being replaced by actuals.

Education Contract Cleaning

The current budget for Education Contract Cleaning is £1.230 million and the latest projection is an underspend of £76,000 due to vacant posts within Facilities Management. There is a corresponding underspend in Employee Costs and shortfall in Income within Facilities Management.

Facilities Management Catering Provisions

The current budget for Catering Provisions is £980,000 and the latest projection is an underspend of £65,000, an increase of £5,000 since last Committee. A saving due to a reduction in the number of school meals being produced is partially offset by an increase in food provisions costs post Covid. There is a corresponding under-recovery of Facilities Management Income as a result of this.

Education Catering Contract

The current budget for Education Catering Contract is £3.435 million and the latest projection is an underspend of £87,000 which is due to the projected underspend for Facilities Management Employee Costs and Provisions noted above.

SPT School Buses

The current budget for SPT School Buses is £1.190 million and the latest projection based on information supplied by SPT for the new academic year is an underspend of £78,000.

Pupil Consortium Travel

The current budget for Pupil Consortium Travel is £60,000 and the latest projection is an overspend of £24,000, the same as previously reported to Committee.

Early Years Framework

Early Years Framework is projected to underspend by £30,000, the same as previously reported to Committee.

School Meal Income

The total budget for School Meal Income is £1.022 million and the latest projection is an under-recovery in income of £300,000, the same as previously reported to Committee

Facilities Management Income

The current budget for Facilities Management Income is £6.250 million and the latest projection is an under-recovery of £179,000 - £103,000 relates to Catering and £76,000 to Cleaning due to the projected underspends reported above.

Appendices 2 and 3 provide more details on the projected variances

6.0   2021/24 CAPITAL BUDGET PROJECTION

6.1   The Education 2021/24 Capital Budget is £18.577 million with £5.127 million projected to be spent in the current Financial Year. The original budget projected expenditure of £4.280 million for current year so Accelerated Expenditure is £847,000 (20%.) Expenditure at 23 September 2021 is £2.923 million or 57% of the projected expenditure for 2021/22. The costs of the overall Capital Programme are being contained within existing budgets. Appendix 4 gives more financial information by project with updates on physical progress of projects provided elsewhere on this agenda.

7.0   EARMARKED RESERVES

7.1   Earmarked Reserves for 2021/22, excluding those for Asset Plans and Strategic Funds total £4.016 million of which £1.828 million is projected to be spent in the current Financial Year. To date expenditure of £203,000 (11.1%) has been incurred. Spend to date per profiling was expected to be £238,000, therefore slippage to date is £35,000 (14.7%)

8.0 VIREMENTS

8.1 Committee are asked to approve the virement detailed in Appendix 6. £16,000 will be transferred from the Communities Committee to fund additional swimming lessons for Primary 5 pupils. These children were unable to attend when in Primary 4 due to Covid-19 restrictions

9.0 IMPLICATIONS

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

One off Costs

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

Annually Recurring Costs / (Savings)

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

9.2 **Legal**
There are no specific legal implications arising from this report.

9.3 **Human Resources**
There are no specific human resources implications arising from this report.

9.4 **Equalities**

Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

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

Has a Data Protection Impact Assessment been carried out?

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

9.5 **Repopulation**
There are no repopulation issues with this report.

10.0 CONSULTATION

10.1 The paper has been jointly prepared by the Interim Service Director, Corporate Services & Organisational Recovery and the Corporate Director Education, Communities & Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Education Budget Movement - 2021/22

Period 5 - 1st April 2021 to 31st August 2021

Service	Approved Budget 2021/22 £000	Movements Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	Revised Budget 2021/22 £000
Corporate Director	148					148
Education	76,992	(3)	(4,567)	1,545	(300)	73,667
Inclusive Education	14,189	10	116			14,315
Facilities Management	108					108
Totals	91,437	7	(4,451)	1,545	(300)	88,238

Movement Detail

	Inflation £000	Virement £000	Supplementary Budgets £000
External Resources			
Probationer Teachers			594
Recovery Teachers			951
			1,545
Virements			
SEMP to Loan Charges		(4,588)	
Alcohol Team from HSCP to CLD		88	
Remove Music Tuition Fees Budget		35	
From Communities for Swim Lessons		16	
Cleaning Reallocation		(2)	
		(4,451)	
Inflation			
SEMP	45		
Water	(48)		
Speech & Language Therapy	10		
	7		
			(2,899)

EDUCATION

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

Period 5 - 1st April 2021 to 31st August 2021

2020/21 Actual £000	Subjective Heading	Approved Budget 2021/22 £000	Revised Budget 2021/22 £000	Projected Out-turn 2021/22 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
48,031	Employee Costs - Teachers	46,468	50,753	50,623	(130)	(0.3%)
27,423	Employee Costs - Non Teachers	26,598	28,124	28,026	(98)	(0.3%)
17,921	Property Costs	14,300	14,227	14,064	(163)	(1.1%)
5,429	Supplies & Services	5,343	5,362	5,162	(200)	(3.7%)
2,137	Transport Costs	2,210	2,210	2,146	(64)	(2.9%)
633	Administration Costs	672	674	668	(6)	(0.9%)
8,150	Other Expenditure	16,302	13,205	13,170	(35)	(0.3%)
(23,292)	Income	(20,456)	(26,017)	(25,520)	497	(1.9%)
86,432	TOTAL NET EXPENDITURE	91,437	88,538	88,339	(199)	(0.2%)
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
(2,376)	Additional Funding Covid-19	0	0	0	0	
84,056	TOTAL NET EXPENDITURE excluding Earmarked Reserves	91,437	88,238	88,039	(199)	

2020/21 Actual £000	Objective Heading	Approved Budget 2021/22 £000	Revised Budget 2021/22 £000	Projected Out-turn 2021/22 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
160	Corporate Director	148	148	156	8	5.4%
62,390	Education	61,814	63,332	63,322	(10)	(0.0%)
94	Facilities Management	108	108	109	1	0.9%
9,974	School Estate Management Plan	15,178	10,635	10,635	0	-
72,458	TOTAL EDUCATION SERVICES	77,100	74,075	74,066	(9)	(0.0%)
10,070	ASN	10,395	10,406	10,276	(130)	(1.2%)
1,656	Community Learning & Development	1,713	1,793	1,723	(70)	(3.9%)
2,088	Other Inclusive Education	2,081	2,116	2,118	2	0.1%
13,814	TOTAL INCLUSIVE EDUCATION	14,189	14,315	14,117	(198)	(1.4%)
86,432	TOTAL EDUCATION COMMITTEE	91,437	88,538	88,339	(199)	(0.2%)
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
(2,376)	Additional Funding Covid-19	0	0	0		
84,056	TOTAL EDUCATION COMMITTEE excluding Earmarked Reserves	91,437	88,238	88,039	(199)	

EDUCATION

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Period 5 - 1st April 2021 to 31st August 2021

Out Turn 2020/21 £000	Budget Heading	Budget 2021/22 £000	Proportion of Budget £000	Actual to 31-Aug-21 £000	Projection 2021/22 £000	(Under)/Over Budget £000	Percentage Over / (Under)
48,031	Employee Costs -Teachers	50,753	20,301	19,486	50,623	(130)	(0.3%)
27,423	Employee Costs - Non Teachers	28,124	10,787	10,925	28,026	(98)	(0.3%)
3,292	Non Domestic Rates (NDR)	3,353	3,353	3,302	3,302	(51)	(1.5%)
815	Electricity	941	392	335	911	(30)	(3.2%)
1,201	ED Cleaning Contract	1,230	513	471	1,154	(76)	(6.2%)
3,148	ED Catering Contract	3,435	1,431	1,209	3,348	(87)	(2.5%)
287	FM Catering Provisions	980	278	287	915	(65)	(6.6%)
1,021	SPT School Buses	1,190	595	556	1,112	(78)	(6.6%)
84	Pupil Transport - Consortium	60	6	8	84	24	40.0%
20	Early Years Framework	37	15	6	7	(30)	(81.1%)
(283)	School Meal Income	(1,022)	(290)	(155)	(722)	300	(29.4%)
(5,730)	FM Income	(6,250)	(2,606)	(2,267)	(6,071)	179	(2.9%)
Total Material Variances						**(142)**	

EDUCATION COMMITTEE

CAPITAL BUDGET MONITORING REPORT

CURRENT POSITION

Period 5 - 1st April 2021 to 31st August 2021

	1	2	3	4	5	6	7	8
Project Name	Est Total Cost	Actual to 31/3/21	Approved Budget 2021/22	Revised Est 2021/22	Actual to 23/09/21	Est 2022/23	Est 2023/24	Est 2024/25	Est Future Years
	£000	£000	£000	£000	£000	£000	£000	£000	£000
SEMP Projects									
Balance of Life Cycle Fund	7,589	0	737	650	630	2,438	3,000	1,501	
Gourock PS - Extension	3,084	1,567	466	1244	86	273			
Hillend Childrens Centre - Refurbishment	1,484	883	551	551	380	50			
Kelly Street Landscaping (St Mary's PS	221	24	187	187	184	10			
Demolish Sacred Heart PS	366	1	150	150	2	215			
Complete on site	196	0	6	6	0	190			
Total SEMP	12,940	2,475	2,097	2,788	1,282	3,176	3,000	1,501	0
ELC 1140 Projects									
Larkfield Childrens Centre - New Build	2906	1415	1345	1345	873	146			
Rainbow Family Centre - Extension	2378	1572	697	697	650	109			
ELC Complete On Site	19	0	13	19	12	0			
TOTAL ELC Expansion	5,303	2,987	2,055	2,061	1,535	255	0	0	0
CFCR Projects									
Glenpark ELC Outdoors - CFCR	164	26	128	128	106	10			
ELC Various - Dir Access / Canopies	170	0	0	150	0	20			
	334	26	128	278	106	30	0	0	0
TOTAL ALL PROJECTS	18,577	5,488	4,280	5,127	2,923	3,461	3,000	1,501	0

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**2 November 2021**
Report By:	**Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/43/21/EM**
Contact Officer:	**Eddie Montgomery**	**Contact No:**	**01475 712472**
Subject:	**Education Performance Report - Capital Programme Progress**		

1.0 PURPOSE

1.1 The purpose of this report is to consider performance reporting for the Education part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Education Capital Programme.

2.0 SUMMARY

2.1 This report advises the Committee in respect of the progress of the projects within the Education Capital Programme including the 1140 Hours Expansion of Early Learning and Childcare.

3.0 RECOMMENDATIONS

3.1 That the Committee notes the current position of the 2021/24 Capital Programme and the progress on the specific projects.

Ruth Binks
Corporate Director
Education, Communities and
Organisational Development

4.0 BACKGROUND

4.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 18 March 2021.

4.2 The report also covers progress on the programme of works connected with the 1140 Hours Expansion of Early Learning and Childcare.

5.0 EDUCATION CAPITAL PROJECTS

5.1 **Gourock Primary School Extension**

The completion works contract was accepted through the use of Emergency Powers in April. The Contractor commenced on site at the end of May and works are progressing on site. Roofing works to the extension are projected to be complete by mid-October with electrical second fix works progressing. Internal finishes will progress upon completion of the roofing. The works will be completed in phases with the main element including the new hall and remodelled office accommodation hoped to be completed in late 2021 and with the final phase completed in first quarter 2022.

5.2 **Hillend Children's Centre Refurbishment**

The Hillend project originally commenced on site in March 2020 in the same week of the initial COVID lockdown. As previously reported the progress has been impacted through the phased construction recovery which saw the majority of projects recommence at the end of June 2020. The project was certified practically complete on 8th October with work currently on-going on the transfer of resources and activity to allow full occupation and operation following the October holiday period. As previously advised, the estimated cost of the project is anticipated to increase and the Committee will be advised when a final account has been agreed.

5.3 **Former Kelly Street Children's Centre Landscaping Works**

The works were originally hoped to commence on site at the end of April 2021 however the start date was delayed until early June due to the extended lead time for the large precast concrete steps. Work is now substantially complete on site with the final completion subject to tree planting and the delivery/installation of gates which have been delayed in the manufacturing process. As previously advised, the estimated cost of the works is projected to increase. A final account for the project will be advised in due course upon final completion of the works.

5.4 **Demolition of Former Sacred Heart Primary School**

The demolition of the former Sacred Heart Primary School is included as phase 2 of the Larkfield Early Learning Centre new build project. The demolition will follow upon completion of the construction of the new facility as outlined in 7.2 below. It is anticipated that the services disconnections will be completed mid-November to allow internal soft strip works to commence and the main demolition work to be completed by the end of 1st Quarter 2022.

6.0 SCHOOL ESTATE LIFECYCLE WORKS 2021/22

6.1 **School Artificial Pitches**

The lifecycle work associated with artificial pitches across the Education estate forms part of the asset plan agreed at the September 2020 Education & Communities Committee. The 2021/22 programme includes the replacement of the 7-a-side 3G pitch carpet at Wemyss Bay Primary School which is now complete.

6.2 **General Lifecycle Works**

The lifecycle programme for the Education estate is informed from the external condition surveys carried out in connection with asset management and estate core fact reporting. The budget also addresses suitability issues identified from the surveys undertaken through Heads of each establishment and sufficiency issues identified through the continued monitoring of school rolls and projections. The 2021/22 programme has included the following to date:

- Ardgowan PS – works to lower ground floor library/teaching space.
- Inverkip PS - classroom floor covering replacement and minor works.
- Kings Oak PS – hygiene room formation, mechanical & electrical plant and component replacement, minor internal works.
- Newark PS - floor covering replacement and decoration (various).
- St Francis PS - floor covering replacement and decoration (various).
- St Joseph's PS - car park resurfacing/improvements.
- St John's PS - floor covering replacement (various).
- St Michael's PS - decoration (various).
- Wemyss Bay PS - classroom floor covering replacement.
- Inverclyde Academy - floor covering replacement and decoration (various); roofing lifecycle works; building management system lifecycle works; façade cleaning.
- St Columba's HS – Emergency lighting upgrade to LED.
- Craigmarloch – Conversion of rooms to teaching space.
- Various primary schools – cycle shelter lifecycle works; LED lighting upgrade to external building mounted/ site lighting.
- Various standalone early years facilities – flooring replacement; decoration; external improvement works; LED lighting upgrade.

6.3 **Public Partnership Schools (PPP) Lifecycle Works**

The lifecycle programme for the four PPP schools is managed as part of the contract through the FM provider with monitoring via Property Services. The 2021/22 programme has included the following works which have been completed largely over the summer holiday period and part term time thereafter:

- Notre Dame HS Multi-Use Games Area (MUGA) carpet replacement.
- Clydeview Academy MUGA carpet replacement and upgrade/replacement of the full size 2G pitch carpet to short pile 3G.
- Fire curtain and major mechanical & electrical plant/component replacement at Aileymill PS and All Saints PS.
- Continuation of rolling programme of LED lighting upgrade with Notre Dame 95% complete including car park lighting and pitch floodlighting. Aileymill LED programme is progressing and approximately 80% complete.

7.0 1140 HOURS EXPANSION PROJECTS

7.1 **Rainbow Family Centre Extension**

The works were certified practically complete on 30 July with Care Inspectorate inspection and registration completed in early August in readiness for operation at the start of the new term.

7.2 **Larkfield Children's Centre New Build**

The works are progressing with the building at an advanced stage of completion. External works are progressing with hard surface finishes planned for mid-October. As previously reported the Contractor experienced delays in the early stages of the project related to adverse weather and site logistics, with the further delay to completion in connection with the supply of labour and materials currently being experienced across the UK construction sector. The Contractor is currently projecting completion at the end of October with occupation and operation proposed for mid-November subject to handover process and final

certification.

7.3 **Glenpark Early Learning Centre Outdoor Unit**

The works commenced mid-August and were certified complete in early October with the unit now occupied and in use.

8.0 IMPLICATIONS

8.1 **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					

8.2 **Legal**

There are no known Legal implications contained within this report.

8.3 **Human Resources**

There are no known Human Resources implications contained within this report.

8.4 **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) <u>Fairer Scotland Duty</u>

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

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

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

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

Has a Data Protection Impact Assessment been carried out?

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

8.5 **Repopulation**

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

9.0 CONSULTATIONS

9.1 None.

10.0 BACKGROUND PAPERS

10.1 None.

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**02 November 2021**
Report By:	**Head of Education**	**Report No:**	**EDUCOM/38/21/MR**
Contact Officer:	**Michael Roach**	**Contact No:**	**01475 712828**
Subject:	**Education Recovery Report**		

1.0 PURPOSE

1.1 The purpose of this report is to give an update on projects and initiatives being taken forward as part of recovery planning for education services and partners.

2.0 SUMMARY

2.1 This report contains updates on the following:

2.2
- Update on Attainment Challenge
- Return to school guidance update
- Latest update from SQA
- Update from West College Scotland
- Introduction of universal free school meals for P6 and 7 in Primary Schools

3.0 RECOMMENDATIONS

3.1 The Education and Communities Committee is asked to:
- note the updates contained within this report.
- agree that the roll out for universal free school meals for P6 and P7 pupils should follow the national timeline, awaiting the required adaptations to the kitchens.

4.0 BACKGROUND

4.1 This report contains the relevant updates linked to the Scottish Attainment Challenge plan for 2020/21 and the ongoing recovery for education services after Covid-19.

5.0 COVID-19 recovery and updates

5.1 **Update on Attainment Challenge Plan 2020/21**
The annual report on the work of the attainment challenge during the academic year 2020/21 has been submitted to the Scottish Government. They have acknowledged that given the challenges presented by Covid-19 and the resultant school building closures, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken.

The over-riding outcome from the 2020/21 SAC programme was the project's ability to be highly response to both the first lockdown and then the second lockdown from January 2021, ensuring that as much of the planned activity could still be delivered, albeit via remote / online means, as well as continuing to ensure a focus on the most vulnerable pupils.

The project continues to focus on three key areas of work, set out below as key headings:

Literacy and numeracy
From August 2020 the key focus of the project was to support schools and pupils understand the impact on outcomes from lockdown 1 and then support pupils to recover any lost learning. Alongside this there was a focus on ensuring that all existing staff, as well as those from the project team, were deployed effectively with newly appointed recovery teaching staff. Outreach staff were able to recommence their targeted support for identified SIMD 1 + 2 pupils although worked in isolated bubbles to follow the agreed mitigations.

From April 2021 to June 2021 we saw the return to full time face to face learning. Some pupils returned in a better place in relation to their attainment as improved home learning experiences had taken place with staff utilising the expertise they had developed from the first lockdown. However, it was evident that many pupils and families had found home / remote learning challenging despite everyone's best efforts.

A joined-up approach, involving colleagues across the service and external partners, focused on improving outcomes in Literacy, Numeracy and Health and Wellbeing to support families and pupils was evident. Data analysis and interrogation continued to improve due to evidence-based approaches provided via Scottish Attainment Challenge officers and advice from Authority Education Services and Education Scotland staff ensured Head Teachers were more able to identify pupils requiring additional support and focus on identifying the poverty related learning gap.

Coaching and Modelling Officers in Literacy and Numeracy continued to provide virtual training in evidence-based approaches to support school staff enabling them to deliver high quality teaching and learning opportunities for all pupils. As well as this a significant amount of recorded content was recorded to support learning at home which eventually supported the development of the West Online school which has subsequently become part of the national e-learning offer.

Health and well-being
The Coaching and Modelling Officers worked closely with Educational Psychological Services in supporting staff and pupils with the recovery plan. They also adapted training for online delivery using TEAMS for teaching staff and support staff. Educational Psychological Services Staff produced clear policies and provided training across a range of specified aspects including "Bereavement, Change and Loss" "Trauma Informed Practice" and "Attachment Theory." This targeted approach ensured staff had the most up to date research to inform school practice.

Coaching and Modelling Officers delivered virtual training reinforcing Nurturing Principles. A focus on outdoor learning has been key to addressing many social and relationship issues pupils have been experiencing, providing them with engaging opportunities to reconnect with friends and staff.

The Play Therapist has been working directly with children and although there have been some issues due to the covid situation, a comprehensive level of input crossing the different strategic priorities has been undertaken. She is also a member of an authority strategic group leading play pedagogy which has planned support and input to the development of play across the Early Level.

Families and communities
Both Barnardo's and Community Learning & Development teams have adapted their approaches to meet the needs of the families and pupils in the communities they serve. This has had an impact on how families are supported as no group activities could be completed in schools or establishments. Face to face meetings have taken place outdoors to ensure a safety-first approach.

A partnership approach has also ensured that attendance remains a priority and this is evidenced though schools and establishments maintaining positive attendance figures for the last term. Staff had developed a better awareness of what to look for when supporting young people after the lockdown period as they had been through it once already and had received a comprehensive training package from Coaching and Modelling Officers and staff from Inverclyde Educational Psychological Services earlier in the session. Effective communication from all partner agencies ensured targeted support to families and pupils supporting their mental health and wellbeing.

SAC Plan budget 2020/21
In February 2020 Scottish Government approved the Inverclyde SAC bid for 2020/21 totalling £3.47m.

This was made up of employee costs (£2.50m), partner payments (£0.69m) & resources (£0.28m) but unlike previous years there was a number of changes made during the year as a result of the pandemic.

The programme continued to support all schools in line with the bid but with the approval of SG we were able to redirect any underspends arising to areas best able to support pupils; this enabled us to support primary education with 650 new laptops and secondary schools received £140k to spend on additional resources.

Due to demand issues of IT equipment £0.29m of these resources were not received until 2021/22 but SG approved these as part of the 2020/21 allocation ensuring the full grant allocation was utilised.

Most underspends arose from not being able to fill staffing posts due to the ongoing pandemic and from the approved plan we spent £2.19m on employee costs (under £0.31m), £0.83m on partner payments (up £0.15m) & £0.45m on resources (up £0.17m).

5.2 **Return to school guidance update**
The guidance for return to schools and early year's establishments was issued on Tuesday 03 August. The guidance was effective from 09 August 2021 and was reviewed on 15 September. The latest version can be found at this link:

https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/

The early years guidance broadly follows the schools guidance which sets out that:

Local authorities and schools should continue to apply the mitigations that were in place at the end of the summer term, with the exception of some modifications as set out in this guidance.

This approach to retaining mitigations is expected to remain in place for a further period of up to 6 weeks (until the end of October), following which further advice will be provided the modifications that should be made to mitigations relate to:

• an updated wider policy on self-isolation, contact tracing and testing for U18 close contacts, which results in the ability to remove contact groupings in schools; and

• further minor adjustments to the previous mitigations to ensure consistency with measures in place in wider society.

Attendance
Attendance has been affected due to high positive case rate over the first 4 to 5 weeks of this term alongside high numbers of pupils awaiting tests and outcomes. Attendance was below the weekly national average earlier this term however it has now improved and is at least in line with the national average. The national average itself is lower than normal.

Staff absence has improved after having been higher than normal at the start of term, largely due to staff having to be absent from work pending the outcome of a PCR test. The actual number of staff having to be absent from work due to a positive PCR outcome or isolating due to being in contact with a positive cases, is low. This has meant that any additional staffing in schools such as recovery teachers, has had to be used to cover staff absences however this has now stabilised meaning that schools are in a better position to move forwards with the implementation of their recovery plans.

Vaccinations 12 – 15 year olds
All 12 – 15 year olds have now been offered an appointment with the NHS for a vaccine. These are being carried out at various vaccination centres across the local authority and not in schools. There is a possibility that mop up appointments could be delivered from school sites but plans to progress this are yet to be developed or shared.

5.3 **Scottish Qualifications Authority (SQA) update**
SQA exams will take place from 26 April to 01 June 2022 with results day on 09 August 2022. While detailed planning for delivering exams is now underway, it is also important that SQA, along with the whole education system, plans for any further disruption that may happen due to the Covid-19 pandemic. The SQA are continuing to discuss with the National Qualifications Group any additional measures that will help the education system respond to further significant disruption to learning or changes to public health conditions.

Planning for a full exam diet
SQA have also published a variety of proposals for contingency as well as mitigations for a full exam diet. The services is working with schools to develop our own approaches to ensure that current assessment process are secure and robust without creating a dual assessment approach i.e. over assessing now in case exams do not proceed.

More information can be found at the link below:

https://www.sqa.org.uk/sqa/99158.html

5.4 **West College Scotland**
At the Herald Scotland and Gen Analytics Diversity Awards, WCS won the Diversity through Education Award for the work of the cross College Digital Strategy Group, and their work to ensure that all staff and students were able to work and learn online.

Whilst COVID-19, inevitably had an impact on student outcomes, especially in subjects that required a practical experience, the College are now working hard to take forward their recovery planning and students are completing their awards in subjects such as Health and Social Care where mandatory NHS placements could not be completed during lockdown. Commercial training and skills delivery has picked up strongly post lockdown across the short course offering and strategic partnerships have continued to develop, in particular with a range of major and smaller engineering companies, supporting a growing number of

apprentices.

5.5 **Introduction of universal free school meals for P6 and 7 in Primary Schools**
The Scottish Government made a commitment to build on the free universal free school meals for P1-3 during the academic year 2020/21. This meant the introduction of free school meals for P4 in August 2021, P5 in January 2022 and for P6 and 7 by August 2022. Inverclyde already funded free school meals for P4 and so the decision was made to introduce free school meals for P5 in August 2021 with a commitment to review.

Alongside other Councils, Inverclyde are currently in the process of submitting the requirements to the Scottish Futures Trust for alterations to kitchens to meet the anticipated demand for the full roll out in August 2022. Whilst each kitchen is different, in Inverclyde this will include increasing oven size, additional hot plates, extra fridge and freezer space, extra steamer capacity, hot counters and hot units in some kitchens. As yet, we are unclear as to any capital allocation from the Scottish Government but local government are working through the Scottish Futures Trust to identify the overall requirements. Any work is expected to be completed over the school summer holiday period if possible. Overall dining room sizes are expected to be able to cope with the demand but there are a few schools where we may need to consider revising the lunchtime arrangements and explore extending the lunch time break or the school day.

Overall uptake for free school meals during COVID-19 has been lower than anticipated and what the service would expect to see, however given the changes to routines and the way meals have been served this may be expected. The hope is that as we begin the recovery process from COVID-19 and all primary schools go back to eating in dining rooms that the numbers will recover.

If the service were to offer universal free school meals for P6 and P7 from January this would mean alterations to the menu so that the current kitchens could cope. The capacity of dining rooms to cope is dependent on uptake but there is a risk that if schools have not had chance to explore extending the lunch time then in some schools the dining rooms could become overcrowded.

Officers are confident that after the necessary alterations to the kitchens, that Inverclyde will be able to offer universal free school meals to all pupils in Primary Schools. We are also aware through our networks that some other authorities are reporting that they are struggling to meet the timescale for the phased roll out and will require significant adaptations to kitchens and dining room capacity to meet the August 2022 deadline.

After careful consideration, it is the recommendation of officers that we remain with free school meals for only those who are entitled for P6 and 7 until the necessary changes to the kitchens are put in place for August 2022. The introduction of universal free school meals for all pupils should be a positive experience for pupils and a reduced or adapted menu in overcrowded dining rooms will not be conducive to encouraging uptake.

6.0 IMPLICATIONS

6.1 None.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**

None.

6.3 **Human Resources**

None.

6.4 **Equalities**

Equalities

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

	YES
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

| X | NO |

6.5 **Repopulation**

N/A.

7.0 CONSULTATIONS

7.1 Reference made in 5.4 to a national consultation re the SQA and Education Scotland.

8.0 BACKGROUND PAPERS

8.1 N/A.

Inverclyde council

Report To:	**Education and Communities Committee**	**Date:**	**2 November 2021**
Report By:	**Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/44/21/RB**
Contact Officer:	**Ruth Binks**	**Contact No:**	**712761**
Subject:	**Education Update Report - Overview of National and Local Initiatives**		

1.0 PURPOSE

1.1 The purpose of this report is to give an update on national and local initiatives related to the education remit of the Education and Communities Committee

2.0 SUMMARY

2.1 This report provides updates on the following:

- Scottish Attainment Challenge (SAC) update on SAC 2
- OECD's desk based review of assessment and qualifications approaches
- Health and wellbeing and Parental involvement census
- Regional Improvement Collaborative Evaluation report 2020-21
- Regional Improvement Collaborative Improvement Plan 2021-22
- Education Reform Consultation
- Inverclyde Children's services plan
- Future of Secondary Gaelic Medium Education in Inverclyde

3.0 RECOMMENDATIONS

3.1 The Education and Communities Committee is asked

- to note the contents of this report
- agree that officers continue to explore options for Gaelic medium secondary education for pupils currently attending Whinhill Primary School

Ruth Binks
Corporate Director
Education, Communities and
Organisational Development

4.0 PROPOSALS

4.1 **The future of the Scottish Attainment Challenge**

Current funding arrangements for individual Scottish Attainment Challenge programmes have been allocated up until the end of 2021/22. This includes the addition of a PEF premium to support recovery.

As previously reported to this committee [Closing the poverty-related attainment gap: progress report 2016 to 2021](#) was published in March 2021. This report presented the evidence of progress towards achieving the ambition over the period of the parliament 2016-2021. In doing so it also acknowledges the disruptive and detrimental impact of COVID-19.

The main conclusions were that the poverty-related attainment gap is closing, but this remains a complex and long-term endeavour. Equally, while there are positive indications of progress, there are also variations in the pace of that progress across the country and that the impact of COVID-19 has have placed further pressure on the gap.

Work has been underway at a national level to develop evidence based options for a refreshed SAC programme – SAC 2. The aim is to agree the revised SAC in the autumn and implement this from session 2022/23.

4.2 **OECD's desk based review of assessment and qualifications approaches**

The OECD published Professor Stobart's desk-based review of assessment and qualifications approaches, alongside options for Scotland to consider in September 2021. The link to the report can be found at https://www.gov.scot/news/national-qualifications-and-assessments/

Professor Gordon Stobart, who was appointed by the Organisation for Economic Co-operation and Development (OECD), considered approaches taken around the world as part of his work.

Possible options include:

- the development of a Senior Phase qualification system based on a combination of teacher assessment and exams
- the simplification of S4-5 assessment by "de-cluttering" the historical diet of exams
- the increased use of online exam resources and oral presentations as an assessment format
- the inclusion of pupils views in decisions around assessment
- enhancing the role of vocational qualifications

These suggestions will be considered as part of a wider conversation with learners, teachers, parents and others on how Scotland's qualifications and assessment system can best evolve in line with the curriculum and society of today.

4.3 **Health and Wellbeing (HWB) Census and Parental Involvement and Engagement (PIE) Census**

Both the Health and Wellbeing and Parental Involvement and Engagement Censuses are proceeding in the current school year. The national implementation groups continue to meet regularly, working collaboratively to support implementation. Currently the Implementation Groups are working to ensure all the governance documentation is in place to allow data collection.

4.4 **Regional Improvement Collaborative Evaluation report 2020-21**

This report which can be accessed at https://www.westpartnership.co.uk/resources/

details progress over the academic year 2020 2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023. The report captures the progress of the three main West Partnership workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session.

Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. Included in the report are case studies showcasing aspects of work which have supported the work of authorities. Where possible, attainment and senior phase data has been updated to demonstrate the progress of learners in the Partnership.

Some highlights include The West Online School (West OS) which was created to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. Inverclyde was at the forefront of the development of this resource, producing and using many of the videos to support learning.

The report was considered and endorsed at the last Glasgow City Region Education Committee on 24th August 2021 with the recommendation that each council area considers the report through its own local governance arrangements.

4.5 **Regional Improvement Collaborative Improvement Plan 2021-22**

The Partnership is required to produce an annual improvement plan linked to a three-year planning cycle which outlines the vision, purpose and key activities of the collaborative for the year ahead. The plan can be found at https://www.westpartnership.co.uk/resources/. Over the past session, a comprehensive range of engagements with key stakeholders took place and the feedback, as well as evaluation data, contributed to the development of the Improvement Plan.

This year, there are three main workstreams established to support and add value to the work of authorities. These are: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.

A renewed format will be introduced for the work of some of the West Partnership networked groups. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. Renfrewshire are benefitting from the collaboration and support from the networks.

A revised Plan on a Page has been included this session which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership. As the Partnership moves into a new 3-year planning cycle at the end of this session, there is an intention to develop this work further.

The plan was considered and endorsed at the last Glasgow City Region Education Committee on 24th August 2021 with the recommendation that each council area considers the plan through its own local governance arrangements.

4.6 **Education reform consultation**

The Cabinet Secretary for Education and Skills announced on 22 June 2021 the intention to replace the SQA and consider a new specialist agency for both curriculum and assessment while also taking forward reform to Education Scotland, including removing the function of inspection from the agency. Professor Ken Muir, University of West of Scotland, was appointed to act as an independent advisor to the Scottish Government to consider and advise on the implementation of the reform that will consider all functions currently delivered by both SQA and Education Scotland.

The consultation will run from 30 September until 26 November 2021.
More information can be found here:
https://consult.gov.scot/learning-directorate/independent-education-reform-review/

4.7 Children's Services Plan 2020-23

The Inverclyde Children's Services Plan 2020/23 was approved by the Alliance Board in June 2021. It has been developed by the Inverclyde Children's Services Partnership and establishes four priority themes for the Partnership. These themes have been agreed based on a comprehensive Strategic Needs Assessment (SNA), along with other associated strategies, which helped to identify the needs of children, young people and their families in Inverclyde. The four priority themes are summarised below:

1. To improve outcomes for children and families by developing a strong professional base with high quality multi-agency approached throughout a child's experience
2. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma.
3. To reduce the inequalities of health and educational outcomes linked to deprivation.
4. To further improve outcomes, including attainment, for care experienced children, young people and their families.

A Delivery Plan has been developed setting out the actions and performance measures associated with the delivery of the priority themes. The full Inverclyde Children's Services Plan, including the SNA and Delivery Plan, can be accessed using the link below. https://www.inverclyde.gov.uk/health-and-social-care/support-for-children-families/joint-childrens-services-planning/draft-children-s-services-plan-2020-23

4.8 **Future of Secondary Gaelic Medium Education in Inverclyde**

Whinhill Primary school has a very strong and well respected Gaelic unit and nursery class. Pupils from the school wishing to continue Gaelic into secondary education currently put a placing request into Glasgow Gaelic school. Inverclyde Council still provides transport for pupils attending the Gaelic school, whilst some other Councls have opted not to do so. Initially, for the academic year 2020/21 Glasgow Gaelic School turned down the placing requests from Inverclyde, although subsequently the school accepted them. As Glasgow Gaelic school continues to expand – it is highly likely that the school will not be able to accommodate placing requests in the future.

Whilst there is no statutory requirement for a local authority to provide secondary Gaelic, Education services are extremely keen for the pupils to continue in Gaelic medium. One solution could be to provide Gaelic teaching through a unit in one of our secondary schools. The service have sought advice from Education Scotland about what this might look like and they have provided examples of the standards for high quality Gaelic medium education.

Glasgow Gaelic School is unique in that it has only Gaelic medium pupils. Across the country Gaelic medium in secondary is usually delivered in units attached to schools. This is for a variety of reasons including the difficulty of getting staff to teach in Gaelic and also because the experience for pupils has to be of a high quality with access to the full curriculum.

Initial discussion with the parents of Whinhill Primary School Gaelic pupils have taken place to explore the possibility of a unit in a secondary school in Inverclyde. As part of the discussion, the parents also asked Education Services to meet with Argyll and Bute and explore the possibility of pupils attending the Gaelic Unit linked to Dunoon Grammar and is being explored.

It is safe to say that the parents would prefer that Inverclyde build or renovated a brand new school for Gaelic medium and to explore the Scottish Government capital fund available to do this. This is not an option that the service would recommend pursuing in the first instance. This is because any Gaelic provision would need to provide a high quality experience and curriculum for pupils.

It is of no certainty that the service would even be able to staff a Gaelic unit within a secondary school and we would wish to embark on any undertaking with the confidence that we can provide a high quality experience for Gaelic alongside the entitlement to a full curriculum.

Glasgow are open to us working with the Gaelic school to support a unit if this is an option the Council wish to pursue and officers are in dialogue with Argyll and Bute to explore the same. Officers will explore options for the short, medium and longer term of Gaelic secondary education in Inverclyde and bring a further report back to the January Education and Communities Committee.

5.0 IMPLICATIONS

Finance

5.1 There are no financial implications resulting 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					

Legal

5.2 N/A

Human Resources

5.3 N/A

Equalities

5.4 Equalities

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

X	YES (for the Children's Services Plan)
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

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

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

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

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

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

Repopulation

5.5 N/A

6.0 CONSULTATIONS

6.1 Initial consultation has taken place with parents of pupils attending Gaelic Medium at Whinhill primary school

7.0 BACKGROUND PAPERS

7.1 N/A

AGENDA ITEM NO: 11

Report To:	Education & Communities Committee	Date:	2 November 2021
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/48/21/LW
Contact Officer:	Linda Wilkie	Contact No:	01475 712812
Subject:	Early Learning and Childcare (ELC) Update on 1140 Hours Expansion Programme		

1.0 PURPOSE

1.1 This report provides details of the underspend in the Early Learning and Childcare (ELC) revenue budget as requested at Committee on 31 August 2021. It also provides an evaluation of the implementation of the first year of the expansion programme.

2.0 SUMMARY

2.1 The Scottish Government has increased the entitlement to Early Learning and Childcare from 600 hours to 1140 hours. Inverclyde Council has received specific revenue grant funding from Scottish Government to implement this entitlement.

2.2 Over the past 2 financial years there has been a significant underspend in the revenue budget. This has now been combined into one earmarked reserve. This report provides detail of how the funding is being used to support recovery in ELC and Primary 1 as approved by Scottish Government.

2.3 The expansion programme was fully implemented in Inverclyde in August 2020 despite Scottish Government removing the legislative requirement due to the Covid-19 pandemic. The expansion has been successfully implemented and well received by families.

3.0 RECOMMENDATION

3.1 It is recommended that Committee note:

- The details of the utilisation of ELC revenue budget Earmarked Reserve of £2,522,000 as approved through Emergency Powers.
- The successful implementation of the expansion programme.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The Scottish Government increased the entitlement to Early Learning and Childcare (ELC) from 600 hours to 1140 hours. The original implementation date was August 2020 however this was deferred to August 2021 due to COVID-19.

4.2 Inverclyde Council has received specific revenue grant funding from Scottish Government since 2018 to implement the increased entitlement. This funding has increased incrementally since 2018 and is ring fenced to support the roll-out of the 1140 hours expansion. Over the past 2 years there has been a significant underspend in this budget.

4.3 Inverclyde Council was in a position to fully implement the expansion programme in August 2020 across all establishments. This was successful with many benefits to children and families. The programme is continually under review and will be amended as required.

5.0 USE OF ELC UNDERSPEND

5.1 The reasons for the underspend are in relation to changes to delivery models, impact of COVID-19, delays in infrastructure projects, delays in recruitment and a reduction in the number of places required.

5.2 Inverclyde Council has approval from Scottish Government to carry forward and utilise the earmarked reserve. The funding can be used to support the implementation of the expansion programme and for recovery from the COVID-19 pandemic for children in ELC and Primary 1.

5.3 The underspends from 2019/20 and 2020/21 have been combined to create an earmarked reserve of £2,522,000.

5.4 Inverclyde Council has approval from Scottish Government to carry forward and utilise the earmarked reserve. The funding can be used to support the implementation of the expansion programme and for recovery from the COVID-19 pandemic for children in ELC and Primary 1.

5.5 Cosla and the Scottish Government are currently reviewing the distribution of ELC funding to take effect from 2022/23. Clarity on the impact is expected as part of the Budget Announcement. Early indications suggest that there will be a reduction in the allocation to Inverclyde Council. £1,377,000 of the 2021/22 budget is being carried forward into 2022/2023 and beyond to smooth the potential reduction in ELC funding.

5.6 In line with the Emergency Powers and Scottish Government approval a range of interventions are planned to make use of the earmarked reserve. These can be grouped into COVID-19 Recovery Interventions, Health and Wellbeing Interventions, Play Pedagogy (Early Level), Infrastructure Developments and ICT Developments.

5.7 Details of the interventions are provided in the table below:

COVID-19 Recovery Interventions	Total Cost £1,270,000
Intervention	**Detail**
Staffing	Teachers, ELC practitioners and support staff to support children and close the attainment gap.
Resources	Additional resources to support recovery and curriculum developments.
Family support work in local authority settings	Family Support Workers to support families within ELC settings and in the home and community.
Family support work in 3rd sector	Intensive family support work delivered by a 3rd sector provider.
Financial support to funded providers	Grants to 9 ELC settings and 13 childminders to support recovery of children attending their setting.

Health and Wellbeing Interventions	Total Cost £156,000
Intervention	Detail
Music	A staff training programme and direct delivery of a therapeutic music programme.
Emotional Literacy	Development work, training and implementation of an emotional literacy programme to support the emotional wellbeing and recovery of children and families.
Communication and Language	Protect and enhance existing level of service from Speech and Language Therapy. Joint project between Speech and Language therapy and Education Service to close gap in children's development which is evidenced in the findings of the 27 – 30 month health review.

Play Pedagogy (Early Level)	Total Cost £332,000
Intervention	Detail
Staffing	A range of 1 year secondments for leaders and practitioners to support the implementation of the entitlement to Play Pedagogy across the early level of Curriculum for Excellence (ELC and Primary 1)
Funding allocation	An allocation of funding to all Primary Schools for training, cover and learning and teaching resources.

Infrastructure Developments	Total Cost £170,000
Intervention	Detail
Direct Access	Development of direct access to outdoor learning as per Care Inspectorate legislation in one establishment and to improve practice in others.
Shelters / canopies	To ensure children and staff are appropriately protected in the outdoor environment.
Environmental Improvements	To improve the outdoor environment in line with best practice advice from Care Inspectorate.
Resources	An allocation of funding for outdoor equipment, loose parts and waterproof clothing.

ICT Developments	Total Cost £84,000
Intervention	Detail
Kit	A grant to ELC settings to purchase learning, teaching and assessment resources and ICT kit as advised by Education Scotland.
Wifi	An upgrade to WiFi capacity in some settings.

Other	Total Cost £510,000
Intervention	Detail
Cleaning	A transfer to Facilities Management to fund COVID-19 enhanced cleaning in ELC settings
Wraround Income	Reduction in wraround income due to increased entitlement.
Contingency	Projects still to be confirmed

6.0 IMPLEMENTATION OF 1140 HOURS EXPANSION PROGRAMME

6.1 The expansion programme was implemented in Inverclyde in August 2020 despite Scottish Government removing the legislative requirement due to the Covid-19 pandemic.

6.2 All pre-school and ante pre-school children are now entitled to 1140 hours of ELC. Almost all children in Inverclyde are accessing their full entitlement. Parents can choose to use their entitlement in a setting of their choice as detailed below:

	Local Authority Setting	Funder Provider Setting	Blended Placement (childminder and nursery)	Childminder
3 & 4 year olds	869	193	20	3
Deferred Entry	40	5	0	0

6.3 **2 year old entitlement**
There is no universal entitlement for 2 year olds; however families who meet the following criteria are entitled to a place:
- parents who are in receipt of qualifying benefits;
- parents who are care experienced;
- children who are "looked after" or subject to a Kinship Care order.

Currently 111 children meet this criteria and have been allocated placements.

6.4 Inverclyde Council provides places in addition to the Scottish Government entitlements. This includes children aged 0 - 2 years and children aged 2 - 3 years who are vulnerable but do not meet the criteria outlined in section 6.3.

Age Group	No. of Children
0 – 2 years	51
2 – 3 years	36

6.5 Inverclyde Council also provides wrapround places for parents in employment, education and training.

Age Group	No. of Children
0 – 2 years	19
2 – 3 years	63
3 – 5 years	28

6.6 The first year of full implementation of the 1140 expansion programme has been a success with almost 1500 children benefitting from the expanded offer. Information from settings and feedback from parents identifies a significant range of benefits including the positive impact on children's learning and development; improved attendance and the benefits of a free lunch and snack. Parents have also reported increased opportunities to gain employment and the financial benefits of the increased hours and the free lunch.

6.7 There have been significant opportunities for local residents and modern apprentices to gain permanent employment and for existing staff to move to full-time employment or promoted posts. Staffing models continue to be monitored closely and adapted to ensure that appropriate staffing numbers are maintained across the day / year and that these are matched to capacity of establishments.

6.8 The infrastructure developments have met the demands for additional places in all localities. The new and refurbished buildings are contributing to the overall quality of the ELC experience. Outdoor learning environments provide additional capacity and significantly enhance the quality of the outdoor learning experience.

6.9 As predicted and previously reported to committee there continues to be challenges in ELC admissions process:
1. The demand for placements of 30 hours per week term-time model exceeds capacity. This means parents receive another pattern of attendance which is not their preferred option.
2. The second challenge is around defined area for ELC places. Many parents request an ELC setting outwith their defined area. Places are allocated as per

Inverclyde Council's admission policy which prioritises children living in the nursery's defined area.

Officers will continue to monitor admissions to ensure that as many parents as possible receive their preferred option.

6.10 A formal survey of parental views is planned for November 2021 which will allow the service to formally evaluate current provision and plan future delivery.

7.0 IMPLICATIONS

Finance

7.1 One off Costs
Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Early Years	EMR		£2,522,000		

Legal

7.2 N/A

Human Resources

7.3 Some additional, short-term posts were required to support the implementation of these interventions related to the underspend

Equalities

7.4 Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

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

Has a Data Protection Impact Assessment been carried out?

	YES
x	NO

7.5   **Repopulation**

N/A

Report To:	**Education & Communities Committee**	**Date**:	**2 November 2021**
Report By:	**Ruth Binks, Corporate Director Education, Communities & Organisational Development**	**Report No:** **EDUCOM/45/21/TM**	
Contact Officer:	**Tony McEwan**	**Contact No:**	**01475 712828**
Subject:	**School Term Dates – Session 2022 / 2023**		

1.0 PURPOSE

1.1 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2022/23.

2.0 SUMMARY

2.1 The intention of this report is to set out the school term dates.

2.2 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.

2.3 The proposed term dates take account of the joint agreement to standardise school holidays within the West Partnership. The proposed term dates mean that the September holiday date will be changed to later in the month.

2.4 Consultation has taken place with Trade Unions and Parent Council Chairs on the proposed term dates and in-service days with no adverse comments received.

3.0 RECOMMENDATIONS

3.1 Committee is asked to approve the term dates for 2022/23 as set out in appendix 1 and appendix 2.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 School holiday dates are agreed through the Local Negotiating Committee for teachers after taking into account the views of the chairs of Parent Councils.

4.2 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.

4.3 Over the past few years Inverclyde has taken steps to align holidays to other Authorities in the West Partnership. This not only allows for the opportunities to undertake joint training, but also means that it is more convenient for parents who work in one authority but live in another.

5.0 PROPOSALS

5.1 This proposal is after joint working with other authorities and aligns the holiday dates across the West partnership.

5.2 The main issue to note about the current proposal is that it moves the traditional Inverclyde holiday Monday to later in September. Teaching unions had already requested that the September holiday date be reviewed and moved to later in the month. This request was not only because of those who work and live cross border, but also for the quality of education. The earlier September holiday is felt to be too early in the term, disrupting learning and teaching when pupils are still settling in.

6.0 IMPLICATIONS

Finance

6.1 N/A

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

Legal

6.2 N/A

Human Resources

6.3 N/A

Equalities

6.4 Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

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

6.5 **Repopulation**

N/A

7.0 CONSULTATIONS

7.1 Consultations have taken place with LNCT and the chairs of Parent Councils

8.0 BACKGROUND PAPERS

8.1 N/A

Education Services

Term	School Term Dates, In-Service Days & Local Holidays - Session 2022/2023 (DRAFT)		Working Days (Teachers)
First	In-Service Day In-Service Day	Tuesday, 16 August 2022 Wednesday, 17 August 2022	
	Pupils Return	Thursday, 18 August 2022	
	Close September Weekend	Thursday, 22 September 2022 Friday, 23 September 2022 & Monday, 26 September 2022	
	Re-Open	Tuesday, 27 September 2022	
	Close October Break	Friday, 14 October 2022 Monday, 17 October 2022 to Friday 21 October 2022 (inclusive)	
	In-Service Day Pupils Return	Monday, 24 October 2022 Tuesday, 25 October 2022	
	Close	Friday, 23 December 2022	87
Second	Re-Open	Monday, 09 January 2023	
	Close Mid-Term Mid-Term In-Service Day Pupils Return	Friday, 10 February 2023 Monday, 13 February 2023 Tuesday, 14 February 2023 Wednesday, 15 February 2023 Thursday, 16 February 2023	
	Close	Friday, 31 March 2023	(145) 58
Third	Spring Break	Monday, 03 April 2023 to Friday, 14 April 2023 (inclusive)	
	Good Friday Easter Monday	Friday, 07 April 2023 Monday, 10 April 2023	
	Re-Open May Day In-Service Day Pupils return	Monday, 17 April 2023 Monday, 01 May 2023 Tuesday, 02 May 2023 Wednesday, 03 May 2023	
	Close Local Holiday Local Holiday Pupils Return	Thursday, 25 May 2023 Friday, 26 May 2023 Monday, 29 May 2023 Tuesday, 30 May 2023	
	Close	Wednesday, 28 June 2023	(195) 50

Inverclyde Council ~ Education Services (DRAFT)

2022-2023 School Calendar

August 2022

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					12	

September 2022

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25	26	27	28	29	30	
					20	

October 2022

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30	31				16	

November 2022

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December 2022

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January 2023

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February 2023

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March 2023

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April 2023

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30					10	

May 2023

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June 2023

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					20	

July 2023

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23	24	25	26	27	28	29
30	31					

Legend:
- 🟥 School Closed/ Holidays
- 🟧 Teacher in-Service Day (no school for students)
- 🟩 School Open

In-service days – 5
Teacher days – 195
Pupil days – 190

Notes: September weekend 23 & 26 Sep to be made from 5 Sep & 17 Apr?

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**2 November 2021**
Report By:	**Ruth Binks** **Corporate Director Education, Communities & Organisational Development**	**Report No:**	**EDUCOM/46/21/NG**
Contact Officer:	**Norman Greenshields**	**Contact No:**	**01475 712816**
Subject:	**Education Services Digital Learning Strategy 2021-2028**		

1.0 PURPOSE

1.1 The purpose of this report is to inform the Education and Communities Committee of the context for and content of the new Digital Learning Strategy identified by Education Services.

2.0 SUMMARY

2.1 In response to the challenges faced during the last 18 months, Education Services and its school and ELC establishments has had to redesign the way it delivers learning and teaching. Lockdown of school buildings, the need for keyworker hubs and the increased requirement for staff and pupils to be working from home have all created different challenges to be overcome.

2.2 A working group, comprised of staff from across all sectors of education, our learners, its partners and Education Scotland colleagues, was set up to look at the challenges the service faced during COVID-19 and to identify a comprehensive digital strategy moving forward. The Digital Strategy is attached as an appendix to this report.

2.3 The Strategy identifies and develops four key development priorities linked to the key theme of 'Developing confident learners capable of living and working in a digital world', these being:

- Priority 1 – Leadership of Digital Improvement
- Priority 2 – Digital Learning and Teaching
- Priority 3 – Digital Infrastructure and Digital Access
- Priority 4 – Digital Skills Development and Career Long Professional Learning

2.4 Through discussion with staff, learners, partners and Education Scotland colleagues, the resultant Action Plan outlined in the strategy appendices, contains a number of prioritised actions, scheduled over a medium to long term basis covering these broad aspects:

- Interactive whiteboard replacement programme
- Longer Term refreshment of digital panels
- Renewal of digital devices for education staff and flexibility of working
- Response to Scottish Government plans for devices for every child
- Transfer of operational working to a cloud based approach
- Creation of a programme of digital skills development for staff and learners
- Use of ICT to support high quality learning and teaching.

2.5 Each of the action points identified in 2.4 has resource implications and Education Services proposes to reallocate available budgets where possible to support the strategy and also to work in partnership with ICT to identify pressures in the budget moving forward. The national move towards a device for every pupil will inevitably impact on the requirements for the core estate going forward but until more detail is available the exact impact cannot be known.

3.0 RECOMMENDATIONS

3.1 The Education and Communities Committee is asked to approve the following aspects of the digital strategy:

- the funding required to complete the replacement of life expired interactive whiteboard equipment across the Inverclyde School Estate and the longer term refreshment programme for digital display equipment.
- that the funding for transitioning towards the provision of laptops for teaching staff be remitted to the 2022/23 Budget process
- that further work is undertaken to review and future proof the core ICT estate in schools, taking into account the current needs for curriculum use and the future provision of laptops for pupils
- that officers continue with the transition towards operating on a virtual network, supporting the remote management of devices and making greater use of the Microsoft 365 licence

4.0 BACKGROUND

4.1 Education Services, in responding to the Covid-19 challenges faced over the past 18 months, has had to revisit many of its operational functions and deliver teaching and learning in a more flexible and responsive way. This work was in part, only deliverable through the use of staff personal devices at home and the use of a series of online digital platforms, heavily dependent upon the use of cameras and microphones.

4.2 Inverclyde Council has installed, as part of their School and Early Years establishment refurbishment/rebuilding programme, a range of display technology to support learning. Originally these were interactive whiteboards with attached projection. In more recent work, Promethean Digital Active Panels have been put in place, reducing the need for replacement projectors and/or lamps/bulbs when faults arise.

4.3 A working group, comprised of staff from across all sectors of education, our learners, its partners and Education Scotland colleagues, was set up to look at the challenges the service faced and to identify successful approaches used to support blended and remote learning. The group were then asked to consider and highlight the key features of a more flexible, responsive and sustainable approach to delivering teaching and learning, using ICT to enhance and support improved attainment, now and in the future. These features were also based upon best practice shared across Scotland.

4.4 In March of 2020, the Education & Communities Committee approved proposals to commence the phased replacement of interactive whiteboards across the Inverclyde School Estate. The first phase of this replacement was completed in session 2020/21, with new digital panels installed in 5 primary schools and 3 secondary schools completed over 2 separate contracts. In conjunction with this activity the final School Estate Management Plan major projects and 1140Hrs Expansion work addressed the provision of new digital panels in a further 2 primary schools and various early years' establishments.

5.0 PROPOSALS

5.1 Digital Strategy

5.1.1 Education Services, aware of the wider Council digital access strategy, has considered its operations and the different methodologies required to deliver remote learning and blended learning. Ultimately, in response to the digital access strategy, a new service Digital Learning Strategy has been created. It is designed to improve the ability of ELC establishments and schools to work more responsively, flexibly and effectively through the use of digital devices and platforms.

5.1.2 The strategy seeks to ensure that our children and young people have the opportunity to build and use their digital skills throughout their learning, increasing their confidence and maximising their opportunities to fully prepare for life, learning and work in this digital age.

The Strategy identifies and develops four key development priorities linked to the key theme of 'Developing confident learners capable of living and working in a digital world', these being:

- Priority 1 – Leadership of Digital Improvement
- Priority 2 – Digital Learning and Teaching
- Priority 3 – Digital Infrastructure and Digital Access
- Priority 4 – Digital Skills Development and Career Long Professional Learning

5.1.3 Through discussion with staff, learners, partners and Education Scotland colleagues, the resultant Action Plan outlined in the strategy appendices, contains a number of prioritised actions, scheduled over a medium to long term basis covering these broad aspects:

- Interactive whiteboard replacement programme
- Longer Term refresh of digital panels

- Renewal of digital devices for education staff and flexibility of working
- Response to Scottish Government plans for devices for every child
- Transfer of operational working to a cloud based approach
- Creation of a programme of digital skills development for staff and learners
- Use of ICT to support high quality learning and teaching.

5.2 Interactive Whiteboard replacement and longer term refreshment of digital panels

5.2.1 Inverclyde Property Services prepared a summary of the position across the estate in late 2019 from which the proposals in the March 2020 report to the Education & Communities Committee were developed. At that time there was an opportunity to align the implementation of a replacement programme with the completion of the last remaining School Estate Management Plan major projects and the possibility of part funding from a review of the School Estate Funding model.

5.2.2 £700k was made available for the initial phase through £400k from the SEMP lifecycle fund and £300K from the SEMP funding model as agreed as part of the March 2020 budget setting process. This allowed the first phase of the replacement programme to be carried out. Due to the challenges associated with the Covid pandemic the works were progressed over two contracts with 5 primary schools completed in October 2020 and 3 secondary schools completed February to March 2021 within the budget allocated.

5.2.3 The cost of digital equipment is also being impacted by the Covid 19 pandemic and other economic factors and as such an element of contingency will require to be included in any cost estimates for future tendering activity. The estimated cost to complete the replacement programme of interactive whiteboards is a frther £0.7million The proposals for the continued programme of replacement is identified in more detail in **Appendix A** of the digital strategy.

5.2.4 Completion of this replacement programme will allow Education Services to then focus on a longer term digital panel refreshment programme, moving forward in the future. This cycle of refreshment will be based upon the reporting of faults and the identified normal end of life cycle of these devices (warranty purchased with the devices fixed at 5 years).

5.2.5 All technology has an identified lifespan after which the manufacturers and suppliers may not be able to support or indeed replace faulty parts. The current ActivPanels carry a 5 year warranty cover which ensures that repairs/replacement is carried out should any faults be reported under the terms of that warranty. The overall replacement cost of all the digital panels at current prices is £1.85million and funding has been identified as set out in the Financial Implications section.

5.2.6 The key aspect of the proposed funding is the opportunity to employ a permanent supply pool of teachers for primary school using recently announced recurring Scottish Government funding. Due to this the service has been able to reduce the central supply budget that will be required by £150,000 and reallocate this sum to ICT and specifically the replacement of whiteboards and digital panels.

5.3 Renewal of digital devices for education staff and flexibility of working

5.3.1 For teaching and key administrative staff within schools and ELC centres, the ability and flexibility to work remotely from home on a council provided device was not in place for the start of the first Covid-19 lockdown. Schools use of desktop devices, imaged specifically for use on the school internal networks, simply did not allow these devices to be given to staff and be used at home. Staff not able to work from home were identified early on in this first lockdown but it took many months before laptop devices located across our establishments could be re-imaged and then connected to the appropriate VPN for staff to use at home.

Changing Covid circumstances later required these same devices to then be brought back into ICT once again to be cleansed and re-imaged, ready for use by pupils in schools as part of their learning. This added considerably to the workload faced by our ICT Services colleagues.

5.3.2 The digital strategy provides a direction of travel to provide teaching staff with a laptop. **Appendix B** outlines the aspiration and direction of travel but it is accepted that this is not a straightforward task and will require the service to consider the totality of the core provision across schools. Further work on the budget requirements for this needs to be undertaken and this needs to be done in parallel with national work on the provision of computers for schools as outlined in section 5.3.3 below

5.3.3 Education Services will now carry out a full review of the core computer provision across our school and ELC establishment estate, to identify cost implications and efficiencies of changing towards a laptop based approach. The services will also work with colleagues from Finance and ICT Services to establish a more comprehensive costed asset strategy prior to the future budget consultation in early 2022.

5.4 Response to Scottish Government plans for devices for every child

5.4.1 Key to moving towards a more responsive and flexible operational system, is a need to now redesign the current provision of core digital devices in Education Services establishments. Education establishments are allocated a core set of computer devices, designed to reflect number of staff and pupils in their school and the delivery of specific curriculum options. These computers have been included in the cyclical refreshment processes carried out by ICT Services. Over the last few years, a few schools have sought, within their own allocated budgets, to add to the number of computers available for pupils. The cost of these additional devices requires an additional support charge for licences, extended warranty, support and cleansing/recycling at the end of their life, to be paid by establishments.

5.4.2 The strategy identifies the need for Education Services to now review fully, the provision of the core computers in our establishments. This however needs to also take into account the Scottish Government commitment to provide each child with a digital device, which can be used in our schools and at home. This commitment was recently restated in the government document, Education Recovery: Key Actions and Next Steps, published on 5 October 2021. As outlined above this commitment may, provide over a period of time, efficiencies within the core device provision across our schools and allow Education services to allocate the budget to enhance the provision for teachers.

5.5 Transfer of operational working to a cloud based approach

5.5.1 All education staff who wish to make use of Council devices outside of our education buildings are currently unable to access internet and resources due to the networked image and linked firewalls that are in place. Staff are required to be given specific VPN (Aventail/Sonicwall) access in order to get this level of access and this has to be setup by our ICT Services team for each individual. Licences have an associated cost for Education Services on an annual basis. In order to provide more teaching and admin staff with the flexibility to work from home or at another location, Education Services would need to substantially increase the number of VPN licences held and the associated costs would similarly increase. This same flexibility is identified within the wider council digital access strategy.

5.5.2 A solution of moving to a cloud based approach where a VPN is not required, would provide greater opportunities in the long term to work collaboratively online, improve access for staff and learners to learning resources, provide secure storage for files and documents and the ability to setup, manage and support devices remotely. All of the above benefits will bring significant efficiencies as the number of digital devices used by staff and pupils increase.

5.5.3 A first step to move towards this is to work with ICT Services to prepare for:

- fuller use of our current Microsoft 365 licence
- security setup of both the OneDrive and SharePoint applications as part of that licence
- use of Azure Intune to look at management of our device setup linking the use of this Education licence to changes at the wider corporate network level for communication and collaboration purposes

More detail on the change to a cloud based approach is identified in **Appendix D** of the strategy.

5.6 **Creation of a programme of digital skills development for staff and learners and the use of ICT to support high quality learning and teaching.**

5.6.1 All of the above changes ultimately seek to further improve the quality of teaching and learning and increase access to digital learning opportunities across our education establishments. The cultural and operational transformation that is identified in the Digital Learning Strategy is built upon the development of digital skills, both for staff and learners.

5.6.2 The last 18 months have seen a dramatic increase in staff involvement in professional development activities, particularly those with a digital learning focus. Their interest and involvement has continued into session 2021-2022. Through the strengthened support for digital champions and increased use of online platforms, the strategy aims to enable access to a wide range of partner provided training.

5.6.3 As part of an initiative to look at how schools can remotely engage children in their learning, a pilot of a change to the classroom setup has been started in St Columba's High School. This will focus on looking at:

- How pupils, not able to engage directly in a classroom, can link remotely with their lessons.
- How consortia students can participate in lessons with a reduced need for transportation to and from other schools.
- How learners most disengaged from education can be supported in their learning as part of their planned re-introduction to school life and work.
- How digital delivery of CLPL can be extended to those not based within the school.

More details are contained in **Appendix E** of the digital strategy.

The digital learning strategy seeks to provide support for staff and learners to ensure the full and consistent coverage of the identified digital outcomes and experiences. It also directs staff to consider the use of digital pedagogies to enhance learning opportunities. Schools and staff are encouraged to look towards gaining accreditation and recognition for their involvement in this skills development programme. Schools will be encouraged to participate in the National Digital Schools Award, providing opportunities for them to audit and review their progress in delivering high quality teaching and learning through the effective use of ICT.

6.0 **IMPLICATIONS**

Finance

6.1 <u>Financial Implications:</u>

In terms of the funding available for replacement of interactive boards, it should be noted that an annual budget of £150,000 has been identified from the Teacher Supply budget. Over the 7 year replacement cycle, this will fund approximately half of the total replacement costs. It is assumed that the remainder of the funding required will come from the Education Lifecycle Capital Fund.

The proposal to provide each teacher and some education staff with a lap top will have a significant cost attached on the basis that laptops are more expensive than desk tops and have a shorter life. This aspect of the strategy will be developed by officers and considered against the range of other budget pressures as part of the 2022/25 Capital Programme.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
		2021-2028	£1,850,000	Teacher Supply budget and Education Lifecycle fund	Phased replacement of interactive whiteboards and ActivPanels. £915k of the total required funding will be prudentially borrowed from £150k per annum identified from the Teacher Supply budget. It is anticipated the remaining funding will come from the Education Lifecycle Capital fund.
Education H.Q.		2021-2022	£13,240		Initial setup of Microsoft 365 licence operations to allow for future cloud based access. Costs to be contained in the 21/22 projected Service underspend

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
		2021/22			

Legal

6.2 No implications

Human Resources

6.3 No implications at present although the continued increase in ICT devices is likely to result in the need for greater technical support in the future.

Equalities

6.4 Equalities

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

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

(b) Fairer Scotland Duty

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

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

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

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

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

Repopulation

6.5 No impact

7.0 CONSULTATIONS

7.1 Head teachers and senior managers of every secondary school and identified Primary Schools were asked to submit their views on the proposed whiteboard replacement programme.

All of our establishment managers, school ICT co-ordinators, PEF Digital Literacy teachers and Digital Champions groups were also involved in identifying and discussing all aspects of the strategy as it was being compiled. Partners from our libraries and CLD services were also part of the working group identified to help strengthen and reflect the wider council approaches in supporting family learning.

Pupils from all Primary and Secondary schools were invited to be part of the consultation process. The Education officer spoke with groups of pupils from P4 – S6 in the course of the creation of the strategy. These discussions reflected their thoughts on aspects such as access to devices, difficulties with connectivity, their experiences and challenges in using technology throughout the Covid lockdown periods and the range and quality of support and advice that was available to them from our schools.

Parents were consulted through the online Parent Council representatives meeting. They welcomed the work being done to provide more online support and resources for family learning.

8.0 BACKGROUND PAPERS

8.1 Replacement of Technical Department computers and interactive whiteboards in Education establishments – Agenda Item No.16 Education & Communities Committee 10th March 2020.

8.2 Education Services Digital Learning Strategy 2021-2028.

Inverclyde Council

Education Services Digital Learning strategy

2021 – 2028

Developing confident learners capable of living and working in a digital world

Inverclyde
council

Index

Appendices

1   Executive Summary

1.1 This document sets out the main strategy priorities for 2021- 2027.

1.2 The Strategy builds upon developments identified in the wider Inverclyde Council Digital Strategy 2021-2024. It also reflects the changes started around school and ELC establishment digital infrastructure and connectivity from 2016 - 2021.

1.3 The Strategy seeks to ensure that our children and young people have the opportunity to build and use their digital skills throughout their learning, increasing their confidence and maximising their opportunities to fully prepare for life, learning and work in this digital age.

1.4 The Strategy seeks to respond to the Scottish Government commitment to provide access to digital devices for every Primary and Secondary pupil.

1.5 The Strategy aims to improve access for education staff to digital skills development opportunities, current technologies and strengthen the use of ICT within the delivery of High Quality Learning & Teaching.

1.6 The Strategy identifies and develops four key development priorities linked to the key theme of 'Developing confident learners capable of living and working in a digital world', these being:

- Priority 1 – Leadership of Digital Improvement
- Priority 2 – Digital Learning and Teaching
- Priority 3 – Digital Infrastructure and Digital Access
- Priority 4 – Digital Skills Development and CLPL

1.7 The Digital Learning Strategy recognises the significant impact of the Covid pandemic on the way Education Services has had to restructure its operations and the delivery of learning and teaching. It aims to build on and learn from those experiences.

1.8 The resultant Action Plan outlines in the appendices contains a number of actions, scheduled over a medium to long term basis covering these broad themes:

- Interactive whiteboard replacement programme
- Longer Term refreshment of digital panels
- Renewal of digital devices for education staff and flexibility of working
- Response to Scottish Government plans for devices for every child
- Transfer of operational working to a cloud based approach
- Creation of a programme of digital skills development for staff and learners
- Use of ICT to support high quality learning and teaching.

2   Introduction

"The delivery of high quality digital teaching and digital learning experiences for young people within our schools and to learners at home has never been so important. Covid-19 has changed all our lives. It has ably demonstrated that the ability to use digital skills is now fundamental to how we work, learn and interact with others. The use of technology in education has increased dramatically across Inverclyde over the past year, responding to the need to deliver learning in both blended and remote approaches.

School building closures, the delivery of supported learning for key groups of children within our school hubs, and periods of isolation for staff and children have highlighted the need to develop the digital literacy of staff and learners and reinforced the use of digital technologies to support learning. Staff across Inverclyde's schools and Early Learning Centres have shown great professionalism in continuing to engage their learners through new and imaginative ways of using digital technologies. The sharing of strong practices has also been enabled using a range of online platforms for staff within and across Inverclyde establishments. This collaboration has extended to working with colleagues in other local authorities and at a National level. This has helped strengthen the National approach to learning digitally.

It is evident that we need to build upon the developments we have made in the use of technology as we move forward, to ensure our children and young people continue to experience high quality, engaging and motivating learning experiences both in school and when learning at home. It is important that our staff continue to collaborate with others for their own professional learning and to strengthen our capacity to develop the digital skills within our children and young people."

Ruth Binks, Corporate Director

"The benefits and challenges of living in an increasingly digital world, have become all too apparent in recent months. Access to digital technology is now an intrinsic part of how we all learn, communicate, share and live in the world around us. It is also clear that this use of digital technologies has become key to the future economic prosperity of our country and for the way we will work in future years. The use of digital skills is importance for adults, but particularly so for children and young people for whom a digital world is all they have ever known, we all have a responsibility to respond to these changing times through the way we engage our young people with learning and life.

In this Digital Learning Strategy, it is important to be clear that digital learning and teaching has to be the responsibility of all. Improved outcomes for all learners will not happen without a change to the underlying digital culture in our schools, ELCs and community partnerships.

This strategy is focused on supporting schools and ELC establishments to be ambitious, innovative and forward thinking about working together to make a difference to all children and young people, taking care to address inherent inequalities, inequity and barriers which children may experience.

There are shared challenges for us all in addressing the impact of poverty, inequalities of access, disadvantage or disability and the key strategies outlined here have the potential to empower schools to rethink how we approach digital literacy and learning through an equity lens. Through being pro-active and ambitious for all staff, learners and their families to engage with digital learning and teaching, we can support each other to make a real difference to the lives and futures of the children in our care."

Finally, I would want to pay tribute to Norman Greenshields, Education Officer, who has been the mastermind and architect of this strategy, developing this over many years with a significant amount of work being done over the past year. As he prepares to leave the service for retirement at the start of 2022, Norman leaves behind a strong legacy in this strategy which will serve future generations of Inverclyde young people very well.

Michael Roach, Head of Education

Throughout this document, a series of hyperlinks lead to the information highlighted. Click on the symbol to access the link, whenever you see it.

3   Our Rational for Change

This strategy is an action plan for the future, supporting change within Inverclyde schools and Early Learning Centres. It will helpfully contribute to the wider Inverclyde Council Digital Strategy and impact upon the way we deliver teaching and learning in a more flexible and responsive way. The development of this strategy has been supported through engagement with colleagues across services including the Early Years team, school staff, Education & Communities partners and pupils and their parents.

This Digital Learning strategy recognises that:

- In all teaching, relationships are the most important factor.
- The changes to all our lives through Covid-19 are ongoing and necessitate a fundamental re-think of effective engagement with learning and teaching, and of support for the health and wellbeing of ourselves and our young people.
- There is a need to build upon recent progress, working with staff, learners and families to embed a culture of digital learning and teaching across the curriculum.
- Significant inequity of outcome exist in the life chances of children and young people, with the most disadvantaged and vulnerable having life chances that are significantly poorer than the most advantaged. For this reason the needs those who are impacted by poverty should be prioritised to prevent gaps widening further.
- Access to appropriate devices, connectivity and platforms for engagement is important for success.
- No improvement in practice is sustainable without a change in the underlying culture.
- A commitment to continuous professional learning and the investment in that learning is the foundation of improvement.
- Working together and sharing knowledge and practice across Inverclyde, the West Partnership and across Scotland will support our longer term aims.

Our strategy has identified areas of support required to develop good digital skills for all of our learners. This is summarised in the following table.

Supporting our System

Supporting all our children, young people and their families

Digital technologies and the skills gained throughout a young person's learning journey are crucial to the way in which they engage with learning, and with the world. Digital skills are key enablers for young people to access the world around them, supporting learning from any location without time restriction, giving instant access to the world of information and communication. They impact and inform the decisions they will make for their futures.

Learners, and their families, need support from us to develop confidence and skills in learning independently and collaboratively. This learning needs to be interactive, engaging and targeted at what learners need to do to progress and improve. Teaching and learning about, and through, a wide range of digital technologies develops independence and encourages innovation, creativity, sharing and collaborating which is impactful on learner outcomes. To enable and enrich learning, where ever it happens, we need to ensure equality of access to appropriate technology and devices, and high-quality pedagogy which makes the most of these opportunities. This cultural change also requires us to ensure that our parents and families have a sound understanding of the approaches we are using and are able to support their children overcome any technical challenges that may arise.

Supporting Additional Support Needs

All children and young people have the right to get the support they need to reach their full potential. Digital technologies offer significant possibilities for those with additional needs and with a commitment to improve, we can reduce barriers which face people with additional needs, through the planned use of digital technologies.

Well planned, creative use of digital assistive technologies can improve equity of access for individuals with additional needs and provide opportunities for greater inclusion and increased independent learning and participation in the life of the community.

Supporting Early Years

The keys to all successful early learning are the experiences, interactions and environments we provide for our children. Understanding and development of digital skills should start when our children enter learning. Many of these children will already have developed skills, through the exploration of home devices and from playing with digital toys.

Learning for our youngest learners is greatly enriched through well planned digital experiences where children are learning about technology and learning through technology, in its widest sense. Inverclyde has established practices of play pedagogy and outdoor learning, all of which can be further enhanced with the planned use of digital technologies.

Supporting staff

Digital technologies and the pedagogies which they support are of central importance for staff delivering high quality experiences which engage learners and reduce barriers for young people. The digital literacy of staff is pivotal to the successful engagement with digital technologies and the rich opportunities for learner engagement, achievement and equity this brings. Developing skills in this area is the responsibility of all of us and good access to high quality professional learning is an important strand of this strategy.

A greater understanding of the tools available, as well as flexible access to the key resources they create, will enable Inverclyde staff to effectively contribute towards the sharing of best practices and to ensure that the families of the children they teach share that same understanding of the key digital skills that children need.

4   Key considerations informing this strategy

It is clear that there are many existing practices and approaches which work well in our educational establishments and can be maintained. Others can be improved or need to be replaced. These include:

4.1 Development of a digital learning culture

A robust, shared digital learning culture will support schools in providing an equal opportunity in learning for *every* pupil regardless of their needs or relative level of disadvantage. Well planned digital learning and teaching which takes account of the specific needs of learners can:

- provide equality of learning for all;
- support the access to learning anytime, anywhere on any device;
- widen subject choices and support access to specialist learning;
- bridge gap with further education and employers;
- allow for more partnership working;
- create accessible learning;
- promote learner motivation and engagement;
- support enhanced opportunities for learners with additional support needs;
- improve educational outcomes and learning across a range of subjects;
- Facilitate learners to take control of their learning;
- Support ongoing, uninterrupted learning for young people;
- Reduce workload for staff and facilitate higher impact for lower input.
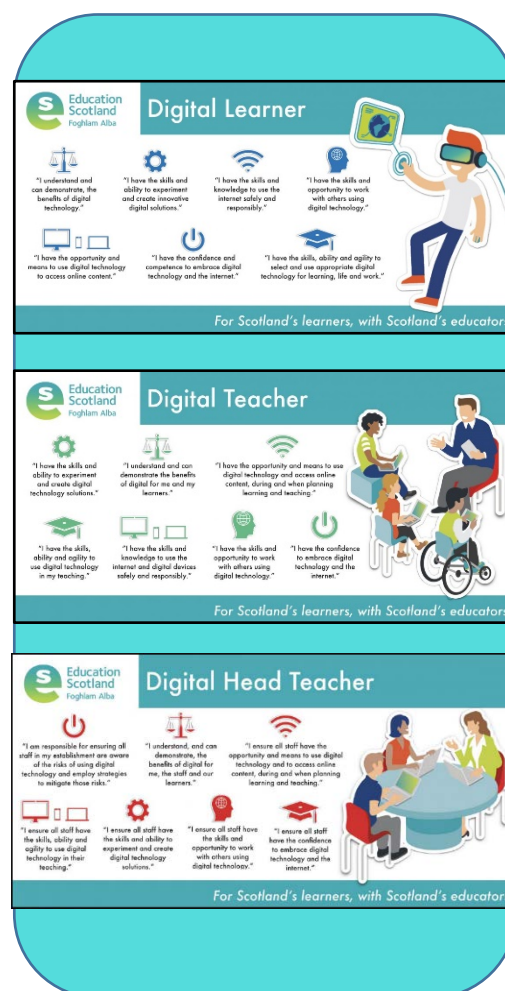
Education Scotland have established a clearly defined vision of the roles of learner, teacher and head teacher and local authority in creating the culture which encourages and supports digital skills development.

4.2 Use of Glow and MS Office Licences

All pupils and teachers currently have free access to Microsoft Office 365, provided through Glow Scotland encased in a safe and secure online educational environment.

Glow is accessible anywhere, anytime, on any internet enabled device. It allows learning and teaching to extend beyond school. It provides a platform for pupils to work collaboratively with others, complete coursework, work on homework, and gain valuable ICT skills essential for further education and the work place. It allows teachers to share content, conduct live video teaching and meetings, set quizzes, assessments and assignments in a secure and consistent platform.

Inverclyde have further developed the use of O365 over the past year through a programme of training, support, guidance and the work of the Digital Skills Team, and there is significant online training available on the Microsoft Educator website and on Education Scotland DigiLearn. Other platforms are available, but this strategy addresses the continued promotion and development of O365 as the primary platform for supporting digital learning. This is based on consideration of a range of factors, including:

- The technical capabilities of different systems are broadly comparable.
- All other areas of Inverclyde Council use Microsoft 365 therefore support and management of this is a more efficient solution.
- Inverclyde schools have committed significant resource, time and energy in learning, using and sharing the Microsoft 365 as a teaching platform, particularly during the pandemic period.

4.3 Online Learning and Online Teaching

It is important to recognise that online learning and online teaching are not the same thing, but they are both important elements in a digital learning culture.

Online learning is a central part of digital learning and is an important feature of the range of approaches schools take to engaging young people but used in isolation it has significant limitations. It can be perceived by some as being a passive process where young people receive work uploaded through a platform and complete that work with communication managed through an online platform such as Teams, Learning Journals, Seesaw or email. This may be assignments, quizzes or tests, video lessons and links to online resources. Well planned activities which promote learner independence however can be very creative and impactful, where the teacher continues to provide ongoing feedback, support and additional learning.

Online teaching is an interactive, face to face learning experience where young people are part of a learning community. It is responsive and reactive to pupil dynamic and pupil needs. Online teaching is, by definition, more engaging and enriching than solely online learning but is just a part of the approaches we take to learning and is not the full picture. Online "live" teaching needs to be considered as part of digital learning culture and where it fits within planned learning and how it supports young people's particular needs and situations must be part of the planning.

In Inverclyde we have guidelines in place to support schools prepare for both blended and remote learning, which have been developed in response to the pandemic experiences. Together with West Partnership collaborative working and access to the National e-learning offer, our staff have, embraced and delivered a strong response to these challenges. It is recognised however, that this would not have been possible without our staff making use of their own personal devices.

The EIS have produced guidance around online learning which is available to their members and our guidance aligns with these principles. The authority continues to assist each school in developing its own local culture around online support for learners and it should be acknowledged that no one approach will meet the needs of all learners or their families, so a variety of options will be essential to supporting all learners to effectively engage.

Confident staff who engage positively with this strategy and the professional learning on offer from Inverclyde, the West Partnership and other organisations and agencies across Scotland, will be key to the success of growing our digital learning culture. The DigiLearn site from Education Scotland has a wide range of support resources including training and support videos for all O365 apps and teaching and learning guidance, resources and webinars to support digital learning culture. Inverclyde has also sought to support staff through the use of a Glow support Team and their InverclydeDigi blog , giving quick links to a range of training opportunities and resource suggestions.

This strategy suggests developing these online support resources more fully, to extend the support to families through the use of the new InverclydeDigihelp blog.

4.4   Realising the digital ambition in early years

The Realising the Ambition document , highlights digital learning as an important resource through which young children experience and learn about the world. Children can use any resource to promote their learning through learning about the resource, and then using this knowledge to learn with it. For example, this may be learning how to programme a toy or using a digital camera or using a smartboard.

Our ELC establishments already have been delivering remote learning opportunities during this pandemic in a variety of creative ways, many of which have involved the use of digital technologies. These good practices have been shared or showcased across our ELC sector and beyond. Our challenge is to ensure that these experiences are consistent across all of our ELC establishments.

The Inverclyde Early Years team have identified a Learning Journals package as a key application for the recording of pupil assessment information and for sharing this with parents and carers. This strategy suggests that we take this opportunity to review the fuller digital offer that is provided to our ELC establishments, focussing on learning, teaching and assessment, with a particular focus on the digital skills we are developing both within staff and learners.

4.5   Our school digital infrastructure

Our current Infrastructure is bin the process of being upgraded to support the following bandwidth connectivity going out to all our schools, 40Mbps as a minimum to all Primary Schools and 200 Mbps to all Secondary Schools. This strategy suggests that schools and ELC establishments are continuously being monitored to identify any potential infrastructure requirements, through a programme of digital service improvement meetings, involving schools, ICT services and the schools estate team. As government specifications and standards for school buildings do contains guidance on connectivity and digital infrastructure, it seems logical that these reviews should provide a means of measuring our compliance with these standards.

Ultimately, increasing the bandwidth helps support the media rich content, expected in today's digital learning environment.

Ensuring that staff and young people have access to the devices, platforms and connectivity to engage in digital learning is essential. Together the Directorate and schools will work together on a future strategy that plans for ensuring young people and staff have access to the devices and connectivity they need, where and when they need them.

4.6   Anytime anywhere learning

Anywhere, anytime learning aims to enhance the learning and teaching process by allowing staff and pupils to use the council network to access web-based resources across all of Inverclyde's schools.   Currently, accessing the Bring Your Own Device Wi-Fi network, is challenging to both monitor, support and adapt to the rapidly changing technologies. This strategy aims to review and redesign this access in our schools and community buildings. Given the particular challenges for younger learners, connection for primary schools and ELC establishments will require further consideration to be given to the type, range and accessibility of devices likely to be used.

4.7   Digital distance learning

At times a pupil, usually in senior phase, will request to study a course not provided at their school. Currently these pupils are transported to another school as part of our consortia arrangements. However, this may not always be possible, or advisable, due to geographical restraints,

social considerations, the needs of the learner and/or the specialism of the subject. Occasionally this means that the pupil may ultimately opt not study their preferred course. With the impact of covid-19 and related restrictions, travelling between schools has been impacted. Online distance learning opportunities created within schools across Inverclyde and closer partnership working with eSgoil and other authorities will increase equity of access to course choice for learners.

As part of this strategy a pilot of a 'remote classroom' setup is planned to take place in session 2021 - 2022. This seeks ultimately to provide an improved model for consortia arrangements, delivering courses to students within their own base school through an online platform. This model may also enable schools to better support more widely, students struggling to engage with their school and learning. Online engagement may help alleviate anxieties and provide a regular connection with their teachers.

4.8   Use of assistive technology
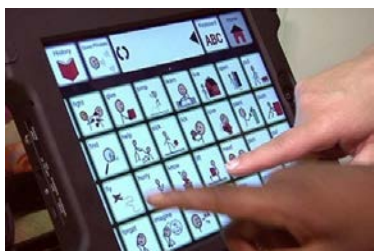
As recognised throughout this framework, learning in a digital format can enhance learning experiences and promote success for all learners. Some learners with additional support needs require more extensive resources and strategies to enable them to access learning and teaching. Currently the need for this type of technology is identified and supported through the ASN Forum referral process. This strategy suggests that Inverclyde Council review their provision of support for these devices and investigate more fully how best they can support these learners and the staff working around them to ensure that their needs are addressed, and they can achieve successful learning outcomes. This may involve enhancing staff knowledge of specialised resources and approaches through training or direct involvement. Recognising that learning takes place on specific applications, this strategy aims to ensure that training opportunities for Clicker software; supporting both targeted needs and whole class learning across all levels, is included within our key training provisions.

Any support for assistive technology normally involves:

- working directly with staff and pupils providing Assessment of Need, recommending assistive technology solutions and in many cases providing the technology.
- identifying areas of strength and development,
- planning, delivering and reviewing support for staff on individual, group and whole school bas

4.9   Cloud based solutions

The age and variety of our Education software estate impacts the resilience and reliability of School and Educational ICT. It also carries a heavy maintenance and resource burden. This not only impacts teaching and the learners experience, it also deflects limited resources and investment away from our progression towards a future, reliable, higher-performing and modern learning ICT environment.

Across Inverclyde Education and Communities Services, Schools and ELCs we must look to the future and consider adopting standardised, cloud-based teaching resources as quickly as possible. Teaching and Learning requirements should be at the forefront of this development and, as such, cannot be driven by ICT colleagues. Schools must lead the discussions on the right and appropriate learning platforms to standardise going forward in order to speed up the retiral and replacement of older solutions. Our Microsoft Office 365 Tenancy does provide possible opportunities to deliver these changes more quickly and at the same time provide mobile device management solutions.

4.10   National support offer for digital learning and teaching

All staff and students within Scotland can access, browse and stream the pre-recorded Education Scotland curated video lessons, on demand using ClickView. This offer is explained here. Staff can share the videos directly with learners or create share or embed codes to use them in learning resources. The site allows staff to design playlists of content for individual students or groups, supporting personalised learning online, and in the physical classroom. Contributing to and helping this resource to grow is covered in Key Action 4.2 of this strategy.

eSgoil was established three years ago by Comhairle nan Eilean Siar *(Western Isles Council)* to support schools across the Northern Alliance Partnership to meet the needs of learners where staff shortages and reduced subject choice was affecting equity.

During the pandemic eSgoil has worked with Education Scotland to contribute to the National Offer of Support for schools across the country by providing live teaching and study support. This support continues to grow with support from all authorities across Scotland, including Inverclyde. Accessing and contributing to this national eSgoil offer is an important part of

priority 4 of this strategy and the development and uptake of distance courses will be important for equity of choice of study for young people.   A range of supportive resources for schools on online teaching, including teaching tips, strategies and information for staff and parents are available from eSgoil online here ⬀. Video tutorials on accessing, setting up and using digital learning platforms including Teams and OneNote through Glow are available here ⬀.

Digilearn.scot ⬀ is the main digital training & support area for education staff. Access to courses, resources and recorded webinars for staff is available. The aim is not only to support staff in the use of digital technologies but also to focus upon the pedagogy which underpins its use in class and as part of home learning.

**4.11	Involvement in the West partnership regional improvement collaborative**

Inverclyde Education Services has been an active participant in the work of the West Partnership since its outset. It is clear that the digital approaches taken over time by our partner authorities have differed both in terms of digital platforms used, access to digital devices and the infrastructure and ICT support that is in place for the educational establishments and personnel.

However it is also clear that the challenges that all schools and ELC establishments have faced over the last two years have demonstrated the benefits of working collaboratively to establish programmes of digital skills development, to strengthen pedagogical approaches to the use of digital technology as part of high quality learning and teaching and to identify technological solutions for supporting increasing numbers of devices within the schools estate.

As part of this strategy, Inverclyde Education Services is committed to working with the West partnership authorities, Education Scotland and to establish a planned approach to:

- delivering digital skills development opportunities for staff and learners
- mechanisms for sharing digital expertise when responding to the challenges of changing digital needs and the Government commitment to devices for Primary and Secondary pupils.
- Sharing examples of best teaching and learning practices across the West Partnership, including the further development of the West Online school.

5 Our digital strategy outcomes

The outcomes identified in our digital strategy recognise and reflect that any successful digital change towards can only be established over a period time and in partnership with our ICT Services and Schools estate colleagues.

Long Term Aim	All practitioners and learners can demonstrate the benefits of digital and have the skills to use and create digital solutions for learning, life and work.			
Key Themes	Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.	Improve access to digital technology for all learners.	Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.	Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
Medium Term Targets **By end of session 2022-23**	Ensure that all establishment leaders have an awareness of the digital infrastructure within their buildings and its capacity to support the delivery of high quality learning and teaching.	Inverclyde Council/establishments to equitably provide devices for learners in their schools from P4 to S6 and increase access to devices within schools from pre-school to P3. Those digitally excluded at home will be prioritised. **(Subject to expected announcement from Scottish Government)**	All practitioners have the skills and ability to experiment and create digital solutions.	Inverclyde Education Services identify effective and innovative digital learning and teaching practice and communicate this to their education establishments and educators.
		A programme of Infrastructure changes to be implemented to enable flexibility of access for digital technologies to support learning and the development of digital skills.	Education and Communities Service have developed a programme of digital help through which practitioners can offer direct advice and support to learners and families.	All learners have the skills and ability to experiment and create innovative digital solutions.
Short Term Targets **By end of session 2021/22**	Inverclyde Education Services authorities and schools will have established a digital learning and teaching strategy,	All education staff in Inverclyde have access to Glow to enable collaboration across LAs and nationally and can access this from school or home.	All practitioners have the skills, ability and agility to use digital technology in their teaching.	All learners have the skills, ability and agility to select and use digital technology in

	underpinned by a positive attitude towards the use of digital technology within education.			their learning and life.
	Establishment/School leaders have an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community.	All learners in Inverclyde have access to a set of online platforms for learning in and out of school.	All practitioners have the skills and opportunity to work with others using digital technology.	All learners have the skills and opportunity to work with others using digital technology.
	Establishment/School leaders will ensure all staff receive ongoing professional development around digital technology, informing practitioners of courses in professional development, as well as offering general support.	All schools have appropriate digital technology resources, including hardware, software and infrastructure to support digital learning and teaching across all age groups.	All practitioners have the skills and knowledge to use the internet and digital devices safely and responsibly.	All learners have the skills and knowledge to use the internet and digital devices safely and responsibly.
	Establishment/School leaders will ensure their staff are aware of the risks of using digital technology and the strategies they can use to mitigate those risks.	All practitioners have the opportunity and means to use digital technology and access online content, when planning learning and teaching and during lessons.	All practitioners have the confidence to embrace digital technology and the internet.	All learners have the confidence to embrace digital technology and the internet.
	Establishment/School leaders will ensure their staff and parents are aware of and plan for the delivery of the technologies outcomes and experiences that are identified in the BGE curriculum.	All learners have the opportunity and means to use digital technology to access online content.	Schools, learners and their families have a shared understanding of the range of digital skills required to support their learning, life and work both now and for the future.	

These outcomes clearly will only be achievable through the delivery of the action plan identified in the following pages.

The following Key Strategy Actions are *'positively framed'* as completed statements to support review and aid identification of when an action is considered completed.

Priority 1 - **Leadership of digital improvement** Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.		
Key Strategy Actions	**Lead Responsibility**	**Timescale**
1.1 ELC leaders in partnership with Education Scotland will identify a consistent approach to the development of staff digital skills, strengthen pedagogical awareness in the development of digital skills amongst young children and ensure that all children at the BGE early level have a consistent experience of digital learning.	▪ Education Officer with responsibility for ICT. ▪ Quality Improvement manager ELC	December 2021
1.2 Strengthen school leadership team knowledge and understanding of the infrastructure within their buildings and how this can be developed to deliver an enhanced curriculum, where the use of ICT is encouraged and embedded into the planning of teaching, learning and assessment.	▪ Education Officer with responsibility for ICT. ▪ ICT services support (tbc)	Session 2021/22
1.3 Raise awareness of National Digital priorities amongst the leaders of our establishments. This should focus on ensuring equity of access to digital learning opportunities for those most disadvantaged to technology at home.	▪ Education Officer with responsibility for ICT. ▪ Education Scotland colleagues	May 2021
1.4 Ensure that all establishment and cluster plans include aspects of digital development over the mid-long term.	▪ Head of Education ▪ Education Officers	December 2021 and beyond
1.5 Identify a consistent approach to the development of digital skills both amongst staff and learners, which is tied closely to the outcomes/benchmarks identified at all stages.	▪ Education Officer with responsibility for ICT. ▪ Attainment Challenge CMO Digital literacy	June 2022
1.6 Develop the involvement of and support for staff and student digital champions.	▪ Education Officer with responsibility for ICT. ▪ Attainment Challenge CMO Digital literacy	Session 2021/22
1.7 Develop a process of regular review of the digital status in establishments, including identification of infrastructure changes, key focus of schools within digital developments.	▪ Education Officer with responsibility for ICT.	Session 2021/22

Priority 2 - Digital Learning and Teaching Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.		
Key Strategy Actions	**Lead Responsibility**	**Timescale**
2.1 Establish the focus on digital learning within the authority review/establishment support processes moving forward.	▪ Education Officer with responsibility for ICT. ▪ QIT Team	Sessions 2021-22 and 2022 - 23
2.2 Create a clear vision of what planning for effective digital learning and assessment looks like for establishments, ensuring equity is considered.	▪ Education Officer with responsibility for ICT. ▪ AC CMO Digital literacies	Session 2021-22
2.3 Create detailed Inverclyde digital skills progression pathways for the coverage of digital technologies at BGE. Link to development of play pedagogy and STEM more widely.	▪ Education Officer with responsibility for ICT/STEM.	By Christmas 2022
2.4 Ensure a targeted approach to widening pupil access to digital devices to support learning in class and at home. This should reflect our priorities of digital equity and inclusion.	▪ Education Officer with responsibility for ICT. ▪ CLD Team	▪ Ongoing
2.5 Review of use of digital devices/platforms to support assessment within learning.	▪ Education Officer with responsibility for ICT. ▪ Education officer with responsibility for moderation & assessment	TBC – dependent upon outcome of review of senior phase, in response to the Stobart Report.
2.6 Establish successful classroom management and pedagogical approaches to using 'remote classroom' setup for future training of staff and delivery of aspects of the consortium.	▪ Education Officer with responsibility for ICT. ▪ Attainment Challenge CMO Digital literacy	By October 2021 Pilot case study by March 2022.
2.7 Expand family learning programmes established to mitigate inequity of support at home.	▪ CLD ▪ Attainment Challenge CMO Digital literacy	To be linked to the programme of issuing of devices to learners.

| Priority 3 - Digital Infrastructure. |
| Our staff and learners have access to the appropriate digital tools and connectivity to improve learning. |

Key Strategy Actions	Lead Responsibility	Timescale
3.1 Review and revise the process of accessing BYOD networks to ensure that establishments can access the network with a wider range of devices and in a simpler way.	▪ Education Officer with responsibility for ICT. ▪ ICT Services	▪ December 2021
3.2 Ensure that Wi-Fi and connectivity changes are completed for all of our schools estate. Review levels of connectivity in response to government changes.	▪ Phase 1 (Planned update) ▪ Phase 2 (response to government	▪ October 2021 ▪ Review session 2021/22
3.3 Transition from room based approach to allocation of digital devices, to person based approach. (Replacement of desktops with laptops/access for staff to device at home)	• Education Officer with responsibility for ICT.	▪ Phased approach over time in line with refreshment budget.
3.4 Transition to fuller use of Microsoft 365 account, including device management/update	▪ Education Officer with responsibility for ICT. ▪ ICT Services	July 2021-2022
3.5 Transition to cloud based approach, which removes need for Aventail/Sonicwall in the longer term	▪ ICT Services ▪ Education Officer with responsibility for ICT.	TBC – Subject to wider council transition.
3.6 Transition of Promethean Boards to direct internet connectivity to allow for remote management/upgrade and fuller use of all aspects.	▪ ICT Services ▪ Education Officer with responsibility for ICT.	TBC – Subject to redesign of firewalls as part of changes to BYOD and school networks.
3.7 Pilot of Remote Classroom setup. Establish a model of staff training requirements and Technical support	▪ Education Officer with responsibility for ICT.	October 2021
3.8 Review of possible impact of moving to a digital delivery for some aspects of the consortium delivery.	▪ Education officer with responsibility for consortium links. ▪ Education Officer with responsibility for ICT	December 2021
3.9 A full review of the provision of core digital devices will be carried out. It will seek to establish the cost implications of moving from a desktop based provision model to the flexible use of laptop devices by establishments.	▪ Education Officer with responsibility for ICT	January 2022

Priority 4 - Digital Skills Development and CLPL Schools make the best use of digital solutions to develop and deliver an equitable curriculum to learners, particularly in the senior phase.		
Key Strategy Actions	**Lead Responsibility**	**Timescale**
4.1 Establish Education Scotland/Inverclyde Education development of Early level digital offer	• Education Officer with responsibility for ICT	June 2021
4.2 Establish cluster approach to use of digital devices at Early Level and how this links to the delivery of technologies outcomes in conjunction with Play and Outdoor learning pedagogies. (Education Scotland project)	• Education Officer with responsibility for ICT	Session 2021-22
4.3 Create a calendar of CLPL for staff which enables staff to build upon their knowledge, including aspects such as Promethean, Microsoft, Thinglink, Barefoot, Wakelet.	• Education Officer with responsibility for ICT. • Attainment Challenge CMO Digital literacy	December 2021
4.4 Raise staff awareness of GDPR requirements around the use of digital applications.	▪ Council GDPR Team	Session 2021/22
4.5 Link digital skills development and CLPL to the collaborative approaches identified with partners	▪ Education Officer with responsibility for ICT ▪ West partnership digital leads	Session 2021/22
4.6 Raise staff and parent awareness of any new National digital strategy	▪ Education Officer with responsibility for ICT	TBC - Awaiting publication of new strategy.

Appendix A

Replacement of interactive whiteboard and refreshment of digital panels programme

Inverclyde Council has installed, as part of their School and Early Years establishment refurbishment/rebuilding programme, a range of display technology to support learning. Originally included in the estate programme were interactive whiteboards with attached projection. In more recent years, Promethean Digital Active Panels have been put in place, reducing the need for replacement projectors and/or lamps/bulbs when faults arise. As with all digital technology, every device has a life span dictated by the support on offer from manufacturers and also availability of replacement parts.

In March 2020, the Council started a programme of interactive whiteboard replacement, ensuring our educational establishments have access to a common set of digital resources and learners have access to high quality learning experiences.

A key priority of our digital strategy is to ensure the completion of that replacement programme and also to deliver a longer term funded replacement programme for digital display technology.

Moving forward, the replacement programme will:

- Complete the removal of the remaining whiteboards and projectors within our schools and ELC establishments
- Provide a phased programme of replacement of ActivPanels as and when the current devices are reaching the end of their lifespan.

The following establishments have been identified as still requiring the replacement of interactive whiteboards.

Sector	School	Number of boards being replaced
Primary		
	Aileymill Primary & Nursery	19
	All Saints Primary	25
	St Andrew's Primary	17
	St Francis Primary	12
	St Joseph's Primary	7
	Whinhill Primary	16
Secondary		
	St Stephen's High School/Port Glasgow High School	71
	St Columba's High School	44
ASN Schools		
	Craigmarloch School	27
	Lomond View Academy	7

The cost of these digital devices is subject to change and so a flexible funding model is required over the long term to support the replacement and refreshment programme. The recent impact of the Covid pandemic has seen fluctuation both in availability and pricing of digital devices. A realistic timescale for the replacement of the above devices is identified at 6 years, subject to the funding being available.

At current 2021 Prices, it is estimated that the cost of replacing the above identified panels is £700000. However the cost of the longer term replacement and refreshment of these digital display devices may be around £1.85 million (including the previously £700000) over time, based on current prices.

The design of digital devices is also subject to frequent change. So moving forward, this programme of refreshment will need to be adaptable and subject to regular review.

Education Services currently have a range of Promethean ActivPanels within our schools and ELC establishments. These devices were first put in place in 2015 in two Primary schools. Subsequent schools estate projects have also ensured these devices have been part of any refurbishment or new build including those in session 2020 - 2021. The refreshment programme therefore can be phased over time. Current warranty agreements for these devices cover a period of 5 years.

Funding & change proposals

The funding for this programme of replacement and refreshment will reflect the two processes required:

1. £700,000 for replacement of existing whiteboards
2. £1.15 million for refreshment of end of life ActivPanels over a 7 year period.

Session	Funding identified	Priority	Comment
2021 - 2022		Continued replacement of interactive Whiteboards	
2022 - 2023		Continued replacement of interactive Whiteboards	Begin phased refreshment of ActivPanels as required
2023 - 2024		Phased replacement of ActivPanels	
2024 - 2025		Phased replacement of ActivPanels	
2025 - 2026		Phased replacement of ActivPanels	
2026 - 2027		Phased replacement of ActivPanels	
2027 - 2028		Phased replacement of ActivPanels	

Appendix B

Renewal of digital devices for education staff

Inverclyde Education Services has had for many years provided an identified number of core digital devices to schools. These historically have been allocated based on the following criteria:

- Delivery of curricular needs (e.g. subject specific needs in secondary schools)
- Roll of school and numbers of staff
- Role and remit of individuals members of staff
- Number of classroom teaching areas

Education Services have also sought to provide the most cost effective digital solutions for the Council. This has resulted in a large number of desktop devices being allocated to schools. Desktop devices provide more robust, longer lasting and memory flexible solutions. These devices have also been mainly linked to our fixed wired education network within the school buildings. Desktop devices however are less flexible in terms of portability and in their ability to be used for online learning activities due to the absence of cameras and microphones. Over time, as schools have sought to develop their learning areas and create more flexible use of devices within classrooms, ICT suites have, in some cases, been replaced by laptop devices connected to our school Wi-Fi network. However the current staff desktop devices have remained in place with a lengthening period between refreshment.

Education Services' response to Covid pandemic highlighted the challenges staff faced when delivering learning to pupils in a remote or blended learning approach. In many instances this was only possible by relying upon the use of the staff's own personal devices at home.

This digital strategy has identified the following principles for the replacement of these desktop devices which will ensure that greater flexibility and efficiency in terms of how and where staff devices can be used, both within school and if necessary, in emergency situations from elsewhere.

Principles

Learning and Teaching		
	1	Teaching staff have access to a device in class which allows online meetings and teaching to occur, in class and if necessary at home. This device needs to have camera and microphones built in in order to deliver live learning.
	2	Staff can take the devices home if required and have access to files and folders. Currently our network setup requires staff to access files and folders through the provision of a virtual private network (VPN). We aim to move to a cloud based approach over time.
	3	Ageing devices which continually run slow are replaced (phased over time)
	4	Teaching time is maximised by reducing time for login to different devices (Primary and Secondary school issue mainly)
Wellbeing Support	5	In emergency situation pastoral care staff have access to SEEMIS information and files/folders to support families
Support for SQA operations	6	In emergency situation staff are able to support the SQA processes both from a teaching and assessment/estimate submission
Daily Establishment operation	7	Key school admin staff, if moved location or working remotely have ability to access normal drives

Refreshment and replacement of the core devices in the future the following has been identified as a challenge by every local authority in Scotland.

1. Replacement of these devices with laptops will require a fuller review of the core computer provision across our schools and ELC estate, to be carried out. This review will take cognisance of the decisions taken by a few schools to purchase additional digital devices and the commitment given by Scottish Government to provide every child a digital device within the lifetime of the current parliament.

2. The review will seek to establish the cost implications of moving from desktop devices towards a laptop based approach, as well as the efficiencies that can be made in responding to the impact of every child being given a digital device. The identified response plan will include details of device replacement/refreshment over a 12 year period. (i.e. two cycles of refreshment based on the 4 year average lifespan of a laptop device).

3. Priority for refreshment will initially be targeted towards teacher devices connected to the ActivPanels/Boards in classes. Desktops will be replaced with laptops and docking stations.

4. All schools have a larger number of teaching staff than individual classroom panels, so a number of laptop devices will be identified for teachers to be able to work in a flexible way across the school and if required from home/elsewhere. It is envisaged this slight increase in core numbers of devices for teachers will be offset by the reduction of other computers required across the school due to pupils having access to their own devices.

5. In secondary schools, a number of key curricular subjects will still need to be supported by devices of a higher specification. It is envisaged that this will only be required where the identified specialist software required to complete SQA coursework and assessment necessitates its use. Areas initially identified include:
   - Graphical Communications and technical design
   - Business administration
   - Computing
   - Music Technology

   It is worth noting that a move to a cloud based and pupil supported devices approach is also expected to change these decisions over time.

6. Some key establishment admin and pastoral care support staff are also identified as priorities for device replacement. This will again replace desktop devices with more flexible laptop computers. This is identified to ensure that the operations of our schools can continue when required in emergency situations and with immediacy of response.

7. Each establishment will be involved in a review of their core digital provision to help support this change. It is not envisaged that every member of staff needs to be in possession of a computer. However, the review will ensure that there is access to appropriate devices within the school for other support staff.

8. The lifespan of a laptop device is anticipated to be around 4 years if looked after well by the user. A phased approach to the replacement of core school devices is necessary therefore in order to ensure that Inverclyde Council has a managed and funded plan over the long term.

9. ICT Services currently operate a refreshment programme for core school devices. The replacement of the devices for staff will be undertaken from this programme.

Appendix C

Response to Scottish Government plans for devices for every child

Inverclyde Council currently awaits the detail from Scottish Government around their commitment to provide all Primary and Secondary pupils with access to devices for learning purposes. This offer may ultimately vary in terms of scope and ambition.

Many councils have already started a process of providing learners with access to digital devices and it is clear that the delivery of that commitment does present long term funding and technical support implications.

Inverclyde Education Services have similarly provided devices to a number of pupils over the course of session 2020-2021 and are continuing to target families identified by schools as needing this provision. Education services have also investigated different approaches that can be taken to maintain this offer over a longer period of time. All solutions currently have challenges around device sourcing, support and setup, online protection and management of faults/repair and replacement.

This strategy highlights the need to wait for further clarity around the government commitment but also has identified a number of strategic changes which will better support the use of different digital platforms, increased number and types of devices, the need for mechanisms to ensure online protection and greater flexibility to support learning 'anytime, anywhere'.

	Aspect	Current position	Future implications
1.	**Infrastructure of schools estate**	As part of work undertaken since 2016, the wireless connectivity has been improved across all of our buildings. Planned work to strengthen and extend the Wi-Fi signal is expected to continue until October 2021.	A large increase in the number and range of devices attempting to connect to our networks at the same time, will require further improvement to be made to our networks.
2.	**Connectivity of schools**	In session 2020-202, ELC and school PEF funding allowed the external connections to be improved and connectivity to be increased. (In some cases doubled).	Again increased numbers of devices all being linked to our networks will require further work to be carried out. In order to meet new Government standards for school connectivity, a further increase in connectivity may be required.
3.	**Infrastructure of networks**	Currently our establishments operate mainly on a wired network, with additional school laptop devices able to be imaged to work on the school Wi-Fi network. Other devices	A move to a cloud based approach will remove the need for the VPN

			need to connect through the BYOD Wi-Fi network.	and the annual costs associated with that.
			Staff devices currently cannot be used at home without the use of a VPN connection. This does require licences to be purchased and annual support charges to be paid.	A new pupil network will need to be designed in order to allow devices setup for home use to also work in our buildings.
			Schools have an identified GDPR challenge around the storage and security of transfer of more confidential information stored as part of their work. This currently requires access for some staff to two different networks and email accounts.	Resolution to the GDPR challenge could be secured through the use on online secure digital storage and changes to the use of our Microsoft tenancy. Access to the Teams meetings through Wi-Fi connected devices in our school buildings, needs to be put in place.
4.	**BYOD network**		Schools currently have a dual level of security around the use of Wi-Fi by devices other than those imaged to work on our network.	Access to the BYOD network to be simplified to allow a wider range of different digital devices to connect.
5.	**Connectivity for pupils outside of the school day.**		Providing digital devices to pupils will only provide part of the solution required to allow learning to continue after school. The costs of connectivity at home, are for some of our families, a great barrier to learning continuing outside of the school day. The council is currently in the process of extending free Wi-Fi access in community centres and libraries. Connectivity devices provided during the lockdown period are expensive to maintain.	Inverclyde Council await Scottish government advice on how connectivity
6.	**Online protection**		When working on a school based device, all learners are protected by firewalls, content filtering systems and virus protection.	When giving out devices to learners to use at home, aspects of protection also need to be built into the image of the device.
7.	**Technical support, device setup and repair**		Currently any device given to a learner for home use in 2020-2021 has been setup by school staff and, if required, repair or issues are logged with the ICT service Team.	If numbers of student devices increase as a result of the government pledge, then a dedicated team to administer and

		This however has increased significantly workload for some staff and has impacted on the ability of these people to deliver their normal services.	support these devices will be required.

Appendix D

Transfer of operational working to a cloud based approach

All use of digital devices in Education is linked to teaching resources, files and applications located on the school networks. In order to access these outside of the school, the use of a Virtual Private Network (VPN) connection is required. The costs of expanding the use of the VPN would increase substantially if all education staff were requiring the ability to work remotely from their base school.

Many of the main digital tools needed by our staff to enable flexible approaches to teaching and learning however do already exist online. Our current Education Microsoft 365 licence allows us to link with Glow for a range of online applications and for online meetings. Most licences for software applications are however purchased individually by schools.

Access to resources of a more confidential nature are currently located in password protected folders on both Education and Corporate Accounts held by school managers and pastoral support staff.

Ultimately the solution is to move towards an online virtual network, where access, management of devices and storage of files and resources are linked.

A move to a cloud based storage and operational approach will provide the following opportunities and benefits:

- Access to applications, resources, files and folders without the need for a VPN
- It provides an improved solution to the security challenges of key staff working on dual networks around GIRFEC information.
- Provide a mechanism for the setup and remote management of mobile devices for both staff and pupils through the use of InTune as part of the Microsoft 365 licence.
- The ability for Education Services to work collaboratively with other Council partners on sensitive documentation through the use of a secure document management system called Objective Connect. This is currently used by HSCP partners and so opportunities to share the cost of using this. An annual cost of £8500 is expected.
- Flexibility to use the Microsoft 365 tenancy to link with the wider Corporate Digital strategy in terms of the use of Teams and e-mail. This should provide long term benefits in terms of working with partner agencies and families.
- Access to online learning resources/applications for staff and pupils which currently can only be accessed by pupils, in school.

Challenges ahead:

- All current software licences will need to be reviewed and equivalent cloud based products identified, costed and tested.
- A common image for devices used at the different sectors/stages of education will need to be compiled.
- Some software will simply not be able to operate on a cloud based system. Teaching and support staff will over time need to identify alternative ways of delivering aspects of their courses.

- Personal storage of documentation will be through the OneDrive product. Staff will need to be fully aware of the nature of content and possible GDPR implications of information to be stored there.
- The process of sharing and working on collaborative documentation across a school will move more towards Teams and SharePoint sites. Staff will require additional training and support in the use of this approach.
- Staff with responsibility for administration and pastoral support will need additional training on the use of Objective Connect.
- Our Promethean ActivPanels would benefit from being connected directly to internet through their inbuilt Android devices. This would enable teaching staff to make full use of learning applications which work in tandem with the learners own devices. It would also bring efficiency benefits to the ICT Services team in providing them with the flexibility to remotely update and manage the panels, rather than having to visit each one individually. The management software system for this lies online and so again fits well with a move to a cloud based approach.

Please note that the challenges of operating pupil devices safely and securely both in school and at home will likely need a unique student network to be created for our buildings. This is currently being discussed more widely at a National level by our ICT colleagues.

Appendix E

Development of Continuous Professional Learning Opportunities for staff

The increased use of digital learning approaches clearly mirrored the situation that was present during lockdown. As lockdowns were introduced the scale of usage of digital approaches grew dramatically. Both staff and pupils focused not only upon the learning taking place but also on increasing their skills and confidence in using a range of digital applications and devices.
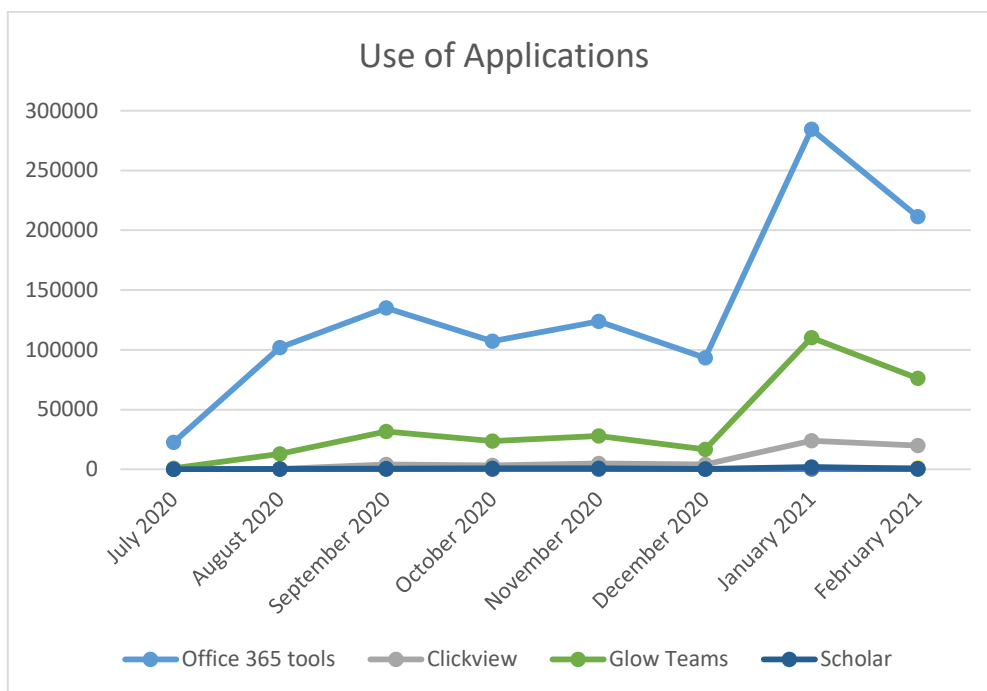
Since returning to their nurseries and schools, the increased demand for additional digital learning pedagogy training and skills development has continued. Similarly the use of these applications has

also been sustained and is being further developed now as it is delivered in a blended way by staff from within our establishments.

This strategy identifies a number of areas of digital development that will be targeted in the coming sessions:

- Creating and leading a digital culture within our establishments.
- Cyber resilience and Internet safety
- Child Exploitation and Online Protection
- Effective use of ICT within Learning and Teaching
- Support for Digital Champions
- Digital skills pathways
- Applications for learning
- Use of digital approaches at Early Level which link to play pedagogy and outdoor learning

This strategy also aims to encourage staff and students to gain accreditation for their own learning. In the case of staff, this will be providing them with opportunities to be involved with recognised certificated training such as the Promethean Trainer programme and the Microsoft Educator programmes.

This strategy also strongly recommends the involvement of staff in the Young STEM Leader (YSL) Programme. The benefits of staff becoming the leaders of this initiative within their schools is that their students can also gain by achieving the SCQF levels 2- 5 awards through involvement in unique leadership opportunities.

Delivery of training

Education services has established links with a number of providers of high quality training, including:

- Education Scotland
- Microsoft
- Promethean
- Clickview
- West Partnership Authorities

We also recognise the skills and expertise of some of our own staff and will be seeking to further provide leadership opportunities by encouraging them to share their best practices and deliver aspects of our training.

It is clear that many staff value the ability to undertake this training at a time and place of their choosing. The programme of training has therefore been designed to be delivered through a mix of live, recorded and interactive activities. Currently the present Covid guidance makes it hard to deliver training face to face. However this strategy recognises the importance of being able to learn from hearing about the experiences of other participants and so will explore further these opportunities as the guidance is relaxed.

Courses will be highlighted on a regular basis through a calendar of training on the Inverclyde CPD system ⬀ and also through our use of Glow support Teams and staff blogs.

Appendix F

Connectivity for learner devices

A major challenge for Education Services over the past two sessions has been to ensure equity of access to online learning for children across our authority. Although access to devices allow learners to engage in some planned learning activities, much of the learning takes place online or requires access to internet resources. This is a challenge for many of our families due to the costs of that provision.

As part of Inverclyde Council's response to the Covid pandemic, Scottish Government Grants enabled Education Services to temporarily provide connectivity solutions to a number of families at home. This does present a considerable challenge to the authority to deliver over a longer term period.

Inverclyde Council has been working on widening access to free internet solutions through their programme of work in community centres, libraries and other council buildings. This strategy seeks to provide an additional opportunity to expand this access to our learners, in educational establishments. This requires a redesign of our Bring Your Own Devices Network and as indicated previously, the design of a learners' network may also enable devices to be more flexible in the way that student devices can operate both at home and in our schools.

Education Services await further details about the Scottish Government commitment to provide digital devices to learners in primary and Secondary school settings and whether this includes a commitment to providing connectivity solutions as part of that.

Appendix G

Links to key online digital resources and professional reading

⬀ [Information on the Education Scotland National Support Offer - CLICKVIEW](#)

⬀ [DigiLearn Education Scotland Digital support website](#)

⬀ [Digital Play in early years article - Stephen & Plowman](#)

⬀ [Digital Schools Award Scotland site](#)

⬀ [Information for parents/carers on keeping children of all ages safe online.](#)

⬀ [Information for staff on remote learning](#)

⬀ [Information for teachers on Blended Learning](#)

⬀ [Microsoft Educator Digital Support website](#)

⬀ [National Online Safety Website - Thinkuknow](#)

- [PL links on digital learning recommended by the EIS](#)
- [Realising the Ambition document from Education Scotland](#)
- [Stobart Report: Upper-secondary education student assessment in Scotland: A comparative perspective](#)

In June and September 2020 e-Sgoil hosted extremely useful Q&A Discussion sessions looking at aspects of pedagogy associated with remote, face-to-face teaching. The discussion shares some of the key benefits of online teaching and discusses some of the drawbacks and planning for mitigating these. Panel members shared some of their own experiences and shared strategies that they have found to be particularly effective. The June session can be viewed here *(video starts at 8 minutes 30 seconds)* and the September session can be viewed here (Video starts at 9 minutes 30 seconds).