

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 30 August 2022.

The Communities business will commence at 2pm and the Education business at 4pm.

Members may attend the meeting in person or via remote online access. Webex joining details will be sent to Members and Officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 29 August 2022 how they intend to access the meeting.

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

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IAIN STRACHAN
Head of Legal and Democratic Services

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Enquiries to – **Colin MacDonald** – Tel 01475 712113

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|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Interim Director, Finance & Corporate Governance and Corporate Director Education, Communities & Organisational Development | Report No: | FIN/47/22/AP/IC |
| Contact Officer: | Iain Cameron | Contact No: | 01475 712832 |
| Subject: | Communities Revenue Budget Report - Final Outturn 2021/22 and 2022/23 Projected Outturn at 30 June 2022 | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 To advise Committee of the 2021/22 Communities Revenue Budget final out turn and the 2022/23 Revenue Budget position at 30 June 2022.
- 1.3 In 2021/22, excluding Earmarked Reserves, there was an under spend of £203,000 against a revenue budget figure of £4.521m This equates to 4.5% of the total budget and was £111,000 less expenditure than previously reported to Committee in March 2022. More details are provided in section 3 of the report.
- 1.4 The total Communities Revenue Budget for 2022/23, excluding Earmarked Reserves, is currently £4,362,310. The latest projection is an overspend of £83,000 (1.9%). More details are provided in section 3 of the report and the appendices.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the final out turn for the 2021/22 Communities Revenue Budget and note the current projected overspend for 2022/23 of £83,000 as at 30 June 2022.
- 2.2 It is recommended that the Committee note that the Corporate Director Education, Communities and Organisational Development and Heads of Service will review areas where non-essential spend can be reduced in order to bring the Committee back on budget. Progress against this and other proposals to bring the budget back on track, if required, will be reported at the next Committee.

Alan Puckrin
Interim Director, Finance
& Corporate Governance

Ruth Binks
Corporate Director, Education
Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The purpose of this report is to advise Committee of the current position of the 2022/23 Revenue Budget as well as the 2021/22 final out turn and to highlight the main variances contributing to the £203,000 under spend for 2021/22 and the projected overspend of £83,000 for 2022/23.
- 3.2 The current Communities Revenue Budget for 2022/23 is £4,362,310 which is an increase of £15,740 from the Approved Budget. Appendix 1 provides more details of the budget movement.
- 3.3 **2021/22 Out Turn**

The final out turn for the Communities 2021/22 Revenue Budget, excluding Earmarked Reserves was an under spend of £203,000. This was £111,000 less expenditure than reported to the last Committee in March 2022.

The performance in specific service areas was:

| | Revised Budget 2021/22 £000 | Out Turn 2021/22 £000 | Variance To Budget £000 | P9 Projected Variance £000 | Movement Since P9 Projection £000 |
|------------------------------|-----------------------------|-----------------------|-------------------------|----------------------------|-----------------------------------|
| Libraries & Museum | 1,691 | 1,664 | (27) | 51 | (78) |
| Sports & Leisure | 932 | 968 | 36 | (41) | 77 |
| Community Safety | 519 | 462 | (57) | (44) | (13) |
| Community Halls | 962 | 827 | (135) | (58) | (77) |
| Grants to Vol Organisations | 418 | 398 | (20) | 0 | (20) |
| TOTAL NET EXPENDITURE | 4,522 | 4,319 | (203) | (92) | (111) |

- 3.4 The major variances making up the under spend were as follows -

- (a) Underspend of £56,000 for Employee Costs due to a number of vacant posts within Community Safety and School Crossing Patrollers.
- (b) Underspend of £65,000 for Libraries Office Accommodation charges.
- (c) Shortfall of £60,000 for Libraries & Museum Income.
- (d) Over recovery of £99,000 for School Lets Income.

3.5 2022/23 Projected Outturn (£83,000 overspend 1.9%)

The main projected variances contributing to the net overspend are listed below -

- (a) Projected overspend of £78,000 for Libraries & Museum. Employee costs are projected to overspend by £20,000 and Income is projected to have a shortfall of £55,000.
- (b) Projected overspend of £74,000 for Sports and Leisure. Free swimming for Under 16s is projected to overspend by £83,000. A more detailed report on this matter will be presented to the next meeting of the Committee.
- (c) Projected underspend of £54,000 for Community Safety Employee Costs due to vacant posts.
- (d) Projected underspend of £21,000 for Community Halls due to the over recovery of Income for School Lets.

3.6 EARMARKED RESERVES

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is zero. Expenditure levels are being reviewed to ensure that all expenditure is being allocated correctly.

4.0 PROPOSALS

- 4.1 The projected over spend of £83,000 requires to be addressed and progress will be included in a report to the next meeting of the Committee. In the meantime the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | x | | |
| Legal/Risk | x | | |
| Human Resources | | x | |
| Strategic (LOIP/Corporate Plan) | | x | |
| Equalities & Fairer Scotland Duty | | | x |
| Children & Young People's Rights & Wellbeing | | | x |
| Environmental & Sustainability | | | x |
| Data Protection | | | x |

5.2 Finance

The projected over spend of £83,000 requires to be addressed via a report to the next meeting of the Committee. In the interim, the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

The approved Governance Documents set out the roles and responsibilities of Committees and officers in ensuring budgets are not overspent and the process to be followed in the event an overspend is unavoidable.

5.4 Human Resources

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

5.5 Strategic

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Interim Director, Finance and Corporate Governance and the Corporate Director Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Communities Budget Movement - 2022/23**Period 3 - 1st April 2022 to 30th June 2022**

| Service | Approved Budget | Movements | | | Revised Budget | |
|-----------------------------------|-----------------|-------------------|------------------|-------------------------------|----------------------------|-----------------|
| | 2022/23 £000 | Inflation £000 | Virement £000 | Supplementary Budgets £000 | Transferred to EMR £000 | 2022/23 £000 |
| Libraries & Museum | 1,653 | | | | | 1,653 |
| Sport & Leisure | 870 | | 15 | | | 885 |
| Community Safety | 515 | | | | | 515 |
| Community Halls | 931 | | | | | 931 |
| Grants to Voluntary Organisations | 378 | | | | | 378 |
| Totals | <u>4,347</u> | <u>0</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>4,362</u> |

Movement Details

£000

External ResourcesInflation0Virement

Rankin Park from ERR

15

15Supplementary Budget015

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2022 to 30th June 2022**

| 2021/22 Actual £000 | Subjective Heading | Approved Budget 2022/23 £000 | Revised Budget 2022/23 £000 | Projected Out-turn 2022/23 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|---|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 1,878 | Employee Costs | 1,881 | 1,881 | 1,853 | (28) | (1.5%) |
| 573 | Property Costs | 581 | 581 | 584 | 3 | 0.5% |
| 1,047 | Supplies & Services | 1,033 | 1,048 | 1,048 | 0 | - |
| 7 | Transport Costs | 3 | 3 | 3 | 0 | - |
| 60 | Administration Costs | 75 | 75 | 75 | 0 | - |
| 2,023 | Other Expenditure | 1,089 | 1,089 | 1,163 | 74 | 6.8% |
| (1,269) | Income | (315) | (315) | (281) | 34 | (10.8%) |
| 4,319 | TOTAL NET EXPENDITURE | 4,347 | 4,362 | 4,445 | 83 | 1.9% |
| 0 | Earmarked Reserves | 0 | 0 | 0 | 0 | |
| | Additional Funding Covid-19 | | | 0 | 0 | |
| 4,319 | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 4,347 | 4,362 | 4,445 | 83 | |

| 2021/22 Actual £000 | Objective Heading | Approved Budget 2022/23 £000 | Revised Budget 2022/23 £000 | Projected Out-turn 2022/23 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------------|---|---------------------------------------|--------------------------------------|--|--|----------------------------|
| 1,664 | Libraries & Museum | 1,653 | 1,653 | 1,731 | 78 | 4.7% |
| 968 | Sports & Leisure | 870 | 885 | 959 | 74 | 8.4% |
| 462 | Community Safety | 515 | 515 | 461 | (54) | (10.5%) |
| 827 | Community Halls | 931 | 931 | 916 | (15) | (1.6%) |
| 398 | Grants to Vol Orgs | 378 | 378 | 378 | 0 | - |
| 4,319 | TOTAL COMMUNITIES | 4,347 | 4,362 | 4,445 | 83 | 1.9% |
| 0 | Earmarked Reserves | 0 | 0 | 0 | 0 | |
| | Additional Funding Covid-19 | | | 0 | 0 | |
| 4,319 | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 4,347 | 4,362 | 4,445 | 83 | |

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 -1st April 2022 to 30th June 2022**

| <u>Out Turn</u> <u>2021/22</u> <u>£000</u> | <u>Budget</u> <u>Heading</u> | <u>Budget</u> <u>2022/23</u> <u>£000</u> | <u>Proportion</u> <u>of Budget</u> | <u>Actual to</u> <u>30-Jun-22</u> <u>£000</u> | <u>Projection</u> <u>2022/23</u> <u>£000</u> | <u>(Under)/Over</u> <u>Budget</u> <u>£000</u> | <u>Percentage</u> <u>Over / (Under)</u> |
|--|---------------------------------|--|---------------------------------------|---|--|---|--|
| | Libraries & Museum | | | | | | |
| 1,198 | Employee Costs | 1,215 | 278 | 284 | 1,235 | 20 | 1.6% |
| (21) | Income | (67) | (17) | (5) | (12) | 55 | (82.1%) |
| | Sports & Leisure | | | | | | |
| 151 | U16 Free Swimming | 120 | 35 | 64 | 203 | 83 | 69.2% |
| | Community Safety | | | | | | |
| 416 | Employee Costs | 474 | 109 | 90 | 420 | (54) | (11.4%) |
| | Community Halls | | | | | | |
| (239) | School Lets Income | (139) | (35) | (40) | (160) | (21) | 15.1% |
| Total Material Variances | | 1,603 | 370 | 393 | 1,686 | 83 | |

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

| <u>Project</u> | <u>Lead Officer/ Responsible Manager</u> | <u>Total Funding 2022/23</u> | <u>Phased Budget Period 3 2022/23</u> | <u>Actual Period 3 2022/23</u> | <u>Projected Spend 2022/23</u> | <u>Amount to be Earmarked for 2022/23 & Beyond</u> | <u>Lead Officer Update</u> |
|---|--|--------------------------------------|---|--|--|--|--|
| | | £000 | £000 | £000 | £000 | £000 | |
| Community Fund (Participatory Budgets) | Tony McEwan | 40 | 0 | 0 | 40 | 0 | Funding for Gibshill CC and Port Glasgow BC. Will be fully spent in 2022/23. |
| Community Support Fund | Tony McEwan | 50 | 0 | 0 | 50 | 0 | Possible funding for Inverclyde Shed. |
| Summer of Fun | Tony McEwan | 25 | 0 | 0 | 25 | 0 | Contribution to Pictures in Park & Cultural Events. |
| Total | | 115 | 0 | 0 | 115 | 0 | |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development and Interim Director Finance & Corporate Governance | Report No: | EDUCOM/46/22/HS |
| Contact Officer: | Hugh Scott | Contact No: | 01475 715459 |
| Subject: | Communities Capital Programme Progress and Asset Related Items | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 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 and Asset related items.
- 1.3 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. The report also provides an update on other Council Community Asset related activity.
- 1.4 The Communities capital budget is £4.331m with total projected spend on budget. The Committee is projecting to spend £2.282m in 2022/23 with net slippage of £0.136m (5.62%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee notes the work of the Asset Transfer Group and the current position and the progress on the specific projects of the 2022/25 Capital Programme as outlined in the report and appendix.

Alan Puckrin
Interim Director Finance & Corporate Governance

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 24 February 2022.
- 3.2 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 Regeneration Capital Grant Fund process.

2022/25 Current Capital Position

- 3.3 The Communities capital budget is £4.331m. The budget for 2022/23 is £2.418m, with spend to date of £0.026m equating to 1.08% of projected spend. The current projection is £4.331m which means total projected spend is on budget.
- 3.4 The Committee is projecting to spend £2.282m in 2022/23 with net slippage of £0.136m (5.62%) being reported. This is an increase in slippage of £0.136m (5.62%) from the base position and is due to slippage in the Waterfront Moveable Pool Floor Replacement (£0.340m) and the King George VI Refurbishment project (£0.157), partially offset by advancement within the Leisure Pitches Asset Management Plan (£0.231m) and the Lady Alice Bowling Club project (£0.130). It should be noted that the position with respect to the Indoor Tennis project will be subject to the on-going activity noted in 5.2 below. Appendix 1 details the capital programme.

Communities Capital Projects

- 3.5 **Lady Alice Bowling Club:** The Council continues to support the management committee of Lady Alice Bowling Club in respect of the proposals for the building and project costs. The club and its agent are currently engaged with the Planning Service to extend the period of validity for the previously submitted and approved application. The estimated timescale for commencement of works on site is September 2022.
- 3.6 **Indoor Sports Facility for Tennis:** The Council and Inverclyde Leisure (IL) hosted a meeting with all funders (Council, SportScotland, and the Lawn Tennis Association) on 28 June 2022, following receipt of the increased cost estimates associated with constructing the tennis centre. It was agreed that an instruction would be given to Alliance Leisure (IL's agent) to investigate other potential build solutions on the planned site which could help reduce the cost of the overall build. This process ongoing and it is anticipated that the outcome of the exercise will be reported to funders in early September 2022.
- 3.7 **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 3G pitch carpet replacement at Battery Park is programmed to commence mid-August and complete in October. The Drumshantie Road 3G pitch carpet replacement is programmed to commence mid-September and complete in November. The rejuvenation of the 3G multi-use games area surface at Inverkip Community Hub is also currently being programmed.
- 3.8 **Waterfront Leisure Centre Training Pool Moveable Floor:** As reported to the June 2022 Committee, a formal acceptance was issued for the project with pre-start meeting held with the main contractor and with the final site programme subject to the specialist sub-contractor survey, design and manufacture process. A specialist diver survey was undertaken by the contractor to determine site sizes for the manufacture of the new floor, however was not able to be completed with the necessary accuracy due to the current position of the existing inoperable pool floor and reduced visibility. The resultant design was provisional with no assurance from the Contractor

that the floor would be installed without risk. The Contractor has been instructed to undertake a second diver survey with programme currently awaited. The manufacture and installation programme will be reviewed upon completion of the current activity.

- 3.9 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) and involves the refurbishment / conversion of the King George VI building in Port Glasgow into a community facility. Following the tender return at the end of March 2022, there has been an extended period required to fully evaluate the tender returns and conclude the necessary legal and statutory approvals required to allow a formal contract acceptance to be issued. That process has been concluded with the project currently in the mobilisation period ahead of construction commencement which is programmed for 15 August. Completion is anticipated in June 2023.

Communities External Partner Projects

- 3.10 **Craigend Resource Centre:** The recently completed facility provides the East End of Greenock with a new, modern space for residents of the area and wider community. The upgrade work includes the construction of new car park and toddlers play park with works projected to be completed in early November slight delay due to the change of contractor.
- 3.11 **The Inverclyde Shed Meet, Make + Share:** The Scottish Government Regeneration Capital Grant Fund (RCGF) funded project will transform a vacant light industrial unit in East Blackhall Street into a community workshop. Work has now commenced onsite with projected completion date of early 2023.
- 3.12 **Parklea Branching Out:** Parklea Branching Out (PBO) was awarded £1.1m funding through the Regeneration Capital Grant Fund (RCGF) to deliver a project that seeks to develop a new central community activity hub which will become a focal point of the work of PBO and provide an increased variety of training and work experiences for clients. The PBO have now completed the first of stage of the process and have appointed a design team to progress the project through the required design, procurement and construction phases with that activity currently ongoing.

Asset Transfer

- 3.13 An Asset Transfer Working Group was established in April 2022 and is chaired by the Head of Culture, Communities and Educational Resources. The group has representation from the Communities Service, Legal Services, Property Services and Community Planning. The purpose of the working group is to ensure a co-ordinated approach amongst the key services that are involved in asset transfers. The group is meeting on a monthly basis and an update on current activity is provided below:
- 3.14 **Caddlehill Community Green Space:** Work has been ongoing with a constituted group seeking to secure community responsibility for the unused land at Caddlehill Street (formerly In-Work Enterprises Ltd) from Inverclyde Council on behalf of Caddlehill Street and the immediate surrounding area for use as a community garden. A report was submitted to the June 2022 meeting of the Environment and Regeneration Committee recommending that Caddlehill Community Green Space is granted a lease and has been approved with conditions around using utilities onsite.
- 3.15 **Drumshantie Road:** Officers from Community Learning and Development have been holding fortnightly meetings with office bearers from the Inverclyde Shed regarding the former Scout Hall building at Drumshantie Road, Gourock. A detailed condition survey of the existing building has been completed.

Inverclyde Shed have now formally withdrawn their interest in this building due to the requirement for external funding to undertake the significant amount of work needed on the existing building, as highlighted within the condition survey. Inverclyde Shed will continue to interact with officers to look for other suitable premises.

4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | | X | |
| Equalities & Fairer Scotland Duty | | | X |
| Children & Young People's Rights & Wellbeing | | | X |
| Environmental & Sustainability | | | X |
| Data Protection | | | X |

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

There are no known Legal implications contained within this report.

5.4 Human Resources

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

5.5 **Strategic**

None.

6.0 **CONSULTATION**

6.1 This report has been prepared following consultation with the Interim Head of Property Services and Finance Services.

7.0 **BACKGROUND PAPERS**

7.1 None.

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director, Education, Communities and Organisational Development | Report No: | EDUCOM/45/22/TM |
| Contact Officer: | Tony McEwan | Contact No: | 01475 712828 |
| Subject: | Communities Update Report | | |

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to update members of the Education and Communities Committee on Communities related issues.

1.3 Updates are provided on the following areas:

- Cultural Services Annual Report;
- Culture Collective;
- Piping;
- The response to the outstanding remit on grass pitches;
- Budget pressure in relation to free swimming for under 16s; and
- Projected deficit due to utility costs – Inverclyde Leisure (IL)

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- notes the updates provided in this report;
- agrees to a report on under 16s swimming being brought to the next meeting of the committee; and
- agrees that the Education and Communities Committee remit to Policy and Resources to fund the net increase in Inverclyde Leisure utility costs in 2022/23 totalling £278,000 .

Ruth Binks

Corporate Director, Education, Communities and Organisational Development

3.0 Updates

3.1 Cultural Services Annual Report

The Cultural Services Annual Report 2021-22 provides information on the range and impact of the work of the service, and celebrates the achievements of the service. It summarises work which has taken place in order to achieve the actions identified in the Inverclyde Libraries Service Improvement Plan 2021-22 and the Watt Institution Service Improvement Plan 2021-22.

The full report can be viewed at: <https://bit.ly/3bqigBx>

In 2021-22, services were beginning to re-open after the Covid-19 related lockdown of Jan-Apr 2021; some restrictions, particularly library opening hours, remained in place until later in the year.

Despite this, the service continued to develop and improve. Achievements include:

- Inverclyde Libraries being Highly Commended in the inaugural Scottish Library and Information Council (SLIC) Library Service of the Year Awards. Judges were very impressed by the high standard of service delivery, creativity and innovation displayed by the service;
- Port Glasgow Library reopening to the public in August 2021 after a short closure for refurbishment. The new layout resulted in a library which looks clean, fresh and new and allows flexibility to create space for various library events and activities;
- Inverclyde Libraries, with other partners in Inverclyde, becoming one of seven hubs around Scotland to become Climate Beacons in the lead up to COP26 in Nov 2021. The service used library programming to focus on climate change mitigation and adaptation as part of its recovery from Covid-19;
- funding being granted by SLIC via the Public Library Improvement Fund for the Inverclyde Libraries' Play Together project. The project brings toys, play, and outdoor learning opportunities to families who may not otherwise have access to them. A free to use play library will provide access to toys, games, gardening equipment and outdoor learning to educate and enjoy;
- the Watt Institution successfully bidding for Museums Galleries Scotland (MGS) funding for the *Our Watt* project which enabled the employment of a Digital Learning & Engagement Officer to work with communities to develop the service offer and shape and improve digital capacity going forward. Work included digitisation, digital reminiscence and digital ancestry projects; and
- the Music Service Spring Concert taking place, enabling the band, choirs and orchestra to perform to a full house at Greenock Town Hall for the first time in over two years.

3.2 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). An additional £198,000 of funding was confirmed in March 2022 to extend the Inverclyde programme until September 2023.

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.

Activities carried out in this reporting period include:

- the final events in relation to the year-long Writer’s Residency – writer Katharine Macfarlane held a “Story Feast” at the Drying Green at South West Library which included participants from the weekly WORD spoken word events, and also members from creative writing group The Writers Well. The event also launched an anthology of poems curated from local submissions entitled “From Acorns”. The event saw 35 individuals in attendance who shared and performed their work;
- artist in Residence Martin O’Connor has been developing new pieces of writing for performance, working closely with the Watt Institution and their archives looking at themes of exchange, arrivals and departures within and across Inverclyde; and
- 7 artist residencies working with staff and service users at Barnardo’s, Coronation Park, the Grieve Road Pantry, Clyde Muirshiel Regional Park, Inverclyde Faith in Throughcare, and Your Voice over the summer months.

3.3 Inverclyde Pipes and Drums

The project to introduce pipes and drums tuition in Inverclyde is progressing well. The service has now, in partnership with the Scottish Schools Pipes and Drums Trust SSPDT, begun to introduce pipes and drums into seven of our schools from August 2022. All equipment has been purchased and received, and tutors appointed to their posts. Once the service has been fully established, the intention is to introduce evening workshops and also to include pipes and drums into concerts and performances.

3.4 Outstanding remits – Grass Playing Pitches

There is an outstanding remit from 31 October 2017 that a report be submitted to a future meeting of the Committee on the position in respect of the various grass playing pitches within Inverclyde and the estimated cost of bringing all of the pitches up to the standard of Birkmyre Park and the other refurbished pitches. To date, because of competing priorities, no comprehensive work has been undertaken to review grass pitches although officer knowledge suggests that the grass pitches are of sufficient quality and quantity to meet the needs for community use.

3.5 Free Swimming for Under 16s – budget pressure

A report was submitted to the Education and Communities Committee in January 2021 setting out options for subsidised swimming, following the Council’s decision to reduce the budget from £180,000 to £80,000 as part of the budget process for 2021/22.

The Committee agreed at this time that further information on usage was required and the Council agreed to defer the saving until 2022/23, until this was available. An additional one-off £40,000 was allocated to the policy from the Community Fund while this data became available. Data from 2021/22 has shown that the current uptake of free swimming has increased significantly following several years of reduced usage. As a result, continuation of the policy in its current form will now

exceed the £80,000 budget allocated to the delivery of the policy, resulting in a budget pressure which the service cannot contain.

The Education and Communities Committee is asked to agree that a further report is brought to the next meeting of the Committee, setting out options to reduce the projected overspend for Under 16s swimming.

3.6 **Projected deficit due to utility costs – Inverclyde Leisure (IL)**

In June 2022 IL advised Council officers of a projected budget deficit of around £426k due to increased energy costs across its estate.

IL provided officers detail of the projected deficit and where it can reduce costs without the closure of facilities. By revising its property costs, delaying some of its projects and a slight reduction in staffing, it is able to reduce the overall budget deficit to £278,000 in 2022/23. Inverclyde Leisure Board agreed to ask the Council whether it was able to fund the remaining £278,000 in 2022/23 pending decisions on the IL Review which will be reported to the Education & Communities Committee later in 2022/23.

The matter has been considered by the Members Budget Working Group which proposed that the Education & Communities Committee should remit the request for funding to the Policy and Resources Committee.

4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|------------|-----------|------------|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | | X | |
| Equalities & Fairer Scotland Duty | | X | |
| Children & Young People's Rights & Wellbeing | | X | |
| Environmental & Sustainability | | X | |
| Data Protection | | X | |

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

| | | | | | |
|-----|--|--|--|--|--|
| N/A | | | | | |
|-----|--|--|--|--|--|

5.3 Legal/Risk

None.

5.4 Human Resources

None.

5.5 Strategic

None.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| | YES – Assessed as relevant and an EqIA is required. |
| 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant. |

5.7 Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

| | |
|---|---|
| | YES – Assessed as relevant and a CRWIA is required. |
| X | NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights. |

5.8 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

| | |
|---|---|
| | YES – assessed as relevant and a Strategic Environmental Assessment is required. |
| X | NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented. |

5.9 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals. |

6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 None.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/43/22/RS |
| Contact Officer: | Ross Scullion | Contact No: | 01475 712979 |
| Subject: | Public Space, Activity & Women's Safety Survey Action Plan | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to provide an update on the 'Public space, activity & women's safety survey' and seek approval for the resulting action plan.
- 1.3 At its meeting on 22 April 2021, Inverclyde Council tasked officers with carrying out a survey to determine women's perception of safety when undertaking activities in public spaces.
- 1.4 The survey, and a supplementary survey, were ran throughout 2021. The results were analysed to identify common issues raised within the responses and reported to Education and Communities Committee on 8 March 2022. Committee endorsed a strategic approach to developing outcomes from the survey and requested a further report be submitted to Committee upon completion of the analysis results and with responses from males separated
- 1.5 A further breakdown of the survey results is contained within Appendix 1 of this report and an action plan, Appendix 2, has been drafted in response to issues where it was deemed that measures could be taken to either raise awareness, promote cultural change in attitudes, or feed the survey results back to services/agencies and also into higher level strategic plans.

2.0 RECOMMENDATIONS

- 2.1 Committee are asked to:
- note the updated headline results of the public survey in appendix 1; and
 - approve the 'Public space, activity & women's safety survey action plan' in appendix 2

Ruth Binks
Corporate Director Education,
Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Equally Safe is the national strategy to prevent and eradicate violence against women and girls, in any form. Strategic priority 2 'Women and girls thrive as equal citizens: socially, culturally, economically and politically' highlights that fear for personal security in public places can place a constraint on the mobility of women and their participation in public life as they factor personal safety into routine decisions and activities.
- 3.2 At its meeting of 22 April 2021, Inverclyde Council tasked officers with carrying out a consultation to determine if women and girls perceive any safety impediment in using Inverclyde public paths, parks and cycle ways and, if so, how any identified issues may be addressed.
- 3.3 The Corporate Director of Education, Communities and Organisational Development convened a short-life working group to identify the most appropriate method for consultation. The working group developed a questionnaire to allow women's perceptions, views and experiences to be understood. It was agreed the Women's Forum would be the most appropriate oversight group.
- 3.4 The original survey was followed up with a supplementary survey to ensure that the views of all age groupings were considered. The results of the survey were reported to the Education and Communities Committee on 8 March 2022, at which the headline results were noted, the strategic approach to developing outcomes was endorsed, there was agreement that the Women's Forum has continued oversight of the outcome delivery, and that a further report be submitted to Committee upon completion of the analysis results and with responses from males separated.
- 3.5 The total number of participants from the original and supplementary survey was 1308 responses. However, further analysis of the data received concluded only 527 responses were pertinent to the majority of survey questions. Of these viable responses, the majority (93%) identified as female and the most common age groupings were 40-49 and 17 or younger.
- 3.6 The majority of Inverclyde residents will regularly participate in social and leisure activity without incident. The survey results showed that the majority of respondents frequently undertake activities in a public place and were also members of, or have considered joining, an activity-based club or organisation. However, 94% of those viable survey responses stated that they had on at least one occasion been put off undertaking activities due to public safety concerns. Analysis of the results broadly indicated that:
 - The fear of crime and intimidation within the local authority can impact on women feeling safe when undertaking social and leisure activities in public, particularly on dark evenings in poorly lit, overgrown, or isolated areas, and around groups of males/youths.
 - The most common concerns from females were related to physical assault, verbal harassment and unwanted attention from males. The results provided some anecdotal evidence of women experiencing these issues, although the survey mainly focused on the fear and anxiety over their occurrence
 - Costs and other time commitments ranked highest in terms of barriers to women joining activity-based clubs, however safety concerns and lack of inclusivity also factored in as a deterrent.
 - There is a general awareness of campaigns and legislation which target gender-based safety, however this seems to be mainly around the dominant national message on domestic abuse.

4.0 PROPOSALS

4.1 The results of the survey were discussed at the Women’s Forum along with a proposal to develop an action plan to deliver outcomes in relation to the issues raised within the survey. The action plan, shown in Appendix 2, will focus on four areas:

- Raising awareness of national and local campaigns which focus on Violence Against Women and Girls
- Embedding a culture of women’s safety within Inverclyde’s local activity-based clubs to encourage more inclusive membership and participation
- Reduce the fear and anxiety associated with women's safety within our local communities
- Raising awareness of applications which support women’s safety and communication channels for reporting safety concerns.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | | X | |
| Equalities & Fairer Scotland Duty | X | | |
| Children & Young People’s Rights & Wellbeing | | X | |
| Environmental & Sustainability | | X | |
| Data Protection | | X | |

5.2 Finance

One off Costs

Given the financial context of the Council there are no specific associated costs associated with this report however external funding sources will be accessed where possible to support any actions.

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

There are no legal/risk implications associated with this report.

5.4 Human Resources

Existing staff input to deliver on the actions outlined in the plan.

5.5 Strategic

This report helps deliver Corporate Plan Organisational Priority 6 – to improve the health and wellbeing of our residents so that people live well for longer. It will also help to deliver on LOIP Priority 3 – Environment, Culture, and Heritage.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| X | YES – Assessed as relevant and an EqIA is required and will be made available at the following web address: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments |
| | 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant. |

5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

| | |
|---|---|
| | YES – Assessed as relevant and a CRWIA is required. |
| X | NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights. |

5.8 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

| | |
|---|---|
| | YES – assessed as relevant and a Strategic Environmental Assessment is required. |
| X | NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented. |

5.9 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals. |

6.0 CONSULTATION

6.1 Relevant services and agencies will be engaged as part of the proposed action plan.

7.0 BACKGROUND PAPERS

7.1 Public space, activity & women’s safety survey summary breakdown; Public space, activity & women’s safety survey Action Plan 2022-23; Equality Impact Assessment.

Appendix 1

Public space, activity & women’s safety survey summary breakdown

The total number of participants from the original and supplementary survey was 1308 responses. However, further analysis of the data received concluded only 527 responses were viable for the majority of questions.

Therefore, each question will be further broken down, by identified theme and evidence and relevant intelligence gathered would be directed to the appropriate departments and organisations, both internal and external.

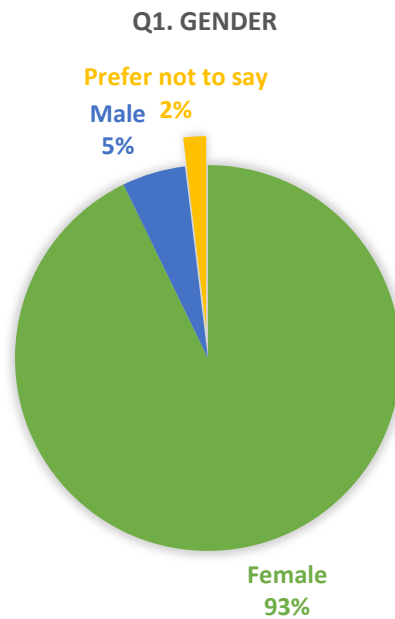
Q1. Gender

Theme: -

As expected, the majority of respondents stated they were female (489), male (28) and prefer not to say (10).

Evidence: -

Figure 1. Gender



Appendix 1

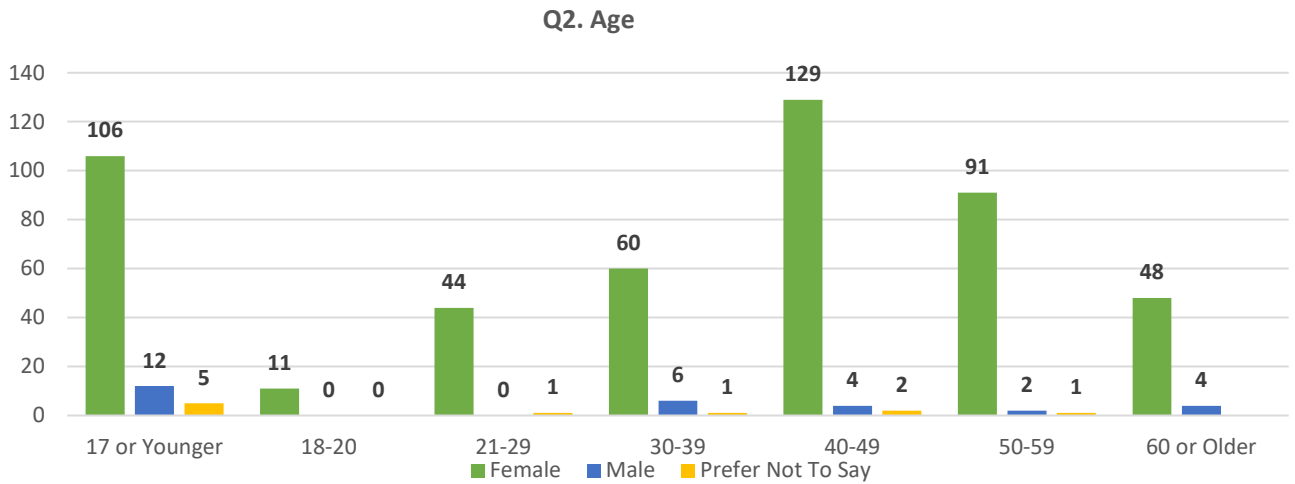
Q2. Age

Theme: -

The highest number of female respondents were of the 40-49 age group (129), followed by 17 or younger (123), this likely due to the supplementary survey being carried out.

Evidence: -

Figure 2. Age groupings by gender



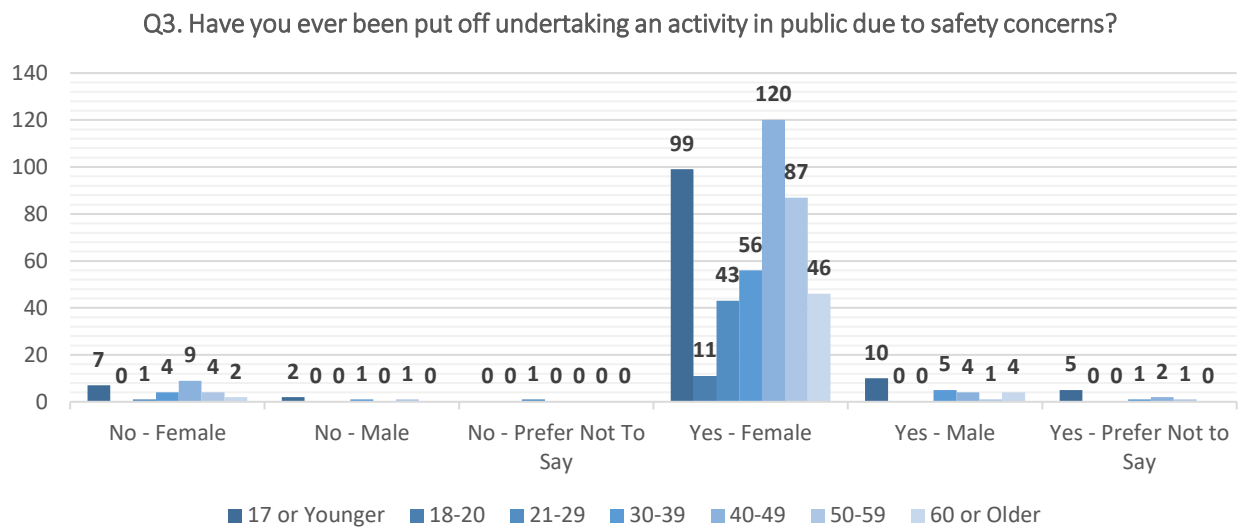
Q3. Have you ever been put off undertaking an activity in public due to safety concerns?

Theme: -

As assumed the majority of responses answered yes (495), most of those were female of the 40-49 age group (120). Interestingly, those that answered no to the question (32), were also female of the 40-49 age group (9).

Evidence:-

Figure 3. Participants answered YES and NO, by gender and age grouping



Appendix 1

Q4. What activities have you been put off undertaking due to your personal safety concerns?

Theme:-

Figure 4. Word cloud - most repeated words used to describe activities, all Participants



The most commonly used phrased when asked was walking, predominantly when alone. As expected most answers were females who previously had answered Yes (462) to question 3 (Have you ever been put off undertaking an activity in public due to safety concerns?) and were from the age group 40-49 (120). Some examples of the answers given from this age group included:

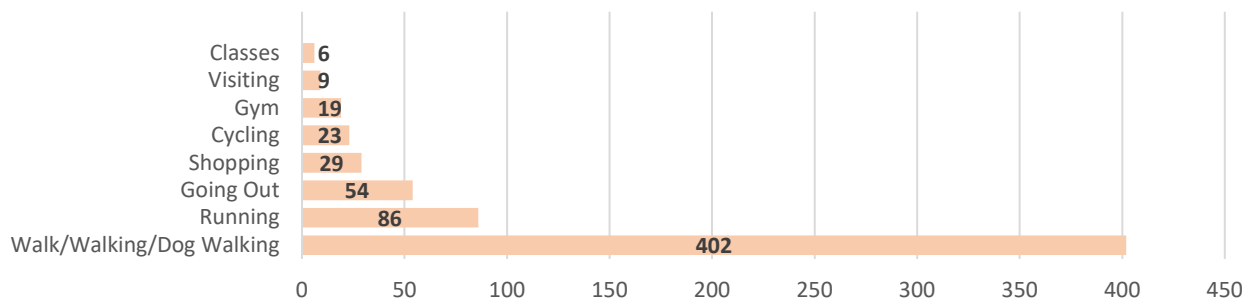
- Certain areas in the evening
- Walking alone or with dog
- Exercising in the evening such as walking, cycling, jogging or running
- Parking in unattended car parks, no CCTV, overgrowth
- Avoiding remote or poorly lit places

Regardless of age, gender or and how participants answered Question 3, there is a clear indication of a genuine concern for fear of crime within Inverclyde. Particularly, when going outside of their homes alone, which impacts their way of life as they are unable to exercise and socialise. The examples of some of the answers given are identified below, illustrate the same types of activities are being avoided due to a fear of crime.

Evidence: -

Figure 5. Most repeated words used to describe activities, all Participants

Q4. What activities have you been put off undertaking due to your personal safety concerns?



Appendix 1

Figure 6. Most repeated words used to describe activities, those who answered NO to Q3

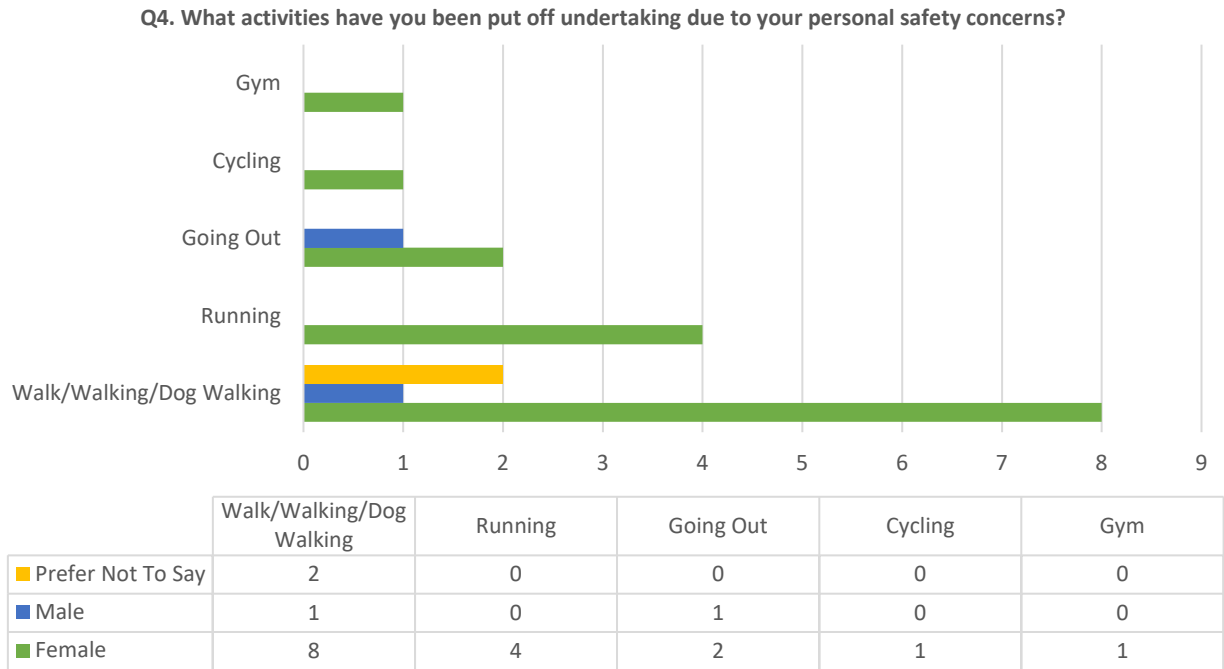
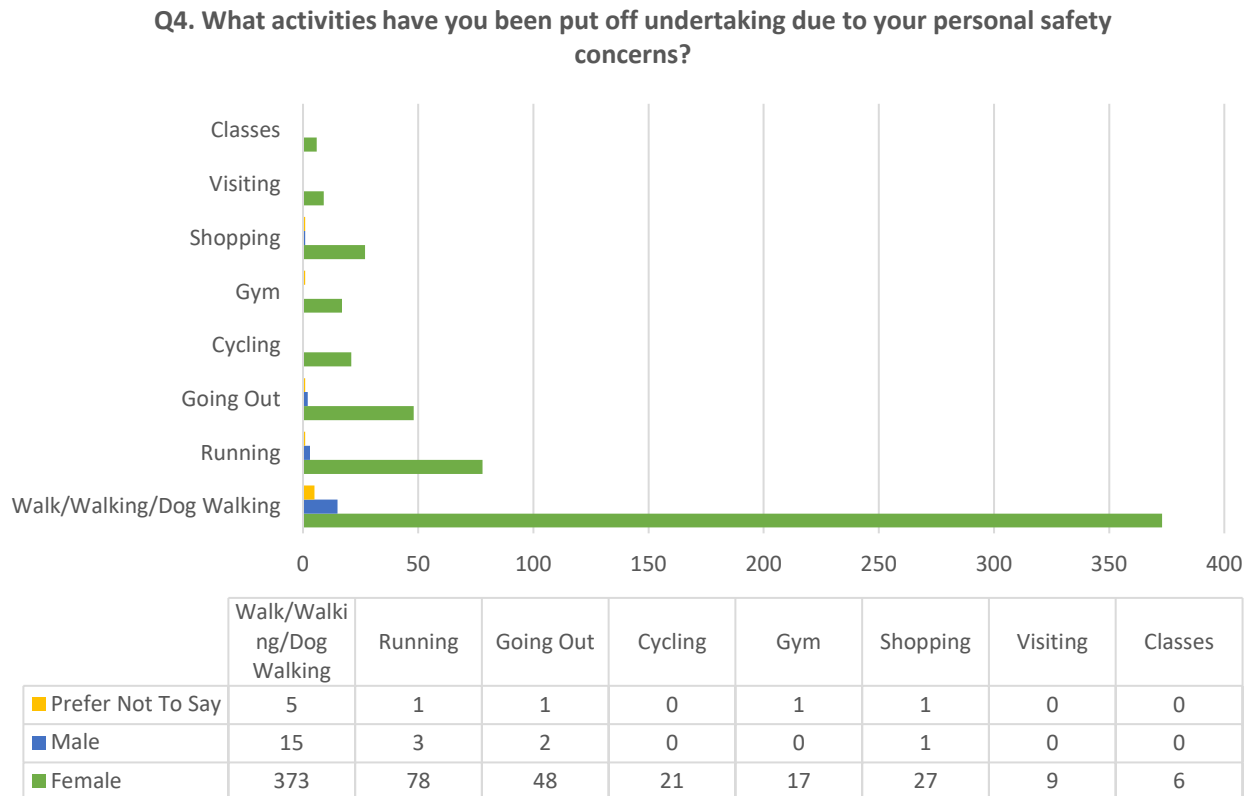


Figure 7. Most repeated words used to describe activities, who answered YES to Q3



Appendix 1

Table 1. Examples of answers given from male/female participants who answered YES to Q3, Female 462 (93%); Male 24 (5%); Prefer not to say 9 (2%)

| Gender/sex | Answers |
|-------------------|---|
| Female | <ul style="list-style-type: none"> • Walking alone in the evenings • Socialising • Public Transport • Evening Public Events • Concerts • Taking Shortcuts Through Quiet Parks or Residential Areas • Clubs such as girls guides • Exercising such as walking, jogging, running, cycling, skipping or roller-skating • Attending Waterfront or other sporting facilities • Avoiding remote or poorly lit places • Drug addicts • Shopping • Nights out • Leaving the house • Walking the dog • Parking in unattended car parks, no CCTV, overgrown greenery • Places with groups of youths • Attending evening classes at the gym • Avoiding areas such as Port Glasgow or Greenock • Public Gatherings such as Community Events |
| Male | <ul style="list-style-type: none"> • Exercise such as walking or running in the dark • Swimming or lifeguards • Large Groups • Socialising • Going to events • Poor Lighting • Public Transport |
| Prefer not to say | <ul style="list-style-type: none"> • Activities such as gymnastics, abseiling • Socialising • Walking at night • Public Toilets • Exercising such as walking, cycling and running • Cycle paths |

Q5. What personal safety concerns do you have about undertaking activity in public places?

Theme:-

Only 524 respondents answered this question out of the overall 527 viable responses.

The examples below illustrate the various personal safety concerns, have been broken down by age, gender and how they answered Question 3, such as:

- Physically attacked (such as being “jumped”, “mugged”),
- Sexual assault
- Followed
- Harassed
- Abduction

The results show regardless of the groupings, the personal safety concerns are relevant to all, and in particular the females that answered are concerned of unwanted sexual advances, such as being

Appendix 1

followed, cat called and being kidnapped or attacked. In particular mentioning being afraid of men, young males and groups of males, especially when alone. However, the respondents are potentially motivated by the fear of crime as there is no indication at this point if it is due to experience.

Of the 432 responses who answered Yes to Question 3, stated they were Female (403) and the majority of those answers came from the 40-49 group (100).

On the other hand, the males that answered the questions were more concerned of being intimidated or physically attacked such as knife crime and being “jumped” or “mugged”, by groups for example, rather than stating a sexually motivated attack but did not mention things such as being cat called or stalked. The older male groups were of the same concerns as the women when stating they were worried about falls, trips and slips due to poor visibility from lack of lighting, overgrowth and pavements that have potholes and have been crumbling. However, there has been no clear indication where these areas are in need of maintenance.

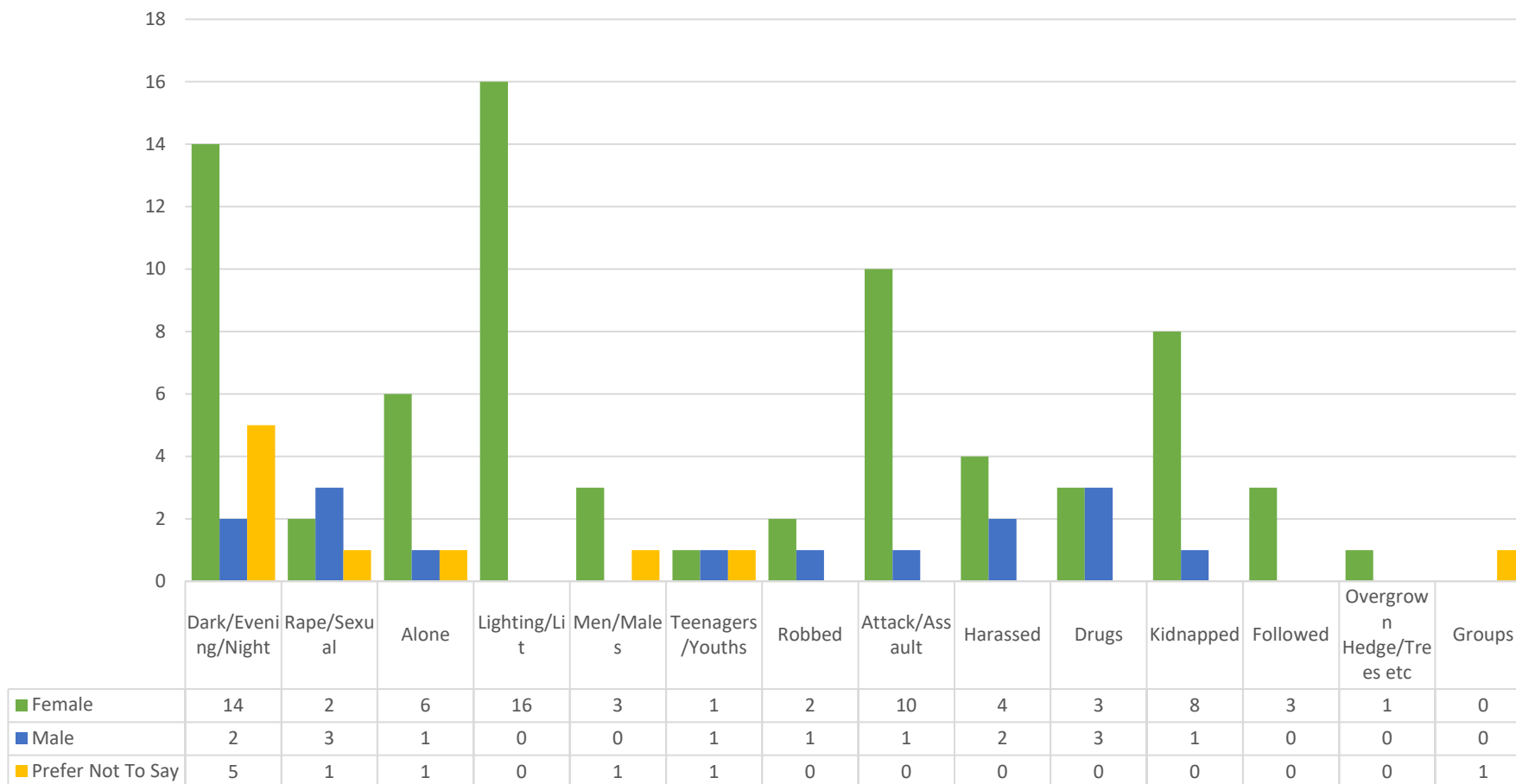
The same trends and perception of it being unsafe to go anywhere after dark is common amongst all genders and age groups.

Appendix 1

Evidence: -

Figure 8. Most commonly repeated words used to describe reasons, who answered NO to Q3

Q5. What personal safety concerns do you have about undertaking activity in public places?



Appendix 1

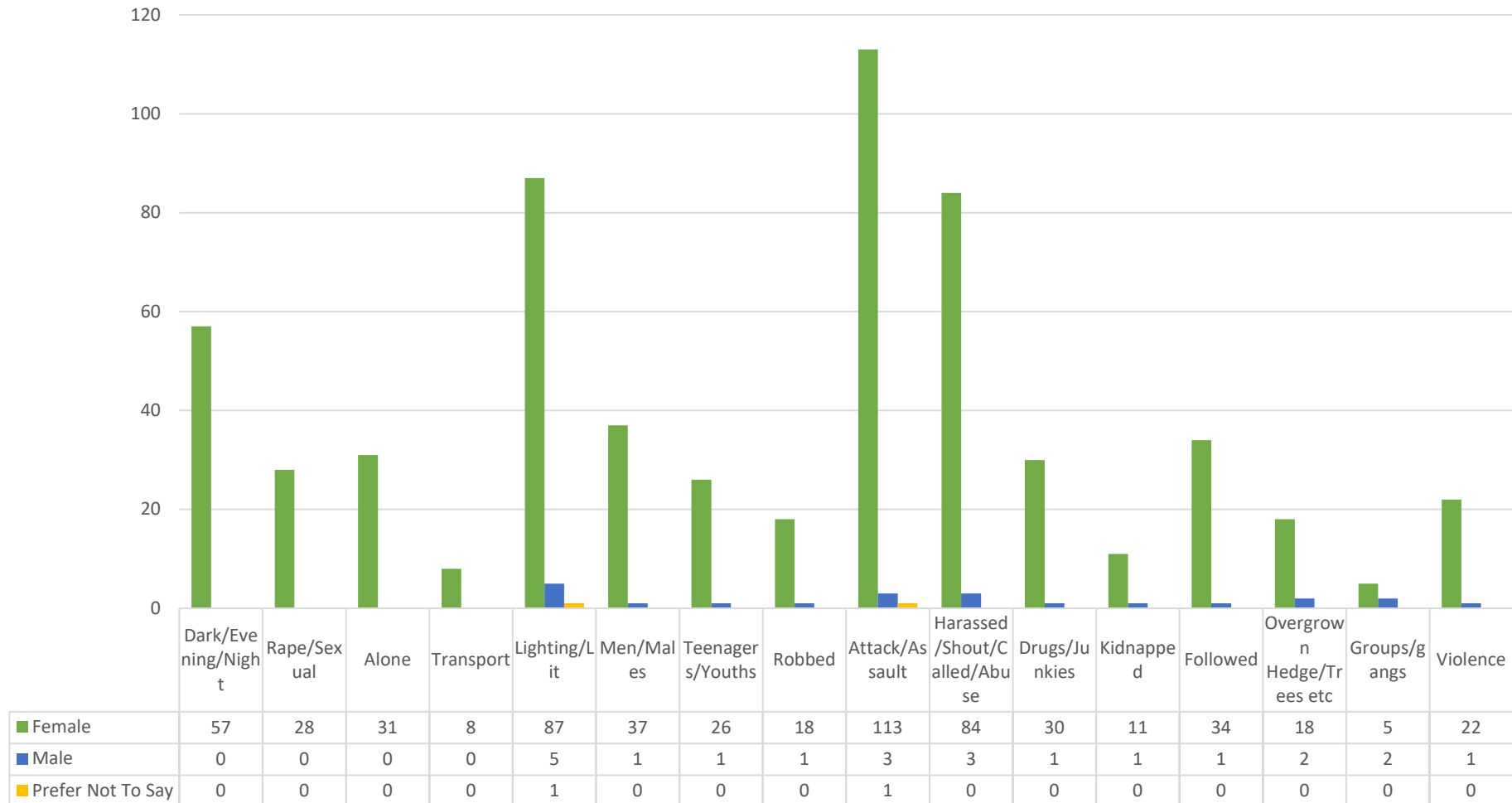
Table 2. Examples of answers given from participants who answered NO to Q3, Female – 71 (78%); 19 (21%); 1 (1%)

| Gender/sex | Answers |
|-------------------|--|
| Female | <ul style="list-style-type: none"> • Kidnapped • Groomed • Victim of Crime • Social Anxiety • Cycling – drivers overtaking, bike theft • Sexually assaulted • Hurt – falling • ASB in parks, near shops • Harassment • Spiking • Running certain places, especially after dark • Attacked • Media coverage dangers of being female • Personal information being shared accidentally • COVID 19 • Large, aggressive dogs not under control lunging • Abduction • Followed • Run Over • Hygiene • Walking in poor lit places, street lights are not sufficient • Youth Groups under the influence/intoxicated • Getting watched getting into car • Assault |
| Male | <ul style="list-style-type: none"> • Junkies • Traffic • Knife crime • Kidnapped • ASB • Jumped/mugged • Perception walking after dark is not safe |
| Prefer not to say | <ul style="list-style-type: none"> • Large Groups |

Appendix 1

Figure 9. Most commonly repeated words used to describe reasons, who answered YES to Q3

Q5. What personal safety concerns do you have about undertaking activity in public places?



Appendix 1

Table 3. Examples of answers given from participants who answered YES to Q3, Female – 403 (93%); Males 20 (5%); Prefer not to say 9 (2%)

| Gender/sex | Answers |
|-------------------|--|
| Female | <ul style="list-style-type: none"> • Followed • Murder • Men Assaulting/Attacking • Verbal Abuse • Drugs • Poor Visibility – lights/overgrowth • Kidnapped • Theft • Cornered • Large Groups • Dog Theft • ASB • Wolf Whistled/Cat Called • Being Alone • Sexual Assault • Flashed • Motorcycles on Public Pathways • Violent • Injured • Unwanted attention from Males • Rape • Intimidated • Slips, trips and falls |
| Male | <ul style="list-style-type: none"> • Knife Crime • Gangs • Mental Health • Overgrowth • Theft/mugging • Verbal Abuse • Poor Lighting • Potholes • Harassment • Assault • Facilities • Falls, trips, slips • Attacked • Under the Influence • Alone • Yobs Loitering |
| Prefer not to say | <ul style="list-style-type: none"> • Assault • Dying • Cars • Men • Slipping • Jumped • Unsafe • Poor lighting |

Q6. Have you ever experienced any issues, specifically related to your gender, whilst undertaking activity in public place?

Theme: -

The total of respondents, who answered either yes or no for Question six was 1149.

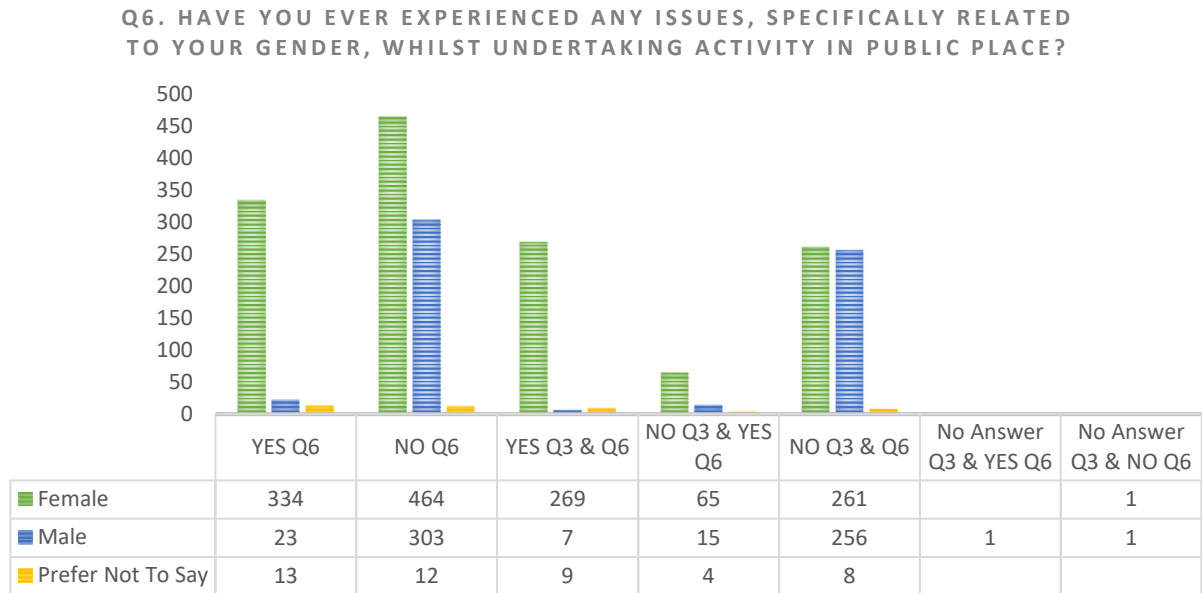
As it is illustrated below the number of responses from all specified genders who had not experienced any issues related to their gender (64%) is greater than those who did (36%). Those numbers coincide with the high volume of responses relating to the fear of crime, regardless of age or gender.

Nevertheless, it is important to highlight that females that answered both YES and NO to Question 6 gave the highest responses overall. There was a higher percentage of females who said they have experienced issues relating to gender (48%) than males (7.6%).

Appendix 1

Evidence: -

Figure 10. Participants answered YES/NO to Q3 & Q6, by gender



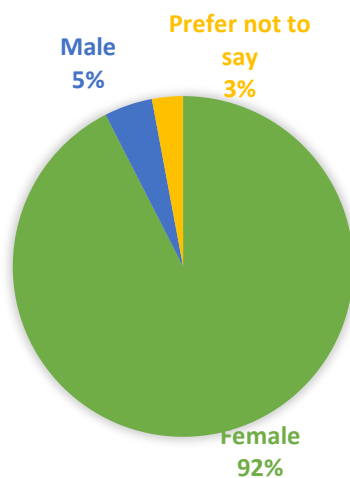
Q7. If you have experienced issues specifically related to your gender, we would be grateful if you could provide a summary to help us better understand your experience.

Theme:-

There is a total of 306 responses for this question, made up of 283 females, 14 males and 9 who preferred not to say. The most common experiences stated from females were related to physical and verbal harassment and unwanted attention from males.

Evidence:-

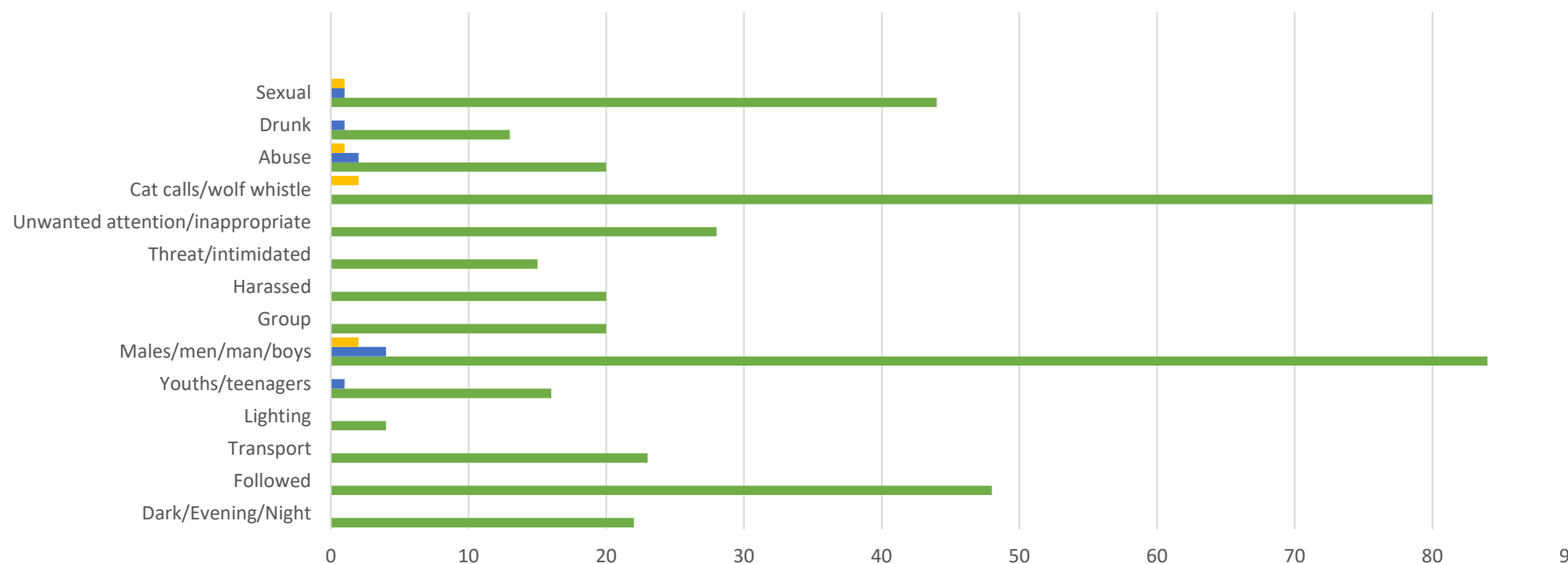
Figure 11. Responses, by gender



Appendix 1

Figure 12. Repeated experience words, by gender

Q7. If you have experienced issues specifically related to your gender, we would be grateful if you could provide a summary to help us better understand your experience.



| | Dark/Evening/Night | Followed | Transport | Lighting | Youths/teenagers | Males/men/man/boys | Group | Harassed | Threat/intimidated | Unwanted attention/inappropriate | Cat calls/wolf whistle | Abuse | Drunk | Sexual | | |
|-------------------|--------------------|----------|-----------|----------|------------------|--------------------|-------|----------|--------------------|----------------------------------|------------------------|-------|-------|--------|--|--|
| Prefer Not To Say | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | | |
| Male | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | | |
| Female | 22 | 48 | 23 | 4 | 16 | 84 | 20 | 20 | 15 | 28 | 80 | 20 | 13 | 44 | | |

Appendix 1

Table 4. Examples of answers given from participants, Female - 283 (92%); Males 14 (5%), Prefer not to say 9 (3%)

| Gender/sex | Answers |
|-------------------|--|
| Female | <ul style="list-style-type: none"> • Cat calls/wolf whistling • Followed • Told wasn't able to play football as it was a "boy" sport • "Dirty Phone Calls" • Unwanted male attention when alone • Physically attacked - punched • Groped in workplace • Verbal threats • Told girls had gone missing • Males exposing themselves in public |
| Male | <ul style="list-style-type: none"> • Mugged at knife point • Jeered and pushed off bike • Homophobic slurs |
| Prefer not to say | <ul style="list-style-type: none"> • Homophobic remarks • Cat calling |

Q8. Thinking of the different activities which you undertake in a public place, what are they and how do you undertake them?

Theme:-

This question sought to better understand how individual activities were undertaken, particularly whether they were undertaken individually, within an informal group or as part of a structured club. Unfortunately the online survey format did not allow for the matching of the activity category to the individual/group/club category.

We have been able to match responses to Q.8 to those from Q.3 and understand what type of activity people have been put off undertaking. This revised information is presented below in a table which shows the eight main categories noted in Q.8 response and the age group of those who say they have been put off undertaking activity in public due to safety concerns.

Evidence:-

Table 5. Activities undertaken, by age group

| Age Group | Other | Public Parks | Shopping /Shops | Socialising /Eating | Travel | Exercise / Leisure | Entertainment | Walking | Grand Total |
|--------------------|-----------|--------------|-----------------|---------------------|-----------|--------------------|---------------|-----------|-------------|
| 17 or younger | 25 | 2 | 76 | 83 | 19 | 332 | 14 | 49 | 600 |
| 18-20 | 1 | | 3 | 4 | | 8 | | | 16 |
| 21-29 | 4 | 2 | 5 | 11 | 4 | 52 | | | 78 |
| 30-39 | 11 | 4 | 14 | 5 | 7 | 67 | | | 108 |
| 40-49 | 16 | 12 | 15 | 14 | 9 | 204 | | | 270 |
| 50-59 | 25 | 2 | 10 | 13 | 8 | 125 | | | 183 |
| 60 or older | 12 | | 10 | 3 | 4 | 62 | | | 91 |
| Grand Total | 94 | 22 | 133 | 133 | 51 | 850 | 14 | 49 | 1346 |

Appendix 1

Q9. Inverclyde has a number of activity based clubs and organisations focussed on physical activities. Are you a member of a club or organisation or have you considered joining a club or organisation?

Theme: -

Sixty-one different clubs and organisations were identified across the 505 responses received. However, respondents have identified that they are often members or are considering membership of more than one club, with 433 positive responses. The table below illustrates the club/organisation and the age groupings of those who have indicated that they are members or are considering membership

Evidence:-

Table 6. Club/activities, by age group

| Club / Activity | 17 or younger | 18-20 | 21-29 | 30-39 | 40-49 | 50-59 | 60 or older | Grand Total |
|--|---------------|----------|-----------|-----------|-----------|-----------|-------------|-------------|
| Local Gym | 17 | | 4 | 3 | 8 | 5 | 2 | 39 |
| Inverclyde Leisure | 6 | | 3 | 2 | 13 | 4 | 3 | 31 |
| Dancing | 21 | 1 | | | 1 | | | 23 |
| Netball | 12 | 1 | | 1 | 1 | | | 15 |
| JD Gym | 5 | | 3 | 1 | 4 | 1 | | 14 |
| Greenock Glenpark Harriers | 6 | | 1 | 1 | 5 | | | 13 |
| Inverclyde Masters Swimming Club | 8 | | | 1 | 2 | | | 11 |
| Martial Arts | 9 | | | | 1 | | | 10 |
| Drama | 10 | | | | | | | 10 |
| Park Run | 2 | | 1 | 2 | 3 | 1 | | 9 |
| IL Ice Skating | 8 | | | | | | | 8 |
| Guides | 6 | | | | | 1 | | 7 |
| Tennis club | 3 | | | 1 | 2 | | | 6 |
| Greenock sea cadets | 5 | | | | | | | 5 |
| Explorers | 5 | | | | | | | 5 |
| scouts | 5 | | | | | | | 5 |
| Royal Gourock Yacht Club | | | | | 2 | 2 | 1 | 5 |
| Football | 4 | | | | | | | 4 |
| Inverclyde Bothy | | | | | 1 | 1 | 2 | 4 |
| Zumba | | | 1 | | 2 | 1 | | 4 |
| Inverclyde Athletics Club | 3 | | 1 | | | | | 4 |
| Yoga | | | | | 2 | | 2 | 4 |
| Golf club | 2 | | | | | | 1 | 3 |
| Morton | 3 | | | | | | | 3 |
| Inverclyde Archers | 1 | | | | | 1 | | 2 |
| Wellington Allotment gardens | | | | | | | 2 | 2 |
| Running | 2 | | | | | | | 2 |
| Greenock Wanderers Rugby | 2 | | | | | | | 2 |
| Boxing | 2 | | | | | | | 2 |
| Tai Chi | | | | | | 1 | 1 | 2 |
| Singing | 2 | | | | | | | 2 |
| Bowling Club | | | | | 1 | | 1 | 2 |
| Royal West of Scotland Amateur Boat Club | | | | | 1 | | 1 | 2 |
| Inverclyde ASC | 1 | | | | | | | 1 |
| Houston fc | 1 | | | | | | | 1 |
| Dofe | 1 | | | | | | | 1 |
| Choir | 1 | | | | | | | 1 |
| Greenock Cricket Club | 1 | | | | | | | 1 |
| Aerial hoop | 1 | | | | | | | 1 |
| Sailing | 1 | | | | | | | 1 |
| Port juniors | 1 | | | | | | | 1 |
| Badminton | 1 | | | | | | | 1 |
| Gymnastics | 1 | | | | | | | 1 |
| Grand Total | 159 | 2 | 14 | 12 | 49 | 18 | 16 | 270 |

Appendix 1

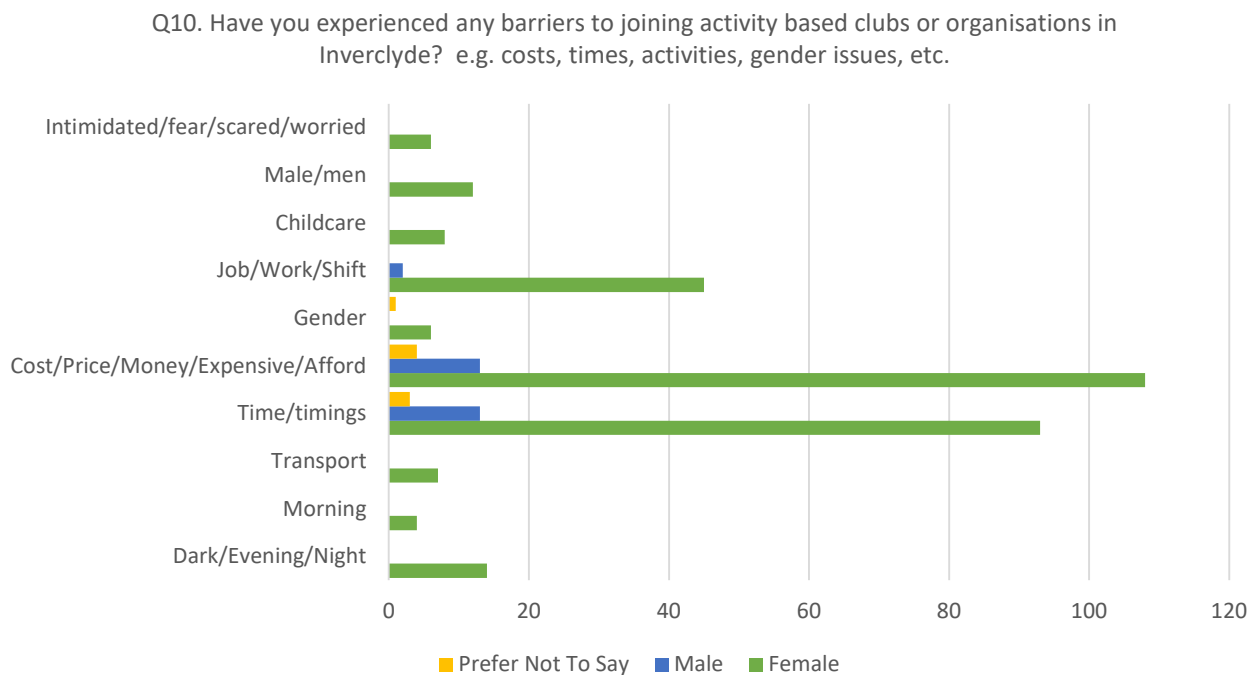
Q10. Have you experienced any barriers to joining activity based clubs or organisations in Inverclyde? e.g. costs, times, activities, gender issues, etc.

Theme:-

There was a total of 274 responses to this question, 232 females, 30 males and 12 prefer not to say. Of the barriers established, the most common reasons were due to timings of classes and affordability and coincided with lack of childcare or clashed with work schedule.

Evidence:-

Figure 13. Repeated barriers, by gender



Q11. What time of day do you normally undertake your activities? (Please tick no more than 3 options)

Theme:-

The tables below are made up of the options selected by 901 responses, and indicate the majority of activities are undertaken in the early evening, between the hours of 5pm and 7pm, and understandably the least happen at night between 10pm and 6am.

Of note, it is not speculated if these activities are undertaken indoor, classes or outdoor.

Appendix 1

Evidence: -

Table 7. Times indicated

| | Early morning 6am-8am | Morning 8.00- 12.00pm | Lunchtime 12pm-2pm | Afternoon 2pm-5pm | Early evening 5pm-7pm | Evening 7pm-10pm | Night 10pm-6am |
|--------------|--------------------------|-----------------------------|-----------------------|----------------------|--------------------------|---------------------|-------------------|
| Yes | 117 | 216 | 197 | 311 | 499 | 425 | 45 |
| No | 1192 | 1093 | 1112 | 998 | 810 | 884 | 1264 |
| Total | 901 | 901 | 901 | 901 | 901 | 901 | 901 |
| % Active | 13% | 24% | 22% | 35% | 55% | 47% | 5% |

Table 8. Times indicated, by age group

| | Early Morning 6am-8am | Morning 8am-12pm | Lunchtime 12pm-2pm | Afternoon 2pm-5pm | Early Evening 5pm-7pm | Evening 7pm-10pm | Night 10pm-6am |
|---------------|--------------------------|---------------------|-----------------------|----------------------|--------------------------|---------------------|-------------------|
| 17 or Younger | 39 | 99 | 121 | 202 | 316 | 262 | 29 |
| 18-20 | 0 | 1 | 0 | 2 | 2 | 5 | 1 |
| 21-29 | 4 | 7 | 10 | 14 | 22 | 13 | 0 |
| 30-39 | 10 | 15 | 14 | 12 | 27 | 25 | 7 |
| 40-49 | 29 | 32 | 27 | 26 | 61 | 57 | 3 |
| 50-59 | 25 | 33 | 12 | 24 | 50 | 43 | 3 |
| 60 or Older | 10 | 29 | 13 | 31 | 21 | 20 | 2 |

Q12. Do you undertake activity all year round or seasonally? (Please tick all that apply)

Theme:-

The tables below are based on the 1308 responses, including all genders and age groupings. As anticipated, the majority of activities undertaken by all age groups is predominantly in the summer.

Of note, it is not speculated if these activities are undertaken indoor, classes or outdoor.

Evidence:-

Table 9. Seasonal activities

| | Spring | Summer | Autumn | Winter |
|--------------|-------------|-------------|-------------|-------------|
| Yes | 782 | 845 | 737 | 673 |
| No | 527 | 464 | 572 | 636 |
| Total | 1309 | 1309 | 1309 | 1309 |
| % Active | 60% | 65% | 56% | 51% |

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Table 10. Seasonal activities, by age group

| | Spring | Summer | Autumn | Winter |
|---------------|--------|--------|--------|--------|
| 17 or Younger | 458 | 513 | 436 | 415 |
| 18-20 | 5 | 5 | 5 | 5 |
| 21-29 | 29 | 30 | 26 | 21 |
| 30-39 | 46 | 48 | 43 | 37 |
| 40-49 | 106 | 111 | 99 | 78 |
| 50-59 | 82 | 83 | 77 | 72 |
| 60 or Older | 56 | 55 | 51 | 45 |

Q13. Are there any public places in Inverclyde where you feel unsafe when undertaking activity? (Please list location and note times if relevant)

Theme:-

A number of different public locations were identified from the 758 responses received.

Further analysis of the 758 responses is required to allow identification of specific locations and to understand both the responsibility for that location and the potential response to address the issue identified. The locations identified are across Inverclyde and the issues relate to people, perceptions and physical issues all relative to a gender based view of undertaking physical activity in a public place.

Evidence:-

Table 11. Public Places where participants have felt unsafe, according to season and time of day

| Count of UserID | Column Labels | | | | | | | | | | |
|--------------------------------|---------------|-----------|------------|-----------|---------------------------|----------|---------------|----------|-----------|----------|-------------|
| Row Labels | All the Time | Anytime | Dark | Daytime | Did Not Answer or invalid | Morning | Spring/Summer | Summer | Weekends | Winter | Grand Total |
| - | | | | | | | | | | | 1 |
| Bus Stations / Stops | 1 | | 5 | | | 3 | | | | | 9 |
| Car Parks | | | 1 | | | 3 | | | | | 4 |
| Cycle Lane | 2 | | | | | | | | | | 2 |
| Cycle Track | 1 | 1 | 7 | 1 | | 15 | | | 1 | | 26 |
| Gourock | 5 | 4 | 24 | | | 14 | | 3 | 1 | 3 | 54 |
| Greenock | 39 | 37 | 67 | 5 | | 84 | | 1 | 1 | 2 | 236 |
| Gym | | 1 | | | | 4 | | | | | 5 |
| Inverclyde | 1 | | 2 | | | 4 | | | | | 7 |
| Inverkip | 2 | 4 | | 1 | | 8 | | 1 | 1 | 1 | 19 |
| None | | | | | | 3 | | | | | 3 |
| Not Specific | 13 | 10 | 25 | | | 27 | | | | | 75 |
| Other | | 1 | | | | | | | | | 1 |
| Parks | 7 | 8 | 60 | 1 | | 28 | 1 | | | 1 | 108 |
| Port Glasgow | 6 | 5 | 15 | | | 16 | | 1 | 1 | | 44 |
| Roads | 1 | 1 | 2 | | | 2 | | | | | 6 |
| School | | | | | | 3 | | | | | 3 |
| St Columba High School Pitches | | | | | | | | 1 | | | 1 |
| Taxi Ranks | | | 1 | | | | | | | | 1 |
| Town | 1 | | 1 | | | 2 | | | | | 4 |
| Town centre | 3 | 3 | 18 | 1 | | 23 | | 1 | | | 49 |
| Train / Travel | | 4 | 2 | | | 5 | | 2 | | 3 | 16 |
| Train Stations | | 3 | 10 | 1 | | 3 | | | 1 | | 18 |
| Travel | | | | | | 1 | | | | | 1 |
| Wemyss Bay | | | 1 | | | 1 | | | | | 2 |
| (blank) | | 1 | | | | | | | | | 1 |
| Grand Total | 82 | 84 | 240 | 10 | 250 | 1 | 3 | 8 | 10 | 8 | 696 |

Appendix 1

Q14. Many physical improvements have been made to public places in Inverclyde and we would welcome your views on these improvements. Please rate the undernoted improvements where 1 is very effective and 5 not effective.

Theme:-

There were over 800 responses for each choice, giving a rating between 1 and 5.

Street lighting improvements had the most responses (870) and was given largely a mid-range rating. In fact all choices were largely rated mid-range. Fixed CCTV cameras were the most voted mid-range. This mirrors the responses and comments made by participants of great importance. However, the presence of street pastors was predominantly voted least effective.

Evidence:-

Table 12. Rating Improvements

| | 1 | 2 | 3 | 4 | 5 | Response Total |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Street Lighting Improvements | 156 17.93% | 157 18.05% | 266 30.57% | 159 18.28% | 132 15.17% | 870 |
| Fixed CCTV Cameras | 141 16.59% | 172 20.24% | 273 32.12% | 118 13.88% | 146 17.18% | 850 |
| Mobile CCTV Cameras | 132 15.88% | 159 19.13% | 258 31.05% | 135 16.25% | 147 17.69% | 831 |
| Community Warden presence | 144 16.90% | 140 16.43% | 217 25.47% | 166 19.48% | 185 21.71% | 852 |
| Other Council staff presence | 130 15.74% | 123 14.89% | 215 26.03% | 148 17.92% | 210 25.42% | 826 |
| Pavement improvements | 140 16.53% | 157 18.54% | 220 25.97% | 144 17.00% | 186 21.96% | 847 |
| Improving paths in communities | 137 16.39% | 165 19.74% | 237 28.35% | 136 16.27% | 161 19.26% | 836 |
| Clearing overgrown paths | 179 20.96% | 141 16.51% | 205 24.00% | 141 16.51% | 188 22.01% | 854 |
| Creation of dedicated Cycle Paths | 157 18.65% | 147 17.46% | 211 25.06% | 119 14.13% | 208 24.70% | 842 |
| National Cycle Network investment | 139 17.20% | 140 17.33% | 226 27.97% | 120 14.85% | 183 22.65% | 808 |
| Increased Police presence | 171 20.26% | 146 17.30% | 216 25.59% | 142 16.82% | 169 20.02% | 844 |
| Presence of Street Pastors | 155 19.00% | 102 12.50% | 202 24.75% | 118 14.46% | 239 29.29% | 816 |

Appendix 1

Q15. We are keen to understand the level of awareness of campaigns and legislation which target gender based safety, please note below any which you are aware of. E.g. Domestic Abuse (Scotland) Act 2018, 16 Days of Activism to Eliminate Violence against Women, Police Scotland campaigns, Radio & TV campaigns, Information displayed in public buildings such as GP surgeries and health centres. (Please list all that you are aware of)

Theme:-

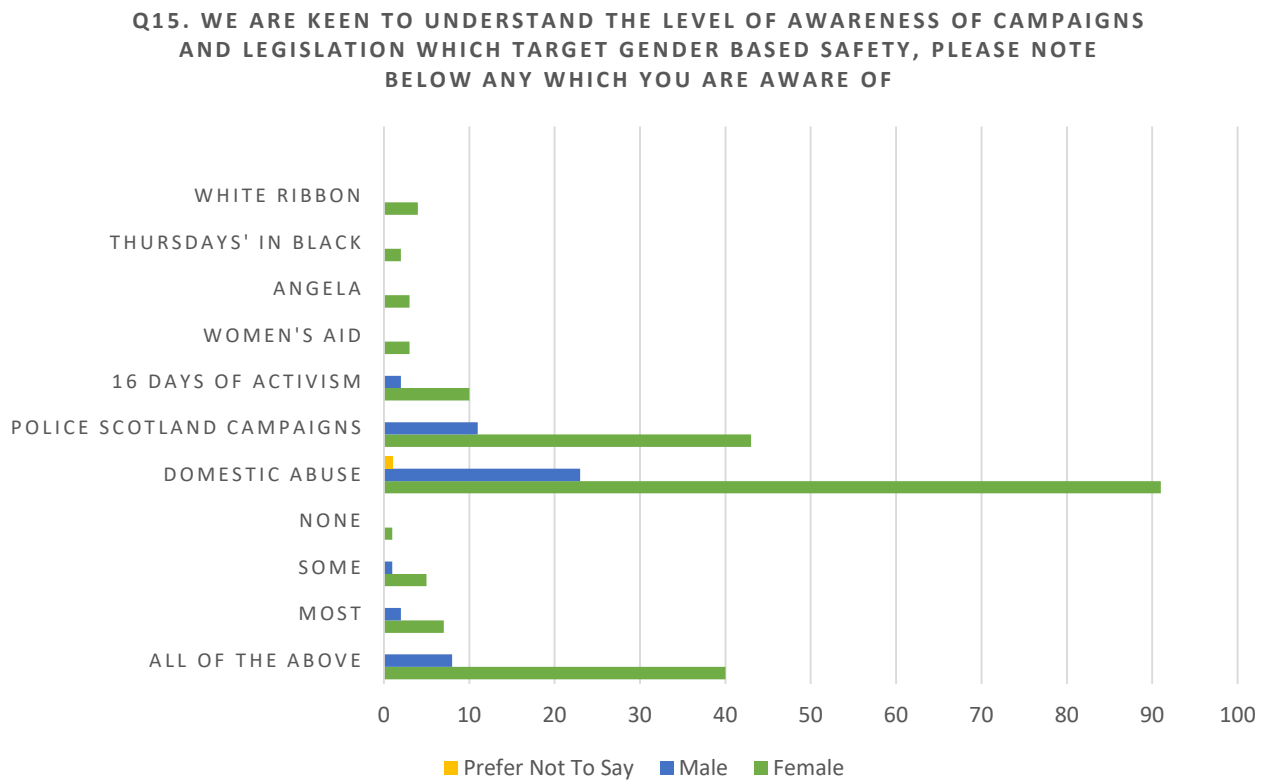
Participants were given free text to answer this question, the charts below illustrate the repeated campaigns and legislation, and where they have seen these advertised. In total there were forty-two references to gender based safety campaigns and legislation noted across the 380 responses, with a total of 246 comments made.

Overall there appears to be a general awareness of campaigns with 169 responses making generic references to police or domestic abuse campaigns.

Fifty-two responses highlighted an awareness of campaigns via radio, TV or other public promotion whilst forty six specifically noted GP/Health Centre promotion. Twenty-three responses made specific reference to campaigns such as 16 Days and White Ribbon etc.

Evidence:-

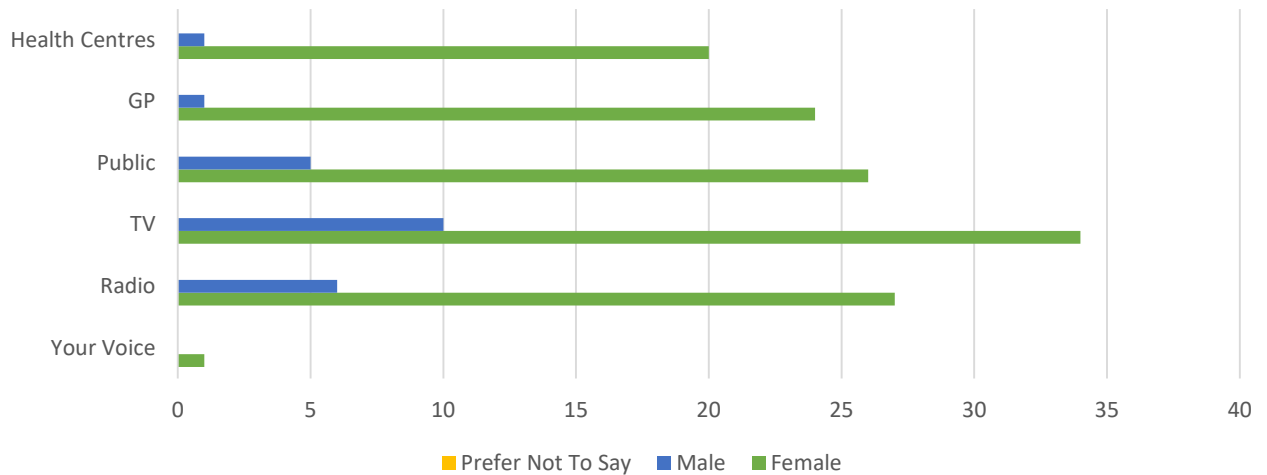
Figure 14. Named campaigns and legislations



Appendix 1

Figure 15. Named public places where campaigns and legislation are displayed and promoted

Q15. WE ARE KEEN TO UNDERSTAND THE LEVEL OF AWARENESS OF CAMPAIGNS AND LEGISLATION WHICH TARGET GENDER BASED SAFETY, PLEASE NOTE BELOW ANY WHICH YOU ARE AWARE OF. E.G. DOMESTIC ABUSE (SCOTLAND) ACT 2018, 16 DAYS OF ACTIVISM TO ELIMINATE VIOLENCE AGAINST W



Q16. Are there further improvements you would like to see in Inverclyde to improve public safety when undertaking activity in Inverclyde?

Theme:-

Participants were given free text to answer this question. There was a total of 313 viable responses which comprised of suggestions such as maintaining overgrowth, better lit areas and authoritative presence. Thereafter, it has been further divided into three categories below: internal; external; and collaborative, in order to forward the collated responses to relevant departments.

Individual reports are to be submitted to relevant agencies for intelligence via the Community Safety Partnership; external agencies such as Sports Clubs and Organisations; and for the attention of internal departments within Inverclyde Council.

Of note, a positive comment was made and has been highlighted below in Table 16.1 and should be emphasized to all parties and the community.

Appendix 1

Evidence:-

Table 13. Examples of answers given mentioning improvements

| | |
|---|--|
| “When new improvements are made and new initiatives are started (eg improved cctv, increased warden presence, improved paths etc) I would like these to be well publicised to raise local awareness”. | “Programs to keep youngsters off streets and busy with life so they don't end up being a nuisance on the streets for others” |
| “Stricter sentences for knife crime and violent or harassment offences.” | “Legislating for dog owners to keep dogs on leads and be more responsible around children and walkers.” |
| “More lighting and help buttons around these areas.” | “cleaning up the area and tackling poverty.” |
| “teenagers stopped setting fires and drinking up in Tower Hill ” | “positive communication to public” |
| “Better lighting a safety system such as text or tel no with a fast response if you feel anxious” | “Encourage more regular walking/ running groups throughout the week in the afternoon and the evening. There is safety in numbers and might encourage people to take more exercise as they feel safer.” |
| “More attention to public order - discouragement of groups of people hanging around blocking steps /pathwaysand potentially engaging in underage drinking /use of drugs /involvement in violence” | “Advertisement of any educational or exercise classes in my local area” |
| “Substance Abusers move out of Riverclyde Homes when they abuse neighbours and riverclyde homes properties and break tenancy agreement” | “More support and resources for mental health for all ages.” |
| “Activities for young teens, there's nothing for them to do and it's unfair they should always get a bad name, but a large group makes me very wary.” | “there are quite often drunk people coming off the train shouting and swearing while walking towards the railway bridge, the bushes being cut back or reduced would give more light and feel safer” |
| “Increase Homeless shelters” | “more social media campaigns such as 'do you know where your child is'” |
| “more engagement with young people and places for them to go. “ | “more care for the elderly” |

Appendix 1

“More signage to direct people to good walking areas, to allow you to know what are the safe routes to take.”

“Tackling drug dealers they are obvious and everyone knows where they are but with no police presence nothing gets done and I'm sure the council knows that most assaults are carried out by drug users. Target the dealing and the problem will sort itself.”

“street pastor, more police presence, I would like to know where and when.... certainly not seen at all in the past 20 months in the **west end**”

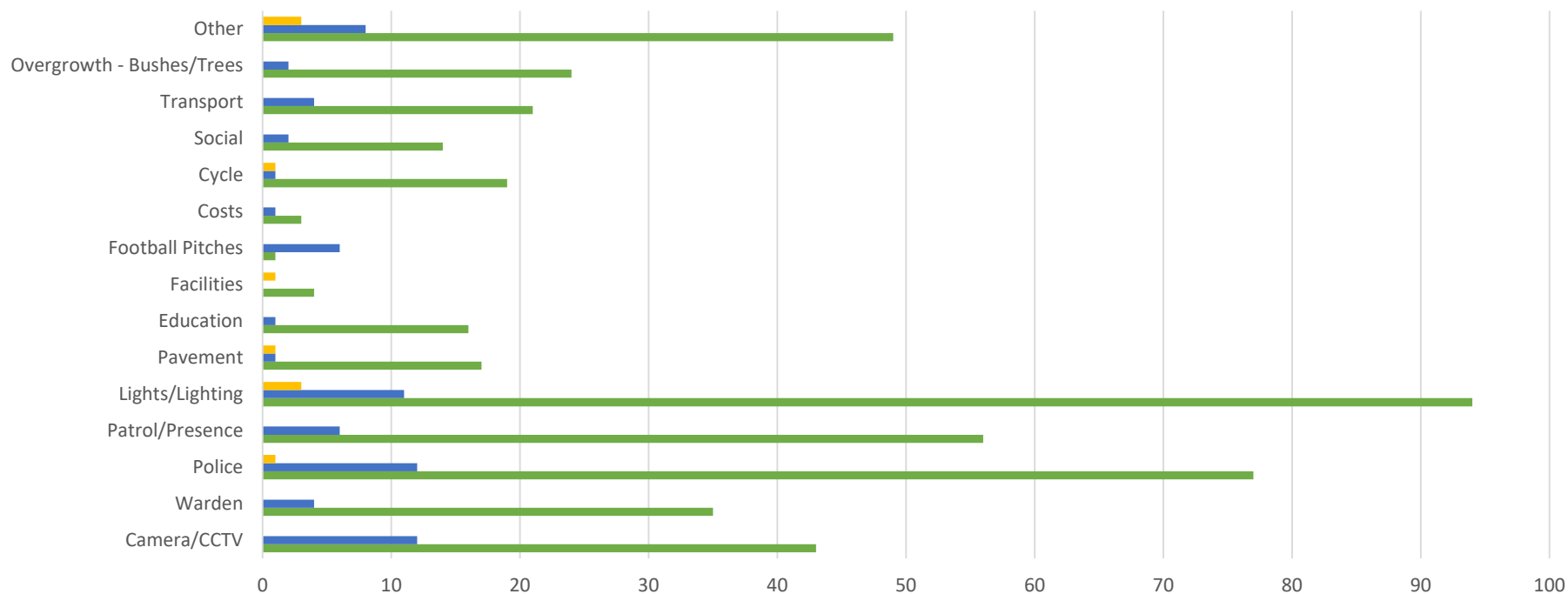
“Regulate the Internet I'm sure the council is aware that most people who are perpetrators of gender based violence (and religious extremism) have been influenced by social media.”

“Appreciate all that is being done, thanks. My friends and I thought a self-defence course would be good too! I feel safe but do take precautions, such as taking a torch, keys, watching for people behind me and such. I think being an only child means I'm used to going places myself so I feel happy doing so! Great to see more police about too, I like that as it keep both sides in contact, even if it's just a wee hello to someone. Gave used anti-social team in past, they were fab. I think our area does well. Thanks.”

Appendix 1

Figure 16. Named improvement suggestions, by gender

Q16. Are there further improvements you would like to see in Inverclyde to improve public safety when undertaking activity in Inverclyde?

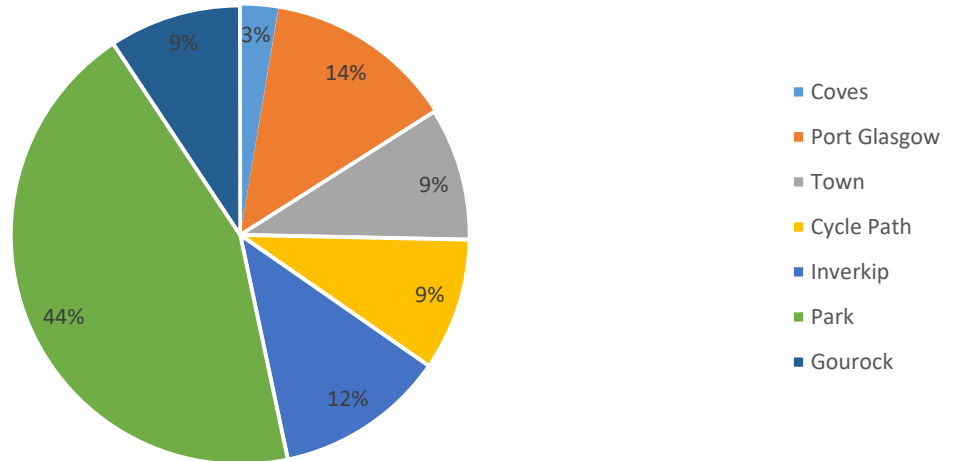


| | Camera/CCTV | Warden | Police | Patrol/Presence | Lights/Lighting | Pavement | Education | Facilities | Football Pitches | Costs | Cycle | Social | Transport | Overgrowth - Bushes/Trees | Other |
|---------------------|-------------|--------|--------|-----------------|-----------------|----------|-----------|------------|------------------|-------|-------|--------|-----------|---------------------------|-------|
| ■ Prefer Not To Say | 0 | 0 | 1 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| ■ Male | 12 | 4 | 12 | 6 | 11 | 1 | 1 | 0 | 6 | 1 | 1 | 2 | 4 | 2 | 8 |
| ■ Female | 43 | 35 | 77 | 56 | 94 | 17 | 16 | 4 | 1 | 3 | 19 | 14 | 21 | 24 | 49 |

Appendix 1

Figure 17. Areas suggested by respondents that need improvement

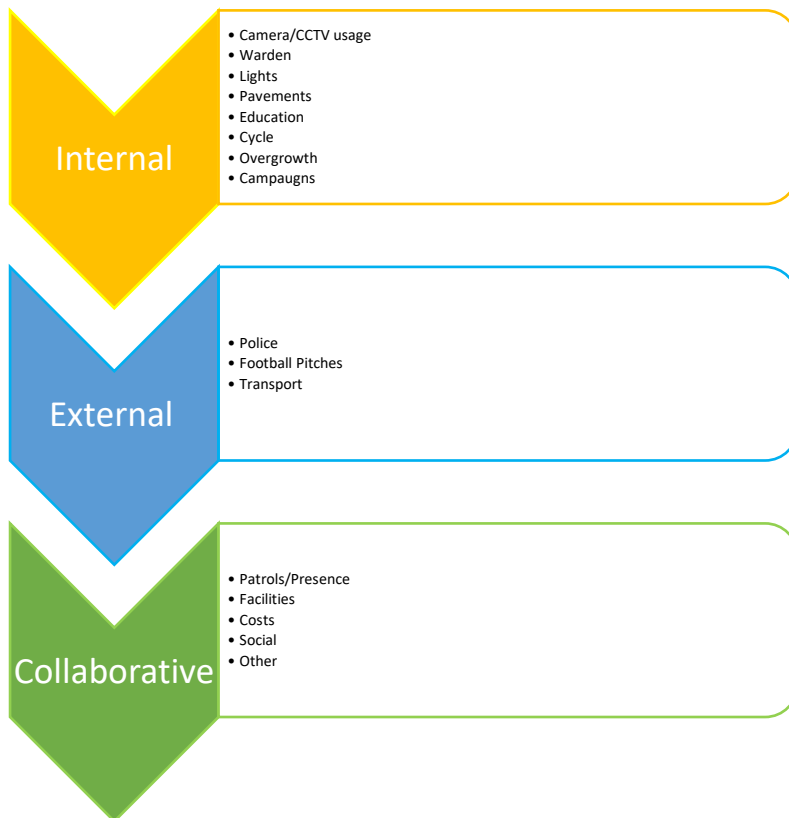
Q16. Are there further improvements you would like to see in Inverclyde to improve public safety when undertaking activity in Inverclyde?



What we will do: -

Develop an action plan to raise awareness, promote cultural change in attitudes, and feed the survey results back to services/organisations and also into higher level strategic plans.

Figure 18. Issues raised to be forwarded to relevant services / organisations



Public space, activity & women's safety survey

Action Plan 2022-23



INVERCLYDE COUNCIL PUBLIC SPACE, ACTIVITY & WOMEN'S SAFETY SURVEY - ACTION PLAN 2022-23

WOMEN EXPRESS MUCH HIGHER LEVELS OF FEAR FOR THEIR PERSONAL SECURITY IN PUBLIC PLACES, WHETHER ON OR WAITING FOR TRANSPORT, OR IN THE USE OF CAR PARKS, PARTICULARLY AT NIGHT. THIS FEAR CAN, IN TURN, PLACE A CONSTRAINT ON THE MOBILITY OF WOMEN AND THEIR PARTICIPATION IN PUBLIC LIFE AS THEY FACTOR PERSONAL SAFETY INTO ROUTINE DECISIONS AND ACTIVITIES. ADDRESSING THESE ISSUES ALONE WILL NOT ELIMINATE VIOLENCE, BUT IT WILL SUPPORT BROADER PREVENTION EFFORTS. [1]

In April 2021 Inverclyde Council tasked Officers with carrying out a consultation to determine if women and girls perceive any safety impediment in undertaking activities in public spaces and, if so, how any identified issues may be addressed. The Corporate Director of Education, Communities and Organisational Development convened a short-life working group to identify the most appropriate method for consultation. The working group developed a questionnaire to allow Women's perceptions, views and experiences to be understood.

The majority of Inverclyde residents regularly participate in social and leisure activity with no incident, and it is encouraging that the number of responses from all specified genders who had not experienced any issues related to their gender is greater than those who did. However, of the 527 viable responses to the majority of questions, 94% stated that they had on at least one occasion been put off undertaking activities due to public safety concerns.

This action plan sets out the actions against desirable outcomes that Inverclyde Council will take forward, working with partners, to tackle the issues highlighted within the survey.

OBJECTIVES

The purpose of this action plan is to:

- Deliver outcomes on issues raised within the 'Public space, activity & Women's Safety Survey' regarding anxieties over public safety and barriers to participating in activities

OUTCOMES

The action plan seeks to support the work of Inverclyde Alliance by achieving the following outcomes:

1. Increased awareness among Inverclyde residents, community groups and organisations of national and local campaigns which focus on Violence Against Women and Girls
2. Embed a culture of women's safety within Inverclyde local activity-based clubs to encourage more inclusive membership and participation
3. Reduce the fear and anxiety associated with women's safety within our local communities
4. Increased awareness among Inverclyde residents, community groups and organisations of applications which support women's safety and communication channels that allow reporting of concerns to relevant Community Safety partners

SOURCES AND EVIDENCE BASE

Analysis of the survey results broadly indicated that:

- The fear of crime and intimidation within the local authority can impact on women feeling safe when undertaking social and leisure activities in public, particularly on dark evenings in poorly lit, overgrown, or isolated areas, and around groups of males/youths.
- The most common concerns from females were related to physical assault, verbal harassment and unwanted attention from males. The results provided some anecdotal evidence of women experiencing these issues, although the survey mainly focused on the fear and anxiety over their occurrence
- Costs and other time commitments ranked highest in terms of barriers to women joining activity based clubs, however safety concerns and lack of inclusivity also factored in as a deterrent.
- There is a general awareness of campaigns and legislation which target gender-based safety, however this seems to be mainly around the dominant national message on domestic abuse.

ACTION PLAN 2022-23

| Outcome | Action | Milestones | Timescale | Lead partner(s) |
|---|---|---|---------------------|------------------------------------|
| Increased awareness among Inverclyde residents, community groups and organisations of national and local campaigns which focus on Violence Against Women and Girls | Development of a communication plan that includes awareness raising campaigns; targeted campaigns for specific areas including our approach to social media engagement and age appropriate targeting | List of relevant events and campaigns compiled | Sep 2022 | Community safety / VAW MAP |
| | | Meet with corporate communications | Sep 2022 | Community Safety / corporate comms |
| | | Draft communications plan | Oct 2022 | Corporate comms / community safety |
| | | Final communications plan | Oct 2022 | Corporate comms / community safety |
| Embed a culture of women's safety within Inverclyde local sports clubs to encourage more inclusive membership and participation | Introduce a women's safety charter to be rolled out as an action under Inverclyde Sports Strategy | Draft charter is presented to Women's Forum for discussion | Aug 2022 | Community Safety |
| | | Meet with leads responsible for sports strategy action plan | Aug 2022 | Community Safety / CLD / Sport |
| | | Consult with sports hubs | Sep 2022 | Community Safety / CLD (Sport) |
| | | Final version of charter is agreed | Sep 2022 | Community Safety / CLD (Sport) |
| | | Publishable version created | Oct 2022 | Corporate comms (graphics) |
| | | Launch of women's safety charter | Oct 2022 | Corporate comms / CLD (Sport) |
| Reduce the fear and anxiety associated with women's safety within our local communities | The results of the survey are reported back to relevant services/agencies and also are considered by the Community Safety Partnership and Violence Against Women Multi-Agency Partnership within their respective strategic plans | External/internal issues identified and forwarded to relevant service/agency | Aug 2022 | Community Safety |
| | | Results used within Community Safety Strategic Needs Assessment | Oct 2022 | Inverclyde CSP / VAW MAP |
| | | Relevant actions considered within Community Safety and Violence Against Women respective strategic plans | Oct 2022 – Mar 2023 | Inverclyde CSP / VAW MAP |
| Increased awareness among Inverclyde residents, community groups and organisations of applications which support women's safety and communication channels that allow reporting of concerns to relevant Community Safety partners | Development of a communication plan that includes awareness raising campaigns; targeted campaigns for specific areas including our approach to social media engagement and age appropriate targeting | List of relevant apps and communication channels compiled | Sep 2022 | Community safety / VAW MAP / CSP |
| | | Meet with corporate communications | Sep 2022 | Community Safety / corporate comms |
| | | Draft communications plan | Oct 2022 | Corporate comms / community safety |
| | | Final communications plan | Oct 2022 | Corporate comms / community safety |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director of Education, Communities & Organisational Development | Report No: | EDUCOM/44/22/HS |
| Contact Officer: | Hugh Scott, Service Manager, Community Learning Development, Community Safety & Resilience and Sport | Contact No: | 01475 715459 |
| Subject: | Statement on Exercise of Functions for the Period Products (Free Provision) (Scotland) Act 2021 | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to seek agreement by the Education and Communities Committee on the statement that sets out how the Council will meet the requirements of the Period Products (Free Provision (Scotland) Act 2021.
- 1.3 Local authorities must publish a written statement (a statement of intent) setting out how they will exercise their functions under the Act. The statement must include a summary of the arrangements put in place to make period products obtainable free of charge and how and where people can access free products.
- 1.4 To ensure the Council meets the requirements of the Act, the statement of intent contains:
- a commitment to meeting the requirements of the Act;
 - details of how free period products can be accessed within the community;
 - details of how free period products can be accessed with education establishments;
 - details of how the Council will promote and raise awareness of how free period products can be accessed within Inverclyde; and
 - a list of all community venues that stock free period products.

Inverclyde Council's draft statement is included as an appendix to the report.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- approves Inverclyde Council's statement of intent; and

- notes that the statement of intent will be submitted to the Scottish Government and published on the Council's website.

Ruth Binks
Director of Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 In January 2018, members of the Inverclyde Education and Communities Committee acknowledged the impact of period poverty by asking for free sanitary products to be available in schools in Inverclyde and allocated funding to do so. Since that time Inverclyde Council has been at the forefront of providing free access to sanitary products and has made considerable progress in recent years. For example:

- prior to 2018, schools in Inverclyde held supplies of sanitary products for pupils who asked for them, this was the case in both primary and secondary schools. There was no charge for these products and they tended to be required in one-off emergencies;
- the Scottish Government began providing funding in 2018 for the purpose of providing school pupils with access to free sanitary product. As a result, we increased provision in both primary and secondary schools;
- in 2019/20 the Scottish Government made the decision to not only provide access to free sanitary products in schools, but to increase the number and range of places where sanitary products could be accessed by those who needed them. Inverclyde Council used the funding to provide access to products at public toilets, libraries, GP Practices, the Pantry, i youth zones and all Inverclyde Leisure venues;
- the Council has worked with local pharmacies across Inverclyde to investigate the possibility of pharmacies being a pick up point for free sanitary products. A total of 18 pharmacies were contacted and 13 agreed to work with us and stock the products;
- to ensure that members of the public could still access free sanitary products when all community venues were closed during lockdown, an online ordering service was developed in conjunction with Hey Girls who supply the products. The online ordering service was made available via the Council's website and proved to be a popular method of accessing the products. The decision was therefore made to continue to provide the online service after community venues re-opened;
- a marketing campaign was developed in 2021/22 to promote the various ways to access free sanitary products across Inverclyde;
- a key element of our approach to the distribution of free sanitary products is to target the people who need them most. Health Visitors, Learning Disability Nurses, Family Nurse Practitioners and Family Support Workers distribute the products to the families they work with. During the pandemic sanitary products were included in the food bags given to people isolating due to Covid-19 if they were requested;
- the Scottish Government launched a mobile app in January 2022 which allows users to identify locations across Scotland where period products can be accessed for free. We are one of 30 local authorities that have populated the app with all the locations in Inverclyde where free sanitary products are available; and
- A 'my first period kit' was given to every female pupil in primary 6 and 7 in March 2022 if their parent/carer gave permission.

3.2 New legislation was passed in 2021 which placed additional requirements on local authorities. The Period Products (Free Provision) (Scotland) Act 2021 was introduced to secure the provision of free period products throughout Scotland. The Act places legal duties on local authorities to make period products available for free both in schools and more widely for those who need to use them. Local authorities must meet their duties by establishing and maintaining arrangements for making period products obtainable for free, however, they have flexibility with regards to how they do this in practice.

3.3 The key requirements of the Act are that:

- local authorities must ensure period products are obtainable free of charge by all persons who need to use them;

- the arrangements put in place by local authorities must make products reasonably easy to obtain, respect dignity and offer a reasonable choice of types of period products;
- Education providers must establish and maintain arrangements for period products to be obtainable free of charge during term time on their premises. Period products must be made available in at least one location within each school and there should be sufficient products to meet the pupil's needs during the school's term times;
- local authorities must publish a written statement setting out how they will exercise their functions under the Act. The statement must include a summary of the arrangements put in place to make period products obtainable free of charge and how and where people can access free products; and
- the Act requires responsible bodies to consult with individuals on the arrangements that should be put in place to fulfil their duties. To ensure that the arrangements meet people's needs, engagement should be carried out with people who currently use the products, need to use products in the future or need to collect products on behalf of someone else.

4.0 STATEMENT OF INTENT

- 4.1 All local authorities are required to produce a statement of intent that sets how they will exercise their functions under the Period Products (Free Provision) (Scotland) Act 2021.
- 4.2 A draft statement of intent that provides details of the arrangements that have been put in place in Inverclyde to meet the requirements of the Act is contained within appendix 1.
- 4.3 The draft statement of intent contains the following:
- Background information and the requirements of the Act;
 - Inverclyde Council's commitment to meeting the requirements of the Act;
 - Details of how free period products can be accessed within the community;
 - Details of how free period products can be accessed with education establishments;
 - Details of how the Council will promote and raise awareness of how free period products can be accessed within Inverclyde; and
 - A list of all the community venues that stock free period products.
- 4.4 The statement of intent must include a summary of the arrangements put in place to make period products obtainable free of charge and how and where people can access them. Our community provision consists of three elements and this has been informed by engagement with the community.
- Bulk uplift of free period products is available from Pharmacies and GP Practices. A full list of the Pharmacies and GP Practices that provide this services is contained within appendix 1 of the statement of intent;
 - Single use provision is available from a range of community venues such as leisure facilities, community centres and libraries across Inverclyde. A full list of community venues is contained within appendix 2 of the statement of intent;
 - An online ordering service is available via the Council's website. Any Inverclyde resident can use this service to order free products and they will be delivered to their home address; and
 - Communities told us that they want to be able to access bulk uplift of period products from Pharmacies, GP Practices and via the online ordering service.

4.5

Our provision within education establishments has also been informed by engagement with young people and consists of the following:

- Bulk uplift and single use provision is available in all primary and secondary schools in Inverclyde. Young people will be able to make use of single products and take bulk products home with them;
- Where possible the products will be available in toilet cubicles in female, gender neutral and disabled toilets both in main buildings and PR blocks. Young people told us their preference would be for the products to be located in toilet cubicles to make it easier to access them;
- If bulk products cannot be stored in toilets there will an accessible store somewhere within the buildings and this will be advertised to pupils; and
- The online ordering service will be promoted within all schools to ensure that young people who would prefer to access free period products in this way can do so.

4.6

The Council is required to publish the statement of intent on the Council's web site and submit it to the Scottish Government by 15 August 2022. The draft statement is already on the website, awaiting approval by Committee.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | | X | |
| Equalities & Fairer Scotland Duty | | X | |
| Children & Young People's Rights & Wellbeing | | X | |
| Environmental & Sustainability | | X | |
| Data Protection | | X | |

5.2 Finance

One off Costs

| Cost Centre | Budget Heading | Budget Years | Proposed Spend this Report | Virement From | Other Comments |
|----------------|----------------|--------------|----------------------------|---------------|----------------|
| 0444-000-20079 | | 2022/23 | £73,000 | | |

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

None.

5.4 Human Resources

None.

5.5 Strategic

None.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| X | YES – Assessed as relevant and an EqIA is required and will be made available at the following web address: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments |
| | 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant. |

5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

| | |
|--|---|
| | YES – Assessed as relevant and a CRWIA is required. |
|--|---|

| |
|---|
| X |
|---|

NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

5.8 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

| |
|--|
| |
|--|

YES – assessed as relevant and a Strategic Environmental Assessment is required.

| |
|---|
| X |
|---|

NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.9 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 As detailed in sections 4.4 and 4.5 above,

7.0 BACKGROUND PAPERS

7.1 None.

STATEMENT OF INTENT

Appendix 1

Inverclyde Council – Statement on Exercise of functions; for *Period Products (Free Provision) (Scotland) Act 2021*

Education and community provision



STATEMENT OF INTENT

Contents:

| | |
|--|----|
| Background and requirements of the Act | 3 |
| Our Commitment | 5 |
| Arrangements for community settings | 6 |
| Arrangements for Education establishments | 9 |
| Promotion and review of statement and arrangements | 11 |
| Appendix – venue lists | |

Draft

STATEMENT OF INTENT

Introduction

This document sets out how Inverclyde Council will exercise its functions under the Period Products (Free Provision) (Scotland) Act 2021. It sets out how the Council will meet the Particular Requirements set out in the Act, paying particular attention to The *Period Products (Free Provision) (Scotland) Act 2021 – Guidance for Responsible Bodies September 2021*. The document includes a summary of the arrangements put in place by the Council to make period products available free of charge and how this will be promoted to ensure that individuals who need to access the products can do so.

Background

The Period Products (Free Provision) (Scotland) Act 2021 gained royal assent on 12th January 2021. The Act states that all local authorities and education providers have a legal duty to make free period products available to anyone who needs them. This follows on from the existing voluntary provision provided in Inverclyde education and community settings funded by the Scottish Government since 2018/19. The Act will ensure that **everyone in Scotland who menstruates** can have reasonably convenient access to period products, free of charge, as and when they are required.

Inverclyde Council therefore must meet three overarching principles;

- Reasonable ease of access to products;
- Dignity of those accessing the products; and
- Choice of products available free of charge.

At all times care should be taken to meet individual need and consideration given to maintaining the dignity of those that access the products including; privacy, tackling stigma and promoting inclusion.

Requirements of the Act:

Local authorities are required to produce and promote a Statement on Exercise of Functions to summarise the arrangements in place to meet the legal duties. To ensure that the arrangements meet people's needs, local authorities are required to consult with individuals who may either need to use free products or need to collect for someone who needs them.

Local authorities are required to consult on the following:

- The type of premises people would like to be able to access period products from and where in these premises the products are located;
- The ways in which people would like to be able to obtain period products free of charge; and
- The type of period products that people would like to be able to access free of charge.

Between February and June 2022 the Council carried out extensive engagement to find out how people would like to be able to access free period products and what type of products they want to be able to access. Young people who access the products in education establishments were consulted, along with communities and people who have previously used our Free Period Products Service. In addition, we attempted to reach those that may face multiple barriers when accessing period products, including those who may experience

STATEMENT OF INTENT

homelessness, New Scot families and people within the LGBTQI+ community. The results from the engagement have been used to inform the development of this document.

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With reference to the legislation and the *Guidance for Responsible bodies 2021*, the free period service is designed for; anyone who currently needs the products, anyone who may need the product in the future or anyone who is collecting products on someone else's behalf. People should be able to have convenient access to free period products in a variety of ways and be able to help themselves to as much of the product as they need. Anyone should be able to access the products discreetly, without having to ask for them or explain why they need them.

Therefore our commitment is:

On the basis of funding being made available by the Scottish Government:

Inverclyde Council will ensure that free period products are readily available to anyone in the community or education settings who needs them; we will ensure that a variety of free products are easily accessible and available whenever they are required.

We will do this by:

- I. Engaging and consulting with communities and young people who may need to access the products for themselves or other people;
- II. Consulting with organisations or groups who work with people who may face additional barriers to accessing period products to ensure that the service is inclusive;
- III. Working with Council services and partner organisations to identify premises for preferred access and methods of obtaining products;
- IV. Reviewing the service on a regular basis to ensure that it is meeting the requirements of the Act and meeting the needs of the community and implement any changes accordingly;
- V. Promoting and providing information about the service to communities and school pupils about how to access products;
- VI. Regularly reviewing premises and educational establishments to ensure they are stocked with an adequate range of products; and
- VII. Promoting the use of re-useable products and the impact of disposable products on the environment.

STATEMENT OF INTENT

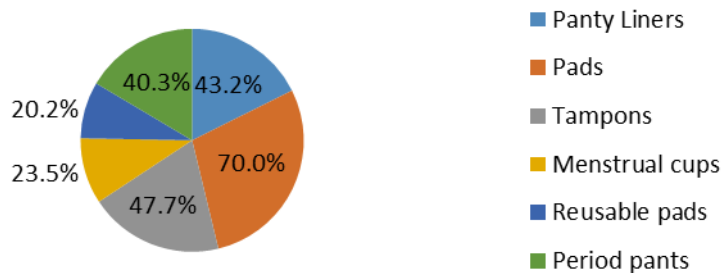
Arrangements for Community Settings

This section provides details of what we learned from the engagement carried out with communities, the arrangements that we have put in place for communities and the steps we will take to ensure these arrangements are fully implemented.

What did we learn from community engagement?

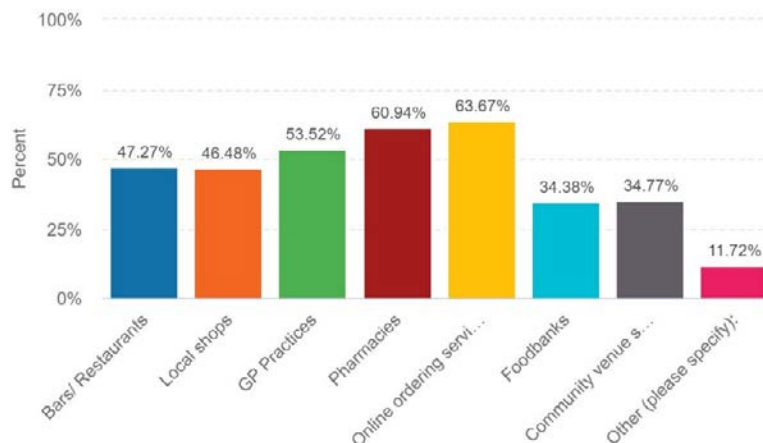
The engagement we carried out with communities told us that the most popular products that people want to be able to access are tampons, pads and panty liners:

What type of period product would you like to access for free?
Please tick all that apply.



The community engagement also told us that people would prefer to access products from pharmacies, GP surgeries and using the online service:

Where would you like to access free period products from?
Please tick all that apply.



STATEMENT OF INTENT

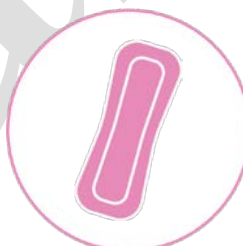
What are our arrangements?

Based on feedback from community engagement and with reference to the legislation and guidance, Inverclyde Council have implemented the following arrangements within community settings.

- Bulk uplift of tampons, pads and panty liners is available from Pharmacies and GP Practices across Inverclyde. (A full list of Pharmacies and GP Practices participating is included within appendix 1)



- Single use provision of tampons, pads and panty liners is available from a range of community venues such as leisure facilities, community centres and libraries. (A full list of community venues is included within appendix 1)



- An online ordering service is available via the Council's web site. Any Inverclyde resident can use this service to order pads, tampons, panty liners and reusable products and they will be delivered to their home address.

How will these arrangements be implemented?

- ❖ All community venues will be provided with products and a guidance pack. This will include any promotional/safety posters, details of other places where products can be accessed, guidance on how and where to display products and how to reorder stock.
- ❖ All venues that stock products, whether bulk uplift or single provision will be promoted via the Council's web site, the PickupMyPeriod app and through a promotional and marketing campaign.
- ❖ Where bulk products are available, they will be placed in an area that provides as much discretion and privacy for individuals as possible.
- ❖ It will be clear that products are free of charge and people can help themselves.
- ❖ Stock in all community venues will be monitored on a regular basis.
- ❖ Re-useable products will be available online and advertised in all community venues.

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- ❖ There will be targeted venues such as Inverclyde Homeless Centre who will have products available. This is to ensure that those using these services can easily access products.
- ❖ This service will be continually monitored and reviewed to ensure that it is inclusive and that it continues to meet the needs of anyone who may need to use it.

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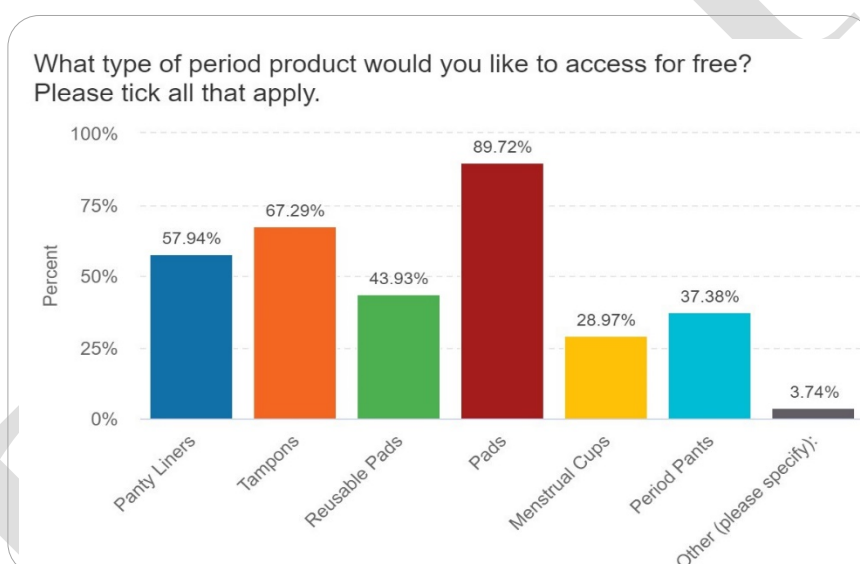
STATEMENT OF INTENT

Arrangements for Inverclyde Education Establishments

Based on our consultation with young people in education and with reference to the legislation and guidance, Inverclyde Council will provide a Free Period Product service in all education establishments including all primary, secondary and ASN schools in Inverclyde.

What did we learn from engagement with young people?

The consultation told us that young people want to access pads, tampons and panty liners:



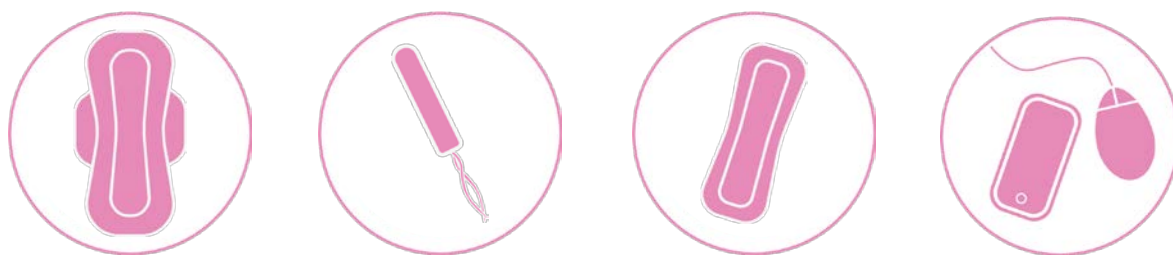
When we examined the data for Primary only they wanted to access Pads (96%), reusable pants/pads (56%) and panty liners (52%).

What are our arrangements in education establishments?

- Young people will be able to make use of single use products and take bulk products home from every education establishment in Inverclyde. This will continue on from the voluntary provision provided in 2018/2019.
- Where possible products will be placed in toilet cubicles in female, gender neutral and disabled toilets both in main buildings (at least one area per building) and PE blocks.
- If bulk products are not able to be stored in toilets there will be an accessible store located somewhere within the building and this will be advertised to pupils.
- There will be a range of products; pads, tampons (secondary only) and panty liners available. This will be regularly monitored.

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- Access to re-useable products will be via our online ordering service which will be promoted in all schools.



How will these arrangements be implemented?

- ❖ Each education establishment will be provided with guidance packs for the display and promotion of the free period product service and any relevant safety information, including posters and where to access reusable products;
- ❖ Each establishment will have period products in every building used by students. Products will be available in at least one location within each building. This includes female, gender neutral and disabled spaces. Where possible, products will be in individual toilet cubicles;
- ❖ Where bulk products cannot be contained within the toilets then they will be made available within another space and advertised to pupils;
- ❖ Pads, applicator tampons and panty liners will be available in all secondary schools and primary schools will provide access to pads and panty liners only;
- ❖ Sufficient products will be made available towards the end of term, with products available in education establishments open for holiday activities e.g. playschemes.
- ❖ Information about how to access period products within the community and reusable products will be promoted within education establishments;
- ❖ The service will be monitored and reviewed on a regular basis to ensure that it continues to meet the needs of those who use it; and
- ❖ The provision of single use period products is included in the Education Premises Risk Assessment and asserts that establishments must have Toxic Shock Safety Information available wherever there are single use tampons available and regular checks of sell by dates of products.

For further information or if you have any questions contact healthierinverclydeproject@inverclyde.gov.uk

STATEMENT OF INTENT

How will we promote the Free Period Service?

There has been ongoing work to increase awareness of how to access free period products in Inverclyde. This has included:

- social media campaigns;
- information in the local paper/Inverclyde Now site;
- raising awareness at local events;
- Engaging with various groups and employers; and
- Using SOLUS screens in HSCP buildings



In the future we will ensure that:

- ✓ we continue to raise awareness of where people can access single use and bulk products, highlighting the online service for reusable products (and bulk products) and promoting the Period Products Locator App;
- ✓ we will have targeted promotion of this service and access points through social work, health colleagues etc. so that those who may face additional barriers have an awareness of the service and where to get products;
- ✓ we will look at getting the information translated into different languages to be more inclusive to the New Scots families in Inverclyde and those who do not use English as their first language;
- ✓ in education establishments we will promote the service through newsletters, posters and SOLUS screens; and
- ✓ we will continue to engage with vulnerable groups in order that they are aware of how to access products and to ensure the service is meeting the needs of those who need to use it.

Review of arrangements:

The service will be continually monitored to ensure it meets the needs of those who use it. We will officially review the statement and arrangements on an annual basis.

STATEMENT OF INTENT

Appendix 1

BULK PRODUCTS:

| Venue | Address |
|--|--|
| Kilmacolm | |
| Kilmacolm Community centre | Lochwinnoch Road, Kilmacolm, PA13 4HA |
| The New Surgery | St. James Terrace Lochwinnoch Road, Kilmacolm PA13 4LE |
| Dorema Surgery | Bridge of Weir Road, Kilmacolm, PA13 4AP |
| Port Glasgow | |
| Port Glasgow Medical Centre | 4 Dubbs Place, Port Glasgow, PA14 5UD |
| Port Glasgow Health Centre | 2 Bay Street, Port Glasgow PA14 5EW |
| St John The Baptist Church | 23 Shore Street, Port Glasgow, PA14 5HD |
| M&D Green Pharmacy | 11-13 Fore Street, Port Glasgow, PA14 5EE |
| M&D Green Pharmacy | 12 John Wood Street, Port Glasgow, PA14 5HU |
| Lloyds Pharmacy | 8-14 Dubbs Road, Port Glasgow, PA14 5UA |
| The Pantry | 7 1/2 John Wood Street, Port Glasgow, PA14 5UA |
| Greenock | |
| Craig End Resource Centre | McLeod Street, Greenock, PA15 2HD |
| Branchton Community Centre | 78 Branchton Road, Greenock PA16 0XX |
| Auchmountain Community Resource Centre | 32 Burnhead Street, Greenock, PA15 3LG |
| The Pantry | 115 Grieve Road, Greenock, PA16 7AW |
| Grieve Road Community Centre | 55 Grieve Road, Greenock, PA16 7AL |
| E R McAnerney Pharmacy | 182 Dunlop Street, Greenock, PA16 9DP |
| Station View Health centre | 84 Holmscroft Street, Greenock, PA15 4DG |
| Greenock Health and Care Centre | Wellington Street, Greenock, PA15 4NH |
| Lloyd's Pharmacy | 10 Kilblain Street, Greenock, PA15 1SR |
| Clyde Pharmacy | 199 Roxburgh Street, Greenock, PA15 4AD |
| McDade's Pharmacy | 88 Belville Street, Greenock, PA15 4TA |
| Hagan Pharmacy | 121 Grieve Road, Greenock, PA16 7AW |
| Well Pharmacy | 34 Roxburgh Street, Greenock, PA15 4NR |
| Still Pharmacy | 1 Burns Square, Greenock, PA16 0NT |
| Gourock | |
| Coppermine Community Centre | Drumshantie Road, Gourock, PA19 1YZ |
| Lloyds Pharmacy | 118 Shore Street, Gourock, PA19 1QZ |
| Gourock Health Centre | 181 Shore Street, Gourock PA19 1AQ |

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|--------------------------|--|
| Pettigrew's Pharmacy | 38 Cardwell Road, Gourrock, PA19 1UH |
| TLC Pharmacy | 6 Kempock Street, Gourrock, PA19 1NA |
| | |
| Inverkip | |
| | |
| TLC Pharmacy | 2a Kip Park, Main Street, Inverkip, PA16 0AS |
| Inverkip Hub | 2 Kip Park Main Street, Greenock PA16 0FZ |
| | |
| Wemyss Bay | |
| Wemyss Bay Pharmacy | Unit 4 Ardgowan Road, Wemyss Bay, PA18 6AT |
| Wemyss Bay Health Centre | 2 Brueacre Road, Wemyss Bay, PA18 6ER |

STATEMENT OF INTENT

Appendix 2

SINGLE USE PRODUCTS

| Venue | Address |
|--|--|
| Kilmacolm | |
| Birkmyre Fitness Gym | 2 Broomknowe Road, Kilmacolm, PA13 4JA |
| Kilmacolm Library | Lochwinnoch Road, Kilmacolm, PA13 4LE |
| Kilmacolm Community centre | Lochwinnoch Road, Kilmacolm, PA13 4HA |
| Port Glasgow | |
| Port Glasgow Library | Fore Street, Port Glasgow, PA14 5EQ |
| Port Glasgow I Youth Zone | 5 Dubbs Place, Port Glasgow, PA14 5UD |
| Port Glasgow Pool | Bay Street, Port Glasgow, PA14 5EB |
| Port Glasgow Town Hall | Shore Street, Port Glasgow, PA14 5HD |
| Port Glasgow Medical Centre | 4 Dubbs Place, Port Glasgow, PA14 5UD |
| Port Glasgow Health Centre | 2 Bay Street, Port Glasgow PA14 5EW |
| Parklea Community Stadium | Parklea Road, Port Glasgow, PA14 6TR |
| Boglestone Activity Centre | Dubbs Road, Port Glasgow, PA14 5UD |
| Fore Street Public Toilets | Fore Street, Port Glasgow, PA14 5EQ |
| Greenock | |
| Craig End Resource Centre | McLeod Street, Greenock, PA15 2HD |
| Branchton Community Centre | 78 Branchton Road, Greenock PA16 0XX |
| Greenock I Youth Zone | 34 Nicolson Street, Greenock, PA15 1UL |
| Waterfront Leisure Complex | 8 Custom House Way, Greenock, PA15 1EW |
| Central Library | Wallace Place, Greenock, PA16 1JB |
| South West Library | Barrs Cottage, Greenock, PA16 9HG |
| Watt Institution | 16 Kelly Street, Greenock, PA16 8JX |
| Auchmountain Community Resource Centre | 32 Burnhead Street, Greenock, PA15 3LG |
| Greenock Town Hall | Municipal Buildings, 117 Wallace Place, Greenock, PA15 1LY |
| Lady Octavia Sports Centre | Bridgend Road, Greenock, PA15 2JN |
| Greenock Sports Centre | Nelson Street, Greenock, PA15 1QH |
| Ravensraig Activity Centre | 98 Auchmead Road, Greenock, PA16 0JE |
| Ravensraig Stadium | 21 Auchmead Road, Greenock, PA16 0JE |
| Battery Park Pavilion | Eldon Street, Greenock, PA16 7QS |
| Ardgowan Medical Centre | 2 Finnart Street, Greenock, PA16 8HW |
| Campbell Street Public Toilets | (Esplanade) Campbell Street, Greenock, PA16 8BY |
| Hunters Place Public Toilets | Hunter's Place, Greenock, PA15 1JW |
| Kilblain Street Public Toilets | Kilblain Street, Greenock, PA15 1SR |

STATEMENT OF INTENT

| | |
|------------------------------------|---|
| Gourock | |
| Gourock pool and fitness gym | 39 Albert Road, Gourock, PA19 1NQ |
| Gourock Library | Kempock Place, Gourock, PA19 1QU |
| Gamble Halls | 44 Shore Street, Gourock, PA19 1RG |
| Coppermine Community Centre | Drumshantie Road, Gourock, PA19 1YZ |
| Albert Road Public Toilets | 114-116 Albert Road, Gourock, PA19 1NW |
| Gourock Park Public Toilets | Broomberry Drive, Gourock, PA19 1QD |
| Shore Street Public Toilets | Shore Street, Gourock, PA19 1AQ |
| | |
| Inverkip | |
| | |
| War Memorial Public Toilets | A78, Inverkip, PA16 0AX |
| Inverkip Hub | 2 Kip Park Main Street, Greenock PA16 0FZ |
| | |
| Wemyss Bay | |
| St Joseph and St. Patrick's Church | Forbes Place, Wemyss Bay, PA18 6AU |

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Interim Director, Finance & Corporate Governance and Corporate Director Education, Communities & Organisational Development | Report No: | FIN/48/22/AP/IC |
| Contact Officer: | Iain Cameron | Contact No: | 01475 712832 |
| Subject: | Education Revenue Budget Report - Final Outturn 2021/22 and 2022/23 Projected Outturn at 30 June 2022 | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 To advise Committee of the 2021/22 Education Revenue Budget final out turn and the 2022/23 Revenue Budget position at 30 June 2022.
- 1.3 In 2021/22, excluding Earmarked Reserves, there was an under spend of £334,000 against a budget figure of £87.834m This equates to 0.4% of the total budget and was £77,000 less expenditure than previously reported to Committee in March 2022.
- 1.4 The total Education Revenue Budget for 2022/23, excluding Earmarked Reserves, is currently £91.666 million. The latest projection is an overspend of £126,000. (0.1%). More details are provided in section 3 of the report and the appendices. This excludes a utilities cost pressure of over £1 million which will be reported corporately at the Policy and Resources Committee.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the final out turn for the 2021/22 Education Revenue Budget and note the current projected overspend for 2022/23 of £126,000 as at 30 June 2022.
- 2.2 It is recommended that the Committee note that the Corporate Director Education, Communities and Organisational Development and Heads of Service will review areas where non-essential spend can be reduced in order to bring the Committee back on budget. Progress against this and other proposals to bring the budget back on track, if required, will be reported at the next Committee.

Alan Puckrin
Interim Director Finance
& Corporate Governance

Ruth Binks
Corporate Director, Education
Communities & Organisational
Development

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2022/23 Revenue Budget as well as the 2021/22 final out turn and to highlight the main variances contributing to the £334,000 under spend for 2021/22 and the projected overspend of £126,000 for 2022/23.

3.2 The current Education Revenue Budget for 2022/23 is £91.666 million which is a decrease of £3.735 million from the Approved Budget. Appendix 1 provides more details of the budget movement.

3.3 2021/22 OUT TURN

The final out turn for the Education 2021/22 Revenue Budget, excluding Earmarked Reserves, was an underspend of £334,000. This was £77,000 less expenditure than reported to the last Committee in March 2022.

The performance in specific service areas was:

| | Revised Budget 2021/22 | Out Turn 2021/22 | Variance to Budget | P9 Projected Variance | Movement Since P9 Projection |
|------------------------------|------------------------|------------------|--------------------|-----------------------|------------------------------|
| Corporate Director | 150 | 167 | 17 | 8 | 9 |
| Education Services | 72,089 | 72,321 | 232 | (16) | 248 |
| Inclusive Education | 15,595 | 15,012 | (583) | (249) | (334) |
| TOTAL NET EXPENDITURE | 87,834 | 87,500 | (334) | (257) | (77) |

3.4 The major variances making up the underspend were as follows:

- (a) Underspends of £272,000 for Teachers and £223,000 for Non Teachers Employee Costs.
- (b) Overspend of £94,000 for cleaning.
- (c) Overspend of £82,000 for IT Recharges.
- (d) Underspend of £82,000 for SPT School Bus Contracts partially offset by an Overspend of £68,000 for ASN, Consortium and Internal Transport.
- (e) Underspend of £57,000 for Administration Expenditure.
- (f) Underspend of £86,000 for School Clothing Grants.
- (g) Under Recovery of £105,000 in Facilities Management Income.
- (h) Under Recovery of £326,000 in School Meals and Breakfast Clubs Income, partially offset by an underspend in Catering Provisions spend of £52,000.
- (i) Under Recovery of £95,000 in Early Years Wraparound Income.

(j) Over Recovery of £145,000 in Grant Income

3.5 2022/23 Projected Outturn (£126,000 Overspend 0.1%)

The main projected variances contributing to the net overspend are listed below –

- (a) Projected underspend of £68,000 for Teachers Employee costs.
- (b) Projected underspend £86,000 for Property Costs (£43,000 for Non Domestic Rates, £21,000 for Water and £22,000 for Biomass Fuel).
- (c) Projected underspend of £79,000 for Education Catering Contract.
- (d) Projected overspend of £163,000 for ASN Transport.
- (e) Projected underspend of £37,000 for Early Years Framework.
- (f) Projected under recovery of £37,000 due to shortfall in Breakfast Club Income.
- (g) Projected under recovery of £95,000 due to shortfall in Early Years Wrapround Income.

3.6 EARMARKED RESERVES

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is currently £510,000. Expenditure levels are being reviewed to ensure that all expenditure is being allocated correctly.

4.0 PROPOSALS

- 4.1 The projected over spend of £126,000 requires to be addressed via a report to the next meeting of the Committee. In the meantime the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | x | | |
| Legal/Risk | x | | |
| Human Resources | | x | |
| Strategic (LOIP/Corporate Plan) | | x | |
| Equalities & Fairer Scotland Duty | | | x |
| Children & Young People's Rights & Wellbeing | | | x |
| Environmental & Sustainability | | | x |
| Data Protection | | | x |

5.2 Finance

The projected over spend of £126,000 requires to be addressed via a report to the next meeting of the Committee. In the interim, the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

This position excludes a projected overspend on electricity and gas which is currently projected to be in excess of £1 million for this Committee. This overspend is being reported within Policy & Resources Committee as a corporate overspend.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

The approved Governance Documents set out the roles and responsibilities of Committees and officers in ensuring budgets are not overspent and the process to be followed in the event an overspend is unavoidable.

5.4 Human Resources

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

5.5 Strategic

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Interim Director, Finance and Corporate Governance and the Corporate Director, Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Education Budget Movement - 2022/23**Period 3 - 1st April 2022 to 30th June 2022**

| Service | Approved Budget | Movements | | | Revised Budget | |
|-----------------------|-----------------|-------------------|------------------|----------------------------------|-------------------------------|-----------------|
| | 2022/23 £000 | Inflation £000 | Virement £000 | Supplementary Budgets £000 | Transferred to EMR £000 | 2022/23 £000 |
| Corporate Director | 150 | | | | | 150 |
| Education | 79,581 | 618 | (4,656) | 594 | (300) | 75,837 |
| Inclusive Education | 15,564 | 32 | (23) | | | 15,573 |
| Facilities Management | 106 | | | | | 106 |
| Totals | 95,401 | 650 | (4,679) | 594 | (300) | 91,666 |

Movement Detail

£000

External Resources

Probationer Teachers

594

594

VirementsSEMP to Loan Charges
ASN to Corporate Comms

(4,656)

(23)

(4,679)

InflationSEMP
Teachers Pay Award

403

247

650

(3,435)

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2022 to 30th June 2022**

| 2021/22 Actual £000 | Subjective Heading | Approved Budget 2022/23 £000 | Revised Budget 2022/23 £000 | Projected Out-turn 2022/23 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------|--|------------------------------|-----------------------------|---------------------------------|-----------------------------------|-------------------------|
| 48,707 | Employee Costs - Teachers | 48,911 | 49,752 | 49,684 | (68) | (0.1%) |
| 29,719 | Employee Costs - Non Teachers | 28,642 | 28,619 | 28,626 | 7 | 0.0% |
| 18,509 | Property Costs | 14,355 | 14,355 | 14,289 | (66) | (0.5%) |
| 6,132 | Supplies & Services | 5,590 | 5,590 | 5,489 | (101) | (1.8%) |
| 2,163 | Transport Costs | 2,245 | 2,245 | 2,443 | 198 | 8.8% |
| 675 | Administration Costs | 673 | 673 | 638 | (35) | (5.2%) |
| 5,029 | Other Expenditure | 20,131 | 14,742 | 14,702 | (40) | (0.3%) |
| (25,264) | Income | (25,146) | (24,010) | (23,779) | 231 | (1.0%) |
| 85,670 | TOTAL NET EXPENDITURE | 95,401 | 91,966 | 92,092 | 126 | 0.1% |
| 0 | Earmarked Reserves | 0 | 0 | 0 | 0 | |
| 0 | Loan Charges / DMR | 0 | (300) | (300) | 0 | |
| 0 | Additional Funding Covid-19 | 0 | 0 | 0 | 0 | |
| 85,670 | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 95,401 | 91,666 | 91,792 | 126 | |

| 2021/22 Actual £000 | Objective Heading | Approved Budget 2022/23 £000 | Revised Budget 2022/23 £000 | Projected Out-turn 2022/23 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---------------------|--|------------------------------|-----------------------------|---------------------------------|-----------------------------------|-------------------------|
| 167 | Corporate Director | 150 | 150 | 159 | 9 | 6.0% |
| 59,979 | Education | 64,158 | 64,967 | 64,827 | (140) | (0.2%) |
| 115 | Facilities Management | 106 | 106 | 104 | (2) | (1.9%) |
| 10,398 | School Estate Management Plan | 15,423 | 11,170 | 11,170 | 0 | - |
| 70,492 | TOTAL EDUCATION SERVICES | 79,687 | 76,243 | 76,101 | (142) | (0.2%) |
| 11,279 | ASN | 11,602 | 11,611 | 11,878 | 267 | 2.3% |
| 1,675 | Community Learning & Development | 1,850 | 1,850 | 1,850 | 0 | - |
| 2,057 | Other Inclusive Education | 2,112 | 2,112 | 2,104 | (8) | (0.4%) |
| 15,011 | TOTAL INCLUSIVE EDUCATION | 15,564 | 15,573 | 15,832 | 259 | 1.7% |
| 85,670 | TOTAL EDUCATION COMMITTEE | 95,401 | 91,966 | 92,092 | 126 | 0.1% |
| 0 | Earmarked Reserves | 0 | 0 | 0 | 0 | |
| 0 | Loan Charges / DMR | 0 | (300) | (300) | 0 | |
| 0 | Additional Funding Covid-19 | 0 | 0 | 0 | 0 | |
| 85,670 | TOTAL EDUCATION COMMITTEE excluding Earmarked Reserves | 95,401 | 91,666 | 91,792 | 126 | |

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 - 1st April 2022 to 30th June 2022**

| <u>Out Turn</u> <u>2021/22</u> <u>£000</u> | <u>Budget</u> <u>Heading</u> | <u>Budget</u> <u>2022/23</u> <u>£000</u> | <u>Proportion</u> <u>of Budget</u> | <u>Actual to</u> <u>30-Jun-22</u> <u>£000</u> | <u>Projection</u> <u>2022/23</u> <u>£000</u> | <u>(Under)/Over</u> <u>Budget</u> <u>£000</u> | <u>Percentage</u> <u>Over / (Under)</u> |
|--|---------------------------------|--|---------------------------------------|---|--|---|--|
| 48,707 | Employee Costs -Teachers | 49,752 | 12,438 | 12,423 | 49,684 | (68) | (0.1%) |
| 3,303 | Non Domestic Rates (NDR) | 3,352 | 1,740 | 1,717 | 3,309 | (43) | (1.3%) |
| 243 | Water | 276 | 69 | 65 | 255 | (21) | (7.6%) |
| 26 | Biomass | 84 | 21 | 0 | 62 | (22) | (26.2%) |
| 3,728 | ED Catering Contract | 3,651 | 913 | 862 | 3,572 | (79) | (2.2%) |
| 502 | ASN Transport | 352 | 0 | 3 | 515 | 163 | 46.3% |
| 9 | Early Years Framework | 37 | 9 | 0 | 0 | (37) | (100.0%) |
| (11) | Breakfast Club Income | (50) | (12) | (2) | (13) | 37 | (74.0%) |
| (225) | Early Years Wrapround Income | (330) | (83) | (14) | (235) | 95 | (28.8%) |
| (6,806) | FM Income | (6,877) | (1,719) | (1,508) | (6,783) | 94 | (1.4%) |
| Total Material Variances | | | | | | 119 | |

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: EDUCATION

| <u>Project</u> | <u>Lead Officer/ Responsible Manager</u> | <u>Total Funding 2022/23</u> | <u>Phased Budget To Period 3 2022/23</u> | <u>Actual To Period 3 2022/23</u> | <u>Projected Spend 2022/23</u> | <u>Amount to be Earmarked for 2023/24 & Beyond</u> | <u>Lead Officer Update</u> |
|-----------------------------|--|--------------------------------------|--|---|--|--|--|
| | | £000 | £000 | £000 | £000 | £000 | |
| Beacon Arts | Tony McEwan | 87 | 0 | 0 | 0 | 87 | Beacon emergency contingency, currently no requirement for this funding in 2022/23 |
| Year of Young People Legacy | Tony McEwan | 30 | 0 | 0 | 30 | 0 | £20k will be used as contribution to Free Summer Playschemes and £10k will be used to fund Clyde Conversations event |
| Early Years 1140 | Michael Roach | 1,992 | 510 | 510 | 1,742 | 250 | Funding additional Teachers in Primary Schools as well as Early Years staff |
| Total | | 2,109 | 510 | 510 | 1,772 | 337 | |

Report To: Education & Communities Committee **Date:** 30 August 2022

Report By: Corporate Director Education, Communities & Organisational Development and Interim Director Finance & Corporate Governance **Report No:** EDUCOM/47/22/EM

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

Subject: Education Capital Programme 2022/25 - Progress

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to consider performance 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.

1.3 The Education capital budget is £13.638m with total projected spend on budget. The Committee is projecting to spend £1.855m in 2022/23 with no slippage currently being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2022/25 Capital Programme as outlined in the report and appendix.

Alan Puckrin
Interim Director Finance &
Corporate Governance

Ruth Binks
Corporate Director Education,
Communities and Organisational
Development

3.0 BACKGROUND AND CONTEXT

- 3.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 24 February 2022.
- 3.2 The report also covers progress on the limited programme of works remaining connected with the 1140 Hours Expansion of Early Learning and Childcare.

2022/25 Current Capital Position

- 3.3 The Education capital budget is £13.368m. The budget for 2022/23 is £1.855m, with spend to date of £0.622m equating to 33.53% of projected spend. The current projection is £13.368m which means total projected spend is on budget. No slippage is currently being reported and Appendix 1 provides more detail.

Education Capital Projects

- 3.4 **Gourock Primary School Extension:** As previously reported to Committee the Contractor has been reporting behind programme and has applied for an extension of time with the overall programme to completion being closely monitored. The Contractor is currently working towards handing over the main phase, which includes the new hall and remodelled office accommodation, by the start of the new August term. The completion of the final smaller phases including the conversion of the existing kitchen area to teaching space and the new car park is progressing with completion anticipated in September. The temporary modular accommodation will be decommissioned and removal programmed for the October holiday to minimise disruption.

Education Lifecycle Works 2022/23

- 3.5 **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 lifecycle programme for the four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The 2022/23 programme works is progressing and further works will be identified and programmed across the remainder of the current financial year. A summary of projects completed or in planning to date is included as Appendix 2.

1140 Hours Expansion - Various Establishment Minor Works

- 3.6 An allocation of funds was made available from the projected early years revenue underspend to address improvements across a number of early years establishments associated with access to, and use of, external environments. Officers from Property Services continue to work with the Early Years team to progress a number of projects. Works at Wemyss Bay Nursery Class and Kings Oak Nursery Class are being progressed through design and procurement to allow completion in the current financial year. Additional projects will be identified and progressed within the limits of the available funding.

4.0 PROPOSALS

- 4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | | | X |
| Equalities & Fairer Scotland Duty | | | X |
| Children & Young People's Rights & Wellbeing | | | X |
| Environmental & Sustainability | | | X |
| Data Protection | | | X |

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

There are no known Legal implications contained within this report.

5.4 Human Resources

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

5.5 Strategic

None

6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Interim Head of Property Services and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

| Education Lifecycle Works 2022/23 | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| School / Centre Name | Lifecycle Element | | | | | | | | Comments / description |
| | Floor Finishes | Decoration | Building Services / Systems | Fittings / Fitments | External Fabric Treatment | External Fencing | External Works | Partial Refurb | |
| Education - Primary | | | | | | | | | |
| Aileymill Primary School | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | Smoke curtains, car park surfacing, water coolers. |
| All Saints Primary School | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | Smoke curtains, car park surfacing, water coolers. |
| Ardgowan Primary School | | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| Gourock Primary School | | | | | | | <input checked="" type="checkbox"/> | | External furniture / fittings. |
| Inverkip Primary School | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | | |
| Kilmacolm Primary School | | | | | | | <input checked="" type="checkbox"/> | | |
| King's Oak Primary School | | | <input checked="" type="checkbox"/> | | | | | | Partial LED upgrade / emergency lighting. |
| Lady Alice Primary School | | | | | | | <input checked="" type="checkbox"/> | | |
| Newark Primary School | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | CCTV upgrade / emergency lighting. |
| St Andrew's Primary School | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | | |
| St Francis' Primary School | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | | |
| St John's Primary School | | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| St Joseph's Primary School | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | Emergency lighting / classroom fitments (part). |
| St Mary's Primary School | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | External wall décor / additional pinboards (POE). |
| St Michael's Primary School | <input checked="" type="checkbox"/> | | | | | | | | |
| St Ninian's Primary School | | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| St Patrick's Primary School | <input checked="" type="checkbox"/> | | | | | | <input checked="" type="checkbox"/> | | |
| Wemyss Bay Primary School | <input checked="" type="checkbox"/> | | | | | | | | |
| Whinhill Primary School | | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | Emergency lighting / pipework / WC refurb (part). |
| Education - Secondary | | | | | | | | | |
| Clydeview Academy | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | 3G Pitch floodlight upgrade (LED) / water coolers / HE ovens / Internal lighting upgrade (LED) |
| Inverclyde Academy | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | Internal doors (part) / AHU works / External décor. |
| Notre Dame High School | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | Water coolers / HE ovens / external render décor. |
| Port Glasgow Community Campus | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | Façade renovation / PE corridor refurb / internal doors (part) / part LED upgrade / hockey goals. |
| St Columba's High School | | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| Education - Standalone Early Years Establishments | | | | | | | | | |
| Binnie Street Children's Centre | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| Bluebird Family Centre | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | | Emergency lighting. |
| Gibshill Children's Centre | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | Partial LED upgrade. |
| Wellpark Children's Centre | | | | | | | <input checked="" type="checkbox"/> | | |

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/42/22/MR |
| Contact Officer: | Michael Roach | Contact No: | 01475 712850 |
| Subject: | Education Update | | |

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes updates on:

- Placing requests for August 2022
- Gaelic medium secondary education
- Report from the Education and Young People Committee on the Scottish Attainment Challenge
- Covid Education recovery Group
- Education and Qualifications reform
- Learning for Sustainability
- STEM
- PISA assessments

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to note the content of the update report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 UPDATES

3.1 Placing requests 2022/2023

The Pupil Placement Panel met on the 25/2/22, 11/3/22 & 17/3/22 to consider the allocation of placing requests to schools. Details of the placing requests considered at that time are detailed in appendix 1. It should be noted, that despite having an allocated time to submit placing requests, parents and carers can choose to submit placing requests at any time of the year. At the time of writing, parents and carers are still submitting placing requests for all year groups and there is a natural movement of families moving house or returning from abroad.

The Pupil Placement Panel considered 132 placing requests for primary schools in Inverclyde. 129 were granted and 3 refused. The refusals were: St John's Primary School

127 were considered for secondary schools 125 were granted and 2 refused. The refusals were: Clydeview Academy

If parents and carers are aggrieved by a decision of the Pupil Placement Panel to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee administered by the Council's Head of Legal and Property Services. If the appeal is unsuccessful, then the matter may be referred to the Sheriff Court. Three appeals were subsequently heard and all were unsuccessful.

3.2 Update re Gaelic secondary education

In March 2022 the Education committee agreed that a Gaelic Advisory group be established to take forward a review of the options open to the council in relation to the provision of Gaelic secondary Education Inverclyde.

Since this time an advisory group has been established, chaired by the Head of Education, with membership includes reps from the Education Service HQ team, CLD, Bòrd na Gàidhlig, Com na parent and the leadership team of Whinhill Primary School.

A terms of reference for the group has been agreed and the Education Service team are currently procuring an independent contact to carry out an options appraisal on the options open to the council.

It would be the intention of the Advisory group to bring a report based on this options appraisal to committee early in 2023 outlining the viable options identified.

A bid has been made to Bòrd na Gàidhlig for full funding for the options appraisal. It is hoped to hear the outcome of this soon. Even if not successful in full we hope to receive part funding for the appraisal process. The remaining cost will be found from within the service budget if required.

It is anticipated that as part of its manifesto commitment towards Gaelic Education, the Scottish Government will issue a consultation documents as to what needs to be undertaken to improve access to Gaelic education.

3.3 Report from the Education and Young People Committee on the Scottish Attainment Challenge

A report was published on 2 August 2002 setting out the findings of the enquiry by the Education and Young People Committee into the Scottish Government's policy commitment to closing the educational attainment gap. The full report can be accessed at the link below:

<https://sp-bpr-en-prod-cdneep.azureedge.net/published/ECYP/2022/8/2/c33c7780-50fe-47d8-99fc-84807b85f2df/ECYPS62022R8.pdf>

The Corporate Director of Education, Communities and Organisational Development was called to give evidence at the Committee as part of the West Regional Improvement Collaborative. Given the considerable decrease in the amount of money allocated to Inverclyde through the Attainment Challenge the report and findings will be of interest to members.

3.4 COVID-19 EDUCATION RECOVERY GROUP (CERG)

SCHOOL SAFETY

The Reducing Risks in schools guidance (updated on 31 May) reflects society-wide measures underpinned by advice from the Advisory Sub Group on Education and Children's Issues.

The Scottish Government will continue to review the guidance for all services that support children and young people and their families but both CERG and the Advisory Sub Group have been paused but can be reconvened by Ministers at any point as necessary.

3.5 Education and Qualifications reform

Professor Ken Muir's report, 'Putting Learners at the Centre: Towards a Future Vision for Scottish Education', was published on 9 March, containing 21 recommendations.

In a Parliamentary Statement, the Cabinet Secretary for Education and Skills gave the Scottish Government's response to the report. The Scottish Government accepted the recommendations as a starting point for an education reform programme, including the creation of the new qualifications body, the creation of a new national agency for Scottish education, and an independent inspectorate body. These will replace Scottish Qualification Authority (SQA) and Education Scotland. More broadly, the Cabinet Secretary discussed the need for discussion and decisions about education reform to be informed by the widest possible range of stakeholder and practitioner views.

On 14 June the Education Secretary gave an update to Parliament on reform plans where she wants to encourage the most inclusive ever discussion on education in Scotland, with learners playing a key part in the decision making. The discussion will be co-convened by COSLA and the Scottish Government and will launch in the new term.

3.6 Learning for Sustainability (LFS)

The Scottish Government team has now commenced a focused engagement process in order to refresh and strengthen the national action plan on LfS. LfS covers global citizenship, climate education, rights education and outdoor learning. Engagement with education authorities is now taking place via the various LfS networks overseen by Education Scotland. In Inverclyde we will work alongside Education Scotland and continue to support school staff to increase their confidence in embedding learning for sustainability into the curriculum by working with partner agencies to organise opportunities to share practice.

Current practice in Inverclyde shows that there is a lot of work being undertaken on LfS including winning some national awards. Schools have linked up with local litter groups and Upstream Battle to take forward projects and volunteers for the Duke of Edinburgh Awards scheme volunteer with litter picks to keep communities litter free. Other practice includes:

- All schools, nurseries and Early Learning Centres are registered with the Eco Schools programme and some have achieved green flag status.
- Training has been delivered to staff by the West of Scotland Development Education Centre (WOSDEC) on embedding sustainability within the curriculum
- Majority of our clusters are participating in the dandelion project, where school children across Scotland are leading a major community growing programme – a huge nationwide experiment into how traditional growing methods could combine with 21st-century techniques to shape the food production of the future.
- A number of schools and early learning centres have outdoor space to support the development of the learning for sustainability curriculum – this includes gardens, allotments and bee hives for example.
- Our schools, often supported by parent councils, offer a uniform swap shop service, allowing parents to donate uniforms that are no longer needed for use by other families.

3.7 Science, technology, engineering, and mathematics (STEM)

Scottish Government published a STEM Education and Training Strategy Refresh report on 26 May looking back at the implementation of the STEM strategy, and highlighting actions to be taken forward in the coming years, especially in respect of areas of work paused during the last two years due to the pandemic. Looking forward Scottish Government will invite stakeholders to join new governance bodies to ensure momentum is maintained.

3.8 Programme for International Student Assessment (PISA) 2022

The PISA assessments will be taking place in up to 120 schools across Scotland in October and November 2022. This will involve around 3,000 15 year old pupils taking part in a three hour computer based assessment in schools.

Following the assessments, the results and analysis will be reported alongside the international results in December 2023.

4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | | X |
| Strategic (LOIP/Corporate Plan) | | X | |
| Equalities & Fairer Scotland Duty | | X | |
| Children & Young People's Rights & Wellbeing | | | X |
| Environmental & Sustainability | | | X |
| Data Protection | | | X |

4.2 Finance

There are limited financial costs associated with the information provided in this paper.

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 | | | | | |

4.3 Legal/Risk

There are no legal implications.

4.4 Human Resources

N/A

4.5 Strategic

None.

4.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| | YES – Assessed as relevant and an EqIA is required. |
| 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

5.0 CONSULTATION

5.1 N/A

6.0 BACKGROUND PAPERS

None.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/40/22/MR |
| Contact Officer: | Michael Roach | Contact No: | 01475 712850 |
| Subject: | Pre-Consultation Process – Future Model for Blairmore Nursery School | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to agree the pre consultation process regarding the operating model of Blairmore Nursery School.
- 1.3 Across Inverclyde there are differing models of early years establishments, the majority of which are either standalone family centres or nursery classes as part of primary schools. There are two standalone nursery schools in Inverclyde, and because of increased provision through 1140 hours this is becoming a less common model.
- 1.4 The retirement of the current head teacher of Blairmore Nursery School gives an opportunity for the service to consult with the service users to identify the best operating model moving forward. Issues around leadership progression and efficiency of service will also be taken into account as any proposals are considered and progressed.
- 1.5 A pre consultation process would allow the service to engage with the key stakeholders linked to the school to hear about their thoughts for how the leadership of the school and the school's status might best progress and identify a single preferred option to take forward into a formal statutory consultation if required. The planned pre-consultation timeline would begin in early September, concluding early on November with a report on its outcome being brought back to committee in January 2023.
- 1.6 There are three key options that the service has identified going forward and these would form the basis of the proposed pre consultation process i.e. the school remains a school in its own right led by a Head teacher, the provision becomes a nursery class and is amalgamated as part of All Saints Primary School or the school remains as an establishment in its own right but becomes an early learning centre.
- 1.7 Depending on the outcome of the pre-consultation process a further report will be submitted to the January Education and Communities Committee outlining any proposal that would be taken forward for formal statutory consultation.

2.0 RECOMMENDATIONS

- 2.1 Members of the Education and Communities Committee are asked to:

- (i) Approve the commencement of a pre consultation process about the future operating model of Blairmore Nursery School.
- (ii) Note that a further report will be brought back to the January Education and Communities Committee outlining next steps.

Ruth Binks
Corporate Director,
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Blairmore Nursery School is located in the East End of Greenock. It shares a campus with All Saints Primary School.
- 3.2 The School provides Early Learning and Childcare for 72 children aged 3 -5 years and 15 children aged 2 – 3 years. Family support services are provided within the school and the community.
- 3.3 The service provides high quality care and learning. This is evidenced by internal self-evaluation processes, Authority quality assurance processes and external evaluations.
- 3.4 The current Head teacher retired in August 2022. A temporary head teacher is in place for session 2022 23 allowing the service to consider, with the community, the best way forward for the leadership of the school.

4.0 PROPOSALS

- 4.1 Across Inverclyde there are differing models of early years establishments the majority of which are either standalone family centres or nursery classes as part of primary schools. There are also two remaining standalone nursery schools in Inverclyde (Blairmore and Newark). The provision of early years through a standalone nursery school has become less common as early years childcare and education has progressed through 1140 hours.
- 4.2 Family centres tend to offer more flexibility for age ranges and can operate increased flexible hours. The Head of a family centre is trained specifically in early years and experience has shown us that the leadership progression route through this type of service is very popular and produces strong management teams.
- 4.3 Nurseries attached to schools are a model that provides efficiencies of scale, especially in the ability to link into the leadership and management and resources of the school. This gives an advantage over standalone nursery schools and is a more efficient model cost wise for an education service to run. Whilst some primary teachers choose to specialise in early years provision, this has become less popular over the years with many teachers who seek promotion opting to transfer to primary schools because of the increased opportunities through the management structure. Recruitment to leadership posts in education establishments continues to be a challenge nationally and in particularly for Head teacher posts of Nursery Schools.
- 4.4 The recent retirement of the head teacher allows the opportunity for the service to review the provision at Blairmore and to work with the community to decide the best model going forward. Whilst statutory consultation would need to take place for any change, the proposal is to carry out a pre-statutory consultation to speak to the community and stakeholders about the type of provision they would like to see.
- 4.5 For any change of status of an education establishment a formal consultation process must take place under the Schools (Consultation) (Scotland) Act 2010. This would include a clear proposal document with consultation events taking place as well as a route for feedback on the consultation to be taken both in person and in written form via the council website.
- 4.6 In order to develop a clear proposal it would be helpful to the service to carry out some informal consultation with key stakeholders to hear their views and determine if there was broad and initial support for changes to the leadership and status of the school, thus meaning that a formal consultation could be undertaken if required.
- 4.7 The Education Service considers that there are 3 options that could be considered during the pre-consultation process:

- The nursery school remains as a standalone nursery school and a replacement Headteacher is recruited.
- The nursery school is incorporated into All Saints Primary School as a nursery class under the leadership of the Headteacher of All Saints Primary School.
- The nursery school becomes a standalone Early Learning Centre under the leadership of a Head of Centre.

The pre-consultation process may also offer other options that the service has not considered that could be taken forwards.

4.8 Proposed length of Pre-Consultation Period

An advertisement will be placed in the local newspaper on 05.09.22. The consultation process will end on 14.10.22. This is a consultation period in excess of six weeks and including thirty school days.

| Date | Action |
|--------------|--|
| 05.09.22 | Start of Public Consultation period (Advert). Publication of proposal paper |
| 20.09.22 | Public Meeting at 1.30pm and again at 7pm in All Saints Primary School |
| 14.10.22 | End of Public Consultation period |
| 18.11.22 | Summary of pre consultation report completed |
| January 2023 | Report to Committee with recommendations |
| January 2023 | Move to formal consultation if required |

Depending on the outcome of the pre-consultation process a further report will be submitted to the January Education and Communities Committee outlining any proposal that would be taken forward for formal statutory consultation.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | | X |
| Strategic (LOIP/Corporate Plan) | | | X |
| Equalities & Fairer Scotland Duty | | X | |
| Children & Young People's Rights & Wellbeing | | | X |
| Environmental & Sustainability | | | X |
| Data Protection | | | X |

5.2 Finance

There are no direct financial costs associated with the pre consultation process i.e. there would be no costs to running such a process at this stage. Depending on the option eventually taken forward then there could be a saving linked to this proposal.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

There are no legal implications.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| | YES – Assessed as relevant and an EqIA is required. |
| 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

An EQIA may be needed depending on the outcome of the consultation.

6.0 CONSULTATION

6.1 This report seeks permission to begin pre formal consultation process as above.

7.0 BACKGROUND PAPERS

7.1 N/A.

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/39/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Election of Teacher Representative to the Education part of the Education and Communities Committee | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this paper is to inform you of the election held for the role of teacher representative on the Education part of the Education and Communities Committee.
- 1.3 There were two candidates for the role of teacher representative on the Education and Communities Committee and a ballot was held. The count was completed on 24 June 2022 and the results were as follows:
- Paula McEwan 136 votes
Christina Owen 81 votes
- There was one spoiled paper.
- 1.4 Paula McEwan is duly elected to the role of teacher representative for the Education part of the Education and Communities Committee. Officers continue to work with parents to seek nominations for a parent representative on the Committee.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee are asked to note the appointment of Paula McEwan as the teacher representative on the Education part of the Committee.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 N/A.

4.0 PROPOSALS

4.1 N/A.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|------------|-----------|------------|
| Financial | | | X |
| Legal/Risk | | | X |
| Human Resources | | | X |
| Strategic (LOIP/Corporate Plan) | | | X |
| Equalities & Fairer Scotland Duty | | X | |
| Children & Young People's Rights & Wellbeing | | X | |
| Environmental & Sustainability | | X | |
| Data Protection | | X | |

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| | YES – Assessed as relevant and an EqIA is required. |
| 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant. |

5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

| | |
|---|---|
| | YES – Assessed as relevant and a CRWIA is required. |
| X | NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights. |

5.8 Environmental/Sustainability

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

| | |
|---|---|
| | YES – assessed as relevant and a Strategic Environmental Assessment is required. |
| X | NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented. |

5.9 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals. |

6.0 CONSULTATION

6.1 An election was held for this role involving GTCS registered teachers.

7.0 BACKGROUND PAPERS

7.1 N/A.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 30 August 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/40/22/MR |
| Contact Officer: | Elaine McLoughlin | Contact No: | 01475 712850 |
| Subject: | Inverclyde Education Services: Parental Engagement Strategy 2022 – 2025 | | |

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to approve the use of this reviewed Parental Engagement Strategy, across all areas of Education.
- 1.3 The Inverclyde Council Education Services Parental Engagement Strategy 2022 – 2025 provides a clear base line measure of parents views. The strategy includes a commitment by Inverclyde Education Services to seek and review parental views/opinions on an annual basis. The format of this information gathering process will vary to respond to the aspects of our service that are being reviewed. The full strategy is attached as Appendix 1 to this report.
- 1.4 The strategy identifies areas for improvement for both the Education Authority and all of our educational establishments, reflecting the continued development of family learning strategies as part of the Inverclyde Attainment Challenge and use of pupil equity funding to help support family engagement.
- 1.5 After review, Inverclyde Education Services' aims remain unchanged and reflect the three strands of the Act (Home/ School Partnership, Learning at Home, Parental Representation). Our authority aims seek to ensure that parents are:
1. Fully informed about their children's education and learning.
 2. Welcomed and involved in the life of their child's establishment.
 3. Able to support their child's learning and to participate fully in a range of family learning Opportunities
 4. Encouraged to express their views and take part in decision making.
 5. Opportunities for the voice of the parent to be heard through involvement in forums for discussion and debate on education policy

The strategy meets requirements by law – the Scottish Schools (Parental Involvement) Act 2006 – to produce a Parental Engagement strategy for the local authority and to meet requirements to refresh the Strategy every three years, taking into account the Scottish Government's 'Learning Together' strategy when doing so.

2.0 RECOMMENDATIONS

- 2.1 Members of the Education and Communities Committee are asked to approve the proposed Parental Engagement Strategy 2022 – 2025.

Ruth Binks
Corporate Director,
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Inverclyde Education Services last reviewed their arrangements for the involvement of parents, with a strategy identified for the period lasting 2018 – 2021. This plan has been successful in clarifying definitions of ‘Learning at Home’ and ‘Family learning’ for parents and staff. Through the development of strengthened school and parent partnerships across our educational establishments, the strategy sought to ensure that parents were fully informed about their children’s education and learning, were welcomed and involved in the life of their child’s school, were able to support learning at home and able to participate fully in family learning activities, were encouraged to express their views and take part in decision making and were involved in forums for discussion and debate on education policy.
- 3.2 The refreshed Scottish Attainment Challenge programme, ‘How Good is our School?’, version 4, the Scottish Government’s National Improvement Framework, Scottish Schools (Parental Involvement) Act 2006 and the Scottish Government’s Learning Together: national action plan on parental involvement, engagement, family learning and learning at home define the need for a strategy and inform the development of this document.
- 3.3 In February 2022, Inverclyde Education Services carried out a wide scale survey of parents and families to identify their views and opinions of our current educational provision and their opportunities to become engaged in their child’s learning and school improvement. Further consultation with representatives of Parent Councils, school leadership teams and partners has been carried over this academic year to support the review of Inverclyde Parental Engagement Strategy.
- 3.4 The continued agreement between COSLA/Scottish Government contains a commitment to ensure that “Headteachers work collaboratively with their Parent Council, and wider parent forum and wider community on substantive matters of school policy and improvement...based on the principle of co-production”.

4.0 PROPOSALS

- 4.1 For our new, revised strategy to replace our present Parental Engagement Strategy. The new strategy takes into account views of partners and all up to date legislation and national guidance. The strategy meets requirements by law – the Scottish Schools (Parental Involvement) Act 2006 – to produce a Parental Engagement strategy for the local authority and to meet requirements to refresh the Strategy every three years, taking into account the Scottish Government’s ‘Learning Together’ strategy when doing so.
- 4.2 Our authority aims seek to ensure that parents are fully informed about their children’s education and learning.

Parents require and will be provided with information on:

- Establishment activities and events.
- The curriculum and home learning activities.
- The progress being made by their own child in their learning.

Establishments will provide this information in many ways both face to face and online. In using such a varied range of digital tools and platforms we are able to engage with families in ways which are easier, more accessible and less demanding of their time and resources.

Parents’ evenings and pupil reports will provide parents with the opportunity to ensure that they have a clear understanding of the progress that their child is making in their learning and will provide a focus for direct discussions. We will continue to explore and develop ease of access to information through digital approaches such as Parent Portal and provision of an Online Parents

Evening solution to bring about improvements in the ease and frequency with which families can engage with schools.

There is a huge variety of qualifications on offer in school. The routes into employment are also varied. Over the coming years we will be looking to engage with parents and pupils to better understand the information needed to support post school transition. Our school Developing the Young Workforce Coordinators will play a key role in engaging with parents and pupils to better understand what information is needed and then will look to develop resources to share what the different routes that are available to young people to ultimately enter the labour market. We will also be looking to improve the information and support around the pathways available to young people with Additional Support Needs.

Also, the employment of a Virtual Headteacher and the continuation of CEYP Governance group will further develop and improve family support.

4.3 Our authority aims seek to ensure that parents are welcomed and involved in the life of their child's establishment.

As health and safety now allows, this will again be a large part of school community life with open door policies, celebrations of learning, concerts, fetes, transition events, workshops and after school activity, often in partnership with Barnardo's or CLD.

Staff will work to maintain, to rebuild and to establish new relationships with parents by providing opportunities for parents to visit establishments again, to volunteer to become involved in the work of the establishment again and to ensure that their settings are welcoming, accessible and inclusive.

We will ensure that we consider the good practice which has been developed over lockdown and continue to take this forward.

There is a need to give consideration to how all parents can be supported to feel welcomed and valued as partners, working to remove barriers for those who are not presently actively engaged. This strategy provides examples of approaches which could be used to overcome these barriers.

4.4 Our authority aims seek to ensure that parents are able to support their child's learning and to participate fully in a range of family learning Opportunities.

Establishment staff and Parent Councils will be encouraged to come together to share ideas and practice around learning at home. Regular discussion of these approaches will also be shared at leadership meetings, and will continue to be built upon in the future.

We will continue to work with partners, parents, Parent Councils and establishments to support further development of learning at home activities. We will support further expansion of digital engagement through implementation of the Inverclyde Digital Strategy and development of learning materials through the Inverclyde Digihelp site, both of which specifically target provision of digital access and learning at home opportunities.

In partnership with colleagues from Barnardo's, Community Learning and Development employees and other agencies, Inverclyde Council will continue to develop and support activities which allow partners and establishments to provide parents with opportunities to be involved in family learning opportunities, including Adult Learning and Literacies learning opportunities and training, thus addressing issues of isolation and encouraging parents back.

Inverclyde establishments continued to promote and support parental engagement, involvement and family learning throughout Covid, with examples of good practice being shared through West Partnership storyboards which can be found in the appendices of the strategy, along with further

examples of good practice when developing engagement, learning at home and family learning across the Inverclyde area.

All education establishments will offer nurturing environments and curricular experiences to promote wellbeing.

A number of services will support parents and pupils in relation to the mental health and wellbeing agenda.

Healthy Minds is an awareness-raising resource that supports the implementation of the NHS GGC Mental Health Improvement Frameworks. It aims to promote basic awareness and understanding of mental health and covers a variety of topics that can impact people's mental health and wellbeing. We plan to re-visit the resource over the next three years and provide training for schools.

The Mental Health focus group also promote the National Health Service 5 Steps to Wellbeing and will be continuing to do so over the next 3 years, including awareness raising with parents.

- 4.5 Our authority aims seek to ensure that parents are encouraged to express their views and take part in decision making and that there are opportunities for the voice of the parent to be heard through involvement in forums for discussion and debate on education policy.

In order to encourage and support parental representation, Inverclyde Education Services will continue to have identified one of their Education Officers (EO) who has responsibility for parental engagement.

In addition, the authority will also provide opportunities for representatives of the Parent Council to come together in regular discussions around education developments, operational issues and other community issues.

We will seek to have a parent representative included on the Inverclyde Council Education Committee, consulting with and providing feedback to the representatives of our Parent Councils and to maintain representation on the National Parent Forum of Scotland.

Parent Councils will continue to have members of Connect, providing advice and training to parents across Inverclyde and supporting schools to establish and maintain productive parent councils.

We will continue to promote effective parental engagement, encourage the sharing of good practice across the authority and provide support for the Parent Councils. We will also ensure that ongoing parental surveys are carried out to ensure that parental views are reflected in the development of education policy.

Inverclyde Council will support Parent Councils by providing them with:

- Annual financial support to enable the Parent Council to operate.
- Membership of Connect which in turn provides insurance for the activities of the council.
- Access to additional funding to support cluster activities which build and encourage parental engagement.
- Advice on the operation of the Parent Council and any related matters, including provision of a support pack and annual checklist.
- Making available and supporting engagement with the new Education Scotland Parent Council resource.
- Regular training events and opportunities to meet with senior officers from Education.
- Opportunities to meet and share good practices.

We will be looking for parent and pupil voice to be at the forefront of our discussions and decisions as we seek to implement local and national changes to improve the secondary curriculum.

Inverclyde Council will continue to fully involve representatives of the Parent Council in the permanent appointment of head teachers and depute head teachers.

We will continue to provide a clearly defined process for responding to complaints which can be viewed on the council website so that parents can be confident that any complaints will be acted on in an effective and timely manner.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

| SUBJECT | YES | NO | N/A |
|--|-----|----|-----|
| Financial | | X | |
| Legal/Risk | | X | |
| Human Resources | | X | |
| Strategic (LOIP/Corporate Plan) | X | | |
| Equalities & Fairer Scotland Duty | X | | |
| Children & Young People's Rights & Wellbeing | | X | |
| Environmental & Sustainability | | X | |
| Data Protection | | X | |

5.2 Finance

There are no direct financial costs associated with the information provided in this paper. Inverclyde Council do currently provide a small budget to support the running of Parent Councils.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

There are no legal implications. Currently the Council has a duty to meet certain duties around the involvement of parents within the appointment of senior school manager posts. It also has a duty to support the work of the Parent Councils. These are not changed by the reviewing of this strategy paper.

5.4 Human Resources

N/A.

5.5 Strategic

The Strategy 2022-25 will support delivery of LOIP Priority 2.

Research has shown that around 80% of the difference in how well children do at school is dependent on what happens outside the school gates.(Rasbash et al 2010; Save the Children 2013).

The ongoing improvement in attainment for those young people living in the most deprived 20% is encouraging. This strategy will continue to support a whole family approach to learning and teaching. Children only spend 15% of their time in school. The remaining 85 per cent of children’s time is spent at home or in their communities (OECD, 2014) and this presents a potentially significant opportunity for learning. This strategy will support establishments to continue to make the links between what is being taught in school and learning opportunities that exist at home and in the community.

The Strategy 2022-25 supports the delivery of a number of the Corporate Plan 2018/22 Priorities.

Priority 2: The Strategy 2022-25 will encourage establishments to involve parents and carers in decision making and giving parents and carers a voice when shaping school priorities. Our establishments will continue to work with partners to support and develop family participation, engagement and volunteering.

Priorities 4 and 5: Targeted funding to reduce the poverty related attainment gap will continue to be used to support parental and carer involvement, engagement and family learning. The Inverclyde Attainment Challenge has clear references to the importance of family learning and parental and carer engagement within the key drivers of the project.

Priority 10: Practitioners will experience training to deliver quality services around parental and carer involvement and engagement and staff will understand how their roles contribute to the aims of the Strategy 2022-25.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

| | |
|---|---|
| X | YES – Assessed as relevant and an EqIA is required. It is available to view here: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2022 |
| | 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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement. |

6.0 CONSULTATION

6.1 Inverclyde Education Services: National Parental Involvement and Engagement Census February 2022. The results of this are contained in the strategy paper.

6.2 Consultation was held with the Parent Council representatives, school leaders, and partners. The results of which, informed the review of the Strategy.

7.0 BACKGROUND PAPERS

- 7.1 Inverclyde Education Services, Parental Engagement Strategy 2022 – 2025: Parents and Families as Partners.

Learning Together: national action plan on parental involvement, engagement, family learning and learning at home.

Scottish Schools (Parental Involvement) Act 2006.

Scottish Government's National Improvement Framework.

Scottish Attainment Challenge Programme.

PARENTAL ENGAGEMENT STRATEGY 2022 - 2025

Parents & Families as Partners

Appendix 1

Inverclyde
council

Inverclyde Education Services

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- Encouraged to express their views and take part in decision making.
- Opportunities for the voice of the parent to be heard through involvement in forums for discussion and debate on education policy.

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Introduction



Ruth Binks, Corporate Director Education, Communities & Organisational Development

Inverclyde Council recognises Parents, Carers and families are the most important influences in a child's life. We know that parental involvement and engagement in early learning and school influences a pupil's achievement and wellbeing and when this happens effectively can have a significant impact.

This revised strategy seeks to build on the Scottish Government's vision for parental involvement and engagement as set out in the Learning Together National Action Plan. At a local level, parental involvement and engagement in early learning and school has great importance within the delivery of Inverclyde Children's Services Plan and our overall work over the last 7 years as an Attainment Challenge local authority, as we continue to evolve systems and approaches to support families to engage in the learning of their children.

This strategy has been informed by the recent national questionnaire, with a clear focus on realising local and national priorities. Inverclyde Council is committed to improving the quality of parental involvement and engagement throughout all stages of their child's development and to overcome barriers preventing families from engaging with their child's school.

Terms and Definitions (explaining what we mean)

Evidence gathered in response to the consultation on the review of The Scottish Schools (Parental Involvement) Act 2006 Scottish Parliament 2006 suggests that 'there was confusion and a general lack of understanding among parents and staff about the difference between homework and the concept of learning at home'. Similarly, parents' own educational experiences, knowledge, skills and abilities are a major influence on the development of their own children's learning. Using definitions from Education Scotland's Engaging Parents and Families, A Toolkit for Practitioners Section 1: Background and Definitions, this strategy seeks to clarify definitions of 'Learning at Home' and 'Family learning'.

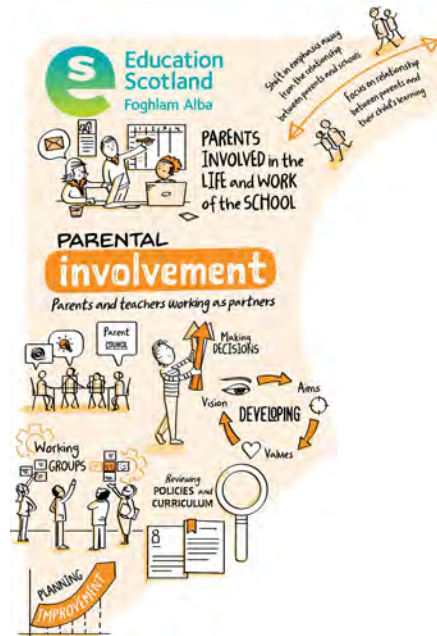
Parent, Child and Family

The term 'parents' in this document refers to people with parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) and others who care for or look after children or young people. A person with 'parental responsibilities' refers to someone with the rights and responsibilities that parents have in law for their child. Individual family units will comprise a wider range of people who might also contribute to a child's learning at home.

For the purposes of support for children and families, 'child' means a person under the age of 18 years.

'Family', in relation to a child, includes any person who has parental responsibility for a child and any other person with whom the child has been living (Children (Scotland) Regulations, 1995).

Defining **parental involvement** and **parental engagement** is a challenge. Regardless of whether parents are involved with the life of the establishment or engaged in their children's learning, they can make a positive difference. An increase in engagement will illustrate a 'shift in emphasis, away from the relationship between parents and establishments, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014).



Parental Involvement

Parental involvement describes the ways all parents can get involved in the life and work of schools and/or early learning and childcare settings. Parental involvement includes activities such as:

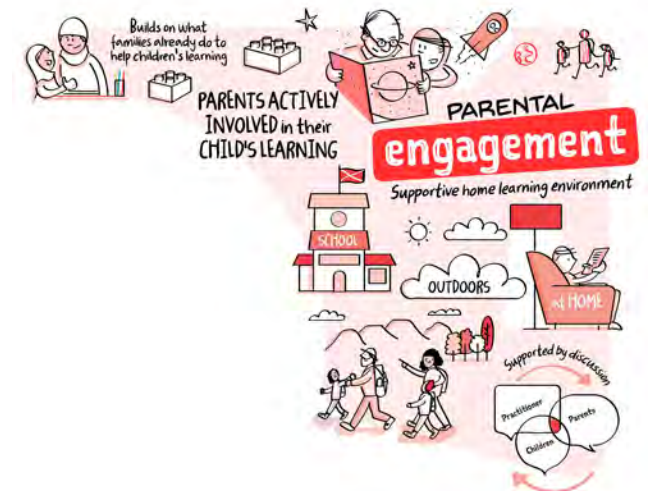
- Being actively involved in parent councils
- Parents having their voices listened to when developing local and national policies, improvement plans and key decisions
- Involvement in the life and work of the establishment: be that early learning and childcare setting, schools or other settings: for instance through volunteering opportunities
- Parents helping their child with homework or keeping track of children’s work
- On-going, two-way communication between home and the school or early learning and childcare setting.

Parental Engagement

Parental engagement is about parents actively and meaningfully engaging in their child’s learning. Parental engagement is about parents’ and families’ interaction with their child’s learning.

It can take place in a variety of settings including early learning and childcare, schools, at home, through family learning and also in the community. When we refer to Parental Engagement within this document, we are also talking about Family Learning and Learning at Home.

We acknowledge that what happens out-with the school or early learning and childcare setting has a huge impact on a child’s learning, and a holistic approach to a child’s needs is required. This document seeks to promote the fact that parents are responsible for making decisions or suggestions about their child’s health, wellbeing and education, and they should lead on this with the support of educators and professionals.



Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities such as in school neighbourhood wellbeing cafes, after school cooking clubs, and all the other activities within the wider school community that help to build positive relationships within the school and across the community by building social experiences as shared learning opportunities. When families feel part of the community and are supported in these relationships via school - families engage, children learn and relationships are embedded. Some families can be supported with learning at home through a family learning approach.



When families feel part of the community and are supported in these relationships via school - families engage, children learn and relationships are embedded. Some families can be supported with learning at home through a family learning approach.

Home Learning Environment

'A growing body of research suggests that good parenting skills and a supportive home learning environment are positively associated with children's early achievements and wellbeing'. (Economic and Social Research Council, 2012)

Research shows that a good home learning environment has a strong impact on attainment and wellbeing. It encourages positive attitudes towards learning and develops curiosity and confidence. It encompasses everything within the home and the time that a child spends engaging outside.

These include:

- Availability of toys and books
- Outings
- Having space and time to learn, and most importantly,
- People who provide the love, security, encouragement, conversation and positive role models to their child to help them thrive.

Parental support of *'learning within the home environment.....makes the maximum difference to achievement'* and raising attainment more than parents supporting school activities (Harris and Goodall, 2007).

Family Learning

Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be designed to encourage parents to better understand how to support their children's learning. *'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'* (Scottish Family Learning Network, 2016)

Education Scotland have published a number of documents, reports and case studies on the [National Improvement Hub](#) and further practical resources on [Parentzone Scotland](#).



Community Learning and Development

'Community learning and development (CLD) is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. It uses a range of formal and informal methods of learning and social development with individuals and groups in their communities'. (Standards Council Scotland, 2018). CLD includes youth work, community based adult learning, family learning and community development. It empowers people of all ages to work individually or collectively to make positive changes in their lives and in their communities, through learning, personal development and active citizenship. The programmes and activities are developed in partnership with communities and participants.

Third Sector

'The third sector, which includes charities, social enterprises and voluntary groups, delivers essential services, helps to improve people's wellbeing and contributes to economic growth. It plays a vital role in supporting communities at a local level'. (Scottish Government).

The third sector workforce offer specialist expertise, an ability to engage with families in a meaningful way, including vulnerable groups and a flexible and innovative approach. When working in partnership, these skills support families to achieve their goals as well as accessing community venues such as church and community halls. For some families these venues are less intimidating and allow easier access to provision at a reduced cost.

Background Information

This strategy was reviewed across session 2021-2022 and updated accordingly. A range of stakeholders contributed to the consultation. The participants who engaged in the consultation and template used can be found in Appendix 3.

Inverclyde Council recognises that children and young people develop greater self-confidence and achieve more within their learning when supported by establishments and families working effectively together in partnership. The importance of parental engagement within the education process is acknowledged in current 3 -18 educational research and is a central focus of recent Scottish Government education thinking.

Inverclyde Education Services produce an annual authority improvement plan which outlines the focus for the improvement and strengthening of parental engagement and seek to ensure that all schools / Early Learning Centre (ELC) settings reflect these priorities in their own annual improvement plans and in the self-evaluation processes used. Schools / ELC settings will evaluate stakeholder engagement as part of this planning for improvement process. As part of their review processes, schools are able to gather evidence to support their evaluation of HGIOS4 Quality Indicators of 2.5 - Family Learning and 2.7 - Partnerships. ELC settings use HGIOELC Quality Indicators of 2.5 - Family Learning and 2.7 - Partnerships to support their evaluations.

Schools / ELC settings are expected to report the progress being made in this aspect within their annual Standards and Quality reports. Copies of the school / ELC setting Standards and Quality Report and Improvement Plan are published on our school / ELC websites. A number of our schools / ELC settings also produce family friendly versions of this report. The authority plans and reports are placed online on the Inverclyde Council website to maximise access to this information.

Inverclyde Community Learning and Development also carry out evaluation of provision within Learning Communities using the quality indicators within How Good is our Community Learning and Development? (HGIOCLD). These indicators reflect the context within which community learning and development partners operate. The quality indicators focus specifically on the impact of community learning and development provision and will include work with young people, adults and communities. As part of ongoing evaluation, evidence is gathered from a number of partners to support the evaluation of HGIOCLD Quality indicators of 2.1 Empowered communities, 2.2 Lifelong learning, 2.3 Improving life chances, 3.2 Partnership working.

Legislation and Policy Underpinning Strategy

You will find links to documents in the 'Reference Documents and Helpful Links' section of this strategy.

At the time of writing this strategy, reviews of the statutory guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) and the Learning Together National Action Plan on Parental Involvement, Engagement, Family Learning and Learning at Home 2018 – 2021, are ongoing. This strategy is based upon current legislation and will be subject to change in the future.

The 2006 Act highlights a number of duties that schools and local authorities must respond to. These can be summarised easily by focusing on the three main aspects identified in the act:

- **Home-school Partnerships:** Schools should encourage the open involvement of parents in their work and provide information that helps parents engage with the school and their child's education.
- **Learning at home:** Schools should encourage parents to help their child's learning at home, in the community and at school.
- **Parental representation:** Parents are automatically regarded as members of the Parent Forum at a school and have the right to have their views considered and reflected through a representative Parent Council for the school.

Parent/carer involvement and engagement is one of the key drivers for educational change identified in the National Improvement Framework (NIF), containing expectations of increased opportunities for parents and families to engage with teachers and other community partners to support their children and an increased voice of the parents in school improvement processes. This strategy provides advice to both schools and parents on the expectations from Inverclyde Council Education services of a strengthened partnership between schools and parents.



Learning at Home



Home/School Partnership



Parental Representation

Aims and Outcomes

After review, Inverclyde Education Services' aims remain relatively unchanged and reflect the three strands of the Act. Through the development of strengthened school, ELC and parent partnerships across all of our educational establishments, our authority aims seek to ensure that parents are:

- 1. Fully informed about their children's education and learning.**
- 2. Welcomed and involved in the life of their child's establishment.**
- 3. Able to support their child's learning and to participate fully in a range of family learning Opportunities**
- 4. Encouraged to express their views and take part in decision making.**
- 5. Opportunities for the voice of the parent to be heard through involvement in forums for discussion and debate on education policy.**

In order to achieve these aims, Inverclyde schools are encouraged to revisit and review their understanding of each of the three key aspects above and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained.

The Scottish Attainment Challenge (SAC) and the allocation of Pupil Equity Funding (PEF) directly to schools, provide opportunities for schools to further strengthen involvement with parents, in partnership with other agencies and in providing new resources. The Inverclyde Attainment Challenge has clear references to the importance of Parental Engagement and Family Learning within the key drivers of the project.

Workforce Development and upskilling of all staff working with parents and families will continue to be integral to the success of the strategy.



Following an evaluation of the previous strategy, the following outcomes were identified.

1. Fully informed about their children's education and learning.

Information and support

Key to ensuring that parents are engaged in their child's learning and are involved in the wider life of the setting/school is effective communication.

Parents require and are provided with information on:

- Establishment activities and events.
- The curriculum and home learning activities.
- The progress being made by their own child in their learning.

Establishments will provide this information in many ways, through Meet the Teacher/ Practitioner events, newsletters, telephone, text and email messaging, establishment websites and other social media. Inverclyde establishments also provide opportunities for parents to be involved in parent workshops, information events and curriculum discussions, both face to face and online. Increasingly, due to the impact of Covid, establishments make creative use of digital approaches to ensure effective communication. In using such a varied range of digital tools and platforms we are able to engage with families in ways which are easier, more accessible and less demanding of their time and resources.

Parents' evenings and pupil reports provide parents the opportunity to ensure that they have a clear understanding of the progress that their child is making in their learning and provide a focus for direct discussions. The authority and establishments remain committed, even with the challenges that recent lockdowns have brought, to ensuring that parents receive, on a regular basis, information which allows them to best support their child's learning. We will continue to explore and develop ease of access to information through digital approaches such as Parent Portal and provision of an Online Parents Evening solution to bring about improvements in the ease and frequency with which families can engage with schools. In addition to removing barriers associated with time and travel, it will also offer benefits related to privacy.

Post School Transition

The qualification offer and employment landscape is ever changing. There is a huge variety of qualifications on offer in school and in partnership with West College Scotland and this will continue to evolve. The routes into employment are also varied and now go beyond leaving school to go into employment, college or university. Over the coming years we will be looking to engage with parents and pupils to better understand the information needed to support post school transition. Our school Developing the Young Workforce Coordinators will play a key role in engaging with parents and pupils to better understand what information is needed and then will look to develop resources to share what the different routes that are available to young people to ultimately enter the labour market. We will also be looking to improve the information and support around the pathways available to young people with Additional Support Needs.

2. Welcomed and involved in the life of their child's establishment.

Staff will work to maintain, to rebuild and to establish new relationships with parents by providing opportunities for parents to visit establishments again, to volunteer to become involved in the work of the establishment again and to ensure that their settings are welcoming, accessible and inclusive.

3. Able to support their child's learning and to participate fully in a range of family learning opportunities learning at home.

Many examples of effective 'Learning at Home' activities can be found across the education establishments in Inverclyde, and establishment staff and Parent Councils are encouraged to come together to share ideas and practice. Regular discussion of these approaches are also shared at leadership meetings, particularly to support learning during lockdown, and will continue to be built upon in the future.

The authority will continue to work with partners, parents, Parent Councils and establishments to support further development of learning at home activities and organise workshops which allow families to explore how they can best support their child's learning. The authority will support further expansion of digital engagement through implementation of the Inverclyde Digital Strategy and development of learning materials through the Inverclyde Digihelp site <https://bit.ly/3tiTndE>, both of which specifically target provision of digital access and learning at home opportunities.

Mental Health

A number of services support parents and pupils in relation to the mental health and wellbeing agenda. All education establishments offer nurturing environments and curricular experiences to promote wellbeing. For a small group of pupils the Inverclyde Community Mental Health and Wellbeing programme can offer support alongside the work of Action for Children in leading the Wellbeing Project, which can be signposted to parents by education staff. The latter project offers support for children and young people from the age of 5 to 25.



Healthy Minds is an awareness-raising resource that supports the implementation of the NHSGGC Mental Health Improvement Frameworks. It aims to promote basic awareness and understanding of mental health and covers a variety of topics that can impact people's mental health and wellbeing. It was purchased for all schools to raise awareness of mental health with parents with a view to them having a greater understanding of themselves and how their mental health state impacts on them and as a knock on effect, on their children. The roll out was led by the MH focus group. We plan to re-visit the resource over the next three years, baselining its use, providing training for schools with a further measure of impact in time.

The Mental Health focus group also promote the National Health Service 5 Steps to Wellbeing and will be continuing to do so over the next 3 years. Plans in moving forward include awareness raising with parents to promote a common, pro-active language across schools and communities, to allow parents to both support their child's mental health and take action with regards to their own mental health.

Family Learning

In partnership with colleagues from Barnardo's, Community Learning and Development employees and other agencies, Inverclyde Council will continue to develop and support activities which allow partners and establishments to provide parents with opportunities to be involved in family learning opportunities, including Adult Learning and Literacies learning opportunities and training, thus addressing issues of isolation and encouraging parents back.

Inverclyde establishments continued to promote and support parental engagement, involvement and family learning throughout Covid, with examples of good practice being shared through West Partnership storyboards which can be found in Appendix 4. Further storyboards from across the West Partnership can be accessed through this link [Resources – The West Partnership](#).

Further examples of good practice when developing engagement, learning at home and family learning across the Inverclyde area include:

- One to one outreach support for families to engage with home learning.
- One to one support for parents to attend meeting and reviews, Team Around the Child meetings and parents' evenings.
- Cygnets Programme to assist parents in their responses and interaction with children who have an ASD diagnoses.
- Seasons for growth groups to assist parents to manage their own and their children's loss and change.
- Clear signposting towards the 'Topics in a nutshell' and other appropriate literature in order to help parents understand and support their child's learning. <https://www.npfs.org.uk/downloads/>
- Parental participation in non-curricular out of school activities to build relationships and inform parents of methods to learn together with their child through programmes such as Families Connect, Steps to School, Coaching and Modelling workshops, Family Learning Clubs.
- Continued participation in children's learning during the holiday period through Family Fun Clubs across various communities in Inverclyde.
- Building parental confidence and self-esteem to encourage them to engage in their children's learning offered through the Steps to Excellence Programme.
- Encouraging parents to participate in reading to their children for enjoyment, through accessing the pop up libraries that are available in some schools and encouraging parents to join the library and participate in specific reading programmes, such as "Reading for Pleasure", delivered by Inverclyde Libraries in partnership with Community Learning and Development.
- Signposting to a range of learning opportunities, including Further Education, Training or employment opportunities to best meet identified need.
- The Inverclyde Community Learning and Development Youth and Adult Literacies team on-site delivery within school settings, embedding learning opportunities in literacies for young people and parents, helping to maximise the development of skills, outcomes and accreditation opportunities.

'The entitlement to a continuous focus on literacy and numeracy is echoed in the Scottish Government's Literacy Action Plan. This plan provides a strategic commitment to improving standards of literacy across the continuum of learning. It also ensures there is better co-ordination and partnership across Government and its partners, to focus on learner priorities and encourage collaborative working'. (Adult Literacies in Scotland 2020: Strategic Guidance)

Education Scotland shared examples of good practice gathered through consultation with parents, education professionals and identified in Her Majesty's Inspectorate of Education (HMIE) school inspections. These are highlighted in Appendix 1.

4. Encouraged to express their views and take part in decision making.

5. Opportunities for the voice of the parent to be heard through involvement in forums for discussion and debate on education policy.

Parental representation

In order to encourage and support parental representation, Inverclyde Education Services have identified one of their Education Officers (EO) who has responsibility for parental engagement. This EO, Elaine McLoughlin, can be contacted at the education offices on **01475 712850**.

In addition, the authority also provides increased opportunities for representatives of the Parent Council to come together in regular discussions around education developments, operational issues and other community issues. This forum is regarded as the parent consultative group for Inverclyde Education Services.

A parent representative is included on the Inverclyde Council Education Committee, consulting with and providing feedback to the representatives of our Parent Councils. There is an open and transparent process used in the selection of this representative. Information on this can be obtained by contacting Inverclyde's Education Services.

The authority also have representation on the National Parent Forum of Scotland. Parent Councils are also members of Connect, providing advice and training to parents across Inverclyde.

This EO will continue to promote effective parental engagement, encourage the sharing of good practice across the authority, organise parents' events and activities and provide support for the Parent Councils. The EO will also ensure that ongoing parental surveys are carried out to ensure that parental views are reflected in the development of education policy.

Parent Councils

We will support all schools to establish and to maintain Parents Councils.

Following guidance set out in the Scottish Schools Parental Involvement Act 2016, these may vary in size and organisational structure but each should establish their own constitution. The membership involves representatives of the wider parent forum and in some cases also includes nominated representatives of the wider school community and linked Early Learning and Childcare establishments.



A Parent Council will include some or all of the following:

- Supporting the work of the school.
- Involvement in the school improvement and planning processes.
- Contributing to participatory budgeting debate and deliberation.
- Gathering and representing parents' views to the head teacher, local authority and Her Majesty's Inspectorate of Education (HMIe).
- Promoting contact between the school and their local community.
- Involvement in the appointment of permanent head teachers and depute head teacher posts.
- Fundraising and organising events.
- Encouraging parental volunteers to come forward to support the work of the school.

Inverclyde Council supports the Parent Councils by providing them with:

- Annual financial support to enable the Parent Council to operate.
- Membership of Connect which in turn provides insurance for the activities of the council.

- Ensuring that Inverclyde has a parental representative on the National Parent Forum of Scotland and that this representative has the opportunity to liaise with Parent Councils.
- Access to additional funding to support cluster activities which build and encourage parental engagement.
- Advice on the operation of the Parent Council and any related matters, including provision of a support pack and annual checklist.
- Making available and supporting engagement with the new Education Scotland Parent Council resource.
- Regular training events and opportunities to meet with senior officers from Education.
- Opportunities to meet and share good practices.

Secondary Curriculum

We have recently seen a number of reviews into Scottish Education, particularly around the Senior Phase. We have also undertaken our own review of the Senior Phase in partnership with the Association of Directors of Education Scotland and Education Scotland. We are now looking to progress improvements in the offer we have to Senior Phase young people as a result of our own review and action plan but also linked to the national changes that we will see. We will be looking for parent and pupil voice to be at the forefront of our discussions and decisions as we seek to implement local and national changes to improve the secondary curriculum.

Involvement in the Appointment of Senior Staff in Schools

Inverclyde Council fully involve representatives of the Parent Council in the permanent appointment of head teachers and depute head teachers. As part of this process, the Education Officer Team provides training for parents in the specific guidance involved in the appointment of Inverclyde Council employees.

The authority also encourages the wider involvement of the parent forum when candidates are being given an opportunity to visit the school prior to interview.

Complaints Procedure

Inverclyde Council has a clearly defined process for responding to complaints which can be viewed on the council website. <https://www.inverclyde.gov.uk/council-and-government/complaint>

Inverclyde Council recognises that there may be occasions when parents wish to indicate concerns about the level and quality of the education service provided. Many of these concerns or complaints can be dealt with at establishment level and parents are encouraged to contact the establishment in the first instance to try to overcome the concerns or matters that have been considered appropriate to progress to a complaint.

In the event of the issue not being resolved or if a parent contacts the council directly, the processes indicated on the Council's website will be followed and the parent will be contacted by an officer of the council. In some instances a complaint may be referred back to the establishment to investigate as they will understand the issue better.

The volume, nature and frequency of complaints are monitored by the Council and the information gathered is used to improve the service.

Gathering Parental Views and Removing Barriers to Parental Engagement

The Education Officer Team have sought to gather parental opinion and views in a number of different ways. These have included parent meetings and discussion groups, participation in surveys and questionnaires such as the Parental Involvement and Engagement National Census of 2019 and of 2022, parental involvement working groups, Parent Council meetings and parental involvement in Education Scotland school inspections and authority school reviews. Inverclyde Council will carry out similar parental evaluations on an annual basis with a summary of the key messages being included in future Standards and Quality reports.

In addition, Inverclyde Education Services follow government guidelines regarding consultation with parents on aspects which have a major impact upon families. This has included aspects such as timings of the school day, school catchment areas, placing request processes, school estate rebuilding/refurbishment and the temporary decant of schools.

Improvements in the availability and access to social media and use of online communications systems have presented schools and Inverclyde Education Services with the ability to widen and strengthen these consultation processes.

In February 2022, a large scale national parental involvement and engagement census involving parents across all of our schools was carried out. The results of this survey are contained in Appendix 2.

The outcome of this consultation highlighted the following areas for development:

- Although most of those who responded to our census are aware of the Parent Council within their child's school and shared that the majority are in touch with the wider parent forum each year, parents indicated differences in how often and how well informed they are on the work of the Parent Council.
- Delivery of activities that allow families to learn together has been impacted by the pandemic. The majority of parents who responded to our census indicated that they are not aware of opportunities for families to learn together and that they have not participated in this type of activity.
- Parents welcome general information about the school, information about what their child is learning and how their child is progressing, and information on how they can support learning at home. Most feel that contact regarding general information is enough, but the majority of those who responded shared that they would benefit from further engagement regarding what is being learned, what progress is being made and how they can further support the learning at home.
- The majority of parent council members who responded shared that they help to develop the school improvement plan. However, when all parents were asked if schools sought the views and opinions of parents to inform school policy and improvement, less than half felt that they did.

Inverclyde Education Services will support these areas for development by:

- Encouraging school Parent Councils to review their operational structures and communication strategies, to revisit their constitutions and to share what is working well for them in order to support others. Training and resources will be provided to support this.
- Effectively working in partnership with our Family Support Worker service, CLD, establishments and parents, we will offer a suite of interventions focused on the promotion of Family Learning opportunities resulting in increased engagement leading to improved outcomes for children and families.

- Inverclyde Community Learning and Development, Adult Learning and Literacies, and the Youth and Community Team will work in partnership with school colleagues, partners, parents and young people to identify needs that will impact on all areas of life, to support achievement and attainment. Learning opportunities will be developed from parent, young person and school and partner feedback. These learning opportunities will be contextualised to maximise upskilling of both parent and young person, leading to increase in self-confidence, self-belief and self-esteem as well as equipping both parents and young people with functional literacies skill sets that support them to make informed decisions, engage with lifelong learning opportunities, that will lead to successful, active and achieving individuals, family members and citizens.
- Continuing support for learning at home and access to information on individual pupil progress through staff training, parent workshops and the development of digital approaches.
- Continuing to deliver regular training to school staff, probationers and parents which support and encourage strengthened parental involvement, engagement, family learning and learning at home.
- Consulting with officers, school leaders and Parent Councils on the involvement of parents in school improvement planning processes. Support and advice will then be shared.

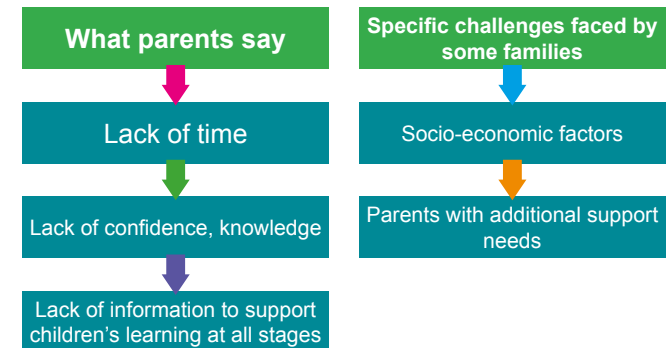
The majority of our parents who responded to our census would welcome further opportunities to be involved in the life of the school. Educational research and the results of our 2022 Census evidences that parents identify a range of barriers which hinder or discourage their involvement with their child's school. These encompass a complex mix of issues, some related to their own negative experiences of school, low self-esteem or lack of confidence. Others relate to specific difficulties around the organisation of school activities, such as timing within the day, clashes with work commitments, challenging family circumstances or physical barriers to accessing the activities due to disability issues.

The authority is committed to working with establishments and Parent Councils to continue to develop effective approaches which will overcome these barriers.

Examples of the approaches which can be used are:

- Providing opportunities for parents to meet with staff at a venue which is accessible to parents with a disability.
- Alternative methods for the provision of Parents' Evenings are presently being explored, one option being video appointment. The authority is committed to ensuring that communication approaches continue to meet the needs of parents.
- Providing access to secure and up to date establishment websites.

- Providing access to Parents Portal which will give information to parents using data held by school. This includes access to contact details, reports for some schools and attendance. This will benefit parents and families by providing better, quicker access to information.
- Reviewing and adapting the language used by staff when linking and communicating with parents. Appendix 6 highlights core, best practice communication principles.
- Offering parenting courses where appropriate.
- Welcoming families into family based activities and events.
- Providing a range of family learning opportunities across the academic year and during school holiday periods.
- Working in partnership with Inverclyde Library Services to provide other family learning opportunities.
- Offering alternative opportunities for parents to meet with staff in response to specific work commitments.
- Communicating effectively with parents by providing information in a variety of formats.
- Encouraging parental volunteering opportunities.
- Recognising parents' engagement in supporting their child's learning.
- Providing communication with bilingual parents through the development of the Groupcall Messenger system.
- Providing language support wherever possible at Parents' Evenings for those with language communication difficulties.
- Working in partnership with community learning and development workers and home school partnership workers to support the development of family learning opportunities to increase parental engagement.
- Working with other agencies to support families with specific issues.
- Providing access for staff and probationers to workshops and courses which support the development of strengthened parental partnerships and which focus on breaking down barriers for parents.



Support for Parents of Early Learning and Childcare (ELC) Children

Although current legislation does not necessitate the formation of a Parent Council for ELC standalone establishments, the authority will continue to ensure that parents are involved in their child's education and learning. We recognise the many examples of strong parental partnerships which have been established in our ELC establishments and will continue to support the parental engagement opportunities and the learning at home approaches being used. Many of the virtual approaches developed through the COVID pandemic will continue to be offered.

We will continue with the implementation of Learning Journals across the Authority to give parents an ongoing opportunity to comment on their children's learning, to add information on learning at home and to be in regular contact with their child's keyworker.

The authority gathers parental opinion as part of their establishment reviews. This enhances the regular gathering of parental opinion within ELC settings.



Supporting Families with Children who have Additional Needs

Inverclyde Council is committed to supporting and involving parents. Under the Education (Additional Support for Learning) Scotland Act 2009, parents of a child with additional support needs can request assessment of and information about their child's needs and how these are to be met. Inverclyde Council is committed to supporting and involving parents in these processes and establishments will ensure that parents receive a response to any such requests.

The authority also acknowledges that parents have a pivotal role if care experienced children are to have the opportunity to succeed. Inverclyde Council will continue to work together with parents of care experienced children, foster carers and others with parental responsibilities to encourage them to support their children's education. As a normal part of these processes, the authority will also ensure that all relevant information relating to the child is provided to both parent and carer unless the Child's Plan specifically states otherwise.

In keeping with legislative expectations derived from the Education (Additional Support for Learning) (Scotland) Act (2014 and updated 2019) parents play a key role in transitions of children and young people. In legislation transition from an early year's environment, for a child with additional support needs, must take place at least six months prior to transition. From the primary to secondary sector and secondary to post school transition planning must start at least twelve months prior to transition.




Equal Opportunities

The authority has policies in place to ensure that no parent is discriminated against on grounds of race, disability, gender, sexual orientation, language, faith or belief or age. Wherever possible, the authority will put in place positive measures to remove any discrimination either direct or indirect, intentional or unintentional.

Links to Inverclyde Council Parenting Strategy

Inverclyde Council Education Services is committed to working with partners to strengthen support for families. The 2015 – 2017 Inverclyde Health and Social Care Partnership review and subsequent report on ‘Parenting and Family Support Services’, identified a range of universal and targeted supports which have been developed over many years. The authority recognises the importance of these activities continuing to be developed and expanded.

Referenced Documents and Helpful Links

| | |
|---|---|
| <p>Parental Involvement Act 2006 and Statutory Guidance</p>  | <p>National Parenting Strategy (2012)</p>  |
| <p>School Handbook Guidance (2012)</p>  | <p>Adult Learning in Scotland, A Statement of Ambition (2014)</p>  |
| <p>Review of the Impact of the Parental Involvement Act (2006) 2017</p>  | <p>Scottish Attainment Challenge</p>  |
| <p>How Good is our... Frameworks</p>  | <p>National Improvement Framework</p>  |

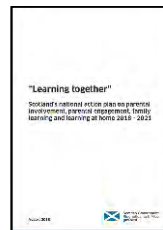
National Standards for Community Engagement (2016)



Empowering teachers, parents and communities to achieve Excellence and Equity – A Governance Review (2017)



Learning together: National Action Plan 2018-2021



Getting it Right for Every Child (2008)



Family Learning Review (2016)



Family Learning Framework (2018)



Parent Council Resource



Review of Learning at Home (2018)



| | |
|---|---|
| <p><u>A Research Strategy for Scottish Education (2017)</u></p>  | <p><u>Engaging parents and families a toolkit for practitioners</u></p>  |
| <p><u>The Promise</u></p>  | <p><u>The United Nations Convention on the Rights of the Child</u></p>  |
| <p><u>West Partnership Families and Communities Self- Evaluation for Improvement Framework</u></p>  | <p><u>Family Learning Wakelet</u></p>  <p>Family Learning wakelet</p> |
| <p><u>Learning at Home Wakelet</u></p> | <p><u>Family Learning Padlets</u></p> |

Standards in Scotland's Schools etc Act 2000

The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations (2007)

Schools (Consultation) (Scotland) Act (2010)

Pupil Equity Funding

Appendices

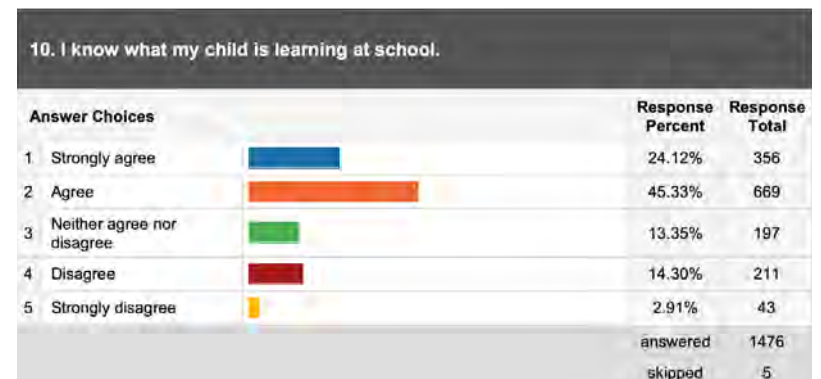
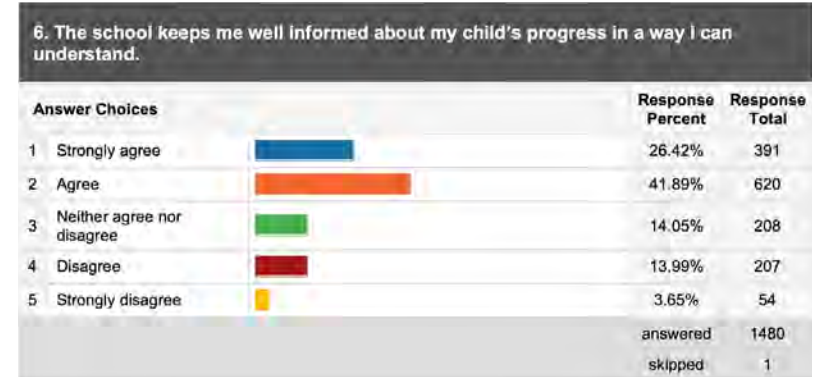
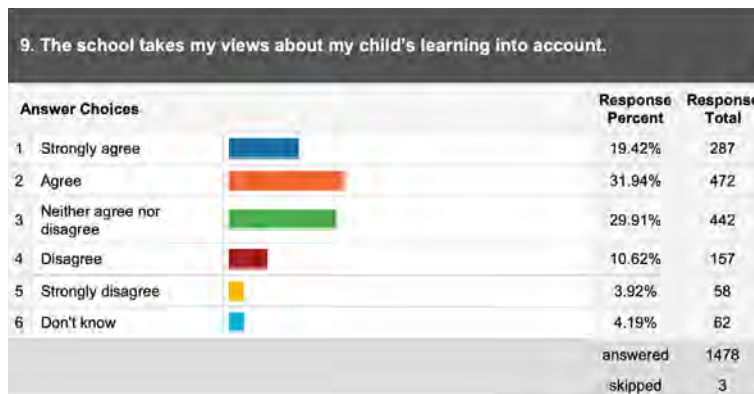
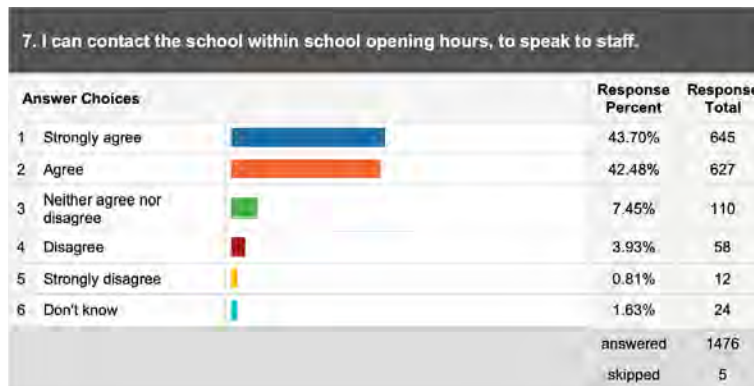
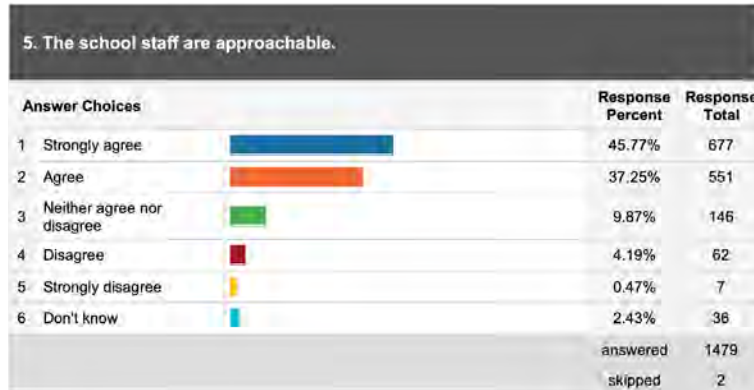
Appendix 1: Examples of ‘Learning at Home’ Activities

| Examples of Learning at Home – From practitioners | |
|---|---|
| <p>Learning at home/homework activities:</p> <p>Family challenges/challenge cards, adventures with Teddy, board games, shopping, Lego building, STEM challenge, pick and mix homework, sacrament preparation, model making, newsletter, PowerPoints on favourite/interesting things, cake decorating – taking photographs, 100 things to do before you’re 13, transition teddy, trips, woodland walks, numeracy/ literacy bags, cook at home bags.</p> | <p>Sharing learning:</p> <p>Nurture groups, Maths recovery lessons (with children), child led workshops, outdoor learning, stay and play, open afternoons, homework fun challenges, primary 1 home learning reading block, class assemblies, careers day, talk time homework, shared learning exercises (Art/IT – practical), open days, home visits, celebrating what parents already do - sharing across the wider school community, directory of parental skills.</p> |
| <p>Families learning together:</p> <p>Family learning events or homework club, PEEP/ Bookbug, parental reading programme, photography club, outdoor learning, cooking, crafts, work with fathers, Gardening groups, family nurture projects.</p> | <p>Decision making:</p> <p>Reviewed reading policies, review and planner, tracking achievements, personal learning planning, target setting, GIRFEC review meetings.</p> |
| <p>Helping parents:</p> <p>ESOL, L@H guidance – leaflets, parent packs, workshops, videos, cafes, home-link worker, parent mail/text messages, homework clubs, notes of intended learning.</p> | <p>Communication methods:</p> <p>Show my homework, website, Twitter app, homework app, Glow, RM Easimaths, leaflets, learning logs, e-portfolios, learning letters, learning logs, e-portfolios, learning letters, consultations, social media, e-learning journals.</p> |

Examples of Learning at Home – School Inspection Findings

| | |
|---|---|
| <p>Learning at home/homework activities:</p> <p>Home learning bags, building on achievements from home, homework tasks with family members, Ted’s adventures at home, home-link initiatives, STEM, travelling dolls, lending library.</p> | <p>Sharing learning:</p> <p>Class reward system, home-school sharing of achievements, child led workshops – informative learning opportunities provided by teachers.</p> |
| <p>Families learning together:</p> <p>Family homework group, Parent-child homework club.</p> | <p>Decision making:</p> <p>Parents are encouraged to support learning through parents meetings, working with the school to address issues, target setting in user friendly language.</p> |
| <p>Helping parents:</p> <p>Stay and play sessions, parental workshops, open days, special events, planned support for parents on supporting reading at home, written materials on what child is learning, information booklet on supporting at home.</p> | <p>Communication methods:</p> <p>Online learning journals, daily conversations, interactive online resources, blog, learning profiles, home-school diaries, text messages, noticeboards and photographs.</p> |

Appendix 2: Parental Involvement and Engagement Census 2022 Summary



11. The school provides me with useful information about how I can help my child learn at home.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 18.62% | 275 |
| 2 Agree | 35.95% | 531 |
| 3 Neither agree nor disagree | 21.73% | 321 |
| 4 Disagree | 19.36% | 286 |
| 5 Strongly disagree | 4.33% | 64 |
| | answered | 1477 |
| | skipped | 4 |

12. The school seeks my views and opinions on school policies.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 13.08% | 193 |
| 2 Agree | 28.46% | 420 |
| 3 Neither agree nor disagree | 32.45% | 479 |
| 4 Disagree | 21.48% | 317 |
| 5 Strongly disagree | 4.54% | 67 |
| | answered | 1476 |
| | skipped | 5 |

13. My views help the school to decide priorities in the School Improvement Plan.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 8.92% | 132 |
| 2 Agree | 24.19% | 358 |
| 3 Neither agree nor disagree | 37.97% | 562 |
| 4 Disagree | 14.26% | 211 |
| 5 Strongly disagree | 3.92% | 58 |
| 6 Don't know | 10.74% | 159 |
| | answered | 1480 |
| | skipped | 1 |

14. How often does the school get in touch with you to provide information on what your child is currently learning about?

| Answer Choices | Response Percent | Response Total |
|--------------------------|------------------|----------------|
| 1 Weekly | 14.48% | 214 |
| 2 Monthly | 13.80% | 204 |
| 3 Once every term | 39.04% | 577 |
| 4 Once every school year | 9.68% | 143 |
| 5 Never | 14.34% | 212 |
| 6 Don't know | 8.66% | 128 |
| | answered | 1478 |
| | skipped | 3 |

15. How satisfied are you with the number of communications you get from the school on what your child is currently learning about?

| Answer Choices | Response Percent | Response Total |
|-------------------------------------|------------------|----------------|
| 1 Contact is too often | 0.68% | 10 |
| 2 Contact is enough | 47.83% | 707 |
| 3 Contact is not quite often enough | 30.58% | 452 |
| 4 Contact is not often enough | 20.91% | 309 |
| | answered | 1478 |
| | skipped | 3 |

16. How often does the school get in touch with you to provide information on how your child is progressing with their learning?

| Answer Choices | Response Percent | Response Total |
|--------------------------|------------------|----------------|
| 1 Weekly | 3.12% | 46 |
| 2 Monthly | 6.98% | 103 |
| 3 Once every term | 61.22% | 903 |
| 4 Once every school year | 16.07% | 237 |
| 5 Never | 5.90% | 87 |
| 6 Don't know | 6.71% | 99 |
| | answered | 1475 |
| | skipped | 6 |

17. How satisfied are you with the number of communications you get from the school on how your child is progressing with their learning?

| Answer Choices | Response Percent | Response Total |
|-------------------------------------|------------------|----------------|
| 1 Contact is too often | 0.27% | 4 |
| 2 Contact is enough | 44.96% | 664 |
| 3 Contact is not quite often enough | 35.07% | 518 |
| 4 Contact is not often enough | 19.70% | 291 |
| | answered | 1477 |
| | skipped | 4 |

18. How often does the school get in touch with you to provide information on ways to help your child continue learning at home?

| Answer Choices | Response Percent | Response Total |
|--------------------------|------------------|----------------|
| 1 Weekly | 12.41% | 183 |
| 2 Monthly | 11.12% | 164 |
| 3 Once every term | 23.46% | 346 |
| 4 Once every school year | 8.75% | 129 |
| 5 Never | 26.10% | 385 |
| 6 Don't know | 18.17% | 268 |
| | answered | 1475 |
| | skipped | 6 |

19. How satisfied are you with the number of communications you get from the school on ways to help your child continue learning at home?

| Answer Choices | Response Percent | Response Total |
|-------------------------------------|------------------|----------------|
| 1 Contact is too often | 0.48% | 7 |
| 2 Contact is enough | 46.73% | 685 |
| 3 Contact is not quite often enough | 29.60% | 434 |
| 4 Contact is not often enough | 23.19% | 340 |
| | answered | 1466 |
| | skipped | 15 |

20. How often does your child's/ children's school get in touch with you to provide general information about the school?

| Answer Choices | Response Percent | Response Total |
|--------------------------|------------------|----------------|
| 1 Weekly | 34.92% | 515 |
| 2 Monthly | 32.41% | 478 |
| 3 Once every term | 15.86% | 234 |
| 4 Once every school year | 3.05% | 45 |
| 5 Never | 6.10% | 90 |
| 6 Don't know | 7.66% | 113 |
| | answered | 1475 |
| | skipped | 6 |

21. How satisfied are you with the number of communications you get from your child's/children's school on general information about the school?

| Answer Choices | Response Percent | Response Total |
|-------------------------------------|------------------|----------------|
| 1 Contact is too often | 2.03% | 30 |
| 2 Contact is enough | 73.29% | 1081 |
| 3 Contact is not quite often enough | 15.80% | 233 |
| 4 Contact is not often enough | 8.88% | 131 |
| | answered | 1475 |
| | skipped | 6 |

22. To what extent do you agree or disagree with the following statement: The school gives me the information I need to support my child's learning.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 15.62% | 231 |
| 2 Agree | 33.47% | 495 |
| 3 Neither agree nor disagree | 24.61% | 364 |
| 4 Disagree | 20.15% | 298 |
| 5 Strongly disagree | 6.15% | 91 |
| | answered | 1479 |
| | skipped | 2 |

23. To what extent do you agree or disagree with the following statement: The cost of participating in school activities and events is affordable.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 22.22% | 328 |
| 2 Agree | 42.41% | 626 |
| 3 Neither agree nor disagree | 30.08% | 444 |
| 4 Disagree | 4.27% | 63 |
| 5 Strongly disagree | 1.02% | 15 |
| | answered | 1476 |
| | skipped | 5 |

24. To what extent do you agree or disagree with the following statement: My child's school helps me understand my child's rights.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 15.23% | 225 |
| 2 Agree | 35.14% | 519 |
| 3 Neither agree nor disagree | 32.23% | 476 |
| 4 Disagree | 13.41% | 198 |
| 5 Strongly disagree | 3.99% | 59 |
| | answered | 1477 |
| | skipped | 4 |

25. To what extent do you agree or disagree with the following statement: I am confident that if I need to contact my child's school, they will respond helpfully to my questions and comments.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 41.37% | 611 |
| 2 Agree | 38.93% | 575 |
| 3 Neither agree nor disagree | 10.56% | 156 |
| 4 Disagree | 4.06% | 60 |
| 5 Strongly disagree | 3.52% | 52 |
| 6 Don't know | 1.62% | 24 |
| | answered | 1477 |
| | skipped | 4 |

26. Does the school have a Parent Council?

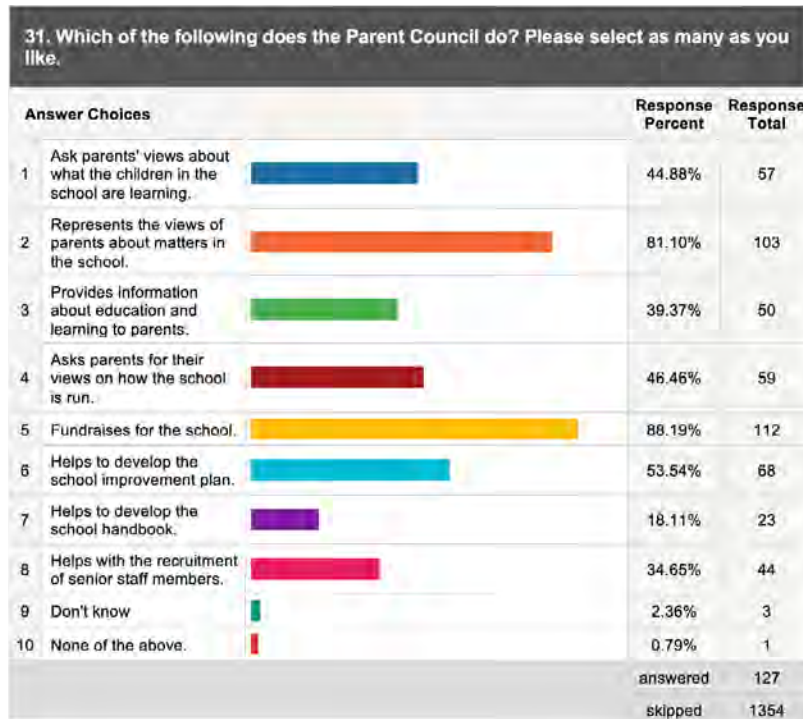
| Answer Choices | Response Percent | Response Total |
|----------------|------------------|----------------|
| 1 Yes | 78.88% | 1165 |
| 2 No | 2.37% | 35 |
| 3 Don't know | 18.75% | 277 |
| | answered | 1477 |
| | skipped | 4 |

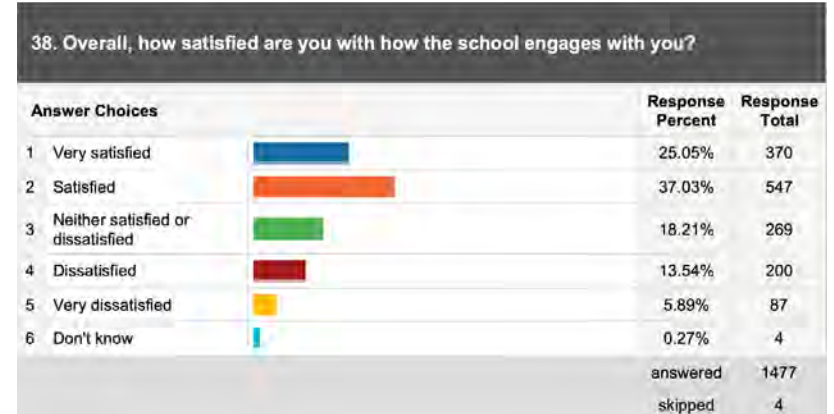
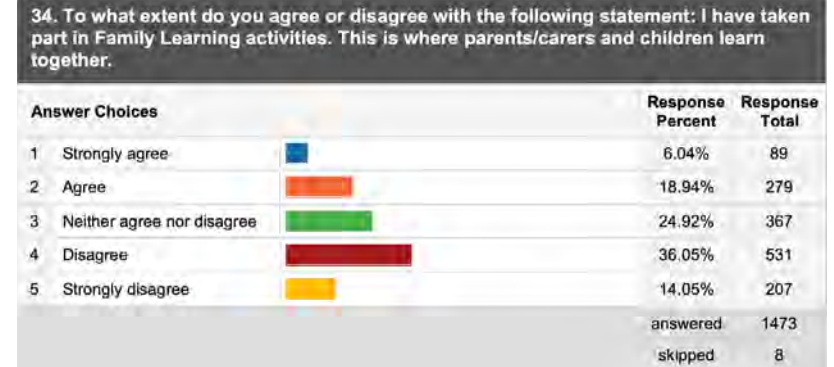
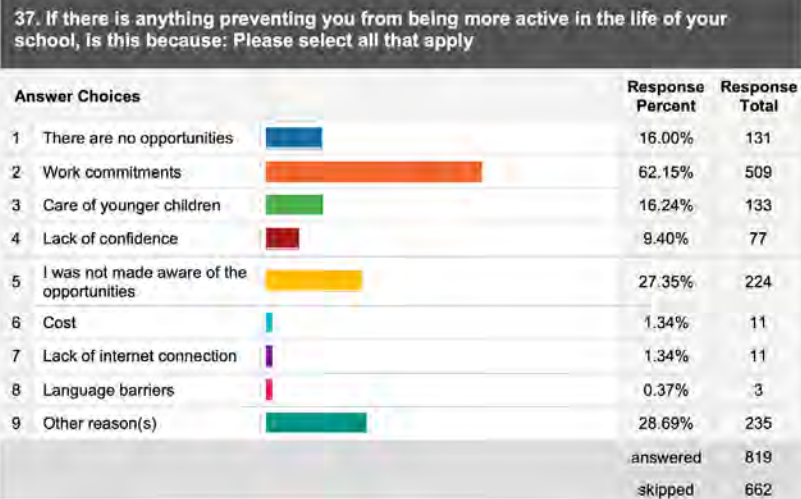
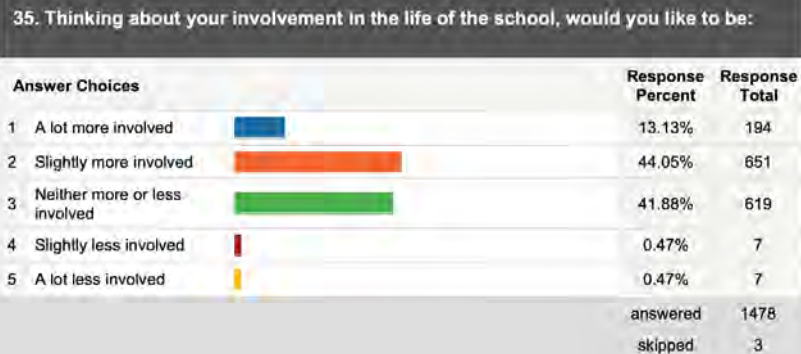
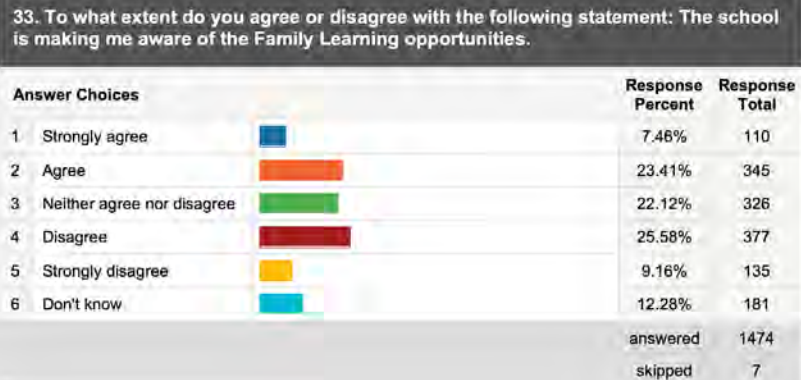
27. How often does the Parent Council get in touch with you?

| Answer Choices | Response Percent | Response Total |
|----------------------|------------------|----------------|
| 1 Once a week | 2.00% | 23 |
| 2 Once a month | 22.57% | 260 |
| 3 Once a school term | 26.13% | 301 |
| 4 Once a school year | 7.73% | 89 |
| 5 Never | 41.58% | 479 |
| | answered | 1152 |
| | skipped | 329 |

28. To what extent do you agree or disagree with the following statement: The information I receive from the Parent Council is useful.

| Answer Choices | Response Percent | Response Total |
|------------------------------|------------------|----------------|
| 1 Strongly agree | 9.38% | 109 |
| 2 Agree | 23.58% | 274 |
| 3 Neither agree nor disagree | 31.76% | 369 |
| 4 Disagree | 7.23% | 84 |
| 5 Strongly disagree | 4.13% | 48 |
| 6 Don't know | 23.92% | 278 |
| | answered | 1162 |
| | skipped | 319 |





Appendix 3: Review of 2018-2021 Strategy Consultation Template

We consulted with:

Parent Council Representatives
 Establishments across ASN, Early Learning and Childcare, Primary and Secondary settings
 Attainment Challenge Lead
 Partners including Educational Psychology, Community Learning and Development, Barnardo's, Speech and Language Team, Libraries
 Education Officers and Early Years Manager
 Complaints Officer

Inverclyde Parental Involvement and Engagement (PIE) Strategy – Review 2021/ 2022

Why do we need one? We are required by law – the Scottish Schools (Parental Involvement) Act 2006 – to produce a PIE strategy for the local authority. We have a current strategy, which was published in 2018, and you can see it here:

<https://www.inverclyde.gov.uk/education-and-learning/parental-involvement/parental-involvement-strategy>

We are required to refresh the Inverclyde PIE Strategy every three years and take into account the Scottish Government's 'Learning Together' action plan when drawing up our local strategy.

Key areas in the strategy – Inverclyde establishments were encouraged to revisit and review their understanding of each of three key aspects, that is, home-school partnerships, learning at home and parental representation, and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 were also maintained.

Below is the list of current key area headings in the local strategy. Underpinning these headings, are specific actions that Inverclyde Council services, schools, ELC, Parent Councils and parents can take to bring about further improvement.

Consultation – your comments and suggestions will influence the refresh of the Inverclyde PIE strategy. Please do not feel that you need to comment on every section, just where you feel you have a contribution.

| Area Heading | Outcomes | What have we been successful in achieving and what do we still need to do? Are these actions still relevant and should they remain in the strategy? Suggestions for future actions? |
|--|---|---|
| <p>Fully informed about their children's education and learning</p> | <p>Parents receive, on a regular basis, information which allows them to best support their child's learning.</p> <p>Support and involve parents of children with additional support needs in the process of assessment and sharing information about their child's needs and how these are to be met.</p> <p>Continue to work together with parents of looked after children, foster carers and others with parental responsibilities to encourage them to support their children's education.</p> | |
| <p>Welcomed and involved in the life of their child's setting</p> | <p>All parents can expect to be welcomed into our establishments, actively encouraged to participate in the life and work of the establishment and valued as partners in the education of Inverclyde's children.</p> | |
| <p>Able to support learning at home and to participate fully in family learning activities.</p> | <p>Home Learning</p> <p>Support the development of home learning activities and organise workshops which would allow families to explore how they could best support their child's learning.</p> <p>Continue to support the development of learning materials specifically targeting home learning opportunities.</p> <p>Family Learning</p> <p>In partnership with colleagues from Barnardo's, Community Learning and Development (CLD) employees and other agencies, continue to develop and support activities which would allow parents to be involved in family learning, including Adult Learning and Literacies learning opportunities and training.</p> | |

| | | |
|--|---|--|
| | <p>Carry out parental evaluations on an annual basis with a summary of the key messages being included in Standards and Quality reports.</p> <p>Parent Councils</p> <p>Provide:</p> <ul style="list-style-type: none"> • Annual financial support to enable the Parent Council to operate. • Membership of Connect, providing advice and training to parents across Inverclyde. • Access to additional funding to support cluster activities which build and encourage parental engagement. • Advice on the operation of the Parent Council and any related matters. • Regular training events and opportunities to meet with senior officers from Education. • Advice on how best to communicate with their Parent Forum, including information on the use of social media. • Opportunities to meet and share good practices. <p>Encourage parent councils to revisit their constitutions and to share successful recruitment processes.</p> <p>Identify and share successful activities which promote family learning, learning together and community learning.</p> <p>Consult then share advice with school leaders and Parent Councils on the involvement of parents in school improvement planning processes.</p> <p>Deliver regular training to school staff and parents which would support and encourage strengthened parental engagement.</p> | |
|--|---|--|

| | | |
|---|---|--|
| | <p>Inverclyde CLD, Adult Learning and Literacies, and the Youth Team identify needs that would impact on all areas of life, to support achievement and attainment. Learning opportunities developed from feedback to upskill parent and young person and to equip them with functional literacies skill set.</p> <p>Involvement in the appointment of senior staff in schools Fully involve representatives of the Parent Council in the appointment of Heads and Depute Heads and provide training for parents. Also encourage the wider involvement of the parent forum when candidates are being given an opportunity to visit the school prior to interview.</p> <p>Complaints Procedure Provide a clearly defined process for responding to complaints which can be viewed on the council website. Parents can be confident that any complaints will be acted on in an effective and timely manner.</p> | |
| <p>Parental Representation</p> <p>Involved in forums for discussion and debate on education policy.</p> | <p>Provide opportunities for representatives of the Parent Council to come together in regular discussions around education developments and operational issues. Include parents of early years' children as part of our Parent Council representatives meeting.</p> <p>Ensure that Inverclyde has a parental representative on the National Parent Forum of Scotland and that this representative has the opportunity to liaise with Parent Councils.</p> <p>Ensure that parent representative is included on the Inverclyde Council Education Committee, consulting with and providing feedback to the representatives of our Parent Councils.</p> | |
| <p>Anything else?</p> | | |

Appendix 4: Examples of effective parental involvement, engagement, family learning within Inverclyde.

Moorfoot Primary School

The West Partnership presents:

Moorfoot Primary School, Inverclyde

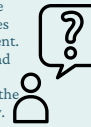
Maintaining family learning culture during COVID19

This storyboard details how Moorfoot Primary continue to promote and support parental involvement in the life of their school. We hear about how the team responded to the Covid19 pandemic by changing their practice to further use digital technology to engage with parents.



What was the problem?

Over a number of years Moorfoot Primary has been developing more effective ways of engaging with families to help them support their children's learning and raise attainment. The school had used Joyce Epstein's 6 types of parental engagement as a framework for improvement. As part of this improvement, an online learning blog had been set up in September 2019 to provide parents with high quality online resources to give them insight into the methodologies and practices used in Moorfoot Primary. The blog had proved very popular. With lockdown in place it seemed even more important to build on sharing learning with parents who were supporting home learning.



What happened?

Using digital technology meant that more parents were being reached. The school Twitter account reached 1900 followers. There were increased numbers of parents interacting with the webinars and videos and more than 100 people regularly responding to Microsoft forms as they could be easily and anonymously accessed. Families reported feeling supported as they could easily find practical support to help them support their children's learning in an easily accessible digital space. Videos rather than written information or even face to face events seemed to better meet the needs of busy, working parents. The school is in discussion with partner agencies such as Inverclyde Communication Outreach Service (ICOS) in creating videos about autism to share with parents. There were also examples of parents contributing to videos, with some sharing tips about how to support home learning.



Why is this important?

Research has demonstrated the importance of family learning and parental involvement on attainment and learner experience. Positive relationships between home and school have also been found to correlate with positive learner experiences and attainment. Moorfoot wanted to continue their work on parental involvement.



Aims of the change to practice

The project had a number of aims:

- 1) To continue with the strategy to increase parental engagement despite Covid 19 restrictions, work commitments or personal time constraints.
- 2) To use digital technology to continue to provide all parents with high quality online resources that help them support their children's learning.



What did you do?

The team explored how they could adapt their practice using Epstein's parental engagement model (italicised here). For *parenting* there was a focus on offering a better transition family experience by sharing webinars and videos that helped familiarise families and children with the school and staff. For *communication* a weekly SWAY newsletter was developed in partnership with a focus group of parents. Written reports were replaced with more informal termly teacher-parent phone calls. As *volunteering* was impossible within the school, parents were invited (and continue to be invited) during the Education for Work event to share videos or attend pupils online Q & A sessions to talk about work experience. To meet Epstein's *learning at home* criteria, webinars and videos were offered to upskill parents in getting involved in the learning. For example, live Maths sessions were held to support parents in supporting their children. The parent forum was also involved in *decision making* through collecting feedback via a Microsoft Form attached to every weekly newsletter. *Collaboration with the community* was enhanced via the weekly Friday assembly recorded and shared with the whole community.

What are the key points you have learnt?

The team have identified a number of key lessons learnt. Firstly, the team believe that building and sustaining relationships was the core driver of all the work. Using Epstein's model of parental engagement provided an effective framework to build these relationships. Secondly, the team note that a diverse use of digital platforms (YouTube, school website, sways, Twitter and Facebook) was useful, but note that having one central point of contact was helpful. The school used a ThingLink noticeboard as a location where parents could access all information. Thirdly, the team placed importance on being transparent with feedback. The team found value in highlighting negative and positive feedback before sharing how they would respond in the weekly newsletter. Fourthly, the team believed that regularly gathering anonymous feedback from parents via a Microsoft Form normalised the process of parental evaluation.



What next for the project?

The team have identified a number of future steps. Firstly, they intend on continuing to review the parental engagement strategy against Joyce Epstein's model of parental engagement. The team also intends on using digital technology to further involve parents in supporting the curriculum. This could, for example, support children with developing online interview skills and making and sharing videos.



The West Partnership thanks: Elyse Buchanan of Moorfoot Primary
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Appendix 4: Examples of effective parental involvement, engagement, family learning within Inverclyde.

St Ninian's Primary School

The West Partnership presents: St Ninian's Primary, Inverclyde Moving Transitions Online



The storyboard details how St Ninian's Primary, in Inverclyde, adapted to the pandemic in order to maintain positive transitions for pupils entering the school from its feeder nurseries. We hear how the school put in place digital solutions to maintain transitions activities while also encouraging parental engagement.

What was the problem?

Every year St Ninian's gains new pupils from up to 11 feeder nurseries. Traditionally, transitions had involved a lot of in-person interaction with incoming children, their families and with other members of the school community. In person parent workshops and the schools buddy programme, where P7 pupils act as mentors to incoming pupils, could no longer take place due to social distancing procedures.



What happened?

The school's use of videos developed over time. After developing virtual tours, the school also encouraged their older pupils to create supportive videos. P6 pupils were matched with incoming pupils to act as buddies that would ease the transition into P1. The schools YouTube videos have had significant engagement, with the Primary 1 virtual tour receiving just over 1300 views. When regulations allowed, pupils and their families engaged in socially distanced school visits. Small groups of 6 entered the school in June 2020 and had a chance to see the classroom and their future teacher. By August, when the transitions process for the following cohort began, the school continued with socially distanced early visits to the school. The school featured on both CNN and ITN news as an example of how schools were coping with social distancing measures. For both transitions cohorts, the school made sure that pupils with additional support needs were given extra visits to build awareness of the school layout. The school sent out surveys to better understand the needs and experiences of families through the transitions process.



Why is this important?

Positive transition experiences have been linked to wellbeing, attainment and also appear to be correlated with reduced pupil and parental anxiety. Positive transitions are therefore key to avoiding dips in attainment and wellbeing. Maintaining the schools transitions activities was important to ensure the wellbeing and learning of pupils and their families.



Aims of the change to practice

The project had one overarching aim:

- 1) To change practice in order to maintain effective transitions experiences for pupils and their families



What did you do?

St Ninian's begins its transitions process in the August the year before pupils enter the school. Fortunately, when the pandemic took hold in spring 2020, the school had already developed relationships with incoming pupils and their families. Underpinning their response to the pandemic was a desire to continue applying the 5 C's that are critical for ensuring positive transitions (*Communication, Consistency, Culture, Collaboration, Child-centred*). In the first instance, the school had a phone call with each family to ensure they were meeting the needs of their community. To remotely support families, the team developed a range of digital resources that would help inform pupils and their wider families of what to expect with their future school. The school developed a YouTube channel, with the first video posted in April 2020. Incoming pupils and their families could watch a Primary 1 virtual tour video to get a better understanding of what to expect in the following year. A number of videos were created to raise awareness of the environment both inside and outside of the school. The school also found digital solutions in Sway and a virtual map. The Sway was used to accessibly send out important information to families, while the virtual maps were again used to build awareness of the school environment and layout.

What are the key points you have learnt?

The team at St Ninian's have identified a number of key lessons from their change to practice. Firstly, they acknowledge the importance of communicating with parents and ensuring active involvement of parents in transitions programmes. Secondly, the team note the value of reflecting on practice from the first lockdown. The nature of the pandemic meant that a number of practices were being undertaken for the first time. This meant the school could learn a lot about what worked, what didn't and how practices could be used or modified in the future. Thirdly, the school recognised the importance of digital platforms as spaces that allowed for transitions practices to continue.



What next for the project?

Going forward, the school intends to continue using small group sessions as part of transition induction events. They are also motivated to continue developing their online and digital content, which has been well received thus far. The team have begun this process in recent transitions work, where enrolment once again took place online. The team created an interactive Sway document which included short videos and links to the schools YouTube channel. The team are keen to explore opportunities for meeting live online if it would be helpful for families in the transitions process after the pandemic. The school is also open to sharing practice with others and learning from their colleagues across our region.



The West Partnership thanks: Lesley McCabe and Siobhan Currie of St Ninian's Primary
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Appendix 4: Examples of effective parental involvement, engagement, family learning within Inverclyde.

Inverclyde Communications Outreach Service (ICOS)

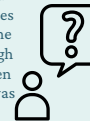
The West Partnership presents: Inverclyde Communication Outreach Service Facilitating Online Transitions

The storyboard details how the Inverclyde Communication Outreach Service (ICOS) adapted to the pandemic in order to maintain enhanced transitions for pupils with additional support needs. We hear how service quickly adapted to changes on the ground before working towards policy/strategy changes at a local authority level.



What was the problem?

Prior to the pandemic, the ICOS team had established an enhanced transitions programme for pupils and families with a range of social communication differences. In the year before the pandemic, 60 children had gone through the programme which supports the transitions between early years, primary and secondary. The programme was delivered mainly in person, meaning the pandemic significantly disrupted those who were going through the programme in 2020.



What happened?

The remote activities that the team put in place were used during the initial phase of lockdown. When regulations allowed, the team facilitated access to the empty campuses of schools during the summer period. Feedback from families was positive and the team believes the blend of remote activities and in-person tours allowed them to provide enhanced transitions. After the initial transition in August, the team continued providing transitions activities with their pupils with additional support needs. The team believed this to be especially important during socially distanced education. The team were also keen to take what they had experienced on the ground to formulate strategic guidance. From their experiences they wrote new guidance for transitions at every level and also considered how the lessons from their enhanced transitions could inform transitions more universally.



Why is this important?

Positive transitions has been positively linked to wellbeing, attainment and also appears to be correlated with reduced pupil and parental anxiety. Research on pupils with additional support needs has found that for 'children with ASN, supported and enhanced transitions are beneficial' (Cantali, 2019). Enhanced transitions are therefore key to avoiding dips in attainment and wellbeing.



Aims of the change to practice

The project had a number of aims:

- 1) To maintain enhanced transitions in response to social distancing
- 2) To provide a 'near-as-normal' transitions experience that met the needs of pupils and parent
- 3) To ensure standardised practice across the authority



What are the key points you have learnt?

The team have identified a number of key learning points from their change to practice. Firstly, the informal networks set up by parents despite the impact of social distancing has been invaluable. Secondly, the delivery of effective transitions required a collaborative approach where a number of organisations worked well together (school, ICOS, support services).



What did you do?

The ICOS team had begun meeting with families in Jan 2020. Four meetings had happened before the pandemic made social distancing methods necessary. The team made sure they kept in contact with families by phone as an initial response to social distancing requirements. The team then used door step visits as a way of meeting in person while operating within social distancing regulations. The team collectively identified the needs of their families and considered ways of meeting these needs using technology. The team set up a Teams space for pupils and encouraged the pupils to share the information with their parents. The team first created a PowerPoint presentations with information for each school that was involved in transitions. At a later date the team used photos and videos of each school in order to build up an idea of what the school environment might be like. The team also created weekly transitions activities that were to be completed at home. School 'passports' were also developed, giving pupils key information about the school environment.

Thirdly, the team believe that their transitions approach led to the informal development of digital skills amongst participating pupils and parents. Fourthly, the team believe it is important to apply what they have learnt from this process to transitions more broadly. They have begun putting this into practice, working to ensure equity for all pupils, this is reflected in recently created authority-wide guidance.

What next for the project?

The team believe they will continue with some of their new practices post-covid. For example, the team believe they will continue to get value out of walk and talk meetings with parents in the future. As mentioned above, the team plan to develop to further enhance current transitions planning. The team are interested in adopting the work of Renfrewshire Council, who have used flipbooks for transitions, as a way of passing on information accessibly.



The West Partnership thanks: Jan Spence of Inverclyde Communication Outreach Service: (INJAS802@glow.sch.uk)

Appendix 4: Examples of effective parental involvement, engagement, family learning within Inverclyde.

King's Oak Primary School

The West Partnership presents:

King's Oak Primary, Inverclyde

Maintaining family learning culture during COVID19

The storyboard details how the team at King's Oak in Inverclyde adapted to the pandemic in order to maintain a positive family learning culture. We hear how the school used a holistic approach to meet the needs of their families during a time of great uncertainty.



What was the problem?

In recent years, King's Oak Primary School has made a concerted effort to ensure a culture of family learning at their school. The school's family hub aims to provide inclusive experiences for all. Given that most of the activities of the school and family hub took place in person, the social distancing measures relating to the pandemic meant that alternate modes of delivery were required.



What happened?

Recently, the team has had good levels of engagement from many families. By tracking engagement they were also able to provide specific support to families with low engagement. In the summer of 2020, the school provided a number of achievement opportunities for pupils and their families that were well received. These include the 'mighty Oakers superheroes' - a remote version of activities that would normally be completed in the summer hub, and the family skills challenge - where staff would ask families to complete a challenge. A number of pupils were encouraged to complete various award programmes (John Muir award, SQA Personal Achievement Gold Award Level 2). The team also encouraged a number of activities that meet the CfE responsible citizen capacity. For example, the school delivered a P6 community kindness campaign and also took part in an intergenerational garden project. The team also ran community-building activities like weekly quizzes and bingo - events that would consistently attract 12-15 families per week. This is ongoing.



Why is this important?

Research has demonstrated the importance of family learning and parental involvement on attainment and learner experience. Positive relationships between home and school have also been found to correlate with positive learner experiences and attainment. The positive work done by King's Oak prior to COVID19 had to be maintained to ensure a culture of family learning was retained.



Aims of the change to practice

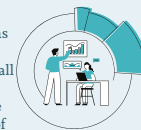
The project had a number of aims:

- 1) To continue to understand the wellbeing of children and needs of families on a remote basis
- 2) To continue developing relationships and building new ones between the school and home
- 3) To continue a positive culture around family learning in socially distanced ways



What are the key points you have learnt?

The team have identified a number of key points from their change to practice. Firstly, the team quickly identified the need to reflect on 'what worked and what could be done better'. This was particularly important during the second lockdown. Secondly, the team noted that using all available tools to communicate effectively with families was of utmost importance. Thirdly, the team noted that the wellbeing and motivation of staff was key. The team identified the need to build on individual strengths within the team and also knew when to use external partners to best deliver their work.



What did you do?

Staff at King's Oak had to rethink several areas of delivery due to social distancing. Instead of pausing activities all together, the team worked to consider how remote alternatives could be achieved. This occurred across a number of areas. Firstly, the team identified ways of communicating with families in order to identify their needs and keep them up to date with the latest information. Secondly, the team drew on partnerships with CLD and health and social care where appropriate. One of the earliest interventions of the team was to work with CLD to disseminate learning packs. To overcome anxieties about entering a school building to pick up the learning packs, the team delivered bags in a way that adhered to social distancing. Thirdly, the team considered how they could best support families in learning remotely. The team produced 'how to' videos to explain how to use various pieces of digital technology. Fourthly, the team considered how they could deliver a number of socially distanced activities that would keep the relationship between home and school active. Finally, the team also considered how they could ensure a positive transitions experience for those families entering P1.

What next for the project?

As it is unlikely that we will instantly return to delivering education in a pre-covid form, the team intends to continue their holistic approach to family learning in ways that adhere to up-to-date guidance. The team intends to continue identifying the needs of their pupils and families before putting into practice solutions to the difficulties caused by the pandemic. Family learning is a key element of the culture of King's Oak Primary, and one that they would like to continue to improve upon.



The West Partnership thanks: the King's Oak Staff Team
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Parental engagement - Case Study- NIH

Moorfoot Primary School and Garvel Deaf Centre – Inverclyde Council

Over the last few years, all children have been taught British Sign Language (BSL) from the start of their nursery placement through to Primary 7, with a view to improving communications and relationships amongst all pupils. As children shared their learning about BSL at home with their parents and families, they too were interested in learning more about deaf culture.

Arrangements were put in place for adults to learn BSL free of charge at sessions run by a BSL tutor and supported by parents of deaf pupils from Garvel Deaf Centre. Outreach classes are held in a community setting for any parents or families who are unable to travel to the school.

BSL has been incorporated and is celebrated across the school including at assemblies, concerts and the school blog.

This has resulted in:

- Increased parental engagement in children’s learning amongst hearing and deaf parents and their families
- Parents feel listened to and involved in the wider life of the school and community
- Greater access to deaf adults, deaf peers and deaf role models both in school and across Scotland
- Improved relationships between children and parents, and reduced frustration and anxiety at home
- Greater deaf awareness and a shared understanding amongst hearing parents, families and pupils
- Improved communications with hearing parents of deaf children, deaf parents of hearing children and deaf parents of deaf children
- Parents are regularly accessing and engaging with the online workshops on the school’s learning blog
- Improved relationships and friendships between hearing and deaf children
- Improved children’s experiences of school and learning
- Increased appetite amongst pupils to learn about different cultures and how to sign in other languages
- Closer working with cluster secondary school
- Greater links with the wider community and partnerships with national deaf organisations
- Parents having continued their learning and progressed to qualifications in BSL
- Parents of hearing children using BSL as part of their job to communicate with members of the community

Sketchnote - Inverclyde CLD - Highly Effective Family Learning - November 2019



Engaging families in learning – A thematic inspection of family learning

Sketchnote - Key features of high-quality family learning

Consider: Where are you? What are you doing well? Where could you improve?

Education Scotland
Foghlam Alba

Key features of high-quality family learning

- ### 1 TRUSTED RELATIONSHIPS

All family learning begins with relationships based on trust.

Families are more likely to engage, and stay engaged, when they have a trusting relationship with those who facilitate the learning.

STRENGTHENS RELATIONSHIPS BETWEEN

 - CHILD and PARENT
 - CHILD and SCHOOL
 - PARENT and SCHOOL
- ### 2 RESPONSIVE TO THE NEEDS OF FAMILIES

Activity design based on SELF-EVALUATION and EVIDENCE APPROACH

Needs are identified in various ways including DIALOGUE with FAMILIES, STAFF and PARTNERS.

WIDE RANGE OF DATA used by staff and partners, including school level data, and local demographic and socio-economic

WORKING TOGETHER to consider the needs of both children and adults when planning, delivering and evaluating family learning.
- ### 3 INCLUSIVE

Family learning is offered as a universal provision with OPEN ACCESS TO REMOVE BARRIERS, and to enable and sustain participation.

CONSIDERATION OF:

 - Levels of literacy and numeracy
 - Potentially negative educational experiences of parents
 - Transport
 - Childcare
- ### 4 PURPOSE, PLANNING AND PROGRESSION

Family learning is well planned with a clear long-term aim, short-term outcomes and appropriate **TIMESCALES.**

Staff and partners work together with children and families to **DESIGN and PLAN ACTIVITIES and LEARNING**

FROM THE OUTSET, careful consideration is given to how success is monitored, measured and evaluated.

CONSIDERATION to how children and young people, and also adults, will progress in their learning

For parents, this may include further learning, volunteering or employment
- ### 5 RECOGNITION

The **ACHIEVEMENTS** children and their parents are recognised and celebrated.

Families recognise their own learning and achievements including the skills and attributes they are developing.

RECOGNISED AWARDS AND QUALIFICATIONS ARE USED TO ENHANCE FAMILY LEARNING.

>>Read Engaging families in learning – a thematic inspection of family learning<<

Appendix 6: National Improvement Framework Parent Communication Principles

All communication activity relating to parents, carers and families should be based on some core best practice principles. The following principles, which were developed in partnership with parent organisations, capture good practice, as demonstrated by head-teachers and teachers across Scotland on a day-to-day basis.

Simplicity and Clarity

- Every effort to communicate with parents and carers - every leaflet, conversation and news release - should be simple, relevant, straightforward and jargon-free.

Transparency

- Parents should receive comprehensive, honest, factual answers to their questions.
- Be prepared to clarify misunderstandings.

Relevance

- For parents, this is about improving their child's education. It is not about implementing a performance framework. The audience should drive what is said and how it is said. Focus on "what am I interested in for my child?" and "what does this mean for my child?" not "what does this mean for Scottish education?"
- Focus on the themes and issues which are relevant to parents.
- Concentrate on making the themes and principles that lie at the heart of the framework come alive for parents and families
- Be conscious of the different needs and preferences of parents and ask them how and when they would like to communicate.

Partnership

- Aim to develop all documents, guides, video and audio content in collaboration with parents and/or parent organisations.
- Communication should not be a one way street; it should focus on creating the opportunity for dialogue and discussion.

Flexibility and Adaptation

- Be conscious of the multi-faceted nature of the parent community. In particular, be aware that some parents face additional barriers to engaging and communicating. Some of the most prominent are likely to be related to language, ethnic background, disability. A further additional barrier may be a parent or carer's perception of schools and education, informed by their own experience when they were young. Frame the way that you communicate with this in mind.
- Consider equalities issues in detail and seek to co-develop your approach with parents and families.

Timeliness

- Communication should be timed to fit in with the lives of parents and to fit in with the school calendar.