PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 3 September 2024.

The Communities business will commence at <u>2pm</u> and the Education business at <u>4pm</u>.

Members may attend the meeting in person at Greenock Municipal Buildings 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 2 September 2024 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.

Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.

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

LYNSEY BROWN
Head of Legal, Democratic, Digital & Customer Services

BUSINESS

1.	**Apologies, Substitutions and Declarations of Interest**	**Page**
COMMUNITIES **PERFORMANCE MANAGEMENT**		
2.	**2024/25 Communities Revenue Budget and 2023/24 Out-turn** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
3.	**Communities Capital Programme Progress and Asset Related Items** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
NEW BUSINESS		
4.	**Communities Update Report – Overview of Local and National Initiatives** Report by Corporate Director Education, Communities & Organisational Development	**p**

5.	**Parklea Branching Out Community Garden Hub – Funding Gap** Report by Corporate Director Education, Communities & Organisational Development	**p**
6.	**School Crossing Patrol (SXP) Site Survey Results** Report by Corporate Director Education, Communities & Organisational Development	**p**
ROUTINE DECISIONS AND ITEMS FOR NOTING		
7.	**Education Scotland Community Learning and Development Progress Visit Report** Report by Corporate Director Education, Communities & Organisational Development	**p**
8.	**Clyde Conversations 6 Report** Report by Corporate Director Education, Communities & Organisational Development	**p**
<u>**EDUCATION**</u> **INSPECTION REPORTS**		
9.	**Education Scotland Inspection Report – St Stephen's High School** Report by Corporate Director Education, Communities & Organisational Development	**p**
10.	**Education Scotland Inspection Report – St Columba's High School** Report by Corporate Director Education, Communities & Organisational Development	**p**
11.	**Education Scotland and Care Inspectorate Inspection Report – St John's Primary School and Nursery Class** Report by Corporate Director Education, Communities & Organisational Development	**p**
PERFORMANCE MANAGEMENT		
12.	**2024/25 Education Revenue Budget and 2023/24 Out-turn** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
13.	**Education Capital Programme 2024/28 - Progress** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
14.	**Education Services Improvement Plan 2024-25** Report by Corporate Director Education, Communities & Organisational Development	**p**
NEW BUSINESS		
15.	**Education Update Report – Overview of Local and National Initiatives** Report by Corporate Director Education, Communities & Organisational Development	**p**

16.	**Increase of Sustainable Rate for Early Learning and Childcare Funded Provision** Report by Corporate Director Education, Communities & Organisational Development	**p**
17.	**3-Year-Old Provision Early Years Admissions – Eligibility for ELC Term after Second/Third Birthday** Report by Corporate Director Education, Communities & Organisational Development	**p**
18.	**Senior Phase Curriculum Consultation** Report by Corporate Director Education, Communities & Organisational Development	**p**
ROUTINE DECISIONS AND ITEMS FOR NOTING		
19.	**Inverclyde Wellbeing Service – Annual Report 2023/24** Report by Corporate Director Education, Communities & Organisational Development	**p**
20.	**School Term Dates – Session 2025 / 2026** Report by Corporate Director Education, Communities & Organisational Development	**p**
The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 3 of Part I of Schedule 7(A) of the Act.		
21.	**Appendix relative to agenda item 15 providing additional information on placing requests.**	**p**
	The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website. Please note: this meeting may recorded or live-streamed via YouTube and the Council's internet site, where it will be capable of repeated viewing. At the start of the meeting the Provost/Chair will confirm if all or part of the meeting is being recorded or live-streamed. You should be aware that the Council is a Data Controller under the Data Protection Act 2018. Data collected during any recording or live-streaming will be retained in accordance with the Council's published policy, including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site or You Tube. If you are participating in the meeting, you acknowledge that you may be filmed and that any information pertaining to you contained in the recording or live-stream of the meeting will be used for webcasting or training purposes and for the purpose of keeping historical records and making those records available to the public.	

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

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/50/24/AP/IC
Contact Officer:	Mary McCabe	Contact No:	01475 712222
Subject:	2024/25 Communities Revenue Budget and 2023/24 Out-turn		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to advise the Committee of the Communities Revenue Budget outturn for 2023/24 and the 2024/25 projected position including details of action being taken to reduce the projected overspend.

1.3 In 2023/24, excluding the carry forward of Earmarked Reserves, there was an underspend of £207,000 within the Communities Committee. This was a reduction in expenditure of £14,000 from the projected outturn reported to Committee in May 2024. More details are provided in section 3 and the appendices.

1.4 The total Communities Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £5.660m. The latest projection is an overspend of £64,000 (1.1%), mainly due to an under recovery of turnover saving target. The projected overspend excludes £74,000 of additional costs for Inverclyde Leisure utilities, as these will be funded from earmarked reserves for 2024/25, in line with Council properties, and thereafter it is anticipated there will be a saving in gas and electricity in 2025/26, as prices are expected to reduce.

1.5 On the 13 August the Policy & Resources Committee agreed that a corporate approach be taken to address projected shortfalls in pay inflation and turnover. The Corporate Director is developing proposals to offset these pressures, and these will be reported to elected members later in 2024.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the outturn for 2023/24, that the Committee's Revenue Budget is currently projected to overspend in 2024/25 by £64,000 and the action being taken to address the projected overspend.

2.2 It is recommended that the Committee notes that the Director will provide an update on progress to reduce the overspend, to the next meeting of the Committee.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities & OD

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2024/25 Revenue Budget, as well as the 2023/24 final outturn and to highlight the main variances contributing to the £207,000 underspend for 2023/24 and the projected overspend of £64,000 for 2024/25.

3.2 The current Communities Revenue Budget for 2024/25 is £5.660m which is in line with the Approved Budget. Appendix 1 shows the breakdown of this budget across divisions.

3.3 **2023/24 OUT-TURN (£207,000 Underspend – 3.4%)**

The final outturn for the Communities Revenue Budget in 2023/24, excluding Earmarked Reserves was an under spend of £207,000. This was £14,000 less expenditure than reported to the last Committee in May 2024.

The main variations from budget and movements from the projected outturn position reported in May, were as follows:

Service	Revised Budget 2023/24 £000	Outturn 2023/24 £000	Variance to Budget £000	Variance to Budget %	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	2,035	2,068	33	1.62%	47	(14)
Sports & Leisure	2,117	2,001	(116)	-5.48%	(126)	10
Community Safety	518	477	(41)	-7.92%	(30)	(11)
Community Halls	1,043	960	(83)	-7.96%	(84)	1
Community Grants Fund	344	344	0	0.00%	0	0
TOTAL NET EXPENDITURE	**6,057**	**5,850**	**(207)**	**-3.42%**	**(193)**	**(14)**

3.4 The actual outturn excluding earmarked reserves was £5,850,000 which represents an underspend of £207,000. The main variances were as follows:

    (a) A net underspend in Inverclyde Leisure gas and electricity of £113,000, due to lower than budgeted consumption and unit price. It should be noted that in 2024/25 it is anticipated that there will be an overspend in these lines due to increased consumption, as IL facilities get back to pre-pandemic levels of activity and also increased unit costs. This is explained further at 3.5(b).

    (b) An over recovery in School lets income of £103,000. This was £49,000 more than was previously reported to Committee. This budget will be monitored closely in 2024/25 and Committee will be advised of any potential virement to offset other Committee budget pressures.

3.5 **2024/25 Projected Outturn (£64,000 overspend 1.1%)**

    (a) The main projected variance contributing to the net overspend is an under achievement of turnover savings target of £58,000, mainly within Cultural Services. This information is contained in Appendix 3.

    (b) Committee should be aware that there is a projected overspend within Inverclyde Leisure utilities budgets (electricity and gas). The net overspend of £74,000 will be funded from earmarked reserves this financial year, in line with the treatment of utilities overspends for Council properties. The expectation is that these costs will reduce in 2025/26.

(c) In line with the decisions of the 13 August Policy & Resources Committee the Corporate Director is developing potential savings proposals, with limited impact on service delivery, to address projected employee cost budget shortfalls. These will be considered by elected members later in 2024.

3.6 Earmarked Reserves

Appendix 4 gives an update on the Committee's operational earmarked reserve. Spend to date on this reserve is nil, which is in line with projected spend. The sole earmarked reserve this financial year relates to Community Grants and there will be no spend until 2025/26, at which time there will be a saving on the core budget, for which the reserve will act as substitute funding for a period of three years.

3.7 Virements

There are no virements this Committee cycle.

3.8 PROPOSALS

It is proposed that Committee note the current projected overspend for 2024/25 of £64,000 and the action being taken corporately to develop options to address the overall projected budget overspend, which elected members will consider later this year.

4.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

4.2 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					

4.3 Legal/Risk

The Financial Regulations state that the responsibility for ensuring Revenue Budgets are not exceeded lies with the Committee and Chief Officer (Director). Actions are being progressed at a corporate level to bring the Committee and Council back within budget.

4.4 Human Resources

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

4.5 Strategic

There are no specific strategic implications arising from this report.

5.0 CONSULTATION

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

6.0 BACKGROUND PAPERS

6.1 There are no background papers for this report.

Appendix 1

Communities Budget Movement - 2024/25

Service	Approved Budget 2024/25 £000	Movements				Revised Budget 2024/25 £000
		Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	
Libraries & Museum	1,892					1,892
Sport & Leisure	2,048					2,048
Community Safety	446					446
Community Halls	978					978
Community Grants Fund	296					296
Totals	5,660	0	0	0	0	5,660

Movement Details   £000

External Resources

0

Inflation

0

Virement

0

Supplementary Budget

0

0

APPENDIX 2

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

PERIOD 3:   1st April 2024 - 30th June 2024

2023/24 Actual £000	Subjective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,163	Employee Costs	1,909	1,909	1,967	58	3.0%
2,149	Property Costs	2,268	2,268	2,269	1	0.0%
742	Supplies & Services	616	616	621	5	0.8%
7	Transport Costs	3	3	3	0	-
73	Administration Costs	75	75	71	(4)	(5.3%)
1,258	Other Expenditure	1,070	1,108	1,107	(1)	(0.1%)
(542)	Income	(281)	(319)	(314)	5	(1.6%)
5,850	**TOTAL NET EXPENDITURE**	**5,660**	**5,660**	**5,724**	**64**	**1.1%**
	Earmarked Reserves	0	0	0	0	
5,850	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**5,660**	**5,660**	**5,724**	**64**	**1.1%**

2023/24 Actual £000	Objective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,068	Libraries & Museum	1,892	1,892	1,935	42	2.2%
2,001	Sports & Leisure	2,048	2,048	2,053	5	0.2%
477	Community Safety	446	446	458	12	2.7%
960	Community Halls	978	978	983	5	0.5%
344	Community Grants Fund	296	296	296	0	-
5,850	**TOTAL COMMUNITIES**	**5,660**	**5,660**	**5,724**	**64**	**1.1%**
	Earmarked Reserves	0	0	0	0	
5,850	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**5,660**	**5,660**	**5,724**	**64**	**1.1%**

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Out Turn 2023/24 £000	Budget Heading	Budget 2024/25 £000	Proportion of Budget	Actual to 30-Jun-24 £000	Projection 2024/25 £000	(Under)/Over Budget £000	Percentage Over / (Under)
1,441	**Libraries & Museum** Employee Costs	1246	282	284	1287	41	3.3%
Total Material Variances						**41**	

EARMARKED RESERVES POSITION STATEMENT   **Appendix 4**

COMMITTEE: Education & Communities

Project	Lead Officer/ Responsible Manager	Total Funding 2024/25 £000	Phased Budget 2024/25 2024/25 £000	2024/25 Spend 2024/25 £000	Projected Spend 2024/25 £000	Amount to be Earmarked for 2025/26 & Beyond £000	Lead Officer Update
Community Grants	Tony McEwan	75	0	0	0	75	Funding £25k per annum reduction in Community Grants fund from 2025/26 for 3 years.
Total		**75**	**0**	**0**	**0**	**75**	

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Corporate Director Education, Communities & Organisational Development and Chief Financial Officer**	**Report No:**	**EDUCOM/43/24/TM**
Contact Officer:	**Hugh Scott, Service Manager**	**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 & 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 grants 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 £2.665m with total projected spend on budget. The Committee is projecting to spend £0.604m in 2024/25 with advancement of £0.200m (33.11%) 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 2024/28 Capital Programme.

2.2 It is recommended that the Committee notes that a report elsewhere on the agenda seeks an extra £22,000 Council contribution to the Parklea Branching Out project (agenda item 5).

Alan Puckrin	**Ruth Binks**
Chief Financial Officer	**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 29th February 2024.

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.

2023/26 Current Capital Position

3.3 The Communities capital budget is £2.665m. The budget for 2024/25 is £0.404m, with spend to date of £0.341m equating to 84.41% of the approved budget (56.46% of the revised projection). The current projection is £2.665m which means total projected spend is on budget.

3.4 The Committee is projecting to spend £0.604m in 2024/25 with £0.020m (33.11%) advancement being reported in connection with the Parklea Branching Out project. Appendix 1 details the capital programme.

Communities Capital Projects

3.5 **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 lifecycle management of the leisure pitches over the 2024/28 period will predominantly involve periodic surface rejuvenation and regular review of the carpet condition against lifecycle plan anticipated life. Following the report to the January 2024 Committee on the Broomhill pitch and the increased use as part of the Leisure pitch estate, the replacement of the pitch carpet is being considered as part of a planned review of the artificial pitch asset management plan and refresh of the various strands of the Corporate Asset Management Strategy.

The project to upgrade artificial pitch floodlighting to LED being taken forward and reported as part of the Environment & Regeneration Committee capital programme linked to energy conservation and Net Zero is currently progressing. Funding support has been secured from the Scottish Football Association (SFA) of up to £200k on a match funding basis addressing 6 leisure/community facilities and 4 school facilities. Match funding is being made available from a combination of Core Property allocation (leisure sites) and Education Lifecycle funding (school sites). The contractor appointment has been made with programme linked to lead time for materials and start anticipated in August with a 9 week rolling programme of installation across the various sites.

3.6 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) with the objective of sympathetically restoring an important heritage building for community use, including introduction of a series of low carbon energy saving design solutions which will help shape and inform future design direction and contribution to the Council's net-zero objectives. As previously reported, the project has experienced a number of delays which have been reported through the regular capital programme progress reports to this Committee linked to unforeseen complications with the existing building / ground conditions and the complexity of the low carbon retrofit process within a listed period property. Slating of rear roof, around PV panels complete with lightning conductor tapes installed. Works progressing internally with the plasterboard lining of partitions and curved stairwell ongoing. First fix of plumbing, electrics, data cabling, heating controls and ventilation ductwork to ground floor now complete. Second air tightness test carried out and building continues to achieve the designed target.

Officers from Technical Services continue to engage with the main contractor on a programme to completion with the current target in 4th quarter 2024 subject to continued progress on finishing trades and second fix mechanical and electrical installations. The Committee has previously been advised that the current project budget would be exceeded, and it will be necessary to identify additional funding to address projected over expenditure beyond the available RCGF funding. It is not possible to provide an estimated final account position at this stage and this will be subject to completion on site with an update report to a future Committee.

Communities External Partner Projects

3.7 **Parklea Branching Out:** Parklea Branching Out (PBO) secured £1.3 million from the Regeneration Capital Grant Fund (RCGF) and an additional £202,000 from Inverclyde Council to establish a new central community activity hub. Construction of the facility has been completed, and ownership has been transferred back to PBO. Minor repair and defect rectification works are ongoing. PBO anticipates opening the new site in October 2024, enabling the commencement of further development across the entire site. The final project costs are currently being determined. A shortfall has been identified and is the subject of a separate report on the agenda for this Committee.

Update on Asset Transfer Working Group

3.8 The table below provides a list of current assets transfer applications which are being progressed through the work of the Asset Transfer Working Group. A separate update report on Asset Transfers was submitted to the March Committee:

Name of Asset	Asset Type – Land/Land and Building	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership
Gourock Park Walled Garden	Land	Formal	Lease Completed
Wellington Allotments	Land	Informal	Proposed Lease
KGV Bowling Club	Bowling pavilion and greens	Informal	Proposed Lease
Coppermine (Scouts)	Formal Assets Transfer	Formal	Ownership / Lease
Larkfield Waste ground (Banff Rd / Fife Drive) Larkfield Guerilla Gardens	Land	Informal- ongoing support is being provided by CLD in relation to governance.	Proposed Lease
Broomhill Way shop unit/ Broomhill Beats	Shop/property	Informal – initial conversations are taking place.	Proposed Lease

4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects including the updates from the Asset Transfer Working Group 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
Financial	x	
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & 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
Communities Capital	PBO	2024/25	£22k		Subject to a separate report on the agenda

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 Head of Physical Assets and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

COMMUNITIES CAPITAL REPORT

Inverclyde council

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1 Est Total Cost £000	2 Actual to 31/3/24 £000	3 Approved Budget 2024/25 £000	4 Revised Est 2024/25 £000	5 Actual to £000	6 Est 2025/26 £000	7 Est 2026/27 £000	8 Est 2027/28 £000	9 Future Years £000
Communities									
Leisure Pitches AMP - Lifecycle Fund	681		10	10		300	251	120	0
PG New Community Hub (King George VI Building)	1,734	1,333	344	344	101	57	0	0	0
Parklea Branching Out	250	-	50	250	240	0	0	0	0
COMMUNITIES TOTAL	**2,665**	**1,333**	**404**	**604**	**341**	**357**	**251**	**120**	**0**

Inverclyde council

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/41/24/TM
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Communities Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to update the Education and Communities Committee with developments in relation to the Communities part of the Committee.

Updates have been provided on the following areas:

1. Locality Plan Progress and Review.
2. Bikeability
3. Food Growing Update
4. Early Adopter Community for Affordable Childcare;
5. Child Poverty Accelerator Funding;
6. Inverclyde Libraries;
7. Culture and Heritage; and
8. The Youth Music Initiative

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee notes the updates provided in this report.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 UPDATES

3.1 Locality Planning

The Communities Service continues to play a significant role in the development of locality-based planning across Inverclyde,

Six new locality action plans for Inverclyde have now been developed using the information gained from previous public consultations and a new cycle of community engagement being carried out via a digital survey and six drop-in sessions in April and May 2024. The consultation's goal was to determine whether the priorities from past consultations still matched the current community needs. The results have been used to formulate six new Locality Action Plans, which are in line with the Partnership Plan 23/33. Each of the locality plans can be found using the link below:

https://www.inverclyde.gov.uk/council-and-government/community-planning-partnership/localities

The Communities services has also begun to develop a new approach to community engagement to establish an Inverclyde-wide engagement network, combining online and face-to-face platforms, to prioritise the six revised locality plans. This network will be branded under a title such as "Inverclyde Community Choices" and will serve as a complementary resource to existing formal and informal community groups, community planning partnerships, and the Inverclyde Alliance Board. A subsequent report detailing progress on this initiative will be presented a future meeting of the Alliance Board and then the Education and Communities Committee.

3.2 Bikeability

For 2023-24 Inverclyde will be reporting encouraging progress in the provisional Bikeability return to Cycling Scotland. In 2022-23 nine primary schools participated in the programme across the local authority. Two of these schools undertook level 2 'on road' training with 65 pupils participating. In 2023-24 the number of schools participating in the programme overall increased slightly to ten, however there was a more notable increase in the proportion of these going 'on road' with seven schools opting to train their pupils at this level. The number of pupils going 'on road' therefore increased from 65 to 156, which represents an increase of 140%. The progress shown this year can be attributed to the commitment of the participating schools, in particular the volunteers from within the school staff who undertook the roles of instructors with the support from the Road Safety Officer within the Community Safety & Resilience team. Additional funding from Cycling Scotland was used to purchase cycle helmets and Community Tracks provided 13 bikes for participating children

3.3 Food Growing Update

In line with the Community Empowerment (Scotland) Act 2015, Inverclyde Council developed a Community Food Growing Strategy in March 2023. This link below takes you to the report which provides an update on the implementation of the strategy's first year actions and outlines the proposed work plan for the second year. Initial findings suggest that the development of growing spaces within Inverclyde is having a positive impact on the community. Encouraging feedback has been received regarding the progress made to date.

https://www.inverclyde.gov.uk/assets/attach/15953/05-Community-Food-Growing-Strategy-2-.pdf

3.4 <u>Early Adopter Community for Affordable Childcare (EAC)</u>

On July 4th, 2024, Inverclyde Council secured additional funding of £1.2m to extend the EAC program until March 2026. Since its launch, the program has successfully provided services to over 40 children from 33 families. Currently, it offers after-school childcare and holiday childcare services, primarily supporting lone-parent households. It also supports the provision of Breakfast Clubs for 5 days per week in the Port Glasgow primary schools, providing a subsidised costs to those who meet the criteria. Support is also offered to the Scottish Childminding Association (SCMA) to recruit and upskill local childminders and to pay the cost of the childcare provision for the families who meet the criteria.

This new grant will allow for expanding elements of affordable childcare provision to two localities with the highest inequalities, Greenock East and Central and Inverclyde South West until March 2026. From January 2025, it is the Scottish Government's intention that families will be expected to pay for the childcare element of the service, however, information, advice and capacity will still be given to families to help them to apply for relevant social security or tax relief childcare funding. The Early Adopter Community will work alongside childcare providers to ensure the cost of the provision is kept affordable and flexible to meet the needs of the parents.

The expansion of the service to three localities in Inverclyde will be scaled to support and deliver to families with children 0-5 years with childcare support, integrating with existing early years services. and will include local playgroups, family groups, and toddlers to expand childcare options within the community. Key to the success of the early adopter community is the 'whole family approach' which ensures families receive early intervention services which are nearby and designed around the families using them. This service, which is co-designed with parents, includes input from childcare providers, welfare and advice services, employability services, early years programs, colleges, and family support services.

Officer is actively engaging with Scottish Government to support application for capital funding to develop a dedicated childcare facility at Boglestone Community Centre. The proposed will would utilise underutilised space within centre and offer after-school, holiday, and 0-5 years childcare, further strengthening local efforts to address poverty, inequality, and improve employability outcomes. We anticipate receiving confirmation regarding the availability of funding by the end of August 2024

Regular updates on the early Adopter Childcare programme will continue to be given to the Education and Communities Committee.

3.5 <u>Child Poverty Accelerator Funding</u>

The Scottish Government's Child Poverty Accelerator Fund (CPAF) is supporting a collaborative project in Inverclyde aimed at developing a comprehensive theory of change for early intervention in tackling child poverty. This initiative leverages local and national expertise to engage families in a holistic support program. The project, led by Inverclyde Council in partnership with Inverclyde Health and Social Care Partnership (HSCP) and delivered by Home Start Inverclyde.

Since its launch in November 2023, the Home Start intervention component has successfully engaged with 45 families. Notably, 58% of participating families have children under the age of one, highlighting the project's focus on early intervention. Additionally, 51% of families have at least one member with a disability, and 42% are lone-parent households, demonstrating the project's commitment to supporting vulnerable populations. The 45 families are participating in programmes designed to enhance self-esteem, confidence, and parenting skills facilitated by Home Start Inverclyde. Families are given support to connect and build relationships with each other, fostering a supportive network and a

comprehensive financial wellbeing assessment has been conducted to identify areas of need for income from social security and/or income from employment.

Initial findings from an evaluation highlight system-level change has fostered new, relationship-based pathways between Homestart Inverclyde and HSCP Welfare and Advice Services. This collaboration allows families to discuss financial concerns and access support to maximise their social security benefits. Additionally, families receive guidance on the impact of employment income on their overall financial wellbeing. Building on these successes, a further funding request was submitted during the recently closed Child Poverty Accelerator Fund Round 2. This underscores the commitment to continue learning from this innovative approach and ensure the sustainability of these valuable services.

3.6   Inverclyde Libraries

Inverclyde Libraries Team Leader – Scotland's Library and Information Professional of the Year
The Charted Institute of Library and Information Professionals Scotland (CILIPS) recognised Alison Nolan, Libraries Team Leader, as Scotland's Library and Information Professional of the Year 2024 at their conference in June. Alison was recognised in particular for platforming libraries as a key health and wellbeing resource in communities; whilst also delivering innovative projects that address the climate crisis through alternative lending collections such as seed libraries, and the Lend and Mend Hub now established at Greenock South West Library. Although Alison has now left the Council, she will continue to support the ongoing development of our library service in her new capacity as Chief Executive of the Scottish Libraries and Information Council (SLIC).

SLIC Small Business Support Fund
An award of £2,477 has been made to Inverclyde Libraries Service by the SLIC Small Business Support Fund. This funding will be used by the service to purchase equipment necessary for creating high quality media content. Equipment will be available for use by groups and individuals in Inverclyde through the Lend and Mend Hub. In addition, this equipment will be used to augment and extend engagement with library customers through social media and by creating new on-line 'how to' and learning resources, encouraging skills development, and supporting digital inclusion.

CILIPS Green Libraries Funding
Inverclyde Libraries have been awarded a Green Libraries Scotland Grant of £2,500 by CILIPS to create a contemporary herbarium inspired by the Watt Institution's historic collections, accompanied by a programme of creative activities to engage audiences in Inverclyde's biodiversity. A herbarium is a catalogued collection of preserved plant specimens (essentially a plant 'dictionary') – this project will engage audiences with the Watt's historic herbaria collection (currently the subject of a digital engagement project funded by Museums Galleries Scotland), before collecting and cataloguing contemporary specimens from the Drying Green community garden at Greenock South West that will contributing to the overarching narrative of changing biodiversity in Inverclyde.

3.7   Culture and Heritage

NLHF – Connecting Inverclyde Heritage Project
A Connecting Inverclyde Heritage Coordinator, funded by the National Lottery Heritage Fund (NLHF) is now in place. This three-year project will lead delivery of the Inverclyde Heritage Strategy, refreshing the strategy action plan and actively engaging groups and individuals in celebrating the heritage of Inverclyde. As this project progresses, regular updates will be made to Committee.

Culture Collective – Legacy Funding
Inverclyde Council successfully applied to Creative Scotland for £35,000 of Culture Collective legacy funding. Each Culture Collective partner will receive a proportionate share of these funds

to deliver an arts-based project that builds on the wider successes of Culture Collective, as described in our comprehensive evaluation report. This funding will also support delivery of a refreshed Arts and Creativity Action Plan for Inverclyde, which will further capitalise on the foundation of innovative and creative arts practice established by Culture Collective partners.

3.8 Youth Music Initiative

Creative Scotland has confirmed continuation of funding to support delivery of its Youth Music Initiative within Inverclyde. This Scottish Government initiative seeks to ensure that all primary age children in Scotland have the opportunity to engage with high quality music tuition and enhances the offer of our own Instrumental Music Tuition Service. Participation in music activity has been shown to enable social interaction and confidence-building and is recognised as having a positive impact on overall wellbeing. In Inverclyde, delivery of the YMI programme will continue to focus on five strands of delivery. Our main project delivers music making skills for a minimum of 12 hours to every P5 across Inverclyde, two projects support our ASN facilities, the Streetband project will work with two schools and links to the Galoshans Festival and finally a small innovation fund to encourage primary schools to bid in for financial support to build on music activity within the curriculum.

4.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

4.2 **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					

4.3 **Legal/Risk**

N/A

4.4 **Human Resources**

N/A

4.5 **Strategic**

N/A

4.6 **Equalities, Fairer Scotland Duty & Children/Young People**

N/A

(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

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.

(c) 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.

4.7 **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.

4.8 **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.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Report To:	Education and Communities Committee	Date:	3 September 2024
Report By:	Ruth Binks Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/37/24/HS
Contact Officer:	Hugh Scott Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715459
Subject:	Parklea Branching Out Community Garden Hub – Funding Gap		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision   ☐For Information/Noting

1.2 The purpose of this report is to seek agreement of the Education and Communities Committee to provide an additional £21,522 from the Capital Projects Contingency to support the completion of Parklea Branching Out (PBO) Community Garden Hub project.

1.3 A previous decision by the Council's Policy and Resources Committee agreed to allocate up to £250k to the project as part of an agreement with the Scottish Government who advised it would provide additional RCGF funding of £201k if the Council agreed to the same.

1.4 Unforeseen circumstances necessitated an 8–10-week contract extension for the Community Hub project which resulted in an overall budget shortfall of £69,522 beyond the £202k already allocated by the Council.

1.5 PBO has given its appreciation of the support provided by Inverclyde Council thus far. It recognises the current financial constraints faced by the Council and has confirmed it will not seek any further capital funding from Inverclyde Council upon final project approval.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- notes the content of this report and the previous approved funding by the Scottish Government and Inverclyde Council in respect of the Parklea Branching Out project; and
- agrees that a report is submitted to the Policy and Resources Committee requesting additional funding to Parklea Branching Out totalling £21,522 to address the overall funding shortfall.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Regeneration Capital Grant Fund (RCGF) is delivered in partnership with the Scottish Government, COSLA and local government and supports locally developed place-based regeneration projects that involve local communities; helping to support and create jobs and build sustainable communities. Applications to the fund are made on an annual basis with the Council supporting each application, where appropriate.

3.2 Parklea Branching Out (PBO) has, for over 26 years, provided services to Inverclyde residents who have a wide range of learning disabilities, and the organisation has strong links to both the local community and to the Council and its partner agencies. In 2022 PBO applied to RCGF to build a new hub with training kitchen and new indoor and outdoor community spaces. PBO hopes to achieve the following outcomes with the new project:

- To offer improved quality and range of services.
- To improve the financial stability of the organisation; and
- To improve career opportunities for its clients and employees.

3.3 PBO was awarded Regeneration Capital Grant Funding of £1.1million in 2022 by the Scottish Government to construct a community garden hub at its site at Parklea, Port Glasgow. At this time, PBO had raised £151k from external funding and its own reserves, to help fund the project, which was initially estimated to cost £1.3million. Following a return of tenders in February 2023, total costs sat at £1.72m, leaving a shortfall of just over £403k. PBO wrote to the Council requesting financial support from the Council in order that it could accept the tender and the funding from Scottish Government with the agreed timescale.

3.4 The Council then met with the Scottish Government on 15 March 2023 who agreed that if the Council committed to funding 50% of the investment gap, it would provide £202,000 additional funding, to allow the tender to be accepted before the end of March 2023. The Council then set aside up to £250k to address the financial shortfall - £202k match funding for the project with £48k set aside if required.

3.5 Unforeseen circumstances necessitated an 8–10 week contract extension for the Community Hub project. Public utility challenges, securing wayleave permission from NTS, (Not to Scale plans), adverse weather conditions, and material procurement limitations have all contributed to this delay. As a consequence, there has been a 4% cost increase for contractors, subcontractors, and consultants. Additionally, material costs across the construction phase have risen. This confluence of factors has resulted in a projected budget shortfall of £21,522 for the Community Hub building, if the full £250k allocation is made.

3.6 The project itself is now complete, and the site has been returned to PBO with the official opening date yet to be advised.

4.0 PROPOSALS

4.1 In order for the funding shortfall to be met and the final bill for works to be settled, it is proposed that the Education and Communities Committee agrees to ask Policy and resources Committee for the allocation of additional funding of £21,522. These funds are required to supplement the previously approved budget of £250,000 and ensure the successful completion of the RGCF project.

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**

If the Policy & Resources Committee approve the allocation of the requested funding, officers would recommend that the unallocated 2024/28 Capital Programme Contingency is used to meet this cost.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Capital Programme	Contingency	2024/25	£21,522		Subject to P&R Committee approval

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**

A suitable funding agreement will be entered into with Parklea Branching Out to regulate how and when the Council's funding contribution will be paid out.

5.4 **Human Resources**

None

5.5 **Strategic**

Parklea Branching Out provides a valuable service to the Inverclyde Community and supports our priorities in relation to equalities, inclusion, employability and reducing the impact of climate change.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 None

Inverclyde
council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Ruth Binks, Corporate Director, Education, Communities and OD**	**Report No:**	**EDUCOM/35/24/HS**
Contact Officer:	**Hugh Scott, Service Manager**	**Contact No:**	**01475 715459**
Subject:	**School Crossing Patrol (SXP) Site Survey Results**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision   ☐For Information/Noting

1.2 This report outlines the results of school crossing patrol site surveys and requests Committee approval to use this data to evaluate the current placement of patrol sites.

1.3 There is no saving attached to this proposal. The goal is to optimise the location of patrols to enhance their impact and ensure that the safety of children and staff is prioritised, which may lead to the consideration of the movement of some lightly trafficked patrol sites that do not meet the guidelines criteria (category 3 and 4 sites).

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

   i. notes the updates provided in this report; and
   ii. grants approval for Council officers to continually assess and adjust school crossing patrol site locations in consultation with the school community to ensure they are in optimal locations.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 SCHOOL CROSSING PATROL SURVEY RESULTS

3.1 The current policy for provision of SXP points takes consideration of guidance from Road Safety GB and RoSPA and sets out a clear, calculable criteria and a two-stage assessment process for the assessment and subsequent allocation of SXP provision for Primary School children in Inverclyde.

3.2 The initial assessment criteria consider the pedestrian and traffic volume at the SXP point allowing a weighted, ratio-based score to be allocated to the location. The second stage of assessment is technical assessment of the site which takes account of speed, gradient, visibility, junctions, road markings, street lighting, the age of children and accident history.

3.3 Where the score is 4 or above then it is confirmed that a staffed crossing point is required. Where the score is between 1.3 and 3.9 and more than fifteen primary school pupils utilise the crossing point then the second stage of assessment is required. Where the score is below 1.3, or fewer than fifteen primary school pupils utilise the crossing, there is no requirement to provide a staffed crossing point.

There are currently four levels of priority for school crossing patrollers (SXPs) for primary schools, with priority 1 being the highest priority. Sites are prioritised using the following criteria:

Criteria	Priority Rating
Less than 15 children (guideline requirements not met)	4
PV2 less than 1.3 (guideline requirements not met)	3
PV2 1.3 – 4 (Further assessment required)	2
PV2 4 + (site justified)	1

3.4 As part of the delivery of the School Crossing Patrol service an Inverclyde-wide assessment of crossing sites was carried out in March 2024 to ensure that our sites continue to meet our adopted Road Safety GB Guidelines and continue to be appropriate for acceptable walked routes to school. This is a routine exercise that The Council is recommended to carry out from time to time, generally every 3 to 4 years. The last exercise was undertaken in 2021.

3.5 The assessment involved a survey of the existing 33 school crossing patrol sites, and two additional proposed sites were also surveyed which had previously been identified as locations which could be considered for potential movement of two existing crossing points. These proposed sites were located on Kilmacolm Road, Port Glasgow and Kilmacolm Road, Greenock.

3.6 The following table provides a summary of the priority rating count changes between 2021 and 2024 for the existing 33 sites.

Priority Rating	Number of sites 2019	Number of sites 2024	Change
1	5	3	-2
2	7	8	+1
3	15	16	+1
4	6	6	0

A copy of the full survey results is provided in appendix 1 to this report.

3.7 The survey data reveals that 22 of the existing 33 sites would not qualify for a school crossing patrol based on our criteria (rated priority 3 and 4). Some of these locations experienced very low numbers of primary school children crossing on the survey day. Currently, when staff are absent and temporary cover cannot be arranged, these sites may be left unattended as patrol staff are reassigned to areas with higher pedestrian traffic.

3.8 The additional proposed sites surveyed at the same priority rating as existing nearby locations and there is no proposal to consider movement of the current site at Kilmacolm Road, Port Glasgow. However, a safety concern around the current site at Kilmacolm Road / Blairmore Road has necessitated changes at this site which are outlined in section 4 of this report.

4.0 SCHOOL CROSSING PATROL SITE – KILMACOLM ROAD, GREENOCK

4.1 The school crossing patrol site at Kilmacolm Road, Greenock which is located adjacent to All Saints Primary School received numerous reports of vehicles driving through the school crossing patrol site while the patroller was on the road during the last school year. This has also been raised as an issue in previous years.

4.2 Following the increase in incident reports this year the Community Safety & Resilience Team visited the site on several occasions towards the end of the school year with Health & Safety Officers, Roads engineers, and Police Scotland. While this issue is primarily a problem of driver behaviour the group has raised concerns that the current location is not suitable for a patroller due to patroller visibility, signage, the width of the two roads they are expected to cross, and the road markings causing confusion about an island in the middle of the road at the crossing point just before the junction between Kilmacolm Road and Leven Road. The Roads Service has also confirmed it has explored all options to engineer a solution to this and there are no further works identified that could be considered.

4.3 Given the immediate safety concerns for children and Council employees over the suitability of this crossing point an operational decision was taken to carry out works around barriers and signage in this area over the summer holidays with a view to utilising two school crossing patrollers in this area into the next academic year 24-25. One patroller will be covering a single-crossing point on Kilmacolm Road slightly north of the current location, and a second patroller will be crossing children at another single-crossing point across Blairmore Road.

4.4 Operationally, the service already reallocates crossing patrollers from the lowest priority sites to prioritise the highest priority sites when there is sickness absence, or when it is unable to recruit for posts. The additional crossing patroller for Kilmacolm Road has been temporarily moved from the category 4 crossing point at Sinclair Street / Grosvenor Road. Catchment schools and parents have been notified in advance of the new academic year and fuller engagement will be carried out with the school community to explore any changes on a permanent basis as part of the proposals contained within this report.

5.0 PROPOSALS

5.1 The results from this, and future, site assessments will be used to inform an ongoing review of school crossing patrol sites in Inverclyde to ensure that Council resources are placed in optimal locations. This may lead to the consideration of the permanent movement of some lightly trafficked sites rated 3 or 4 which do not meet the guidelines criteria, to ensure they are in specific locations which best serve the school population. The initial focus of the review will be on the category four sites which surveyed at fewer than 15 children using a crossing.

5.2 Any future changes will be done through further assessment of sites and engagement with the school community in advance of any permanent patroller moves.

6.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk	X	
Human Resources	X	
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

6.2 **Finance**

The proposals in this report would maintain the number of crossing patrol sites at 33 and would have no net financial implications.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

6.3 **Legal/Risk**

The risks of this proposal are managed by undertaking assessments of the site linked to the guidelines.

6.4 **Human Resources**

This proposal will require movement of staff to different locations.

6.5 **Strategic**

N/A

6.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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, a copy of which will be made available on the Council website: Equality Impact Assessments - Inverclyde Council

	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.

(c) Children and Young People

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

X	YES – Assessed as relevant and a CRWIA is required, a copy of which will be made available on the Council website: Equality Impact Assessments - Inverclyde Council
	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.

7.0 CONSULTATION

7.1 Consultation with the Council Health & Safety, Council Roads engineers, and Police Scotland has taken place. For any permanent decisions, parents and communities will be involved in the process.

8.0 BACKGROUND PAPERS

8.1 None

Site	Category	PV2	Current Category	Change
Kilmacolm Rd (Port Glasgow)	1	10.10	1	0
Lochwinnoch Rd / Churchill Rd	1	6.32	1	0
Broomberry Dr / Davidson Dr	1	5.16	1	0
Kilmacolm Road PG (Proposal)	1	5.00	#N/A	#N/A
Boglestone Avenue	2	3.80	2	0
Drumfrochar Rd	2	3.32	2	0
Drumshantie Rd / George Rd	2	2.54	4	2
Kilmacolm Road GNK (Proposal)	2	2.28	#N/A	#N/A
Larkfield Rd / Manor Cr	2	2.19	1	-1
Kilmacolm Road / Blairmore Rd	2	2.10	2	0
Lochwinnoch Rd / Gryffe Rd	2	2.09	1	-1
Patrick St / Houston St	2	1.83	2	0
Cumberland Rd	2	1.75	2	0
Cumberland Rd / Westmorland Rd	3	1.14	3	0
Glenburn St / Glen Avenue	3	0.96	3	0
Bridgend Avenue	3	0.94	3	0
East Crawford St / Grosvenor Rd	3	0.82	2	-1
Robertson St / Newton St	3	0.81	3	0
Newton St / Campbell St	3	0.79	3	0
East Crawford St / Bawhirley Rd	3	0.71	3	0
Ardgowan Rd Wemyss Bay	3	0.65	3	0
Finnart St / Robertson St	3	0.59	3	0
Old Inverkip Rd / Gateside Ave	3	0.38	3	0
Wren Road / Fancy Farm Rd	3	0.26	3	0
Kirn Dr / Moorfoot Dr	3	0.23	3	0
King St / Royal St	3	0.22	3	0
Station Road Inverkip	3	0.22	3	0
Marloch Avenue	3	0.18	3	0
Ann Street / Drumfrochar Rd	3	0.11	4	1
Tower Dr / Kingsway	4	< 15 children crossing	2	-2
Sinclair Street / Grosvenor Rd	4	< 15 children crossing	3	-1
Ardgowan Sq / Roberston St	4	< 15 children crossing	4	0
Inverkip Rd / Pennyfern Rd	4	< 15 children crossing	4	0
Broomberry Dr / King St	4	< 15 children crossing	4	0
Larkfield Rd / George Rd	4	< 15 children crossing	4	0

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Ruth Binks, Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/39/24/HS
Contact Officer	Hugh Scott, Service Manager Community Learning Development, Community Safety& Resilience and Sport	Contact No:	01475 71549
Subject:	Education Scotland Community Learning and Development Progress Visit Report		

1. PURPOSE AND SUMAMRY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to advise the Education and Communities Committee of the recent Education Scotland progress report on Inverclyde's Community Learning and Development (CLD) Partnership with was presented to the Inverclyde Alliance on 17 June 2024. The Education Scotland report is attached as an appendix to this report.

1.3 The inspection model follows a structured approach to evaluate the effectiveness of local authority CLD partnerships. During the visit, HM Inspectors engaged with various stakeholders, including learners, community representatives, CLD leaders, managers, staff, volunteers, and other key individuals. The inspection focused on the following key areas:

- How effective is the leadership of the local authority and its CLD partners in improving outcomes?; and
- How well does the performance of the local authority and its CLD partners demonstrate positive impact?

1.4 The outcome of the inspection was positive. The report concluded that the local authority and its CLD partners were making sufficient progress with their CLD plan and demonstrated the capacity to continue improving. As a result, HM Inspectors decided to take no further action in relation to this progress visit. The report acknowledged the effective leadership of the council CLD service team; the strong collaboration among CLD partners; and the positive impact on learners and communities.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

a. notes the positive outcome of the progress visit;
b. notes the inspectors' recognition of national good practice on youth New Scots engagement; and
c. notes the improvement actions recommended by Education Scotland.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0   BACKGROUND AND CONTEXT

3.1   HM Inspectors evaluate and report on the quality of Community Learning and Development (CLD) provision within local authorities, in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013 and associated guidance for local authorities. Progress Visits (PVs) began in September 2023 to support improvement and provide external assurance of the quality of CLD provision in Scotland. Through these visits HM Inspectors take account of the extent to which local authorities are fulfilling their statutory duties in relation to CLD. During PVs, HM Inspectors evaluate the progress local authorities and their CLD partners are making to improve the quality of provision and services.

3.2   The PV takes places within the context of the Requirement for Community Learning and Development (Scotland) Regulation 2013 and the Strategic Guidance for Community Planning Partnerships: CLD (2012).

In carrying out these PVs, HM Inspectors will focus on the following high-level questions:

- How effective is the leadership of the local authority and their CLD partners in improving outcomes?; and
- How well does the performance of the local authority and their CLD partners demonstrate positive impact?

3.3   Scope of Inspection Model

To answer the two high-level questions, the PV explored five themes across four quality indicators from How good is our community learning and development?

Leadership and Direction
- Governance (QI 6.1 Raising standards)
- Capacity for improvement (QI 6.2 Securing improvement)

Performance and Outcomes
- Analysis and use of data and other information (QI 1.1 Performance against aims and targets)
- Success for all (QI 2.3 Improving life chances)
- Skills for learning life and work (QI 2.3 Improving life chances)

3.4   The inspection focused on incorporated key council services and partners who are involved with the following:

- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- Youth work, family learning and other early intervention work with children, young people and families;
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- Learning for vulnerable and disadvantaged groups in the community, for example people with disabilities, care leavers or offenders; and
- Learning support and guidance in the community

3.5   Inspectors also checked progress against the CLD partners' Strategic Plan for Inverclyde 2021-2024, including assessing how the plan was formulated by the partners as to how national priorities are being delivered at the local level.

4.0 SUMMARY OF FINDINGS

4.1 <u>Effective Leadership in Improving Outcomes</u>

Areas of positive progress:

The report highlights the effectiveness of Inverclyde's CLD service through strong leadership, clear alignment with strategic priorities, and collaboration across partnerships. CLD leaders are clear about their roles and contribute significantly to the council's goals. The CLD plan aligns with the Inverclyde Outcome Improvement Plan, with a focus on reducing inequalities. Progress is regularly reported and partnerships value working together to maximise resources. The service is committed to supporting learners and reducing poverty. Staff are empowered to innovate and receive strong professional development support.

Areas for development:

Learners are not sufficiently involved in strategic CLD planning. Existing groups and structures that support youth participation in wider policy areas may provide a route to including young people in CLD strategic planning. There is also a need to consider how adult learners can best contribute to CLD planning at all levels. CLD does not yet have a sufficiently wide representation in its strategic decision-making structures. Senior leaders should now ensure that the membership of the SIG is fully representative of CLD.

Not all partners are confident that they can demonstrate fully the difference their work is making. There is a need for partners to jointly improve their self-evaluation and self-reflection arrangements. This would support the SIG to more efficiently capture the positive impact CLD is having on learners and communities. The current CLD plan is not sufficiently measurable. CLD partners need to ensure that the CLD plan for 2024-27 has clearer intended outcomes and measures of success.

4.2 <u>Demonstration of Impact</u>

Areas of positive progress:

Inverclyde's CLD partners effectively identify community needs through data analysis and resident feedback. This data is used to inform planning and has led to positive changes, like the youth anti-vaping program. Recovery from the pandemic is evident with more young people completing the Duke of Edinburgh's Award. Additionally, there's been a rise in projects focused on food security, like community gardens and food banks. CLD partners actively work to reduce inequalities and remove barriers to learning. They support vulnerable groups like young New Scots and people struggling with addiction or health issues. This support helps individuals progress in life, such as participants at The Shed workshop gaining new skills and building social connections. Overall, CLD partners provide a comprehensive range of learning opportunities that meet the needs of learners of all ages and backgrounds.

Areas for development:

Young people's achievements and skills are not routinely captured and recognised across CLD partners and schools. Partners now need to work together to support those not achieving to participate. Learning pathways for adult learners are not sufficiently developed or clear. There is a need for SIG partners to consider how comprehensive learner pathways can be developed to support learner progression.

4.3 <u>Practice worth sharing more widely</u>

The New Scots Youth Group is providing support to young people who are new Scots, including young refugees who spoke no English on arrival in Scotland. The need for the group was identified by secondary school staff and the group was developed by youth workers. Young

people attending the group are gaining skills, which are improving their life chances. Group members are more confident learners and now feel part of their communities. A few young people are progressing to become volunteers and/or are gaining qualifications. For example, learning to drive and achieving gold level Duke of Edinburgh's awards. As a result of demand, an additional drop-in New Scots Youth session has now been established

5.0 CONCLUSION

5.1 The outcome of the inspection was positive. The local authority and their CLD partners were making sufficient progress with their CLD plan and demonstrated the capacity to continue improving. As a result, HM Inspectors decided to take no further action in relation to this progress visit. The report acknowledged the effective leadership of the council CLD service team, the strong collaboration among CLD partners, and the positive impact on learners and communities.

5.2 The CLD partnership will now include the areas for development as part of its 3 year planning.

6.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		x
Legal/Risk		x
Human Resources		x
Strategic (Partnership Plan/Council Plan)	x	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

6.2 **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					

6.3 **Legal/Risk**

None

6.4 **Human Resources**

None

6.5 **Strategic**

The CLD 3 partnership plan forms part of Inverclyde's partnership planning arrangements.

6.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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.

(c) 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.

6.7 **Environmental/Sustainability**

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

N/A

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.

6.8 **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.

7.0 CONSULTATION

7.1 N/A

8.0 BACKGROUND PAPERS

Community Learning and Development Progress Visit Report

Inverclyde Council

23 April 2024

1. Context

HM Inspectors visited Inverclyde Council to undertake a community learning and development (CLD) progress visit during March 2024. During the visit, we talked to learners and community representatives, CLD leaders, managers, staff, and volunteers, and other key stakeholders. HM Inspectors evaluated the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and considered progress made against identified priorities in their CLD plans.

2. Findings from the progress visit

How effective is the leadership of the local authority and their CLD partners in improving outcomes?

Areas of positive progress

Leadership of the council CLD service team is strong and effective. CLD leaders at all levels are clear about their roles and responsibilities. Senior leaders highly value the contribution the council CLD service and CLD partners are making towards strategic priorities. The CLD Strategic Implementation Partnership (SIG) are responsible for the governance of CLD. SIG members work well together. Most partners understand the CLD Plan priorities. Staff know how their work contributes to the CLD plan and other strategic plans. There are clear links between the Inverclyde Outcome Improvement Plan and the CLD Plan, in particular the focus on reducing inequalities. Progress against the CLD plan is reported regularly to council committees and the Inverclyde Alliance, the community planning partnership. This supports the oversight of CLD by elected members and senior leaders.

The CLD service is a highly regarded part of the wider education service. CLD contribute well to the work to raise attainment in Inverclyde. Across the wide range of strategic partnerships that CLD contributes to, partnership working is valued and embedded. Partners are clear about the added value of working together, including making the best use of resources. Staff and volunteers have a strong understanding of each other's roles and how they can best contribute to joint work. Those who are furthest from the workforce benefit from programmes run by partners on the Local Employability Partnership. For example, Youth Hub sessions bring partners together in one venue, making it easier for learners to quickly access the support they need. Young people are listened to and supported well to share their views with decision makers. With support from CLD workers, young people run annual Clyde Conversations. These conversations enable senior leaders to have a better understanding of the issues that are important to young people.

CLD partners have a clear focus on improving outcomes for learners and communities. At all levels staff and volunteers are committed to supporting individuals and families to participate and progress. Effective use is made of feedback from participants and case studies to support partners to understand and capture progress. Partners have a shared aim to reduce the negative impact poverty has on a significant number of people living in Inverclyde. The Child Poverty Action Group use local intelligence well to reach families that need support. Effective use is made of networks to support information and exchange knowledge. CLD staff are empowered to take managed risks and be innovative within their remits. They benefit from well-developed and planned professional development opportunities. This is helping to ensure that staff have the skills necessary to support learners and communities effectively.

Areas for development

Learners are not sufficiently involved in strategic CLD planning. Existing groups and structures that support youth participation in wider policy areas may provide a route to including young people in CLD strategic planning. There is also a need to consider how adult learners can best contribute to CLD planning at all levels. CLD does not yet have a sufficiently wide representation in its strategic decision-making structures. Senior leaders should now ensure that the membership of the SIG is fully representative of CLD.

Not all partners are confident that they can demonstrate fully the difference their work is making. There is a need for partners to jointly improve their self-evaluation and self-reflection arrangements. This would support the SIG to more efficiently capture the positive impact CLD is having on learners and communities. The current CLD plan is not sufficiently measurable. CLD partners need to ensure that the CLD plan for 2024-27 has clearer intended outcomes and measures of success.

How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Areas of positive progress

Partners have a strong understanding of the needs of communities across Inverclyde. They use demographic data alongside information gathered from communities very well. This supports partners to identify needs, understand change and to inform their planning. For example, effective analysis of data identified the need for enhanced substance education in schools. The resulting youth work-based pilot is already supporting positive change, such as a few young people stopping vaping. The available CLD trend data shows a largely recovering picture following the pandemic. The number of young people gaining the Duke of Edinburgh's awards is increasing with a completion rate at 50% in 2023. There are areas of work linked to key community planning and council priorities where provision is increasing. For example, the number of projects supporting food provision and growing has expanded rapidly over the last few years. Inverclyde Community Food Network support this growth across Inverclyde well. Community run projects such as The Pantry enable people to access affordable food and reduce waste. Such projects increase opportunities for residents to learn, feel included, build friendships and contribute to their communities.

CLD and wider partners, including community groups have a clear and focused approach to reducing inequalities and removing barriers to learning. They are adept at meeting the needs of those facing additional challenges in their lives including social isolation, mental health concerns and poverty. Young people attending the New Scots Youth Group are gaining skills, such as communication, which are improving their life chances. Participants are becoming more confident learners and now feel part of their communities. Staff at Your Voice are working well with partners, including the CLD service, to address inequality and reduce disadvantage. They support young people with lived experience of drug and alcohol abuse very well. This is enabling participants to progress into volunteering and employment. Those experiencing challenges such as cancer, long-Covid and dementia are supported well at the Peer Group at Your Voice. Participants are helping each other to cope with health issues, whilst building their capacity to challenge inequality.

CLD partners are supporting learners and community members of all ages to progress in their lives. The volunteers at The Shed have successfully refurbished an existing building into a well-equipped workshop with over 300 active members. This provides a wide range of learning experiences, alongside opportunities to build social networks and friendships. Partners provide a

comprehensive and well-targeted range of learning opportunities that meet the needs of learners well. Literacies, numeracy and English for speakers of other languages adult learners, have increasing confidence and are developing skills relevant to their lives and ambitions. This is enabling to participate more fully in day-to-day activities. Staff are delivering learning with appropriate support, pace and challenge. Volunteers and staff at Branchton Community Centre run well-attended activities for all ages, including youth groups, family events and community-based adult learning. Participants value the non-judgemental approach taken by staff and volunteers. They are gaining confidence and often progress onto further learning or volunteering. Participants on the Principles of Horticulture West College of Scotland course are building their knowledge alongside achieving accreditation. The majority of those that completed the first course are now volunteering in the expanding set of gardens and plants schemes run by the centre.

Areas for development

Young people's achievements and skills are not routinely captured and recognised across CLD partners and schools. Partners now need to work together to support those not achieving to participate. Learning pathways for adult learners are not sufficiently developed or clear. There is a need for SIG partners to consider how comprehensive learner pathways can be developed to support learner progression.

3. Practice worth sharing more widely

The New Scots Youth Group is providing support to young people who are new Scots, including young refugees who spoke no English on arrival in Scotland. The need for the group was identified by secondary school staff and the group was developed by youth workers. Young people attending the group are gaining skills, which are improving their life chances. Group members are more confident learners and now feel part of their communities. A few young people are progressing to become volunteers and/or are gaining qualifications. For example, learning to drive and achieving gold level Duke of Edinburgh's awards. As a result of demand, an additional drop-in New Scots Youth session has now been established.

4. What happens next?

The local authority and their CLD partners are making sufficient progress with their CLD plan and have the capacity to continue to improve. As a result, HM Inspectors will take no further action in relation to this progress visit. During the inspection, we identified an aspect of highly effective practice which we would like to explore further.

Alona Murray
HM Inspector
23 April 2024

Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**3 September 2024**
Report By:	**Ruth Binks, Corporate Director, Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/40/24/HS**
Contact Officer:	**Hugh Scott, Service Manager Community Learning and Development, Community Safety & Resilience**	**Contact No:**	**01475 715450**
Subject:	**Clyde Conversations 6 Report**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this paper is to advise the Committee on the Clyde Conversations 6 report which was noted at the meeting of the Inverclyde Alliance on 17 June 2024.

1.3 Community Learning and Development (Youth Work Services) supported young people to plan and deliver two events as part of Clyde Conversations 6. The first event for S1-S3 pupils was held on the 6th of February 2024 and the second for S4-6 pupils on the 7th of February 2024. A total of 122 young people from across Inverclyde took part in the 2 events.

1.4 The Clyde Conversation report is presented in Appendix 1. Samples of graphic illustrations produced on the day are provided in Appendix 2a and 2b.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- notes the success of Clyde Conversations and acknowledges the participation of young people at all levels of planning; and
- notes the key actions as detailed in the event report (see Appendix 1) which will be taken forward by young people and partners.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND

3.1 In March 2015, the first Clyde Conversations event took place in Inverclyde to provide an opportunity for young people to come together to discuss issues which affect them.

3.2 Extremely positive feedback was received from facilitating 2 separate days and it was agreed to continue using this model as a means of engaging young people on relevant issues.

3.3 As in previous years, a steering group is formed to organise Clyde Conversations events. The group consists of young people from each local secondary school and was supported by CLD Youth Services staff. The steering group develops the initial consultation, plans and supports the events and play a critical role in the development of the final report.

3.4 In 2024, the steering group carried out a consultation to identify the top issues young people would like to discuss at this year's Clyde Conversations.

For S1-S3 the main issues were:

- Lack of things for young people to do in Inverclyde;
- Bullying;
- Alcohol/drugs/smoking/vaping misuse;
- School canteen issues; and
- Mental health & wellbeing.

For S4-S6 the main issues were:

- Pressure to succeed in schools & SQA Qualifications;
- Secondary school canteen issues;
- Mental Health, loneliness, and isolation;
- Finance and poverty; and
- Lack of things for young people to do in Inverclyde

3.5 This year's events began with a recap for young people around how the actions highlighted in previous years have been taken forward by partners.

4.0 CLYDE CONVERSATIONS REPORT

4.1 The Clyde Conversations steering group produced a report to highlight the key points and actions to arise from the Clyde Conversations 6 events held in February 2024. The report provides details of the following:

- The areas of strength and actions that young people would like to see in relation to the key issues, themes and topics; and
- Information about the initial consultation, the programme each day, workshop summaries and participant feedback about the events; and

Information about feedback sessions held following the Clyde Conversations events, including details of what young people consider to be the top priorities moving forward.

4.2 The report is contained within appendix 1 of this report. Examples of graphic illustrations produced during the event are presented in Appendix 2a and 2b.

4.3 Partners will now be asked to provide comment with regards to proposed actions that will be taken forward to address the issues raised by young people. Progress on actions will be reported

through the existing children's services planning arrangements, and of course to young people through the following methods:

• Input at school assemblies;
• Focus groups/workshops;
• Social media; and
• Padlet's/newsletters.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & 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 at present

5.4 **Human Resources**

None at present

5.5 **Strategic**

Clyde Conversations supports Theme 1: People within the Council Plan.

6.0 CONSULTATION

6.1   No consultations outside of those mentioned within this report.

7.0   BACKGROUND PAPERS

7.1   None

6

Clyde Conversations

2024

Contents

Introduction

2023/24 Steering Group with Tony McEwan, Head of Culture, Communities and Educational Resources

Clyde Conversations has run regularly in Inverclyde since 2015. Clyde Conversations is an integral part of Inverclyde Council's Youth Participation strategy and seeks to support youth voice across the Local Authority Area. Inverclyde Council was keen to work with local young people to plan and deliver Clyde Conversations in February 2024.

Clyde Conversations was facilitated over two ½ days on 6/7 February 2024 in Greenock Town Hall. Young people from S1-3 attended on the day 1 and S4-6 attended on day 2. As in previous years, schools were be asked to nominate 2 young people to be part of the Clyde Conversations steering group, whilst trying to ensure representation for the S1-3 cohort and for the S4-6 cohort. The steering group met regularly in the Greenock iYouthZone to plan and prepare for the event with the support of CLD Youth Work Services.

This report details the planning process, workshop feedback from the conversations which took place and actions to be taken forward in order to create positive changes for the young people of Inverclyde.

The total number of young people in attendance over the 2 events = **122**

S1-3 Event = **60 young people**

S4-6 Event = **62 young people**

The Steering Group would like to thank Community Learning and Development Youth Work staff for their continued support throughout the planning process; workshops facilitators from Inverclyde Council, Education Department, Poverty Team, HSCP, Food & Nutrition Team, and Young Person's Health & Wellbeing Substance Team.

The Steering group would also like to extend its thanks to school staff who co-ordinated pupils attendance and Greenock Town Hall for its practical support in hosting the event. An additional thanks to the Poverty Team for bringing along free sanitary products for all the young people attending both events and to John Paul & Stacy for cater both events. Finally the steering group would like to thank the young people who attended this year's Clyde Conversations to give their opinions on how things can be improved for the young people of Inverclyde.

Consultation

Throughout the planning process the steering group carried out a consultation to identify the top issues young people would like to discuss at this year's Clyde Conversations. It designed 2 different short, questionnaires (one for S1-S3 and one for S4-S6) asking young people to choose the five most important issues to them as a young person in Inverclyde.

Workshop ideas for Clyde Conversations S1 – S3

School: _____ Year Group: _____

What is important to you as a young person of Inverclyde? Please circle your 5 choices:

Smoking/Vaping misuse

Finances & Poverty in Inverclyde

Bullying

School lunches

Climate Change

Health & Wellbeing

Knife Crime

Public transport

SQA Qualifications

Lack of Mental Health Services

Lack of Sexual Health Education within School

LGBTQI Issues & Support

Lack of things to do in Inverclyde – shops, fun, leisure, etc.

UNCRC (Children's Rights)

Alcohol & Drug use in young people

School Education needs improved/changed

Loneliness & Isolation in young people

Politics & Fake News

Other—Please specify: _____

Are there any questions that you would like answered about your school/community/other?

Workshop ideas for Clyde Conversations S4 – S6

School: _____ Year Group: _____

What is important to you as a young person of Inverclyde? Please circle your 5 choices:

Alcohol/Drug/Smoking/Vaping misuse

Period Poverty

Bullying/Abuse

Secondary school Canteen Issues

Climate Change

Teenage pregnancies

Knife Crime

Youth Employment

Police

Lack of the right education in PSE Classes

Equal Sexual Health Education within All schools

LGBTQI Issues

SQA Qualifications

Pressure to succeed in school

Health & Wellbeing

Things for Young People to do in Inverclyde

Finances

Wardens

Other—Please specify: _____

Are there any questions that you would like answered about your school/community/other?

Consultation Results

The Steering Group received **240** responses from pupils.

262 paper responses from St Stephen's High School, Port Glasgow High School, Inverclyde Academy and Clydeview Academy.

40 online responses from St.Columba's High School .

Results from S1-3 consultation showed that the top 5 most important issues affecting them were:

1. Lack of things for Young People to do in Inverclyde

2. Smoking & Vaping Misuse

3. Bullying

4. Mental Health & Wellbeing

5. School Lunches

Results from S4-6 consultation showed that the top 5 most important issues affecting them were:

1. Things for Young People to do in Inverclyde

2. School Lunches

3. Finance & Poverty

4. SQA Qualifications & Academic Pressure

5. Mental Health, Loneliness & Isolation

Programme for Day 1
Tuesday S1-S3

9.15am -   Registration & Breakfast

9.40am -   Opening Session

   Welcome and Introduction – Ruth Binks, Cooperate Director

   Background – Steering group members—Rob and Aoife

9.50am -   Workshop 1 choice *

10.15am -   Workshop 2 choice *

10.40am – Inverclyde Council Budget Consultation

11am –   Break & Stalls—Period Poverty & Inverclyde Youth Work Services

11.20am -   Workshop 3 choice *

11.45am -   Evaluations

12pm –   Round Up & Thank you by Steering Group—Franz & Oliver

   Final remarks from Tony McEwan, Head of Culture, Communities & Educational Resources

Buses return pupils to schools for 12.30pm.

* Workshop arrangements detailed below

Young people take part in 3 workshops out of 5.

Young people assigned workshops and given there workshops at registration.

1. Smoking & Vaping Misuse - Facilitated By Gemma & Calum, Young People's Health, Wellbeing & Substance Team

2. Things for Young People to do in Inverclyde - Facilitated By Jac & Lauren, Youth Work Services

3. School Lunches - Facilitated By Gavin Marshall, Food & Nutrition Team and Tony McEwan, Head of Service

4. Mental Health & Wellbeing - Facilitated By Allison McLennan, Education

60

young people in attendance

Programme for Day 2

Wednesday S4-S6

The young people arrived via Taxi's at Greenock Town Hall and were seated by 9.40am.

9.15am - Registration & Breakfast

9.40am - Opening Session

Welcome and Introduction – Tony McEwan, Head of Culture, Communities & Educational Resources

Background – Steering group members—Matthew, Olivia & Kaytie

9.50am - Workshop 1 choice*

10.15am - Workshop 2 choice *

10.40am – Inverclyde Council Budget Consultation

11am – Break & Stalls—Period Poverty, Inverclyde Youth Work Services & Childcare Training Consultation

11.20am - Workshop 3 choice *

11.45am - Evaluations

12pm – Round Up & Thank you by Steering Group members, Zoe & Emily.

Final remarks from Tony McEwan, Head of Culture, Communities & Educational Resources

Buses return pupils to schools for 12.30pm.

* Workshop arrangements details below

Young people take part in 3 workshops out of 5.

Young people assigned workshops and given there workshops at registration.

1. Poverty & Finance - Facilitated By Louise from Poverty & Early Years Collaborative & Lauren from HSCP

2. Things for Young People to do in Inverclyde - Facilitated By Lauren & John, Youth Work Services

3. School Lunches - Facilitated By Gavin, Food & Nutrition Team

4. Mental Health, Bullying & Loneliness - Facilitated By Paul, Youth Work Services

5. SQA Qualifications & Academic Pressures - Facilitated By Michelle, Youth Work Services

62

young people in attendance

Workshop format – Each workshop lasted 30 minutes and was replicated 3 times in total during the day. Workshop leaders facilitated the workshop discussions using the questions that were set by the steering group. The steering group helped scribe and note down the opinions/ideas/voices of the young people at each workshop. Each workshop discussion had 8-15 young people participating at each time.

Aim – To facilitate a discussion with young people to establish what changes or improvements they believe could be put in place around the given topics and allow them the opportunity to discuss with other young people any concerns or positive information they have around this topic area.

Art Work— On both days of the events, there was an artist that listened and created animations in relation to what young people were saying. These have been created into both physical books and a PDF File for young people that will be emailed to young people's glow accounts.

Stalls at Break—We Louise & Angela from the CLD Period Poverty Team running a stall that gave out free sanitary products & information on Period Poverty and how to get free sanitary products across Inverclyde.

On day 2, the S4-S6 also had the opportunity to be consulted on Childcare Employment Education Training consultation.

Angela & Louise from CLD Services giving out free period products and
consulting with young people

Mental Health & Wellbeing—Mental health is still so important to young people. There are many great supports in the community & in schools but it isn't the same for everyone. Some of the young people were brave enough to share their story and how bad mental health had impacted and affected their lives. All young people that took part in this workshop felt that a focus on being supportive and building better relationships is the primary way to improve mental health & wellbeing in young people. Young people feel that PSE/Guidance staff need to be trained better on dealing with the vast issues that young people deal with and go through. Young people also feel that PSE Teachers should teach only PSE and be more available to support their young people. Young people are very aware of Mental Health services such as CAMHS but are also aware of the long waiting times to be seen and felt that this needs to improve. A list of support for young people out with school hours needs to be more accessible and promoted. Young people echoed the cost of activities needs to be reduced as this would contribute to positive physical and mental wellbeing. A few young people expressed a wish for football pitches to be opened more, especially out with school hours and during school holidays. Some young people made suggestions to help improve physical & mental health such as Youngscot discounts; more inclusive sports teams/activities; reducing of costs for activities; and more opportunities for young people to participate.

Bullying— A few young people felt able to share their own personal experiences and stories and they commented that they felt it was a none safe and non-judgmental environment. Young people felt that the MVP Programme in schools was a positive in assisting with bullying as an issue. Young people felt that support for young people needs to be individualised and that PSE/Guidance Teachers need to be ONLY guidance teachers so that they could be available for young people when they need them. Others felt that they should be available to teach PSE Classes and be able to provide education on Bullying and other topics/issues and life skills that will help young people. Young people felt that counselling/therapy should be available at school to support young people and felt that a safe place for young people to go where there is a an adult there for support. They also felt that once a situation has occurred, regular check-ins should be followed up with young people.

Smoking & Vaping Misuse— Vaping is a crisis and needs to be prevented and reduced before it gets worse. All young people who took part in this workshop were very open and gave honest explanations on why young people vape and smoke and why it is appealing. Young people are also very aware of the negative effects it is having on young people such in terms of education and health and becoming addicted, as some cannot go 2 periods in school without needing to use a vape. Young people were aware of how it affects their moods and concentration if their use of vaping is limited. Young people find vaping easily accessible and that it is more unusual if you do not vape. Because vaping is so new, young people recognise that schools and parents can't deal with this epidemic correctly. They feel like they are being punished for vaping rather than helping young people when they are addicted. Young people stated that shops are selling them illegally to young people and selling vapes that are cheaper. Young people were also agree that disposable vapes are bad for the environment and want to move to rechargeable vapes to help the environment.

S4 - S6 Wednesday's Workshop

Main Points

Finance & Poverty—This was a popular workshop and young people had many views on finance and poverty. Young people report that they have noticed that the cost of food, and everyday bills are causing a strain on everyone, including their families. Their worries are that young people will never get onto the property market; that they wont be able to move out of their parents' home, even to relocate for university because of the rising cost of living. Young People were given the opportunity to discuss their thoughts on the affordability and sustainability of school uniforms. They felt that school uniforms reduce stigma and promote equality, safety and security. Young people do however feel that the uniform is too expensive, especially blazers and felt that the only shop in town takes advantage of being the only school uniform shop. Young people felt that schools can sometimes r focus too much on uniform and are too strict on their punishments and don't think about the reasons why young people aren't wearing correct, full uniform. Schools should appreciate that the young person has decided to show up to school knowing they will get into trouble. Young people came up with great suggestions, such as an Inverclyde Thrift Shop, school tie exchange and discretion around uniform compliance. Young people remain worried about moving on from school and not having the right knowledge and life skills to deal with finances, student loans, By Now Pay Later companies and interest rates.

SQA Qualifications & Academic Pressure—This workshop was one of the busiest and most chosen of them all. Supported study, study packs, masterclasses and easter schools are all great sources of support for them. Young people feel pressure from school and home to make choices that effect their future and feel that they should feel encouraged and given more and better opportunities to explore their future through work experience and visits to college, employers and open days rather than just focusing on only university. Young people feel that Careers events, continued learning conversations and meetings with Careers advisors throughout their senior school life will help them seek and try opportunities and keep them on track. There was a great deal of support for Work Experience to be reintroduced for S4 to S6 to help give young people life experience and to help further their knowledge and education so that they make informed choices on what they choose to do as a career.

Mental Health, Bullying & Loneliness — Everyone was appreciative of the workshop and was able to come up with causes and solutions for each of the issues. The facilitator highlighted to the young people different services and online support out there for young people, as some young people weren't aware of some of the services available. Young people felt that there seems to be lots of support for them but they need to be advertised better and current Mental Health Services aren't doing enough—waiting time is too long and the services are strained. PSE Classes need to be regular, consistent and used correctly where young people can be taught life skills and coping strategies. Additionally, the cost of activities can be a barrier to young people taking useful suggestions such as dangers of social media 'think before you post'; better transition support for S6 onwards; better support for young people with autism and ADHD and more opportunities for young people and social days for young carers.

Workshops—School Lunches &

Things for young people to do in Inverclyde

School Lunches

Overall, young people felt that lunch queues were long, and dining halls noisy and rarely supervised. Some felt that school lunches prices are increasing but they are not worth the money. Portion sizes are too small and do NOT differ between younger and senior pupils. A suggestion of regular and larger size portions with a slight cost increase for the larger plate, this would help this. Young people are queuing for lunch too long and either have no time to eat their lunch and sometimes young people do not receive a school meal due to when they eventually get to the front, what they eat is no longer available. This workshop was great, and the feedback from young people was that they learned all about school lunches. There was some myth busting that happened where young people were made aware that the Scottish Government has set guidelines that school canteens must follow, the school canteens do not make a profit and they are given a budget that must meet the school needs. Young people that are recipients of Free School Meals felt that the allowance sometimes do not cover a full meal that will fill a young person and a suggestion of a morning snack for young people to help them get through the day as food will help fuel them so that can learn. The young people were also told about the future implementation of a school lunch pre-order app but young people brought up that this is a positive but what about the young people that do not have a device or have data? Young people also made suggestions for 'Meal Deals' as this is something that young people would buy and use.

Things for young people to do in Inverclyde

Young people report that lots of shops have closed down in all the town and there needs to be more and better shops for everyone. 80% of the young people that attended preferred to leave Inverclyde for leisure and fun as it is too expensive in Inverclyde and not a lot to do. JD Gym & Waterfront gym are popular amongst young people and this is influenced by their friends, better equipment and classes than the community gyms. They like the swimming, cinema & ice skating but feel like they are too expensive and facilities aren't being updated. Young people would want more things to do that will keep them in Inverclyde such as Youth Events, music festivals and better facilities with better advertisement on social media. Young people feel that there are a number of good sports clubs and activities for young people but they aren't inclusive as they could be. They also feel that Duke of Edinburgh is a highlight of Inverclyde for young people. Young people enjoy going to the Oakmall but feel it is bleak and suggestions of an activity centre for young people and families to encourage more footfall in the mall. Young people did not know about Inverclyde's Partnership Plan. Young people feel that Inverclyde is a beautiful place due to the scenery and nature but are aware that Inverclyde's image is dull and some do not feel safe in their community.

Clyde Conversations

At the end of each day's event, the young people were asked to answer three questions as part of the events evaluations. These responses will shape future Clyde Conversations events and give the steering group valuable feedback for the next event.

'open discussions'

'Free Food'   'Inclusive event'

'Getting a voice on Inverclyde budgeting'

'Each leader actually listened to everyone's ideas'

What did you enjoy?

'Meeting new people'   'Not being judged on what I say'

'How organised the event was'

'Free pads & pants #endperiodpoverty'

'Variety of topics and address problems'

'Different Workshops'

'smaller groups'

'Full Day event'

'More discussion time'

'hot chocolate'   'More Social Activities '

What would you change?

'Better way to have everyone speak'

'more workshop choices'

Have Questions in advanced to think about answers'

'Opportunity to have private conversations'

'Child trust funds'

'Other people feel the same as me'

'School Lunch Rules'   'Everything costs a lot'

'Council budgets and how they manage money'

'Learned about foundation apprenticeships'

'learned more about mental health services'

What did you learn?

'Need to treat people the same no matter who they are'

'Inverclyde Alliance Partnership Plan'   'Social skills'

'our community and ways it can be helped'

'there is always someone to talk to you'

'side affects of vaping'

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Suggestions/Ideas/Actions

Things for Young People to do in Inverclyde

Better equipment & updated facilities for waterfront & community gyms.

Young people would like more affordable things to do such as bowling, youth events and music festivals.

Young people like the Oakmall but suggest an Activity Centre for young people & families to liven it up and increase footfall.

Football pitches to be open more often—during school holidays and weekends.

Bullying

Support for young people needs to be individualised.

PSE/Guidance teachers as ONLY Guidance teachers.

PSE Classes throughout S1-S6 & provide education on Bullying, other topics/issues and life skills.

Counselling/Therapy available for Young people in schools.

Regular Check-ins with young people and a safe place for young people to go.

Finance & Poverty

An Inverclyde Thrift shop, especially for uniform.

Learn life skills in PSE from S1 to S6, such as money management, applying for jobs, personal finance, By Now Pay Later and paying for bills, etc.

Mental Health, Bullying & Loneliness

Better advertisement of Mental Health Support as there is a lot out there!

PSE Class to teach life skills, such as coping strategies and "thinking before you post on social media".

Better transition support for S6 onwards and young people with autism and ADHD.

Cost of activities need to be reduced to improve physical & mental health.

More opportunities for young people.

Social day for young carers.

Mental Health & Wellbeing

PSE/Guidance staff need better training to deal with the vast variety of issues and young people.

Mental Health Services for young people need to be improved as waiting times are too long.

Cost of activities need to be reduced or youngscot discounts especially for under 16s to improve physical & mental health.

Football pitches to be open more often—during school holidays and weekends.

More inclusive sports teams/activities & more opportunities for young people.

Smoking & Vaping Misuse

Education and support for young people to quit.

Teachers need educated on how to support young people that are addicted.

Moving from disposable vapes to rechargable ones.

SQA Qualifications & Academic Pressure

Work Experience should be brought back with different learning opportunities continued through S4 to S6.

More Careers events, college open days and employers fayres rather than focuses only on University.

Learning conversations & meetings with Careers advisors throughout their senior school life.

School Lunches

Have different portion sizes at different costs

Have Meal Deals for young people

The dining experience needs to be better

Young people welcome the idea of a Pre-order lunch app but need to think of those that don't have data or a device.

Summary of feedback

1. Better equipment & updated facilities for waterfront & community gyms.

2. Affordable activities & youth events across Inverclyde— possible youngscot discounts.

3. Football pitches to be open more often—during school holidays and weekends.

4. PSE/Guidance staff need better training to deal with the vast variety of issues and young people.

5. PSE Classes throughout S1-S6 & provide education & support on Life skills, coping strategies, Bullying, and other topics/issues such as vaping.

6. Counselling/Therapy available for Young people in schools.

7. Work Experience brought back with different learning opportunities continued from S4 to S6.

8. More Careers events, college open days and employers fayres.

9. Learning conversations & meetings with Careers advisors throughout senior phase.

10. Better advertisement of Mental Health Support.

11. Improve the dining experiences in schools and have different portion sizes at different costs for school lunches.

12. Extended Lunch period during exams & prelims.

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Ruth Binks** **Corporate Director** **Education, Communities &** **Organisational Development**	**Report No:**	**EDUCOM/30/24/MR**
Contact Officer:	**Michael Roach** **Head of Education**	**Contact No:**	**01475 712891**
Subject:	**Education Scotland Inspection Report – St Stephen's High School**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision ☒For Information/Noting

1.2 The purpose of this report is to inform the Education & Communities Committee of the outcome of the Education Scotland full inspection of St Stephen's High School.

1.3 St Stephen's High School was inspected February 2024, using Education Scotland's full inspection model. The inspection focused on progress being made within the school relating to the leadership of change, the quality of learning and teaching, ensuring wellbeing, equality and inclusion and how well they raise attainment, securing progress in closing the poverty-related attainment gap.

1.4 The report published on the 14th of May 2024 outlines four key strengths of the work of the school which includes:

- The highly effective leadership of the headteacher is supporting the culture of improvement within the school. His leadership is raising the aspirations of staff and young people.

- Staff use a range of approaches to learning and teaching to engage young people in their learning. Young people know the purpose of learning and what they need to do to be successful.

- Young people have a strong sense of belonging and feel valued and included in the life and work of the school. They benefit from nurturing, positive and respectful relationships with their teachers and peers based on Gospel values.

- Strong attainment for leavers and for those at S4 in both literacy and numeracy.

1.5 Education Scotland highlighted four areas for improvement which include:

- Staff should continue to build on their leadership capacity. They should actively seek ways to consistently contribute to aspects of school improvement.

- Teachers should ensure they plan tasks and activities that are set at the right level of difficulty for all young people. This includes providing greater levels of challenge for young people when appropriate.

- Senior leaders and pupil support teachers should ensure they support young people better to improve their wellbeing. This should also include strengthening approaches to support planning to ensure that young people meet their personal targets.

- Review the curriculum to ensure that young people are building on prior learning more effectively and benefit from a wider range of courses and programmes in the senior phase. This has the potential to raise attainment by S5 and S6.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on St Stephen's High School.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 As part of Education Scotland's inspection programme for 2023/24, St Stephen's High School was inspected in February 2024. Education Scotland staff and associate assessors from other education authorities, evaluated the education provision provided within the school.

3.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate:
1.3	Leadership of change
2.3	Learning, teaching and assessment
3.1	Ensuring wellbeing, equality and inclusion
3.2	Raising attainment and achievement

3.3 The inspection team also reviewed QI 2.1 Safeguarding and Child protection, 2.2 Curriculum: Learning pathways and 2.7 Partnerships: Impact on learners – parental engagement. These QIs are not graded as those above.

3.4 The report was published on 14 May 2024. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

4.0 HIGHLIGHTS AND KEY MESSAGE

4.1 St Stephen's High School has received a positive report overall from Education Scotland which outlines the progress made in the key areas outlined above. There are four areas for improvement across the school as noted in 1.5 which endorse work already under way and support the school to continue to progress these.

4.2 In assessing the quality indicators, Education Scotland found them to be the following:
1.3	Leadership of change	Good
2.3	Learning, teaching and assessment	Good
3.1	Ensuring wellbeing, equality and inclusion	Satisfactory
3.2	Raising attainment and achievement	Good

4.3 The inspection team found that the headteacher provided highly effective leadership and was held in high regard by staff, learners and parents across the school community.

4.4 They found that the school leadership team was benefiting from clearer direction and leadership and now holds key strategic responsibilities which support the implementation of areas of focus within the school improvement plan. Senior leaders were collaborating closely with middle leaders to effect improvement in departments and faculties. Staff said they felt empowered to lead improvement, particularly within their curriculum areas.

4.5 Senior leaders and staff were working well together and have established a strong sense of community in a nurturing, inclusive and supportive learning environment. Almost all staff felt valued and indicated that the school's vision and refreshed values were beginning to underpin their work more consistently in classes.

4.6 The inspection found that in almost all classes, young people benefitted from positive and respectful relationships with staff and each other. There was a calm, orderly and purposeful learning environment in the school which supported young people well to participate in their learning. Young people appreciated the support they receive from teachers and other staff. They valued the support offered to them through the extensive range of study support programmes and wider learning activities beyond the timetabled school day

4.7 In almost all lessons, teachers' explanations and instructions were clear and the purpose of learning was shared with young people. Teachers have developed a "holding screen" which provides an overview of learning intentions, success criteria, skills and alignment to rights of the child. At the start of the lesson, teachers displayed these for young people.

4.8 Inspectors found that the wellbeing of young people is supported by positive, caring and nurturing relationships across the school community. Positive relationships have been enhanced by the recently developed 'Nurturing Relationships for Success' policy. Young people felt ownership of this policy, having been involved in its creation alongside parents and staff. Most young people felt that staff and their peers treat them fairly and with respect. Almost all young people felt that staff help them to be responsible for their own behaviour.

4.9 Staff and young people are at an early stage of developing a shared understanding of the language of wellbeing and the wellbeing indicators. A whole-school approach to the use of wellbeing indicators has the potential to help staff to monitor all young people's wellbeing and evidence wellbeing outcomes.

4.10 The Personal and Social Education (PSE) programme does not include clear and progressive learning across the BGE and is not on offer in the senior phase. As a result, young people are not building on their prior learning well and there are gaps in their learning. Young people are unable to articulate how they are progressing with wellbeing or how to take steps to improve their outcomes.

4.11 The school is further developing their approach to tracking and monitoring the needs of young people with Additional Support Needs (ASN). Support plans should contain appropriately specific and measurable targets to ensure young people are receiving the right level of support at the right time.

4.12 Staff adopt a nurturing approach to resolving issues of disruptive behaviour. Professional learning on 'trauma informed practice' is resulting in fewer immediate referrals of young people directly to senior leaders. There has been a significant reduction in exclusions in the latest academic session 2023-24.

4.13 **Next steps**

The Education Service will work with the Senior Leadership Team at St Stephen's, including the newly appointed Headteacher, to ensure that the 2024/25 school improvement plan addresses the areas for improvement as noted on the Education Scotland report. There is now follow up visit relating to this inspection; however, the school will report on its overall progress as well as progress towards the areas for improvement in the Standards and Quality report for 2023/24 and again in 2024/25. Both reports are shared with parents and available from the school's website.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		N
Legal/Risk		N
Human Resources		N
Strategic (Partnership Plan/Council Plan)		N
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		N
Environmental & Sustainability		N
Data Protection		N

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.
N	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

(b) Fairer Scotland Duty

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.
N	NO – Assessed as not relevant under the Fairer Scotland Duty.

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.
N	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.
N	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.
N	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 See all documents relating to this inspection here: St Stephen's High School | Inspection Report | Education Scotland

Report To:	Education & Communities Committee	**Date:**	**3 September 2024**
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	**Report No:**	**EDUCOM/32/24/MR**
Contact Officer:	Michael Roach Head of Education	**Contact No:**	**01475 712891**
Subject:	Education Scotland Inspection Report – St Columba's High School		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to inform the Education & Communities Committee of the outcome of the Education Scotland short inspection of St Columba's High School.

1.3 St Columba's High School was inspected in March 2024, using Education Scotland's short inspection model. The inspection focused on progress being made within the school relating to the quality of learning and teaching and how well the school raises attainment and secures progress in closing the poverty-related attainment gap.

1.4 The report published on 14 May 2024 outlines four key strengths of the work of the school which includes:

- The headteacher, senior leaders and staff have worked very successfully to develop a common approach to planning learning, teaching and assessment. This results in young people building on their prior learning well with tasks and activities being set at the right level of difficulty for young people.

- Staff have developed high quality, creative and engaging approaches to learning, teaching and assessment. As a result, young people are engaged and highly motivated in their learning.

- Staff check for understanding and use this information very well to support young people's learning and attainment.

- Young people benefit from a very extensive range of activities and programmes which support wider achievement within school. Young people's achievements are encouraged, recorded and celebrated by school staff very well as a central part of the school's culture.

1.5 Education Scotland highlighted two areas for improvement which include:

- Continue to build on highly effective practice in learning, teaching and assessment.

- Continue, as planned, to improve the quality of passes for young people in the senior phase.

2.0   RECOMMENDATIONS

2.1   It is recommended that the Education & Communities Committee notes the Education Scotland report on St Columba's High School.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 As part of Education Scotland's inspection programme for 2023/24, St Columba's High School was inspected in March 2024. Education Scotland staff, alongside associate assessors from other education authorities, evaluated the education provision provided within the school.

3.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate:

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

3.3 The inspection team also reviewed QI 2.1 Safeguarding and Child protection. This QI is not graded as those above.

3.4 The report was published on 14 May 2024. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

4.0 HIGHLIGHTS AND KEY MESSAGES

4.1 St Columba's High School has received a very positive report overall from Education Scotland which outlines the progress made in two key areas. There are two areas for improvement across the school as noted in 1.5 which endorse work already under way and support the school to continue to progress these. As well as this, two areas of good practice have been identified and these will be written up by Education Scotland and shared nationally.

4.2 In assessing the quality indicators, Education Scotland found them to be the following:

2.3 Quality of learning and teaching   Very Good
3.2 Raising attainment and achievement   Very Good

4.3 The inspection team found that the headteacher, supported well by three senior leaders, has worked very well with staff, young people and the wider school community to develop a positive, nurturing and inclusive climate for learning.

4.4 They found that in almost all lessons there is a calm and supportive learning environment where young people are eager to learn. Almost all young people are well behaved, courteous and are proud of their school.

4.5 The 'St Columba's lesson' model is fully embedded across the school. The headteacher, ably supported by senior leaders, has worked with young people and staff to develop this very strong approach to planning consistently high-quality experiences for young people.

4.6 In 2022/23, almost all young people achieved Curriculum for Excellence (CfE) third level or better in literacy and third level or better in numeracy by the end of S3. These high standards have been maintained over time. Sustained and collaborative planning of progression through the BGE is supporting strong attainment in the BGE. Very strong curricular transition between St Columba's High School and its cluster primaries is allowing teachers to set appropriate expectations and standards from S1. This work is one of the areas of good practice referred to in 4.1.

4.7 Almost all young people benefit from one or more wider achievement activities run by school staff. The number of young people involved has risen over time and it is an important strength in the school's provision of high-quality experiences for young people.

4.8 Teachers have developed an innovative approach to 'skills for the future'. As part of this, all learners in S3 choose a selection of bespoke skills-based courses which are focused on developing the skills required in the future workplace. Young people are confident in talking about general and specific skills they are developing across the wider curricular offer.

4.9 Almost all young people have moved onto a positive destination in 2022/23 and for each of the previous four years. Young people are supported well to these destinations and young people benefit from a culture of high expectations. As a result of the school's very strong and targeted focus on equity, all leavers in SIMD deciles 1 and 2, all those in receipt of free school meals, and all those with an additional support need moved onto a positive destination in 2022/23.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		N
Legal/Risk		N
Human Resources		N
Strategic (Partnership Plan/Council Plan)		N
Equalities, Fairer Scotland Duty & Children & Young People's Rights & Wellbeing		N
Environmental & Sustainability		N
Data Protection		N

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) <u>Equalities</u>

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.
N	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

(b) <u>Fairer Scotland Duty</u>

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.
N	NO – Assessed as not relevant under the Fairer Scotland Duty.

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.
N	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.
N	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.

N	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 See all documents relating to this inspection here: [St Columba's High School | Inspection Report | Education Scotland](#)

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Ruth Binks Corporate Director Education, Communities & Organisational Development**	**Report No:**	**EDUCOM/31/24/MR**
Contact Officer:	**Michael Roach Head of Education**	**Contact No:**	**01475 712891**
Subject:	**Education Scotland and Care Inspectorate Inspection Report – St John's Primary School and Nursery Class**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to inform the Education & Communities Committee of the outcome of the joint Education Scotland and Care Inspectorate full inspection of St John's Primary School and Nursery Class.

1.3 St John's Primary School and Nursery Class were inspected in March 2024, using Education Scotland's full inspection model. The inspection focused on progress being made within the school and nursery class relating to the leadership of change, the quality of learning and teaching, ensuring wellbeing, equality and inclusion and how well they raise attainment, securing progress in closing the poverty-related attainment gap. As well as this the Care Inspectorate looked a number of their quality indicators.

1.4 The report published on the 11th of June 2024 outlines four key strengths of the work of the school which includes:

- The strong leadership of the headteacher who has led the creation of a caring, respectful learning environment in the school and nursery class. All children are known and nurtured as individuals and staff are valued and empowered to lead change.

- The highly effective teamwork of staff in the school and nursery. Together they work very well to model positive relationships and encourage children to do and be their best. As a result, children are highly motivated to learn and achieve.

- The leadership of the depute of nursery and the work of the skilled practitioners. This is ensuring children in the nursery experience high-quality early learning and childcare and make very good progress with their learning.

- The robust approaches to assessing and recording children's progress. This has supported children to make very good progress in literacy and numeracy over time.

1.5   Education Scotland highlighted two areas for improvement which include:

- Continue to develop approaches to high-quality teaching in the school, ensuring children receive appropriate challenge and take a stronger role in leading their own learning.

- Continue to develop effective systems to plan, monitor and review the impact of additional support for children across the school.

2.0   RECOMMENDATIONS

2.1   It is recommended that the Education & Communities Committee notes the Education Scotland report on St John's Primary School and Nursery Class.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 As part of Education Scotland's inspection programme for 2023/24, St John's Primary School and Nursery Class were inspected in March 2024. Education Scotland staff and associate assessors from other education authorities, alongside a colleague from the Care Inspectorate, evaluated the education provision provided within the school.

3.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate:

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement

3.3 The inspection team also reviewed QI 2.1 Safeguarding and Child protection, 2.2 Curriculum: Learning pathways and 2.7 Partnerships: Impact on learners – parental engagement. These QIs are not graded as those above.

3.4 As well as these the Care Inspectorate evaluated 5 quality indicators as outlined in 4.4 below.

3.5 The report was published on 11 June 2024. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

4.0 HIGHLIGHTS AND KEY MESSAGES

4.1 St John's Primary School and Nursery Class has received a very positive report overall from Education Scotland which outlines the progress made in the key areas outlined above. There are two areas for improvement across the school and nursery as noted in 1.5 which endorse work already under way and support the school to continue to progress these.

4.2 In assessing the quality indicators, Education Scotland found them to be the following for the school:

QI number	Name of indicator	Grading
1.3	Leadership of change	Very Good
2.3	Learning, teaching and assessment	Very Good
3.1	Ensuring wellbeing, equality and inclusion	Very Good
3.2	Raising attainment and achievement	Very Good

4.3 And the following for the Nursery Class:

QI number	Name of indicator	Grading
1.3	Leadership of change	Very Good
2.3	Learning, teaching and assessment	Very Good
3.1	Ensuring wellbeing, equality and inclusion	Very Good
3.2	Raising attainment and achievement	Very Good

4.4   The care inspectorate also evaluated the indicators below and found the following:

QI number	Name of indicator	Grading
1.1	Nurturing care and support	Very Good
1.3	Play and learning	Very Good
2.2	Children experience high quality facilities	Very Good
3.1	Quality assurance and improvement are led well	Very Good
4.3	Staff deployment	Very Good

4.5   The inspection team found that the headteacher to be held in high regard by parents/carers, partners, staff and children. He was identified as a visible and compassionate leader, ably supported by the senior leadership team. The report notes that the headteacher has led the creation of a caring, respectful learning environment where all children are known and nurtured as individuals. As a result, the ethos across the school is one of high aspiration underpinned by positive relationships.

4.6   The report confirms that the nursery is an important part of the school community with a strong sense of identity held by 'Team St John's'. Practitioners ensure that the vision, values and aims underpin the work of the nursery. Their recent consultation with families confirmed the importance everyone places on the vision, values and aims and the shared goal of improving outcomes for children. This is resulting in consistently high, and improving standards, with the values of respect, ambition, love, patience, and honesty demonstrated by everyone. Practitioners recognise they could support children to use the language of the values more fully.

4.7   Inspectors found that as leaders, the headteacher and depute of nursery are highly effective role models. They are highly respected and are very supportive of practitioners, both personally and professionally. They lead a skilled team who are invested in the vision of 'learning and growing together, through faith, hard work and love, to safely go on our way'. Together, they are a strong team.

4.8   The report noted that children, staff, parents/carers and partners had contributed to a review of the school's vision, values and aims in 2022. The aims reflect the Gospel values and the school's commitment to the Catholic faith. Almost all children show a high level of understanding of the school values and model them well.

4.9   Senior leaders have developed robust assurance processes to monitor the quality of teaching and learning. As a result, quality assurance arrangements are helping to improve standards and promote a greater consistency in high-quality learning and teaching.

4.10   Inspectors found that children across the school enjoy a variety of leadership responsibilities. Children at every stage are members of pupil leadership groups which aim to improve different aspects of the life and the work of the school. Through their leadership roles, children have made an important contribution towards the school achieving a range of accreditations.

4.11   Across the school, the positive, nurturing and welcoming ethos reflects the vision, values and aims. Almost all children demonstrate the school values consistently well. Relationships between children and staff are very positive and supportive. Children are happy, confident and highly motivated to develop as successful learners.

4.12   Inspectors found that in almost all classes, teachers know their children very well. A focus on improving learning environments is contributing to meeting the needs of identified learners. As a result, classrooms are well organised and provide a calm, purposeful environment for children to learn.

4.13   The majority of children use digital technology well to enhance and extend their learning. For example, children in P6 are developing skills in coding through writing algorithms to create a step

counter. Children in P7 developed their own video assistant referee programme to adjudicate on table football games.

4.14 Children told inspectors that staff know them well and almost all say they know who to talk to if they are worried or upset. In addition, older children provide additional sources of support outside classes through their responsible roles as 'buddies' and peer mediators. Children support and help each other, which is contributing to a positive playground environment. This contributes to almost all children reporting they feel safe.

4.15 All staff have a good understanding of the wellbeing indicators and use them to track the wellbeing of all children. This information is used to plan wellbeing interventions at termly Getting it Right for Every Child screening meetings between senior leaders and the class teacher. Children talk confidently about all aspects of their wellbeing.

4.16 Inspectors found that all staff and children are valued, respected and celebrate diversity. Children learn about equalities, diversity, and discrimination at different stages throughout the school. Children in the upper school talk very confidently about racism, sectarianism and discrimination.

4.17 Reliable and robust data shows high patterns of attainment in literacy and numeracy for most children over time. The school consistently performs well relative to comparator schools.

4.18 Across the school, children participate in a wide range of activities which help them to develop a range of skills and attributes.

4.19 Inspectors identified that staff take sensitive and effective action, working closely with local partners, to mitigate against barriers children face. For example, they ensure families have access to pre-loved school uniform and a clothing bank.

4.20 Senior leaders have maintained a dedicated focus on identifying and targeting poverty-related attainment gaps over a number of years. Currently PEF is used to fund additional staffing to implement a variety of interventions to target poverty-related attainment gaps, for example in relation to writing.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		N
Legal/Risk		N
Human Resources		N
Strategic (Partnership Plan/Council Plan)		N
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		N
Environmental & Sustainability		N
Data Protection		N

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.
N	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

(b) Fairer Scotland Duty

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.
N	NO – Assessed as not relevant under the Fairer Scotland Duty.

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.
N	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.
N	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.
N	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 See all documents relating to this inspection here: St John's Primary School | Inspection Report | Education Scotland

Inverclyde council

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/51/24/MMc/AP
Contact Officer:	Mary McCabe	Contact No:	01475 712222
Subject:	2024/25 Education Revenue Budget and 2023/24 Out-turn		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to advise Committee of the Education Revenue Budget outturn for 2023/24 and the 2024/25 projected position including details of action being taken to reduce the projected overspend.

1.3 In 2023/24, excluding the carry forward of Earmarked Reserves, there was an overspend of £1,182,000 within the Education Committee. This was an increase in expenditure of £243,000 from the projected outturn reported to Committee in May 2024. More details are provided in section 3 and the appendices.

1.4 The total Education Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £112.633m. The latest projection is an overspend of £460,000 (0.4%). This overspend is mainly due to an under achievement in turnover savings target of £159,000; an overspend on Catering Provisions of £100,000; overspends in Transportation costs of £95,000; an overspend in Early Years Partner Provider payments of £230,000; partially offset by an over recovery in ASN Income from Other Local Authorities of £60,000 and an underspend in Water Charges of £51,000.

1.5 The transportation and Partner Provider pressures require to be addressed by the Committee and an initial proposal to address part of the Partner Provider pressure is elsewhere on the agenda with the planned process to address the remaining pressure covered in section 4 of the report.

1.6 On the 13 August the Policy & Resources Committee agreed that a corporate approach be taken to address projected shortfalls in pay inflation and turnover. The Corporate Director is developing proposals to offset these pressures, and these will be reported to elected members later in 2024.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the outturn for 2023/24, that the Committee's Revenue Budget is currently projected to overspend in 2024/25 by £460,000 and the action proposed to address the projected overspend.

2.2   It is recommended that the Committee notes that the Director will present proposals to address the transportation and Partner Provider pressures to the next meeting of the Committee.

2.3   It is recommended that the Committee approves virement outlined in Section 3.7 and Appendix 5.

Alan Puckrin   **Ruth Binks**
Chief Financial Officer   **Corporate Director**
                                          Education, Communities & ODHR

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2024/25 Revenue Budget, as well as the 2023/24 final outturn and to highlight the main variances contributing to the £1.182m overspend for 2023/24 and the projected overspend of £460,000 for 2024/25.

3.2 The current Education Revenue Budget for 2023/24 is £112.633m, which is an increase of £1.909m from the Approved Budget, largely due to additional budget for increased Teachers' superannuation and Probationer Teachers. The actual amount of grant funding the Council will receive for the increased superannuation costs has yet to be confirmed. Appendix 1 provides more details of the budget movement.

3.3 **2023/24 OUT-TURN (£1,182,000 Overspend – 1.12%)**

The final outturn for the Education Revenue Budget in 2023/24, excluding Earmarked Reserves was an overspend of £1.182m. This was £243,000 more expenditure than reported to the last Committee in May 2024.

The main variations from budget and movements from the projected outturn position reported in May, were as follows:

Service	Revised Budget 2023/24 £000	Outturn 2023/24 £000	Variance to Budget £000	Variance to Budget %	P11 Projected Variance £000	Movement Since P11 Projection £000
Corporate Director	173	186	13	7.51%	13	0
Education Services	86,446	87,047	601	0.70%	380	221
Inclusive Education	18,595	19,163	568	3.05%	546	22
TOTAL NET EXPENDITURE	**105,214**	**106,396**	**1,182**	**1.12%**	**939**	**243**

3.4 The actual outturn excluding earmarked reserves was £106.396m which represents an overspend of £1.182m. The main variances were as follows:

(a) An overspend on Teachers' Employee Costs of £194,000, mainly due to additional costs for supply teachers. Action has been taken within the Service to address this overspend for 2024/25.

(b) A combined underspend in utilities costs of £295,000. This includes gas, electricity, water and biomass fuel, mainly due to lower than budgeted consumption rates. The underspend in biomass fuel (£84,000) was partially offset by an under recovery in RHI income of £48,000 due to the heating system not being used and therefore not generating a rebate.

(c) An overspend in Transport costs of £504,000. This is mainly within ASN Transport (£305,000) and Gaelic Transport (£63,000) and Pupil Vocational and Consortium Transport (£106,000). Additional budget has been allocated to ASN Transport from earmarked reserves from 2024/25 for two years (when contracts will end). A service review is ongoing, the results of which will determine the extent of the budget pressure from 2026/27 onwards.

(d) An overspend in Liability Insurance of £73,000, which is only allocated at the year end.

(e) An overspend in ASN Placements and Resources totalling £147,000. This was partially offset by an over recovery in ASN Income from Other Local Authorities of £93,000.

(f) A one-off underspend of £92,000 in CLD resources due to the use of external grants.

(g) An overspend in Catering due to a combination of a mis-match between income and expenditure budgets in 2023/24 (£331,000) which has been corrected in 2024/25 plus increases in expenditure on provisions through both increased costs and increased volume (£283,000). The inflation element of this has been funded from the non-pay inflation reserve in 2024/25.

3.5 **2024/25 Projected Outturn (£460,000 overspend 0.4%)**

The main projected variances contributing to the £460,000 overspend are explained in more detail below.

(a) Employee costs are projected to overspend by £159,000. This is mainly due to:
   i. An under achievement of turnover savings targets: £59,000 in Primary and Secondary non teachers, £331,000 in ASN and £81,000 in Other Inclusive Education.
   ii. An over recovery of CLD turnover savings of £150,000.
   iii. Within Facilities Management there is an over recovery of turnover savings of £79,000 which is offset by a reduction in recharge income.
   iv. An over recovery in Early Years turnover savings of £50,000, due to a number of posts which will not be filled this financial year as a result of the mix between local authority and private provider provision, and the resultant overspend on private placements, per 3.5(f) below.
   v. Projected over-recovery of turnover savings in the Teachers' budget of £39,000.

(b) A projected underspend in Water Charges across the Committee totalling £51,000.

(c) A projected underspend in the PPP Unitary Charge payment of £65,000 due to a one-off insurance rebate.

(d) A projected overspend in Catering Provisions spend of £100,000 after the allocation of £100,000 from the non-pay inflation contingency. Officers will continue to take steps to reduce this budget pressure and proposals to undertake a review of Schools' catering are being developed as part of the corporate savings exercise, reported to the August Policy & Resources Committee.

(e) Overspends in Transportation costs of £126,000 - £50,000 in Pupil Vocational Travel, £32,000 in Pupil Consortium Travel and £44,000 in Gaelic Transport. There is also a projected underspend of £31,000 in Early Years Transportation costs.

(f) A projected overspend on ASN Resources of £40,000 in line with the previous year's outturn. The Corporate Director is reviewing the main factors contributing to this overspend with the intention of reducing it.

(g) An overspend in Early Years Partner Provider payments of £230,000 due to a higher than budgeted number of placements in private nurseries. There is a £50,000 underspend in employee costs which partially offsets this, and the Corporate Director is developing proposals to alleviate this overspend for future years, one of which is subject to a report later in the agenda.

(h) A projected under recovery in Breakfast Club income of £23,000. This is partially offset by a projected underspend in employee costs of £8,000. This is in line with 2023/24.

(i) A projected over recovery of ASN Income from Other Local Authorities of £60,000. This over recovery partially offsets the projected overspend in ASN Employee Costs and Resources.

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 100% of phased spend and 28% of the projected expenditure for 2023/24.

3.7 **Virements**

Committee are asked to approve the virement of £40,000 from Other Schools Hand Hygiene Materials to Catering Cleaning Materials and Disposables. The Hand Hygiene budget was a central budget created in 2022/23 as a result of the covid pandemic but was unused last financial year. The Catering budget was overspent last financial year due to an increase in usage and cost of cleaning materials and disposable items. This virement has been reflected throughout the report and is permanent in nature.

4.0 PROPOSALS

4.1 The Committee requires to address the transportation and increased costs of early years partner provider pressures, which total approximately £350,000. An initial proposal relating to Early Years is reported later on in the agenda and it is intended that proposals to address the balance are presented to the next meeting of the Committee.

4.2 On the 13 August the Policy & Resources Committee agreed that a corporate approach be taken to address projected shortfalls in pay inflation and turnover. The Corporate Director is developing proposals to offset these pressures, and these will be reported to elected members later in 2024.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial	X	
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & 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
Catering	Cleaning Materials and Disposables	2024/25	£40,000	Other Schools Hand Hygiene Materials	

5.3 **Legal/Risk**

The Financial Regulations state that the responsibility for ensuring Revenue Budgets are not exceeded lies with the Committee and Chief Officer (Corporate Director). Actions are being progressed at a Committee and corporate level to bring the Committee and Council back within budget.

5.4 **Human Resources**

There are no specific human resources implications arising from this report and any proposals to reduce the overspend which have employee implications will be discussed with the Trades Unions via the Joint Budget Group prior to coming to Committee.

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 Chief Financial Officer and the Corporate Director Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Appendix 1

Education Budget Movement - 2024/25

Service	Approved Budget 2024/25 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	Revised Budget 2024/25 £000
Corporate Director	155					155
Education	92,311	20	96	1,640		94,067
Inclusive Education	18,146		4	149		18,299
Facilities Management	112	136	(136)			112
Totals	110,724	156	(36)	1,789	0	112,633

Movement Detail   £000

External Resources

Probationer Teachers	594
Psychologist Probationer	15
Teachers Superannuation	1,180
	1,789

Virements

Water Charges budget reallocation	0
Transport Virement from ASN	0
Relocation of teacher from Primary to ASN	0
Other Schools Hand Hygiene to Catring Cleaning Materials	0
FM/Education Recharges Realignment	0
	0

Inflation

EY Partner Providers inflation	20
Catering Provisions inflation	100
	120
	1,909

EDUCATION

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

PERIOD 3:   1st April 2024 - 30th June 2024

2023/24 Actual £000	Subjective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
56,006	Employee Costs - Teachers	53,661	55,236	55,197	(39)	0%
33,929	Employee Costs - Non Teachers	29,033	29,480	29,678	198	1%
22,479	Property Costs	23,167	23,207	23,140	(67)	0%
7,539	Supplies & Services	6,861	7,061	7,117	56	1%
2,933	Transport Costs	2,337	2,337	2,437	100	4%
751	Administration Costs	672	672	656	(16)	-2%
7,047	Other Expenditure	5,078	5,192	5,458	266	5%
(24,289)	Income	(10,084)	(10,552)	(10,590)	(38)	0%
106,395	**TOTAL NET EXPENDITURE**	**110,724**	**112,633**	**113,093**	**460**	**0%**
	Earmarked Reserves	0	0	0	0	
	Loan Charges / DMR					
106,395	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**110,724**	**112,633**	**113,093**	**460**	**0.4%**

2023/24 Actual £000	Objective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
186	**CORPORATE DIRECTOR**	**155**	**155**	**164**	**9**	**5.8%**
75,073	Education	80,080	81,836	82,083	247	0.3%
127	Facilities Management	112	112	129	17	15.2%
11,846	School Estate Management Plan	12,231	12,231	12,167	(64)	(0.5%)
87,046	**TOTAL EDUCATION SERVICES**	**92,422**	**94,179**	**94,379**	**200**	**0.2%**
14,274	ASN	13,311	13,468	13,789	321	2.4%
2,504	Community Learning & Development	2,742	2,738	2,584	(154)	(5.6%)
2,385	Other Inclusive Education	2,093	2,093	2,177	84	4.0%
19,163	**TOTAL INCLUSIVE EDUCATION**	**18,146**	**18,299**	**18,550**	**251**	**1.4%**
106,395	**TOTAL EDUCATION COMMITTEE**	**110,724**	**112,633**	**113,093**	**460**	**0.4%**
	Earmarked Reserves	0	0	0	0	
	Loan Charges / DMR					
106,395	**TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES**	**110,724**	**112,633**	**113,093**	**460**	**0.4%**

EDUCATION

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Out Turn 2023/24 £000	Budget Heading	Budget 2024/25 £000	Proportion of Budget	Actual to 30-Jun-24 £000	Projection 2023/24 £000	(Under)/Over Budget £000	Percentage Over / (Under)
56,006	Employee Costs - Teachers	55,236	13,826	13,727	55,197	(39)	(0.1%)
33,929	Employee Costs - Non Teachers	29,480	6,461	6,487	29,678	198	0.7%
191	Water	315	79	46	264	(51)	(16.2%)
11,845	PPP Unitary Charge	12,231	3,058	2,939	12,166	(65)	(0.5%)
1,495	ED Cleaning Contract	1,319	330	302	1,371	52	3.9%
4,814	ED Catering Contract	4,413	1,103	1,054	4,368	(45)	(1.0%)
1,443	FM Catering - Provisions	1,300	325	383	1,400	100	7.7%
546	Internal Transport - Drivers	459	115	114	434	(25)	(5.4%)
76	Gaelic Transport	0	0	0	44	44	-
85	Pupil Transport Consortium	53	13	4	85	32	60.4%
88	Pupil Vocational Transport	13	3	0	63	50	384.6%
96	HQ ASN Support	54	14	15	94	40	74.1%
1,486	Early Years Partner Providers	1,295	324	296	1,525	230	17.8%
(19)	Breakfast Club Income	(50)	(13)	(5)	(27)	23	(46.0%)
(531)	Income from Other Local Authorities	(452)	(113)	(195)	(512)	(60)	13.3%
(1,706)	FM Cleaning Income	(1,706)	(427)	(394)	(1,758)	(52)	3.0%
(4,977)	FM Catering Income	(4,603)	(1,151)	(1,098)	(4,558)	45	(1.0%)
Total Material Variances						**484**	

COMMITTEE: Education & Communities

Project	Lead Officer/ Responsible Manager	Total Funding 2024/25 £000	Phased Budget 2024/25 2024/25 £000	2024/25 Spend 2024/25 £000	Projected Spend 2024/25 £000	Amount to be Earmarked for 2025/26 & Beyond £000	Lead Officer Update
Beacon Arts Recovery Plan	Tony McEwan	60	0	0	0	60	Contingency not allocated at this time.
New Scots Funding	Michael Roach	175	49	49	175	0	Funding additional EAL Teachers, additional new funding expected. Awaiting confirmation of further funding to cover period from April to June 2025.
Total		**235**	**49**	**49**	**175**	**60**	

EDUCATION COMMITTEE

VIREMENT REQUESTS

Budget Heading		Increase Budget	(Decrease) Budget
		£	£
Other Schools - Purchase of Hand Hygiene Materials			(40,000)
Catering - Disposables & Cleaning Materials		40,000	
		40,000	**(40,000)**

Note

This virement is requested to offset a recurring overspend in Catering on Cleaning Materials and Disposables, the costs and usage of which have increased since the Pandemic. The virement is from Other Schools Hand Hygiene Materials, a budget line which was agreed by P&R Committee, 16 November 2021, for the 2022/23 budget. There was no spend on this line in 2023/24.

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/45/24/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2024/28 – 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 £14.181m with total projected spend on budget. The Committee is projecting to spend £1.634m in 2024/25 after net advancement of £0.653m (39.96%) 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 2024/28 Capital Programme as outlined in the report and appendices.

Alan Puckrin
Chief Financial Officer

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 29th February 2024.

2024/28 Current Capital Position

3.2 The Education capital budget is £14.181m. The current projection is £14.181m which means total projected spend is on budget. The budget for 2024/25 is £0.981m, with spend to date of £0.495m equating to 50.46% (30.29% of the revised projection). The current projection is £1.634m with net advancement of £0.653m (39.96%) being reported. Appendix 1 details the capital programme.

Learning Estate Lifecycle Programme

3.3 **General:** The lifecycle programme for the Education estate is informed from externally procured condition surveys carried out in connection with asset management and estate core fact reporting. The latest 5 yearly external condition surveys were undertaken via Aecom between October and December 2019 with an annual review carried out by Property Services. The next full external survey exercise is now due and a funding allocation from the capital programme contingency was approved by the June 2024 Policy & Resources Committee. Officers are currently engaged in preparing the specification for procurement of the necessary consultants. The budget also addresses suitability issues identified from surveys undertaken through Heads of each establishment and sufficiency issues, where feasible, identified through the continued monitoring of school rolls and projections.

3.4 **Public Private Partnership (PPP) Schools:** The lifecycle programme across the Council's four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The rolling 2024/25 programme has been progressed with the majority of the planned works completed over the Easter and Summer holiday periods. A summary of the 2024/25 programme is included within Appendix 2.

3.5 **Estate Lifecycle Programme 2024/25:** The rolling 2024/25 programme across the estate is underway with a focus on use of holiday periods wherever possible and term time works where feasible and able to be accommodated by establishments. A summary of the 2024/25 programme to date is included within Appendix 2. It should be noted that a different approach to elemental works has been taken this year with a larger programme of multi-trade works across a smaller number of schools to aid internal resource efficiency and obtain better economies of scale through the use of a different range of contractors. This has largely been successful with the summer programmes of work at Ardgowan, Gourock, Inverkip, and St John's Primary Schools completed ahead of the schools return in August with some minor follow-on works planned during term time. As the estate ages from the date of completion of each of the major refurbishment or new build projects it will also be necessary to increasingly address larger lifecycle projects with two re-roofing projects being undertaken this year at Glenbrae Children's Centre (full replacement – existing roof covering retained at time of refurbishment) and Whinhill Primary School (part replacement of zinc roofing).

3.6 **Artificial Pitches Asset Plan:** The activity under lifecycle also includes the work on school artificial pitches which continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. A periodic review of the artificial pitch asset management plan is now due as part of the refresh of the various strands of the Corporate Asset Management Strategy. The works being taken forward this financial year across the learning estate are limited to a single project for the replacement of the 2nd generation pitch at Inverclyde Academy. It should be noted however that the scope of works for this pitch includes additional works to underground drainage which has not been performing as required leading to

issues with the suitability of the playing surface. Works commenced on site in early July and are currently projected for completion by the end of September.

3.7 **Active Panel Refresh:** The Active Panel refresh programme is being progressed based on the approved 2021-28 Education Services Digital Learning Strategy. It should be noted however that there are no panels scheduled for refresh in 2024 based on the 7-year refresh cycle. The next planned tranche of panel replacement is due mid-2025 which will include three primary schools and two early years facilities.

3.8 **Net Zero:** The Councils approved 2022/27 Net Zero Action Plan includes an action under Energy Use in Buildings to consider energy efficiency improvements and incorporation of low carbon technologies in Council owned buildings as part of capital programme maintenance and lifecycle replacement activity. There are two projects being taken forward aligning with this action with the re-roofing project at Glenbrae Children's Centre incorporating 8.71kW (26 panels) of solar PV and with that project having been successfully completed over the summer holiday period utilising the adjacent All Saints Primary School for the summer reduced service provision. The other project involves artificial pitch LED floodlighting with funding support secured from the Scottish Football Association (SFA) of up to £200k on a match funding basis addressing upgrade of floodlighting to LED at 6 leisure/community facilities and 4 school facilities. Match funding from a combination of Core Property via Environment & Regeneration capital (leisure sites) and Education Lifecycle capital (school sites). The contractor appointment has been made with programme linked to lead time for materials and start anticipated in August with a 9-week rolling programme of installation across the various sites.

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
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & 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 Head of Physical Assets and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

EDUCATION CAPITAL REPORT

Inverclyde council

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1 Est Total Cost	2 Actual to 31/3/24	3 Approved Budget 2024/25	4 Revised Est 2024/25	5 Actual to 31/07/24	6 Est 2025/26	7 Est 2026/27	8 Est 2027/28	9 Future Years
	£000	£000	£000	£000	£000	£000	£000	£000	£000
Education									
Lifecycle Fund	13,634	-	981	1,634	495	4,000	4,000	4,000	0
Complete on site	547	279	0	0	0	268	0	0	0
EDUCATION TOTAL	**14,181**	**279**	**981**	**1,634**	**495**	**4,268**	**4,000**	**4,000**	**0**

	Education Lifecycle Works 2024/25											
School / Centre Name	**Lifecycle Element**										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Primary												
Aileymill Primary School	☑	☑	☑	☑			☑	☑			PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, MUGA lighting upgarde to LED.
All Saints Primary School	☑	☑	☑	☑			☑				PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, CCTV replacement, LED lighting upgarde.
Ardgowan Primary School	☑	☑								☑	180	Classroom and Circulation Space Decoration and Flooring. Pupil WC refurbishment.
Gourock Primary School	☑	☑	☑	☑							151	Classroom and Circulation Space Decoration and Flooring. Wall bar / stage lighting replacement
Inverkip Primary School	☑	☑	☑							☑	126	Staffroom and Staff WC refurbishment Classroom and Circulation Space Decoration and Flooring. Hall AV equipment.
Kilmacolm Primary School			☑								6	Hall AV equipment.
King's Oak Primary School												
Lady Alice Primary School												
Moorfoot Primary School												
Newark Primary School												
St Andrew's Primary School												
St Francis' Primary School		☑		☑							14	Games hall decoration. Internal doors.
St John's Primary School	☑	☑								☑	133	Classroom and Circulation Space Decoration and Flooring. Reception / office remodelling
St Joseph's Primary School												
St Mary's Primary School												
St Michael's Primary School												
St Ninian's Primary School												
St Patrick's Primary School												
Wemyss Bay Primary School			☑					☑			12	MUGA pitch floodlight upgrade to LED.
Whinhill Primary School					☑						390	Re-roofing of Extension block.

☑	Noted within May 24 report
☑	Added at September 24 report

School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Secondary												
Clydeview Academy	☑	☑	☑	☑			☑				**PPP FM**	Fire door and stopping works, partial decoration and flooring, external soft landscape works. Air-con PCB boards, Dining chairs.
Inverclyde Academy		☑	☑					☑			**651**	2G pitch carpet replacement and drainage. Pitches and MUGA floodlight upgrade to LED. PE corridor décor.
Notre Dame High School	☑	☑	☑	☑			☑				**PPP FM**	Fire door and stopping works, partial decoration and flooring, external soft landscape works. Air-con PCB boards, CCTV replacement, Dining chairs
Port Glasgow Community Campus	☑		☑	☑				☑		☑	**101**	Pitches and MUGA floodlight upgrade to LED. Alterations to form calssrooms in Craigmarloch. Emergency lighting upgrade to LED. AHU works. Kitchen equipment.
St Columba's High School			☑					☑			**49**	3G Pitch floodlight upgrade to LED. Emergency lighting upgrade to LED. Mechanical services works.
Education - Standalone Early Years Establishments												
Binnie Street Children's Centre												
Bluebird Family Centre												
Gibshill Children's Centre							☑			☑	**24**	3-5's WC Refurbishment. External storage shed.
Glenbrae Children's Centre					☑						**110**	Re-roofing, canopy alteration, PV panels, partial internal redecoration.
Glenpark Early Learning Centre			☑								**tbc**	Air source heat pump component replacement.
Hillend Children's Centre												
Larkfield Early Learning Centre												
Rainbow Family Centre										☑	**20**	2-3's WC Refurbishment.
Wellpark Children's Centre												
Education - ASN												
Lomond View Academy												

☑	Noted within May 24 report
☑	Added at September 24 report

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Ruth Binks, Corporate Director Education, Communities and organisational Development	Report No:	EDUCOM/44/24/MR
Contact Officer:	Michael Roach, Head of Education	Contact No:	01475 712850
Subject:	Education Services Improvement Plan 2024-25		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to present the Education Services Improvement Plan for session 2024-25 for approval.

1.3 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a plan with local improvement objectives.

1.4 Inverclyde Council's Education Services Improvement Plan 2024-25 is appended to this report. The Standards and Quality Report for 2023-24 which was reported to committee in May 2024, provides a focused summary of educational progress and a flavour of the work delivered by our schools from April 2023 to April 24. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.

1.5 This report shares the full final plan for 2024-25 and all actions that will be undertaken to achieve the intended outcomes. The plan is already under way and initial progress is being made. The plan seeks to support the ongoing improvement process of Schools and Early learning Centres (ELC), addressing key areas for improvement.

1.6 For greater detail on the plans of any individual school, Elected Members should refer to the school or ELC's own Improvement Plan posted on their website. For schools this include details of how they will spend their Pupil Equity funding over the same time period.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education Committee approves the content and the publication of the Improvement Plan for 2024 - 25.

Ruth Binks
Corporate Director, Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 which imposed new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

3.2 The new duties for planning commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.

3.3 As in previous years the annual report is made up of two parts, the Standards and Quality Report (presented to the Education Committee in May 2024) and the Improvement Plan. The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year.

3.4 The service designed a new format for the improvement plan in 2021/22 which seeks to have clearer overall outcomes, alongside key actions and KPIs. This is the fourth year of its implementation.

3.5 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy. We have further focussed the number of actions, priorities and projects against each national priority.

3.6 The Improvement Plan is written under the key national priorities which are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

3.7 In the plan the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.

As well as these we continue to focus on:

- Getting it right for every child
- Improving outcomes of care experienced children, young people and their families

4.0 Summary of key priorities and actions

4.1 **Improvement in attainment, particularly in literacy and numeracy**

4.1 **A1** Carry out an evaluation of the peer review programme, with external support, to identify improvements needed for the second 3 year cycle starting in August 2025.

A2 Engage with emerging approaches to Education Service Self evaluation in partnership with ADES and Education Scotland, inc work within family group quads.

A3 Deliver support and training for self-evaluation, including the implementation of a preparing for inspection resource.

A4 Create a strategic resource to support establishments with curriculum making and design, including a working group to advise on tracking the curriculum beyond numeracy and literacy, as well as pupils' wider achievements.

A5 Carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on increasing the flexibility of timetabling courses for S4 to allow more personalisation of learner pathways.

A6 Continue to roll out the Literacy Strategy, with a focus on the highly effective teaching of listening, talking and writing.

A7 Revise the existing numeracy strategy in line with national developments inc the outcome of the national thematic inspection.

A8 Further develop Inverclyde's strategy for play pedagogy beyond P2.

A9 Continue to develop the data strategy by:
- Implementing the Early years dashboard
- Implementing the S1-3 BGE and Senior Phase trackers

A10 Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.

A11 Develop a framework for training staff to ensure that all have a minimum digital skills level, with the ability to advance this further and further support this by re-establishing the Digital Champions Network.

4.2 **Closing the attainment gap between the most and least disadvantaged**

B1 Implement the SEF Plan for sessions 24/25 – 25/26

B2 Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims by supporting and challenging establishments to raise attainment, reduce the poverty related attainment gap, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups

B3 Fully implement BGE and Senior Phase Dashboard and Tracker

B4 Continue to support the development of the WFWF alongside the exit strategy of the SEF in 2026, ensuring ongoing and highly effective early intervention support for families

Improvement in children's and young people's health and wellbeing (HWB)

C1 Continue to roll out and develop the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.

C2 Link with partners and school leaders to refocus on the substance misuse strategy with a particular focus on vaping, including support for pupils to cease.

C3 Review approaches to and guidance around the assessment and tracking of health and well-being 3 – 18

C4 Review the PSE curriculum 3-18 with a focus on progression and the development of a life skills approach, particularly for senior phase pupils in supporting their preparation for leaving school e.g. personal budgeting

C5 Publish the revised Inverclyde Anti-bullying policy by June 2025 including refreshed advice on reporting and recording

C6 Ensure that all establishments are clear on the current reporting arrangements for 2024/25

Improvement in employability skills and sustained, positive school leaver destinations for all young people.

D1 Link to Curriculum review work in A4, i.e. carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on the number of qualifications that can be taken in S5.

D2 Fully implement the Leaver's guidance in 2024/25.

D3 Fully implement the Leaver's transition guidance for pupils with ASN in 2024/25.

D4 Commit to ensuring that every young person will receive an offer for October 2024 that has a maximum chance of being sustained.

D5 In order to achieve this, continue to work alongside our partners to continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.

D6 Continue to support an increase in the number of schools who have SCQF Ambassador status i.e. all to achieve bronze and increase in number achieving silver.

Getting it right for every child

E1 Continue to ensure that practice and provision of all establishments is trauma informed

E2 Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance

E3 Implement the revised Child protection audit process alongside the work of the newly formed Child protection subgroup.

E4 Continue to review and develop capacity of specialist ASN provision. Include a focus on early ASN screening pre 3yr old.

E5 Continue to support ASN Leaders through CLPL with the assessment processes relating to identifying the needs of ASN pupils.

E6 Ongoing roll out of PPB training for targeted schools, as well as offering a rolling programme of training to support all practitioners around de-escalation techniques

E7 Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education, with a focus on curriculum mapping where anti-racist education and the wider equalities agenda is being delivered

E8 Continue to fully implement the missing person policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support

Improving outcomes of care experienced children, young people and their families

F1 Review the use of all care experience children and young person funding by improving the current offer from the education support workers and employing a mental health support worker to target those that need it identified through the fund.

F2 Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP

F3 50% reduction (of 23/24 figure) in number of exclusions of CECYP across primary and secondary, with a review of interventions being used to prevent exclusion.

F4 Implement and interrupted learner service to Inverclyde focusing on those with attendance at 50-60%. This will be used in conjunction with the attendance strategy.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & 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**

The Standards and Quality Report (2023/24) and this Service Improvement Plan (2024/25) fulfils our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

The first section of the Education Service Plan (Pages 3 and 4) outline how this plan links to the overall Council Plan and other relevant plans such as the Children's Service Plan.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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.

(b) Fairer Scotland Duty

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.

(c) 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.

5.7 **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.

5.8 **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 See attached Education Service Plan 2024/25.

Education Services

Improvement Plan 2024/25

EDUCATION SERVICES IMPROVEMENT PLAN 2024/25

Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2023/24. The first part of this process is the Standards and Quality Report (SQR) for 2023/24. The SQR allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year. A full glossary of terms used can be found at the end of the document.

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

The five priorities of the NIF are:-
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

In the plan below the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.

NIF Drivers

The key drivers of improvement (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information) continue to provide a focus and structure for gathering evidence to identify what is working well and where further improvements can be made. The NIF drivers also ensure we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across the drivers are essential to enable continuous improvement.

Towards Empowerment

We will also consider how we can support the following dimensions of empowerment in our planning: autonomy, professional learning, participation and engagement collaboration, resources and impact.

Inverclyde's Strategic Outcomes for Children and Young People

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

- **Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.**

- **All children and young people benefit from high quality learning experiences.**

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

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

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

- **All children and young people feel safe and included in our schools and are achieving their potential.**

The plan will be evaluated by the Education Officer SIP oversight group which also tracks the progress of the plan at regular intervals throughout the year and will feed into the wider Children's Services Plan. The group meets at least four times a year to collate progress made, identify emerging impact and to analyse the data linked to the identified actions.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the overall alliacnce parentship plan, council plan Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2023-26.

The Inverclyde Education Services Improvement Plan directly supports the delivery of the following Inverclyde Alliance outcomes:

Inverclyde Alliance Partnership Plan 2023/33

Theme 1: EMPOWERED PEOPLE

- Communities have their voices heard and influence the places and services that affect them.
- Gaps in outcomes linked to poverty are reduced.

Theme 2: WORKING PEOPLE

- Poverty related gaps are addressed, so young people can have the skills for learning, life and work.

Theme 3: HEALTHY PEOPLE AND PLACES

- People live longer and healthier lives.

Theme 4: A SUPPORTIVE PLACE

- Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm.

Theme 5: A THRIVING PLACE

- Development of strong community-based services that respond to local need.
- Easy access to attractive and safe public spaces and high-quality arts and cultural opportunities.

Inverclyde Council Plan 2023/28

Theme 1: PEOPLE

- Gaps in outcomes linked to poverty are reduced.
- People are supported to improve their health and wellbeing.

Theme 2: PLACE

- Communities are thriving, growing and sustainable.

Theme 3: PERFORMANCE

- High quality and innovative services are provided, giving value for money.

In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

For our 2023-26 Children's Services Plan we have identified four key outcomes

- **Outcome 1: Children, young people and families are listened to and their views are instrumental in designing and delivering services**
- **Outcome 2: Children and young people's health and wellbeing is promoted and improved**
- **Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families**
- **Outcome 4: Children, young people, families and services work together to reduce inequalities**

Education Improvement Priorities	NIF Priorities	Partnership Plan Council plan Committee Delivery and Improvement Plan Children's Service Plan	Education strategies/ plans
Placing the human rights and needs of every child and young person at the centre of education	Placing the human rights and needs of every child and young person at the centre of education	CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services	
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	CP theme 1 ED1: Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan ED3: ICT will support a more flexible, responsive and sustainable approach to delivering learning and teaching in schools. ED4: Provision for Secondary Gaelic Education in Inverclyde will be established.	Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Education Improvement framework Leadership strategy Gaelic plan
Closing the attainment gap between the most and least disadvantaged children and young people.	Closing the attainment gap between the most and least disadvantaged children and young people.	CP theme 1 CSP Outcome 4: Children, young people, families and services work together to reduce inequalities ED5: Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Education Improvement framework Leadership strategy

			Community Learning & Dev (CLD) plan
Improvement in children's and young people's health and wellbeing.	Improvement in children's and young people's health and wellbeing.	CP theme 1 CSP Outcome 2: Children and young people's health and wellbeing is promoted and improved	CLD plan Health & Well Being (HWB) strategy Educational Psychology Improvement plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Improvement in employability skills and sustained, positive school leaver destinations for all young people.	CP theme 1 ED6: Pathways for Senior Phase pupils will be enhanced.	Senior Phase Action plan Additional Support Needs (ASN) action plan
Getting it Right for Every Child (GIRFEC).		CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services ED2: Targeted services for vulnerable children will be delivered to support the achievement of the priorities in the Inverclyde Children's Services Plan	Children's Services Plan ASN action plan Educational Psychology Improvement plan Family wellbeing hub plan
Improving outcomes of care experienced children, young people and their families.		CSP Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families	Children's Services Plan ASN action plan Educational Psychology Improvement plan

A: Improvement in attainment, particularly in literacy and numeracy.

Outcomes for learners
Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.

Link to outcome 1 and 4 of the children's' service plan

UNCRC
Articles 3, 23, 28, 29, 39

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Educational establishments are able to take forward and implement improvements that have a positive impact for learners.	**Driver: Leadership** **A1** Carry out an evaluation of the peer review programme, with external support, to identify improvements needed for the second 3 year cycle starting in August 2025.	• Increase in the percentage of establishments self-evaluating themselves as good or above for all QIs in NIF returns to 95% or above	Head of Education (HOE) Education Officer (EO)	By Dec 2024
	A2 Engage with emerging approaches to Education Service Self evaluation in partnership with ADES and Education Scotland, inc work within family group quads.	A completed self evaluation paper linked to "How good is our Education Service?" draft document will be complete, as well as the identification of related SE processes and next steps from the work of the QUAD.	Head of Education (HOE) Education Officer (EO)	By April 2025
	A3 Deliver support and training for self-evaluation, including the implementation of a preparing for inspection resource.	• Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty's Inspectors of education (HMIe), Care Inspectorate & review reports – increase to 95% or above	Head of Education (HOE), Education Officer (EO) Associate Assessors	Throughout 24/25
	A4 Create a strategic resource to support establishments with curriculum making and design, including a working group to advise on tracking the curriculum beyond numeracy and literacy, as well as pupils' wider achievements.	• Vision and strategy are stablished and clear to all – evident in SIPs for 24/25	HOE and EOs P'ship with Education Scotland	By April 2025

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	A5 Carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on increasing the flexibility of timetabling courses for S4 to allow more personalisation of learner pathways.	• Strategy aligns with emerging developments from Education reform programme • Related CLPL programme in place for 24/25 • Completed consultation and make decision re number of N5s to be taken in 2025/26 • Agree approach to curriculum design for S1-3 including models for test of change for implementation in 2025/26	HOE, EOs and Sec HTs HOE, EOs and Sec HTs	January 2025 June 2025

	Drivers: School Improvement / teacher professionalism / assessment of children's learning **A6** Continue to roll out the Literacy Strategy, with a focus on the highly effective teaching of listening, talking and writing.	• Evidence of increased impact on writing, listening and talking outcomes in participating schools • Evidence of improved learning and teaching in participating schools through peer review and internal S and Q reporting	Attainment Challenge (AC) Project lead	By June 2025
	A7 Revise the existing numeracy strategy in line with national developments inc the outcome of the national thematic inspection.	• Revised numeracy strategy is ready and shared with all establishments inc related CLPL	ED (EMcL) and (AC) Project lead	By June 2025
	A8 Further develop Inverclyde's strategy for play pedagogy beyond P2.	• A clear and shared vision play beyond P3 - 7 is in place alongside a revised self-evaluative framework • Support materials are prepared in readiness for 2024/25	Quality Improvement manager (QIM) Play strategy group	By April 2025 By April 2025
All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum	**A9** Continue to develop the data strategy by: Implementing the Early years dashboard Implementing the S1-3 BGE and Senior Phase trackers	• Evidence of improved assessment processes linked to data tracking and monitoring resulting in improved outcomes across pilot ELCs • Evidence of agreed approach being implanted via data collected during tracking periods • S3 BGE outcomes improve at L3 and L4 in R, W and M in comparison to June 2024	QIM AC project leader / Sec HTs AC project leader / Sec HTs	By April 2025 Throughout 24/25 By June 2025

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Improve the quality of digital literacy and learning in every establishment	**Driver: Leadership / teacher professionalism / school improvement** **A10** Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments. **A11** Develop a framework for training staff to ensure that all have a minimum digital skills level, with the ability to advance this further and further support this by re-establishing the Digital Champions Network.	• Refreshed service digital for 2025 – 30 in place by June 25 • Schools can evidence improvements in digital pedagogy through school reviews and SQR • Increased number of establishments engaged in and achieving the digital schools award • CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs	HOE EO – AS	By June 2025

B: Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes for learners

UNCRC Articles 3, 23, 28, 29, 39

All gaps reduced back to or reduced further, in relation to 2019 ACEL as part of ongoing recovery process

Link to outcome 4 of the children's service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG **Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data**	<u>**Driver: leadership / school improvement / parental engagement**</u> **B1** Implement the SEF Plan for sessions 24/25 – 25/26 **B2** Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims by supporting and challenging establishments to raise attainment, reduce the poverty related attainment gap, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups	• SEF plan for final year plan will be clear and agreed • Stretch aims, inc core and core plus, agreed for 25/26 and progress is being made towards them • Schools can evidence impact via attainment outcomes and SQRs 2024/25 • Key data points during 2024/25 show that progress is being made towards ind school's stretch aims • Stretch aims for 2024/25 are met.	HOE, AA, AC Project leader AC Project leader AAdvisor Education Officers	By June 2025 During 2024/25 By June 2025

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	B3 Fully implement BGE and Senior Phase Dashboard and Tracker	• Data strategy moving is embedded in primary and moving to embedded in EY and BGE / SP. • Evidence of the data and tracking tools being used to inform and improve the learning and teaching cycle thus raising attainment and closing the PRAG – progress towards stretch aims is being made	AC Project leader AAdvisor Education Officers Head teachers	During 2024/25 By June 2025
	B4 Continue to support the development of the WFWF alongside the exit strategy of the SEF in 2026, ensuring ongoing and highly effective early intervention support for families	• There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff. • For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point. • Children and young people accessing the service will report improved wellbeing using a variety of measures. • Adults accessing the service will report an improved sense of agency using a variety of measures.	PEP AC AC Project leader EO – Inclusion	By June 2025

C: Improvement in children's and young people's health and wellbeing (HWB).

Outcomes for learners
Pupils' health and wellbeing indicators improve with a particular focus on mental health

UNCRC
Articles 3, 23, 28, 29, 39

Link to outcome 2 of the children's service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Pupil attendance improves for all, closer to pre-pandemic levels.	**Driver: Leadership / school improvement / parental engagement** C1 Continue to roll out and develop the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.	• Attendance strategy launched and in use – found in evidence via Peer Review process as well as ongoing EO visits / SIPs • Weekly tracking shows improved levels of attendance for all establishments in comparison to 23/24 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%) • All pupils with lower than 20% have a clear single and or multi agency plan in place – ASG to monitor pupils with less than 10% attendance.	Depute Principal Ed Psych (JJ) SAC project manager Attainment Advisor EO – inclusion	By Oct 2024 During 24/25 By Dec 2024
Support and provision for pupils' mental health and wellbeing continues to improve	**Driver: Leadership / school improvement / teacher professionalism** C2 Link with partners and school leaders to refocus on the substance misuse strategy with a particular focus on vaping, including support for pupils to cease.	• All secondary schools are clear on resources and curriculum materials to support pupils in relation to vaping and are promoting and using these e.g. via PSE	EO – AM CLD service manager - HS	By Dec 2024

		• All secondary schools have had vaping sensors fitted	EO - EMcL	By Oct 2024
	C3 Review approaches to and guidance around the assessment and tracking of health and well-being 3 – 18	• A guidance document and related actions are agreed and shared with all schools	EO – AM	By June 2025
	C4 Review the PSE curriculum 3-18 with a focus on progression and the development of a life skills approach, particularly for senior phase pupils in supporting their preparation for leaving school e.g. personal budgeting	• Review complete and actions relating to curriculum development are complete or being actioned • Action is clear re life skills package and resources for Senior Phase pupils	EO – AM EO - GB	By June 2025 By June 2025
Reductions in reports of incidents of bullying in comparison to figures from 2021 - 24	**Driver: Leadership / school improvement** **C5** Publish the revised Inverclyde Anti-bullying policy by June 2025 including refreshed advice on reporting and recording **C6** Ensure that all establishments are clear on the current reporting arrangements for 2024/25	• Incidents of reported bullying decrease from 2023/24 baseline • Revised policy and protocol for recording of incidents in place • Incidents of reported racist incidents decrease from 2023/24 baseline	PEP HOE / SEEMIS Officer	By June 2025 By Sept 2024

D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
Improve the overall percentage of young people achieving a positive and sustained destination in comparison to the 2022/23 SLDR % **All young people with Additional Support Needs, Care Experienced Young People or other barrier will be supported into a positive and sustained destination** **Young people are aware of the employability skills necessary for the world of work and the different pathways available to secure positive sustained destinations.**	**Driver: School Leadership, School Improvement, Assessment of children's progress** **D1** Link to Curriculum review work in A4, i.e. carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review / consultation on the number of qualifications that can be taken in S5. **D2** Fully implement the Leaver's guidance in 2024/25. **D3** Fully implement the Leaver's transition guidance for pupils with ASN in 2024/25. **D4** Commit to ensuring that every young person will receive an offer for October 2024 that has a maximum chance of being sustained. **D5** In order to achieve this, continue to work alongside our partners to continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school. **D6** Continue to support an increase in the number of schools who have SCQF Ambassador status ie all to achieve bronze and increase in number achieving silver.	• Outcomes of reviews and consultation are clear with decision made re next step for session 2024/25. • Evidence that guidance is being implemented via compliance checks by EO and improved outcomes in the ILDR for Oct 2024 are clear, inc an improved in PDs for ASN, CEYP and pupils in SIMD1. • Improved pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school are available and being taken up by pupils. • All secondary schools to have achieved bronze SCQF status by June 2025.	• Secondary HTs • EO – Senior Phase • Governance Group • All partners	By June 2025 By June 2025 By June 2025 By June 2025

E: Getting it Right for Every Child

Outcomes for learners
The needs of all learners are met, ensuring that they make progress and achieve

Link to outcome 1 of the children's service plan

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Outcomes for all pupils with ASN improve	**Driver: Leadership, school improvement, teacher professionalism, assessment of children's learning** **E1** Continue to ensure that practice and provision of all establishments is trauma informed **E2** Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance	• All establishments are able to evidence where they are on their trauma informed journey and what plans they have in place to develop this further inc annual service agreement with Ed Psych Attendance strategy • Weekly tracking shows improved levels of attendance for all establishments in comparison to 23/24 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%) • All pupils with lower than 20% have a clear single and or multi agency plan in place – ASG to monitor pupils with less than 10% attendance. • All establishments are using the audit tool on an annual basis with an identified cohorts of established	PEP / EO - VS Depute Principal Ed Psych (JJ) SAC project manager Attainment Advisor	Throughout 2024/25 By Oct 2024 Throughout 2024/25 By Dec 2024 By June 2025

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	E3 Implement the revised Child protection audit process alongside the work of the newly formed Child protection subgroup.	engaging in an audit visit to triangulate findings. • Actions relating to child protection Identified through formal inspections reduce.	HOE / CPC sub group	Throughout 2024-25
	E4 Continue to review and develop capacity of specialist ASN provision. Include a focus on early ASN screening pre 3yr old .	• Need for ASN capacity in primary is identified and plans are in place to bring this online for August 2025. • ASN leaders report increased confidence in assessment processes - ASNMF and ASG identify improved in submissions.	EO – VS	By June 2025
	E5 Continue to support ASN Leaders through CLPL with the assessment processes relating to identifying the needs of ASN pupils.		PEP EO - VS	By June 2025
	E6 Ongoing roll out of PPB training for targeted schools, as well as offering a rolling programme of training to support all practitioners around de-escalation techniques	• Reduction in the number of critical incidents due to staff's increased skills in de-escalation by 10% on end of 23/24 baseline	EO - VS	By June 2025
	E7 Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education, with a focus on curriculum mapping where anti-racist education and the wider equalities agenda is being delivered	• All establishments can evidence how they are addressing approaches to anti racist education within their curriculum with leaders reporting improved knowledge and confidence in relation to race equality, including curriculum maps • Pupils report improved learning experiences and knowledge relating to race equality	EO - EMcL	By June 2025

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	E8 Fully implement the missing person policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support	• The revised missing pupil policy will be in place • Reduction in number of missing pupils and anti-social incidents • Pupils affected receiving the correct package of support	HOE EO – VS PEP VHT	Throughout 2024-25

F: Improving outcomes of care experienced children, young people and their families.

Outcomes for learners
Link to outcome 3 of the children's service plan

UNCRC
Articles 3, 23, 28, 29, 39

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
Improved outcomes for Care Experienced Young People (CEYP) across all establishments	**Driver: Leadership and school improvement** *refer to Virtual School Improvement plan 23/24* **F1** Review the use of all care experience children and young person funding by improving the current offer from the education support workers and employing a mental health support worker to target those that need it identified through the fund.	• Evidence of impact on a minimum number of care experienced pupils who have benefitted from the new targeted service to support mental health • Reporting shows impact of Education support workers in particular increasing positive destination figure.	Virtual HT (VHT) AC project lead Reviewing Officer – JS Education Support Worker Mental health provider	By October 2024 By June 2025
	F2 Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP	• Dashboard in place and being used by Virtual School for primary, BGE and SP. • Outcomes for CEYP are improving both in attainment and progress at key tracking points throughout the year • Schools will be reporting on specific interventions to support CECYP. • Outcomes for 24/25 across all measures show improvement for CEYP	VHT AC project lead	By August 2024
	F3 50% reduction (of 23/24 figure) in number of exclusions of CECYP across primary and secondary, with a review of interventions being used to prevent exclusion.	• Reduction in exclusions • Evidence of successful interventions being utilised in schools to prevent exclusion • Evidence of the impact of support services such as Thrive and Lomond View in reducing figure.	VHT Designated Managers HT's	By April 2025
	F4 Implement and interrupted learner service to Inverclyde focusing on those with attendance at 50-60%. This will be used in conjunction with the attendance strategy.	• Improved attendance for almost all CEYP in mainstream schools in particular those with attendance below 50% accessing the ILS.	VHT Designated Managers LVA/CT/ICOS Staff	By October 2024

Appendix 1: Glossary of terms

Abbreviation	In full
AA	Attainment Advisor
AC	Attainment Challenge
ACEL	Achievement of Curriculum for Excellence Levels
AFC	Action for Children
ASL	Additional Support for Learning
ASN	Additional Support Needs
BGE	Broad General Education
BRL	Building racial literacy
BYOD	Bring Your Own Device
CEYP	Care Experienced Young People
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CMO	Coaching and Modelling Officer
DYW	Developing the Young Workforce
EAL	English as an Additional Language
EO	Education Officer
EPS	Education Psychological Services
EY	Early Years
GIRFEC	Getting it Right for Every Child
HMIe	Her Majesty's Inspectors of education
HOE	Head of Education
HSCP	Health and Social Care Partnership
HT	Headteachers
HWB	Health and Wellbeing
ICOS	Inverclyde Communication Outreach Service
JST	Joint Support Teams
KPI	Key Performance Indicators
LA	Local Authority
MCMC	More Choices More Chances
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework

PEF	Pupil Equity Fund
PEP	Principal Education Psychologist
PRAG	Poverty related attainment gap
PRD	Professional Review and Development
PSA	Pupil Support Assistant
PSE	Personal and Social Education
QIM	Quality Improvement Manager
SAC	Scottish Attainment Challenge
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
SQR	Standards and Quality Report
UNCRC	United Nationals Convention on the Rights of the Child
VHT	Virtual head teacher

Appendix 2: Education Service Maintenance agenda 24/25

A: Improvement in attainment, particularly in literacy and numeracy.

Previous targets from the 23/24 SIP to me monitored and maintained:	Officer Responsible
• Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap.	MC
• Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice.	MC
• Continue to support and monitor the implementation of the Parental Engagement strategy.	EM
• Continue to support the development of Gaelic Medium Education (GME) secondary provision and L3 as outlined in authority Gaelic language plan.	EM

B: Closing the attainment gap between the most and least disadvantaged

Previous targets from the 23/24 SIP to me monitored and maintained:	Officer Responsible
• Continue to support Barnardo's through the development of an action plan to improve the "readiness to learn" of children in targeted families	MC / VS / LR
• Continue to work effectively with partners to support children and families across Inverclyde	All

C: Improvement in children's and young people's health and wellbeing (HWB).

Previous target / next step	Officer Responsible
• Continue to raise awareness of the lessons on bereavement, change and loss and get further feedback on their impact from all schools and establishments.	AM
• Continue to promote and share practice on the MVP programme across secondary schools.	AM / VS
• Work with schools to use the very good programme established by the Young People's Substance Officers to maintain a focus on substance misuse and risky behaviours.	AM

D: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Previous target / next step	Officer Responsible
• Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.	GM
• Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.	GM
• Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.	GM
• Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.	GM

Classification : Official

E: Getting it Right for Every Child

Previous target / next step	Officer Responsible
• Education Psychologists will continue to support educational establishments in their development of the joint support team structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health and Social Care Partnership (HSCP) will also take place to see how they can support the roll out.	LR / VS
• Maintain and update the ASL policy.	LR / VS
• Continue to develop the ASN parent group.	VS
• Continue to engage in national developments in relation to REAREP and Education Scotland, and to support establishments with the development of a more inclusive curriculum	MR / EM

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/21/24/MR**
Contact Officer:	**Michael Roach Head of Education**	**Contact No:**	**01475 712891**
Subject:	**Education Update Report – Overview of Local and National Initiatives**		

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 update on:

- Care Inspectorate inspection outcome
- National qualifications outcomes – 2023/24 diet
- Digital Education Strategy – Consultation
- Education bill – consultation
- Post school education and skills reform legislation - consultation
- Independent Review of Qualifications and assessment
- Education and skills reform
- National response to improving maths / national maths specialist advisor
- Outdoor learning
- Gaelic Medium Education – Secondary GME progress
- Review of admission for Play4All service
- Closure of Cedars School of Excellence
- Update on teacher numbers
- Admission for academic year 24/25 and placing requests

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Care Inspectorate inspection outcomes
Adelene Hutchinson, a local childminder was inspected in May 2024. The full report can be found here: Find care (careinspectorate.com)

The provision was found to be very good in all aspects as below:

How good is our care, play and learning?	Very Good
How good is our setting?	Very Good
How good is our leadership?	Very Good
How good is our staff team?	Very Good

3.2 National qualifications outcomes – 2023/24 diet
The outcome of the 2023/24 national qualification diet were shared with pupils on the 6th of August. A communication release was shared on the day and can be found here: 2024 Inverclyde exam results - Inverclyde Council

As is the case each year, a members' briefing will be held later in the autumn term to share the full outcomes once an update of Insight is received.

3.3 Digital Education Strategy – Consultation
The Scottish Government, in partnership with ADES and COSLA, have been working on the development of a joint digital strategy for school education. As part of this a consultation was carried out over the summer, closing on 15th of August.

The service provided a response to this and shared it with conveners of the committee prior to submission. A copy of the response can be provided to committee members on request.

3.4 Education Bill – consultation
A call for views in relation to the Education (Scotland) Bill was open until the 20th of August 2024:
Education (Scotland) Bill - Detailed call for views - Scottish Parliament - Citizen Space

The Bill establishes a new body called Qualifications Scotland. It also creates a new office His Majesty's Chief Inspector of Education in Scotland. While the Bill provides the mechanism for reforming the current Scottish Qualifications Authority and creates a separate education inspection agency, its provisions largely replicate existing legislation, namely the Education (Scotland) Act 1996 and the Scottish Qualifications Authority Act 2002.

The service provided a response to this and shared it with conveners of the committee prior to submission. A copy of the response can be provided to committee members on request.

3.5 Post school education and skills reform legislation - consultation
The purpose of this consultation is to seek views on proposals for changes to what public bodies do in the post-school system. These changes aim to simplify responsibilities for apprenticeships and student support and they need legislation. These changes are just one part of the post-school education and skills reform programme. That programme also includes: changing the way we do skills planning; improving our apprenticeship offer and national careers service; and enhancing student support. There will be more opportunities to comment and engage on other parts of the programme in the coming year.
Chapter 5: Responding to the Consultation - Post-school education and skills reform legislation: consultation - gov.scot (www.gov.scot)

Responses are to be submitted by 20th of September 2024 and will be shared with conveners prior to submission. Again, a copy of the response can be provided to committee members on request, once submitted.

3.6 **Independent Review of Qualifications and assessment**
We understand that a Scottish Government response to the Independent Review will be published in due course. We expect the response to the Independent Review to include actions in respect of next steps on the place of external examinations in our system and the balance of different forms of assessment. It will also respond to key recommendations of the Independent Review including a proposed school leaving certificate.

3.7 **Education and Skills reform**
Work has continued across Education and Skills reform since the last update in May 2024. As indicated by the Scottish Government previously, a bill will be laid before Parliament which will underpin the establishment of a new qualifications body and inspectorate function, with new organisations to be in place in Autumn 2025. This is the Education Bill consultation referred to in 3.4.

The third meeting of the co-production group for the Centre for Teaching Excellence was held on 21st of May. The Cabinet Secretary attended the meeting to outline the vision for the Centre.

The first meeting of the Ministerial Group on Education and Skills Reform met on 2nd of May. This group provides a forum for Ministers to seek views from the profession 3 and independent experts on the opportunities that exist within the education and skills sector. Membership consists of practitioners and experts including individuals from COSLA, local government, universities, colleges and headteachers.

The last meeting of the New Qualifications Body Transition Board took place on 4 June. This board is co-chaired by the SG and SQA with its role to delivery on the Ministerial ambitions for education reform through direction, oversight and assurance on the transition process for the establishment of a new Qualifications Body.

3.8 **National response to improving maths / national maths specialist advisor**
In line with the announcement by the Cabinet Secretary of a new curriculum improvement cycle which prioritises numeracy/mathematics as the first area to undergo improvement work, a new specialist maths adviser, Andrew Brown, has been appointed. The new specialist advisor will work alongside Education Scotland and the National Response to Improving Mathematics (NRIM) on revising the maths and numeracy curriculum. The maths adviser will also act as the key link between the Cabinet Secretary and NRIM, advising on maths improvement and different approaches Scotland might consider to improve teaching, learning and performance

3.9 **Outdoor learning**
The commitment made in the refreshed Learning for Sustainability Action Plan to establish a new outdoor learning workstream, including an outdoor learning working group, continues to be progressed. Membership and group structure have now been established and the first meeting has taken place. The Liz Smith MSP Member's Bill, the Proposed Schools Residential Outdoor Education Bill, is currently anticipated to be introduced around June 2024. Efforts to discuss and analyse the data collected to date continue, looking to understand the opportunities and implications of the Bill comprehensively, including concerns previously raised by ADES representatives with regard to inequities in accessing centres, funding, capacity, additional associated costs to parents, issues around staffing for schools and the knock-on effect that this would have on primaries.

To this end, the Education, Children and Young People Committee has launched its Call for Views on the Schools (Residential Outdoor Education) (Scotland) Bill. The Bill would ensure that all pupils in state and grant-aided schools have the chance to experience at least four nights and

five days of residential outdoor education during their school career. Subsequently the Parliament's Finance and Public Administration Committee also launched a call for views on the Financial Memorandum of the Schools (Residential Outdoor Education) (Scotland) Bill. Officers are working with ADES to inform responses to both consultations.

3.10 **Secondary GME progress**
It was agreed at the January committee that a regular update would be given to committee re the progress being made around the inception of our secondary GME provision at Inverclyde Academy.

We have not been able to recruit a teacher for August 2024, however we have engaged with the e-Sgoil online offer, and have set up teaching for the pupil attending. This will remain in place, alongside support from staff at Whinhill Primary School, until we have been able to recruit.

The GME webpage updated for education services is now up to date and is now dual language:
Gaelic Medium Education - Inverclyde Council

Ongoing communication is in place with parents regarding places at the secondary provision.

3.11 **Introduction of Stay and Play Sessions for ASN and review of admission for Play4All service**
Officers have worked with the ASN parent and carer group to consider the provision of activities for children with Additional Support Needs over the summer holiday period. As a result, Stay and Play sessions were introduced and these proved to be very popular and welcome. The Stay and Play sessions were run by CLD and provided activities for young people with ASN as well as their siblings (and parents). Parental Feedback indicates the sessions provided a much-needed respite and social interaction for families where their child could have fun without stigma or judgement. 16 sessions were run over 8 days across the summer. 384 children attended sessions (this number is individual attendances rather than individual children). The service was initially over-subscribed, however whilst 900 children registered, not all turned up and we were able to contact parents if they had initially been unsuccessful in gaining a place to offer them a slot. As part of ongoing discussions parents have intimated that they would welcome a review of provision of the allocation of places for termtime and holiday childcare through play4All (which is a bespoke childcare service). Officers will undertake a review alongside parents during the course of this year.

3.12 **Closure of Cedars School of Excellence**
The Board of Trustees at the Ceders School of Excellence in Greenock, have taken the decision to close the school as of the 27th of September 2024. During the month of August, Education Services liaised with parents and the Cedars school to consider the transfer of pupils who live within the area into Inverclyde Schools. There were spaces for all pupils in schools in Inverclyde, almost all being in the catchment area. Where there were not catchment places, the pupils have been redirected to the nearest school in accordance with policy. Transition arrangements were put in place and these will include identifying any additional support needs, ensuring pupils are attending school at the appropriate age and stage and ensuring senior pupils are able to access their chosen subjects.

3.13 **Commitment to maintain teacher numbers**
On 26 April COSLA agreed with the Scottish Government to extend the deadline for signing the grant letter so that further discussions can take place. In line with other councils, officers have yet to sign the agreement. The Scottish Government have indicated that mitigating factors such as reduction in Attainment Challenge funding and reduction in pupil rolls would be mitigations that would be taken into account.

3.13 **Admissions for 24/25 and Placing requests**
Details of this are attached to Appendix 1 of this report (at agenda item 21 (Appendix relative to agenda item 15 – Education Update Report – Overview of Local and National Initiatives)).

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
Financial	X	
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Secondary	Employee Costs	2024/25	£70K		This cost will be contained within the overall Teachers' budget

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

N/A.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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.
N	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) <u>Fairer Scotland Duty</u>

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.
N	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.

(c) <u>Children and Young People</u>

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

	YES – Assessed as relevant and a CRWIA is required.
N	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.

5.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

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

5.8 **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.
N	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   N/A.

Report To:	Education & Communities Committee	**Date:**	**3 September 2024**
Report By:	**Ruth Binks** **Corporate Director** **Education, Communities &** **Organisational Development**	**Report No:**	**EDUCOM/36/24/YG**
Contact Officer:	**Yvonne Gallacher** **Quality Improvement Manager**	**Contact No:**	**01475 712812**
Subject:	**Increase of Sustainable Rate for Early Learning and Childcare Funded Providers**		

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 a further review of the sustainable rate paid to Funded Providers for the provision of Early Learning and Childcare (ELC) and ask members of the Education and Communities Committee to agree the payment of a new rate backdated to 1st April 2024.

1.3 In line with the National Guidance, Funding Follows the Child and the National Standard for Funded ELC Providers in December 2018 (updated in December 2023), local authorities are required to set an hourly rate that is paid to funded providers in the private and voluntary sectors, including childminders, to deliver the funded entitlement. This rate should be sustainable and reflect national policy priorities, including funding to enable payment of the Real Living Wage to all childcare workers delivering the funded entitlement.

1.4 In November 2023, Education and Communities Committee approved an increase in the sustainable rate to £5.87 per hour. This paper proposes an increase in that rate to £6.32 per hour. The Scottish Government's Programme for Government, published in September 2023, set out a commitment to deliver funding to enable childcare workers delivering the statutory entitlement in Funded Providers to be paid at least £12 per hour from April 2024. Local authorities were provided with £16 million of additional funding in 2024/25 to support the delivery of this commitment, with an expectation that the rate be lifted by at least 7.6%.

1.5 In addition to the sustainable rate, the meal rate continued to be paid at £0.50 an hour, up to a maximum of £3.00 per day, providers also receive a payment of £58.2p per session as part of the Scottish Milk and Healthy Snack Scheme. This scheme is administered by the Council on behalf of the Scottish Government and provides additional support to providers for the provision of serving milk, or milk alternative, and a healthy snack for each child attending.

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee are asked to:

Approve an increase in the hourly rate paid to all Early Years Funded Providers including Childminders, from the current rate of £5.87 per child to £6.32 per child.

2.2 Agree to backdate the new rate to the 1st April 2024.

2.3 Agree the rate will be implemented for all eligible children, aged two to five years who are accessing ELC within a funded provider setting.

Ruth Binks
Corporate Director
Education, Communities &
Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Under section 47(1) of the Children and Young People (Scotland) Act 2014, Education Section 48 of the 2014 Act provides the statutory entitlement as 1140 hours of funded ELC in line with the school year, which starts in August.

3.2 The Scottish Government and COSLA published, National Guidance; Funding Follows the Child and the National Standard for Funded ELC Providers in December 2018.

3.3 The National Standard sets out the principles and practice for early year's providers seeking to enter into partnership status with a local authority. The standard also sets out the need for a locally determined sustainable rate for all funded providers.

3.4 Scottish Government conducted an exercise on sustainable rates in 2016 and this was repeated for the West Partnership in 2019. In February 2022, a further review was commissioned by the West Partnership through Ipsos Mori. The purpose of this review was to produce up to date estimates of the actual cost to providers of providing an hour of ELC, in order to inform planning, modelling and discussions about rate setting. The results of this survey were published in May 2022.

3.5 The final survey was signed off following consultation with COSLA, ADES and Directors of Finance representatives, scripted by Ipsos Mori's specialist scripting team and tested by the research team to ensure that all routing worked correctly.

3.6 The Ipsos Mori report provided local authorities with specific technical data when they had returns of more than ten. Unfortunately, as Inverclyde has only eight funded providers, localised data was not available. Data from across the West partnership was shared with the eight partner authorities and informed the sustainable rate set for 2023/24.

3.7 Throughout 2023, a joint review of the sustainable rate setting process was undertaken by COSLA and the Scottish Government, published in December 2023. This review was informed through evidence gathered from a range of different stakeholders, including local government, professional associations and the private, voluntary and independent sectors. Through the review, concerns around the ongoing funding, affordability of provision and availability of staff within the private, voluntary and independent sectors continued to emerge.

3.8 The Scottish Government's Programme for Government, published in September 2023, set out a commitment to deliver funding to enable childcare workers delivering the statutory entitlement in Funded Providers to be paid at least £12 per hour from April 2024. This position was confirmed in the Scottish Government's budget set out in late 2023, confirming that local authorities were to be provided with £16 million of additional funding in 2024/25 to support the delivery of this commitment.

3.9 Given the commitment that staff in Funded Provider settings and Childminders will receive £12 per hour from 1 April 2024, it has been necessary to introduce an increase during the academic year to the sustainable rate. This represents a departure from the usual process whereby any increase in the rate paid to Funded Providers has been agreed from the start of the school session in August.

3.10 Through national agreement between the Scottish Government and COSLA, it has been determined that all local authorities should apply a minimum uplift of 7.6% on their existing 2023/24 rate, effective from 1 April 2024. This level of uplift (7.6%) has been calculated to reflect the estimated increase in the average staff cost element of the sustainable rate required to enable payment of the increased real Living Wage. Per the agreement, overall staff costs will be uplifted by 10.1% to reflect the increase from the real Living Wage rate that applied during 2023/24

(£10.90 per hour) to the current real Living Wage rate of £12 per hour. The calculation assumes that, on average, staff costs account for 75% of overall funded Provider costs (and therefore around 75% of the sustainable rate) and so the 10.1% uplift translates to a 7.6% "blended" uplift when the remaining 25% non-staffing costs are included in the base hourly rate prior to the uplift (10.1% × 75% ≈ 7.6%).

3.11   It should be noted however that Inverclyde's rate from August 2023 was based on a Real Living Wage rate of £11.16 (estimated at time of setting the rate) and therefore an increase of 7.6% on the 2023/24 rate brings the staffing element of the rate in excess of the £12 rate.

3.12   The national agreement requires that the remainder of the sustainable rate, that is, the non-staffing element (assumed to account for, on average, 25% of the sustainable rate), is set in line with the requirements of the existing sustainable rates guidance.

3.13   The proposal to increase the sustainable rate paid to funded providers will result in additional costs being incurred for the provision of the statutory entitlement for 2024/25 financial year. It can be difficult to predict exact usage of partner providers from year to year because of parental choice and any changes of partnership. Given the continued financial pressures the Education Department will continue to carefully consider the financial impact of sustainable rates going forward this will be met from existing financial resources.

3.14   As the increase is linked to the commitment to pay staff £12 per hour, Funded Providers will continue to receive £3 per meal for any eligible child in accordance with the 1140 hours of ELC entitlement and in addition to the hourly rate. They will also continue to be paid £0.582 for each child, per session as part of the Scottish Milk and Health Snack Scheme.

3.15   In addition to the sustainable rate, funded providers within Inverclyde continue to have access to a wide range of additional high-quality supports, including access to professional learning, access to a teacher, support from the department's Educational Psychology Service, Early Years Development Officers and support from the Quality Improvement Manager. The department continues to work alongside providers to ensure access to the most appropriate support is available.

3.16   As part of the Council's commitment to provide high quality ELC, payment of an increased sustainable rate will ensure funded providers can continue to pay employees the Scottish Living Wage.

4.0   PROPOSALS

4.1   Education Services are proposing a rate of £6.32 per hour for each eligible funded child aged two to five years. It is proposed that the rate will be backdated to 1st April of the financial year 2024/25. This approach is in line with the approach taken by other authorities in the West Partnership. In supporting the continued review of the sustainable rate, the Scottish Government have advised that they are committed to updating the data collection process annually.

4.2   The figure represents an uplift of £0.45 per hour per funded child on the current £5.87 hourly rate which has been in place since August 2023.

4.3   In addition to the rate per hour, all funded children are also entitled to a free meal each day as part of their statutory entitlement. This rate is £0.50 per hour up to a maximum of £3.00 per day and is in addition to the new proposed rate of £6.32 rate.

4.4 All ELC providers also continue to have access to the Scottish Milk and Healthy Snack Scheme (SMHSS) funding, for any child who attends their setting for more than two hours per day. This funding equates to £0.582 per day per child.

4.5 The financial impact of the cost uplift for the financial year 2024/25 is £105,000, based on current admission trends, but these can fluctuate.

4.6 The uplift cost of increasing the rate for 2024/25 will be contained within the ELC Revenue budget.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial	•	
Legal/Risk		•
Human Resources		•
Strategic (Partnership Plan/Council Plan)		•
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		•
Environmental & Sustainability		•
Data Protection		•

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
Early Years	Partner Provider Payments	01/04/2024	£105,000	N/A	Will be contained within existing budgets.

5.3 **Legal/Risk**

Under Funding Follows the Child, local authorities are required to set an hourly rate that is paid to funded providers in the private and voluntary sectors, including childminders, to deliver the funded element. This rate should be sustainable and reflect the national policy priorities, including funding to enable the payment of the Real Living Wage to all childcare workers delivering the funded element.

Funded provider contracts will be required to be updated to reflect the new rate.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

The rate must also be sustainable for the local authority in terms of the budgets available. The Scottish Government guidance on setting a sustainable rate states the rate paid to partners to deliver funded ELC should not have a detrimental effect on the local authority's ability to continue to pay the service long term. It also highlights the wider package of 'in kind benefits' as outlined in paragraph 4.5, which are separate to the sustainable rate and are available to the funded provider as part of the contract with the authority.

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

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 This rate has been informed by the IPSOS/Mori survey undertaken and officers have been in dialogue with local partner providers about the methodology used to set the rate.

7.0 BACKGROUND PAPERS

7.1 [Sustainable rates - guidance for 2024-25 (including 12 per hour pay commitment) - 8 March 2024 (003).pdf](#)

7.2 [Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Operating Guidance (www.gov.scot)](#)

Inverclyde council

Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/34/24/YG
Contact Officer:	Yvonne Gallacher Quality Improvement Manager	Contact No:	01475 712812
Subject:	3-Year-Old Provision Early Years Admissions – Eligibility for ELC Term after Second/Third Birthday		

1.0 PURPOSE AND SUMMARY

1.1 ☒ For Decision ☐ For Information/Noting

1.2 In Scotland, all 3-year-olds and 4-year-olds as well as eligible 2-year-olds are entitled to 1,140 hours of funded early learning and childcare per year. Although funding is currently offered the month after an eligible child's second/third birthday, Local Authorities are only funded by the Scottish Government for the term after a child's birthday.

1.3 Given the significant financial pressures on the Education and Communities committee and the pressures on the early years budget reported in the Budget Monitoring report earlier in the agenda, it is recommended that officers begin work to move towards the statutory requirement, rather than the month after their birthday, which is in currently in place from April 2025. This is in line with the approach already taken by other nearby authorities

1.4 If agreed, consultation will take place with stakeholders as part of an already planned consultation for admissions prior to the final decision being taken by the committee for implementation in April 2025.

2.0 RECOMMENDATIONS

2.1 The Education and Communities are asked to:

- agree that officers consult stakeholders on the change to process for starting dates for two/three-year old eligible children as part of the upcoming consultation on the early years admissions process
- agree that a final recommendation will be brought back to this committee in November

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 In Scotland, all 3-year-olds and 4-year-olds as well as eligible 2-year-olds are entitled to 1,140 hours of funded early learning and childcare per year. Originally intended to be in operation by 2020, the full implementation of the policy nationally was delayed due to COVID-19 and full roll out was implemented in August 2021.

3.2 In the lead up and during the implementation Inverclyde have worked in close partnership with other authorities close by and in particular with Renfrewshire and East Renfrewshire Councils. This has made sense as they make up part of the West Partnership Regional Improvement Collaborative but also are the authorities we work with closely if there are any cross-border places.

3.3 Although local authorities are only funded by the Scottish Government for places starting the term after an eligible child's second/third birthday, the decision was initially taken by authorities to provide additional provision starting the month after a child's birthday. Local authorities at that time were in a position to cover the costs but increasing financial pressures in early years means that some other authorities have revisited, or are revisiting, this decision and reverting back to allocating places the term, rather than the month, after a child's birthday. East Renfrewshire Council implement this change from August 2023 and Renfrewshire are implementing this change for August 2024.

4.0 PROPOSALS

4.1 Given the significant financial pressures on the Education and Communities Committees and the pressures on the Early Years budget, officers recommend that the service reverts to the Scottish Government expectation that an eligible child starts the term after their second/third birthday. If this recommendation is agreed, then officers would consult with stakeholders and carry out Equality Impact Assessments prior to a final decision being taken. Officers will already be consulting with stakeholders on the admission process to inform the 2025 admission procedures. If a change is made, then this would be implemented in April 2025.

4.2 This saving does not remove any statutory entitlement but rather reduces additionality of service and additional costs to the council, meaning some parents will receive less additional childcare. Removal of early access may delay the start date at which children begin nursery. Those born later in the school session will subsequently receive a smaller amount of funded hours/pro rata, however this is in line with the Scottish Government's Statutory Guidance.

4.3 The saving includes the amount paid for lunches for all children in both local authority and partner establishments and the additional fees paid to partner establishments for the time between the second/third birthday and their statutory starting date. This may have an impact on funded providers because the partnership will start later, although this may also result in private income increasing for funded providers and child minders.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial	X	
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

As reported earlier in the agenda the Committee is projecting a £xxx,000 overspend with £xxx,000 attributable to early years. In line with the Financial Regulations the Committee requires to take steps to reduce expenditure pressures and the proposal in this paper will assist in that requirement.

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
Early Years	Payments to providers	25/26	(£70k)		Subject to a further report to Committee

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

This report means that resources are managed to ensure the continued provision of high quality 1140 hours of early learning and childcare which meets the strategic aims of both Inverclyde Alliance and the Council.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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 will be required prior to the final decision being taken.
	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.

(b) Fairer Scotland Duty

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

X	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage will be completed prior to the final decision being taken.
	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) <u>Children and Young People</u>

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

X	YES – Assessed as relevant and a CRWIA will be required prior to the final decision being taken.
	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.

6.0 CONSULTATION

6.1 This report proposes that a consultation with stakeholders is carried out.

7.0 BACKGROUND PAPERS

7.1 N/A.

Inverclyde council

Report To:	Education & Communities Committee	**Date:**	**3 September 2024**
Report By:	**Ruth Binks** **Corporate Director** **Education, Communities &** **Organisational Development**	**Report No:**	**EDUCOM/33/24/MR**
Contact Officer:	**Adam Stephenson** **Education Officer**	**Contact No:**	**01475 712891**
Subject:	**Senior Phase Curriculum Consultation**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision   ☐For Information/Noting

1.2 Historically a review of the senior phase curriculum offer in Inverclyde was undertaken after the introduction of Curriculum for Excellence. Since then the landscape of the senior phase offer has changed. We now see young people undertaking a wider variety of qualifications over the course of their senior phase.

1.3 A senior phase working group has been set up to evaluate the current senior phase curriculum offer in Inverclyde schools and to identify any potential future models.

14 The senior phase working group would like to explore potential options for more flexible timetabling in the senior phase and for schools to undertake a consultation with their stakeholders during the 2024/5 academic year.

1.5 A report on the responses and proposals for any amendments to the current approach to the senior phase will be brought back to the Education and Communities Committee. If any changes are identified, and planning time allows, then the intention would be to implement the changes for the 2025/26 academic year.

2.0 RECOMMENDATIONS

2.1 That the Education and Communities Committee:

- approves that a consultation will be undertaken with stakeholders on the senior phase curriculum model; and
- approves that a report on the outcome of the consultation and any identified changes will be brought back to a future meeting of this committee prior to being implemented.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Historically all Inverclyde Secondary Schools agreed to follow a common timetabling model across the senior phase. Although schools can run individual timetables, there are many benefits to all schools following a common model, including the provision of consortium arrangements and ensuring consistency of provision across the authority. This arrangement resulted in all S4 pupils being required to select six courses to study.

3.2 The landscape of the senior phase has significantly changed over the last 5 to 10 years. We now see young people undertaking a variety of qualifications over the course of their senior phase. Many of these remain traditional, for example English and Mathematics, and subjects which require a final exam to be sat in the exam diet in April/May each year. We now see a significant increase in offer of qualifications that do not see a final exam, but which contain ongoing assessment including National Progression Awards, Skills for Work and Foundation Apprenticeships. Courses are also offered through West College Scotland as part of the School/College Vocational Programme.

3.3 A senior phase working group has been set up to examine the current curriculum offer and senior phase in Inverclyde and in order to suggest potential improvements to the learner journey for our young people. Beyond school, our young people have varied post school destinations. For our 2022/23 leavers the table below shows the destinations young people left school to enter:

% Employed	20.62
% Further Education	27.45
% Higher Education	41.37
% Personal Skills Development	1.24
% Training	5.34
% Unemployed Not Seeking	1.37
% Unemployed Seeking	2.24
% Voluntary Work	0.37

We are also seeing an increase in pupils who leave school in S4 and pursue other pathways. Compared to 2021/22 there has been an increase by approximately 50% of pupils who left school in S4. Compared to 2020/21 this has been an increase of 90%. The table below shows the pathways for the 2022/23 leavers who left school in S4.

% Employed	16.18
% Further Education	63.24
% Higher Education	1.47
% Training	13.24
% Unemployed Seeking	5.88

3.4 Our senior phase curriculum model needs to ensure that our young people are best prepared for the pathway they choose. There is still a significant number of young people who enter further and higher education for further study. These young people require a variety of courses to develop the necessary knowledge and skills to prepare them for further academic study both in school and at college and/or university.

3.5   When Curriculum for Excellence was introduced, different approaches were taken to the senior phase and the number of subjects offered in S4 can differ from authority to authority and even school to school. Allocating more time to fewer subjects in S4 allowed for maximum use of option columns over the senior phase and gave a good progression rate to Highers. However, this was predicated on pupils being secure in their initial choices and did not always allow for the increased prevalence of different types of qualifications. Considering the introduction of a more flexible approach to timetabling, specifically in S4, would mean we can provide more flexible pathways suited to the needs of the individuals. In any timetabling model there is always an element of compromise, and this would need to be explored.

3.6   Young people who plan to remain in school beyond S4 with a pathway to Further and Higher Education require to develop a wider range of knowledge and still have the flexibility to make changes to their choices as they move through the senior phase. A more flexible model could allow these young people to study seven courses, all taken within their base school. Young people who choose a pathway that would result in employment, training or further education also require to develop their knowledge and skills, but this may also need to include study on a vocational pathway or work based learning. Some young people will be undecided and need to experience a range of options to allow maximum flexibility.

3.7   There are times when young people are opting to undertake learning that is not purely based at school. This approach requires more time allocated to allow expanded learning opportunities. For instance, work experience may require a number of blocks of time to spend with an employer and build up the requisite skills and experience. To allow this to happen young people could reduce the number of courses in school. These young people would still be gaining qualifications that will support their pathway as work-based learning can be accredited.

3.8   Potential alternative models specifically for S4 using a more flexible model could be:

Pupil A	Pupil B	Pupil C
Pathway to University	Pathway to College	Pathway to employment
Selects seven courses that are offered all within their base school.	Selects five courses that are offered within their base school. Selects one course that is offered at college.	Selects three courses that are offered within their base school. Selects one courses that is offered at college. Undertakes an extended work experience placement and gains work base learning qualifications e.g. First Aid at Work, Employability, Work Experience, Customer Service.
Remains at school until S6	Remains at school until S5	Remains at school until S4

3.9   Considering a more flexible approach to senior phase timetabling and the number of courses on offer to match the individual's personal pathway could allow young people to experience a greater and more appropriate range of learning experiences.

4.0   PROPOSALS

4.1   The senior phase working group would like to explore potential options for more flexible timetabling in the senior phase and for schools to undertake a consultation with their stakeholders

during the 2024/5 academic year. If changes are identified, then they would be implemented for the 2025/26 academic year.

4.2 A report on the responses and proposals for any amendments to the current approach to the senior phase will be brought back to the Education and Communities Committee. If any changes are identified, then they would be implemented for the 2025/26 academic year.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

Any proposals within this report will be within the allocated budget.

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**

This paper specifically meets the aim of theme 2 of the Inverclyde Partnership Plan "Working People".

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(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 **will be required** if changes are made after the consultation.
	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.

(b) Fairer Scotland Duty

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

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

x	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage **will be completed** if any changes to the senior phase curriculum progress.
	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.

(c) Children and Young People

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

x	YES – Assessed as relevant and a CRWIA will be required if changes are made to the curriculum.
	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.

6.0 CONSULTATION

6.1 This paper proposes that a stakeholder consultation takes place.

7.0 BACKGROUND PAPERS

7.1 None

Inverclyde
council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No:**	**EDUCOM/42/24/MR**
Contact Officer:	**Michael Roach**	**Contact No:**	**01475 712850**
Subject:	**Inverclyde Wellbeing Service – Annual Report 2023/24**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to share with members of the Education and Communities Committee the annual governance report for 2023/24 from Action for Children who deliver the Inverclyde Wellbeing service which includes the school aged counselling service.

1.3 As well as the counselling service Action for Children offer curriculum-based support groups for secondary school pupils as well as an innovative transition support program for P7 pupils as they move into S1.

1.4 The report outlines the impact of the service and the positive evidence it has in meeting the key performance indictors set for the year.

1.5 The service has a balanced budget going into the school year 2024/25.

1.6 Action for Children have been awarded the contract to continue to deliver the Wellbeing Service from August 2024, after a fourth "Plus 1" year to the initial 3-year contract that they had, ending in July 2024.

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to note the content of the annual governance report for the Inverclyde Wellbeing service.

3.0 BACKGROUND AND CONTEXT

3.1 Since August 2020 the Inverclyde Wellbeing service has been in operation delivered by Action for Children in partnership with HSCP and Education Services. The service is funded by an annual grant for school counselling and is enhanced by funding from HSCP to offer a wider wellbeing service to all school aged pupils who live in Inverclyde.

3.2 The service is accessed by referral and these can be made by pupils, parents, education staff, health and social care services. These referrals are then triaged by representatives from health, educational psychology and HSCP. The well-being service offers tier 2 counselling but the triage process may determine that a tier 3 service is required.

3.3 As well as the 1:1 counselling offer there are a number of group work programmes also being offered by the service e.g. the BLUES programme.

3.4 There remains a waiting list for counselling once triaged, the longest the young person is waiting is 6 months; this remains consistent with this point last year. This had reduced from approximately 9 months during periods of lockdown and covid restrictions. The number of referrals also increases at times when there is promotion of the service. An annual letter is sent to all parents in September of each year.

3.5 The service is funded by a grant from the Scottish Government. However, the HSCP agreed that they would provide additional funding in order to ensure that all school pupils have access to this service as well as widen the scope beyond just counselling e.g. the delivery of group work programmes.

3.6 The future funding model for counselling post July 2023 has yet to be confirmed by the Scottish Government. Once clear the next iteration of the service will need to be considered alongside the additional funding provided by HSCP to create a wider offer.

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**

N/A.

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

6.1 N/A.

Action for Children Report

Inverclyde Wellbeing Service Governance Report

Year 4: July 2023 – June 2024

Contents

Introduction Year 4

The Action for Children Inverclyde Wellbeing Service (IWS) was successful being optioned to progress to the additional "plus 1 year" of the existing contract, allowing us to move into our 4th year of delivery across Inverclyde schools, fulfilling our full contract of 4 years delivery, till July 2024.

Building on the previous 3 years, we continued to look to ensure that we widen our reach, worked closely with partners, including schools, local authority services and third sector organisations, and to further embed the service in the local authority.

We continued to be represented on a number of local steering groups, all of which contribute to the wider ongoing promotion and development of mental health and wellbeing services for children and young people (CYP) in the area.

During year 4, Action for Children prepared to bid for the next contract to deliver a Wellbeing Service, from August 2024, for 3 years.

As the result of the successful tender win, we were able to then advertise and back fill vacancies that had arisen towards the end of the previous contract, when there was uncertainty about future funding. While we are all aware of the bounds of procurement law, this is an understandable impact for existing staff. We are pleased to be back at staffing levels required for the delivery of the new contract as of August 2024.

Service delivery

The Inverclyde Wellbeing Service has continued to maintain its delivery model of Tier 1 and 2 early intervention services, through a menu of options which are now established across all schools we work in.

Group work continues to be able to reach the widest number of pupils, through focusing on Blues Programme delivery to all S3 pupils and Bouncing Back to all P7's. In addition, small bespoke sessions have been delivered in schools where neither Blues or Bouncing Back would best reach the Children and Young People. Drop-in sessions have also been delivered, working with schools to identify CYP who would benefit most from this level of early help and support.

Counselling is established and in situ in all secondary schools, which allows for stability when counsellors can remain in the same school, building relationships with staff and CYP.

We continue to be flexible and responsive to the needs of the school communities we work in, looking to prioritise CYP when requests are made, based on level of need, and we work closely with partner agencies to ensure the CYP access the right service when required, while managing levels or risk, as appropriate.

One to One Counselling

The IWS continues to provide a counselling service working to a model of 8 sessions. Though within this a degree of flexibility is shown and is crucial to the successful engagement of CYP across the authority.

With over 70% of referrals being submitted by school staff, the team continues to build on established relationships with key schools' contacts to ensure that CYP are encouraged and supported to engage in sessions, with effective communication key to this between colleagues. School staff are cognizant of the need for boundaries to be in place regarding what information can be shared with regards to

confidentiality, and counsellors work within these boundaries while ensuring any safeguarding or child protection concerns are raised appropriately, and involving CYP in any discussions regarding concerns they feel would be better supported by school staff, such as guidance teachers.

The service is represented at all secondary school Joint Support Team meetings, where the appropriateness of counselling as a proposed intervention for any CYP can be discussed and is often an outcome of these meetings for specific CYP.

Over 70% of YP offered support in the reporting period are from secondary schools, and we continue to focus an appropriate percentage of counselling staffing towards this figure, as stated with counsellors in situ across all secondary schools.

The team regularly attend review meetings when invited, and appropriate to do so, and liaise regularly with school contacts, while maintaining the boundaries of privacy and confidentiality for CYP accessing counselling. Counsellors continue to access clinical supervision as per professional requirements, as well as continued professional development (CPD) throughout the year.

Waiting list times

Current waiting list times across schools remain consistent with times from 2022-23, at an average of approximately 6 months, taking into account requests from individual schools or local authority partners to prioritise referrals based on levels of need. The service remains flexible in its approach to prioritising referrals based on the individuals needs of CYP, while ensuring a focus is kept on a regular throughput of referrals on any school's own waiting list, with ongoing communication with staff to reflect this, and meetings held with key contacts to review throughout the school year.

Counselling delivery figures

The figures below show details for the current reporting period July 2023-June 2024:

- 203 (new referrals) received during July 2023-June 2024, see Fig. 1

- 205 CYP *(# active referrals)* offered access to counselling support during July 2023-June 2024

- >78% referrals offered support were from secondary schools (161 YP), <22% were from primary schools (44 YP) *(# active referrals)*

- Circa 50+ currently engaging or at initial assessment stage *(# active referrals)*

- Over 98% CYP completing sessions showed an improvement *(# active referrals)*

- 99 CYP (of a total of 101, 98%) showed an improvement on completion of agreed sessions (Number of children who have reported an improved outcome following access to a counsellor using a Young Person Clinical outcomes in Routine Evaluation (YP-CORE) or a Strengths and Difficulties Questionnaire (SDQ) or another measure), see Fig. 2

- Less than 1% of scores remained consistent throughout sessions

- Less than 1% of scores declined during sessions

- A number of those CYP who have disengaged *(see number below) have done so as a result of feeling they no longer require further sessions or to quote anecdotally from school staff "are in a better place", but due to not attending final sessions, we are unable to provide a figure for how many of this figure this applies to. The views of the counselling team are sought for these CYP, based on their assessments during sessions attended, and are subjective. This figure also includes those CYP where the was no further action following initial offer of counselling or assessment session.

*circa 50 disengaged from support (see note above) this figures includes those CYP who declined or withdrew from sessions, CYP accessing other supports (Approx. 10 CYP accessing other services) including other Action for Children Wellbeing Service Provisions, or other services e.g. CAMHS, Mind Mosaic, private counselling or other therapeutic inputs.

(# denotes active referrals, those offered counselling within reporting period)

Comparison figures for 2021-22 to 2022-23 (# active referrals):

2023-24
101 CYP completed sessions and recorded a measurable outcome, with 99 CYP showing an improvement, which is < 98%, 99 of 101 CYP.

This is an increase in CYP completing sessions, from 97 in 2022-23 to 101 in 2023-24, as well as an increase in the percentage showing an improvement, from 93% in 2022-23 to over 98% in 2023-24

Overall, there was a slight reduction in the number of CYP accessing support, from 229 in 2022-23 to 205 in 2023-24.

As stated above, anecdotal evidence from discussion with school staff suggests a number of CYP disengage from counselling when they feel they have improved in their general wellbeing or have talked though a concern or issue which they feel has been resolved. While this is positive for CYP in this situation, we are often unable to complete sessions and record these outcomes positively, as no final sessions take place.

Fig.1

Figure 1 shows the breakdown of **new referrals received in the reporting period** (203) July 2023 to June 2024, with numbers for pupils per source, i.e. Primary or Secondary school.

Month	Primary	Secondary	Total
July 23	<5	5	7
August 23	<5	12	16
September 23	6	13	19
October 23	5	10	15
November 23	8	21	29
December 23	<5	10	13
January 24	<5	19	23
February 24	<5	13	16
March 24	<5	18	20
April 24	<5	8	10
May 24	<5	11	15
June 24	<5	18	20
TOTAL	**203**	**45**	**158**

Fig. 2 shows the breakdown of age group of pupils **accessing counselling in the reporting period** (101) who completed agreed sessions, and outcomes recorded using YP Core, or CORS (Child Outcome Rating Scale) as appropriate, dependent on age and level of understanding of each CYP. **(# active referrals)**

Fig. 2

Year Group	Improved Outcome	Score Declined	Score Remained Consistent
P1	0		
P2	<5		
P3	<5		
P4	<5		
P5	7	<5	
P6	12		
P7	<5		
S1	18		
S2	14		
S3	14		<5
S4	13		
S5	9		
S6	<5		
TOTAL	**99**	<5	<5

Fig. 3

Fig. 3 indicates the age ranges of all CYP **offered counselling in the reporting period (>200 CYP) (# active referrals)**

Stage specific data	Number CYP
Number of children in P2-P5	23
Number of children in P6	16
Number of children in P7	5
Number of children in S1	41
Number of children in S2	38
Number of children in S3	31
Number of children in S4	29
Number of children in S5	17
Number of children in S6	5
TOTAL	**205**

Fig. 4

Fig. 4 indicates the number of CYP male, female or non binary **offered counselling in the reporting period (active referrals)**

Gender	Number CYP
Number of female pupils	128
Number of male pupils	74
Number of young people identifying as non-binary	<5

Fig. 5

Figure 5 indicates the referral source for referrals **offered counselling in the reporting period (active referrals)**

Referral **Source**		
Self-referral		6
School Staff		157
Social Services		<5
GP		5
School Nurse		<5
Health Professional:	CAMHS	14
	Skylark	5
Other:	Community Link Worker	<5
	Parents/carers	10
	Action for Children Wellbeing Transitions	<5
	Children 1st	<5
	Inverclyde Emotional Wellbeing Hub **(IEWH)**	<5
TOTAL		205

Fig. 6

Fig. 6 indicates the issues reported by referral information for CYP **offered counselling in the reporting period (active referrals)**

Mental Health and Wellbeing issues reported by children and young people					
Exam Stress	<5	(<1%)	**Self-Harm**	6	(<3%)
Trauma	6	(<3%)	**Depression**	0	(0%)
Bereavement	15	(>7%)	**Anxiety**	41	(20%)
Gender Identity	0	(0%)	**Emotional/ Behavioural Difficulties**	71	(>34%)
Substance Use	0	(0%)	**Body Image**	0	(0%)
Low Mood	24	(<12%)	**Parental separation**	<5	(>1%)

Fig. 6 above indicates the number and percentage of referrals which highlight the above headings as reasons for initial referrals, as recorded on referrals submitted. In addition, during counselling, further presenting issues are disclosed by CYP as they engage in sessions. These include, but are not limited to, experience of Care, neurodevelopmental diagnosis, both diagnosed and pending diagnosis, family issues, relationships, panic attacks, bullying, homelessness, school/attendance, physical health and wellbeing.

Re-Referrals

Within the reporting period 18 re referrals have accessed support. This is generally as a result of a CYP having previously benefited and engaged in support. The shortest period between referrals resubmitted was 6 months, with the average being between 1 year and 6 months.

Group Work Programmes

Blues Programme

All 8 schools previously involved in year 3 participated in Blues Programmes in 2023-24, Port Glasgow High School, St Stephens High School, Notre Dame, Inverclyde Academy, Clydeview Academy, St Columbas Gourock, St Columbas Kilmacolm and Cedars School of Excellence.

	Year 3 (22/23)	Year 4 (23/24)
Number of Blues Groups across 8 schools	22	22
Number of CES-D completed	694	652
Scoring Over Threshold and invited to Programme	41% (288 pupils)	38% (246 pupils)
Scoring Under Threshold and invited to Programme	59% (407 pupils)	62% (406 pupils)
Pupils Invited and began Programme	75% (215 pupils)	58% (144 pupils)
Number of participating pupils whose CES-D score improved*	58.6%	82%
Number of participating pupils whose CES-D score didn't change*	27%	4%
Number of participating pupils whose CES-D score decreased*	13%	14%

* based on pupils who completed the Programme and completed a second CES-D questionnaire

These figures for the reporting period show that from a cohort of S3 pupils who completed CES-D's (questionnaires), down from 694 (2022-23) to 652, 246 were offered to take part, down from 288 (2022-23).

The percentage of YP showing an improved score rose to 82% (115 YP), from 59% (126) in 2022-23, which while a reduction in the number of YP, is a 23% increase in improved scores.

Overall, **92% of YP who took part rated the programme as 4 out of 5 stars** (see **Appendix B - Blues Programme Questionnaire,** and **Example Outcomes** for an individual school)

Scores varied across schools with the highest improvement being at >91%, and the lowest 45%. Variance between schools of scores which remained the same was from the highest at 35% to the lowest at 0%, and variance of scores which deteriorated during the intervention ranged from the highest at 20% with the lowest a school which recorded 0% of deterioration in pre to post intervention scores.

These variances in scores are significant in that they demonstrate the impact of individual group dynamics on the resulting scores. Each group presents in their own way, and this can influence outcomes in terms of how comfortable YP are to be open and feel able to share, the effect of peers in a group, as well as the overall engagement of the group as a whole.

Blues facilitators work closely with key school contacts to look at the makeup of each group, to try where possible to reduce any issues which might impact negatively on the positive delivery and outcomes of the 6 weekly sessions of each Blues Programme group.

Bouncing Back

Bouncing Back group work sessions for all P7 classes in Inverclyde schools were delivered in the last school term, beginning after Easter 2024.

All 20 primary schools, St Columbas Kilmacolm and Cedars School of Excellence took part, maintaining all 22 schools who participated in 2022-23.

Focus was again on the transition to S1 for the P7 cohort, with the programme looking at how to support the CYP to best manage this change and be as prepared as possible for the challenges that accompany the move to S1.

The programme takes the principles of the Blues Programme and shares the skills and techniques with the P7 pupils in the sessions.

Figures below for Bouncing Back delivery in Year 4

> – **31 groupwork sessions were delivered**
>
> – **Over 560 CYP took part in these group work sessions across all P7 classes**
>
> – **Over 90 CYP took part in an adapted version across S1-S6 in Craigmarloch School**

Comparison figures for year 4 shows a decrease in the number of CYP accessing Bouncing Back across P7 to 568 (from 697 in 2022-23), and an increase in the number of Bouncing back sessions delivered from 28 in 2022-23 to 31 in 2023-24.

As all P7 classes across the local authority took part, a reduction in numbers participating this year could be as a result of a smaller overall P7 roll in 2023-24, or school attendance impacting on numbers in sessions across all 31 sessions taking place.

Sample school data shows:

> – **81% of CYP taking part in Bouncing Back rated the intervention 4 out of 5 stars, maintaining the same percentage as in year 3 (81% in 2022-23)**

Other group work activities

The IWS continued to deliver bespoke small group work sessions in Craigmarloch school, building on the work taking place with Craigmarloch to develop an offer of support appropriate to the needs of the CYP in that school community.

Through working with the DHT and school staff, we focused on small groups and on individual sessions, which allowed us to tailor our existing materials from the Blues Programme and Bouncing Back.

Over 60 CYP were identified by the school to take part in small group or individual sessions with staff, which again included:

– "Drop-in" appointment-based system, coordinated by the IWS and Craigmarloch school staff, based upon the needs of the young people week to week, to offer "light touch" support around the young people's thoughts, feelings, and actions, and developing coping skills.

– A "Friendship Group" with the aim of enhancing friendships in young people S1-S3 (predominantly young people who identify as female, due to the low numbers in the school) and consisted of team building/group tasks aimed at building confidence and self-esteem.

"As a school, we were so happy and grateful for the care and attention that the team put in place for our young people. Getting to know them, devising strategies, communicating fully with staff team."

Feedback from School Staff

Further Activities

Other group work activities included drop in wellbeing check with new S1's being offered to schools, and further drop-in sessions which provided wellbeing support for those not at the point of engaging with other services, or as additional support while waiting to access services (147 YP)

These drop-ins allowed IWS to escalate any concerns unknown to guidance staff where more appropriate interventions would be applicable. Drop-ins also resulted in YP being encouraged to self-refer to counselling, who otherwise may not have considered this an option open to them.

IWS has been invited to and is represented at all secondary school Joint Support Team meetings and contributes to the discussions and support agreed for YP identified at these meetings if deemed as needing partner agency support.

Summer counselling continues to be offered to YP identified as being appropriate to attend during the period schools are closed. IWS works with school in the last term before summer to identify and confirm which YP would be appropriate to attend and access sessions during this period.

Staff Training – 'What's the Harm: Self harm awareness and skills' training was offered to school staff and delivered in October 2023.

IWS attended "ASK" (Assessing Suicide in Kids) training in July 2024, and places were allocated to partner agency colleagues from Barnardos services in Inverclyde, further upskilling colleagues also supporting CYP within the local authority.

Counselling staff continue to take part in regular professional development, a key requirement of their ongoing registration. Further training resources were sourced to provide them with additional support in key areas identified as developing themes i.e. CYP presenting as neurodiverse, having either been assessed, undergoing assessments or waiting for assessments to take place.

Access to funding for CYP and families – IWS continues to access all available funding opportunities to support CYP and families

which are available through Action for Children's various corporate partnerships and fundraising activities. Where appropriate, CYP and families are supported with access to funding to reduce the impact of poverty on their mental health and wellbeing. This also includes support to access local charities such as Inverclyde Food bank.Single Point of Access – Centralised Referral System - Inverclyde Emotional Wellbeing Hub (IEWH)

The IWS remains a contributing member of the IEWH group, representing the service with partner agencies including HSCP senior management, Educational Psychology, School Nursing team, Barnardo's, Social Work, and CAMHS.

The group continues to meet fortnightly and utilise the FORT (Fast Online Referral Tracking System) Referral system, ensuring a regular throughput of referrals are discussed and suitable services are identified. The group is now well established and while the FORT system continues to develop, the purpose of the meetings to reduce the number of services approached and time taken by CYP and families to secure the support required is showing positively.

Key Performance Indicators

Example Key Performance Indicators	Example Year 4 Targets:	Year 4 Outcomes:
Reach KPIs: ▪ **Number of appointments** ▪ **Number of group work sessions** ▪ **Number of 1:1 sessions** ▪ **Number of preventative sessions**	▪ 1,600 pupils directly supported in Year 3 i.e.: ▪ 600 primary pupils – *Bouncing Back* groups ▪ 600 secondary pupils completed Blues Programme Questionnaire ▪ 200 secondary pupils participating- *Blues Programme* groups ▪ 375 pupils - targeted 1:1 support/counselling/school drop ins	▪ Circa 1651 pupils engaged in Wellbeing Service supports ▪ 568 Bouncing Back (P7) ▪ 652 Secondary pupils completed Blues Programme Questionnaire. ▪ 246 invited to participate in Blues Programme ▪ 144 secondary pupils participated in Blues ▪ 205 offered 1:1 support/counselling ▪ 147 YP (Secondary school) drop in/small group work ▪ 60 (Craigmarloch) ASN drop in/small group work ▪ 19 - Primary school additional small group sessions
Outcome KPIs: ▪ **Improved CYP wellbeing, mental health and resilience** ▪ **Reduced Tier 3/CAMHS referrals**	▪ 88% of pupils improving against selected *SHANARRI Wellbeing Outcomes* ▪ % of pupils addressing their needs without the requirement for specialist services	▪ **> 98% completing agreed sessions showing an** improved outcome using a Young person's Clinical outcome e.g. Young Persons CORE

Quality KPIs:
▪ **Accessible service/the right help at the right time**
▪ **Structured support and goal-setting**
▪ **Providing relationship-based interventions**
▪ **Informing CYP/families of available support**
	▪ Maintain 95% of pupils providing positive feedback on their experience of the service - including:
	  ○ Service accessibility
	  ○ Relationship-based support
	  ○ Quality of interventions
		▪ <93% of secondary pupils (S3) gave a 4 or 5 star rating for Blues Programme sessions, from a scale of 1 to 5
		▪ 82% of Blues participants score improved pre to post intervention, 4% remained the same, and 14% of scores decreased.
		▪ > 81 % of P7 pupils gave a 4 or 5 star rating for Bouncing Back sessions, from a scale of 1 to 5

Wellbeing Transitions Team (WTT) P7-S1

2022-23 was the third year of the WTT being provided with additional funding to support a new cohort of P7's making the transition to S1.

A reduction in the funding available for the year 2023-24 allowed the service to continue to support a group of CYP moving to S1, with a drop in the cohort size to 20 CYP agreed as the target for this year.

As in previous years, information was shared with primary schools in Easter 2023, to begin to identify CYP and families appropriate for the support of the project.

20+ referrals were received before the school summer holidays, with project staff following up contacting all families. Several families withdrew at early stages in this process, and further referrals where sought from secondary schools after the summer holidays, to maintain the cohort size of 20.

In total over 25 referrals were made to the WTT, with some CYP accessing the service at later points, if spaces became available due to the withdrawal of other CYP and families during the reporting period.

The existing relationship with schools the WTT had allowed for good communication when looking to extend and attract other CYP to the offer of support, even while already having started in S1.

School staff familiarity with the WTT was also useful in helping them identify CYP they felt would benefit, having an understanding of what the WTT offered and could support CYP with.

Examples of work carried out

- School based one to one sessions
- School based group time sessions
- School based drop-in sessions
- Home visits (for YP and/or parents)

    Out for coffee/support with parents
- Outings for refreshments/activities with YP: Golf driving range, Ravenscraig activity centre, cafes (to build trusted relationship and offer safe space for YP to talk and grow confidence)
- School meetings for TAC, attendance, and/or wellbeing
- Funding: Winter crisis fund, Turner and Townsend, foodbank including delivery.
- Referrals for school counselling for YP
- Support to parents (face to face or via telephone chats)
- Video/WhatsApp chats

Individualised support plans were co-produced with CYP, families and schools, based on the needs of the CYP, and using outcome measurement tools, such as My Mind Outcome Stars to track their progress during the period of support.

Outcome Measurements

To measure outcomes the practitioner used My Mind Outcome Stars with YP at the initial stage of support beginning, and then revisited this towards the end of their support.

Although offered to all YP participating, a number declined to use the measurement tool, which may have become a barrier to engagement if they felt pressured to use this.

My Mind Outcome Stars has been designed for use in early intervention services that aim to prevent the onset or development of mental illness, and to fill the gap before a mental illness is diagnosed. It may also be used to support young people who are experiencing poor mental health. This can include low mood, stress, anxiety, sleeplessness or self-harming, or who have a diagnosed mental health condition. My Mind Star has seven key areas, designed to open up the conversation between key or support workers and service users. These areas are designed along a five point scale: with 1 being low "stuck or unsafe", up to 5 being high "managing well"

The seven key areas:

1	2	3	4	5	6	7
Feelings and emotions	Healthy lifestyle	Where you live	Friends and relationships	School	How you use your time	Self esteem

Using the key below to illustrate the change from pre to post intervention, on the scores from 1 (low) to 5 (high), **Fig. 7** below shows the percentage scores across all seven key areas.

improved
Stayed the same
Deteriorated

Fig. 7

1		2		3		4		5		6		7	
Feelings and emotions		Healthy lifestyle		Where you live		Friends and relationships		School		How you use your time		Self esteem	
	94%		70%		70%		94%		94%		58%		94%
	6%		30%		30%		6%		6%		42%		6%

Across the cohort of 20 CYP, no scores deteriorated, with the majority of scores across the 7 key areas showing improvements pre to post intervention, with the remaining scores staying the same, or being maintained.

This can be viewed as a positive in that the cohort being supported were deemed to be at risk of struggling to manage the transition to S1 and the challenges this would present. It could be argued that indicators where scores have stayed the same may have deteriorated without the support of the project to the cohort, to learn and develop skills and techniques to at minimum be able to cope with these challenges.

Cost of living impact on CYP and families accessing WTT support.

Rising living costs continued to negatively impact on a number of CP and families accessing our support. Action for Children have access to corporate funding streams which allow us to provide support to some of those most in need.

A significant number of CYP and families accessed financial support from different funding stream, including our Tuner and Townsend Education Fund, which provides £40 grants for educational materials that include, school clothing and shoes.

Our Winter Crisis fund allowed us to provide vouchers for a number of families which could be used to purchase supermarkets items, freeing up their finances to help with the cost of winter fuel bills.

Families were also supported to access local resources such as Inverclyde Foodbank, when they were previously unaware that this support was available to them.

Further details of the support, including the impact of access to our funding streams, is included in

Finance year 4

Cost Type	Core Service
Employee Costs Total	£246,614
Other Employee Related Costs Total	£8,419
Premises Costs Total	£1,993
Equipment Total	£4,198
Communication Costs Total	£4,562
Variable Costs Total	£7,468
Activity Costs Total	£1,640
Management Fee	£30,513
Total	**£305,407**
Income	**£305,407**
Deficit / Surplus	£0

Next steps – August 2024

The IWS were successful in bidding for the new contract to deliver wellbeing service support to CYP in Inverclyde for the next 3 years, from August 1, 2024 to 31st July 2027

This allows the service to further consolidate the work already undertaken establishing a service providing quality interventions and support to CYP, schools and partner agencies.

With relationships now strong across schools, and the profile of the service established, the intention is to progress each area of support, working closer with partners to achieve this, while keeping the CYP at the centre of what we do as an organisation and service.

The challenges to meet the needs of CYP's mental health and wellbeing across schools is a combined effort, with a number of agencies and partners contributing to this. Having a clearly defined offer helps us and partners to know where we fit amongst other offers of support and complements the other options available. This is established over time, while reaching out to partner agencies to network, and has been a focus of the IWS over our initial 4 years.

Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**3 September 2024**
Report By:	**Ruth Binks, Corporate Director, Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/38/24/LC**
Contact Officer:	**Lorna Coote, Service Manager, Educational Resources and Facilities Management**	**Contact No:**	**01475 712828**
Subject:	**School Term Dates – Session 2025 / 2026**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision   ☐For Information/Noting

1.2 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2025/26.

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

1.4 The proposed term dates take account of the joint agreement to standardise school holidays within the West Partnership. Consultation has taken place with Trade Unions and Parent Council Chairs on the proposed term dates and in-service days with no adverse comments received.

2.0 RECOMMENDATIONS

2.1 Committee is asked to approve the term dates for 2025/26 as set out in appendix 1 and appendix 2.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 None.

4.0 PROPOSALS

4.1 To seek the approval of the Committee for setting the school term dates for the session 2025/26.

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & 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, Fairer Scotland Duty & Children/Young People**

None

(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.

(c)   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.

5.7   **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.

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

7.0 BACKGROUND PAPERS

7.1 None

Inverclyde School Holiday and Term Dates 2025/2026

August 2025
- Friday, 15 August 2025 (Return date for Teachers & In-service day)
- Monday, 18 August 2025 (In-service day)
- Tuesday, 19 August 2025 (Return date for pupils)

September 2025
- Schools close at 3.00 pm on Thursday, 25 September 2025
- Friday, 26 September 2025 & Monday, 29 September 2025 (September weekend)
- Schools return on Tuesday, 30 September 2025

October 2025
- Schools close at 3.00 pm on Friday, 10 October 2025
- Monday, 13 October 2025 to Friday, 17 October 2025 (October week)
- Monday, 20 October 2025 (Return date for Teachers & In-service day)
- Tuesday, 21 October 2025 (Return date for pupils)

December 2025
- Schools close at 2.30 pm on Friday, 19 December 2025
- Monday, 22 December 2025 to Friday, 2 January 2026 (Christmas & New Year)

January 2026
- Schools return on Monday, 5 January 2026

February 2026
- Schools close at 3.00 pm on Friday, 13 February 2026
- Monday, 16 February 2026 & Tuesday, 17 February 2026 (Mid-term break)
- Wednesday, 18 February 2026 (Return date for Teachers & In-service day)
- Thursday, 19 February 2026 (Return date for pupils)

April 2026
- Schools close at 2.30 pm on Thursday, 2 April 2026
- Friday, 3 April 2026 to Friday, 17 April 2026 (Spring Break)
  (Good Friday – 3 April 2026 & Easter Monday – 6 April 2026)
- Schools return on Monday, 20 April 2026

May 2026
- Schools close at 3.00 pm on Friday, 1 May 2026
- Monday, 4 May 2026 (May Day)
- Tuesday, 5 May 2026 (Return date for Teachers & In-service day)
- Wednesday, 6 May 2026 (Return date for pupils)
- Schools close at 3.00 pm on Thursday, 21 May 2026
- Friday, 22 May 2026 & Monday, 25 May 2026 (May weekend)
- Schools return on Tuesday, 26 May 2026

June 2026
- Schools close at 1.00 pm on Tuesday, 30 June 2026

Inverclyde Council ~ Education Services

2025-2026 School Calendar (DRAFT)

August 2025

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

September 2025

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

October 2025

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

November 2025

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

December 2025

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

January 2026

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

February 2026

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

March 2026

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

April 2026

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

May 2026

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

June 2026

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

July 2026

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

Legend:

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

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