

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 5 November 2024.

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

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 4 November 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

**** to follow**

BUSINESS

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NEW BUSINESS		
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16.	Update on West Partnership Report by Corporate Director Education, Communities & Organisational Development	p

The documentation relative to the following items has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in the paragraphs of Part I of Schedule 7(A) of the Act as are set out opposite each item.

COMMUNITIES

NEW BUSINESS

17. **	Governance of External Organisations – Inverclyde Leisure, Beacon Arts Centre, Community Centres and IVCSS Report by Corporate Director Education, Communities & Organisational Development providing information of the governance arrangements of external organisations.	Para 6 p
18. **	King George VI Building Update Report by Corporate Director Education, Communities & Organisational Development providing an update on the progress of the King George VI building project.	Para 6 & 9 p

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

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

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/62/24/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	2024/25 Communities Revenue Budget Update		

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 projected position of the 2024/25 Communities Revenue Budget.
- 1.3 The total Communities Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £5.660m. The latest projection is an overspend of £46,000 (0.8%), a reduction in projected spend of £18,000 since Period 3 Committee, mainly due to an under recovery of turnover saving target within Libraries & Museum. The projected overspend excludes £80,000 of additional costs for Inverclyde Leisure utilities, as these will be funded from earmarked reserves for 2024/25, as previously reported.
- 1.4 The Corporate Director continues to examine opportunities to reduce the projected overspend.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note that the Committee's Revenue Budget is currently projected to overspend in 2024/25 by £46,000 (0.8%).
- 2.2 It is recommended that the Committee notes that the Corporate Director continues to seek ways to reduce the overspend and progress will be reported 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 and to highlight the main variances contributing to the projected overspend of £46,000 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 2024/25 Projected Outturn (£46,000 overspend 0.8%)

(a) The main projected variance contributing to the net overspend is an under achievement of turnover savings target of £38,000, mainly within Libraries & Museum; a reduction in net spend of £20,000 from Period 3. 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 overspend 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 has developed savings proposals, with limited impact on service delivery, as part of a corporate exercise to address the overall revenue overspend in 2024/25. These will be considered by elected members later in 2024.

3.4 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.

3.5 Virements

There are no virements this Committee cycle.

4.0 PROPOSALS

4.1 It is proposed that Committee note the current projected overspend for 2024/25 of £46,000 and that action will continue to be taken by the Corporate Director to reduce the overspend.

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
N/A					

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 by the Corporate Director to bring the Committee and Council back within budget.

5.4 Human Resources

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

5.5 Strategic

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the 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.

Communities Budget Movement - 2024/25

Service	Approved Budget	Movements			Revised Budget 2023/24 £000
	2024/25 £000	Inflation £000	Virement £000	Supplementary Budgets £000	
Libraries & Museum	1,892				1,892
Sport & Leisure	2,088		(40)		2,048
Community Safety	446				446
Community Halls	953		25		978
Community Grants Fund	281		15		296
Totals	5,660	0	0	0	5,660

Movement Details

£000

External Resources

Inflation

0

Virement

0

Supplementary Budget

0

0

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

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	1,865	1,909	1,947	38	2.0%
2,149	Property Costs	2,268	2,268	2,271	3	0.1%
942	Supplies & Services	616	616	621	5	0.8%
7	Transport Costs	3	3	3	0	-
73	Administration Costs	75	75	71	(4)	(5.3%)
1,060	Other Expenditure	1,083	1,108	1,107	(1)	(0.1%)
(542)	Income	(250)	(319)	(314)	5	(1.6%)
5,852	TOTAL NET EXPENDITURE	5,660	5,660	5,706	46	0.8%
0	Earmarked Reserves	0	0	0	0	
5,852	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,660	5,660	5,706	46	0.8%

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	1,927	35	1.8%
2,002	Sports & Leisure	2,088	2,048	2,053	5	0.2%
478	Community Safety	446	446	448	2	0.4%
960	Community Halls	953	978	982	4	0.4%
344	Community Grants Fund	281	296	296	0	-
5,852	TOTAL COMMUNITIES	5,660	5,660	5,706	46	0.8%
0	Earmarked Reserves	0	0	0	0	
5,852	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,660	5,660	5,706	46	0.8%

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

<u>Out Turn</u> <u>2023/24</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2024/25</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Aug-24</u> <u>£000</u>	<u>Projection</u> <u>2024/25</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
1,441	Libraries & Museum Employee Costs	1246	478	485	1277	31	2.5%
Total Material Variances						31	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2024/25</u> £000	<u>Phased Budget 31-Aug-24 2024/25</u> £000	<u>Actual 31-Aug-24 2024/25</u> £000	<u>Projected Spend 2024/25</u> £000	<u>Amount to be Earmarked for 2025/26 & Beyond</u> £000	<u>Lead Officer Update</u>
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	

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/57/24/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 £3.187m with total projected spend on budget. The Committee is projecting to spend £1.128m in 2024/25 with advancement of £0.224m (24.78%) 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.

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 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 £3.187m. The budget for 2024/25 is £0.904m, with spend to date of £0.586m equating to 64.82% of the approved budget (51.95% of the revised projection). The current projection is £3.187m which means total projected spend is on budget.
- 3.4 The Committee is projecting to spend £1.128m in 2024/25 with £0.224m (24.78%) 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 will be 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 installation works progressing. The original programme has been impacted by the supply/availability of the materials with 3 leisure/community sites and one education site currently complete with a further education site in progress.

- 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. The project is progressing towards completion, a more detailed update report is on the agenda for this Committee.

- 3.7 **Boglestone Community Centre – Childcare Early Adopter Project** The Scottish Government has recently awarded a grant of up to £0.5 million to support the development of a community-based childcare centre that will benefit most vulnerable families. This initiative is part of the broader Early Adopter Project, which will run from November 2024 to March 2026.

Communities External Partner Projects

- 3.8 **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. A report on the funding shortfall to address the final cost of the completed project was submitted to the September Committee and subsequently approved by the Policy & Resources Committee of 17 September 2024 which is reflected in Appendix 1.

Update on Asset Transfer Working Group

- 3.9 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 24 Committee:

Name of Asset	Asset Type – Land/Land and Building	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership
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

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.

The recently awarded Scottish Government funding support for the Boglestone Childcare Early Adopter project involves internal alterations to the building and some external works which will require to be progressed over the winter period. Property Services will endeavour to complete the full scope of works to maximise the available funding which is time limited and must be expended by the end of March 2025. The Core Property allocation within Environment & Regeneration may be required to address any works that are not able to be completed with funding drawn down in the current financial year.

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

COMMITTEE: EDUCATION & COMMUNITIES

Appendix 1

	1	2	3	4	5	6	7	8	9
<u>Project Name</u>	<u>Est Total Cost</u>	<u>Actual to 31/3/24</u>	<u>Approved Budget 2024/25</u>	<u>Revised Est 2024/25</u>	<u>Actual to 08/10/24</u>	<u>Est 2025/26</u>	<u>Est 2026/27</u>	<u>Est 2027/28</u>	<u>Future Years</u>
	£000	£000	£000	£000	£000	£000	£000	£000	£000
Communities									
Leisure Pitches AMP - Lifecycle Fund	681	0	10	10	0	300	251	120	0
Parklea Branching Out	272	0	50	272	240	0	0	0	0
PG New Community Hub (King George VI Building)	1,734	1333	344	346	346	55	0	0	0
Boglestone Community Centre - Early Childcare Adopter Project	500	0	500	500	0	0	0	0	0
TOTAL	3,187	1,333	904	1,128	586	355	251	120	0

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/56/24/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715459
Subject:	Active Schools Performance 2023/24		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to inform the Committee of the Active Schools team performance in the school year 2023/2024 and to seek approval of the mandatory accreditation of all affiliated clubs.
- 1.3 Inverclyde Council works in partnership with SportScotland, the national agency for sport, to invest and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. This is the 20th year of the joint partnership with SportScotland.
- 1.4 Active schools aim to provide increased high-quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
- 1.5 To foster a more structured and accountable club environment, it is recommended that the Education and Communities Committee endorses the mandatory accreditation of all affiliated clubs through the local Active Schools/Sports Development safe club accreditation scheme. This would ensure that clubs involved with Active Schools adhere to the governance standards set out in the scheme and enhance the Council's partnership status with SportScotland.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- notes the contents of this report, in particular the improvements in performance in 2023/24; and
- agrees to the mandatory use of the Active Schools/Sports Development Safe Club Accreditation scheme.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Inverclyde Council works in partnership with SportScotland, the national agency for sport to invest in and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. That national network consists of Active Schools managers and co-ordinators dedicated to developing and supporting the delivery of high-quality sport and physical activities opportunities for children and young children.
- 3.2 The Active Schools programme is positioned to deliver on the Scottish Government's priorities within the Active Scotland Framework as well as agreed outcomes in the Active Inverclyde Strategy.
- 3.3 Active Schools co-ordinators work with primary, secondary and additional support needs schools and have a key role in developing and supporting the volunteer workforce to deliver extra-curricular sessions.
- 3.4 Collaboration and partnership working is critical to the success of Active Schools. Co-ordinators work closely with parents, school staff and pupils to provide opportunities which meet the needs of young people and connects to physical education and opportunities within the wider community.
- 3.5 Active Schools co-ordinators work with a range of partners out with schools including local sports clubs, sport development officers, community sport hubs, colleges and universities to provided pathways to support young people to sustain their participation and progress in sport should they choose.
- 3.6 The Active Schools team is committed to continuous improvement to ensure progress and provide the best experience for child and young people. Co-ordinators use monitoring and evaluation information to inform planning, enhance existing provision and identify areas for further development.
- 3.7 Active Schools continues to maintain strong school to club links. At present 13 clubs are accredited in terms of being compliant in respect of health and safety, club governance and safeguarding. These clubs are integral to Active Schools delivery not only in terms of extra-curricular clubs but also in relation to supporting events and competitions over the course of the year. In 23/24, 7 schools had school to club links which provided children and young people with the opportunity to take part in activities including athletics, rugby and football.
- 3.8 To further enhance this aspect of our work, it is imperative that all affiliated clubs strictly adhere to the Safe Club Accreditation process, as outlined in the Active Schools/Sports Development Safe Club Accreditation Scheme. This free accreditation scheme provides a structured framework to ensure that sporting organisations meet rigorous safety standards and best practices. Implementing this new approach will have minimal impact on sporting organisations, as much of the required information is already gathered as part of their existing work within schools and community settings.

By obtaining accreditation, clubs demonstrate their commitment to providing a secure and inclusive environment for all participants, including coaches, spectators and volunteers. This formal approach not only enhances the club's reputation but also fosters trust and confidence within the sporting community.

4.0 SUMMARY OF PERFORMANCE

4.1 Appendix 1 provides further information on the performance of Active Schools in Inverclyde. A summary of notable successes is provided below:

- The total number of participants in 23/24 has increased to 4903 from 4843 in 22/23;
- The % of total school roll participating in extra-curricular activities in 23/24 has increased to 51% from 50% in 22/23. Local participation is well above the national average of 40%;
- The number of children and young people with ASN participating in extra-curricular activities in 23/24 increased to 873 (18% of total participants) from 778 in 22/23; and
- The % of females participating in extra-curricular activities in 23/24 has remained at 49% which is sitting above the national average of 46%.

4.2 Primary school engagement ranges from 70% and above, with five schools having over 90% of their pupils taking part in Active School activities.

4.3 As part of engagement with secondary pupils, leadership programmes continue to strengthen. In 23/24 83% of pupils who engaged in the leadership programmes achieved a qualification/award, an increase of 3% from 22/23. During 23/24 9 sports leaders programme were delivered throughout the authority this included Active Schools/Sports Development summer intake, Lomond View pilot and supporting school's programmes. In addition to Sports Leaders programmes there was the launch of the netball/football leaders SQA programme. Through secondary leadership programmes 953 hours of extra-curricular clubs have been delivered contributing to 4903 children and young people getting access to extra-curricular activities

4.4 The Volunteer workforce which delivers the Active Schools programme is a key strength with almost 5000 children and young people participating in activities delivered by volunteers:

- 353 volunteers have contributed to the delivery of the Active Schools extra-curricular programme. This is starting to return towards pre-covid deliverer levels;
- The volunteers delivered 4044.5 hours of extra-curricular sports provision, which equates to a value of £67,340 (based on what Inverclyde Council currently pays sessional sports coaches); and
- There are 3 main groups of volunteer deliverers; secondary pupils (23%), teachers (28%) and others (37%) of which the majority are primary leaders.

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		2022/23			

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, 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.

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 N/A

7.0 BACKGROUND PAPERS

7.1 N/A

20 years of Active Schools

Inverclyde Council

Appendix 1

20 years of Active Schools

National data:

- **62.5 million visits by pupils over 3 million sessions**

Inverclyde council:

- **766,000 visits by pupils over 35,000 sessions**

Visits and sessions based on data from 2011/12 onwards when we introduced the current approach and monitoring. The guidance changed from collecting all extra-curricular activity in schools to Active schools supported activity.

Information for 2019/20 and 2020/21 is unavailable. Covid-19 significantly disrupted Active Schools activity. It was not possible to collect monitoring information in these years.

Active Schools

National report 2023-24



Academic year

2023-24

Local authority

National

Number of visits

4,946,234

Number of participants

278,945

Percentage of school roll

40%



Number of sessions

262,107

Number of deliverers

17,847

Percentage of whom are
voluntary

91%



Active Schools

Inverclyde report 2023-24

Number of visits

61,591

Number of participants

4,903

Percentage of school roll

51%



Number of sessions

3,000

Number of deliverers

369

Percentage of whom are
voluntary

96%

Academic year

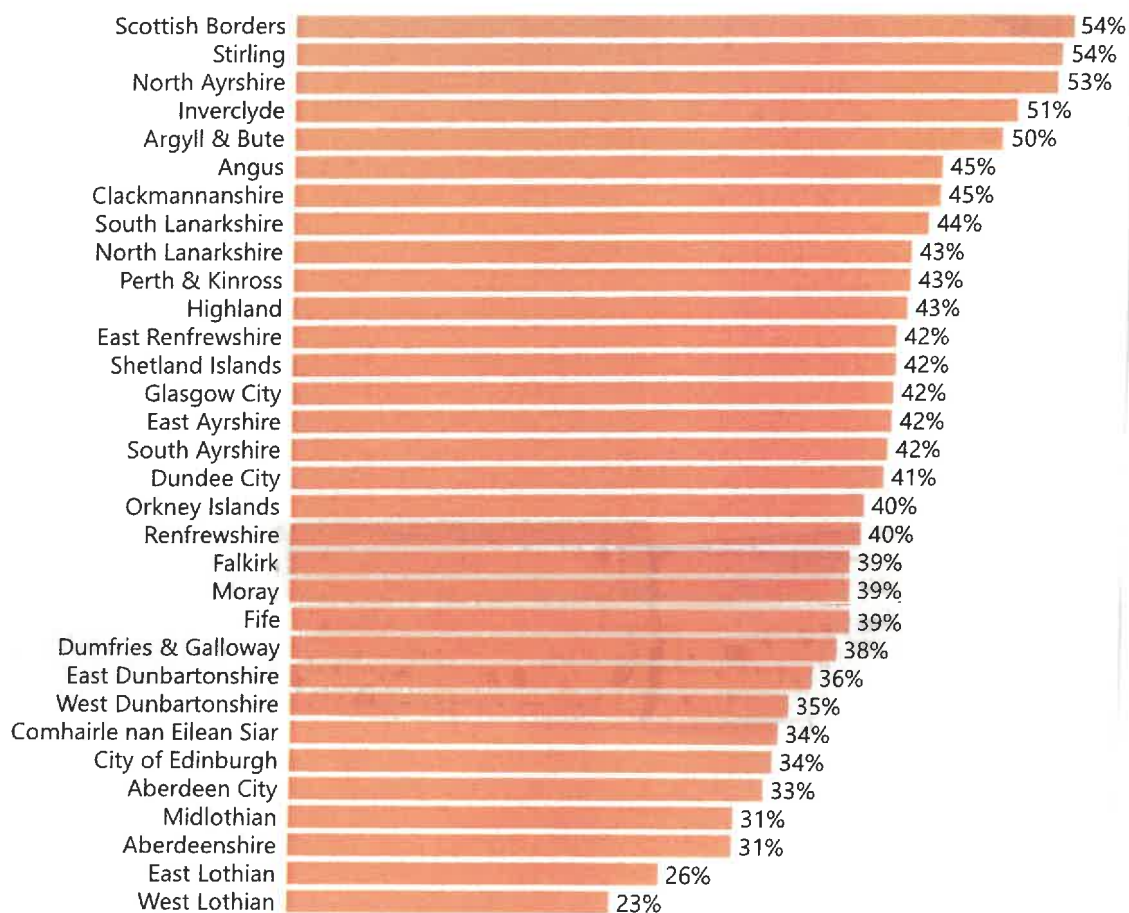
2023-24

Local authority

Inverclyde



Participants as % of school roll



Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/55/24/TM
Contact Officer:	Tony McEwan Head of Culture, Communities & 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 and to request approval of changes to the IL memorandum of understanding; and agree the three year license of the Duke of Edinburgh Awards.

1.3 Updates have been provided on the following areas:

1. Locality Planning: Community Conversations Weeks;
2. Early Adopter Community for Affordable Childcare;
3. Fairer Futures Partnership;
4. Duke of Edinburgh Award;
5. Summer Programme 2024;
6. Battery Park Lighting Project;
7. Independent review of Community Learning and Development (CLD) in Scotland;
8. Inverclyde Leisure Annual Report;
9. Inverclyde Leisure Memorandum and Articles of Association
10. Inveclyde Libraries Supporting Realistic Medicine;
11. Green Libraries Week;
12. Summer Reading Challenge;
13. Heard in the Library – School Library Improvement Fund;
14. Galoshans Festival 10th Anniversary;
15. Inverclyde Music Service, Concerts, Competitions and Events; and
16. The Watt Institution.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- notes the updates provided in this report;
- agrees the new 3-year DofE award license and notes the contribution of the DofE Inverclyde Support Group; and
- approves the revisions to Inverclyde Leisure's Articles of Association as set out at paragraph 3.9 of this report

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 Updates

3.1 Locality Planning: Community Conversation Weeks

The upcoming Community Conversation Weeks provide a series of events designed to foster meaningful dialogue between residents and local officials. Community members will be encouraged and supported to have their say to shape the future of Inverclyde. During these weeks, council officers and community partners will focus on four key themes: Affordable out of School Childcare; Your Community; Community Safety; and Learning in the Community. It is hoped that these events will help build a better understanding of the communities' priorities and concerns in their local areas.

There will be a variety of methods in which community members can have their say:

- Online participation: Utilise our dedicated Community Choices platform to share your thoughts and suggestions <https://inverclyde.communitychoices.scot/>;
- In-Person Events;
- Attend listening events;
- Digital support sessions; and
- Community drop-in sessions

Events will be held on the following weeks beginning:

- Port Glasgow: 28 October 2024;
- Greenock South & Southwest: 18 November 2024
- Greenock East & Central: 2 December 2024
- Inverkip & Wemyss Bay: 27 January 2025
- Greenock West and Gourock: 10 February 2025
- Kilmacolm and Quarriers Village: 24th February 2025

3.2 Early Adopter Community project (EAC)

Inverclyde Council has been awarded a further £1.2 million from Scottish Government to continue to develop the Early Adopter Community project for affordable out of school childcare until March 2026. The grant will be used to take a whole family approach to affordable childcare and to better understand the need of parents and carers who use or may use local childcare services. The Early Adopter Communities will be expanded to a further two localities in the Inverclyde area and the number of children and families supported will increase.

The grant will be used to provide consistent, reliable childcare services including the provision of food and transport when necessary. Support families to access and utilise existing childcare subsidies including the flexible support fund, universal credit and tax-free childcare, and offer subsidised childcare places if the childcare subsidies are not an option for the family. The Early Adopter Community will continue to work closely with the Scottish Childminding Association to support existing childminders with subsidised costs and to develop the workforce and increase the number of childminders in the area.

To enhance the development of the Early Adopter Community, Inverclyde Council will receive an additional grant of £500k, to 31 March 2025 to adapt underutilised parts of Boglestone Community Centre to create a community-based system of childcare that supports families most at risk of living in poverty, from early years to the end of primary school.

3.3 Fairer Future Partnership (FFP)

Inverclyde Council has been awarded a new grant of £497k by the Scottish Government to 31 March 2026 to develop and implement the Fairer Futures Partnership (FFP). The Fairer Futures Partnership programme will develop a person-centred pathfinder hub in Boglestone Community

Centre Port Glasgow to serve as a central point for multi-agency collaboration and person-centred support for people living in Port Glasgow who are living in poverty and facing inequalities. The Fairer Futures Partnership programme will effectively work to identify solution, and systems change to improve access and efficiencies around service provision for families living in poverty and facing inequalities including the 6 child poverty priority families. The project will test and adapt place based targeted change ideas and create new approaches to address the impacts of poverty.

The Fairer Futures Partnership programme intends to be a catalyst for public sector reform through the creation of better collaborations, creating a person-centred service, with users at the heart of the design and delivery codesigning services that meet their needs. The FFP programme will use data to identify need and track progress of improvements providing people with opportunities and choice.

3.4 Duke of Edinburgh Award

Over the past 5 years, participation in and achievement of the DofE Award by young people in Inverclyde has steadily increased. The local authority has been informed by the DofE that Inverclyde's new participation rate ranks among the top 15 in Scotland. Moreover, within the Scottish Index of Multiple Deprivation (SMID) areas of Scotland, Inverclyde stands at a commendable third position in terms of new participation. The DofE has recently implemented a revised system for recording participant data which is different from previous system with the focus more on participation than achievement.

Of particular note is the Inverclyde DofE Support Group's critical role in the award's ongoing success in Inverclyde, as evidenced by the consistently high levels of participation and completion.

The Duke of Edinburgh Award operating license is reviewed annually and renewed now every 3 years instead of previous 5 years. Following 5 years of successful operation by the service, Inverclyde Council's license has been renewed and the Education and Communities Committee is asked to approve this on behalf of the Council.

3.5 Summer Programme 2024

Inverclyde Council collaborated with local partners to provide a diverse range of holiday programmes during the summer of 2024. These coordinated activities included affordable childcare, playschemes, youth work, active schools' programs, school transitions programmes, childcare services, community programs, and family stay-and-play sessions. Many of these services were offered free of charge to children and families.

Inverclyde Leisure on behalf of Inverclyde Council operated the playschemes in seven venues across Inverclyde for four weeks and supported over 9,000 children on a first-come, first-served basis. This was an increase of around 1500 more young people attending from the previous year.

The Active Schools program offered free access to 93 summer sports sessions, including six sessions specifically designed for children with additional support needs. Over 1,300 young people participated, with 32% coming from low-income families: 11.5% having additional support needs, and many being in care or kinship care. These sessions also provided nearly 200 volunteer opportunities for residents.

The Affordable Childcare service at Newark Primary School provided a regulated, qualified service during a four-week period of the summer holiday, supporting 35 children daily. Over 700 free spaces were available to eligible families, with more than 450 taking a place. Children participated in a variety of play, sports, and art activities and had the opportunity to join local trips.

Additional Support Needs Family Sessions were developed in collaboration with the ASN Parent and Carer Group and offered services to families of children with additional support needs. The program was designed around family needs and preferences, using a co-design approach and continually sought feedback to adapt activities and the environment. Parental feedback highlighted the programme's inclusive and responsive nature, flexible activity offerings, and the expertise and support provided by parents.

3.6 **Battery Park Lighting Project**

Improved lighting in the Battery Park, secured through UK Government funding, in a bid to make people feel safer during darker mornings and evenings, has now been completed. The step was taken after safe walking spaces were highlighted as a concern in a Public Space, Activity and Women's Safety Survey, which prompted the council to seek improvements.

Inverclyde Council followed up that survey with a further public consultation on the Battery Park in Gourock, with over 500 respondents during summer 2023, and 90% of them agreeing that lighting the park would increase their perception of safety and they would use the park more. The installation process, which spanned throughout 2023 and 2024, culminated in the lights being switched on in September.

3.7 **Independent review of CLD in Scotland**

A national review of CLD was undertaken to consider the extent to which CLD is contributing to delivering positive outcomes in line with Scottish Government priorities, including examination of the respective roles and responsibilities of those involved.

The findings of the review which are now being considered by the Scottish Government, made 20 recommendations under 6 headings:

- Leadership and Structures;
- Overarching Policy;
- Narrative Focus on Delivery;
- Budgets and Funding;
- Developing workforce standards; and
- Demonstrating Impact.

The full report can be accessed here: <https://www.gov.scot/publications/learning-life-report-independent-review-community-learning-development-cld/>.

3.8 **Inverclyde Leisure Annual Report**

The Annual Report forms part of the overall performance management overview of IL's activities and ensures that the continued financial support of Inverclyde Leisure contributes to measurable improvements in the provision of high-class facilities and improved participation in sports and leisure activities. Elected members were briefed on the annual report on 24 October 2024. A copy of the annual report is available here using this link.

<https://www.inverclydeleisure.com/media/1780/master-annual-report-23-24.pdf>

3.9 **Inverclyde Leisure Memorandum and Articles of Association**

Inverclyde Leisure adopted the current Memorandum and Articles of Association on April 14, 2003, upon the establishment of the Inverclyde Leisure Trust. They were amended in March

2017. Clause 28.1 of the existing Articles stipulates that no changes to the Articles shall be made without the express written consent of Inverclyde Council. Inverclyde Leisure is also required to notify Companies House and OSCR of any changes. Finally, the Board of Inverclyde Leisure will have to approve the proposal by special resolution or a special general meeting, requiring 21 days clear notice.

The current Articles state that there shall be a maximum of 9 Members at any time, comprised of the following categories:

- 4 nominated by Inverclyde Council
- 1 IL Employee nominations
- 4 co-opted Members chosen from their experience and expertise from the local business/general community

Article 5.4 of the current Articles states that the IL Employee nominated member will have a period of membership of 36 months.

The Chief Executive and Chair of the IL Board are proposing a change to Article 5.4. The purpose of this change is to reduce the period in which a company employee can sit on the Board from 36 months to 12 months in order to give more employees the opportunity to serve on the Board.

Article 5.4 will, once approved, read as follows:

Subject to the provisions of these Articles, the Nominated Member nominated by the employees of the Company shall be a member of the Company for a period of **twelve** months following their admission in terms of Article 6 and the Secretary shall ensure that elections are held timeously prior to the expiry of each **twelve** months period to nominate Nominated Members to be admitted as members from the expiry of the existing Nominated Member's period of appointment. An existing Nominated Member shall, if willing to act, be eligible for re-election. In addition, the Secretary shall ensure that an election is timeously held in the event of the withdrawal or cessation of, or expulsion from, membership of the Company of any Member nominated by the employees of the Company for any reason other than as a result of the expiry of his period of appointment.

Members are asked to approve this proposed amendment.

3.10 **Inverclyde Libraries Supporting Realistic Medicine**

In line with Inverclyde Libraries commitment to promoting health literacy as part of the Collective Force for Health and Wellbeing, the Service Development Adults team has been working with the NHS Greater Glasgow and Clyde Realistic Medicine project team to increase awareness of the Realistic Medicine approach and relevant resources available across branch libraries in Inverclyde. Realistic Medicine is a person-centred approach to care and aims to empower people to discuss their treatment fully with healthcare professionals. During September and October two events were held at Greenock Central Library for health and wellbeing partners and members of the public, to raise awareness of the Realistic Medicine approach; strengthen partnerships; and engage library users. Staff training will be delivered over the coming weeks to upskill all customer-facing library staff to support customers to engage with the Realistic Medicine approach.

3.11 **Green Libraries Week**

During Green Libraries Week (7 – 13 October) Inverclyde Librarians programmed a series of events and creative workshops that brought focus to sustainable practice and biodiversity, encouraging exploration of the natural world. Activities on offer included foraging and how to identify and use wild plants; photography, drawing and painting workshops; cyanotype and linocut

printing; heritage cooking; and creative writing. All activities sought to engage participants in issues associated with climate and sustainability. Green Libraries Week is coordinated by CILIP (the Chartered Institution of Libraries and Information Professionals).

3.12 **Summer Reading Challenge**

The Service Development Children and Young People's team delivered a well-attended and very successful Summer Reading Challenge Celebration event in Greenock Town Hall on 18/09/24. Over the course of the Summer Reading Challenge the library service as a whole delivered 161 Summer Reading Challenge events, with a total of 2,513 children participating in these. 8,149 children's books were issued as part of the challenge to the 431 children who completed the whole challenge, and the 297 children who completed the mini challenge. Over the course of the Summer Reading Challenge 88 new library memberships were processed for children in Inverclyde.

3.13 **Heard in the Library – School Library Improvement Fund**

Heard in the Library is a School Library Improvement Fund (SLIF) project from the Scottish Library and Information Council that has engaged young people across Inverclyde's secondary schools in an exploration of the area's historic links with the Transatlantic Slave Trade. Through collaborative workshops, the participating young people have produced creative storytelling responses to this complex history, using both audio and graphic illustration. A celebration event in October will see the launch of a publication and web content relating to this project. The project also funded anti-racism training for the young people involved, the School Library Supervisors, and Public Library staff across Inverclyde.

3.14 **Galoshans Festival 10th Anniversary**

The Galoshans Festival runs from 17 October – 2 November, and this year marks the festival's tenth anniversary. Both Inverclyde Libraries Service and the Watt Institution are supporting the festival through programmed events and activities.

3.15 **Inverclyde Music Service – Concerts, Competitions and Events**

Participation in live performance through bands, ensembles and choirs is a key element of the IMS offer to children and young people across Inverclyde. During September 540 young people attended a Vocal Masterclass at Port Glasgow Town Hall – held across three sessions – led by Christopher Bell, Conductor of the National Youth Choir of Scotland (NYCoS). Pupils from P4 – S6 all had the opportunity to develop their singing skills, supported by IMS Vocal Instructors.

The annual IMS Christmas concert will take place on Thursday 5 December in Greenock Town Hall, offering the IMS Senior Wind Band useful preparation ahead of their performance at the National Concert Band Festival on 19 January 2025 in Barrhead. This is the first Scottish Band Festival for schools since the impact of the Covid 19 pandemic.

The IMS Piping Project (which is 100% externally funded) is seeing notable progress across its cohort, with a number of pupils progressing from chanters and drum pads to pipes and drums sooner than anticipated. In support of this project, a successful application was made to the Scottish Schools Pipes and Drums Trust (SSPDT) to purchase drums and associated kit up to a maximum of £9k to benefit instruction. In addition to this funding, the service has also been successful in securing 10 sets of 'loan' pipes.

3.16 The Watt Institution

The team at the Watt Institution has been working closely with Museums Galleries Scotland (MGS) to deliver activities as part of its Workforce for the Future Programme. In partnership with Inverclyde Academy over 100 S2 pupils have been on a site tour of the museum to learn about object display, technology in museums, and the wide range of jobs required across the museum sector nationally. Over the course of a ten-week programme, school groups will continue to explore themes and ideas associated with the museum in their classrooms. The project will culminate in a 'Cabinet of Curiosities' display at the Watt Institution, curated by the young people involved.

Public programming in support of the MGS-funded Reanimating the Past project at the Watt has seen a notable uplift in visitors on site. Most recently, a particularly successful 'Fantastic Fossils' drop in event saw an unprecedented 600 visitors through the door over the course of one Saturday. This event sought to engage families with the natural sciences collection at the Watt – an important element of the institution's founding collections.

During October, the Watt team has been invited by MGS to present at a Parliamentary Reception in support of its sector-wide Delivering Change project. The Watt team's involvement will allow them to showcase the work done by the museum service to tackle the legacy of Inverclyde's historic links to Transatlantic Slavery

The Watt Institution will close to the public for a two-week period commencing Monday 4 November. This closure will enable capital works funded by MGS' Capital Resilience Fund to go ahead. These works will see the lighting rig in the Watt Hall replaced with directional, dimmable LED lighting. Lighting upgrades will also be made elsewhere in the building, reducing its carbon footprint and contributing to realisation of the Council's wider Net Zero goals.

4.0 IMPLICATIONS

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

4.1 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					

4.2 **Legal/Risk**

N/A

4.3 **Human Resources**

N/A

4.4 **Strategic**

All updated provided in this report align to the priorities of the Council Plan and Partnership Plan.

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

Equalities

- (a) 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.

Fairer Scotland Duty

- (b) 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.

Children and Young People

(c)

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.

4.6 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.

4.7 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 & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/52/24/TM
Contact Officer:	Tony McEwan Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Inverclyde Child Poverty Local Action Report 2024/25		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is for Education and Communities Committee to note progress of the Inverclyde Child Poverty Local Action Report (CPLAR) and Action Plan for Year 6 (2024/25). It outlines the strategic direction for reducing child poverty in Inverclyde, aligned with the Child Poverty (Scotland) Act 2017.
- 1.3 The report has already been agreed by Inverclyde Alliance Board and NHS Greater Glasgow and Clyde.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- notes the Child Poverty Local Action Report (appendix 1); and
 - notes the key successes in reducing child poverty in Inverclyde as detailed in the report.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND

- 3.1 The Child Poverty (Scotland) Act 2017 requires all local authorities and relevant Health Boards across Scotland to produce an annual joint reduce child poverty local action report. The Act sets out four national statutory income-based targets to be achieved by 2030.
- 3.2 The Inverclyde Alliance Board agreed in 2022 that the annual Child Poverty Local Action Report (CPLAR) would be a 3-year strategy 2022-2025 with annual updates to Scottish Government and Inverclyde Alliance in line with the Child Poverty (Scotland) Act 2017. This report provides the annual overview of our success in 2023/24 and strategic action plans to be implemented for the period 2024/25.
- 3.3 Inverclyde continues to face challenges in relation to child poverty. The overall percentage of children living in relative poverty (after housing costs) in Inverclyde stands at 23.1%, this is more than the Scottish average of 21.3%. Similarly, the percentage of children living in absolute poverty in Inverclyde is 18.1%, higher than the Scottish figure of 17.1%.
- 3.4 To provide a better understanding of child poverty within Inverclyde, the Council has undertaken an in-depth analysis of local council tax reduction data. This analysis aims to identify the number of households with children living in relative poverty this will enable services to target resources effectively to support families facing poverty and improve overall household outcomes.

4.0 INVERCLYDE DRIVERS AND ACHIEVEMENTS 2023-25

- 4.1 The Inverclyde Child Poverty Local Action Report (CPLAR) 2024/25 provides a comprehensive overview of the local drivers of child poverty and highlights a range of achievements. The report incorporates both quantitative and qualitative data, supported by case studies of good practice.
- 4.2 The Inverclyde Approach is centred on a collaborative, and community codesign strategy to address the complex challenges of child poverty and inequalities. It involves a whole systems approach that tackles issues at their root by working closely with local parents and communities, third sector and public sector organisations and the private sector businesses. The Inverclyde approach will continue to create and build strong partnerships and uses local evidence, data and knowledge, to develop innovative solutions to longstanding problems.
- 4.3 The Inverclyde Approach continues with the further development of the Early Adopter Community for Affordable Childcare, the implementation of Thrive Under Five and the introduction of the Child Poverty Accelerator Funded project with Home Start Inverclyde.
- 4.4 The Early Adopter Project for Affordable Childcare has recently been successful in applying for additional Scottish Government Funding that will provide financial security for the developing, scale up and spread of the service to Port Glasgow, Greenock East/Central and Greenock South/Southwest by March 2026.
- 4.5 Progress has been made across all four child poverty drivers, with positive impacts on families, children, and parents. This includes raising awareness of childcare careers, increasing support for vulnerable families through No One Left Behind programs, and enhancing support with school meals, clothing grants, and holiday hunger initiatives.
- 4.6 Central to the CPLAR is co-designing services with parents and children. This is exemplified in the summer holiday stay and play service for families with additional support needs, and services designed to support parents who have low mood and anxiety and children under the age of 5 years, as well as the affordable childcare service in Port Glasgow.

4.7 Inverclyde is continuing to invest in systems and networks to build on leadership and political support, improving communication, monitoring impact, and sharing responsibility across the community planning partnership. An ecosystem mapping and evaluation is underway to assess the effectiveness of the "Inverclyde Approach" and to inform future strategies. By adopting a holistic approach and addressing multiple aspects of poverty simultaneously, Inverclyde aims to empower families and create lasting positive change.

5.0 NEXT STEPS TO 2025/26

5.1 Co-design Approaches: Inverclyde Council, through the Early Adopter Community for affordable childcare will appoint a Codesign worker to conduct regular co-production workshops with families facing poverty. A community coalition will be established in the three localities where the early adopter community will be spread.

5.2 Targeted focus on Early Intervention and Prevention using data to identify priority families who are disproportionately affected by poverty and inequalities.

5.3 Ecosystem Change and Reform: Ecosystem mapping and evaluation results will be developed to identify existing resources within staff, services, funding, and buildings. This will maximise available resources to address child poverty challenges.

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

Tackling child poverty and reducing inequalities is a key priority of both the Council Plan and the Partnership Plan.

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

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

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 The Inverclyde Child Poverty Local Action Group has been consulted throughout the development of the Inverclyde Child Poverty Local Action Report (CPLAR) 2024/25.

8.0 BACKGROUND PAPERS

8.1 [Tackling child poverty delivery plan 2022-2026 - annex 2: child poverty evaluation strategy - updated - gov.scot \(www.gov.scot\)](https://www.gov.scot/binary/content/documents/govscot/publications/progress-report/2024/06/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/documents/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/govscot%3Adocument/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24.pdf)

<https://www.gov.scot/binary/content/documents/govscot/publications/progress-report/2024/06/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/documents/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/govscot%3Adocument/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24.pdf>

Inverclyde Child Poverty Local Action Report

(Year 6: 2024-2025)

Introduction: A Collaborative Commitment to Child Poverty and Inequalities.

Child poverty is a complex issue with multi-generational and traumatic consequences for families in Inverclyde. The responsibility for this Child Poverty Local Action Report (CPLAR) is shared between the Health Board and Local Authority. The contributions made by local public sector partners, third sector and community services, both locally and nationally is significant in helping the mitigation of child poverty. This includes the work of communities, parents and families in supporting each other and advocating for change while challenging child poverty.

Strong partnerships are the cornerstone of our progress in tackling child poverty. In the past year, we have continued to build upon existing collaborations. In Inverclyde the partnerships that exist provide a committed services delivering local food pantries, food growing support, money, benefits and welfare advice, affordable out of school childcare, developing a local workforce, school uniform and clothing banks, warm spaces for families to access meals safely and with dignity. Prioritising a children's rights, trauma informed whole systems, person centred, approach to collaboration and service redesign will help us tackle child poverty and inequalities. The developing collaboration with local communities and parents to design services that meet their needs will empower families facing the greatest inequalities to enable them to advocate for themselves and to improve outcomes for their children.

This year's CPLAR is the third year of a three-year strategy and provides an update of our progress and activities against the drivers of poverty and the impact on the reduction of child poverty in Inverclyde. Building on our learning, the effects of both the pandemic and the cost-of-living crisis, the Inverclyde Child Poverty Local Action Report (CPLAR) continues to take an early intervention and preventative approach to child poverty to maximise our local resources and target priority families with the support that they need to improve their family outcomes, choice and opportunities.

This report details the actions taken in the past year and outlines our strategic direction for the future. Inverclyde Child Poverty Action Group, governed by Inverclyde Alliance are committed to working collaboratively, learning from past experiences, and using evidence-based approaches to create a future where there is a reduction from the 23% of children in Inverclyde who experience the burden of poverty.

Inverclyde Data and Needs Assessment:

Addressing poverty is woven throughout the 5 themes of the 2023-33 Partnership Plan for Inverclyde Alliance. With a vision of Success for All – Getting It Right for Every Child, Citizen and Community there is alignment with the priorities outlined in the Health Board's Annual Delivery Plan and the Children's Services Plan, both emphasizing collaboration and reducing inequalities. Inverclyde firmly believes that a collaborative, multi-sectoral approach is key to creating lasting societal change and improving life outcomes for families facing poverty.

Of relevance are the Partnership Plan outcomes:

- Communities can have their voices heard, and influence the places and services that affect them
- Gaps in outcomes linked to poverty are reduced
- More people will be in sustained employment, with fair pay and conditions.
- Poverty related gaps are addressed, so young people can have the skills for learning, life and work
- Development of strong community-based services that respond to local need
- Homes are energy efficient and fuel poverty is reduced.

Public Health Scotland - Re-framing our population health priorities through epidemiology evidence and community feedback - Inverclyde Alliance Board June 2024

While the population of Greater Glasgow and Clyde (GGC) is expected to increase, the Inverclyde population is projected to fall – mostly accounted for by 'natural change' ie there are fewer births than deaths. Inverclyde also has an ageing population, over 1 in 5 people are over 65 years, and 2021 midyear estimates showed that 43% of the population of Inverclyde reside in the most deprived quintile of datazones in Scotland. Inverclyde is also the least ethnically diverse area of GGC (91% White Scottish).

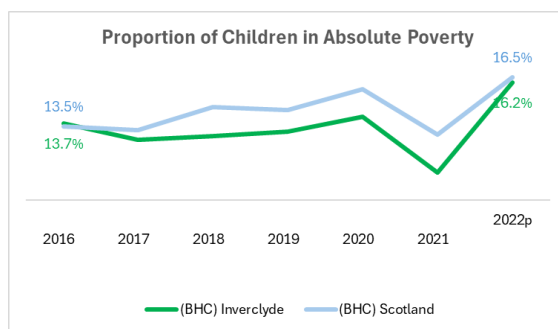
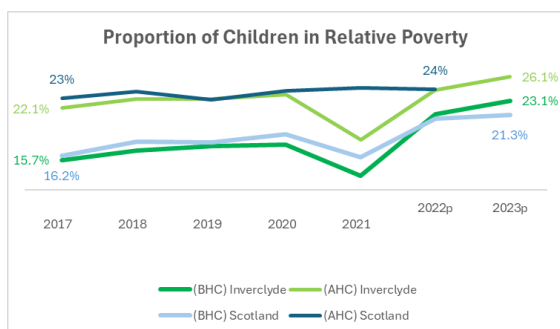
The recent decline in life expectancy across Scotland is associated with austerity and the COVID-19 pandemic, but there have been larger declines in those already most disadvantaged. The trends in Inverclyde are similar to those in other less affluent areas. More than a third of respondents to the NHS Greater Glasgow and Clyde Health and Wellbeing Survey highlighted that people living in Inverclyde had conditions that limits their activities of daily living. The need for services is growing, but the positive perception of a whole range of different services has fallen since the last survey – which is similar to the rest of GGC.

National Level and Targets

The Child Poverty (Scotland) Act 2017 sets targets relating to ending child poverty, which the Scottish Government committed to achieve by 2030. The interim targets below must be met during the life of this plan (*best start bright futures tackling child poverty 2022-26*) with final targets being met by 2030.

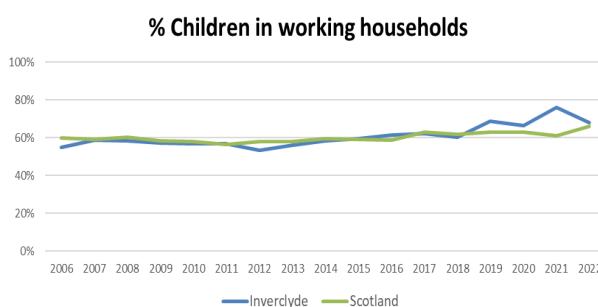
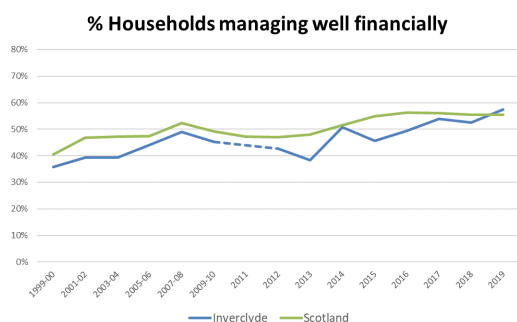
Measure	Inverclyde	Scotland	Scotland Interim Targets 2023-24	Scotland Targets 2030
% of children live in relative poverty	23.1%	21.3%	less than 18%	less than 10%
% of children live in absolute poverty	18.1%	17.1%	less than 14%	less than 5%
% of children live in combined low income and material deprivation.(2020-23)	NA	9.6%	less than 8%	less than 5%
% of children live in persistent poverty (2018-22)	NA	8%	less than 8%	less than 5%

These charts compare child poverty rates, against the national rates for the most recent available data. The charts show the difference between before housing costs(BHC) and after housing costs(AH). Inverclydes BHC relative poverty figure has increased 1.7% whereas the national figure has only seen an increase of 0.5%

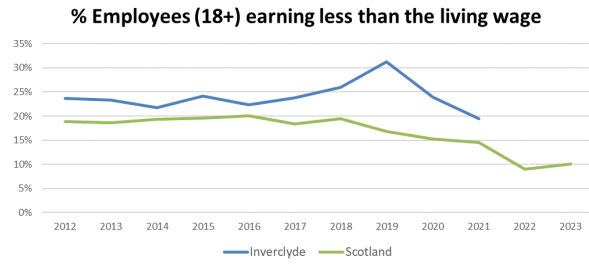
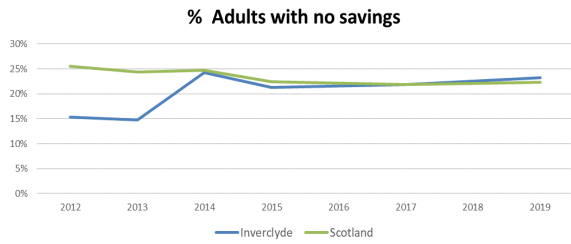


Note

The data for these charts comes from a combination of the Children in Low Income Families & end Child Poverty datasets.



Inverclyde Child Poverty Local Action Report (Year 6: 2024-2025)

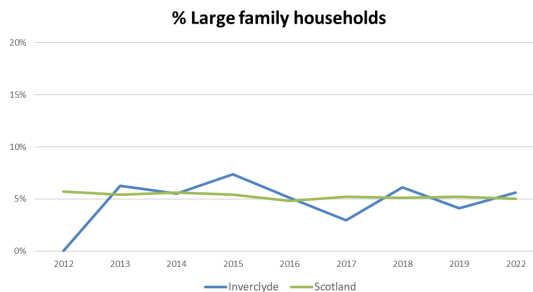
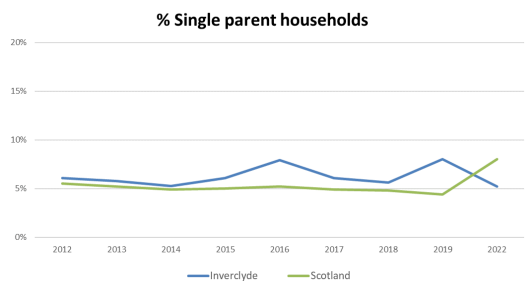
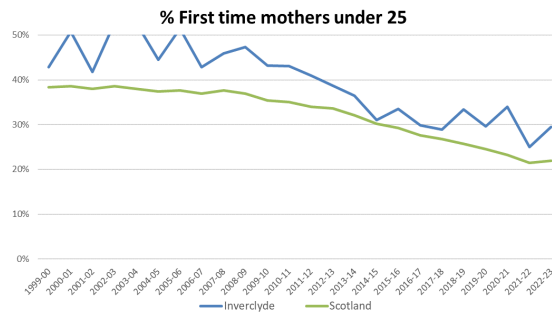
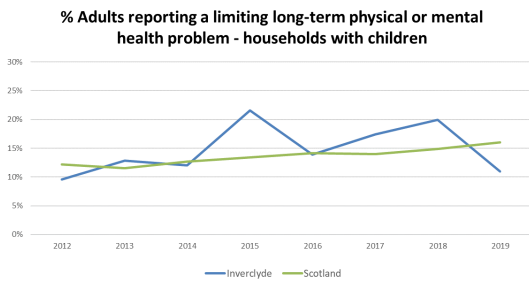


Local data

Inverclyde Council analysed local council tax reduction data to provide a more detailed view of child poverty in Inverclyde. This process aimed to identify how many households with children in each area and whether they met the relative poverty threshold criteria

The data analysed was used to identify a more thorough understanding of the list of priority groups within the council tax reduction data to understand the number of:

- Lone parents
- Young mothers under the age of 25
- How many children / households live in households where there is no earned income.
- Households with children under the age of 1
- Households with 3+ children
- Households with children where a family member has a disability.



To align with the child poverty measures the focus is on children living in relative poverty

The data has identified the households with children for the locality of Port Glasgow along with the three related Intermediate zones.

Intermediate_Zone	Locality	Households	Households						Children			
			No Earned Income	UC	PIP/DLA	Child under 1	3 or more children	# Lone Parents	# Children	With lone parent	No Earned Income Household	PIP/DLA Household
Port Glasgow Upper East	Port Glasgow	187	116	145	47	8	32	139	330	237	198	73
Port Glasgow Mid, East and Central	Port Glasgow	176	120	151	35	10	29	141	295	239	208	50
Port Glasgow Upper, West and Central	Port Glasgow	122	78	109	21	2	23	95	214	152	134	33
Total	Port Glasgow	485	314	405	103	20	84	375	839	628	540	156

And those identified as being in relative poverty using Council Tax Reduction data.

Intermediate_Zone	Locality	Households	Households						Children			
			No Earned Income	UC	PIP/DLA	Child under 1	3 or more children	# Lone Parents	# Children	With lone parent	No Earned Income Household	PIP/DLA Household
Port Glasgow Upper East	Port Glasgow	78	62	58	14	3	14	64	138	113	105	21
Port Glasgow Mid, East and Central	Port Glasgow	97	78	84	13	6	22	79	177	145	146	19
Port Glasgow Upper, West and Central	Port Glasgow	64	52	60	3	2	16	46	123	77	98	6
Total	Port Glasgow	239	192	202	30	11	52	189	438	335	349	46

The data has identified the households with children for the locality of Greenock East/Central and Inverclyde Sout/Southwest.

Data Groups	Locality	# Households	# Households No Earned Income	# Households on UC	# Households on PIP/DLA	# Households with a Child under 1	# Households with 3 or more children	# Lone Parents	# Children	# Children With Lone parent	# Children in No Earned Income Households	# Children in PIP/DLA Household
CTR Data	Greenock East / Central	722	487	608	152	44	128	567	1247	911	834	246
Relative Poverty	Greenock East / Central	370	310	302	53	32	74	284	672	489	558	86
CTR Data	Greenock South / Southwest	560	351	461	118	18	96	439	955	718	588	186
Relative Poverty	Greenock South / Southwest	259	204	199	39	13	57	202	469	351	358	64

Health Inequalities

Health behaviours still pose a threat to population health, particularly for disadvantaged groups.

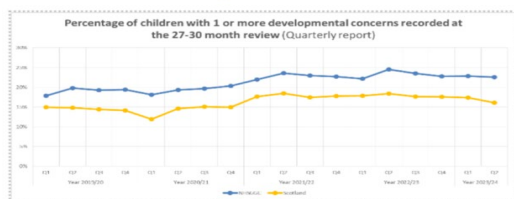


In Inverclyde Food insecurity doubled from 7% in 2017/18 to 14% in 2022/23. Whilst lower than for GGC overall (17%), still affecting 1 in 7 people.

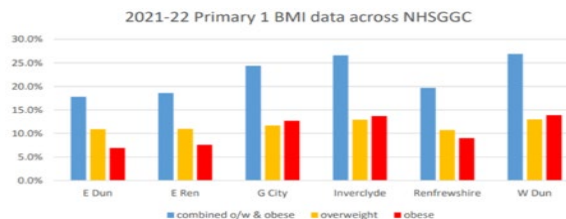
The proportion consuming five or more portions of fruit or vegetables daily is significantly lower than previous surveys. Fruit and veg consumption are the best indicator of a healthy diet. Inverclyde fruit/veg consumption had increased 14/15 to 17/18, but declined to below starting levels in 22/23, with a steeper decline than GGC overall

Inverclyde Child Poverty Local Action Report (Year 6: 2024-2025)

The proportion of children with developmental concerns (some of which are preventable) has increased since Covid-19. Children living in deprived areas and children who have experience of care are more likely to have concerns.



23% of children entering Primary 1 are now overweight and/or obese.
30% of 16-24 year olds are overweight and/or obese.



Financial constraints and the impact of the cost-of-living crisis has been felt across all population groups. According to NHS Greater Glasgow and Clyde Health and Wellbeing Survey just under two in five people said they had difficulty meeting food and/or home energy costs at least occasionally, rising to one in two in the most deprived areas. Those under 25 years old, women, and people with a limiting condition most likely to have difficulties. In Inverclyde the proportion of the population who receive all household income from state benefits higher than GGC overall (18% vs 13%). The proportion of the population with difficulty meeting cost of food and or energy lower than in GGC overall (31% vs 38%) but still close to 1 in 3 people affected.

Scottish Welfare Fund

Please note that awards may meet more than 1 of the noted indicators and be counted in more than one criterion.

COMBINED SWF GRANTS	2022/23		2023/24		Change year on year	
Indicator	Awards made	Amount Paid	Awards made	Amount Paid	AWARDS +/-	Paid +/-
Lone parent families	789	£266,114.83	558	£212,495.53	-231	- £53,619.30
Mother Younger than 25	67	£22,870.77	39	£12,202.28	-28	- £10,668.49
baby under 1 year in household	80	£27,330.11	46	£17,755.90	-34	-£9,574.21
Family with a disability	523	£192,803.24	366	£142,825.14	-157	- £49,978.10
3 or more children in household	180	£74,378.68	128	£65,349.78	-52	-£9,028.90

There was a reduction of 22% in the number of Scottish Welfare Fund applications from families, resulting in a 24% reduction in the level of grants awards in 2023/24 compared with 2022/23. The provision of Cost-of-Living grant support for families through 2023/24 is a factor for the reduced need for Scottish Welfare Fund.

Social Security Scotland

Analysis published by the Chief Social Policy Adviser reveals that social security spending is a basis of Scotland's commitment to eradicating child poverty. Through Social Security Scotland, the Scottish Government is delivering a comprehensive package of support for low-income families.

Five key benefits, including the Scottish Child Payment, provide vital financial assistance to families when they need it most. These payments can amount to over £10,000 by the time a child turns six and nearly £25,000 by the age of sixteen. The number of children receiving support has reached an all-time high, with take-up rates for the Scottish Child Payment exceeding 90%. To further assist struggling families, the Scottish Government has expanded eligibility for Best Start Foods, a pre-paid card for healthy food, by removing income thresholds. This change is expected to benefit an additional 20,000 pregnant women and young children.

The Inverclyde Approach

The four main drivers of poverty provide the framework to deliver the 3-year strategic aims and Inverclyde Child Poverty Action Group (ICPAG) believes that poverty is both a cause and a consequence of child rights violations and this report adopts a trauma informed, rights based, holistic approach to family service delivery to ensure children in Inverclyde have the right to live free from poverty. The ICPAG will continue to engage and empower families, children, and young people to ensure that their views, feelings and wishes are part of the service design in all matters affecting them, are considered, and taken seriously in line with Article 12 of the UN Convention on the Rights of the Child. The "Understanding Child Poverty as a Children's Rights issue from the Scottish Government Improvement Service" states:

"A children's human rights-based approach to tackling poverty requires a shift in the way we think about poverty. In this vision, tackling poverty is not an act of charity, but an obligation and responsibility. Poverty should not be seen as an inevitable part of a society, but as an intolerable injustice and a failure of the government and public authorities to respect, protect and fulfil human rights."

The Inverclyde approach is centred on a collaborative, and community codesign strategy to address the complex challenges of child poverty and inequalities. It involves a whole systems approach that tackles issues at their root by working closely with local parents and communities, third sector and public sector organisations and the private sector businesses. The Inverclyde approach will continue to create and build strong partnerships and uses local evidence, data and knowledge, to develop innovative solutions to longstanding problems. This approach emphasises prevention, early intervention, and sustainable change, with a focus on empowering individuals and communities to improve their own lives. This evidence-based approach has contributed to Inverclyde's reputation in developing effective and sustainable solutions to complex social challenges.

Inverclyde Drivers and Achievements 2023-25

The past year has seen significant progress in our fight against child poverty.

1. Income from Employment

We will increase income by prioritising and supporting families more likely to be living in poverty to access and maintain employment by offering a range of training and learning programs to enhance their skills and employability opportunities range and choice of opportunities.

Actions and Achievements

- Continue to collaborate with local and national partners to increase learning and training around child minding in the area, building confidence service esteem and appropriate skills to encourage local people to start their own business in this sector.
- Provide training and learning for our wider community to support people into childcare and child minding as local entrepreneurs to improve the workforce gaps and we will improve training for existing staff across our partnership to ensure a quality service is delivered to children and families when they need it.

Childminding Collaboration with Scottish Childminding Association, Inverclyde Council and Scottish Government

A collaborative effort between the Scottish Childminding Association (SCMA), Scottish Government, and Inverclyde Council has launched an advertising and promotion campaign to recruit local childminders in Port Glasgow and Greenock East. This initiative offers comprehensive support, including start-up assistance, induction training, and ongoing learning opportunities for potential childminders. Complementing these efforts, through Business Gateway Inverclyde, Inverclyde Council offers support to local entrepreneurs who are planning on setting up new businesses in the area. The SCMA has attended local job fairs and developed a targeted advertising campaign, which has generated 34 inquiries to date. Of these enquiries, three individuals are currently progressing through the induction and support programme, with one person successfully registering as a childminder in Port Glasgow. To further enhance childcare accessibility and affordability, the Early Adopter Community will provide financial support to both childminders and eligible parents in the Port Glasgow area. Currently, there are 3 childminders operating in Port Glasgow, and the partnership aims to significantly increase this number to provide greater choice for local families.

To further enhance childcare accessibility and affordability, this collaborative effort has enabled funded placements within childminding settings and 6 children are currently in funded placements with childminders in Port Glasgow. Due to the small numbers of children within their services, childminders can offer a service which can be adapted to meet the needs of the child on any day. Childminders operate to suit working parents' hours, providing school/nursery drop offs and pick-ups. They also enable children of different ages to learn and play together in small groups, enhancing communication skills, learning & development. Siblings of different ages can be cared for in the same service which provides consistency, stability and more streamlined childcare options for families and childminders have a network within the local community to share information and signpost to other activities. Professional childminders provide support for the whole family due and offer a safe, non-judgmental, home-from-home

service while role modelling high quality childcare that can be invaluable for a family that does not have a supportive wider network.

One childminder providing childcare funded by the EAC told us receiving funding has been hugely beneficial to the families that are using her service. She said *“one of my parents had been providing end of life care, but sadly the person passed away. This meant that she was facing an uncertain return to work, with concerns around who would provide the childcare”*. The family also had added pressure of financial insecurity. The access to a childminding setting has giving the family stability and familiarity during this difficult time. Childminding settings are a unique environment with a nurturing and homely feel, which has offered the child a sense of warmth and security. This child’s mother has also benefited from the assurance of a reliable, skilled and attentive childcare provider, without the apprehension of the financial implications involved. Without the EAC funding, the parent would have been left trying to work from shift to shift, hoping that different family members could help which would only have added to the mental health strains.

- We will continue to collaborate locally to encourage and empower parents at the earliest stage of their employability journey to engage with the Parental Employability Support Fund or No One Left Behind programme.

Inverclyde No One Left Behind (NOLB) programme engaged with 565 individuals between April 2023 and March 2024. 46% of the individuals engage are people living with a disability, 154 (27%) of the total individuals are parents.

Child Poverty Priority Groups	Number of Parents Engaged in NOLB April 2023 – March 2024
Lone Parent Families	69
Families with Disability	69
Families with 3 or more children	27
Families where English is a second language	26
Parents who are age under 25 years	11
Families where the youngest child is less than 1 year.	6

- We will work with our local CVS Inverclyde (Third Sector Interface) to support local people to increase capacity and build more local social enterprise opportunities in the Community.

CVS Inverclyde currently hosts two projects that are working with local communities to build capacity and employability. The aim of the Enterprise Project for Investing in Communities (EPIC) project is to provide support & training to new and existing social enterprises, to grow their funding capacity and increase local support and employment. They are doing this by:

- Growing the capacity of 15 existing social enterprises
- Developing 5 new social enterprises
- Educating and supporting 30 social enterprises to transition to net zero
- Develop a suite of training for community organisation

- Residents have access to additional support and advice

The aim of the Investing in Communities Enterprise Project (ICE) project is to engage with local communities to understand local need, create new volunteer led groups and support the development of social enterprises. The project team are doing this by:

- Engage with local communities to understand local need
- Aiming to increase local support and services within localities
- Supporting the creation of employment opportunities
- Growing funding for 20 existing social enterprises through education
- Develop 10 new social enterprises
- Engage with communities to create 8 volunteer led groups
- Engage with 3 local schools to discuss climate change volunteering opportunities

2. Cost of Living

By 2025 there will be fewer barriers to employment, employability, training and learning for parents through the provision of affordable access to connectivity, education, childcare activities and food for children who would benefit from support.

Actions and Achievements

Inverclyde Council is committed to supporting families on a low income and from August 2023, all children from Primary 1 to Primary 7 will receive a free school meal. This universal approach will help reduce stigma and preserve dignity for children living in poverty and take a cash first approach to supporting parents living on a low income.

- The provision of universal free school meals has helped to increase the free school meal uptake in primary school from 55% in 2018 to 80% in 2023.

While Scottish Government offers financial support to help families cover the cost of school clothing and shoes for their children. Inverclyde Council is taking significant steps to address child poverty by expanding and enhancing financial support for families.

Enhanced School Clothing Grants and Holiday Hunger Programme

By increasing eligibility and funding for the School Clothing Grant, the council is helping to alleviate the financial burden faced by low-income families when preparing their children for school. This means more low-income families can now receive financial aid towards school uniforms each year. In Inverclyde, 2,411 families qualify for the Scottish Government's standard school clothing grant, while an additional 725 families meet the enhanced criteria set by the council. This support programme benefits a total of 3,136 families, with a combined funding of £470,400.

To further support struggling families, Inverclyde Council has linked the School Clothing Grant with the Holiday Hunger Programme. This provides eligible parents with an additional £186 per child annually to help cover the cost of meals during school holidays. These initiatives demonstrate a commitment to addressing the multiple challenges faced by low-income families and improving the lives of children in the community.

While overall attendance in primary schools saw a modest 0.5% increase, the most significant gains were made in schools based in the most deprived areas. 10 out of 12 previously identified schools (typically located in areas of deprivation) improved attendance compared to last year 2022/23. This positive trend is further exemplified by Newark Primary school, a school in a high-deprivation area, which continues to make significant strides. Their successful approach is detailed on page 36 of "[Improving attendance: Understanding the issues \(education.gov.scot\)](#)"

Two out of 6 Secondary schools saw attendance gains in local authority areas. It's noteworthy that both these schools are situated in areas of highest deprivation. St Columba's, with a remarkable 0.8% improvement, is a prime example. Their approach, which focuses on data-driven solutions to identify and address attendance barriers alongside an engaging school environment and extracurricular activities, will be shared on Education Scotland's National Improvement Hub and a podcast featuring the headteacher. Despite these successes, there is a clear need to further address attendance, particularly for children impacted by poverty. A local authority plan is already in place to tackle this challenge.

We will continue to develop a place-based person-centred approach to provide affordable childcare that is codesigned with the service user, to increase capacity, and to improve the holiday childcare that supports our most vulnerable children.

Person Centres Services for Families with Additional Support Needs (ASN) and Disabilities

In response to requests from the ASN Parent and Carer Group Inverclyde and a recognition of a gap in ASN services during the summer holiday period, within Inverclyde, a collaborative effort between the group, Inverclyde Council, and local stakeholders was initiated. The aim was to create inclusive services encompassing a broad spectrum of disabilities and additional support needs, beyond autism. The ASN Family Sessions, co-designed with parents and the ASN community, aimed to offer sensory, crafting, and sporting activities in a supportive environment, including quiet spaces and changing facilities. Importantly, many of these families face heightened poverty levels. Building on this success, a free, four-week stay-and-play summer holiday service was developed in direct response to parent requests for a safe, stigma-free space for children with additional support needs. The initial space was transformed into a welcoming and inclusive environment through careful adaptation. Breakout areas, additional gym space, and quiet zones were created to cater to diverse needs. The programme offered space to up to 60 people in each of the sessions (morning and afternoon) 76 families applied to attend the service with many parents expressing interest in multiple sessions. However, attendance during the programme fell short of expectations, with approximately half of allocated spaces unoccupied. Subsequent feedback indicated that a smaller group size of 29-30 individuals created a calmer and less stimulating environment, leading to improved behaviour and overall well-being for the children.

A key strength of the programme has been its focus on family needs and preferences. Adopting a co-design approach and actively seeking feedback, the activities and environment have been continuously adapted to create an inclusive and responsive service. The flexibility of the activity offerings, coupled with the expertise and support of parents, has empowered families to fully engage in the sessions.

Partnerships with local organisations have enriched the programme by providing additional resources and expertise. These collaborations have not only enhanced the range of activities available but also strengthened the support network for families. The needs of ASN families are unique and require a tailored approach. There was a high demand for the programme which evidences the continued need for such services and the positive impact they have on families' lives. By carefully adjusting session capacity, the service was calming and supportive environment for children, leading to improved behaviour and overall well-being of children.

Parent feedback included said ***“First and foremost, the setup was fantastic! There was a wonderful array of fun activities for families, and it was evident that a lot of thought and effort went into the planning. The team worked seamlessly together, which made the event run smoothly and ensured everyone had a great time.”*** It was ***‘Really great to speak to other parents and share information on activities and support available’*** and ***‘Great having somewhere to go where I can relax and not worry about other people's reactions to my child's behaviour’***

These findings highlight the importance of collaboration with partnerships, responsive service delivery, and family-centred care in supporting families with children who have additional support needs.

A successful and positive collaboration between multiple agencies to prevent a child from entering the care system. A young person took on the care of their sibling to avoid them being accommodated in the care system but they faced challenges due to work commitments. Through joint efforts, including accessing affordable childcare, financial support, and ongoing social work support, the family was able to overcome these difficulties. This collaborative approach not only prevented the child from entering care but also significantly reduced stress for the caregiving sibling. The family expressed satisfaction with the support received throughout the process.

- We will work with our early adopter implementation group to break down challenges and improve communication in the systems and place children at the centre of the service delivery. We will work with internal services such as procurement and legal services to fairness and equity.

Early Adopter Community for Affordable Childcare:

The Early Adopter Community for Affordable Childcare has proven to be a pivotal initiative in addressing the multifaceted challenges faced by families in our community. By providing accessible and affordable childcare, this program has empowered parents to pursue education, employment, and improved financial stability.

To date, 33 families, comprising 43 children, have benefited from the program, receiving comprehensive support ranging from childcare provision to financial advice. The program has specifically targeted families experiencing significant barriers, with six families including a disabled adult or child, 25 lone-parent households, eight families with three or more children, and three kinship care families.

Family Category	No. of Families supported*
Families with a disabled adult or child	6
Families where the mother is aged under 25	-
Families with a lone parent	25
Families with a baby aged under 1	-
Families with three or more children	8
Families where English is a second language	-
Families of kinship care/care experience	3

A dedicated project team has been instrumental in building trust and relationships with families, facilitating open conversations about financial circumstances and accessing support services. This engagement has evidenced and reporting a 100% increase in parents' ability to work or study due to the childcare provision. 88% of families have increased their working hours, and 44% have sought financial advice, highlighting the program's effectiveness in addressing economic inequalities.

Two parents have returned to education, an ambition they attribute directly to the availability of affordable childcare. Additionally, the high prevalence of children with additional support needs among program participants has necessitated enhanced training for staff, demonstrating the program's adaptability to diverse family circumstances. 3 families advise that they face financial insecurity and have received guidance to maximise their income, 2 families have received redundancy and requested welfare advice and support, families have advised that they have benefited from advice because they have been off work due to mental health circumstances and their wages have been reduced. Families have also asked for housing allocation support and financial advice when English is a second language.

One parent stated ***“I gave up a part-time job to finally follow my dreams of going back to education, I’ve always worked part-time around the children and when this opportunity presented, I knew it was time and applied for university and was accepted. This wouldn’t have been possible otherwise”.***

A key learning from the service delivery is to acknowledge the high number of children who have a diagnosis of having additional support needs (24%). The children attend mainstream school however, the staff providing the out of school children care have received enhanced training. One carer advised ***“The after-school care allows the children to learn in a way they didn’t get to as smaller children, they get to build meaningful trusting relationships with staff, and I cannot thank you enough for this, I don’t know what I would do without the support”.***

Overall, the Early Adopter Community for Affordable Childcare has demonstrated its efficacy in improving family well-being, increasing employment opportunities, and addressing financial challenges. By providing targeted support and building strong relationships with families, the program has emerged as a vital resource for the community.

The Inverclyde Community Food Network contributes to Inverclyde Food Growing Strategy and has been established by local community organisations to make food growing a normal part of

Inverclyde life, creating a more sustainable community, addressing issues of food insecurity, food waste and environmental and climate challenges. The Community Food Network provides families and individuals with advice, assistance and practical support for food growing, food sharing and family cooking. The outcomes of the network link with the delivery of the Thrive Under Five in Rainbow Family Centre Port Glasgow, to make food growing a normal part of Inverclyde life, creating a more sustainable community, addressing issues of food insecurity, food waste and environmental and climate challenges.

3. Community Co-design

By the end 2025 there will be an improved collaborative, community codesign strategy, more families with lived experience of poverty will be empowered and participating in local service design to address the complex challenges of child poverty and inequalities and ensure that the services meet their needs and responds effectively.

Actions and Achievements

- We will continue to build on the legacy of the Warm Hands of Friendship project which empowered local community groups to support people within their localities with services that meet their needs, with support that was designed with them.

Inverclyde Approach - Warm Hand of Friendship

Inverclyde Council provided £100,000 to be allocated to the Warm Hands of Friendship initiative from December 2023 to enable support local community organisations to deliver a range of grass root services that would meet the needs of their community. This project provides new ways to engage with local people and provided the opportunity for local organisations to understand the needs of the communities. The Warm Hand of Friendship initiative successfully supported 58 local community organisations to deliver essential community services during 2023/24. These services ranged from safe warm spaces and clothing distribution to meals provision, and community activities. Over 9,000 individuals benefitted, from the Warm Hand of Friendship initiative, there was a focus on prioritising vulnerable groups including lone parent families, families with multiple children, and older adults. Data collection revealed that the initiative helped address the difficult choice between food and heating, fostered social connections, and even led to the formation of lasting friendships and establishing support networks within the community. A further report has been submitted to Inverclyde Council recommending this project is continue until 2027 to provide additional financial and community support to those facing the greatest inequalities.

- We will increase the opportunities to engage and learn from people who have lived experience of poverty and require an affordable after school service.

Co-design of the Early Adopter Community for Affordable Childcare

The Early Adopter Community (EAC) has prioritised a co-design approach to ensure that services effectively meet the needs of the community. By working closely with families and children, the EAC has gained valuable insights into the challenges and aspirations of parents and families. To enhance participation and gather comprehensive feedback, the EAC has implemented various engagement strategies, such as hosting events in accessible locations, providing refreshments, and offering child-friendly activities. These efforts have produced valuable data on service needs and preferences.

While challenges such as project uncertainties have impacted the full implementation of co-design plans, the EAC remains committed to incorporating participant feedback into future service development. The successful celebration events and positive feedback from families demonstrate the value of these collaborative approaches.

Key findings from the many continued co-design processes include a significant demand for services targeting under-5s and families with children with additional support needs (ASN). There is also a clear preference for flexible service delivery models that prioritise face-to-face interaction and community engagement. Overall, the co-design process has been instrumental in shaping the EAC's understanding of community needs and informing service development. By continuing to prioritise the voices of service users, the EAC can ensure that its programs remain responsive and effective.

- We will create a platform that will encourage parents at the earliest stage of their employability to identify what they need and when they need support to enable them to participate in learning, training, or employment.
- We will focus community development services on communities facing the greatest inequalities, targeting when appropriate the child poverty priority groups, and those families most likely to be living in poverty.

Young People's Voices develop services in Inverclyde

Clyde Conversations bring young people from every secondary school in Inverclyde together to discuss issues affecting them. Each year CLD Youth Work Services support a young person steering group made up from pupils from each of the secondary schools to carry out a consultation to find out the top 5 issues that should be discussed at the event. The event was attended by 122 pupils and is between S1-S3 and S4 to S6. In addition to the event the steering group conducted a health and wellbeing survey of which 564 pupils participated. The topics for discussion at the Clyde Conversation Event included bullying, lunches mental health and loneliness and finance and poverty.

Finance & Poverty—Young people stated 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 they will never get onto the property market, they will not be able to move out of their parents' home and will struggle financially to relocate for university because of the rising cost of living.

Cost of the School Day - Young People were given the opportunity to discuss their thoughts on the affordability and sustainability of school uniforms as part of the Scottish Government Consultation. Feedback highlighted the perceived benefits of uniforms in promoting equality, safety, and security. However, they also raised concerns about affordability, particularly regarding blazers and the potential advantage taken by some uniform suppliers. Interestingly, young people presented creative solutions, suggesting initiatives like an Inverclyde Thrift Shop and a school tie exchange program. Additionally, concerns about financial literacy were reiterated, with many expressing a desire for improved life skills training to navigate finances, student loans, and responsible borrowing practices.

Kinship Young People and the I Promise Team

The I Promise Team works collaboratively with young people who have care experience and ensure that the young people have a voice in the design of the services and the actions that affect them. Support was offered to a young person who was living in kinship care and was caught in the middle of complex family dynamics. The young person's views were sought to inform a court report regarding family contact arrangements.

Through detailed conversations, it became apparent that the young person was experiencing significant emotional distress related to family contact. By giving voice to the young person's experiences and feelings, the court was able to make informed decisions that prioritised the young person's wellbeing. The young person's expressed fears about potential placement changes were addressed, providing reassurance and stability. Empowered by having their voice heard, the young person began to show increased confidence and resilience. They engaged in new activities and social interactions, demonstrating positive personal growth. This case highlights the crucial role of young person participation in legal proceedings. By putting the perspective at the centre, it is possible to achieve better outcomes for all involved. Providing a safe space for young people to express their feelings and concerns can have a profound impact on their emotional wellbeing and overall development.

4. Income from Social Security

By the end of 2025 there will be a collaborative, whole systems, evidence based, targeted, approach to provide financial assistance and welfare support the child poverty priority families and/or families living on a low income to maximise social security uptake.

Actions and Achievements

- We will Improve the systems and networks that exists around child poverty, not only by ensuring senior leadership buy in but also opening communications, monitoring impact, using evidence based approaches and sharing responsibility across the community planning partnership.

Monitoring and Evaluation of Whole-Systems Approach in Poverty Projects

An ecosystem mapping and evaluation of the Inverclyde approach, including the Child Poverty Accelerator, Thrive Under Five, the Early Adopter Community and IRISE, is being undertaken by Urban Foresight. To evaluate the effectiveness of this whole-systems approach, Urban Foresight is conducting a project evaluation and research of the theory of change. An initial ecosystems mapping exercise has laid the groundwork for recommendations on implementing the "Inverclyde Approach" more broadly. This will evidence the theory that taking a holistic approach and addressing multiple aspects of poverty simultaneously, will provide families with comprehensive support that empowers them to improve outcomes, choices and opportunities. By investing in the wellbeing of families and building strong partnerships, Inverclyde Council is committed to creating a lasting impact on the lives of those experiencing poverty.

- We will improve pathways to receive a Welfare Assessment for families living in low income.

Welfare Advice and Assessments

All parents who receive a place at the Early Adopter – Affordable Childcare service receive an assessment and discussion on the impact of changes in income will make on their households. We will continue to learn from this system to ensure that this option is offered to all families who need the support.

NHSGGC Thrive Under 5 (TU5) programmes in Rainbow Family Centre.

This project is taking a whole systems approach to tackling child poverty. Thrive Under 5 (TU5) is a project funded by Scottish Government monies and delivered by Health Improvement staff from NHSGCC. Through a whole systems approach to tackling child poverty in selected places, the programme aims to support children under the age of five to achieve a healthy weight. The project works in partnership with others to tackle the issue of food insecurity and provides families with the resources and knowledge to make healthier choices. This project is based in Rainbow Family Centre in Port Glasgow and engages parents to participate in a financial wellbeing assessment to ensure they are maximising their income from social security. Planning for improvement will be to offer the parents the opportunity to open local credit union accounts and to open child accounts and actively encourage savings for the families engaged.

- We are developing our multi agency Whole Family wellbeing model to provide targeted interventions that will support early intervention and additional intensive supports. This will ensure the focus remains on families receiving the right support at the right time from the correct service.

Inverclyde Whole Family Wellbeing Model/ Inverclyde Child Poverty Accelerator Fund

Inverclyde Council and HSCP is implementing a Whole Family Wellbeing model through the Child Poverty Accelerator Fund (CPAF) project in partnership with Home Start Inverclyde. This initiative is grounded in the belief that by adopting a holistic, person-centred approach, we can empower parents experiencing poverty to make informed decisions and improve their circumstances.

The Home Start component of the project focuses on 45 families in Greenock East/Central, with a particular emphasis on parents with mental health concerns or anxiety and children under five years. This targeted approach involves one-to-one support and group activities to foster peer connections and resilience. By creating a safe and supportive environment, parents are encouraged to share experiences and learn from each other. Moreover, wellbeing discussions are integral to understanding and addressing the unique needs of these families. A significant proportion of these families include children under one year old and/or have a family member with a disability.

The CPAF funding has enabled Inverclyde Council to establish new pathways to support, strengthen relationships with families, and enhance the services provided by the Advice and Welfare team. This approach fosters trust and open dialogue, encouraging parents to discuss financial challenges and explore employment opportunities. By prioritising relationship building, we aim to create an environment where parents feel comfortable sharing sensitive information about debt and financial insecurity.

A notable success story involves a young couple supported by Home Start Renfrewshire. Both of the individuals have care experience, they faced challenges in parenting and building trust with external agencies. The intensive support provided by a Home Start Family Support Worker was instrumental in rebuilding their confidence and accessing essential services. This holistic approach, encompassing emotional support, practical guidance, and financial advice, has empowered the couple to overcome adversity.

Next Steps to 2025/26

Co-design Approaches: Inverclyde Council, through the Early Adopter Community for affordable childcare will appoint a Codesign worker to conduct regular co-production workshops with families facing poverty. These workshops will focus on reshaping, joining up, and improving service delivery. This collaborative approach ensures services effectively address the needs identified by the community itself. A community coalition will be established in the three localities where the early adopter community will be spread.

Targeted focus on Early Intervention and Prevention using data to identify priority families who are disproportionately affected. Interrogate data from local needs assessments, evaluations and feedback from lived experience to identify what early intervention and prevention strategies families want implemented.

Working with parents to address cost barriers that prevent children from participating in activities including creation of subsidised programs or exploring alternative funding models including supporting families to apply for the Childcare Cost element of Universal Credit to help with costs.

Ecosystem Change and Reform: Ecosystem mapping and evaluation results will be developed to identify existing resources within staff, services, funding, and buildings. This will maximise available resources to address child poverty challenges. This will support leverage from the Early Adopter Community and the learning from the Child Poverty Accelerator evaluation to advocate for systems changes that support child poverty reduction. This may include streamlining service access, fostering better inter-agency communication, and exploring joint funding opportunities.

References

[Tackling child poverty delivery plan 2022-2026 - annex 2: child poverty evaluation strategy - updated - gov.scot \(www.gov.scot\)](#)

<https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2024/06/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/documents/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24/govscot%3Adocument/best-start-bright-futures-tackling-child-poverty-progress-report-2023-24.pdf>

Child Poverty Local Action Report 2024-25

How will we achieve our priorities?

Key National Drive - Income from Employment - Increasing income from employment by offering a range and choice of opportunities for priority families to help them access and maintain employment and employability, learning and training, underpinning economic growth, reducing reliance on social security and welfare, and enhance individual well-being and stability.

1.0 Local Outcome: By the end of 2025 there will be an increase in income by prioritising and supporting families more likely to be living in poverty to access and maintain employment by offering a range of training and learning programs to enhance their skills and employability opportunities range and choice of opportunities.				
REF	What do we want to do?	High-level Actions	Due Date	Who is responsible?
1.1	<p>Create a sustainable support model providing employability opportunities targeting priority families, into employment which pays at least the living wage. (No one left behind)</p> <p>This will be aimed at providing employability opportunities to get priority families into employment learning and training</p>	<p>LEP partners will work collaboratively to offer a range of barrier removal, pre-vocational and vocational training and learning services/opportunities, which will enhance and develop both confidence and skills of parents to enable progression into sustainable employment.</p>		Inverclyde Local Employability Partnership (LEP)
1.2	<p>Engage with targeted parents on low incomes and living in poverty, who have children under 5 years and encourage them to participate in empowering and wellbeing support programmes.</p>	<p>Collaborate with local community services and locality plans to capture the voices of parents across the Inverclyde area.</p> <p>Design local engagement and participation in collaboration with community</p>	<p>September 2025</p> <p>March 2025</p>	Inverclyde Community Learning and Development Partnership

REF	What do we want to do?	High-level Actions	Due Date	Who is responsible?
		<p>development teams to avoid consultation fatigue of parents.</p> <p>Continue to work with parents and community members to codesign the Early Adopter Community for affordable and flexible childcare.</p>	<p>March 2026</p>	<p>Early Adopter Community Team</p>
1.3	<p>Build and develop local principles in line with Community Wealth Building/Community Wellbeing approaches incorporating NHS GGC approaches.</p>	<p>Organisations with a contract with Inverclyde Council and NHS Greater Glasgow & Clyde are expected to pay employees the living wage in line with Community Wealth Building Ethos.</p> <p>NHS GGC will align the workforce activity to the pillars within CWB as an Anchor institution, create connections between HSCP and employability programmes in community to workforce opportunities.</p> <p>NHS GGC are committed to increasing % spend in local businesses and increasing community benefits.</p> <p>The Council's procurement service has updated their Social Value policy. Social value is wider than community benefits, it affects the long-term wellbeing and resilience of individuals and society.</p>		<p>NHS GGC</p> <p>NHS GGC</p> <p>NHS GGC</p> <p>Inverclyde Council</p>

REF	What do we want to do?	High-level Actions	Due Date	Who is responsible?
1.4	Provide employability and job creation for young people from low-income families.	<p>LEP partners will provide an end-to-end employability service for 16-24 year olds, as well as operating youth engagement hubs to promote available services.</p> <p>Apprenticeship opportunities are promoted, with training funded for 16-24 year olds.</p> <p>A targeted Apprentice Wage Subsidy programme provides a financial contribution to wage costs.</p> <p>West College Scotland have delivered an Into Employment course which will cover basic employment skills and put young people in direct contact with employers from areas of interest to them. The 12 week programme will run September – December for winter leavers and January – June for summer leavers.</p> <p>Developing the Young Workforce (DYW) Coordinators have increased the opportunities for work experience placements and employer engagement.</p>		<p>Inverclyde Local Employability Partnership</p> <p>NHSGGC and the LEP</p> <p>West College Scotland</p> <p>DYW</p>

REF	What do we want to do?	High-level Actions	Due Date	Who is responsible?
		<p>Young people are better supported with post school transition support into post school destinations through DYW key workers. This will cover areas such as completing application forms/CVs and interview preparation. DYW Coordinators will also provide follow up support once the young person has entered post school destinations to ensure that this destination is sustained.</p>		
1.5	<p>Provide a transitions support service and financial help for priority parents entering the labour market to reduce financial barriers to employment.</p>	<p>Continue to develop and implement the relevant actions and priorities of both the Local Employability Project and the Financial Inclusion Partnership.</p>		LEP /FIP
1.6	<p>Create local business support opportunities to encourage new businesses in the most deprived areas and for priority families and encourage local people to become self-employed and entrepreneurs.</p>	<p>We will work with our local CVS Inverclyde (Third Sector Interface) to support local people to increase capacity and build more local social enterprise opportunities in the Community.</p>		LEP/CVS
1.7	<p>Develop and improve vocational training and skills in the growth sector to help targeted priority groups into employment including apprenticeships.</p>	<p>Build a local start-up and business development support and opportunities in the two town centre areas for local people to encourage entrepreneurial and self-employment opportunities in the area. The project aims to create 30 new business start-up opportunities in the most deprived localities based on the SIMD 2020 data in the first year of the initiative.</p>		LEP

REF	What do we want to do?	High-level Actions	Due Date	Who is responsible?
		Build on the local volunteering strategy to engage priority groups into local opportunities including apprenticeships. The Education Service and West College Scotland through Skills Development Scotland better understand the local labour market demands for the area. This will allow the course offer to be tailored to ensure that young people have the best chance of securing employment post education.		CVS Inverclyde and Inverclyde CLD Strategic Partnership

2. National Key Driver - Cost of Living - Increasing income from benefits to ensure systematic whole family approach to increase in social security income, directly address the financial hardships faced families. This would provide essential support to families struggling to make ends meet, allowing financial support for the basic living costs, such as housing, food, and utilities.

Local Outcome: By 2025 there will be fewer barriers to employment, employability, training and learning for parents through the provision of affordable access to connectivity, childcare activities and food for children who would benefit from support.

REF	What do we need to do?	High Level Actions	Due Date	Who is responsible
2.1	Provide Flexible and Inclusive out of school services that are easy to access (Place/transport) for priority	Summer 2025 we will provide a tiered services to accommodate the needs of children, a) universal playscheme, b) enhanced additional support c) play4all	Summer 2025	Inverclyde Community Planning Partners

REF	What do we need to do?	High Level Actions	Due Date	Who is responsible
	<p>parents on low income and accessing employment, training and learning.</p>	<p>for severe physical additional support. Offer the service offered 8.30-5.30 Mon-Friday for 4 weeks to support families offering activities that meet the needs of the children who attend.</p> <p>The Summer 2024 extended the universal playscheme service, provided Play4All and the affordable childcare services. Alongside Active Schools, Morton in the Community and various community provision. This provided a range of choice and a tiered approach for families. This action will continue to be monitored and improved to ensure the best service available for children and families during the summer holiday period.</p> <p>Employ Staff with experience to engage children in a range of activities that meet their needs including those with social, emotional ASD or additional support needs. Continue to identify opportunities to employ staff who have skills knowledge and experience to provide the best support to children who are facing inequalities, trauma and poverty. The EAC commissioned KLAS to provide the Summer Out School Care in Port Glasgow during Summer 2024. Their evaluation report highlighted that</p>	<p>March 2026</p>	<p>Inverclyde EAC Team, Inverclyde Early Years and Out of School Team and the Child Poverty Action Group.</p>

REF	What do we need to do?	High Level Actions	Due Date	Who is responsible
		<p>80% of the children had some neurodiversity or trauma challenge. However, the KLAS team are recruited following the Care Inspectorate recommendations and are trained in different areas of development and in line with the Governments Fair Work policy.</p>		
		<p>DYW Coordinators will be employed on 52-week contracts to provide ongoing support over the summer holidays. This will mean that young people can be targeted with additional support to ensure that they take up offers made to them post school. Interventions can be put in place to ensure the positive destination is sustained.</p>		
	<p>We will be reducing barriers to employment and education to improve skills for life for young people who are care experienced.</p>	<p>Work was undertaken with Promise Lead and Virtual School Head Teacher with all secondary schools in relation to the importance of each school reducing education barriers in line with plan 21-24 of The Promise. A Moving on Strategy meeting which includes, education, West College Scotland, Inverclyde Offer and SDS has taken place. As part of I Promise board representatives also discussed and measured where we are at in terms of a</p>		<p>The Promise Team</p>

REF	What do we need to do?	High Level Actions	Due Date	Who is responsible
	<p>Children and Young People will have access to free nutritious free food and snack during the school holiday period to provide continued support to the food they receive during the school day.</p>	<p>Inverclyde Council is the first local authority to provide free school meal provision for every primary school child in Inverclyde from August 2023, reducing stigma and ensuring all children can access a free nutritious meal at least once per day.</p> <p>In 2022 Inverclyde HSCP increased the use and access of the Section 12 and Section 22 payments, enabling professional staff working with families facing financial hardship and insecurity to provide them with cash support. Section 22</p> <p>Health Visitors and Family Nurses have access to Section 22 Funds to access money to buy appropriate infant formula milk.</p> <p>Health and Social Care Partnerships will develop a pathway for emergency infant feeding support. Planning and implementation of the pathways should explore all opportunities for families to access formula milk.</p>		<p>Inverclyde Council working collaboratively with Inverclyde Food Network.</p> <p>HSCP/NHS GGC</p>

REF	What do we need to do?	High Level Actions	Due Date	Who is responsible
		<p>Ongoing awareness raising is essential with community organisations that support low-income families to ensure they are aware of the processes and how they can support.</p>		
	<p>Develop the maternity pathway with maternity staff from community services to post-natal services to ensure equal access at all points of the pathway</p>	<p>NHS GGC baseline research with BME women, including women in persistent poverty, highlighted barriers to service access (including use of interpreting) and ways in which the experience could be improved.. Further specific research with women in poverty will be undertaken and bespoke resources for women and staff developed.</p>		<p>NHS GGC</p>
	<p>Improve levels of communication and participation which respectful and inclusive to ensure the service is meeting the needs of the user.</p>	<p>Engagement, communication, and participation with service users to ensure service is meeting the needs of families using appropriate nonjudgement language. Continued co-design process for people with lived experience.</p>		<p>Inverclyde Council and partners in NHS and the third sector have provided stigma workshop training to local employees.</p>

2b. Local Outcome (change idea); By the end 2025 there will be an improved collaborative, community codesign strategy, more families with lived experience of poverty will be empowered and participating in local service design to address the complex challenges of child poverty and inequalities and ensure that the services meet their needs and responds effectively.				
	What do we need to do	High Level Actions	Due Date	Who is responsible
2b.1	Develop and upskill the Inverclyde community learning and development partnership workforce to empower local people to ensure their voices are heard in democratic decision making	<p>Staff from across all local organisations will have shared learning and collaborative goals to increase community empowerment.</p> <p>The Warm Hand of Friendship initiative empowered local community organisations to provide services that meet the needs of their residents.</p>	December 2025	Inverclyde Community Development Partnership
2b.2	Enhance lifelong learning opportunities and improve life chances for priority families through community learning and development approaches	There will be an increase in the number of parents within the targeted demographic groups engaging in lifelong learning.	December 2025	CLD Partnership
2b.3	Build on existing groups of people with lived experience of poverty establish a virtual group of priority families participating in the design and delivery of services	<p>People facing financial insecurity due to the increase in the cost of living will be meeting/discussing virtually how they can support each other, share ideas and redesign service support to help when they need it.</p> <p>Inverclyde Council, Inverclyde CVS and Inverclyde HSCP worked with local groups and services worked to provide the Warm Hands of Friendship Service</p>	December 2025	CLD Partnership

	What do we need to do	High Level Actions	Due Date	Who is responsible
		<p>provision supporting communities with warm spaces, food, and friendship during the Winter 2023.</p> <p>Increase understanding of families experience and impact of poverty for families with a child with a disability around the 3 key drivers of poverty.</p> <p>Research and redesign of services to identify the best way to support families who have disabilities will continue in 2023/24.</p>		
2b.4	<p>Convene a Steering Group, scope out and commission research into needs of families with children and a disability in NMSGC are underway</p>	<p>This research will identify themes and make recommendations for progress.</p>	December 2025	NHS GGC
2b.5	<p>Develop capacity of existing priority groups continue to engage and involve those with lived experience into local democratic decision-making processes.</p>	<p>Existing Groups will have an increased number of people with experiences to share that will impact on democratic decision-making including community asset transfers and participatory budgeting.</p>		Inverclyde CLD Partnership and Inverclyde Child Poverty Action Group.
2b.6	<p>Continue to build trust and effective relationships with local people to build services and make financial decisions that meet their needs and needs of their community.</p>	<p>More people will trust and have positive relationships with service providers across the Inverclyde areas.</p> <p>Inverclyde Council is building trust with local people in the review of the Community Councils, engaging parents</p>		Inverclyde Financial Inclusion Partnership and Inverclyde Child Poverty Action Group

	What do we need to do	High Level Actions	Due Date	Who is responsible
		<p>to become involved in local democratic decision-making system. Families facing the greatest inequalities are the priority families receiving support from the Home School Link Teams in and across the 6 Mainstream Secondary Schools.</p>		

3.0 National Key Driver - Income from Social Security – providing a financial safety net for families to alleviate immediate pressures and ensures children have access to necessities like food, clothing, and shelter and to prevent families from falling into deeper poverty.

<p>Local Outcome: By the end of 2025 there will be a collaborative, whole systems, evidence based, targeted, approach to provide financial assistance and welfare support the child poverty priority families and/or families living on a low income to maximise social security uptake.</p>				
Ref	What do we need to	High Level Actions	Due Date	Who is responsible
3.1	<p>Create a Flexible and Inclusive Local Advice Services targeting priority families with complex challenges including financial insecurity.</p>	<p>Financial Advice Services identifying priority demographic groups and providing entitlement of benefits and budgeting advice that are accessible. Advice and Welfare Services have started to provide outreach support through both the Early Adopter Community and the Child Poverty Accelerator Funding.</p>	December 2025	HSCP/Financial Inclusion Partnership

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>Financial Advice Service affiliated to a school community to build relationships and provide a personal support service and reduce barriers.</p> <p>Building on the collaborative approach from the Humanitarian Assistance Line offer a holistic service (public and third sector) to address multiple needs.</p> <p>Review and develop local financial advice services and ensure the services are targeted to priority groups and families who need the service most, including vulnerable pregnant women, building on success of</p> <p>NHS GGC Special Needs in Pregnancy Money & Debt with Advocacy service.</p> <p>Identify and develop processes around financial enquiry in maternity services and health visiting services learning from good practice and the quality improvement work taking place across the GGC health board area. The learning</p>		

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>will be shared and rolled out across NHSGGC to ensure the issue is raised with every pregnant woman and an increase in referrals to Money Advice services is recorded.</p>		
3.2	<p>Continue to build locality-based data and knowledge of priority families and their needs to improve their wellbeing.</p>	<p>Provide wellbeing support programmes to families more likely to be facing poverty, poor mental health, disabilities and minority ethnic groups.</p> <p>Inverclyde Council commissioned Home Start Inverclyde to provide early intervention wellbeing support to families living in poverty, who have mental health challenges and who have children younger than 5 years.</p> <p>Collating local data to evidence the impact and mitigation of child poverty will remain a priority</p> <p>Inverclyde Council will obtain information from the Inverclyde Common Housing Register to better inform future decision making in relation</p>		<p>Financial Inclusion Partnership</p> <p>Child Poverty Action Group</p> <p>Child Poverty Action Group</p> <p>Inverclyde Local Housing Strategy Partnership</p>

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>to housing led regeneration and development projects across the most deprived communities in Inverclyde. Our yearly analysis also draws from the ICHR and RCH's choice-based register, so this can be integrated into the SHIP in a way that supports the Child Poverty Action Plan objectives.</p>		
3.3	<p>Using local data that is locality based identify people and communities entitled to benefits but not receiving them.</p>			
3.4	<p>Provide team around the child and GIRFEC support to families in school most likely to face financial insecurity and poverty or neglect.</p>			Inverclyde Council/FIP
3.5	<p>Increase staff skills and knowledge across the community planning partnership to enable them to offer targeted communication and promotion of services and benefits that is respectful and inclusive</p>	<p>Upskill and develop the workforce around offering a range of local family support and advice services, including development of Cost of the School Day.</p> <p>Raise awareness of available support services that all employee, organisations and communities can easily access, within and across priority demographics.</p> <p>Cost of the school day interventions</p>		Inverclyde CLD Strategic Partnership/Inverclyde Financial Inclusion Partnership (FIP)

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>Families requesting affordable childcare will be offered a variety of pathways and choice to support them out of poverty. This includes an initial discussion with the project officer to assess their current needs, a Financial Advice Worker then makes contact to discuss their financial situation and the Parental Employment Support Worker then meets with the parents to identify a range of local pathways to engage the parents into employability, or other local employment opportunities with the reassurance that their children are receiving care after school.</p> <p>There are two local Zero Waste Food Pantries in the area providing low cost fresh and frozen food to residents. The main supplier for the Food Pantries is the Glasgow Fare Share. Inverclyde Council purchases two annual Super Memberships which provides each pantry with 36 tonnes of food per year. The pantries subsidise this with surplus food from local supermarkets and use</p>		<p>Inverclyde Child Poverty Action Group</p> <p>Inverclyde Child Poverty Action Group, FIP and LEP</p> <p>Inverclyde Community Development Trust/Inverclyde Council</p>

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>lottery grant funds to buy low stock items such as tinned goods.</p> <p>Develop and implement a pilot to support patients or staff with Universal Credit at QEUH. This will involve telephone access for direct support to a dedicated DWP staff member which aims to prevent sanctions.</p> <p>Recognise that many public sector and people working in health care living in Inverclyde will be at risk of poverty, offer targeted and appropriate support to employees, through debt advice and financial advice services.</p> <p>Promote NHS GGC money advice information workshops and video content with NHS Credit Union, for staff. NHS GGC staff will also be supported through HES – home energy workshops for staff, payslip messages – debt advice</p>		<p>NHS Greater Glasgow and Clyde</p> <p>FIP/NHS GGC and LEP</p> <p>NHS GGC</p>

Ref	What do we need to	High Level Actions	Due Date	Who is responsible
		<p>messages quarterly, a Staff Money Worries campaign. Staff Mental Health and Wellbeing resource contains money advice information and will be distributed to all staff.</p> <p>Develop a new NHS GGC project “Staff Wellbeing Bus” that will visit smaller sites including HSCP sites in order to provide rest and recuperation support and holistic health and well-being information to staff.</p>		<p>NHS GGC</p>

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/51/24/HS
Contact Officer:	Hugh Scott Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 712828
Subject:	Community Grants Fund 2024/25 – Round 1		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to provide details of the applications which have been received as part of round 1 of the Community Grants Fund 2024/25.

1.3 The Community Grants Fund was established to enable the Council to provide financial support to sports, voluntary and community organisations within Inverclyde. The maximum grant that can be awarded is £10,000. The budget for the Community Grants Fund for 2024/25 is £321,000.

1.4 It should be noted that part of the fund has already been committed and full details relating to this can be found at paragraph 3.7. This means the balance available for new one-off applications is £257,994.61.

1.5 A total of 107 one-off grant applications were received in round 1, with the sum requested being £856,148.77. Appendix A contains details of all grant applications that were received, and recommendations relating to the applications that should be awarded a grant and the level of funding they should be allocated. These recommendations total £251,375.54 leaving a balance of £6,619.07.

2.0 RECOMMENDATIONS

2.1 It is recommended that committee note the level of funding allocated by the Grants Subcommittee to the organisations set out in Appendix A.

**Ruth Binks
Corporate Director
Education, Communities and Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 The Education and Communities Committee agreed in May 2021 to bring together three schemes (GTVO, Under 19's sports grant fund and Community Waivers) into a Community Grants Fund.
- 3.2 The Community Grants Fund considers grants under the following headings:
- Facilities/Core Costs: running costs linked directly to the delivery of activities/services provided by the group/organisation (i.e. heating/lighting/rent);
 - Project Costs: costs linked directly to a specific project being delivered by the groups/organisation (i.e. resources/uniform/event); and
 - Fee Waiver: support for organisations towards costs for the hire of Inverclyde Council and Inverclyde Leisure premises
- 3.3 Applications are considered from organisations where funding is being sought for various projects/activities and/or running costs. Awards cannot exceed £10,000 per organisation and must meet the following conditions:
- Groups/organisations are actively based and provide services in Inverclyde;
 - Applying as a sports club, it is actively operating, training and playing in Inverclyde or are setting up to do so;
 - The group is non-profit or in the context of a voluntary sports club have an under 19s section/players;
 - The group has Public Liability Insurance, where applicable;
 - The group has a constitution, set of rules or Memorandum and Articles of Association which is dated and signed as 'adopted' by an office bearer on behalf of the group;
 - The group has a bank or building society account which requires at least two signatures on each cheque or withdrawal;
 - The grant will be spent within one year of the date of award letter; and
 - The organisation is registered with Inverclyde Council
- 3.4 These provisions are in line with previous grant criteria although there is now an increased emphasis on how the funding would be used to benefit the wider Inverclyde community. Additionally, it is a condition of grant that groups will consent to acknowledging the impact of the Council's Community Grant in publicity or marketing materials.
- 3.5 There are some restrictions to the grant criteria. For example, the Council will not award grants:
- Which cover goods or services that the group orders or receives prior to the date of the award letter;
 - Which ask to cover core salary costs;
 - For activities which have a closed membership or that could deliberately disadvantage other groups or residents of Inverclyde;
 - To private clubs for commercial activities. However, we would consider requests to support initiatives designed to widen access to, and increase participation of disadvantaged and under-represented groups; or
 - For organisations that contract with, or intend to contract with, the private sector
- 3.6 Organisations are required to specify how the award of a grant would contribute to and benefit the wider community in line with our local priorities of repopulation, inequalities or environment culture and heritage.
- 3.7 The budget for the Community Grants Fund for 2024/25 is £321,000. However, it should be noted that part of the fund has already been committed to cover the following:
- The Education & Communities Committee agreed £7,800 would be allocated to pay commercial rents for Samaritans and Murdieston Dam Boat Club.

- £30,000 was allocated to the provision of summer play schemes at Branchton Community Centre, Craigend Resource Centre, Youth Connections, Auchmountain Community Centre (via Inverclyde Leisure), Inverkip Primary School (via Inverclyde Leisure) and St Michael's Primary School (via Inverclyde Leisure).
- It was agreed that community groups would receive fee waivers for town hall lets to the amount of £3,000 per organisation. £25,000 is being allocated for waivers within this financial year.
- A grant of £205.39 was made to Green Tangerine to cover its liability insurance which was due to expire out with the timing of this report. This grant was agreed by the Head of Culture, Communities and Educational Resources in June 2024 in line with the terms of the scheme of delegation.

3.8 Taking the commitments outlined above into account, the balance available for new one-off applications is £257,994.61.

3.9 A total of 107 one-off grant applications were received in round 1 of the Community Grants Fund 2024/25 with the sum requested being £856,148.77. Appendix A contains details of all grant applications that were received and approved.

4.0 PROPOSALS

4.1 It is proposed that indicative awards are made within the available budget of £306,200. This reflects the approach taken with previous awards made to applicants, as well as awards made to similar projects approved by the Sub-Committee or other conditions of grant.

4.2 These proposals currently total £251,375.54, leaving a balance of £6,619.07.

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

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
00970-000-60005		2024/25	£251,375.54		

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

(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 Liaised with Finance to confirm budget available 2024/25.

7.0 BACKGROUND PAPERS

7.1 N/A.

APPENDIX 1 – COMMUNITY GRANTS FUND 2024/25 – ROUND 1

	Category	Applicant	Details	Requested	Awarded
1	Arts	Allegria Choir	Support towards rehearsal space, concert venue costs, musical director and accompanist fees	£4,500.00	£997.50
2	Arts	Bridge of Weir Choral Society	Support towards celebratory concert marking 75 years	£2,450.00	£562.50
3	Arts	Crow Cottage Arts	Support towards school project 'a love letter to Inverclyde' leading to a display of artworks and creation of freestanding sculptural chandelier	£10,000.00	£5,000.00 Conditional
4	Arts	Greenock Burns Club	Support towards schools Burns competition, Secondary Schools Burns Supper, educational resources and school transport costs to exhibition and archive room	£3,550.00	£1,500.00
5	Arts	Greenock Light Opera Club	Support towards membership for 3 secondary school pupils and discounted show ticket cost for 60 pupils	£1,080.00	£810.00
6	Arts	Greenock Players	Support towards storage, rehearsal space and show production costs	£10,000.00	£1,500.00
7	Arts	Inverclyde Heritage Network	Support towards running costs and 3 projects: Oral Histories, Heritage Fair and Doors Open Days	£4,510.00	£1,500.00
8	Arts	Inverclyde Music Festival Association	Support towards costs of Music Festival 2025	£10,000.00	£3,562.50
9	Arts	Inverclyde Youth Theatre (Kayos)	Support towards rehearsal space, storage, insurance and facilitators	£8,700.00	£1,500.00 Conditional
10	Arts	Kilmacolm Art Class	Support towards hall rental, exhibition space and insurance	£1,322.00	£675.00
11	Arts	Kilmacolm Dramatic Society	Support towards purchase and installation of performance lighting system	£10,533.60	£3,000.00 Conditional
12	Arts	RIG Arts	Support towards continuing delivery of Arts & Mind workshops - regular weekly mental health support for young people aged 8-18	£9,423.00	£3,375.00
13	Arts	Riverside Youth Band	Support towards hall hire, running costs and Musical Director fees	£7,350.00	£2,040.00 Conditional
14	Bowling Club	Fort Matilda Bowling Club	Support towards ladies changing room extension	£10,000.00	£2,250.00 Conditional
15	Bowling Club	Gourock Bowling Club	Support towards running costs, greens maintenance, new lawn mower and CCTV installation	£22,700.00	£2,250.00
16	Bowling Club	Grosvenor Bowling Club	Support towards running costs and greens maintenance	£14,400.00	£2,250.00
17	Bowling Club	Inverkip Bowling Club	Support towards greens maintenance	£3,300.00	£2,250.00
18	Bowling Club	Lady Alice Bowling Club	Support towards bowls for juniors and public, utility costs, greens and	£10,000.00	£2,250.00 Conditional

	Category	Applicant	Details	Requested	Awarded
			lawnmower maintenance and upgrade of paths		
19	Bowling Club	Port Glasgow Bowling Club	Support towards new grass cutting machinery, hand dryers to ladies' toilets and replacement of stairs and handrails giving better access to the greens	£10,000.00	£2,250.00
20	Bowling Club	Rankin Park Bowling Club	Support towards running costs and greens maintenance	£10,000.00	£2,250.00 Conditional
21	Bowling Club	Wellington Park Bowling Club	Support towards greens maintenance, insurance and marquee for Bowl Scotland national event	£5,000.00	£2,250.00 Conditional
22	Care	Inverclyde Family Contact Centre	Support towards replacement of carpet and ceiling lights at Jamaica St premises	£2,310.00	£1,732.50 Conditional
23	Care	Inverclyde Voluntary Council of Social Service (IVCSS)	Support towards vehicle fleet insurance	£10,000.00	£7,500.00 Conditional
24	Care	Man On! Inverclyde	Support towards new football project for young people in Inverclyde	£10,000.00	Unsuccessful
25	Care	Moving on Inverclyde	Support towards structured health and wellbeing sessions	£6,700.00	£2,250.00
26	Care	Port Glasgow Voluntary Transport	Support towards annual running costs	£74,237.00	£7,500.00
27	Community	Access Technology Scotland	Support towards building a digital community between ATS and Morton in the Community and Youth Connections	£9,600.00	£2,250.00
28	Community	Ambassador Church	Support to facilitate social integration through the provision of household items, heating and school clothing for vulnerable families	£7,500.00	£2,250.00 Conditional
29	Community	Auchmountain Community Resource Centre	Support towards decoration/upgrade of main hall within the Centre	£2,910.00	Unsuccessful
30	Community	Auchmountain Glen Project	Support towards hall rental, materials and fuel costs	£2,770.00	£1,500.00 Conditional
31	Community	Belville Community Gardens Trust	Support towards increased running costs	£9,985.00	£3,525.00 Conditional
32	Community	Branchton Community Centre	Support towards new male toilets and classes for pre-school children	£10,000.00	Unsuccessful
33	Community	Gibshill Community Centre	Support towards family activity week	£2,700.00	£2,025.00 Conditional
34	Community	Gourock Garden Party (Gourock Community Council)	Support towards hosting the Gourock Garden Party 2025	£5,352.00	£2,250.00 Conditional
35	Community	Green Tangerine CIC	Support towards dog litter campaign	£1,490.00	£750.00

	Category	Applicant	Details	Requested	Awarded
36	Community	Greenock Southwest Community Council	Support towards Christmas lunch for elderly in the community	£2,450.00	£1,500.00
37	Community	Greenock Southwest Hub Committee (Grieve Road Community Centre)	Support towards food/refreshments for community meals, PA system, storage space and hall rental	£9,970.00	£1,687.50 Conditional
38	Community	Greenock Torpedo Factory Club	Support towards replacement of boiler	£15,408.00	Unsuccessful
39	Community	Inverclyde Across to Lourdes Group	Support towards rental costs for charity shop	£900.00	£675.00
40	Community	Inverclyde Community Care Forum (Your Voice)	Support towards refurbishment of new premises - disabled toilets and electric power doors	£10,000.00	Unsuccessful
41	Community	Inverclyde Vineyard Church	Support towards community event for Easter 2025	£6,500.00	£1,125.00 Conditional
42	Community	Inverclyde Woodturning Club	Support for purchase of new lathe and chuck package	£1,209.97	£675.00 Conditional
43	Community	Inverkip Community Initiative	Support towards increased utility costs	£9,000.00	£3,000.00 Conditional
44	Community	Inverkip Scottish Women's Institute	Support towards membership subsidy and speaker costs	£160.00	£160.00
45	Community	Kidron Project	Support towards coach/materials for community course and venue hire	£5,540.00	£1,500.00
46	Community	Kilmacolm & Port Glasgow Agricultural Society Ltd	Support towards costs for enhancing the Education Area and entertainment within the show	£29,591.00	£1,500.00
47	Community	Kilmacolm Playgroup & Toddlers	Support towards rental costs for church hall and renewing equipment	£3,049.95	£562.50
48	Community	Larkfield Community Hall	Support towards new kitchen equipment and running costs	£9,400.00	Defer
49	Community	Lyle Gateway	Support towards fortnightly Dementia Café	£6,245.00	£2,000.00 Conditional
50	Community	Parklea Association Branching Out	Support towards delivering 'Community Inclusion' programme – active option sessions and community growing and therapeutic horticulture	£28,125.00	£3,000.00 Conditional
51	Community	Port Glasgow New Parish Church	Support towards running costs for community groups and holiday club expenses	£3,800.00	£1,500.00
52	Community	Rise Against Abuse CIC	Support towards running costs, IT equipment and training costs	£10,000.00	Unsuccessful

	Category	Applicant	Details	Requested	Awarded
53	Community	The Country Club	Support towards speakers' costs	£600.00	£450.00 Conditional
54	Community	Wemyss Bay Community Association	Support towards utility/running costs	£6,000.00	£3,000.00
55	National/ Regional Organisation	Carers Gateway Inverclyde (Unity Enterprise)	Support towards the health and wellbeing of Inverclyde unpaid carers	10,000.00	£3,000.00 Conditional
56	National/ Regional Organisation	Cycling without Age Scotland Gourock	Support towards operating costs for trishaws	£1,169.00	£876.75
57	National/ Regional Organisation	Parkinsons Inverclyde Support Group	Support towards transport costs, hall hire, admin and outings	£708.00	£708.00
58	National/ Regional Organisation	Quarriers	Support towards running costs for year of activities held in Sommerville Weir Hall	£10,000.00	£3,000.00
59	National/ Regional Organisation	Victim Support Inverclyde	Support towards overhead costs for local office	£10,000.00	£3,000.00 Conditional
60	Older People	Beacon Arts Centre (Dance for Parkinsons)	Support towards weekly Dance for Parkinsons class which is followed by social event for families and carers	£9,160.00	£2,250.00
61	Older People	Greenock IBM Retirees	Support for hall hire; entertainment and Christmas lunch	£2,400.00	£750.00
62	Older People	Silverline Dancers	Support for dance tuition	£400.00	£400.00 Conditional
63	Older People	St Marys Episcopal Church (Heartland Circle)	Community transport for Heartland Circle, dementia group; materials for flower arranging class and music therapy	£2,150.00	£1,612.50 Conditional
64	Older People	The Tuesday Club	Support towards outings, coach hire and Christmas gifts	£2,029.00	£750.00
65	Older People	WISHES Group (Women's Initiative for Social Health & Educational Skills)	Support towards hall hire	£1,200.00	£900.00 Conditional
66	Sport	Ardgowan Thistle Football Club	Support towards pitch hire	£10,000.00	£4,950.00 Conditional
67	Sport	Birkmyre Rugby Club	Support towards running costs, new floodlights and pitch hire	£10,000.00	£3,000.00 Conditional
68	Sport	BOUNCE Basketball Inverclyde	Support towards hall hire	£2,000.00	£1,500.00
69	Sport	Bridge of Weir Angling Club	Support towards installation of small bridge over burn near Quarriers Village	£2,000.00	£1,125.00
70	Sport	Clyde Netball	Support towards strips and hall hire for training and matches	£11,343.50	£3,750.00

	Category	Applicant	Details	Requested	Awarded
71	Sport	Greenock & District Rifle Club	Support towards further insulation to reduce energy costs and concrete flooring to meet hygiene standards	£10,162.00	£1,500.00
72	Sport	Greenock & District Welfare Football League	Support towards pitch hire for league games	£7,350.00	£3,750.00
73	Sport	Greenock Cricket Club	Support towards school coaching; hire of hall for training and playing kit for asylum seekers	£2,524.00	£1,893.00 Conditional
74	Sport	Greenock Glenpark Harriers	Support towards track hire	£6,954.00	£3,750.00
75	Sport	Greenock Golf Club	Support towards renovation of upstairs lounge areas within the clubhouse	£10,000.00	Unsuccessful
76	Sport	Greenock Juniors FC	Support towards pitch hire	£10,000.00	£3,000.00 Conditional
77	Sport	Greenock Model Yacht & Power Boat Club	Support towards guttering and roof repairs	£2,634.00	£1,500.00
78	Sport	Greenock Wanderers RFC	Support towards pitch hire for training and games for all age groups and male and female teams	£17,500.00	£5,025.00 Conditional
79	Sport	Team United Programme	Support towards development of Social Community League for young people in Inverclyde	£6,325.00	£3,000.00 Conditional
80	Sport	Inverclyde Amateur Swimming Club	Support towards pool hire costs	£9,962.88	£7,472.16 Conditional
81	Sport	Inverclyde American Community Football Club	Support towards uniforms, playing equipment, storage and pitch hire	£17,375.00	£3,000.00 Conditional
82	Sport	Inverclyde Athletics Club	Support towards stadium costs for training, development camps and competitions	£10,000.00	£7,500.00
83	Sport	Inverclyde Cricket Club	Support towards insurance, equipment, travel and training/park hire	£2,376.00	£1,782.00 Conditional
84	Sport	Inverclyde Masters Swimming Club	Support towards pool hire and head-to-head competition	£3,100.00	£2,325.00 Conditional
85	Sport	Inverclyde Sport Council	Support for clubs/individuals, coach education grants and child protection courses	£5,700.00	£1,500.00 Conditional
86	Sport	Lady Octavia Badminton Club	Support towards equipment, coaching and hall hire	£1,800.00	£1,350.00
87	Sport	Morton in the Community	Support towards pitch hire	£10,000.00	£7,500.00 Conditional
88	Sport	Newark Angling Club	Funding to allow for subsidised travel for elderly & juniors	£1,500.00	£600.00
89	Sport	Ocean Youth Trust Scotland	Support towards vessel repairs	£2,000.00	£1,125.00
90	Sport	Port Glasgow Boat Club	Support towards upgrade of toilets and repair/maintenance of slipways/railing and bogies	£6,000.00	£2,000.00 Conditional

	Category	Applicant	Details	Requested	Awarded
91	Sport	Port Glasgow Boys Club	Support towards weatherproof kits for whole club, training courses and hire of facilities for training/matches	£37,450.00	£7,500.00 Conditional
92	Sport	Port Glasgow Junior Football Club	Support towards hire of pitches for training and match days	£11,840.00	£3,000.00
93	Sport	Port Glasgow Juniors Community Sports Club	Support towards hire of facilities for all teams	£10,000.00	£7,500.00 Conditional
94	Sport	Port Glasgow Otters	Support towards pool hire costs and other club costs including insurance, coach training and team kit	£7,355.37	£2,325.00 Conditional
95	Sport	St Andrews Boys Club	Support towards hire of facilities for training and match days	£10,000.00	£7,500.00
96	Uniformed Organisation	10th Greenock & District Scout Group	Support towards hire of St Columba's HS	£1,512.00	£1,134.00
97	Uniformed Organisation	32nd Greenock & District Scouts	Support towards running costs for Bank St premises	£4,000.00	£3,000.00
98	Uniformed Organisation	47th/97th Greenock & District Scout Group	Support towards hire of Newark PS	£1,071.00	£803.25
99	Uniformed Organisation	73rd Greenock & District Scout Group	Support towards hire of All Saints PS	£1,165.50	£874.13
100	Uniformed Organisation	85th Greenock & District Scout Group	Support towards hire of Inverkip & Wemyss Bay PS	£1,523.00	£1,142.25
101	Uniformed Organisation	Girl Guiding Greenock Division	Support towards annual membership fees, hosting of the Renfrewshire County Thinking Day celebration, volunteer leader celebration and hire of facilities for Units meeting	£19,750.00	£7,500.00 Conditional
102	Uniformed Organisation	Greenock & District Scout Council	Support towards running costs for Everton and HQ buildings	£10,000.00	£3,750.00
103	Uniformed Organisation	Greenock & District Sea Cadet Corps	Support towards annual running costs	£10,000.00	£3,750.00
104	Uniformed Organisation	Inverclyde & District Battalion The Boys Brigade	Support towards annual running costs and hall hire	£7,500.00	£6,125.00 Conditional
105	Voluntary	Inverclyde Tourist Group	Support towards purchase of IT equipment, running costs and creation of new website	£9,022.00	£2,000.00
106	Voluntary	World Walking	Support towards server hosting and database backup costs	£1,750.00	£1,312.50
107	Youth	Inverclyde Youth for Christ	Support towards core running costs	£2,066.00	£1,125.00 Conditional

Total Requested

£856,148.77

Total Awarded

£251,375.54

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/54/24/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 712828
Subject:	Community Learning and Development Partnership (CLD) 3 Year Plan 2024-27		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to inform the Education and Communities Committee of the new Community Learning and Development Partnership (CLD) 3 Year Plan 2024-27.
- 1.3 The Community Learning & Development (Scotland) Regulations 2013 places a requirement on each local authority to consult on and publish plans every three years containing specified information on the provision of CLD by both the local authority and its partners.
- 1.4 The Community Learning and Development 3 Year Plan 2024-27 was approved by the Alliance Board on the 7 October 2024.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee notes the new Community Learning and Development Partnership (CLD) 3 Year Plan 2024-27, which was approved by the Inverclyde Alliance Board on 7 October 2024.

**Ruth Binks
Corporate Director
Education, Communities and Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 The Community Learning & Development (Scotland) Regulations 2013 places a requirement on each local authority to consult on and publish plans every three years containing specified information on the provision of CLD by both the local authority and its partners.
- 3.2 The CLD Regulations stipulate that each CLD planning process must identify the following information:
- How the local authority will co-ordinate its provision of CLD with other CLD providers within the area of the local authority;
 - What action the local authority will take to provide CLD over the period of the plan;
 - What action other partners intend to take to provide CLD within the area of the local authority over the period of the plan; and
 - Any needs for CLD that will not be met within the period of the plan.
- 3.3 In April 2024 the Scottish Government published 'Community Learning and Development Plans: Guidance for 2024-2027' outlining the national policy context for CLD that education authorities should be aware of in complying with the Requirements for Community Learning and Development (Scotland) Regulations 2013 during the period of 2024 to 2027. It emphasises the importance of CLD in supporting learners and communities across various settings, including schools, colleges, and community organisations. The guidance builds upon previous publications and outlines the requirements for education authorities to develop CLD plans that align with national priorities and address the needs of vulnerable and marginalized learners.
- 3.4 A CLD Partnership 3 Year Plan for Inverclyde meets the requirements of the CLD (Scotland) Regulations 2013 and the 2024 guidance by providing a framework for CLD provision across the CLD Partnership in Inverclyde.
- 3.5 The CLD Partnership 3 Year Plan 2024-27 was developed collaboratively with the organisations that make up the CLD Partnership in Inverclyde. 3 priorities were identified:
- Empowering individuals and growing a culture of participation;
 - Building stronger, more resilient communities; and
 - Ensuring a healthy standard of living for all
- 3.6 Consultation and community engagement was central to the development of this plan. During April and May 2024, a public consultation took place in relation to producing 6 locality plans for Inverclyde, feedback and the priorities within the 6 locality plans have helped shape the 3 priorities for the CLD partnership plan 24/27. Feedback captured from Clyde Conversations 2024 also shaped the three priorities.
- 3.7 The CLD 3-year strategic plan was agreed by the Inverclyde Alliance Board on 7 October and can be accessed through the following link:
<https://www.inverclyde.gov.uk/assets/attach/17480/DRAFT-CLD-Partnership-Plan-24-27.docx>

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

(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?

	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.

6.0 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.

7.0 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.

8.0 CONSULTATION

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/63/24/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	2024/25 Education Revenue Budget Update		

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 projected position of the 2024/25 Education Revenue Budget including details of actions being taken to reduce the projected overspend.

1.3 The total Education Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £112.300m. The latest projection is an overspend of £370,000 (0.3%). This is a reduction in projected spend of £90,000 since last Committee. This projected overspend is mainly due to a shortfall in Employee Costs turnover savings of £112,000, an overspend of £230,000 for Early Years Partner Providers, an overspend in Catering provisions of £100,000 and overspends in Transport Costs of £129,000; all partially offset by an over recovery in Income from Other Local Authorities of £100,000.

1.4 The Corporate Director has a report elsewhere on the agenda seeking to partly address these underlying pressures from 2025/26 and it is intended to report further proposals to the January meeting of the Committee.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes that the Committee's Revenue Budget is currently projected to overspend in 2024/25 by £370,000 and the action proposed to address the projected overspend.

2.2 It is recommended that the Committee notes that proposals to address the underlying budget pressure will be presented to a future Committee.

Alan Puckrin
Chief Financial Officer

Ruth Binks
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 and to highlight the main variances contributing to the £370,000 overspend.
- 3.2 The current Education Revenue Budget for 2024/25 is £112.300m, which is an increase of £1.576m from the Approved Budget, largely due to additional funding for Probationary Teachers and increased Teachers' superannuation rate. The actual amount of grant funding the Council will receive for both has yet to be confirmed and estimates have been used. Appendix 1 provides more details of the budget movement.
- 3.3 **2024/25 Projected Outturn (£370,000 overspend 0.3%)**

The main projected variances contributing to the £370,000 overspend are explained in more detail below.

- (a) Employee costs are projected to overspend by £112,000. This is mainly due to:
- i. An under achievement of turnover savings targets: £51,000 in Primary and Secondary non teachers, £315,000 in ASN and £87,000 in Other Education.
 - ii. An over recovery of CLD turnover savings of £140,000.
 - iii. Within Facilities Management there is an over recovery of turnover savings of £126,000 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.
 - v. Projected over-recovery of turnover savings in the Teachers' budget of £25,000.
- (b) A projected underspend in Water Charges across the Committee totalling £50,000.
- (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.
- (e) Overspends in Transportation costs of £129,000 mainly due to overspends of £50,000 for Pupil Vocational Travel, £32,000 for Pupil Consortium Travel and £64,000 for Gaelic Transport, partly offset by an underspend in Internal Transport of £29,000.
- (f) An underspend of £20,000 for Telephone Line Rental in line with the previous year's outturn.
- (g) A projected overspend on ASN Resources of £30,000, a reduction of £10,000 since last Committee. The Corporate Director is reviewing the main factors contributing to this overspend with the intention of reducing it further.
- (h) 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 a report later on in the agenda will reduce this pressure by a further £70,000 from 2025/26, if approved by Committee.
- (i) A projected over recovery of ASN Income from Other Local Authorities of £100,000, an increase of £40,000 since last Committee. This over recovery partially offsets the projected overspend in ASN Employee Costs and Resources.
- (j) A projected over recovery of £35,000 for School Meal Income due to an increase in uptake of secondary school meals since August.

3.4 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 97.3% of phased spend and 41.1% of the projected expenditure for 2024/25.

3.5 Virements

There are no virements this Committee cycle.

4.0 PROPOSALS

- 4.1 Steps are being taken to reduce the underlying budget pressures in the medium term with a specific proposal elsewhere on the agenda and further proposals scheduled for future Committees.
- 4.2 In addition, a corporate savings exercise is progressing with decisions expected by the Council in the coming months.
- 4.3 It needs to be noted however that whilst the above will largely address the budget pressure from 2025/26, it is very likely that the Committee will overspend in 2024/25.

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
N/A					

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.

Education Budget Movement - 2024/25

Service	Approved Budget	Movements				Revised Budget
	2024/25 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2024/25 £000
Corporate Director	155					155
Education	92,311	120	(4)	1,640	(300)	93,767
Inclusive Education	18,146		(14)	134		18,266
Facilities Management	112					112
Totals	110,724	120	(18)	1,774	(300)	112,300

Movement Detail

£000

External Resources

Probationer Teacher Funding
Teachers Superannuation

594
1,180

1,774

Virements

Procurement Officer Funding

(18)

(18)

Inflation

Partner Providers
Catering Provisions

20
100

120

1,876

EDUCATION

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

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)
56,007	Employee Costs - Teachers	53,661	57,133	57,108	(25)	(0.0%)
33,928	Employee Costs - Non Teachers	29,032	30,290	30,427	137	0.5%
22,479	Property Costs	23,167	23,224	23,126	(98)	(0.4%)
7,539	Supplies & Services	6,861	7,061	7,151	90	1.3%
2,933	Transport Costs	2,337	2,337	2,466	129	5.5%
752	Administration Costs	672	672	656	(16)	(2.4%)
7,044	Other Expenditure	5,078	6,378	6,635	257	4.0%
(24,289)	Income	(10,084)	(14,495)	(14,599)	(104)	0.7%
106,393	TOTAL NET EXPENDITURE	110,724	112,600	112,970	370	0.3%
0	Earmarked Reserves	0	0	0	0	
0	DMR	0	(300)	(300)	0	
106,393	TOTAL NET EXPENDITURE EXCLUDING EARMARKED	110,724	112,300	112,670	370	0.3%

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	160	5	3.2%
75,073	Education	80,080	81,836	81,980	144	0.2%
127	Facilities Management	112	112	127	15	13.4%
11,846	School Estate Management Plan	12,231	12,231	12,167	(64)	(0.5%)
87,046	TOTAL EDUCATION SERVICES	92,423	94,179	94,274	95	0.1%
14,274	ASN	13,311	13,453	13,784	331	2.5%
2,503	Community Learning & Development	2,742	2,739	2,599	(140)	(5.1%)
2,384	Other Inclusive Education	2,093	2,074	2,153	79	3.8%
19,161	TOTAL INCLUSIVE EDUCATION	18,146	18,266	18,536	270	1.5%
106,393	TOTAL EDUCATION COMMITTEE	110,724	112,600	112,970	370	0.3%
0	Earmarked Reserves	0	0	0	0	
0	DMR	0	(300)	(300)	0	
106,393	TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES	110,724	112,300	112,670	370	0.3%

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES**

<u>Out Turn</u> <u>2023/24</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2024/25</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Aug-24</u> <u>£000</u>	<u>Projection</u> <u>2024/25</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
56,007	Employee Costs - Teachers	57,133	23,805	23,690	57,108	(25)	(0.0%)
33,928	Employee Costs - Non Teachers	30,290	11,618	11,600	30,427	137	0.5%
191	Water	315	105	94	265	(50)	(15.9%)
11,845	PPP Unitary Charge	12,231	5,096	4,999	12,166	(65)	(0.5%)
1,231	FM Catering - Provisions	1,300	417	509	1,400	100	7.7%
76	Gaelic Transport	0	0	0	64	64	-
546	Internal Transport Drivers	459	191	242	438	(21)	(4.6%)
85	Pupil Transport Consortium	53	13	13	85	32	60.4%
88	Pupil Vocational Transport	13	0	0	63	50	384.6%
6	Telephones (Secondary)	31	13	3	11	(20)	(64.5%)
1,403	Early Years Partner Providers	1,295	432	542	1,525	230	17.8%
96	HQ ASN Resources	54	23	20	84	30	55.6%
(532)	Income from Other Local Authorities	(452)	(113)	(198)	(552)	(100)	22.1%
(599)	School Meal Income	(639)	(168)	(153)	(674)	(35)	5.5%
Total Material Variances						327	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: EDUCATION

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2024/25</u> £000	<u>Phased Budget 31-Aug-24 2024/25</u> £000	<u>Actual 31-Aug-24 2024/25</u> £000	<u>Projected Spend 2024/25</u> £000	<u>Amount to be Earmarked for 2025/26 & Beyond</u> £000	<u>Lead Officer Update</u>
Beacon Arts	Tony McEwan	60	0	0	0	60	Contingency Balance not required in 2023/24, balance c/f.
New to Scotland Funding	Michael Roach	233	74	72	175	58	Funding EAL Teachers until June 25
Total		293	74	72	175	118	

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/58/24/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 £2m in 2024/25 after net advancement of £1.019m (103.87%) 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 £1.002m equating to 102.14% (50.10% of the revised projection). The current projection is £2m with net advancement of £1.019m (103.87%) being reported. This is an increase in advancement of £0.366m from the previous reported advancement. 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 progressing with a focus on use of school 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. As previously reported, 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 involved the summer programmes of work at Ardgowan, Gourock, Inverkip, and St John's Primary Schools. 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. Two re-roofing projects were 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) with both projects now complete.
- 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 which also included additional works to underground drainage. Works commenced on site in early July and were originally programmed to complete in September, the current projection is end of October related to material delivery and inclement weather delays.

- 3.7 **Active Panel Refresh:** The Active Panel refresh programme is being progressed based on the approved 2021-28 Education Services Digital Learning Strategy. 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. As previously reported, two projects are 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 the artificial pitch LED floodlighting replacement which has funding support secured from the Scottish Football Association (SFA) of up to £200k on a match funding basis. This project is addressing upgrade of floodlighting to LED at 6 leisure/community facilities and 4 school facilities with 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 installation works progressing. The original programme has been impacted by the supply/availability of the materials with 3 leisure/community sites and one education site (Inverclyde Academy) currently complete with a further education site (Port Glasgow Community Campus) in progress.

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



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 09/10/24	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	2,000	1,002	3,634	4,000	4,000	0
Complete on site	547	279	0	0	0	268	0	0	0
EDUCATION TOTAL	14,181	279	981	2,000	1,002	3,902	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 / Fittings	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb			
Alleyrill Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, MUGA lighting upgrade to LED.
All Saints Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				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 upgrade
Ardgowan Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	184	Classroom and Circulation Space Decoration and Flooring. Pupil WC refurbishment. Em lighting.
Gourcock Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								151	Classroom and Circulation Space Decoration and Flooring. Wall bar / stage lighting replacement. Em lighting.
Inverkip Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		126	Staffroom and Staff WC refurbishment Classroom and Circulation Space Decoration and Flooring. Hall AV equipment.
Kilmacolm Primary School			<input checked="" type="checkbox"/>									7	Hall AV equipment. Door entry works.
King's Oak Primary School			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					13	Door access and CCTV works. Nursery fencing.
Lady Alice Primary School			<input checked="" type="checkbox"/>									19	Heating and emergency lighting works.
Moorfoot Primary School			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								24	Door access works, kitchen equipment, heating and control, emergency lighting, public address system works.
Newark Primary School			<input checked="" type="checkbox"/>									12	Heating system and emergency lighting works.
St Andrew's Primary School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								15	Games hall decoration. Internal doors, coat hooks.
St Francis' Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		144	Classroom and Circulation Space Decoration and Flooring. Reception / office remodelling. CCTV works and em lighting
St John's Primary School												8	External step treads, coat hooks.
St Joseph's Primary School				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					15	Door access, fire doors, em lighting, janitor room flooring and corner protection.
St Michael's Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								15	Décor to circulation spaces, games hall and kitchen.
St Ninian's Primary School												22	MUGA pitch floodlight upgrade to LED. Misc flooring, em lighting and nursery fencing
St Patrick's Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					404	Re-roofing of Extension block. Parial décor, flue work, em lighting, part flooring replacement, nursery fencing
Wemyss Bay Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						
Whinhill Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						

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

Noted within May/Sept 24 reports

Added at November 24 report

School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description	
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fixtures	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb			
Education - Secondary													
Clydeview Academy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					PPP FM	Fire door and stopping works, partial decoration and flooring, external soft landscape works. Air-con PCB boards, Dining chairs.
Inverclyde Academy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					692	2G pitch carpet replacement and drainage. Pitches and MUGA floodlight upgrade to LED, PE corridor décor. AHU works, em lighting, hand drier replacement.
Notre Dame High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					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	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					149	Pitches and MUGA floodlight upgrade to LED. Alterations to form callrooms in Craigmartloch. Emergency lighting upgrade to LED, AHU works. Kitchen equipment.
St Columba's High School			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					77	3G Pitch floodlight upgrade to LED. Emergency lighting upgrade to LED. Mechanical services works. Games hall lighting replacement, landscape works.
Education - Standalone Early Years Establishments													
Binnie Street Children's Centre													
Bluebird Family Centre													
Gibshill Children's Centre			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	26	3-5's WC Refurbishment. External storage shed.
Glenbrae Children's Centre			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							112	Re-roofing, canopy alteration, PV panels, partial internal redecoration. Em lighting.
Glenpark Early Learning Centre			<input checked="" type="checkbox"/>									4	Air source heat pump component replacement.
Hillend Children's Centre													
Larkfield Early Learning Centre												10	Drainage works and external surface works.
Rainbow Family Centre											<input checked="" type="checkbox"/>	26	2-3's WC Refurbishment. Em lighting, public display.
Wellpark Children's Centre												12	External surface, wall and fencing works.
Education - ASN													
Lomond View Academy			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						Skylight, heating and em lighting works.

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

Noted within May/Sept 24 reports

Added at November 24 report

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/47/24/KM
Contact Officer:	Ruth Binks	Contact No:	
Subject:	Education and Communities Committee Delivery and Improvement Plan 2023/26 Performance Report		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to provide the Committee with an update on the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.
- 1.3 This is the first progress report on year two of the refreshed Plan to be presented to the Committee. It includes details of the progress that has been made in the delivery of the Action Plan, performance data for KPIs, and an update on the areas of highest Risk.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee consider the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.

Ruth Binks
Corporate Director,
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Committee Delivery and Improvement Plans 2023/26 are a key component of the Council's refreshed strategic planning and performance management framework. The Committee Plan enables scrutiny of:

- Strategic activity within the Committee remit; and
- How the Committee is helping to deliver the Council Plan outcomes.

3.2 The Education and Communities Committee Delivery and Improvement Plan 2023/26 was approved on 9th May 2023, with the annual refresh of the Plan approved on 21st May 2024. Elected Members were also invited to a dedicated briefing on the refreshed Committee Plan, held on 26th June 2024 and again on 15th August 2024.

3.3 Committee Delivery and Improvement Plans have also been approved by the Environment and Regeneration Committee and the Policy and Resources Committee.

3.4 PERFORMANCE OVERVIEW

3.5 This is the first performance report on year two of the Committee Plan and covers the reporting period April to September 2024. It includes an update on the status of the action plan, KPIs and the management of key Risks. A summary of performance is provided below with the full performance report provided in the Appendix.

3.6 Delivery and Improvement Action Plan 2023/26

The following actions / sub-actions are now complete:

- The year 3 Attainment Challenge has been approved and is now implemented.
- The Virtual School model is now fully established, including the appointment of a Head Teacher.
- The updated Attendance Strategy is included on the agenda of this meeting.
- A new CLD Strategy 2024/27 has been approved by the Alliance Board. The Strategy encompasses the recommendations from the recent Education Scotland inspection.
- The school crossing patrol site survey has been carried out and the results considered at the September meeting of this Committee.

3.7 Progress has slipped in the delivery of one action, namely Inverclyde Libraires engaging with data to inform Health and Wellbeing programming and development decisions. This work is ongoing with the service engaging with the Scottish Library and Information Council (SLIC) to explore data capture opportunities linked to the Collective Force for Health and Wellbeing. Data collection across events, activities and information sharing opportunities is being used to inform programming going forward.

3.8 KPI Performance

The national LGBF data dashboard was refreshed at the end of September and performance data 2022/23 (the latest available) is provided in Appendix 2 for the following measures:

- The percentage of 16–19-year-olds participating in education, training or employment. Performance data relates to school year 2022/23 and in Inverclyde reached its highest ever level, 96.4%.
- School exclusion rate (per 1,000 looked after pupils) 2022/23. The rate in Inverclyde (77.9) is lower (i.e. better) than both the Family Group (100.2) and Scottish average (96.9).

It should be noted that Inverclyde's school exclusion rate for looked after pupils increased between 2020/21 and 2022/23, however in 2020/21 the rate was exceptionally low and care should be taken when comparing performance between the two periods.

- School attendance rate (per 100 looked after pupils) 2022/23. The attendance rate in Inverclyde (82.2%) is higher than then Family Group (81.5%) but slightly below the national average (84.4%).

3.9 The Scottish Government has recently published School Healthy Living Survey statistics, which includes data on:

- Percentage of primary school pupils (P1-P7) taking school meals on survey day. The uptake in Inverclyde is higher than the Scottish average, 73.3% compared to 63.9%.
- Percentage of secondary school pupils (S1-S6) taking school meals on survey day. The uptake in Inverclyde is below the Scottish average, 39.3% compared to 42.1%.

The recent increase in the uptake of school meals at primary level is likely to be influenced by Inverclyde Council being the first in Scotland to roll out free school meals to all children in primary school.

3.10 Appendix 2 also provides the Committee with a range of quarterly performance data for KPIs that relate to service delivery. Service performance in the quarter was 5% or more below target (red status) for the following measures:

- Number of adult learners achieving core skills qualification (SCQF level 2-4).
- Total number of in person visits for library purposes.

Performance was on or above target for the following measures:

- Library Services active borrowers.
- Number of in-person visits to the Watt Institution.

3.11 Managing Key Risks

The effective management of risk is key in helping the Council successfully deliver its objectives and as such, the Committee Plan includes a Risk Register which details the strategic risks. A review of the Committee Plan risks has recently been carried out and the updated Register is provided in Appendix 3.

3.12 One change has been made to the Risk Register since it was last reviewed by the Committee at its meeting on 21st May 2024. The overall score for the risk relating to capacity to meet Additional Support Need has decreased, due to the likelihood score being reduced from 4 (probable) to 3 (possible).

3.13 The Committee is asked to note that a new format has been adopted for the Risk Register and information is now presented in greater detail to assist in the overall management of risk.

4.0 PROPOSALS

4.1 The Committee is asked to note the progress that has been achieved in delivering the Education and Communities Committee Delivery and Improvement Plan 2023/26.

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

There are no legal implications associated with this report, whilst the key Committee risks are highlighted within the full Committee Plan 2023/26.

5.4 Human Resources

There are no human resources implications associated with this report.

5.5 Strategic

The Education and Communities Committee Plan 2023/26 directly supports the Council Plan 2023/28, with the action plan aligned to the delivery of the Council Plan outcomes.

6.0 CONSULTATION

6.1 None.







7.0 BACKGROUND PAPERS

7.1 None.






Appendix 1

Classification : Official

Strategic Theme: People



Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC001 Poverty related attainment gap	Targeted interventions will be put in place to reduce the poverty related attainment gap and support equity in education.	<p>Implementation of the Scottish Attainment Challenge refresh (year 3), including ongoing assessment and tracking development work.</p> <p>Refresh and deliver the Scottish Attainment Challenge Plan (year 4).</p>	<p>30-Jun-2025</p> <p>30-Jun-2026</p> <p>30-Jun-2026</p>	<p> Complete</p> <p> On track</p> <p> On track</p>	<p>The year 3 Scottish Attainment Challenge has been agreed and is now being implemented.</p> <p>The Year 4 plan has been created for session 24/25 and implementation of the plan has begun. Whilst at an early stage of implementation, updates are provided to the Attainment Challenge Governance Group at the end of every term.</p> <p>Core and CORE+ stretch aims run until September 2026, with a further 2 sessions to run to make further progress towards these. Progress is tracked throughout each session and a Stretch Aims Report provided to the Scottish Govt. on 30th September each year evaluating the progress made. The report will be shared at the Members Briefing later this term. As the stretch were very ambitious, not all targets have been met, however the ambition is to achieve these by September 2026.</p>
CMTE/ EDC002 Senior Phase Pathways year 3	Enhance pathways for Senior Phase pupils through the implementation of the Senior Phase Action Plan (year 3).	<p>Carry out a consultation on the number of qualifications that can be taken in S5.</p> <p>Fully implement revised Leaver's guidance in 2024/25.</p> <p>Continue to improve the offer for our young people who are most at risk of missing out, with a particular focus on</p>	<p>30-Jun-2025</p> <p>30-Jun-2025</p> <p>30-Jun-2025</p>	<p> On track</p> <p> On track</p> <p> On track</p>	<p>On 3rd September 2024 the Committee approved a proposal for schools to undertake a consultation during 2024/25 on the senior phase curriculum model. 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.</p> <p>Guidance launched in summer term and implemented in academic year 2023/24, to be fully implemented during 2024/25.</p> <p>A wider range of pathways is on offer during academic year 2024/25, and this will be further enhanced by the review of the Senior Phase.</p>

Appendix 1
Classification : Official






Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC003 ASN Provision	Enhance Additional Support Needs (ASN) provision.	<p>pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.</p> <p>Continue to review and develop capacity of specialist ASN provision.</p>	30-Jun-2025	 On track	<p>Specialist ASN provision is constantly under review. NEST has been put in place as well as a review of Lomond View.</p> <p>Physical capacity of Craigmarnloch has been expanded for session 2024/25. Further work is being undertaken through the SEMP to look at future needs and this involves earlier identification of those who will need specialist support.</p> <p>Work is currently underway to identify capacity for August 2025 and future years.</p>
		Continue to develop the virtual school model to meet the needs of looked after children.	30-Jun-2025	 Complete	<p>The Virtual Schools is now established in Inverclyde, with a permanent HT and aligned with provision at Lomond View academy.</p>
CMTE/ EDC004 Health and Wellbeing in Schools	Increase the support for Health and Wellbeing in Schools.	<p>Link with partners and school leaders to refocus on the substance misuse strategy.</p> <p>Initiate a review of the PSE Curriculum.</p> <p>Continue to roll out the Attendance Strategy, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.</p>	30-Jun-2025	 On track  On track  Complete	<p>The CLD Service has appointed a substance misuse worker to provide an input to all schools.</p> <p>This work is underway and continuing.</p> <p>The Attendance Strategy will be presented to this Committee at its meeting on 5th November 2024. Work on improving attendance continues.</p>

Appendix 1

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
<p>CMTE/ EDC005 Collective Force for Health & Wellbeing</p>	<p>Promote the libraries service as part of the Collective Force for Health and Wellbeing.</p>	<p>Promote Inverclyde Libraries as a source of trusted health and wellbeing information, to help support individuals to make informed choices about their health.</p>	<p>31-Mar-2025</p>	<p> On track</p>	<p>Health literacy has continued to be promoted across all branches. Most recently, the library service has been supporting the Realistic Medicine initiative, led by NHS GG&C. This approach seeks to empower people to discuss their treatment fully with healthcare professionals. To support the public to engage with this, a partnership day was held 25/09/24 at Central Library attended by 28 health and wellbeing partners. A follow-up public information day will take place on 09/10/24. All library staff are receiving training to ensure that they are equipped to engage customers with the principles of Realistic Medicine, and to promote health and wellbeing resources available within each branch.</p>
		<p>Progress Inverclyde Libraries Service as a Pathfinder for Dementia Services.</p>	<p>31-Mar-2025</p>	<p> On track</p>	<p>Building on existing partnership working with Alzheimer's Scotland, Inverclyde Libraries are actively involved in the Dementia Friendly Inverclyde initiative led by Your Voice. All branch libraries offer quality assured information around dementia and make available resources and/or signpost to services for those with dementia and their families. Library staff have undergone Dementia Friendly training and this remains a core training offer going forward. As part of the Dementia Friendly Inverclyde project Your Voice audited all 6 branch libraries, making recommendations to ensure that a dementia friendly environment is being provided. To date, a series of Dementia Friendly Open sessions have been held in 3 library branches, showcasing the dementia support to new and existing customers.</p>
		<p>Engage with data to inform Health and Wellbeing programming and development decisions.</p>	<p>31-Aug-2024</p>	<p> Slippage</p>	<p>Inverclyde Libraries are engaging with the Scottish Library and Information Council (SLIC) to explore data capture opportunities linked to the Collective Force for Health and Wellbeing. Data collection across events, activities and information sharing opportunities is being used to inform programming going forward.</p>







Appendix 1
Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC006 Affordable Childcare Programme	Implement Phase 2 of the Early Adopter Affordable (EAC) Childcare Programme.	Continue to implement a person-centred programme offering parents on a low income affordable out-of-school childcare in Port Glasgow.	31-Mar-2025	 On track	Inverclyde Council secured £1.2m additional funding in July 2024 to extend the EAC program until March 2026. This will support 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. Regular, more detailed updates on this workstream will be provided to this Committee.
CMTE/ EDC007 Review of CLD	Review of the Community Learning and Development Service as part of the Council's Delivering Differently Programme and workstreams.	Undertake a workforce review to ensure consistent staffing across all CLD disciplines.	31-Mar-2025	 On track	Workforce review being undertaken as part of the wider review of CLD services.
		Implement the recommendations of the Education Scotland inspection, 2024.	31-Mar-2025	 Complete	Recommendations from the inspection and the gathering and evaluation of performance data now form part of the CLD 3 year strategic plan 2024/27.
		Implement approved approaches to the gathering and evaluation of performance data in relation to CLD Services.	31-Mar-2025	 On track	
		Proposed savings and efficiencies will require to be identified and reported to the Committee.	31-Mar-2025	 On track	This is ongoing and will be reported to Committee following the outcome of the voluntary severance trawl





Appendix 1

Classification : Official

Strategic Theme: Place




Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC008 Gaelic GME Secondary Provision	Provision for secondary Gaelic Education in Inverclyde will be established.	Development of Gaelic GME secondary provision and the implementation of year 1.	30-Jun-2025	 On track	Year one implementation underway. One pupil has taken up a place in the GME provision from August 24. Despite several attempts, there has been no success in the appoint of a secondary GME teacher; efforts to recruit to this post in 2024/25 will continue. In the interim, remote online teaching via e-Sgoil has been secured.
CMTE/ EDC009 Heritage Assets	Launch the National Heritage Lottery Heritage Fund supported 'Connecting Inverclyde Heritage Project' to progress the delivery of the Inverclyde Heritage Strategy.	Appointment of a Connecting Inverclyde Heritage co-ordinator. Refresh of the Inverclyde Heritage Strategy Action Plan.	31-Mar-2025 31-Mar-2025	 Not yet started  On track	The launch of the Connecting Inverclyde Heritage Project has been delayed by recruitment challenges, but the Heritage Coordinator post is now advertised. The National Lottery Heritage Fund are aware of the delay and remain supportive of the project. This action plan refresh will be carried out as part of the Connecting Inverclyde Heritage Project, led by the soon-to-be-appointed Heritage Coordinator. The action plan will focus on celebrating the heritage of Inverclyde and will be informed by active engagement with groups and individuals involved in promoting Inverclyde's history and heritage.
CMTE/ EDC010 CLD Strategic Plan	Development and delivery of a three-year CLD Strategic Plan for 2024/27.	With partners, develop a new CLD Strategy 2024/27. Implementation of the Strategy, with annual reporting to the Alliance Board.	30-Sep-2024 30-Sep-2027	 Complete  On track	The draft CLD Strategy 2024/27 was presented to the Inverclyde Alliance Board on 17th June 2024 with the final CLD Strategy 2024/27 approved by the Inverclyde Alliance on 7 October 2024. Implementation of the new Plan is at an early stage following Alliance Board approval on 7 October 2024.
CMTE/ EDC011 Asset Transfer	Continue to lead on the Council's approach to community asset transfer.	Improve access to information in relation to community asset transfer.	31-Mar-2025	 On track	This is an ongoing piece of work and the Asset Transfer Working Group continues to meet regularly.

Strategic Theme: Performance

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC012 Continuous Improvement in Education Services	Implement the Education Improvement Plan to deliver continuous improvement in Education Services.	<p>Further develop the strategy for Play Pedagogy beyond Primary 2.</p> <p>Continue to roll out the Literacy Strategy, with a focus on highly effective teaching of listening, talking and writing.</p>	30-Jun-2025	 On track	<p>Now fully implemented in P1 and P2 with work ongoing to expand this higher up in school on a year-by-year basis.</p> <p>The Literacy Framework has been completed within the agreed timescales and the launch of the full Literacy framework will take place on the October in-service day to Early Years practitioners with further roadshows taking place across each Cluster. Further CLPL will be delivered across the next 18 months to ensure practitioners understand and can embed the evidence-based research in their practice leading to quality learning, teaching and assessment.</p>
		Carry out a review of the approach to curriculum design across S1-S3 of the BGE.	30-Jun-2025	 On track	<p>A Training Strategy has been agreed for middle leaders in school. Also, visits have been undertaken to other LAs within the UK to look at their approach to middle phase secondary school.</p>
		Continue to develop the work of the STEM Project Lead in supporting schools to develop their STEM curriculum and focus on sustainability.	30-Jun-2025	 On track	<p>The Science Development Officer continues to support teachers in school to enhance the delivery of STEM in the classroom. A number of twilight sessions have run after school and also in-class support in a coaching and modelling model. The development of Year2 Science Festival for Inverclyde continues to progress.</p>
		Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.	30-Jun-2025	 On track	<p>Devices to be upgraded have been identified, however there are more devices that require upgrading than the budget allows. A Working Group has been established to look at digital within the classroom and provide training and guidance for staff to use with their own classes.</p>



Appendix 1

Classification : Official



Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC013 School meal uptake	Increase in the uptake of school meals in secondary establishments.	<p>Ongoing implementation of the Action Plan that was developed following the review of the school meal service.</p> <p>Develop proposals for the potential next ICT phase to meet customer needs, improve the dining experience and reduce waste.</p>	<p>31-Mar-2025</p> <p>31-Mar-2025</p>	<p> On track</p> <p> On track</p>	<p>This implementation of the Action Plan is ongoing. Consideration now being given to a further external review of the catering service to embed further efficiencies.</p> <p>Pilot conducted in June 2024. Two schools are now using the pre-order system and a plan is in place for the remaining secondary schools to be completed by the end of November 2024.</p>
CMTE/ EDC014 Service Reviews	Undertake Service Reviews in accordance with the Council's Change Programme.	<p>Undertake a service review of the Community Grants Fund through a range of desktop exercises, consultation with stakeholders and elected member workshops.</p> <p>Undertake a service review of the School Crossing Patrol sites through a range of desktop exercises, consultation with stakeholders and elected member workshops.</p> <p>Undertake a service review of the Home Link Service through a range of desktop exercises, consultation with stakeholders and elected member workshops.</p> <p>Undertake a service review of the Breakfast Club provision through a range of desktop exercises, consultation with stakeholders and elected member workshops.</p>	<p>31-Dec-2024</p> <p>31-Dec-2024</p> <p>31-Dec-2024</p> <p>31-Dec-2024</p>	<p> On track</p> <p> Complete</p> <p> On track</p> <p> On track</p>	<p>Elected Member workshop took place 16th April 2024. Further workshop planned for late November 2024.</p> <p>Report agreed by Education & Communities Committee 3rd September 2024.</p> <p>In progress, awaiting the outcome of the Voluntary Severance Trawl.</p> <p>Desktop exercise complete and work now beginning in conjunction with unions to consider HR implications. Further report to Committee early 2025.</p>

Appendix 1

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC015 Watt Institution	Increase visitor numbers across Watt Institution exhibitions, events and activities.	Increase use of the museum, archive and local history collections at the Watt Institution as a research and learning resource.	31-Mar-2025	 On track	<p>To date, the Watt Institution has participated in a number of collections-based research initiatives, including a national research project to catalogue Egyptian artefacts across museum collections; support of the National Museums of Scotland (NMS)-led Reveal & Connect: Participatory Practice and African Collections in Scottish Museums project; hosting a researcher from Quebec Canada, to examine indigenous artefacts in the collection; and active involvement in the DiSSCo project (The Distributed System of Scientific Collections), in consultation with colleagues at NMS.</p> <p>Collections knowledge generated through research participation is now being used to inform programming and engagement opportunities going forward.</p>
		Develop digital audiences through use of social media platforms.	31-Mar-2025	 On track	<p>The Watt Institution's Museums Galleries Scotland (MGS) funded project, Reanimating the Past, launched in 2024 has employed digital technologies to enhance the accessibility of the Watt's Natural Sciences collection through innovative reinterpretation of specimens. This has included use of both virtual and augmented reality, and the creation of digital content including on-line exhibitions to engage audiences with the wider Watt collections.</p> <p>Data collection across all digital platforms will be used to evaluate the efficacy of approaches taken and inform future digital engagement.</p>

Appendix 1
 Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		<p>Deliver a five-year exhibition and associated audience development plan for the Watt Institution.</p>	31-Mar-2025	 On track	<p>Exhibition planning activity is progressing at the Watt, building on the success of the current WONDER exhibition, curated by the artist Alison Watt. Through this exhibition plan, focus will be brought to the Watt's founding museum collections, and its extensive and representative fine art collection.</p> <p>Audience development planning will be informed by sector standards; customer feedback; event and activity evaluation; and the MGS-funded Delivering Change programme which the Watt Institution is an active partner in.</p>
	<p>Work with colleagues in CLD to identify opportunities to use museum and heritage resources to support adult learning, skills development and New Scots programming.</p>		31-Mar-2025	 On track	<p>Discussion with colleagues in CLD is ongoing, although progress to delivery has been impacted by capacity on-site at the Watt. A number of appropriate collections-related themes have been identified to support future programming.</p>

Appendix 2: EDUCATION AND COMMUNITIES KPI SCORECARD

Classification : Official







The refreshed Committee Plan that was considered in May 2024 provided information on performance in 2023/24 for the majority of the Committee Plan KPIs. The table below provides the Committee with the latest data for a small number of measures that were not available at that time. The data for these measures is published on an annual basis.

NATIONAL KEY PERFORMANCE INDICATORS

Title	Year	Year	Year	Target	Status	Short Trend	Long Trend	Latest Note
% of primary school pupils present taking school meals (free or paid for) on survey day P1 – P7	2022 61.4%	2023 70.9%	2024 73.3%	70%				Data is taken from School Healthy Living Survey statistics, published September 2024.
% of secondary school pupils present taking school meals (free or paid for) on survey day	2022 55.8%	2023 44.2%	2024 39.3%	60%				Scotland (Primary) – 63.9% Scotland (Secondary) – 42.1%

LOCAL GOVERNMENT BENCHMARKING FRAMEWORK

Following a data refresh in September 2024, Local Government Benchmarking data 2022/23 has been published for the following indicators. To provide the Committee with more meaningful trend information, graphs showing performance since 2010/11 are also provided on the next page.

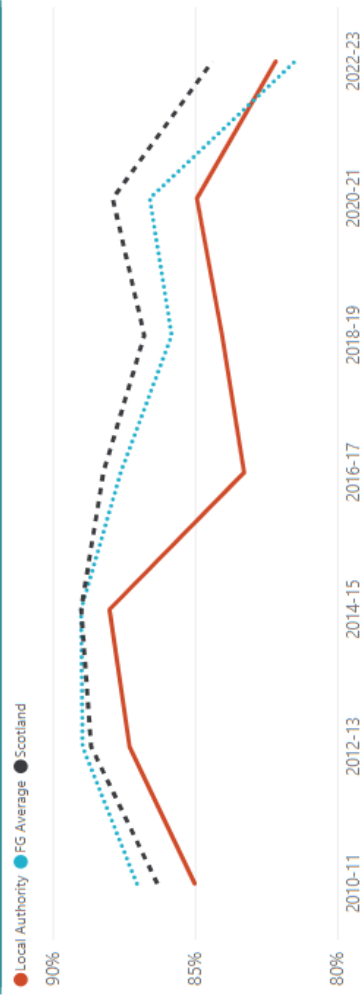
Title	2020/21 Value	2021/22 Value	2022/23 Value	Target	Status	Short trend	Long trend	Latest Note
School exclusion rate (per 1,000 looked after pupils)	45.7	-	77.9		-			Scottish Government data is published every two years and included in the LGBF. It should be noted that 2020/21 data relates to the height of the pandemic and should not be used for performance comparator purposes. Exclusion data prior to 2020/21 shows an improving trend in the exclusion rate e.g. 2018/19 - 141.2; 2016/17 – 87.9.
School attendance rate (per 100 looked after pupils)	84.9%	-	82.2%	88%				2022/23 LGBF benchmarking data noted below: <ul style="list-style-type: none"> LAC Attendance Rate: Family Group 81.5%; Scotland 84.4% LAC Exclusion Rate: Family Group 100.2; Scotland 96.9

Appendix 2: EDUCATION AND COMMUNITIES KPI SCORECARD

Classification : Official

Title	2020/21 Value	2021/22 Value	2022/23 Value	Target	Status	Short trend	Long trend	Latest Note
Initial School Leaver Destination Results	2021 95.4%	2022 94%	2023 96.4%	96%				Inverclyde's positive school leaver destinations in 2022/23 reached its highest ever level. Family Group – 96.2% Scotland – 95.9%

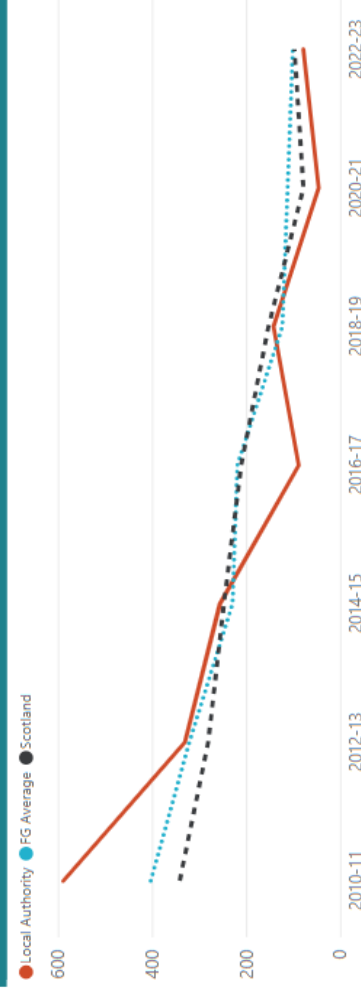
CHN19b - School attendance rates (per 100 'looked after pupils')



CHN19b - School attendance rates (per 100 'looked after pupils')

	2010-11	2012-13	2014-15	2016-17	2018-19	2020-21	2022-23
Local Authority	86.3%	88.3%	88.2%	86.8%	87.9%	84.4%	96.4%
FG Average	87.3%	88.9%	88.7%	87.6%	86.6%	84.9%	82.2%
Scotland	88.0%	89.0%	89.0%	88.2%	85.8%	84.0%	84.4%

CHN20b - School exclusions rates (per 1,000 'looked after pupils')



CHN20b - School exclusions rates (per 1,000 'looked after pupils')

	2010-11	2012-13	2014-15	2016-17	2018-19	2020-21	2022-23
Local Authority	340.8	402.3	246.9	152.2	77.8	96.9	45.7
FG Average	320.2	320.2	228.4	218.2	111.3	100.2	77.9
Scotland	329.5	329.5	255.3	87.9	141.2	45.7	77.9

Appendix 2: EDUCATION AND COMMUNITIES KPI SCORECARD

Classification : Official

SERVICE PERFORMANCE INDICATORS

Quarterly performance data is provided for the following indicators.

Title	Q3 2023/24		Q4 2023/24		Q1 2024/25		Q2 2024/25		2024/25				Latest Note
	Value		Value		Value		Value		Quarter Target	Status	Short Trend	Long trend	
Number of adult learners achieving core skills qualification (SCQF level 2-4)	33		12		18		16		37.5				Annual target is 150.
Library Service Active Borrowers	1,911		2,494		3,065		3,564		1,513				Annual target is 6055. The increase in performance between 2023/24 and 2024/25 is due to school library borrowers being included in the stats for the first time.
Total number of in person visits for library purposes	47,735		49,927		46,214		Data being verified		49,625				Status and trend arrows relate to Q1. Q2 data is being compiled at time of writing. Annual target is 198,500.
Number of in-person visits to the Watt Institution	2,702		3,925		5,883		5,162		4,800				Annual target is 19,200.
Attendance in Inverclyde primary schools	T2 2023/24 93.4%		T3 2023/24 92.5%		T4 2023/24 92.0%		Due end Oct 2024		93%				Attendance is presented by academic term.
Attendance in Inverclyde secondary schools	T2 2023/24 89.6%		T3 2023/24 87.6%		T4 2023/24 88.8%		Due Oct 2024		90%				Attendance is presented by academic term.
Number of exclusions in Inverclyde primary schools	T2 2023/24 *		T3 2023/24 *		T4 2023/24 *		T1 Due Oct 2024				-	-	Exclusion data is presented by academic term. Small numbers therefore data is suppressed. Data only KPI.

Appendix 2: EDUCATION AND COMMUNITIES KPI SCORECARD

Classification : Official

Title	Q3 2023/24		Q4 2023/24		Q1 2024/25		Q2 2024/25		2024/25				Latest Note
	Value	T2 2023/24 21	Value	T3 2023/24 29	Value	T4 2023/24 18	Value	T1 Due Oct 2024	Quarter Target	Status	Short Trend	Long trend	
Number of exclusions in Inverclyde secondary schools													Exclusion data is presented by academic term. Data only KPI

PI Status		Long Term Trends			Short Term Trends		
	Alert		Improving		Improving		Improving
	Warning		No Change		No Change		No Change
	OK		Getting Worse		Getting Worse		Getting Worse
	Unknown						
	Data Only						

Appendix 3

Classification : Official

Education and Communities Risk Register Assessment 01/10/24

Risk Code	Risk Event	Risk Description	Risk Owner	Risk Category	Causes	Consequences	Impact	L'hood	Risk Score	Notes on risk score	Current mitigation	Future mitigation
CMTE/ EDC/ R001	Budget Cuts	Due to a combination of inflationary pressures, increased demand in some area, reduction in turnover and the use of windfall savings in prior years, it is anticipated that in 2024/25 it will be challenging for the Committee to remain within its Revenue Budget.	Ruth Binks	Financial	<ul style="list-style-type: none"> Inflationary pressures Increased demand in some areas Reduction in turnover Use of windfall savings in prior years 	<ul style="list-style-type: none"> Risk that the Scottish Government expectation of teacher numbers will not be met Risk that the service will not receive the allocation of grant. Risk of increasing costs for educational provision especially ASN. Reduced capacity to provide services to the community and to other council services Increase in length of time for work completion Increased likelihood that deadlines will be missed Reputational damage Potential regulatory sanctions. 	4	4	16	No change to the risk score.	<p>Budget exercise</p> <p>Inflation contingency</p> <p>Monthly budget monitoring</p> <p>Committee reporting</p> <p>Work procurement to ensure Best Value</p> <p>Prioritisation of spend and monitoring of cover Budgets</p> <p>Monitoring of teacher numbers</p> <p>The Committee considers savings proposals to manage the budget</p>	ASN Transport
CMTE/ EDC/R 002	Lack of resource to meet growing ASN needs	The risk is that the Council does not have the capacity or service provision to meet the changing and	Michael Roach	Service delivery	<ul style="list-style-type: none"> ASN needs change beyond expectations Required provision exceeds 	<ul style="list-style-type: none"> Reduction in quality or continuity of service provision Parents / guardians of ASN children raise court action 	4	3	12	It is possible that the level of need could move beyond current service	<p>Workforce plan</p> <p>Review of ASN provision and related staffing</p>	Review of ASN provision

Appendix 3
Classification : Official

Risk Code	Risk Event	Risk Description	Risk Owner	Risk Category	Causes	Consequences	Impact	L'hood	Risk Score	Notes on risk score	Current mitigation	Future mitigation
		increasing complex ASN needs for young people			current capacity	<ul style="list-style-type: none"> • ASN tribunal court fees and subsequent expenses if tribunal is successful • Reputational impact • Further spend may be required on adapting or building physical assets or changes to existing staffing structures to meet need 				capacity and as such require significant changes including spend on adapting or building physical assets or changes to existing staffing structures in order to meet need.	Regular reporting and monitoring for children with complex needs	
CMTE/EDC/R 003	Difficulty to attract & retain staff	Inability to attract or retain appropriately skilled personnel threatens the service's ability to deliver core services. It is difficult to attract and retain professional staff within certain areas of the service e.g. libraries and museums and CLD.	Tony McEwan	People	<ul style="list-style-type: none"> • Lack of appropriately trained personnel applying for posts • Temporary budgets can make it difficult to appoint permanent staff • Competition for workforce with other authorities 	<ul style="list-style-type: none"> • The service is unable to effectively deliver its services • Needs of communities are not being met 	3	4	12	No change to risk score.	Workforce plan Staff development People and Organisational Development Strategy	
CMTE/EDC/R 004	Strategic Planning Risk	There is a risk that outcomes and targets are not	Ruth Binks	Strategic	<ul style="list-style-type: none"> • National reforms 	<ul style="list-style-type: none"> • The Council is not meeting local needs as well as intended 	4	3	12	No change to risk score	Partnership Plan	

Appendix 3

Classification : Official

Risk Code	Risk Event	Risk Description	Risk Owner	Risk Category	Causes	Consequences	Impact	L'hood	Risk Score	Notes on risk score	Current mitigation	Future mitigation
		achieved due to national reform or changing policy direction, changing Alliance partner strategic direction or reduced Alliance partner resources. For example this could be in relation to the Children's Service Plan, LAC outcomes, Arts/Cultural and Heritage, Community Learning and Development 3 Year plan Child Poverty, Participatory Budgeting and anti-poverty initiatives.			<ul style="list-style-type: none"> • Changing policy direction • Changing Alliance partner strategic direction • Reduced Alliance partner resources • Short term funded projects 	<ul style="list-style-type: none"> • Core needs of communities are being met 					<ul style="list-style-type: none"> • Delivering differently approach • Alliance with Memorandum of Understanding • Working with the Scottish Government • Review of progress 	

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/49/24/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
- Education Reform
- Independent Review of Qualifications and assessment
- Scottish Attainment Challenge
- Promoting Positive Relationships policy
- Gaelic Medium Education – Secondary GME progress
- Teacher numbers
- Representation of the voice of Young People on the Education and Communities Committee

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

Madeira Nursery had an unannounced inspection at the end of August 2024. Committee will recall that the previous inspection had seen the Nursery rated as adequate. This inspection has seen the nursery return to good across the board. The Early Years team provide support and challenge to the team at Madeira to support their improvement. The evaluations of the quality indicators are as below:

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

The full report can be found here:

<https://careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=320859>

Kilmacolm Primary School's Nursery Class had an unannounced care inspectorate visit on the 12th of September 2024. The evaluations of the quality indicators are 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

The full report can be found here: [Find care \(careinspectorate.com\)](#)

3.2 Education reform

On Wednesday 5 June the Education (Scotland) Bill was [published](#), this also coincided with an [update](#) on the refocusing of Education Scotland's functions.

The Bill sets out the intention to establish a new qualifications body, Qualifications Scotland, to replace the Scottish Qualifications Authority. The new body will be responsible for delivering and awarding qualifications, and for accrediting qualifications delivered by others.

The intention to establish the office of His Majesty's Chief Inspector of Education in Scotland is also set out in the Bill. The independence of inspection and reporting is enshrined in the legislation, with the power to set the frequency and focus for inspections also moved from Scottish Ministers to His Majesty's Chief Inspector. A recruitment process to appoint the new Chief Inspector for the Inspectorate and a Chief Executive for Education Scotland is now under way.

Both Qualifications Scotland and His Majesty's Inspectorate of Education in Scotland are expected to be in place in autumn 2025, subject to parliamentary process.

Following engagement with stakeholders and teachers, the decision was also taken to refocus Education Scotland's functions. The body will lead curriculum design, delivery, and improvement, including the provision of resources to support high quality learning and teaching.

The Scottish Government has also asked Connect to establish a new mechanism, known as the Scottish Assembly of Parents and Carers, to strengthen opportunities to shape and influence policy, allowing their views to be listened to as we improve our education system. It is hoped that this approach will enhance geographic reach and be more inclusive of underrepresented groups.

3.3 **Independent Review of Qualifications and assessment**

Professor Hayward's final report on the Independent Review of Qualifications and Assessments was published in June 2023.

The Scottish Government published [its response](#) on 19 September 2024. It accepts some of the recommendations, but says more work needs to be done to explore how the others could work.

The Government says it will set out a longer-term improvement plan for education later this year.

Approach to Assessment

The Government agrees with the need to balance assessment methods and reduce the emphasis on high stakes external exams but will not remove them entirely; exams will still be taken across the Senior Phase including for National 5s. However, the new qualifications body Qualifications Scotland will look to remove them from practical subjects where appropriate, as well as working towards extending the range of assessment methods for national qualifications to provide a better balance.

Qualifications Scotland will also:

- Pilot digital onscreen assessment across various subjects.
- Rationalise the qualifications offer in the Senior Phase, starting with the Creative, Hospitality and Sport and Technology, Engineering and Construction Sectors, to ensure that learner pathways are less confusing and more relevant for learners.
- Explore how graded national courses such as National 5, Higher and Advanced Higher could be organised into modules to give pupils more flexibility to build credit.

Project Learning/ Inter-disciplinary Learning

The Government says there needs to be more work done before inter-disciplinary learning can become a mandatory part of the Senior Phase. The Scottish Government will work with Education Scotland to set up a working group to explore how best to place inter-disciplinary learning in secondary schools.

Personal Pathway and the Digital Profile

The Government agrees with the recommendation of a national digital profile to record learners' achievements, skills, strengths, experiences and qualifications. Skills Development Scotland's My World of Work platform already has a digital profile, and this will be developed further so learners will be able to access a consistent and free to use profile. This will be optional.

Leaving Certificate

While acknowledging a leaving certificate could create a more inclusive approach by recognising a broader range of achievements, the Scottish Government says more work needs to be done to work out what a leaving certificate should contain and how it would work.

Parity of Esteem

The Government agrees with the recommendation to ensure consistent use of SCQF levels in the titles of qualifications while retaining existing names, for example 'Higher English, SCQF Level 6.' This is to make it easier to recognise levels of achievement across different types of qualifications.

Support for Teachers

The Government agrees that teachers will need support and professional learning to deliver the proposed changes. The Government says teachers will need more time to accept greater responsibility for formal assessment, as well as deliver the agreed reduction in class contact time with the Scottish Negotiating Committee for Teachers (SNCT).

Artificial Intelligence and Digital

The Government agrees it is important the education sector understands the opportunities, implications and challenges of AI. It will work with Qualifications Scotland and Education Scotland to ensure AI can be used effectively and safely, as well as make sure education bodies have access to experts in AI advancements. A new digital strategy for school education is currently being developed in partnership with COSLA and key education stakeholders.

Engagement

The Scottish Government agrees that young people, their parents/carers and teachers need to remain at the centre of the discussion on the future of qualifications in Scotland, as well as universities, colleges and employers.

We will provide a further update to committee later in the academic year once we have more information about the Government's improvement plan has been published.

3.4 Scottish Attainment Challenge

The Scottish Government are undertaking Pupil Equity Fund (PEF) sampling work as they seek to develop a collective understanding of the important contributions PEF is making to improve the outcomes of children and young people impacted by poverty. As part of this exercise, Scottish Government and Education Scotland are engaging with over 130 schools across Scotland, 20 identified via their own analysis, the remainder flagged by Local Authorities. Inverclyde have nominated a few schools to be part of this process.

The Scottish Government are drawing out key learning and plan to share this good work taking place in our schools and communities, with Headteachers, Local Authorities and other key stakeholders.

The Scottish Government continue to work to understand the impact of the Scottish Attainment Challenge (SAC) programme as part of their evaluation strategy. As part of this, the Scottish Government published reporting on the National Improvement Framework (NIF) measures on attainment and health and wellbeing and the wider evidence summary on the 28th of August.

The NIF Report is designed to be a short, concise summary of progress utilising the core National Improvement Framework attainment and health and wellbeing measures. The Wider Evidence Summary Report is designed to be a summary of national evidence on the impact of poverty on educational outcomes. The Reports are primarily for Attainment Advisors, local authority SAC Leads and policy officials, providing them with evidence on how performance has changed over time in an accessible format and a resource for them to use working with teachers and school leaders.

- [Attainment Scotland Fund Evaluation: Reporting on Wider Evidence Sources, 2024](#)
- [Attainment Scotland Fund Evaluation: Reporting on National Improvement Framework Attainment and Health and Wellbeing Measures, 2024](#)

Further, Education Scotland published the latest of their SAC National Summary Reports which highlights a range of case studies of work to close the poverty-related attainment gap. This can be found here: [National Summary Report March 2024 | Scottish Attainment Challenge | Learning in Scotland | Education Scotland](#)

On 30 August Education Scotland also published a range of [resources](#) designed to support local authorities, and schools when they are refreshing their current attendance policies and guidance:

- A sketch note illustrating key national policies, legislation and supporting structures around attendance.
- Guidance on creating a local authority policy.

- A number of additional resources that are not prescriptive but have been designed to summarise or exemplify.

3.5 **Promoting Positive Relationships policy**

The education service's Promoting Positive Relationships policy was due for review by June 2024. At the same time, the Scottish Government published its [Relationships and behaviour in schools: national action plan 2024 to 2027 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-action-plan-2024-to-2027/pages/relationships-and-behaviour-in-schools.aspx) .

One of the key actions within the plan to be shared with local authorities by March 2025 is: *To provide guidance to local authorities and schools on whole-school approaches to relationships and behaviour, grounded in developing strong relationships, high expectations, and effective limit setting.*

The service has reviewed the policy and considers at this time that there are no significant updates or changes that require to be made and will review again once the above guidance has been shared by the Scottish Government.

3.6 **Secondary Gaelic Medium Education (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 were not 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. We have tried again to recruit since the last committee but received no applications. The current provision 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](https://www.inverclyde.gov.uk/gaelic-medium-education)

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

3.7 **Teacher numbers**

The census week has now taken place. Although the data is yet to be verified, Inverclyde reported a return of 752 teachers. This is 20 fewer teachers than the 772 target that was set for the authority by the Scottish Government. The 20 is made up of 12 fewer teachers linked to reducing Attainment Challenge funding and 8 fewer teachers due to reductions in GAE linked to a falling pupil roll over time. In the letter of 29 May 2024 the Cabinet Secretary for Education and Skills stated that the following mitigations would be taken into account:-

- Reductions in aggregate Scottish Attainment Challenge funding (which may be due to the tapered approach between 2022/23 and 2025/26 to the phasing out of Challenge Authorities).
- Reductions in School Teaching Staff and Education Recovery GAE in 2024/25 which reflect changes to the council's pupil roll.

Discussions are yet to take place between officials of Inverclyde Council and the Scottish Government.

3.8 **Representation of the voice of Young People on the Education and Communities Committee**

At the last meeting of the Education and Communities Committee officers were asked to look into the possibility of the voice of young people being better represented on the Education and Communities Committee. Since that time, the views of young people have been sought as to what this may look like and various different options are worthy of consideration. Officers will

seek support from Young Scot with the intention of codesigning a model with the young people themselves.

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

N/A.

One off Costs

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

Annual recurring costs (savings)

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

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) 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 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.
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?

N

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

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:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/48/24/YG
Contact Officer:	Yvonne Gallacher Quality Improvement Manager	Contact No:	01475 712812
Subject:	Review of ELC Admissions - Including Eligibility for ELC Term after Second/Third Birthday		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The Early Years team undertakes regular reviews of the admission policy and allocation of places. This review was undertaken in September 2024 to inform the admissions process for 2025. The feedback from parents is contained in the appendices. The feedback has resulted in very few changes to the policy itself but on the back of the feedback actions will be taken to improve processes and communications. The review also asked parents about the start date for early years provision.

1.3 In Scotland, all 3-year-olds and 4-year-olds as well as eligible two-year-olds are entitled to 1,140 hours of funded Early Learning and Childcare (ELC) per year. Although in Inverclyde, funding is currently offered the month after a child's second/third birthday, Local Authorities are only funded by the Scottish Government for the term after a child's second/third birthday.

1.4 Given the significant financial pressures on the Education and Communities Committee and the pressures on the early years budget, a proposal to consider a review the allocation of ELC 1140 hours for eligible two and three-year-old children to revert to the statutory requirement, rather than the month after their birthday, which is currently in place, was agreed by Committee in September 2024. This is in line with the approach already taken by other nearby authorities.

1.5 If agreed by Committee, the ELC Admissions Policy would be implemented for the 2025 admission process.

2.0 RECOMMENDATIONS

2.1 The Education and Communities are asked to:

- Agree the proposed changes to the ELC admissions policy.
- Agree a change to the allocation of children's entitlement to Early Learning and Childcare in line Scottish Government expectation that an eligible child starts the term after their second/third birthday.
- Agree that changes to the ELC Admission Policy will be implemented for the 2025 admission process.

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 two-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. The Early Years team undertake also undertake regular reviews of the admission policy and allocation of places. This review was undertaken in September 2024 to inform the admissions process for 2025. The review also asked parents about the start date for early years provision.
- 3.3 Although local authorities are only funded by the Scottish Government for places starting the term after a child's second or third birthday, the decision was initially taken by authorities to provide additional provision starting the month after a child's first 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 second/third birthday. East Renfrewshire Council implement this change from August 2023 and Renfrewshire implemented this change from August 2024.
- 3.4 A consultation with parents and carers, Heads of Establishment (HOE) and Managers/Childminders of Funded Provider establishments was undertaken in September 2024, to ensure their views were considered as part of the policy development.
- 3.5 The survey for parents/carers was completed by 173 people. The survey for HOE/Manager/Childminders, was completed by 26 providers.
- 3.6 Other representatives who were consulted as part of this review, included an Education Services Inclusion Officer and an Education representative for the implementation of 'The Promise'. These representatives were consulted to ensure that priority banding for children fully considered current legislation for children who are Care Experienced and identified as having Additional Support needs.
- 3.7 A summary of survey findings from parents/carers and HOE/Managers is provided in **Appendix 1 and 2**.
- 3.8 As part of the review Feedback was sought from an Education Services Inclusion Officer and an Education representative for the implementation of 'The Promise', changes identified though this consultation are represented the Priority Banding section of the Admissions Policy.
- 3.9 Feedback from the parent/carer survey reported that 50% of parents/carers felt the change to children's ELC entitlement would not affect their child/family. 26% stated that this would have an impact and 24% were unsure.
- 3.10 Of the 26% of parents who stated this would have an impact, 32% felt that this would result in children 'missing out' out ELC due to their child's birthday.
- 3.11 The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 defines those children who have an entitlement to 1,140 hours of Early Learning and Childcare as:

- Children in a deferred year- child that is still 4 years old on the date they are eligible to start school (i.e. children with birth dates on or between the day after the school commencement date in August – last day in February)
 - All 4-year-olds.
 - 3 years olds in the term following their third birthday (Standards in Scotland's Schools Act 2000).
- 3.12 The Statutory guidance for deferred entry was reviewed by Scottish Government in August 2023 and now provides the option for children who are born in September – December to start school at either 4 years and 8 – 11 months in the August (autumn) term before their 5th birthday; or, at 5 years and 8 – 11 months the August (autumn) term following their birthday.
- 3.13 The statutory guidance for ELC and the implementation of the changes to deferred entry will ensure that all eligible children are receiving their full entitlement of ELC and offers reassurance that no child is 'missing out'. A full overview of The Children and Young People (Scotland) Act 2014 Early Learning and Childcare Guidance. [early-learning-childcare-statutory-guidance.pdf](https://www.gov.scot/early-learning-childcare-statutory-guidance.pdf) (www.gov.scot)
- 3.14 The changes to the policy for when children will be eligible ensures that all eligible children are receiving their entitlement to 1140 hours, from the term after their second/third birthday.
- 3.15 In reviewing the Early Years Admission Policy, Inverclyde Council have also taken account of Local Authority powers for the allocation of discretionary places. Through an ELC Admissions Panel and a process for Priority Banding, children who are referred to the panel will continue to be considered for an early ELC place, irrespective of eligibility. This panel consists of representatives from Education and Health and Social Care.
- 3.16 The feedback from parents/carer and HOE/Managers will be considered moving forward and will be used to develop an action plan with the aim to improve the Early Years Admissions process and the experience for parents/carers. These include (but are not exhaustive), improved communication, clearer guidance, implementation of an online process and flexibility for Children with Additional Needs. A Full summary of themes and actions from the feedback are included in **Appendix 1 and 2**. Where possible these identified actions will be implemented for the 2025 admissions process, but some things like online applications will take longer.
- 3.17 Whilst the Local Authority aims to consider the feedback from all parents/carers and HOE/Managers through this consultation, there have been suggestions received that the local Authority are unable to change. The Local Authority has a duty to ensure that all eligible children receive an ELC place, which ensures a range of delivery models are available in each area. This is then aligned to the numbers of applications, ensuring that there are an appropriate number of places available for all eligible children across Inverclyde. This, balanced with the current financial pressure's places responsibility on the Local Authority to ensure these delivery models are financially sustainable. The delivery of ELC is regularly monitored and reviewed by Education, based on the applications received aligned with the allocated budget. An overview of the current provision across Inverclyde is provided in ELC Admissions Policy. **Appendix 3**.

4.0 PROPOSALS

- 4.1 The actions taken as a result of the feedback from parents/cares and HOC/Managers, focused mainly around the ELC Admission Process, rather than the Policy. In summary, feedback identified for improvement in the process include:
- Improved communication and guidance
 - More timely notifications
 - Flexibility for children with Additional Support Needs and deferrals
 - Improved handling of special cases
 - Financial Strain/Working Parents

- Feedback from Educations Officers advised further priority criteria for children who were Care Experienced, Fostered and who had identified Additional Support Needs, they advised Changes to the Early Learning and Childcare Policy which include:
- A new Priority Band to be added to the Banding Criteria, which is now Band 2a) ENTITLED CHILDREN AGED 2-5 YEARS - who have been adopted or are in Foster / Kinship Care and where there is a need to support the “family unit” as a whole in one locality.
- A new Priority Band to be added to the Banding Criteria which is now Band 3c) Children who have previously been identified by a multi-agency team, as requiring a specialist Early Learning and Childcare place or special consideration for a tailored ELC place.

4.2 Given the significant financial pressures on the Education and Communities Committees budget, officers recommend that the service reverts to the Scottish Government expectation that an eligible child starts the term after their second/third birthday.

Officers have consulted with parents/carers and HOE/Managers on the Early Years Admissions Policy and if agreed will implement identified changes based on feedback from the consultation. If the recommendation is agreed, the changes to the ELC admissions Policy would be implemented for the 2025 admissions process. **Appendix 3**

4.3 This change 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. [early-learning-childcare-statutory-guidance.pdf \(www.gov.scot\)](http://www.gov.scot/early-learning-childcare-statutory-guidance.pdf)

4.4 The total amount saved from this proposal includes the amount paid for lunches for all children in both local authority and partner establishments and the additional fees paid to Funded Provider/Childminders for the time between the second/third birthday and their statutory starting date. This may have an impact on Funded Providers/Childminders because the partnership will start later, however, this may also result in their private income increasing.

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
00408	Funded Providers	01/04/25	(£70,000)	N/A	Saving of £70,000 per year

5.3 Legal/Risk

N/A.

5.4 Human Resources

This saving will increase the flexibility of staffing within the service to provide cover.

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, 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.

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

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

6.0 CONSULTATION

6.1 Consultation out with Parents/Carers, HOE, Funded Provider Managers/Childminder and identified Education officers on the review of this policy.

7.0 BACKGROUND PAPERS

7.1 **Appendix 1** – Parent/Carer Feedback and Actions from Early Years Admissions Survey – September 2024.

Appendix 2 – HOE/Manager Feedback and Actions from Early Years Admissions Survey – September 2024.

Appendix 3 – Early Learning and Childcare Admissions Policy (Revised September 2024).

Parent/Carer Feedback from Early Years Consultation– September 2024

Questions	Data and responses
Have you used or do you currently use, Early Learning and Childcare Services in?:	Inverclyde – 98% Other – 2%
What Early Years Establishment does your child currently use? :	All establishments attended except St Columba's, Kidology and Wellington
Please tell us the age of your child?	79% - 3-4 19% - 0-2 2% - 5 year olds
What month did your child start nursery?	173 responses 11 – January 12 – February 8 – March 2 – April 0 - May 1 – July 95 – August 18 – September 7 – October 5- November 5 – December 7 – not started yet
How old was your child when they started to attend nursery?	62% - 3-4 37% 0-2 1% - not started
How did you first learn about the Early Years Admissions Process?	173 responses 35 - Council Website 6 - Social media 80 - Word of Mouth 23 -Other LA est. 4 -Funded provider 1 - Childminder 24 -Other
How would you rate the clarity of the information provided about the Admission Process?	173 responses 46 - Very clear (27 %) 60 -Clear (35%) 34 -Neutral (20%) 24 - Unclear (14%) 9 - Very unclear (4%)
How easy was it to complete the application form for your child's admission?	173 responses 55 - Very easy 68 - Easy 31 - Neutral 12 - Difficult 4 -Very Difficult 3 - Not completed yet
How satisfied were you with the level of assistance provided by	173 responses 44 - Very Satisfied 50 - Satisfied

the Inverclyde Council during the Admissions Process?	51 - Neutral 16 - Dissatisfied 9 - Very dissatisfied 3 - Not completed yet
Overall, how would you rate your experience with the Early Years Admissions Process in Inverclyde Council?	173 responses 51 - Excellent 60 - Good 31 - Average 17 - Poor 10 - Very Poor Not experienced yet – 4
Inverclyde Council moving to the term after second third birthday	
Do you think this will affect your child or you as a family?	173 responses No – 86 - 50% Yes – 46 – 26% Don't know – 41- 24%
If yes, what impact will this have on your child or you as a family? response key themes	44 Responses Only a quarter of families responded that the change would have a specific effect on their child or their family. The key themes from the parents' responses who were concerned about the impact of their child starting nursery the term after their second or third birthday, instead of the month after, include: <ol style="list-style-type: none"> 1. Financial Strain for Working Parents: Some parents expressed concerns about the increased cost of childcare if their child has to wait additional months to start nursery. They felt that this delay would extend the time they need to pay for private care, adding financial strain and stress. Additionally, some parents indicated that the delay could force them to postpone returning to work, further exacerbating the financial pressure on families. 2. Impact on Child Development: Some parents emphasized the developmental benefits of starting nursery earlier, such as improved social skills, speech development, and general readiness for school. Delaying the start could negatively impact their child's progression particularly if they had a birthday later in the year. 3. Reduced Time in Nursery: Parents worry that delaying the start until the next term would reduce the total time their child spends in nursery, shortening the crucial period of early education and potentially leading to less preparedness for school. 4. Logistical and Emotional Impact: For some families, especially those with multiple children, parents felt that a delayed start could complicate daily routines, with parents juggling drop-offs and pickups at different locations. Others mentioned the emotional toll on children missing out on early bonding and adjusting to a structured environment. 5. Perceived Inequity: Some parents felt the delay could create an unfair system, where children with birthdays just after the term cut-off would miss out on several months of nursery education, putting them at a disadvantage compared to their peers.
Below is a summary of 140 parent/carer responses and actions identified on how the ELC Admission policy and process could be improved:	
<ol style="list-style-type: none"> 1. Simplifying the Application Process through an Online Application System: Some parents recommend the introduction of an online process for submitting applications, tracking their status, and receiving confirmations, reducing paperwork errors and improving efficiency. <p>Action to be taken</p>	

- The development of an online application process will begin in January 2025 for annual implementation at admissions in January 2026.

2. **Clearer Communication and Guidance:** There was a request for more information on key dates, deadlines, and how to apply. Parents suggest receiving guidance via health visitors, mailed information packs, or clearer websites. This includes accurate and up-to-date details on admissions and form submission.

Action to be taken

- A review of communication of the Early Years Admission process, which will look specifically at the information available for parents and the accessibility of the information in establishments/ council website and on social media platforms to ensure information is clear and consistent.
- A parent friendly version of the policy to be developed.
- Community information sessions for parents/carers on applying for an ELC place.
- Information sessions for Health and Social care colleagues, to ensure they are familiar with the policy and process, and this supports effective communication to parents/carers.

3. **Earlier and More Timely Notifications:** Some parents asked for faster feedback on admissions decisions and better notice of application deadlines to avoid long waits and uncertainty.

Action to be taken

- Timescale for Post Admissions to be brought forward from August to June to ensure more timely notification for parents on the allocation of places.

4. **Starting at Age 2 or Upon Birthday:** Some parents suggested allowing children to start nursery the month of their birthday or even from age two to better support working parents and children's development. They feel this would give children more time in early education and relieve the financial strain on families.

Action to be taken – No Action

- The content of the Early Learning and Childcare (ELC) Admissions policy clearly outlines the eligibility criteria, application procedures, and prioritisation framework for accessing funded ELC. It specifies the entitlement for all 3 and 4-year-olds, as well as eligible 2-year-olds, to 1,140 hours of funded ELC in accordance with the Children and Young People (Scotland) Act 2014.

5. **Flexibility for Special Needs and Deferrals:** Some parents of children with additional needs asked for more flexibility in deferring school entry if their child isn't ready, even if their birthday doesn't align with current rules.

Action to be taken

- As part of the ELC Admission Policy review and in consultation with Education Officers a new priority has been included in the policy under Band 2 a) where there is a need to support the "family unit" as a whole or in one locality.
- Paper to Education and Communities Committee in November 2024 for approval.

Action to be taken – No Action

- The ELC Admissions Policy currently children prioritise children who are granted a deferred year by the "Additional Support Needs" Monitoring forum for a deferred ELC place in accordance with the Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance.

6. **Sibling and Catchment Area Prioritization:** Some parents suggested prioritising siblings and considering catchment areas to prevent families from being split between multiple nurseries and schools, making logistics easier.

Action to be taken – No Action

- The Scottish Government has set out its vision for early learning and childcare provision in Scotland. This is a ‘funding following the child’ approach underpinned by the principles of *Quality, Flexibility, Accessibility and Affordability* and Early Learning and Childcare National Standards. As outlined in the Children and Young People (Scotland) Act 2014, places a duty on the authority to secure that the minimum amount of early learning and childcare to ensure this made available for each eligible child belonging to its area, this aligned with ensuring a range of options for childcare is offered in each area ensures all children receive an ELC place. ELC places and School places have no connection. ELC defined areas do not align to existing school catchment areas and attendance at a particular establishment is not a priority.
- Some establishments and models will be oversubscribed based on capacity and, the ELC Admissions Policy Banding criteria prioritises higher priority children and these children are allocated a place first. Where there are more applications than places available, children who have the same priority level will be balloted to establish the order that placements will be allocated. Once all available placements have been allocated in accordance with application details, a waiting list will be established for any remaining applications, based on the ballot order. This process will continue with any higher priority level applications until a full waiting list is established.

7. **Better Handling of Special Cases:** Some parents requested clearer guidance for special cases, such as applications for children with additional needs (e.g., Looked After Children) or families moving between areas, ensuring these cases are properly managed.

Action to be taken

- The ELC Admissions policy has include a new band which will consider children who have been Care Experienced or are in Foster Care. Band 2 a) ENTITLED CHILDREN AGED 2-5 YEARS - who have been adopted or are in Foster/Kinship Care and where there is a need to support the “family unit” as a whole in one locality.
- Paper to Education and Communities Committee in November 2024 for approval.

8. **More Nursery Places and Support for Working Parents:** Some parents requested more availability of places, especially for local and catchment area nurseries, would help parents manage their work schedules and reduce the stress of finding alternative care.

Action to be taken – No Action

- A full list of establishments available across Inverclyde are listed in the Early Learning and Childcare Admission Policy. Establishments are required to be registered with the Care Inspectorate to ensure meet regulations for capacity and staff to child ratio. Every area in Inverclyde has a ‘suite’ of ELC options for parents which include Local Authority Establishments and Funded Providers, including Childminders. All areas offer a range of opening times and hours over 50 weeks a year or term time, with a range of attendance patterns. All local authority establishments offer the option of ‘Chargeable Childcare, which offers parents the option to buy additional time at the beginning and end of each day. Funded providers and childminders in all areas, offer a flexible range of childcare options over both full year and term time and a range of attendance patterns. As part of Inverclyde Statutory Requirements to consult parents on the delivery of 1140 hours, a review was carried out in November 2023, this reported that 83% of parents who took part in the survey felt that the ELC services in Inverclyde met their needs.

9. **Financial Strain/Working parents:** Some parents expressed concerns about the increased cost of childcare if their child has to wait additional months to start nursery. They felt that this delay would extend the time they need to pay for private care, adding financial strain and stress. Additionally, some parents indicated that the delay could force them to postpone returning to work, further exacerbating the financial pressure on families.

Action to be taken –

- Improved communication to parents to include options available, this should include the ELC team working alongside Community Learning and Development on the Affordable Childcare Pilot,

to provide information for parents/carers on the availability of Tax-Free Childcare, Tax Credits/Universal Credits, Care to Learn (Currently attending school, Learner Support (further Education), childcare Grant (Full time Education).

6. **Impact on Child Development/ Perceived Inequity:** Some parents emphasized the developmental benefits of starting nursery earlier, such as improved social skills, speech development, and general readiness for school. Some parents felt the delay could create an unfair system, where children with birthdays just after the term cut-off would miss out on several months of nursery education, putting them at a disadvantage compared to their peers.

Action to be taken

- Improved Communication on the availability of community events such as 'Book Bug', 'Thrive to 5', Baby Massage etc. to ensure parents have access to community events that can support children's development and social skills.
- Improved communication for parents regarding changes to deferred entry eligibility implemented for August 2023, this will ensure that all eligible children have the option to defer their school start and automatically access an additional year of funded early learning and childcare.

HOE/Manager Feedback from Early Years Admission Consultation – September 2024

Questions	Data and responses
Name of Establishment/Provision	16 out of 23 LA establishments completed the Survey 8 out of 8 Funded providers completed the survey 2 out of 5 Funded Provider Childminders completed the survey
How would you rate the clarity of the information provided by Inverclyde Council regarding the Admissions Process?	Of 33 ELC HOE/Managers/Childminders 26 responded: Very Clear - 14 Clear - 10 Neutral – 2 Unclear - 0 Very unclear - 0
How easy is it for parents to complete the application form for your establishment?	Of 33 ELC HOE/Managers/Childminders 26 responded: Very Clear - 6 Easy - 14 Neutral - 5 Difficult - 1 Very Difficult - 0
How would you rate the support provided to you by the council during the admissions process?	Of 33 ELC HOE/Managers/Childminders 26 responded: Very supportive - 13 Supportive - 9 Neutral - 3 Unsupportive - 1 Very Unsupportive - 0
How timely is the confirmation of placements after applications are submitted?	Of 33 ELC HOE/Managers/Childminders 26 responded: Very timely - 11 Timely -12 Neutral - 2 Untimely - 0 Very untimely - 1
From your experience of the Early Years Admissions banding policy, have you experienced any specific categories/groups that are not currently considered ?	Of 33 ELC HOE/Managers/Childminders there were 24 responses a summary of responses were: Felt that all groups were considered - 23 Responded that there is no option to prioritise families that have already attended our nursery with an older sibling - 1
What challenges, if any have you encountered with the current Admissions process? (Please specify) Key point s	Of 33 HOE/Managers there were 22 responses a summary of responses is – The responses from the Heads of Early Years Establishments highlight several challenges and suggestions regarding the current admissions process: <ol style="list-style-type: none"> 1. Online Application: Some parents suggested that the ability to apply online could improve the process. 2. Communication Issues/Administrative issues: There is a need for better communication. Delays in responses, difficulty reaching staff can cause confusion and frustration. Paperwork for admission can be difficult to read. 3. Catchment Area Issues: Challenges arise due to differences in catchment areas for school and nursery. 4. Sibling Priority: There are concerns from parents about not receiving a 3-year-old place when they already have a sibling in the school, although they often eventually receive a pre-school place. However, this results in an additional transition.

	<p>5. Language Barriers and Multiple Applications: Families with English as an Additional Language face language barriers, and there are also issues with parents misunderstanding deadlines or submitting multiple applications.</p> <p>6. No Issues or Positive Feedback: A significant number of responses indicated no challenges with the process, praising its centralization, clarity, and timeliness.</p>
What is your experience of the transition process for children who start the month after their second/third birthday?	<p>Of ELC HOE/Managers/Childminders there were 26 responses:</p> <p>Very Smooth – 10 Smooth - 9 Neutral - 3 Difficult - 2 Very Difficult - 2</p>
What specific challenges have you observed for children starting the month after their second/third birthday? (Please specify)	<p>Of 33 providers there were 22 responses, a summary of responses were – The responses from Heads of Early Years Establishments highlight the following challenges and observations for children starting the month after their second or third birthday:</p> <ol style="list-style-type: none"> 1. Continuous Settling In 2. Young Age and Developmental Readiness 3. Impact on Staff and Environment 4. Differences in Transition Experiences 5. Parental Involvement 6. Comparisons with Other Locations/Local Authorities 7. Positive Feedback
Inverclyde moving to the term after second third birthday	
What do you think the impact would be on children if they started the term after their second/ third birthday instead of the month after?	<p>Of 33 HOE there were 25 responses, a summary of responses were –</p> <p>Positive Impact – 11 No impact – 1 Negative impact – 10 Unsure – 4</p>
What positive impact do you think it would have? Key points	<p>Of 33 HOE there were 10 responses, a summary of responses were - The responses from Heads of Early Years Establishments highlight the following positive impacts of children attending 1140 hours of early learning and childcare starting the term after their second or third birthday:</p> <ol style="list-style-type: none"> 1. More Structured Transition 2. Improved Emotional Wellbeing 3. Better Focus on Learning and Teaching 4. Enhanced Maturity and Readiness 5. Efficient Use of Resources 6. Consistent Access to Early Learning and Childcare 7. Time for Additional Preparation
What negative impact do you think it would have?	<p>Of 33 providers there were 9 responses, a summary of responses was: The responses from Heads of Early Years Establishments highlight the following negative impacts of children attending 1140 hours of early learning and childcare starting the term after their second or third birthday:</p> <ol style="list-style-type: none"> 1. Delayed Access to Nursery Experience 2. Loss of Funding Entitlement 3. Impact on Settling and Transition

	<p>4. Negative Impact on Learning and Development</p> <p>5. Financial and Staffing Challenges</p> <p>6. Potential for Disruption</p>
<p>What additional support or resources, if any, do you think would be necessary if children started the term after their second or third birthday? (Please specify)</p>	<p>Of 33 providers there were 17 responses, a summary of responses was - The responses from Heads of Early Years Establishments highlight the following additional support or resources that would be necessary if children started the term after their second or third birthday:</p> <ol style="list-style-type: none"> 1. Additional Staffing 2. Information Sharing 3. Support for Speech, Language, and Social Skills 4. Funding 5. Improved Communication with Parents 6. Home Visits 7. Managing Staff Workloads
<p>Overall, how would you rate the current Early Years Admissions process in Inverclyde Council?</p>	<p>Of 33 HOE there were 26 responses:</p> <p>Excellent - 9 Good - 14 Average - 3 Poor - 0 Very Poor - 0</p>
<p>What improvements, if any, would you suggest for the Early Years Admissions process? (Please provide your suggestions)</p>	<p>Of 33 HOE there were 20 responses, a summary of responses was:</p> <p>The suggested improvements for the Early Years Admissions process from Heads of Establishments include:</p> <ol style="list-style-type: none"> 1. Admissions Meetings and Involvement 2. Online and Simplified Processes 3. Improved Communication and Timeliness 4. Admissions Timing and Process Changes
<p>Do you have any additional comments or feedback regarding the early years admissions process?</p>	<p>Of 33 providers there were 13 responses, a summary of responses was - The responses from Heads of Early Years Establishments regarding additional comments or feedback about the early year's admissions process highlight the following points:</p> <ol style="list-style-type: none"> 1. Positive Aspects: <ul style="list-style-type: none"> • Releasing all admission letters at the same time has made the process easier. • Many heads appreciate the support provided by the early years team, finding them helpful, approachable, and responsive. • The central admissions system is considered fair, and recent resources such as timelines and payment schedules have been found valuable. • The support received as a partner nursery is exceptionally good, keeping establishments informed and up to date. 2. Challenges and Suggestions for Improvement: <ul style="list-style-type: none"> • Some parents struggle to understand that choosing a nursery outside their catchment area places them on the lowest banding, leading to confusion. • Administration of the process can be challenging as forms are handed into the nursery, this results in increased administrative tasks. • Term after a child's third birthday, as it could be detrimental to the child's learning and development and impact staffing levels.

	<ul style="list-style-type: none"> • Training for all staff involved in the admissions process as changes occur, offering step-by-step video support for parents, and improving the clarity of the nursery information on the Inverclyde website. <p>Overall, the feedback was largely positive, with suggestions aimed at improving clarity, training, and communication for both staff and parents.</p>
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Below is a summary of 25 HOE/Manager responses and actions identified on how the ELC Admission Policy and Process could be improved:

1. **Online Application:** Some parents suggested that the ability to apply online could improve the process.

Action to be taken:

- The development of an online application process will begin in January 2025 for annual implementation at admissions in January 2026.

2. **Communication Issues/Administrative issues:** There is a need for better communication. Delays in responses, difficulty reaching staff can cause confusion and frustration. Paperwork for admission can be difficult to read.

Action to be taken:

- A review of communication of the Early Years Admission process, which will look specifically at the information available for establishments and the format in which this is issued to improve the process for establishments and administrative staff.
- Further training for staff in ELC establishments which includes an update of changes from the review of the ELC policy and processes.

3. **Catchment Area Issues/Sibling priority:** Challenges arise due to parents reporting concerns about not being able to receive a place when they have a sibling in the school.

Action to be taken:

- Improved communication to establishment regarding the ELC process and Policy and guidance to support communication with parents.

No Action:

- As outlined in the parents' actions due to Inverclyde's commitment to ensure that every ELC child received a place in the defined area that they live, places are allocated aligned to this.
- ELC places and School places have no connection. ELC defined areas do not align to existing school catchment areas and attendance at a particular establishment is not a priority.

4. **Language Barriers and Multiple Applications:** Families with English as an Additional Language face language barriers, and there are also issues with parents misunderstanding deadlines or submitting multiple applications.

Action to be taken:

- The development of an online application process should be explored and developed for implementation in January 2026, this will prevent duplicate applications. This process should any language barriers for parents and the availability of the application in different languages.

5. Impact of Delayed Access to Nursery /Negative Impact on Learning and Development/settling and transition:

Action to be taken:

- Communication of the admissions process to parents to be reviewed and any changes made. This should consider social media communication and communication by establishments to ensure this is clear and consistent. This should include information for parents regarding eligibility of an ELC place and also communication for parents of their child's eligibility for deferred entry.
- Implementation of the Early Level tracking tool in August 2024 will ensure all staff have a very good understanding of child development and all children who attend will have clear targets for Literacy, Numeracy and Health and Wellbeing which are planned for when they start ensuring a key focus on child development and learning for all children.
- Further implementation of a home to Nursery transition Pack in August 2024 will continue to support the home to nursery transition process, providing a clear focus on children's individual needs and ensuring effective planning for settling in and transition.
- Implementation of new transition procedures in April 2025 to be communicated to all ELC establishments to ensure a continued smooth transition from home to nursery/ nursery to school.

6. Loss of Funding Entitlement /Financial and Staffing Challenges

Action to be taken:

- For funded providers, ongoing consultation regarding uptake of non-eligible children and potential increased income.
- Ongoing engagement with funded providers on any financial impact and staffing challenges

Overview of Policy Updates

Early Learning and Childcare Admissions Policy		
PAGE	TITLE	PROPOSED CHANGE
Throughout		Use of new policy template
10	Policy Content	Change to start date for eligible children
12	Policy Content	Gibshill Children's Centre for 0-3 Provision has been moved from Area 2 to Area 1.
12	Policy Content	Gibshill Children's Centre for 3-5 Provision has been moved from Area 2 to Area 1.
13	Policy Content	Additional Priority Band added to Band 2 to include 2a).
14	Policy Content	Additional Priority Band added to Band 3 to include 3c).

Early Learning and Childcare Admissions Policy

Version No 2

Produced by:

Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LX

2024

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This document can be made available in other languages, large print, and audio format upon request.

DOCUMENT CONTROL

Document Responsibility		
Policy Title	Corporate Group	Service
Early Learning and Childcare Admissions Policy		Education and Communities

Change History		
Version	Date	Comments
1	August 2020	Implementation of 1140 hours of ELC.
2	November 2024	Implementation for 2025 admissions process.

Distribution

Policy Review		
Updating Frequency	Next Review Date	Responsible Officer
Every Two Years	April 2027	Yvonne Gallacher

Policy Review and Approval			
Name	Action	Date	Communication

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1	INTRODUCTION - EXECUTIVE SUMMARY
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1	INTRODUCTION - EXECUTIVE SUMMARY
1.1	The following document sets out the Education Service policies and procedures for receiving applications and allocating places to all eligible children who reside within the Inverclyde Council area.
1.2	As outlined in the Children and Young People (Scotland) Act 2014, the authority has a duty to secure that the minimum amount of early learning and childcare is made available for each eligible child belonging to its area. This 'minimum amount' is known as the 'funded entitlement'.
1.3	The above Act requires the authority to consider the method in which it makes early learning and childcare available in ensuring it is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service. The service provision remains under review, subject to regular ongoing consultation, as outlined in the Act, and will be updated as required.
1.4	The Scottish Government has developed a 'Funding Follows the Child' approach which provides families with choice on how they wish to access their funded entitlement. This approach enables families to access their child's funded entitlement from any establishment (including local authority, private, voluntary and independent providers and childminders) who meet the National Standard, has a place available and is willing to enter into an agreement with the local authority. Any offer of a place will be subject to physical and financial capacity being available, in line with the Council's approach to ensuring best value.
2	BACKGROUND
2.1	This policy sets out Education Services, policies and procedures for receiving applications and allocating early learning and childcare places to all eligible children. Eligibility is defined in more detail in section 3. It also sets out the allocation of discretionary ELC places when a child is not entitled to an Early Learning and Childcare place.
2.2	Inverclyde Council is committed to providing high quality early learning and childcare for children across the area and the purpose of this policy is to ensure that early learning and childcare placements are allocated in a consistent way. It sets out the main principles and criteria used to allocate placements.
3	STRATEGIC CONTEXT
	The strategic context for an Early Learning Centre (ELC) admissions policy and process is rooted in the broader goals of ensuring equitable access to quality early childhood education, promoting social inclusion, and supporting community needs. At a foundational level, the Admissions Policy aligns with National and local Education priorities, such as improving school readiness, fostering lifelong learning, and addressing achievement gaps for disadvantaged or vulnerable groups. The policy also plays a crucial role in managing demand for limited places in a fair and transparent manner, balancing the needs of families while ensuring that the Local Authority maintains its educational standards, staff-child ratios, and diversity goals. Strategically, the admissions process reflects ELC's aim to provide accessible, high-quality early education and care, supporting both the developmental needs of children and the socio-economic dynamics of the surrounding community. Additionally, it integrates with broader frameworks such as inclusion, sustainability, and support for families with diverse needs, ensuring long-term viability and a strong partnership with stakeholders.
4	LINKS TO LEGISLATION

4.1	The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019.
4.2	The above Act requires the authority to consider the method in which it makes early learning and childcare available in ensuring it is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.
4.3	The Education (Scotland) Act 1980
4.4	The Children (Scotland) Act 1995
4.5	The Schools Consultation (Scotland) Act 2010
5	AIM
5.1	The aim of our Early Learning and Childcare (ELC) admissions policy in Inverclyde Council, is to ensure that every eligible child has fair, equitable, and timely access to high-quality, funded ELC, in line with the Children and Young People (Scotland) Act 2014. We are committed to supporting the wellbeing, learning, and development of all children by providing flexible and inclusive childcare options that meet the diverse needs of families. Through a transparent and efficient admissions process, we aim to prioritise those who would benefit most, while offering flexibility and choice to all families.
6	LINKS TO CORPORATE GROUPS
	The ELC Admissions Policy reflects and actively supports the values and legal requirements outlined by the Protected Characteristics under the Equality Act 2010, ensuring that no applicant is discriminated against based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. By embedding these principles into the admissions process, the policy ensures fairness and inclusivity, allowing equal access to quality early childhood education for all families. Additionally, the policy addresses the Fairer Scotland Duty, aimed at reducing inequalities of outcome caused by socio-economic disadvantage, by prioritising access for vulnerable groups and those experiencing hardship. Educations Services are commitment to promoting social equity aligned with the broader strategic goals set by the Inverclyde Alliance Partnership Plan 2023-2033, which focuses on community empowerment and reducing inequality, and the Council Plan 2023-2028, which emphasises improving outcomes for children and young people. Together, these frameworks ensure that the ELC Admissions Policy supports both legal compliance and strategic objectives, contributing to a more inclusive and equitable educational environment within the community.
7	SCOPE
	The scope of the Early Learning and Childcare (ELC) Admissions Policy, aligned with the Children and Young People (Scotland) Act 2014 and relevant statutory guidance, outlines the framework for ensuring universal and equitable access to high-quality early learning and childcare services. The policy reflects the entitlement of all 3 and 4-year-old children, as well as eligible 2-year-olds, to 1,140 hours of funded ELC annually, as per the Act. It prioritises a non-discriminatory approach, ensuring fair access regardless of socioeconomic background, disability, or additional support needs. Furthermore, the policy ensures the inclusion of provisions for flexibility to meet the diverse needs of families, while maintaining the overarching goal of

	<p>promoting the welfare, learning, and development of children. It also is inclusive of Local Authority discretionary powers for children who do not meet the eligibility criteria for an ELC place. The policy will be regularly reviewed to comply with any updates in statutory guidance or local government priorities.</p>
8.0	POLICY CONTENT
	<p>The content of the Early Learning and Childcare (ELC) admissions policy clearly outlines the eligibility criteria, application procedures, and prioritisation framework for accessing funded ELC. It specifies the entitlement for all 3 and 4-year-olds, as well as eligible 2-year-olds, to 1,140 hours of funded ELC in accordance with the Children and Young People (Scotland) Act 2014. The policy details how families can apply for a place, including key dates and documentation required, and explains the process for allocating spaces, particularly where demand exceeds capacity. It provides clear criteria for prioritisation, which may include considerations of vulnerability, additional support needs, and socioeconomic factors. The policy outlines the procedures for utilising local authorities' discretionary powers to offer ELC to children under the age of three, where appropriate. Additionally, it addresses how flexibility is offered to meet the varied needs of families, such as different patterns of attendance and provides information on complaints procedures in cases where admission decisions are contested. The policy ensures transparency, fairness, and consistency, and aligns with statutory guidance, national standards, and local authority priorities.</p>
8.1	Policy Statement
	<p>Inverclyde Council is committed to providing high-quality, equitable, and accessible Early Learning and Childcare (ELC) for all eligible children in line with the Children and Young People (Scotland) Act 2014. Our ELC admissions policy ensures that all 3 and 4-year-olds, as well as eligible 2-year-olds, are entitled to 1,140 hours of funded ELC annually, delivered in a way that supports their wellbeing, development, and learning.</p> <p>We strive to create an admissions process that is transparent, fair, and responsive to the diverse needs of our families and communities. Where places are limited, priority will be given to children and families who meet specific criteria, such as those with additional support needs, vulnerable circumstances, or socioeconomic disadvantage. In addition, we recognise our discretion to offer funded ELC to children under the age of three in circumstances where this would benefit their development or family situation.</p> <p>Our goal is to provide flexible options that support parents and carers in balancing work, education, and family life, while ensuring that all children receive the nurturing and stimulating environments necessary for their growth. We are dedicated to continuously reviewing and adapting our admissions process to meet national standards, statutory guidance, and local priorities, ensuring the best possible outcomes for children and families in our community.</p>
8.1.1	<p>The Act defines those children who have an entitlement to 1,140 hours of Early Learning and Childcare as:</p> <ul style="list-style-type: none"> • Children in a deferred - child that is still 4 years old on the date they are eligible to start school (i.e. children with birth dates on or between the day after the school commencement date in August – last day in February) • All 4-year-olds. • 3 years olds in the term following their third birthday (Standards in Scotland's Schools Act 2000). <p>Eligibility for 2-year-old children is currently determined by a range of different criteria:</p> <ul style="list-style-type: none"> • Income Support • Job Seekers Allowance (income based)

	<ul style="list-style-type: none"> • Any income related element of Employment and Support Allowance • Incapacity or Severe Disablement Allowance • State Pension Credit • Child Tax Credit (CTC), but not Working Tax Credit (Earning threshold applies) • Child Tax Credit and Working Tax Credit (Earning threshold applies) • Support under Part V1 of the Immigration and Asylum Act 1999 • Universal Credit Statement (Take home pay threshold applies) <p>Or if the child is age 2 or over and is or, since they turned 2 has been (in terms of legal status):</p> <ul style="list-style-type: none"> • 'Looked After' by a local council • The subject of a 'Kinship Care Order'; or • The subject of a 'Parent Appointed Guardianship Order'; or • Has a care experienced parent - (Parent has been in residential care, foster care, kinship care, or has been looked-after at home with a supervision requirement at any stage in their life) • Have graduated from the Family Nurse Partnership Programme. <p>Once a child is identified as eligible their entitlement to early learning and childcare will remain, regardless of changes to parental/family circumstances.</p>
8.2	INTRODUCTION / KEY PRINCIPLES
8.2.1	The Scottish Government has set out its vision for early learning and childcare provision in Scotland. This is a 'funding following the child' approach underpinned by the principles of <i>Quality, Flexibility, Accessibility and Affordability</i> and Early Learning and Childcare National Standards
8.2.2	Inverclyde Council is committed to providing high quality early learning and childcare for children across the area and the purpose of this policy is to ensure that early learning and childcare placements are allocated in a consistent way. It sets out the main principles and criteria used to allocate placements.
8.2.3	As outlined in the Children and Young People (Scotland) Act 2014, the authority has a duty to secure that the minimum amount of early learning and childcare is made available for each eligible child belonging to its area. This 'minimum amount' is known as the 'funded entitlement'. Funded early learning and childcare entitlement is calculated on a pro-rata basis in line with the intake date to determine the correct amount of ELC hour.
8.2.3	The above Act requires the authority to consider the method in which it makes early learning and childcare available in ensuring it is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service. The service provision remains under review, subject to regular ongoing consultation, as outlined in the Act, and will be updated as required.
8.2.3	The Scottish Government has developed a 'Funding Follows the Child' approach which provides families with choice on how they wish to access their funded entitlement. This approach enables families to access their child's funded entitlement from any establishment (including local authority, childminders, private, voluntary and independent providers) who meet the National Standard, has a place available and is willing to enter into a contract with the local authority. Any offer of a place will be subject to physical and financial capacity being available, in line with the Council's approach to ensuring best value.

8.2.4	<p>Eligible children will have access to early learning and childcare regardless of age; disability; gender reassignment; marriage or civil partnership; race; religion or belief; sex or sexual orientation in line with the protected characteristics listed in the Equalities Act 2010:</p> <p>https://www.legislation.gov.uk/ukpga/2010/15/contents</p>
8.2.5	<p>Eligible children are entitled to a funded early learning and childcare place in line with the following dates:</p> <ul style="list-style-type: none"> • August Intake – child’s qualifying birthday must be on or before 31 August. • January Intake – child’s qualifying birthday must be on or before 31 December. • April Intake – child’s qualifying birthday must be on or before last day in February. <p>The funding year is deemed to start on the first day of each academic year. Funded early learning and childcare entitlement is calculated on a pro-rata basis for children starting in January and April intakes.</p>
8.2.6	<p>Securing a place in a school nursery class does not entitle a child to a place in the corresponding primary school. The provision of early learning and childcare in early years establishments is not governed by primary school catchment areas.</p>
8.3	APPLICATION AND ADMISSION OF ELIGIBLE CHILDREN
8.3.1	Eligible Children
8.3.2	<p>Those currently eligible to receive funded early learning and childcare are:</p> <ul style="list-style-type: none"> • All children aged 2 who meet the Scottish Government’s eligibility criteria • All children aged 3 and 4 (ante- and pre-school years) <p>Children will receive their full entitlement for each school year in which they are eligible and a pro-rated amount for each part-year in which they are eligible</p>
8.3.3	<p>In terms of starting dates, eligible 2-year-olds and all 3-year-olds are eligible for funded early learning and childcare from the beginning of the first term after the child’s 2nd or 3rd birthday</p>
8.3.4	Application Process
8.3.5	<p>Parents must submit an application form in order for an ELC place to be allocated.</p>
8.3.6	Types of Provision
8.3.7	<p>Funded early learning and childcare (ELC) places can be accessed in a number of different early years settings / providers across Inverclyde. These are:</p> <ul style="list-style-type: none"> • Inverclyde Council Child / Family and Early learning Centres • Inverclyde Council nursery school / classes • Childminders contracted by Inverclyde Council to deliver funded ELC <p>Private Nurseries contracted by Inverclyde Council to deliver funded ELC</p>
8.3.8	<p>The local authority will only enter into partnership with Partner Providers if they are:</p>

	<ul style="list-style-type: none"> • Registered with the Care Inspectorate • Staff are SSSC (Scottish Social Services Council) registered where appropriate. • Meet acceptable standards of provision when inspected by the Care Inspectorate (grades of good or better) • Meet the National Standard • Meet Inverclyde Council's scrutiny financial standing
8.3.9	<p>Parents/carers must provide satisfactory documentary evidence of the age of their child and their residing address. This evidence must include:</p> <ul style="list-style-type: none"> • The child's birth certificate • Council Tax Notice • A recent letter from DWP/HMRC outlining benefit qualification • Evidence of qualifying benefit / criteria (2-year-old ELC place) <p>The list above is not exhaustive, and the Council retains the right to ask for further information when proof is not satisfied. In the event that the required documentation is not available, the Education Department can provide further guidance.</p>
8.4	LOCAL AUTHORITY EARLY LEARNING AND CHILDCARE DELIVERY MODELS
8.4.1	Local authority establishments offer a range of different operating models within each local authority ELC defined area. The delivery models offered will be determined by its opening times and whether the service is term time or extended year.
8.4.2	Model delivery times will be reviewed annually to ensure the maximum number of entitled ELC hours are delivered.
8.4.3	Any blended or split place for an entitled ELC place will only be delivered in equal amounts to ensure places are maximised. This will be either be over 2 ½ days or 5 Am or 5 Pm sessions only.
8.4.4	The operating models available for families to access their child's funded entitlement remain under regular review, subject to the statutory consultation to understand the needs of families and will be updated as appropriate to best reflect changing service demands.
8.5	APPLYING FOR A CHILDMINDER / PRIVATE NURSERY ELC PLACE
8.5.1	Applications for a Childminder / Private Voluntary or Independent Nursery can be made to any provider as they do not come under defined area within the authority. Parents must contact the provider to discuss their availability and the service model they deliver to ensure that it meets their needs before applying.
8.5.2	Childminder, Private / Voluntary / Independent Nurseries (Approved Funded Providers) are private businesses and manage their own operating models. Inverclyde Council has no locus on how the operating models will be delivered other than to ensure that an eligible child receive their entitled ELC, and that the entitlement is free at the point of delivery. Childminder, Private / Voluntary / Independent Nurseries will have their own terms and conditions / operating models, and it is the parent's responsibility to ensure they are aware of this information.
8.6	APPLYING FOR A CROSS BOUNDARY EARLY LEARNING AND CHILDCARE PLACE

8.6.1	A Cross Boundary application is when an application is received from a parent who does not reside within the Inverclyde Council area, however, wishes to apply to that Council.													
8.6.2	Cross Boundary Application for a LOCAL AUTHORITY ESTABLISHMENT													
8.6.3	Parents who wish to access funded early learning and childcare for their child within another Local Authority area, and within and within a local authority establishment then they should make the application directly to their 1 st preference of choice. This is classed as a Cross Boundary Application (local authority) and will be allocated in line Inverclyde Council's admissions policy													
8.6.4	Cross Boundary Application for a CHILDMINDER / PRIVATE / VOLUNATAY INDEPENDENT PROVIDER													
8.6.5	Parents who wish to access funded early learning and childcare for their child within another Local Authority area, and with a Childminder, Private, Voluntary or Independent Nursery should contact the relevant Local Authority directly for information on how to apply for a placement in their preferred nursery. This is classed as a Cross Boundary Application and would be subject to the West Partnership's Cross Boundary Protocol and in line with Funding Follows the Child guidance.													
8.7	APPLICATION TIMELINE													
8.7.1	2-Year-Old Entitled Early Learning & Childcare Application and Admissions Timeline													
8.7.2	Applications for children who meet the eligible 2-year-old criteria must be made to their 1 st choice preference of provider. The application and evidence timeline below applies:													
8.7.3	<table border="1"> <thead> <tr> <th>Birth Date</th> <th>Application and supporting Universal Credit Evidence must be within the month of</th> <th>Intake Month</th> </tr> </thead> <tbody> <tr> <td>1 March – 31 August</td> <td> Term Time establishments – Application form can be submitted in June and then submit qualifying evidence in July Extended Year establishments – July </td> <td>August (autumn term) occurring in that year</td> </tr> <tr> <td>1 September – 31 December</td> <td>December</td> <td>January (spring term) following their birthday</td> </tr> <tr> <td>1 January – last day February</td> <td>March</td> <td>April (summer term) following their birthday</td> </tr> </tbody> </table>	Birth Date	Application and supporting Universal Credit Evidence must be within the month of	Intake Month	1 March – 31 August	Term Time establishments – Application form can be submitted in June and then submit qualifying evidence in July Extended Year establishments – July	August (autumn term) occurring in that year	1 September – 31 December	December	January (spring term) following their birthday	1 January – last day February	March	April (summer term) following their birthday	
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1 January – last day February	March	April (summer term) following their birthday												
8.7.4	Children accessing 2-year-old placements must complete a new application form when applying for a 3-4 year old placement, as this is a separate process. Securing a place in a funded 2-year old provision does not entitle a child to a place in the corresponding 3 to 4 year old provision in that setting.													

8.8	ELIGIBLE CHILDREN AGED 3 - 4 YEARS	
8.8.1	3 and 4-Year-Old Entitled Early Learning & Childcare Application and Admissions Timeline	
	Birth Date	Intake Month
	1 March – 31 August	August (autumn term) occurring in that year
	1 September – 31 December	January (spring term) following their birthday
	1 January – last day February	April (summer term) following their birthday
8.8.2	Applications for children who will become eligible for their funded ELC entitlement over an academic year (August onwards) should be submitted during the application the 2-week window which opens at the start of term in January each year. Application submitted within this window will be presented at the Annual panel. The exact details of the application window are published annually.	
8.8.3	Applications submitted after close of the application window will be classed as a late application and will be presented at a Post Admission Panel to allocate ELC places.	
8.8.4	Applications received after the Post Admissions Panel has concluded will be considered on a one-to-one basis thereafter for allocation.	
8.8.5	Only one application per child may be submitted. Parents/carers will be asked to indicate preferential choices based on the specific models available at specific establishments. The only exception to this is where is an application is for a blended place (between two providers) an application must be submitted to both providers.	
8.8.6	Parents are asked to list several choices (to include the choice of early learning and childcare establishment and sessions) on their application form, in order of preference. This is so these choices can be considered during the Early Learning and Childcare Admissions Panel process, we will always try and place the application with the choices provided, however, there is no guarantee. If we have exhausted all choices indicated on the application form, we will offer an ELC place from within the ELC defined area based on your residing address.	
8.9	EARLY LEARNING AND CHILDCARE DEFINED AREAS	
8.9.1	Local Authority Establishments:	
8.9.2	Early Learning and Childcare (ELC) provision in an Inverclyde Council local authority establishment for allocated (children aged 0 – 3 years), eligible 2-, 3- and 4-year-old places and discretionary ELC places are divided in to defined areas, with the only exception being Whinhill Gaelic Nursery Class. Each local authority establishment and residential property is aligned to a ELC defined area. Parents are encouraged to apply for an ELC place in their area. The location of the property of the parent/carer with whom the child resides shall be used when determining the local Early Learning and Childcare defined area for the child. Personal childcare	

	arrangements in place cannot be used as a residing address. It is important to safeguard the right of local children to attend their local nursery as far as possible.	
8.9.3	LOCAL AUTHORITY ELC DEFINED AREA 0 - 3 Years	
	ELC DEFINED AREA	LOCAL AUTHORITY ESTABLISHMENT ALIGNED TO AREA
	AREA 1	Port Glasgow / Kilmacolm
	AREA 2	East End
	AREA 3	Central / West Central
	AREA 4 / 5	South West / Inverkip / Wemyss Bay
	AREA 6	Gourock
		<ul style="list-style-type: none"> • Rainbow Family Centre • St Francis Nursery Class • Gibshill Children's Centre
		<ul style="list-style-type: none"> • Blairmore Early Learning Centre • Glenbrae Children's Centre
		<ul style="list-style-type: none"> • Wellpark Children's Centre • Glenpark Early Learning Centre
		<ul style="list-style-type: none"> • Bluebird Family Centre • St Joseph's Nursery Class • Larkfield Early Learning Centre
		<ul style="list-style-type: none"> • Binnie Street Children's Centre
8.9.4	LOCAL AUTHORITY ELC DEFINED AREA 3 – 5 Years	
8.9.5	ELC DEFINED AREA	LOCAL AUTHORITY ESTABLISHMENT ALIGNED TO AREA
	AREA 1	Port Glasgow / Kilmacolm
	AREA 2	East End
	AREA 3	Central / West Central
	AREA 4	South West
	AREA 5	Inverkip / Wemyss Bay
	AREA 6	Gourock
	All areas	All Inverclyde areas
		<ul style="list-style-type: none"> • Kilmacolm Nursery Class • Rainbow Family Centre • St Francis Nursery Class • Newark Nursery School • St John's Nursery Class • Gibshill Children's Centre
		<ul style="list-style-type: none"> • King's Oak Nursery Class • Hillend Children's Centre • Blairmore Early learning Centre • Glenbrae Children's Centre
		<ul style="list-style-type: none"> • Wellpark Children's Centre • Whinhill Children's Centre • Glenpark Early Learning Centre
		<ul style="list-style-type: none"> • Lady Alice Nursery Class • Bluebird Family Centre • St Joseph's Nursery Class • Larkfield Early Learning Centre • Aileymill Nursery Class
		<ul style="list-style-type: none"> • Inverkip Nursery Class • Wemyss Bay Nursery Class
		<ul style="list-style-type: none"> • Moorfoot Nursery Class • Binnie Street Children's Centre
		<ul style="list-style-type: none"> • Whinhill Gaelic Nursery Class

8.9.6	ELC places and School places have no connection . ELC defined areas do not align to existing school catchment areas and attendance at a particular establishment does not afford any additional priority or right for subsequent primary school registration or the consideration of placing requests.	
8.10	CHILDMINDER, PRIVATE / VOLUNTARY / INDEPENDENT PROVIDERS DEFINED AREAS	
8.10.1	Childminder, Private / Voluntary / Independent Nurseries are not aligned to specific local authority establishment ELC defined areas and can receive applications from residing addresses from across the whole of the Inverclyde area.	
8.11	ELIGABILITY OF ELC PLACE FOR CHILDREN DEFERRING ENTRY TO PRIMARY 1	
8.11.1	Children who would not yet five years old on the day the new school term starts in the August will have the right to start school, however, they can also defer entry to school until the following year and will automatically be able to access an additional year of funded early learning and childcare.	
8.11.2	The additional year of ELC year, will be guaranteed at the current provider. If a parent chooses to change provider for the additional year, an additional year of ELC will be guaranteed, however, we cannot guarantee an ELC place at the new requested provider. A transfer form requires to be completed and considered in line with the Early learning and Childcare admission policy.	
8.12	ALLOCATION AND BANDING EARLY LEARNING AND CHILDCARE PLACES	
8.12.1	All Early Learning and Childcare places are prioritised in line with Inverclyde Council's Admission Policy Bandings.	
INVERCLYDE COUNCIL – Early Learning and Childcare Admissions Policy BANDING		
BAND 1	Children aged (0 - 5 years)	
	a)	Children referred in emergency situations by Social Work who have been identified through Child Protection procedures.
	b)	Children born to mothers under the age of 18 years or in full time education provided within a secondary school to allow the mother to return to education.
BAND 2	Entitled or discretionary ELC place (0 - 5 years)	
	a)	ENTITLED CHILDREN AGED 2-5 YEARS - who have been adopted or are in Foster/Kinship Care and where there is an identified need to support the “family unit” as a whole in one locality.
	b)	ENTITLED 2-YEAR-OLD PLACE - whose parents meet the Scottish Government criteria for an entitled ELC place.
	c)	Children referred to “as being in need” (as in Children (Scotland) Act 1995) aged 0-2 years who are referred by a professional agency.
	d)	Children referred to “as being in need” (as in Children (Scotland) Act 1995) aged 2-3 years who are referred by a professional agency.
BAND 3	a)	Children who turn 5 years after 1 st day of new term in August – end of February whose parents wish deferred entry to primary school.
	b)	Children who are granted a deferred year by the “Additional Support Needs” Monitoring forum

	c)	Children who have previously been identified by a multi-agency team, as requiring a specialist Early Learning and Childcare place or special consideration for a tailored ELC place.
BAND 4	Children in their pre-school & ante pre-school year, residing within an ELC defined area (3 - 5 years)	
	a)	Pre-school children residing within the establishment's ELC defined area
	b)	Children who have attended the same establishment for an entitled 2-year-old place and reside within the establishment's defined area.
	c)	Children who have attended a different establishment for an entitled 2-year-old funded place and reside within the establishment's defined area.
	d)	Children with a sibling in a deferred year / pre-school ELC place, residing in the establishment's defined area.
	e)	Children who attended in a discretionary 0–3-year place and a review of the place has confirmed a priority in the same establishment.
	f)	Ante pre-school children residing within the establishment's defined area.
BAND 5	Children in their pre-school & ante pre-school year, residing out with an ELC defined area	
	a)	Pre-school children residing out with the establishment's defined area
	b)	Children who have attended the same establishment for an entitled 2-year-old place who reside out with the establishments defined area.
	c)	Children who have attended a different establishment for an entitled 2-year-old funded place who reside out with the establishment's defined area.
	d)	Children with a sibling in a deferred year / pre-school placement residing out with the establishment's defined area.
	e)	Ante pre-school children residing outside the establishment' defined area
BAND 6	CROSS BOUNDARY 2 – 5 years - Children residing out with Inverclyde area / Entitled ELC place	
	a)	Children in their pre-school school year from out with Inverclyde for an entitled ELC place.
	b)	Children in their ante pre-school year from out with Inverclyde for an entitled ELC place.
	c)	Children in their entitled 2-year-old place.
BAND 7	Private ELC place residing in the Inverclyde area (0 - 3 years) – No priority – for recording purposes only	
	a)	Children aged 0-3 years attending in a private place
8.12.2	Some establishments and models will be oversubscribed based on capacity and, in this situation, places will be allocated in priority order, with higher priority children being allocated first. Where there are more applications than places available, children who have the same priority level will be balloted to establish the order that placements will be allocated. Once all available placements have been allocated in accordance with application details then a waiting list will be established for any remaining applications, based on the ballot order. This process will continue with any higher priority level applications until a full waiting list is established.	

8.12.3	Applications for children who are identified as Band 1, will always take priority regardless of when they are received. We will never remove another allocated place; however, we will place at the top of any waiting list at that establishment.
8.12.4	Applications that come under a Band 6 applying for a local authority establishment – (Children residing out with Inverclyde area) will only be considered after the Post Admission Panel and after Band 5 applications. There must be capacity across the ELC defined area and not based on an individual establishment. If after the post admissions panel there is more than 5 places available across an ELC defined area, then area applications will be allocated. Priority is always given to applications who reside within the ELC defined area.
8.12.5	Following the Early Learning and Childcare Admissions Panel process, parents are informed of the outcome of their application (date set annually). Parents will then be required to confirm if they are accepting the placement offered by the date indicated in the offer letter. If parents do not confirm acceptance of the placement, within this time, then the place may be withdrawn and offered to another child.
8.12.6	If parents wish to change the agreed allocated ELC placement at any point following acceptance of the place, then an amendment / transfer form would need to be submitted, however, there is no guarantee that changes can be granted. Requests will be processed in the same way as any other application form and in line with policy bandings.
8.12.7	Late applications for all other priority levels will be allocated places on a first come, first served basis, into any remaining places once the panel process has been completed. If a waiting list is in place at the preferred establishment, then applications will be placed at the bottom of any established waiting list.
9	DISCRETIONARY ELC ALLOCATION
9.1	The Local Authority has discretionary powers to provide Early Learning and Childcare under section 1(1C) of the 1980 Act to deliver; but are not under a duty to provide.
9.2	The 1980 Act refers to a child in need as being in need of care and attention because: <ul style="list-style-type: none"> the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining a reasonable standard of health or development unless these services are provided by the local authority. the child's health or development is likely significantly to be impaired or further impaired unless such services are so provided. the child is disabled. the child is affected adversely by the disability of any other person in his/her family; and the child is looked after by a local authority as per Section 17(6). <p>This duty does not solely fall on Education Services to tailor a package of support to any child in need, this would be developed through a multi-agency approach.</p>
9.3	Discretionary ELC places can only be allocated by the Discretionary allocation panel through an interagency referral – request for assistance form.

9.4	This Discretionary Panel exists to prioritise and ensure the allocation of places are based on the need(s) of the child / families.
9.5	Parents must consent to the referral form and be made aware that their application will be discussed at an admission panel. Referral forms submitted that parents have not given their consent, will not be presented at panel.
9.6	In exceptional circumstances a child's application can be accepted and banded before birth e.g. schoolgirl mothers whose education must lawfully continue; a child whose name will be on the Child protection Register following birth.
9.7	The core membership of the panel, should remain constant: <ul style="list-style-type: none"> • Head(s) or their representative from their Senior Management Team of Local Authority early years establishment. • CHCP representative(s). • Health Visitor(s). • Early Years Development Officer Additional representative from supporting agencies may be represented on the panel.
9.8	Members of a panel have a responsibility to conduct business so that a consensus is reached.
9.9	All referrals for 0-3 years place must be sent to the Interagency referral mailbox by the agree dates. Referrals received after these dates will be taken to the next scheduled panel.
9.10	The Early Years Development Officer will chair admission panels. Education Services will distribute the register of applicants and minutes to all panel members.
9.11	Discretionary ELC panels take place throughout the year to allocate.
9.12	The panel is responsible for confirming proposed bands. It is important that all relevant documentation is available for panel members so that fair decisions can be made. Should a panel find it impossible to arrive at a consensus, advice should be sought from the Quality Improvement Manager - Early Years.
9.13	Children who are not eligible under the entitled ELC place criteria, would be classed as a discretionary ELC place (Band 1a, 1b 2b, 2c of Inverclyde Council Banding)
9.14	There is no entitlement to a discretionary place, therefore, there is no guarantee that a place will be allocated. Any place allocated will be decided by the Discretionary panel members and will be solely based on the information received by the professional and focused on the current level of support by agencies to the child / family, the needs of the child / family and how all professionals will work co-operatively to meet this need.
9.15	Discretionary ELC places have no mandatory entitlement of ELC hours and if granted will be offered sessions (AM or PM to a maximum of 3 hours in any one session. There is no mandatory number of sessions, only in exceptional circumstances and only with agreed by the Quality Improvement ELC Manager, will any other pattern be offered) in line with their identified need within an Inverclyde Council establishment. Only in exceptional circumstances will a discretionary place be granted at Funded Provider establishment.

9.16	Any discretionary place offered, will be based on needs or circumstances and will only be allocated for a period of time, all places offered will be subject to regular review. Any allocation of a place can be increased / decreased or withdrawn if circumstances change. Any change will be verified through the review process.
9.17	Children accessing any 0-3-year-old placements must complete a new application form when applying for a 3 - 4-year-old nursery placement, this is a separate process. Allocation of a discretionary place does not entitle a child to a place in the corresponding 3–4-year-old provision in that setting.
10	UNHAPPY WITH DECISION MAKING
10.1	There is no formal process for parents/carers wishing to appeal the decision making process and allocated establishment and operating model for early Learning and Childcare places. Should applicants remain dissatisfied with the way in which their application has been processed, the authority's formal complaints process should be followed. Further details on the Council's complaints procedure are available from the Council's website.
11	ROLES AND RESPONSIBILITIES
11.1	Chief Executive – Louise Long
11.2	Directors – Ruth Binks
11.3	Heads of Service – Michael Roach
11.4	Service Managers – Yvonne Gallacher
11.5	ELC Officers
12	IMPLEMENTATION
12.1	Training N/A
12.2	Communication of the policy Inverclyde Council are committed to ensuring that the Early Learning and Childcare (ELC) admissions policy is communicated clearly and effectively to all parents and carers. The policy will be made accessible through a variety of channels, with the council's website serving as the primary source of up-to-date information. The policy and related guidance will be easy to navigate, with clear instructions on eligibility, application processes, key dates, and how to access support if needed. In addition to the website, we will distribute information through local nurseries, schools, community centers, and partner organisations to reach families who may not access the internet regularly. Feedback from consultation with parents has been invaluable, and we will continue to engage with families through surveys, parent forums, and other consultation methods to ensure that the policy meets their needs and that our communication remains clear, inclusive, and user-friendly. Where necessary, we will provide translations and alternative formats to ensure accessibility for all.

	We are committed to listening and responding to parent feedback, making ongoing improvements to how we communicate, and ensuring parents feel supported throughout the admissions process.
13	RISK
13.1	Legislative risk
	N/A
14	EQUALITIES
	An Equalities Impact Assessment (EIA) has been carried out as part of the Early Learning and Childcare Admssion Policy review. A Children Rights and Wellbeing Impact Assesment (CRWIA) has been carried out as part of the Early Learning and Childcare Admssion Policy review.
14.1	Consultation and Engagement
	A consultation with parents/carers for the implementation of 1140 hours was undertaken in November 2023. A consultatiation with parents/carers and Education Officers for the review of the Early Years Admission Policy was undertaken in September 2024.
14.2	The service provision remains under review, subject to regular ongoing consultation, as outlined in the The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 and will be updated as required.
14.3	Equality Impact Assessment
	An Equalities Impact Assesment (EIA) has been carried out as part of the Early Learning and Childcare Admssion Policy review.
15	APPENDICES
1	EIA
2	CRWIA

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/53/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	
Subject:	Attendance Strategy 2024-26		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to present the strategy for improving attendance at school over 2024/26 – appendix 1.

1.3 As well as this the report shares further data around attendance beyond that already shared during the members briefing in 2023 and again in 2024, as requested by Elected Members – appendix 2.

1.4 The strategy outlines the four key priority areas for the year ahead, the key actions against each priority and rationale that will form the basis of a longer-term approach over the next 3 years.

1.5 The strategy also refers to the development of an attendance policy for the Education Service. This will be written as one of the key actions against the first priority in the strategy, based on a template version, written and shared nationally by Education Scotland. This policy requires to be developed in consultation with key stakeholders, including Heads of Establishment and colleagues from Children's services and the HSCP.

1.6 The data in appendix 2 outlines that following the pandemic, the overall picture for attendance has been an improving one, despite the issues linked to the periods of remote learning during the Covid 19 pandemic. This is particularly the case for primary schools, whilst the secondary attendance has plateaued over the last two years.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- Approves the content of the Attendance Strategy for 2024 - 26.

**Ruth Binks
Corporate Director
Education, Communities & Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 The Attendance strategy for 2024/26 has been written in order to ensure clarity of focus on our approach to supporting and challenging establishments to improve the attendance of pupils.
- 3.2 Over the last 5 years, attendance at school has been a focus for the Education Service, Schools and the Attainment Challenge in Inverclyde. This has included the development of a data dashboard shared on a weekly basis with all establishments to support them to have the most up to date data on attendance and a range of analytics, to analyse this data.
- 3.3 Following the pandemic, attendance of pupils at school is a national issue, beyond Scotland; indeed there is evidence that this is a global issue. There has been a greater Scottish Government focus on this issue over the past two years, resulting in the publication over the month of September 2024 of a range of resources, guidance and best practice advice from Education Scotland: [Improving attendance in Scotland | Resources | Education Scotland](#).
- 3.4 Following the pandemic, the overall attendance picture in Inverclyde is an improving one, with the overall gap between the attendance of SIMD 1-2 pupils and those in SIMD 3-10, reducing down again in 2023/24. A particular focus continues to be required across all sectors to increase the attendance of pupils in SIMD 1-2. Whilst the overall attendance % for all pupils is increasing, this is mainly due to gains over time in the primary sector. Over the last two years the attendance of secondary schools has plateaued.
- 3.5 The %s of pupils with persistent absence, defined as those with more than 10% or more of sessions missed is slightly higher in Inverclyde than the national average, and the attendance strategy seeks to focus on this, particularly around those pupils with very low attendance i.e. less than 20%, by ensuring that there is a clear and effective multi agency plan in place. This is more of an issue in secondary schools than in primary.
- 3.6 There is an increase % of families taking a term time holiday, particularly over the last three months of the school year from April through to June, with it being at its highest % in June 2024 in Primary schools at 32%. This is being driven by the cost-of-living crisis and the significant difference between travel costs during term time and school holidays periods. Although reminders are sent to parents, this can be a stubborn practice to change.

4.0 PROPOSALS

- 4.1 Appendix 1 contains the strategy for improving attendance at school over 2024/26. Further data on attendance is contained in Appendix 2.
- 4.2 The strategy refers to the development of an attendance policy for the Education Service. This will be written as one of the key actions against the first priority in the strategy, based on a template version, written and shared nationally by Education Scotland. This policy requires to be developed in consultation with key stakeholders, including Heads of Establishment and colleagues from Children's services and the HSCP.

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

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

This attendance strategy links to the Education Service Plan 2024/25, which 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:

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
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	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.
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(b) Fairer Scotland Duty

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

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

X	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed, a copy of which will be made available on the Council website: Equality Impact Assessments - Inverclyde Council
	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

Summarise any environmental / climate change impacts, positive or negative, 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 N/a

7.0 BACKGROUND PAPERS

Inverclyde Education Services

Attendance Strategy 2024 - 26

Introduction

There is a clear need to continue to develop a system wide and partnership approach to improving both the attendance of pupils at our educational establishments (ELC, Primary, Secondary and ASN) as well as their engagement in their learning once there. This is a national issue, the decline in attendance in educational settings beginning pre pandemic in 2017. The pandemic has clearly affected the social contract between establishments and families and has exacerbated historic issues and challenges families have been experiencing.

This strategy pulls together into one place all of our existing approaches to improving, as well as new and evolving initiatives and actions to tackle this issue and support pupils and their families to realise that every day counts!

We are committed to seeing further improvement and building on what is clearly working for some of our establishments. We are also committed to working in partnership beyond education to ensure that the support that is required is in place and having an impact.

Michael Roach

Head of Education

Rationale:

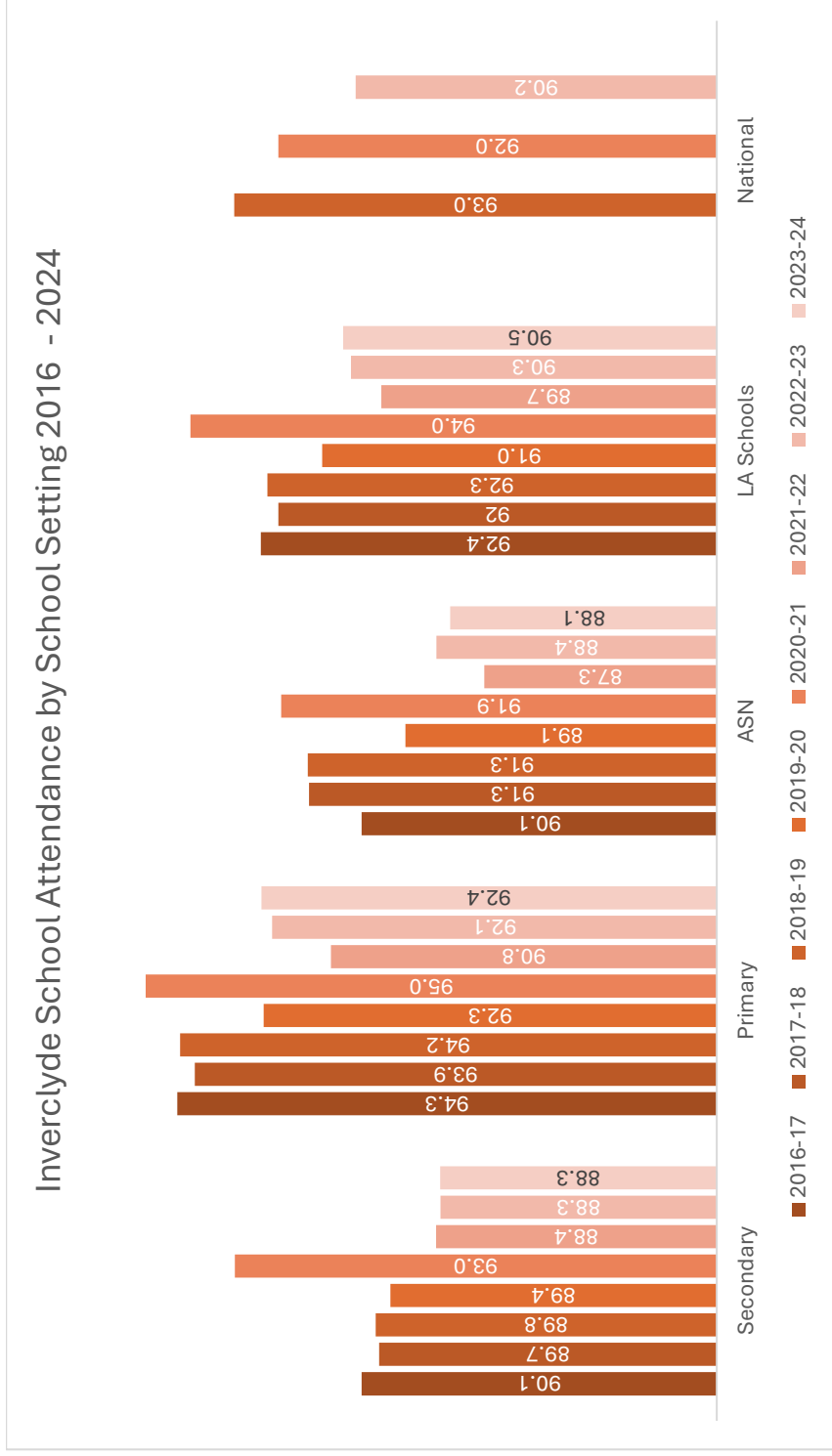
There is a system-wide concern about reduced levels of attendance in educational establishments since the COVID-19 pandemic. As a result of this concern, improving attendance and understanding the issues around attendance is a priority for all relevant parties across Inverclyde as a community. This priority sits within the Authority Improvement plan for session 2024/25:

- C1** Continue to roll out the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.
- E2** Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance
- F4** Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners

Children and young people’s progress, attainment and achievements can be impacted by any absence. Evidence suggests that attendance that falls below 90% impacts negatively on progress. The higher the absence, the greater the impact on attainment. National statistics also provide evidence that there is a poverty-related gap in attendance and as such identified Stretch Aims for Inverclyde Council have been agreed to support and track improvements over a 3-year period focusing on Secondary attendance as a whole and Primary attendance of Q1 pupils.

		Secondary Attendance				SIMD Quintile 1 Attendance - Primary	
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	Overall Q1 Levels		
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / -4.70%)	(91% -92.4%)		
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / -4.39%)	(91.9% - 93.1%)		
2025 - 26	89.78%	87.81%	92.20%	-4.39%	93.1%		

Attendance rates in Inverclyde have shown a slight improvement since June 2023 in both Primary and Secondary schools **however** there is a determination that joint working with pupils, young people, parents, schools and partners will lead to improvements in attendance, resulting in improved outcomes for our children and young people. A continued focus on attendance since the pandemic has also resulted in the identification of good practice across both primary and secondary schools which was shared locally as well as nationally: [Effective strategies | Improving attendance in Scotland | Resources | Education Scotland](#)



“Children and young people are more likely to be motivated to attend school when they feel fully included and engaged in the wider life of the school. Families are also likely to encourage full attendance where they feel part of the school community and where schools work alongside them as equal partners. Promoting good attendance is a multifaceted task that requires schools to promote positive relationships within an inclusive ethos and

Schools should engage positively with parents to ensure good learning, teaching and assessment with a key focus on supporting additional support needs. They should also work with community partners to ensure that children and young people and their families are supported. Pastoral care staff also play a key role in supporting good attendance.”

Included, engaged and involved part 1: promoting and managing school attendance

As national policy advises, Inverclyde are committed to ensuring that efforts to improve outcomes for children are progressed quickly and involve an appropriate and proportionate level of intervention. Measures for compulsion are expensive processes which are time consuming and can lead to further unnecessary interventions into family life. Measures for compulsion can be used when efforts to engage children and families in voluntary measures to improve attendance have failed.

Effective systems to track and monitor attendance are essential in supporting improved attendance. An attendance dashboard has been created in Inverclyde which provides an opportunity to track both local trends and individual pupil attendance, identifying where early interventions can be put in place.

This strategy sets out the key areas of focus for improving attendance across our establishments and also for developing a deeper understanding of issues around attendance. The logic model identifies our ambition in improving attendance in the long term, while also identifying the short- and medium-term outcomes that will lead us to our long-term ambition. We intend to improve attendance by taking preventative actions to improve attendance and responsive actions to support absence.

The 4 key areas of focus are:

- **Developing Policy**
- **Actively involving children and young people to improve attendance**
- **Effective use of data**
- **Effective Interventions**

A strategic plan highlighting outcomes and measures is detailed below and will be reviewed at key tracking periods to ensure progress is being made. A key component of success will be the leadership of attendance within an establishment. In each school this leader must be able to influence the whole school approaches to supporting attendance as well as individual supports for absence.

The key aim of the strategy is to ensure that we continue to work collaboratively, accessing the most up-to-date research and guidance, to improve outcomes for children and young people impacted by issues around attendance.

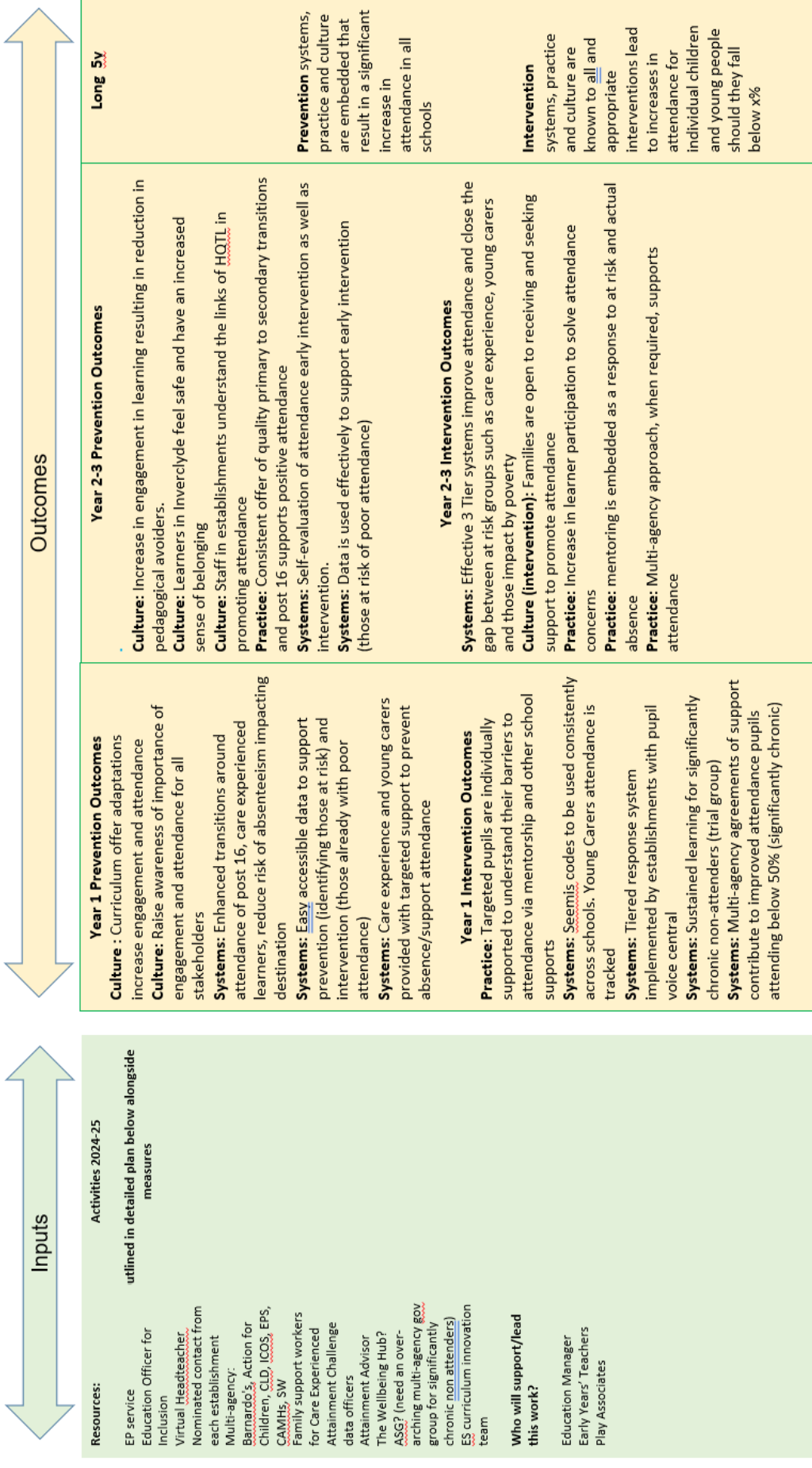
The strategy is informed by and linked with:

- [The Education Service Improvement Plan 2024/25](#)
- [Improving attendance in Scotland | Resources | Education Scotland](#)
- [Inverclyde's Promoting Positive Relationships Policy http://icon/hr/asl-policy/](http://icon/hr/asl-policy/)
- [Included, engaged and involved part 1 : promoting and managing school attendance - gov.scot \(\[www.gov.scot\]\(http://www.gov.scot\)\)](#)

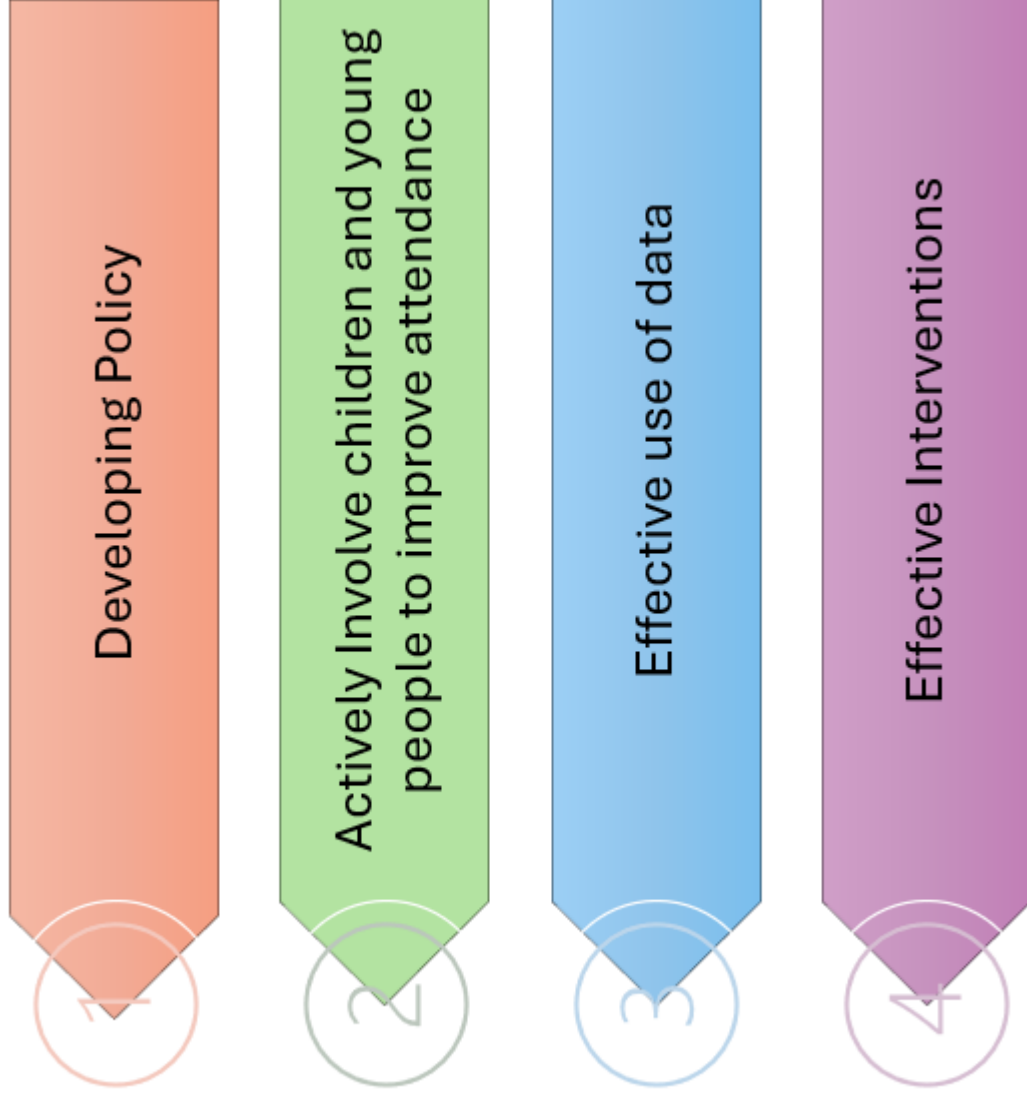
Long term, Medium and Short Term Outcomes

Classification : Official Logic Model Plan for Attendance & engagement 2023/26

Strategic Aim: remove barriers to attendance and engagement that increases attendance for all pupils



4 Key Priorities for 2024-26



Priority 1: Developing Policy

The interventions outlined in Inverclyde Attendance Strategy require to be anchored in the creation of clear policy and guidance of how we collectively prevent and respond to attendance issues. This policy needs to be understood and implemented by our whole community, such as all education staff, parents, children and agencies in order for us to work to our common goal of looking after our children and young people. It is a legal requirement for every school to have their own attendance policy.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Jan 2025 all schools will implement their own policy that improves attendance	1.1 A local authority group is established to review authority policy in line with national guidance and exemplification.	<ul style="list-style-type: none"> Local authority policy reviewed and in place. All establishments have an attendance policy Attendance policy will comply with legislation Roles will be clearly known to all stakeholders 	LA Attendance Lead (TBC), Depute Principal Educational Psychologist (DPEP - JJ), AC project lead & new Attainment Advisor – AA (TBC), school reps, and Janine McCulloch from Education Scotland	By start of Sept 24
	1.2 Local authority policy will be reviewed by the review group.			
	1.3 Policy shared with all establishments at HOE / ASN leaders' meetings.			
	1.4 All establishments will be provided with guidance on how to write their attendance policy meeting legislative requirements. This will include approaches to staged intervention including when to activate multi-agency working.			
	1.5 All establishments will be required to undertake an annual update for staff on their Attendance Policy.			
			LA Attendance Lead (TBC), DPEP (JJ), school reps, and Janine McCulloch from Education Scotland	Early Sept 24
			LA Attendance Lead (TBC), DPEP (JJ), AC project lead and HOE	End of Sept 24
			LA Attendance Lead (TBC), DPEP (JJ), AC project lead and HOE	End of October 24
			Heads of Establishment	From August 2025

<p>By June 2025, parents, pupils and education staff all understand their role in improving attendance and supporting absence.</p>	<p>1.6 The role of HSCP will be clearly defined in the policy and understood by all stakeholders.</p>			
	<p>1.7 All establishments will have their new attendance policy completed.</p>			
	<p>1.8 Feedback from the local authority will be given to ensure compliance to legal requirements.</p>			
	<p>1.6 Roles and responsibilities are outlined in the Establishment Attendance Policy.</p>			
	<p>1.7 Support for Establishment Attendance Leads to encourage all staff to approach absence concerns with understanding, mutual respect and a solution focused approach.</p>			
	<p>1.8 We will provide support to Attendance Leads to encourage parents and pupils to understand their role in improving attendance.</p>			

Priority 2: Actively Involve children and young people to improve attendance

We will continue to make central the views of children and young people who struggle to attend school to any plan, whether this is at an individual or strategic level. It is important that terminology used for non-attendance is respectful and adequately reflects the young person's experience.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Dec 25 families and children are able to access appropriate supports to prevent absence and support attendance.	2.1 Share Pupil Page at Secondary HOE meeting	<ul style="list-style-type: none"> Network attendees will report using the Pupil Page resource Schools will report that families are using the resource and finding it helpful. Visme Analytics will provide information on how many people, in which schools, will be accessing the Pupil Page. 	Educational Psychologists - EPS (JJ & MK)	September 2024
	2.2 Transfer Pupil Page from Genially to Visme		EPS (MK)	September 2024
	2.3 Identify contact details for each secondary school and create Pupil Page		Schools & EPS (MK, JJ)	September 2024
	2.4 Implement campaign – Instagram for secondary and posters, advertise via Group call, homework apps.		CLD, Schools	October 2024
	2.5 Review analytics to ensure that there is sufficient use of the Pupil Page before upscaling. Review design and implementation as a result.		EPS (JJ & MK), CLD, Schools	Dec 2024
	2.6 Create a family version and primary version of Pupil Page based on analytics; share on parental portal		EPS (JJ & MK), CLD, Schools	Jan 2025
	2.7 Scope the possibility of an Inverclyde attendance campaign		MR	
	2.8 All establishments will be provided with guidance on how to write their attendance policy		HOE, DPEP, AC lead	End of October 2024
By June 2025 all schools have				

educational plans that are constructed with CYP/families to improve school attendance, where required	<p>meeting legislative requirements. This will include approaches to staged intervention and multi-agency working.</p>	<ul style="list-style-type: none"> Guidance is shared with relevant staff within agreed timescales All schools will have received training in creating their policy and plans Policies are in place and being used Through TAC meetings focusing on attendance pupils and young people will have their say Plans will identify clear and achievable outcomes for improving attendance Plans available for Peer review teams to sample and provide general feedback 	<p>via attendance strategy launch event</p>	
	<p>2.9 Training is provided to support relevant staff with creating their own policy and plans to support improved attendance</p>			
	<p>2.10 All establishments will be required to undertake an annual update for staff on their Attendance Policy.</p>			
	<p>2.11 Establishments identify the partners available to support targeted individual pupils in improving attendance</p>	<ul style="list-style-type: none"> Partners outlined in policies produced Attendance is improving SQR gives update re attendance? 	<p>November 2024</p>	
	<p>2.12 TAC meetings focusing on attendance issues provide opportunities for pupils and young people to have a voice recorded in the single agency plan supported by relevant assessment evidence</p>		<ul style="list-style-type: none"> TAC meeting minutes show clear evidence of family voices being heard – sampled via ASG calling in those pupils with less than 10/20% 	<p>December 2024</p>
	<p>2.12 Sample TAC Meeting paperwork to observe plan being implemented successfully</p>			<ul style="list-style-type: none"> Pupils with plans are showing attendance improving over time; particular focus on pupils with ASN, CEYP and Pupils in SIMD 1 – 3.

Priority 3: Effective Use of Data

'The most purposeful use of data is to inform whole school developments to improve attendance and plan to meet individual children and young people's needs.' *Included, engaged and involved part 1: promoting and managing school attendance*

Systems for tracking and monitoring will only improve attendance when accompanied by effective **processes** which turn data into '**actionable knowledge**' that is used to support children and young people.

Outcomes	Action	How will we know we've had impact	Who	Timescales
By November 2024, an Attendance Network will be created where good practice can be shared leading to improved outcomes for children and families	3.1 An Attendance Network will be created	<ul style="list-style-type: none"> Establishments will be able to share approaches that they know make a positive impact in improving attendance 	LA Attendance Lead	By Nov 2024
By November 2024, all schools will have an identified Attendance Lead who will attend the Attendance Network with the purpose of sharing learning around supporting attendance and improving absence	<p>3.2 All schools will nominate an Attendance lead who will be responsible for improving Attendance (preventative) and supporting absence (responsive) through the attendance network.</p> <p>Programme of support to be agreed including:</p> <ul style="list-style-type: none"> Use of data Formation of policy Multi-agency, multi-tiered approaches 	<ul style="list-style-type: none"> All establishments identify an Attendance Lead 	LA attendance Lead/DPEP/Attendance Leads	October 2024
By June 2025 staff will be better able to support learners	3.3 Further development of Establishments level accessible data		AC Project lead / data analyst LA attendance lead	By Dec 2024

<p>to attend through robust analysis of data</p>	<p>3.4 Attendance leads will be provided guidance on how to access Establishments level data</p>	<ul style="list-style-type: none"> Attendance leads report more confidence in using their data to inform change Attendance rates over time for all establishments is improving or being maintained where already positive. Persistence absence rates improve as well as rates for key groups i.e. ASN, CEYP and SIMD 1 – 3. 	<p>AC Project lead / data analyst LA attendance lead</p>	<p>By Dec 2024</p>	
	<p>3.5 Guidance on undertaking a data deep dive will be shared at the attendance network</p>				<p>AC Project lead / data analyst LA attendance lead</p>
	<p>3.6 Raise awareness of ES's Supporting attendance: principles of effective use of data - Improving attendance in Scotland Resources Education Scotland</p>				<p>DPEP</p>
<p>Further develop partnership working between education services, children's social care and third sector partners</p>	<p>3.7 Review draft attendance policy at launch event with key partners, identifying any gaps in service provision to support attendance and review how these gaps can be met, including through the WFWF.</p>	<ul style="list-style-type: none"> All partners will be clear on the policy and the related provision / support that is available from across the partnership, inc the WFWF, to support families 	<p>Attendance stagey oversight group and key leads / managers from partnership agencies</p>	<p>By November 2024</p>	

Priority 4: Effective Interventions

For interventions to be effective they have to sit within Inverclyde’s staged assessment and intervention approach. In Inverclyde, we focus on the GIRFEC pathway which is split into

- 4.1 universal
- 4.2 enhanced universal
- 4.3 collaborative
- 4.4 enhanced collaborative

4.1 universal approaches to improve attendance

The universal service is the generic ways in which establishments meet the wide continuum of pupil needs on a day-to-day basis.

Outcomes	Action	How will we know we've had impact	Who	timescale
There is an increase in the number of learners in Inverclyde that feel safe and have an increased sense of belonging (baseline to be collated)	4.1. All establishments will be encouraged to engage with the Education Services Implementation Pathway contained within the Inverclyde Trauma Informed and Responsive Practice Strategic Plan.	<ul style="list-style-type: none"> • We will be meeting the outcomes outlined in the strategic plan 	EPS Schools	June 2025
By June 25 any member of staff attending Inverclyde EPS & Attainment Challenge CLPL will understand the links between HQLT and engagement/ attendance	4.1.2. All Inverclyde training will explicitly make the links between high quality teaching and learning (HQLT) and engagement and attendance.	<ul style="list-style-type: none"> • Staff understand the link between HQLT and engagement/ attendance 	EPS Strategic Pedagogical Leads (SPLs) Schools	June 2025
	4.1.3 Local authority will offer a suite of pedagogy related training via Gateway.	<ul style="list-style-type: none"> • CLPLs are evaluated and HTs report 	EOs & TM	June 2025

	<p>changes in staff practice.</p>	<p>Sec HTs, EO (AA/GB), Senior Phase Action group</p>	<p>June 2025</p>
<p>By June 2025, secondary schools will be more effective in ensuring curriculum pathways are engaging which leads to improved attendance</p>	<p>4.1. 4 Link to the Education Service Plan 2024/25 priorities focussing on developing the BGE curriculum offer and the Senior Phase Curriculum in order to:</p> <ul style="list-style-type: none"> • Ensure improved curriculum pathways • Improve engagement in learning and raise attainment • Further develop and promote the concept of the “pull to school” 	<p>See outcomes within the Education Service Plan 2024/25</p>	<p>June 2025</p>
	<p>4.1.5 Providing wider certification options for secondary schools to support engagement.</p>	<ul style="list-style-type: none"> • Measures embedded in CLD plan. 	<p>CLD</p>

4.2 Enhanced Universal approaches to improve attendance

The Enhanced Universal approaches are considered when more is needed than the generic strategic offers. At this stage, additional support may be required which may or may not involve other professionals.

Outcomes	Action	How will we know we've had impact	Who	timescales
By June 2025, schools will use in-school supports to respond early to disengagement from learning to prevent persistent absence.	4.2.1. Establishments will have confidence to provide their own interventions such as pastoral based mentoring supports to engage children who are starting to disengage with learning.	<ul style="list-style-type: none"> Decrease in % of pupils persistently absent. 	Establishments	June 2025
Invited schools with attendance issues will make improvement in attendance for identified groups.	4.2.2 Leads from invited schools will be invited to join Collaborative Action Research (CAR) groups to use improvement methodology to improve the attendance of pupils.	<ul style="list-style-type: none"> Attendance data will improve for schools involved in CAR, inc a decrease in % of pupils persistently absent. 	Attainment Advisor/ Attendance Leads and EPS (JJ)	Sept- June 2024

4.3 Collaborative

Collaborative approaches are considered when education requires support over and above that within school and requires a partnership approach with other agencies and or between sectors.

Outcomes	Action	How will we know we've had impact	Who	timescales
Pupils who are experiencing EBSA will engage in	4.3.1 A referral process and criteria will be established for pupils experiencing EBSA to receive tutoring support.	<ul style="list-style-type: none"> Attendance and attainment data from each intervention. 	HT of Virtual School (SC)	January 2025

Learning but not within a school setting.	4.3.2. A referral process and criteria will be established for pupils experiencing EBSA to access virtual learning (VL).	January 2025	HT of Virtual School (SC)
Care Experienced children who struggle with school attendance will maintain their post school destination.	4.3.3 Schools will be supported to identify CECYP who are at risk of a negative destination and refer to the ASG for support from Education Support Workers (ESWs) 4.3.4 ESW will provide a pastoral role for CECYP during the senior phase and post school transitions	November 2025	HT of Virtual School (SC) & EO for Senior Phase GB
Young People who struggle with school attendance will sustain their post school destination.	4.3.2 Encourage schools to implement the Leavers Guidance (add Leavers Guidance hyperlink) Education officer to identify services for post school destination young people who are not care experienced.	February 2025	ESW
More effective use of resources through a cluster approach to support improved attendance of families at risk.	4.3.3 Primaries and secondaries will be encouraged to take a cluster approach to identify families at risk of absence and provide appropriate interventions, through sharing existing practice in the attendance network.	November 2024	EO for Senior phase GB SDS, DYW EO for Senior phase GB
<ul style="list-style-type: none"> • More CECYP will be referred to the ASG for support from the ESWs compared to last year. • By February 2025, these identified children will still be in their destination. 		November 2024	Schools ASN Leads meeting. EPS (JJ)
<ul style="list-style-type: none"> • There will be an increase in children who struggle to attend school maintaining a positive pathway in the senior- post school phase. 		February 2025	EO for Senior phase GB
<ul style="list-style-type: none"> • HTs will report an effective cluster support approach is in place. 		November 2024	Schools

4.4 Enhanced Collaborative

Outcomes	Action	How will we know we've had impact	Who	timescales
<p>The educational plans for children who have extended non-attendance and below 10% will be more robust and responsive.</p>	<p>The authority will put in a more rigorous tracking system for children and young people attending less than 10%. We will increase the meeting of Attendance ASG from termly to 6 weekly.</p>	<p>Interventions will be more responsive and therefore the number of children being discussed at the ASG with extended non-attendance will decrease</p>	<p>Education Officer for inclusion & schools.</p>	<p>June 2025</p>
	<p>Through ASG monitoring of planning for pupils with less than 10% attendance, there is evidence that the planning is improving, meeting needs and ensuring improved attendance</p>			
	<p>All pupils with lower than 10% have a clear single and or multi agency plan in place.</p>			
<p>By June 25 schools there will be a reduction in the numbers of pupil who are non-attendance data. (Baseline to be collated)</p>	<p>Attendance reports for young people with under 50%, 30%, 20% and 10% attendance from the ASG including school leads. Schools will provide a response to this data outlining their staged response.</p>	<p>Increase in early intervention will reduce the numbers of children with extended non-attendance.</p>	<p>Education Officer for inclusion & Schools</p>	<p>In Term 1 (September 2024)</p>

Inverclyde Education Services

Attendance data report

1.1 Overall attendance picture and by sectors

Year	Secondary	Primary	ASN	LA Schools	National
2016-17	90.1	94.3	90.1	92.4	
2017-18	89.7	93.9	91.3	92	
2018-19	89.8	94.2	91.3	92.3	93.0
2019-20	89.4	92.3	89.1	91.0	
2020-21	93.0	95.0	91.9	94.0	92.0
2021-22	88.4	90.8	87.3	89.7	
2022-23	88.2	92.1	88.3	90.3	90.0
2023-24	88.3	92.4	92.8	90.6	

General Trends:**Secondary Schools:**

There has been a general decline in the Secondary schools' metrics from 2016-17 (90.1) to 2023-24 (88.3).

A notable decrease occurred between 2020-21 (93.0) and 2021-22 (88.4), relating to the recording of attend during a period of school closure and remote learning in 2020-21 due to the pandemic.

Primary Schools:

The Primary school metric shows fluctuations but remains relatively stable around the 92-94 range.

The highest value was recorded in 2020-21 at 95.0 (due to the recording of attendance during remote learning), while the lowest was in 2021-22 at 90.8. There is a slight recovery in 2023-24 to 92.4%.

ASN (Additional Support Needs) Schools:

ASN schools show a similar pattern of decline as Secondary schools, from 2016-17 (90.1) to 2022-23 (88.4), followed by a significant rise to 92.8 in 2023-24.

The metrics fluctuated more in the earlier years, with a notable dip in 2021-22 (87.3).

LA Schools (Local Authority Schools):

The trend in LA Schools' metrics follows a similar pattern of decline and recovery to the national pattern, although having been historically below the national average the latest overall data shows Inverclyde in line with or slightly above the national average.

The highest recorded was in 2020-21 (94.0), while the lowest was in 2021-22 (89.7). A slight improvement is observed in 2023-24 (90.6).

National Metric:

The National data is available only for certain years. It shows a decline from 93.0 in 2018-19 to 90.0 in 2022-23.

No national data is available for 2023-24, making it difficult to compare recent trends.

1.2 Authorised vs unauthorised absence

Session	Setting	Local Authority	Attendance	Authorised absence	Unauthorised absence
2022/23	Primary	Inverclyde	92.1	5.9	2.0
2022/23	Primary	Scotland	92.2	5.3	2.6
2022/23	Secondary	Inverclyde	88.2	7.5	4.3
2022/23	Secondary	Scotland	87.7	7.1	5.1
2022/23	Special	Inverclyde	88.3	9.3	2.4
2022/23	Special	Scotland	87.1	9.0	3.8

**Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.*

Inverclyde's authorised absence % is slightly higher across each sector than the national figure and the unauthorised absence % is lower than the national average.

1.3 Attendance by stage

	Local Authority	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
2022/23	Inverclyde	92.0	91.9	92.0	92.8	92.4	91.7	92.2	89.4	88.2	85.7	87.9	88.7	90.2
2022/23	Scotland	92.1	92.1	92.4	92.5	92.3	91.9	91.8	89.6	87.2	85.5	87.0	88.6	89.8

**Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.*

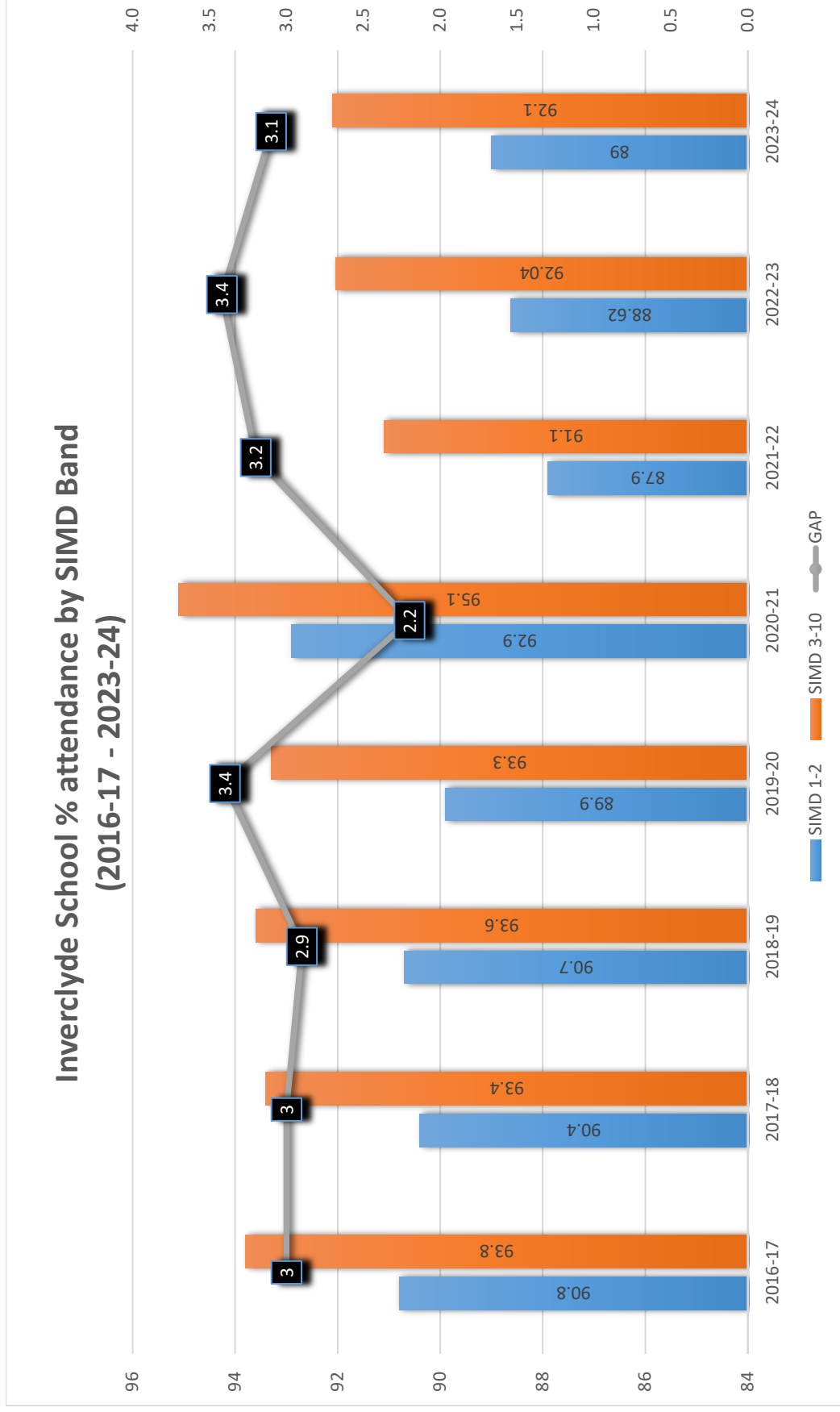
Across each primary stage Inverclyde's %s are broadly in line or above the national average, with the most sig difference being above in P7.

Across all secondary year groups, Inverclyde's %s are above the national average.

1.4 Attendance by SIMD

Session	Setting	Local Authority	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5	SIMD not available [note 2]
2022/23	All Sectors	Inverclyde	88.5	90.2	91.7	92.5	93.5	92.5
2022/23	All Sectors	Scotland	86.8	88.8	90.6	92.1	93.5	89.5
2022/23	Primary	Inverclyde	90.3	92.3	93.7	94.2	94.9	93.4
2022/23	Primary	Scotland	89.1	91.2	92.6	93.7	94.8	90.9
2022/23	Secondary	Inverclyde	86.2	87.5	89.2	91.2	91.5	90.8
2022/23	Secondary	Scotland	83.7	85.7	87.9	89.9	91.8	86.7
2022/23	Special	Inverclyde	87.4	88.7	91.0	88.3	93.5	81.0
2022/23	Special	Scotland	84.7	87.6	88.3	89.6	91.0	86.2

**Taken from the Scot Gov Website. 22/23 is the last year we have NA data to compare to. There is no data for 23/24.*



1.5 Reasons for absence

Secondary Seemis Code	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Authorised Parental Holiday	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%
Exceptional domestic circ. (authorised)	2%	1%	1%	2%	1%	1%	1%	1%	2%	2%	2%
Exceptional domestic circumstances	1%	0%	0%	0%	0%	0%	1%	0%	1%	1%	1%
Medically Certified	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Authorised Absence	13%	9%	9%	8%	8%	9%	7%	6%	7%	6%	10%
Other unauthorised absence	1%	1%	1%	1%	1%	1%	1%	1%	2%	2%	1%
Parental Holiday	4%	11%	13%	3%	5%	3%	2%	3%	6%	10%	20%
Part Time Timetable (exclusion related)	2%	1%	2%	4%	4%	5%	7%	6%	7%	8%	3%
Part Time Timetable (health related)	3%	3%	3%	3%	2%	2%	3%	3%	4%	4%	1%
Self Certified	48%	46%	43%	50%	43%	46%	47%	46%	40%	43%	34%
To be Confirmed	10%	10%	9%	10%	14%	10%	11%	11%	13%	9%	13%
Truancy or Unexplained Absence	16%	17%	18%	20%	22%	21%	21%	21%	18%	14%	15%

Primary Seemis Codes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Authorised Parental Holiday	2%	1%	0%	1%	1%	0%	0%	0%	1%	0%	1%
Exceptional domestic circ. (authorised)	2%	1%	0%	1%	0%	1%	1%	1%	1%	2%	1%
Exceptional domestic circumstances	2%	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%
Medically Certified	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Notifiable Illness (Medically Certified)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Authorised Absence	5%	4%	6%	6%	7%	5%	4%	4%	4%	4%	4%

Other unauthorised absence	4%	3%	3%	2%	3%	5%	3%	3%	5%	5%	5%
Parental Holiday	12%	23%	22%	6%	10%	7%	8%	20%	21%	5%	32%
Part Time Timetable (exclusion related)	2%	1%	1%	1%	1%	1%	2%	2%	2%	2%	1%
Part Time Timetable (health related)	1%	1%	1%	1%	0%	0%	0%	1%	0%	0%	0%
Self Certified	62%	57%	58%	74%	65%	71%	73%	59%	56%	56%	44%
To be Confirmed	5%	5%	4%	4%	8%	5%	5%	4%	6%	6%	7%
Truancy or Unexplained Absence	3%	3%	4%	4%	5%	4%	3%	3%	3%	3%	4%

1.6 Persistent absence (Percentage of persistent absentees - 10% or more sessions missed) by Local Authority and sector, 2022/23

Local Authority	All sectors	Primary	Secondary	Special
Inverclyde	33.7	26.2	42.3	42.1
Scotland	32.5	25.6	41.0	38.6

Secondary		(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)
SIMD	(0-50%)	(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)
1	6%	3%	5%	10%	26%	51%
2	3%	2%	4%	7%	26%	57%
3	3%	2%	3%	7%	24%	61%
4	5%	1%	2%	7%	28%	56%
5	5%	2%	2%	6%	24%	61%
6	4%	1%	1%	2%	23%	68%
7	2%	1%	2%	5%	22%	68%
8	3%	0%	1%	4%	12%	79%
9	2%	0%	1%	2%	20%	75%

10		3%	0%	3%	4%	12%	79%
No SIMD		3%	2%	6%	15%	32%	42%
Total		4%	2%	3%	7%	24%	60%

Primary		(0-50%)	(50%-60%)	(60%-70%)	(70%-80%)	(80%-90%)	(90%-100%)
SIMD							
1	1%	0%	2%	7%	25%	65%	
2	0%	0%	1%	5%	18%	75%	
3	1%	0%	1%	2%	21%	75%	
4	0%	0%	1%	5%	13%	82%	
5	0%	0%	0%	4%	16%	80%	
6	0%	0%	0%	2%	11%	86%	
7	0%	0%	0%	3%	12%	85%	
8	0%	0%	1%	1%	11%	88%	
9	0%	0%	1%	1%	8%	90%	
10	0%	0%	0%	1%	8%	91%	
No SIMD	1%	0%	1%	6%	33%	58%	
Total	1%	0%	1%	4%	18%	76%	

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/45/24/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	A Review of Provision of Early Years in Newark Nursery School		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to agree to a consultation processes in relation to Newark Nursery School.
- 1.3 Across Inverclyde there are differing models of early years establishments the majority of which are either standalone early learning centres or nursery classes as part of primary schools. Newark Nursery School is the only remaining standalone nursery school and this paper requests permission to undertake a pre-consultation process to change the model. This pre-consultation process would inform any subsequent statutory consultation process.
- 1.4 This paper requests that officers undertake consultation during November with the Newark community in order to inform potential next steps for statutory consultation which will be reported to the next meeting of the Education and Communities Committee.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- Approve a pre-consultation exercise in relation to Newark Nursery School in order to inform a potential statutory consultation early 2025.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Across Inverclyde there are differing models of early years establishments the majority of which are either standalone early learning centres or nursery classes as part of primary schools. Until August 2023 there were two remaining standalone nursery schools in Inverclyde (Blairmore and Newark). Consultation was undertaken to turn Blairmore into an Early Learning Centre and this left Newark Nursery School as the remaining standalone nursery school.

4.0 PROPOSAL NEWARK NURSERY SCHOOL

4.1 The announcement of the retirement of the Head Teacher of Newark Nursery School at Easter 2025 allows the opportunity for the service to review the provision at Newark and to work with the community to decide the best model going forward. Whilst statutory consultation would need to take place for any change, the proposal is to carry out a pre-statutory consultation to speak to the community and stakeholders about the type of provision they would like to see.

4.2 For any change of status of an education establishment a formal consultation process must take place under the Schools (Consultation) (Scotland) Act 2010. This would include a clear proposal document with consultation events taking place as well as a route for feedback on the consultation to be taken both in person and in written form via the council website.

4.3 In order to develop a clear proposal, it would be helpful to the service to carry out some informal consultation with key stakeholders to hear their views and determine if there was broad and initial support for changes to the leadership and status of the school, thus meaning that a formal consultation could be undertaken if required.

The Education Service considers that there are 3 options that could be considered during the pre-consultation process:

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

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

4.4 If agreed the proposed pre-consultation would take place during November and December.

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

5.0 IMPLICATIONS

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

SUBJECT	YES	NO
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.					

This report has no specific saving attached and is simply asking for permission to undertake consultation, however if the proposals go ahead there will be a saving which will help to mitigate the pressure on the early years budget.

5.3 Legal/Risk

Statutory consultation must be undertaken for the closure of a nursery school or the permanent cessation of a nursery class in a school.

5.4 Human Resources

There will be no staffing losses as a result of this paper. If the proposals go ahead the retirement of the head teacher at Newark Nursery School allows for a different management model.

5.5 Strategic

The provision of early years and childcare giving young people the best start in life is one of the strategic priorities of 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:

	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. An EqIA will be needed depending on the proposal taken forward.

(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. This will be considered when a decision is taken.

(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. A CRWIA will be undertaken if a proposal is taken forward.

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 This paper proposes undertaking a preliminary consultation before any recommendations are taken forward.

7.0 BACKGROUND PAPERS

7.1 N/A.

Report To:	Education & Communities Committee	Date:	5 November 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/46/24/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	Update on West Partnership		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The report attached as Appendix 1 to this paper details progress over the academic year 2023-2024 towards achieving each of the associated target outcomes and expected impacts as detailed in the previous West Partnership Improvement Plan for 2023-2024.

1.3 The West Partnership is required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2024 - 2025 (Appendix 2) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.

1.4 In November 2023 the Scottish Government announced that it would no longer fund Regional Improvement Collaboratives. Given the strong impact of the partnership working, it is the intention of the West Partnership to continue to collaborate beyond 2025 and to jointly resource some region wide improvement actions. Paragraph 4.3 of this paper outlines the rationale for this decision and the financial implications for Inverclyde.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- note the contents of the progress report
 - approve the improvement plan
 - approve that Inverclyde Education services will remain as part of the West Partnership beyond 2025 and contribute resource

**Ruth Binks
Corporate Director
Education, Communities & Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership, brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
- 3.2 In November 2023, the Cabinet Secretary for Education and Skills announced the removal of funding for Regional Improvement Collaboratives on a phased basis. During the year 2024/25 half of the funding was made available and funding will cease in March 2025.

4.0 PROPOSALS

- 4.1 The attached report (Appendix 1) details progress over the academic year 2023-2024 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2023-2024. The report notes that significant growth in engagement with practitioners from across the West Partnership was experienced in the 2023-2024 session. The activities received over 10,000 sign ups in the 2023-2024 session, up considerably from approximately 4,500 in 2022-2023. Data suggests the West Partnership engaged with at least 24% of all practitioners in our region. Overall, 92% of the region's schools across primary, secondary, and special sectors engaged with the activities. The report was considered at the Glasgow City Region Education Committee on 17 September 2024.
- 4.2 The 2024-25 Improvement Plan (Appendix 2) was considered at the last Glasgow City Region Education Committee on 17 September 2024 with the recommendation that each Council area approves the report through its own local governance arrangements. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation. The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The approach towards Specialist Networks that was introduced in 2022-23 will also continue.
- 4.3 Following the Cabinet Secretary's announcement to cease funding for regional improvement collaboratives in March 2025, a new collaborative framework has been agreed across the West Partnership. Transition activities will take place to ready the system to support ongoing collaboration by this point. The Directors of Education, comprising the West Partnership, are of the opinion that the value gained by the collaborative working has been strong and the West partnership has added value to the region's improvement journey. The qualitative and quantitative evaluations of the West Partnership give credence to the strong working relationships that have been built up over time and the focussed work that has been able to progress. As a result, each authority will contribute resource to help co-ordinate partnership working beyond 2025. The cost to Inverclyde will be £11,200 and this money will be allocated from the Strategic Equity (Attainment Challenge) Fund.

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
Strategic Equity Fund	Other Expenditure	2025/26	£11,200		When the SEF ceases, the Service will be required to find alternative funding if participation in the Partnership is to continue.

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

This contributes to the aims of the Inverclyde Council and partnership plan, as well as ensuring resources are used to best effect across the Glasgow City Region

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.
✓	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.
✓	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.
✓	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.
✓	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.
✓	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.

The West Partnership Evaluation Report 2023-2024

Equity, Excellence
& Empowerment

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Foreword

I am delighted to present the West Partnership Regional Improvement Collaborative Evaluation Report for 2023-24. This report outlines the progress made over the academic year toward achieving the outcomes and expected impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do. By fostering a culture of collaboration across our eight local authority areas, we aim to build a Networked Learning System that continuously enhances learning experiences and outcomes for every learner in the Glasgow City Region.

This year, we have broadened our reach to include a wider range of staff teams within the partnership: senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleagues, and more. We are increasingly recognising the added value that the West Partnership Regional Improvement Collaborative brings and the positive impact our activities are having in classrooms and playrooms.

The report highlights significant and sustained improvements in learning and teaching through the Improving Our programmes, the benefits experienced by participants of the Pedagogy Partnerships programme, and the progress of responses to decreases in attendance via our attendance collaborative action research work. Our research into the impact of 1140 hours in early years education and artificial intelligence shows that the partnership has matured into knowledge generators as well as a vehicle for sharing expertise around the system. Our work continues to be recognised by external evaluations conducted by the Robert Owen Centre for Educational Change at Glasgow University, and we use this feedback as part of our self-evaluation and planning process.

Our work is organised across three workstreams: Wellbeing for Learning; Leadership, Empowerment, and Improvement; and Curriculum, Learning, Teaching and Assessment. We develop programs to add value to local and national initiatives and avoid unnecessary duplication. Designing offerings that meet the needs of colleagues, and consequently children and young people, is paramount. This report demonstrates significant progress across all three workstreams this year - especially in substantially growing the reach of our work. This session we engaged with 92% of all West Partnership establishments and around a quarter of all practitioners across our region. Whilst the 23-24 session saw more than double the sign ups of 22-23, the work of the partnership has not been diluted. Practitioners' evaluations continue to suggest that almost 9 in 10 participants feel they have benefitted from engaging with the West Partnership.

Long term signs of improvement are beginning to rise to the surface. BGE attainment across our region is the highest it has been in the last 5 years, whilst attainment gaps between the 20% most deprived and 20% least deprived have fallen for two years in a row. At senior phase level, attainment is in line with pre-pandemic levels whilst attainment gaps are below 18/19 figures in all measures. This improvement at senior phase has fed through to positive destinations, where the West Partnership continues to improve whilst at the same time reducing the gap between most and least deprived.

Mark Ratter, Regional Lead Officer

West Partnership

Introduction

Our evaluation report provides an overview of the collective impact and added value of the West Partnership annual activity which is delivered through three core workstreams. These are:

- Curriculum, Learning, Teaching and Assessment;
- Wellbeing for Learning; and
- Leadership, Empowerment, and Improvement.

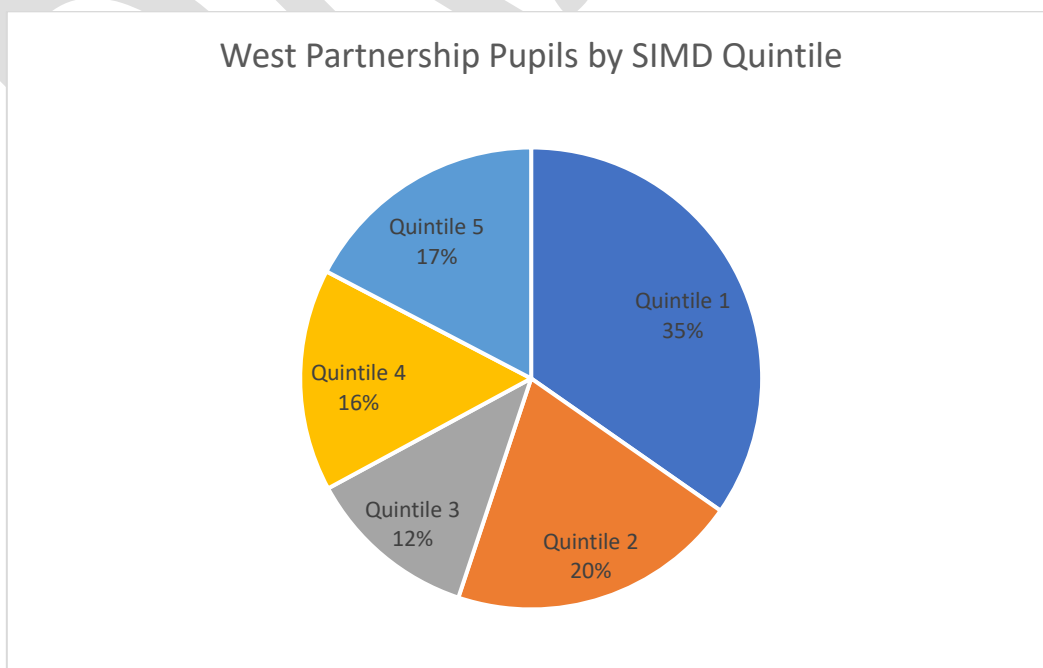
The report first details the reach of regional activity using sign up data before detailing specific activities from each workstream. Later in the report we explore areas of research/knowledge generated by the partnership before looking at how the West Partnership compares across several outcome measures. The full suite of comparative measures are provided in our critical indicators at the end of this report.

Vision

The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

Context

- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 35% of Scotland's school population attend a West Partnership school.
- Over 1000 nurseries, primary, secondary, and special schools.
- More than 246,000 children and young people.
- Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.
- Data from the Children In Low Income Families (CILIF) dataset suggests that 40% of Scotland's children living in low income families reside in West Partnership local authorities



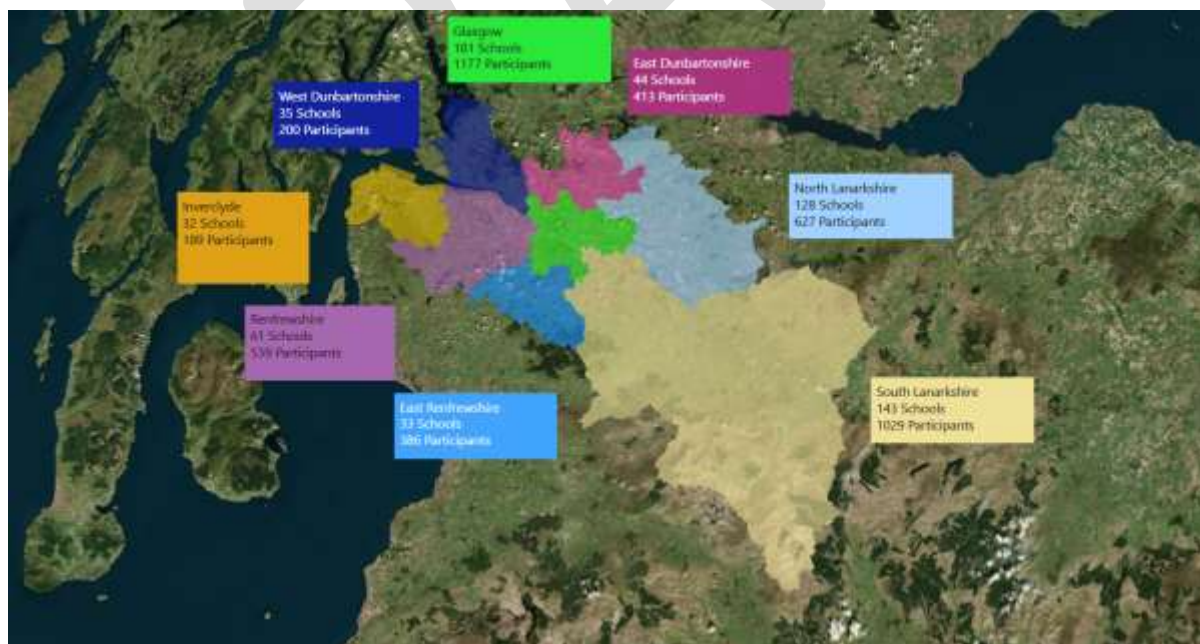
West Partnership Reach – Who did we engage with?

To explore engagement patterns across our activities, we have analysed all sign-up data received from activities within the 23/24 academic session. Our sign-up process captures routine information on those who register for most of our professional learning events. However, there are instances where standard sign-up information is unavailable. For example, several of our more hands-on, in-person sessions are organised via a school leader or local authority central team member but delivered to a larger number of practitioners. In these cases, it is not always practical to collect exact names and establishments. Consequently, overall numbers are included here but excluded from the data where information is missing. Key highlights and insights are detailed below:

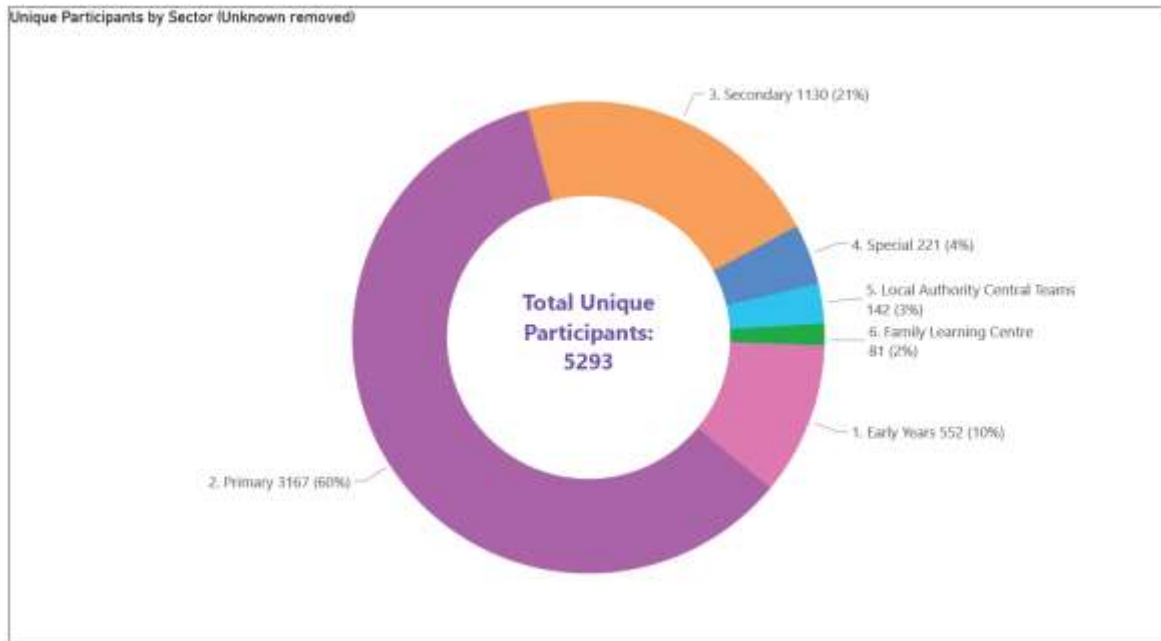
In the 23/24 academic session, our sign-up data was the following:

- Our offering has generated 10,443 sign-ups/engagements.
- Where name information is available, we have engaged with 5,536 practitioners.
- Just over 1600 practitioners (1619) have signed up for more than one of our events.
- We have engaged with practitioners from 954 different organisations. This includes:
 - 266 early years establishments
 - 497 primary schools (91% of all West Partnership Primary Schools).
 - 108 secondary schools (100% of all West Partnership Secondary Schools), and
 - 38 special schools (78% of all West Partnership Special Schools)
 - In total, we have had engagement with 92% of all West Partnership schools.

Below is a geographical representation of our current outreach, covering primary, secondary, and special schools along with their practitioners. This visualisation does not include the early years, central teams, and family learning centres that have also participated in our programmes during the 2023-24 period:



The visual below provides an overview of the number of known participants by sector. The numbers here are smaller than the true figure due to the issues around data collection detailed at the start of this section.

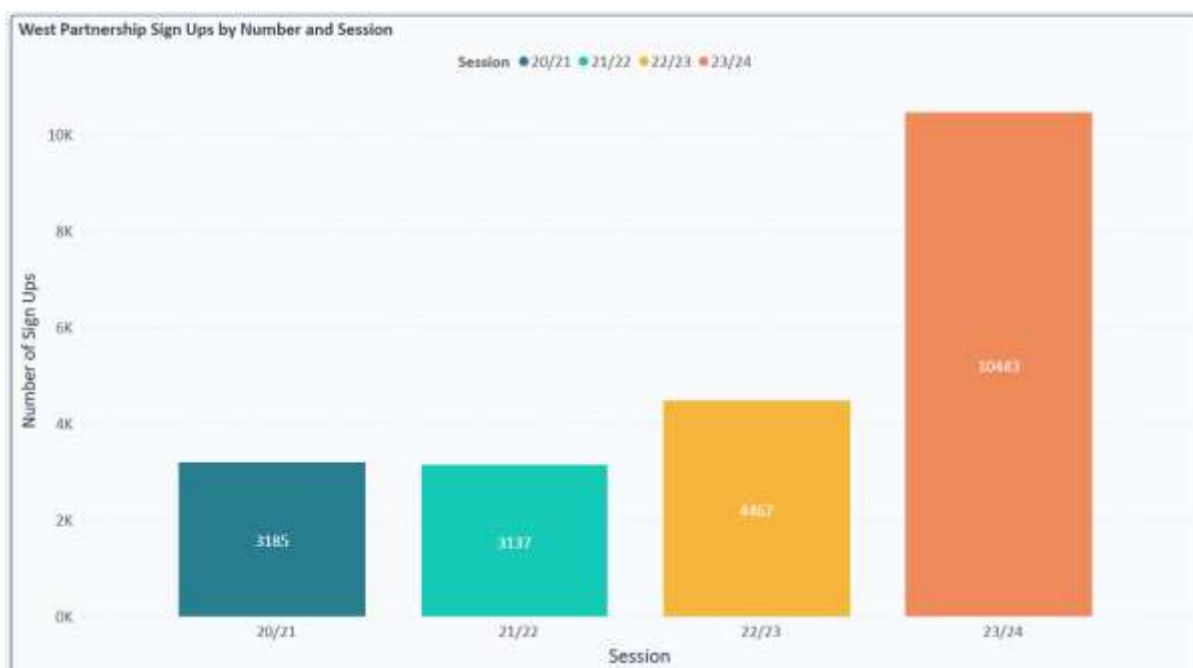


Primary practitioners make up most of our participants (60%). A quarter of participants come from the Secondary (21%) and Special (4%) sectors. We also had over 600 practitioners from early years and family learning centre settings. Just under 150 local authority central team staff engaged with the West Partnership this session. The table below provides an approximate calculation of what proportion of all staff in each sector engaged with the West Partnership this session.

Sector	Number of West Partnership Practitioners	Number of Unique Sign Ups	Known Percentage Engagement
Primary	8896	3167	36%
Secondary	8717	1130	13%
Special	1060	221	21%
All exc ELC	18673	4518	24%

The figures presented in the table are minimum figures. In addition to these figures, we also have 140 named individuals with no establishment, and therefore no sector, as well as approximately 2000 unnamed engagements. These figures also count whole school programmes such as Improving Our School as a single count of the person who signed up. West Partnership primary and secondary schools have, on average, 16 and 80 members of staff respectively.

The limitations and nuances of sign-up data means that the measure with the least caveats remains total number of sign-ups. The visual below shows the progress in sign up numbers over the last four sessions:



The 23/24 figure of 10443 marks an increase of 134% on the previous session and 227% on the figure achieved in 20/21.

Evaluation Framework – Three Drivers of Improvement

In previous sessions, the evaluation framework was enhanced to better showcase the added value and collective impact of the partnership activities. By establishing clear outcomes and measures for various workstreams, three common themes emerged from the evidence. These themes led to the creation of the three drivers of the improvement evaluation framework. These drivers are defined below and summarised in diagram 1.

Driver 1: Facilitating various forms of collaboration.

We acknowledge that while collaboration is essential in our system, its forms must necessarily vary. Some collaborations may involve brief interactions, while others require ongoing collaborative efforts in specific areas of interest. This variation is crucial to meet the diverse needs of practitioners. Some prefer relatively light-touch associations and networking opportunities, while others need more intensive, sustained co-production activities on important shared topics.

Driver 2: Enhancing practitioner knowledge, understanding and confidence.

Our region includes over 19,000 practitioners, accounting for about 36% of all practitioners in Scotland. We aim to enhance the knowledge, understanding, and confidence of practitioners at all levels, from newly qualified teachers to those in senior positions. This enhancement is inherently tied to our collaborative efforts. With a wealth of expertise and experience across our eight authorities, the partnership plays a crucial role in facilitating the exchange of knowledge and sharing of best practices.

Driver 3: Supporting practice change at various levels.

Our collaborative efforts and goal to drive practice change are supported through partnership activities. Influencing practice change at all levels of the system is a key aspiration for the West Partnership. This includes how teachers deliver in the classroom and how local authority central teams interact across our region. Consequently, we view partnership activities as enabling practice change through a dynamic approach that targets all practitioners, regardless of their role.

[insert drivers model that was used in the 22/23 report]

DRAFT

Practitioner Enhancement – Evaluation Evidence

As detailed above, enhancing practitioner knowledge, understanding and confidence is a key process in our approach to improvement. Each of our programmes has clearly outlined outcomes which set out the purpose of the work and, where appropriate, the measures used to understand if the purpose of the work has been achieved. At times this is about improving practitioner knowledge in an area of emerging interest. At other times it is about enhancing confidence in a particular area. The table below highlights the evaluative evidence gathered this year and the numbers of practitioners noting an improvement in one or more of the areas (knowledge, understanding or confidence):

Workstream	Session Name	Number of evaluations	No Improvement	Improvement	Percentage Improved
Curriculum, Learning, Teaching and Assessment	Assessment and Moderation (Various)	304	151	153	50.3%
	Higher Applications of Maths CLPL	50	1	49	98.0%
	Pedagogy Partnerships	68	5	63	92.6%
	Primary Curriculum	36	9	27	75.0%
	Principles of Effective Practice (4 Sessions)	318	65	253	79.6%
	Secondary BGE	15	6	9	60.0%
	Spotlight on Effective Practice (4 Sessions)	159	39	120	75.5%
Leadership, Empowerment and Improvement	West Partnership Maths Conference	119	2	117	98.3%
	CSI Essay Submission	80	0	80	100.0%
	CSI Presentation Submission	16	0	16	100.0%
	Differentiation	71	12	59	83.1%
	Effective Feedback	71	8	63	88.7%
	Effective Questioning	89	2	87	97.8%
	IOC Assessment	81	18	63	77.8%
	IOC Day 1	118	4	114	96.6%
	Learning Intentions and Success Criteria	70	10	60	85.7%
	Metacognition and Creative Classrooms	54	2	52	96.3%
Wellbeing for Learning	Thinking About Headship Final	25	0	25	100.0%
	Towards CSI	76	1	75	98.7%
	ADHD Strategies	189	32	157	83.1%
	ASN BGE	16	3	13	81.3%
	ASN HT	13	5	9	69.2%
	ASN Senior Phase	21	1	20	95.2%
	Assessment ASN	32	4	28	87.5%
	Attendance CAR (3 sessions)	129	12	117	90.7%
	Children's Rights - What, Why, How	53	8	45	84.9%
	Co-Reg and De-esc	125	14	111	88.8%
	Digital Strategies	68	4	64	94.1%
	Developmental Language Disorder	145	5	140	96.6%
	Family Learning ASN	35	9	26	74.3%
	Family Learning Enquiry	53	6	47	88.7%
	Family Learning ESOL	16	0	16	100.0%
	Foundations of Family Learning	30	9	21	70.0%
	IMP LP	44	3	41	93.2%
	Inclusion in EY Settings	27	3	24	88.9%
	Keeping Trauma in Mind CAR	9	1	8	88.9%
	KTPA	46	2	44	95.7%
	Play in Response to Trauma	159	10	149	93.7%
	Primary Circle (3 sessions)	86	4	82	95.3%
	Rights and Resources	39	3	36	92.3%
Secondary Circle (3 sessions)	35	1	34	97.1%	
YA Leaders Training	28	0	28	100.0%	
YBM	38	0	38	100.0%	
Young Leaders of Learning	104	3	101	97.1%	
West Partnership Totals		3360	477	2884	85.8%

In total we received just under 3400 evaluations where pre-post style questions were asked on the impact of the session on knowledge, understanding or confidence. Just under 2900 evaluation respondents said they had experienced an impact – meaning that 86% of all respondents said the session had had an impact. Of the 46 programmes in the table, many of which had more than one associated session or activity, 24 had over 90% of their respondent’s claiming improvement.

Workstream Illustrations

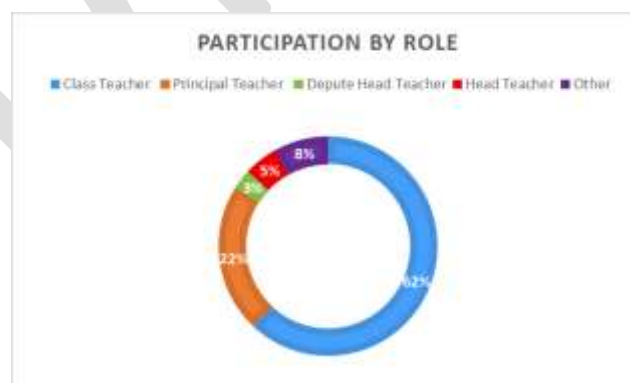
In the sections below, we present an illustration of work undertaken in each workstream. These illustrations demonstrate elements of the three drivers through projects delivered by the workstreams. Both quantitative and qualitative data is presented as well as suggested next steps.

Curriculum, Learning, Teaching & Assessment Illustration – Pedagogy Partnerships

This session, the CLTA Workstream facilitated the delivery of a professional learning activity dedicated to enhancing pedagogical approaches across our eight Local Authorities. Pedagogy Partnerships was developed in response to a request from Workstream colleagues. Underpinning this ask was a focus on features of highly effective practice as outlined in the ‘*Spotlight on Effective Practice*’ series and examined more deeply in ‘*Improving our Classrooms*’.

The programme was written and developed by the Workstream Lead Officer and an Education Scotland colleague. The activity leans on the work of Simon Breakspear and Bronwyn Ryrie-Jones’ ‘*Teaching Sprints*’ framework. Essentially, the activity is a mentored approach to developing highly effective learning and teaching practices in a particular area using a model of practitioner enquiry.

In terms of reach, 122 practitioners from across the West Partnership signed up across 3 Cohorts of Pedagogy Partnerships. Participants were evenly spread across both Primary (45%) and Secondary sectors (48%), with the remaining 11% of participants coming from other sectors. Participation by role shows that the programme was of interest to mainly classroom teachers. However, participation of Principal Teachers and Senior Leaders shows the flexibility of the programme in promoting, not only pedagogical approaches in individuals but at departmental/faculty level and across the whole school.



Evaluation Data

Evaluation data indicates that practitioners have significantly improved their understanding of the framework and pedagogical strategies for high-quality learning and teaching as a result of

participating in the programme. Practitioners also reported increased confidence in the process and the features of highly effective practice.

An impressive 100% of respondents across the three cohorts stated that the knowledge gained from the sessions would lead to changes in their practice. Additionally, 100% of respondents expressed that they would recommend West Partnership professional learning events after participating in the programme.

Participants also provided qualitative feedback. Consistent with the quantitative data, many practitioners noted how the sessions had positively impacted their knowledge and confidence. Practitioners were asked how the learning from this event would allow you to alter your practice. Below is a selection of feedback from a range of practitioner types:

'The useful and informative information learned on this training has allowed me to make small changes to my practice, with great results and positive impact. The learning has motivated me to carry out teaching sprints beyond the training and hopefully carry out CLPL sessions with staff members within my establishment.'

'It has given me the confidence to try new things. Hearing from colleagues about what works gives me the confidence and willingness to try it. I feel that knowing what works makes me more likely to try it.'

'It has been incredibly useful to work collegiately with practitioners in other subjects and from the primary sector, to learn about different approaches. Although I focused on questioning in my sprint, I have taken note of activities to adapt and use in relation to retrieval and differentiation.'

'Pedagogy Partnerships has reignited my love for teaching. Allow me to re-focus on most important aspect of job, pupils, L&T and have confidence to make changes'

Case Studies

Two of our participants have offered testimonials of how their engagement in the programme led to impact on their practice.

Deborah Robertson – Principal Teacher from Glasgow City Council

I attended the Sprints West Partnership training in November 2023 and started my first Sprint with a focus on Learning Intentions and Success Criteria. The process seemed so achievable and the idea that you focus on the tiny shifts made for success in the middle of the busy and chaotic school calendar. My personal sprint process went well I could see those tiny shifts but the biggest learning experience was the engagement in professional dialogue, learning from other colleagues' honest experiences is true professional learning.

I, with my other colleagues involved went on to lead the Sprints process across the school, training 12 teachers who then went on their own 'sprint' again the evaluations demonstrated that staff felt empowered by the process and almost everyone agreed that it was achievable alongside the busy work day. The impact on our young people was evident in our school classroom observations, learner conversations and SIP monitoring paperwork, but also in what staff in the school said about the sprints process.

We have now trained over 100 members of staff in the Sprints process and all have completed their first 'Sprint'. Moving forward we have started preparing for our next

sprinting session in the new term, where staff can choose their focus from Glasgow Pedagogy. Through my experience leading sprints across the school, it was evident it allows staff to work collaboratively and engage in professional discussions and observations that get us talking about and improving learning and teaching.

Lauren Baillie – Secondary Practitioner from East Renfrewshire Council

As a practitioner involved in the first cohort of the West Partnership's Pedagogy Partnerships programme, I selected retrieval practice as my area of focus for a 'Teaching Sprint'. As retrieval practice is largely based on improving knowledge, I discussed with colleagues about what 'knowledge' we consider to be important for success in Higher English. We concluded that improving their knowledge of language techniques would be most beneficial and I subsequently created a list of thirty techniques that I wanted them to learn. I started off with the creation of a knowledge organiser which outlined all the key information they needed – this was the knowledge I wanted them to learn and then retrieve. Over the course of the next six weeks, I then incorporated retrieval practice tasks regularly into my lessons, including challenge grids, retrieval pyramids, cloze passages, retrieval relays, and brain dumps.

Before I started the 'Sprint' I quizzed the pupils in the class on the thirty language techniques. The class average was 41%. I then asked them to complete the same quiz at the end of the six weeks (having completed a wide variety of retrieval practice activities) and the class average had increased to 81%. Pupils demonstrated more confidence and a greater ability to identify and analyse these language techniques. With such astounding results, my department have now created knowledge organisers for all year groups and have incorporated regular retrieval practice tasks into our curriculum.

I am grateful for the opportunity the Pedagogy Partnership has afforded me as it encouraged me to focus on an aspect of my teaching practice that might have otherwise been neglected in the busy school year. Although it was a small change I made in terms of my day-to-day teaching, it had a massive impact on the confidence and attainment of the young people in my class.

Next Steps

In Session 24/25, we are facilitating two cohorts of Pedagogy Partnerships, prioritising the sustainability of the activity. We invite past participants to deliver sessions to new cohorts, a highlight that is always welcomed. The willingness of participants to return, coupled with the positive quantitative and qualitative data, underscores the high regard for the programme. As evidenced in the case studies above, schools are adopting this framework as a sustainable approach to enhancing pedagogy and promoting short-term, manageable practitioner enquiry, which has been met with enthusiasm by practitioners across the West.

Leadership, Empowerment & Improvement Illustration – *Improving Our Programmes and Change to Practice*

The West Partnership's *Improving Our...* set of programmes and activity is developed by and for teachers and leaders across the eight local authorities (LAs). All the programmes and groups that drive them have the same focus on improvement through:

- the effective use of **evidence** and **enquiry** to drive change;
- high quality **self-evaluation** undertaken collectively and individually;
- improving **learning and teaching**;

- a relentless focus on **equity and excellence** for all children and young people; and
- developing **networks** and working **collaboratively across boundaries**.

The programmes and groups that are included in the *Improving Our...* improvement activity are:

1. Improving Our Classrooms (IOC)

IOC is for teachers in the primary, secondary and ASN sectors. It is the only remaining free Masters' Level provision for teachers in Scotland. Those who successfully complete the year-long programme are awarded 30 Masters' Credits and/or General Teaching Council Scotland (GTCS) Professional Recognition. IOC is driven and delivered by a group of experienced headteachers and local authority officers. Over 100 teachers participated in IOC in 2024-25.

2. Delivering Mentorship (DM)

This programme is a year-long Masters accredited module (15 Credits). Participants who have successfully completed IOC can become mentors for the programme and undertake this professional learning module focused on group mentoring theory and practice. DM is supported and driven by a cross-authority group of experienced IOC mentors. IOC participants had over 40 mentors work alongside them in trios in 2024-25. IOC participants had over 40 mentors work alongside them in trios in 2024-25.

3. Improving Our Schools (IOS)

IOS is an establishment level programme for primary schools. This 15 month programme works across the whole school and has a much greater degree of flexibility than IOC. The focus is driven by each school's self-evaluation and data. The programme then becomes a priority in the school improvement plan for the coming session. There are inter-authority networking and sharing opportunities throughout. IOS is currently lead by two experienced primary headteachers. A reference group of headteachers is being set-up to drive and shape the programme. A total of 19 schools, with just under 300 teachers, participated in IOS in 2023-24.

4. Improving Our Departments and Faculties (IODF)

IOD/F is a 15 month programme for any department or faculty in the secondary sector. Department / faculty teams use self-evaluation and data to identify an aspect of learning and teaching and a course/level/ skill component from the BGE or Senior Phase to focus on. This is built into the improvement plan. There are inter-authority networking and sharing opportunities throughout. IODF is developed and driven by a cross-authority, multi-subject group of depute heads, principal teachers, and faculty heads. A total of 22 Principal Teachers and Faculty Heads took part in the pilot. Collectively they lead around 175 teachers.

5. Leadership of Learning Groups (LOLG)

These teacher led groups are cross-sector and cross-authority. Group members share relevant and recent expertise and experience in high-quality learning and teaching. This includes taking a critical eye to relevant policy, practice and research in specific areas of learning and teaching and ensuring the high quality of materials that support the suite of *Improving Our...* professional learning activities.

There are three main themes that emerge across the 2023-24 *Improving Our...* evaluation evidence. This would suggest that the work impacts in consistent ways for individual teachers, across whole departments and faculties and schools.

1. Networking

Developing networks and working across boundaries is one of the central tenets of this work. This is a consistent theme in the evaluations. Participants highly value the opportunities to work with others, share experiences and practice, and find solutions to common challenges. This may be beyond their classroom, school, sector and/or local authority. For example, it is common for IOC trios to still be in touch three or more years after completing the programme. There is scope to develop a stronger approach to networking across this work. It is a key factor in maintaining the relevance, quality and consistency of all the *Improving Our...* work.

“Delivering Mentorship gave me opportunities to work across LAs which was invaluable. I got so much out of those opportunities. Mentoring is difficult, it’s a trial run for leadership. It lets you find out if that’s the kind of thing you want to do with a wide network of support.”

Delivering
Mentorship participant

2. Improved use of data

This is both a consistent and very strong theme in the evaluation evidence across IOC, IOS and IOD/F. This year 93% of the teachers in IOC reported both increased confidence and use of data, last session this number was 94%. Headteachers who have had multiple teachers go through the programme over a number of years described this as an empowering experience for teachers who were much more able to actively ask and answer ‘so what?’ and bring the solutions. The Fact, Story, Action approach to tracking is included in all the programmes. Almost all participants stated they intended to keep using it. This applies to individual teachers, whole departments/faculties, and schools. This will continue to be a focus. It would now be beneficial to expand the examples of this framework in use.

‘Teachers’ participation in the IOS professional learning initiative enables them to carefully analyse their class data and plan children’s next steps in learning well. Teachers are growing in confidence using the effective ‘fact, story, action’ approach to identifying the learning needs of individual children.’

St John the Baptist Primary School inspection report, IOS participant

3. Focus on improvement in the classroom

Participants in IOC, IOS and IOD/F very frequently described the programmes as being built around a strong focus on direct impact in the classroom that is based on local self-evaluation evidence and data. They stated that this gave a very high level of relevance, practicality and impact to what they did as a result of taking part. The self-reported IOC evaluation data from the last two years (see tables below) demonstrates participants’ perspectives on the impact on their practice and the learners they work with. This correlates with the case studies and presentations they submit.

Impact on students	2022-23	2023-24
Attainment	95% increased	94% increased
Student attitude to learning	94% stated improved	96% stated improved
Student engagement	95% stated improved	95% stated improved
Student confidence	100% stated improved	99% stated improved

Impact on teachers	2022-23	2023-24
Use of data	94% stated increased	93% stated increased
Understanding of focus area	94% stated improved	100% stated improved
Confidence to change practice	96% stated improved	98% stated improved
Skills as a teacher	96% stated improved	99% stated improved

“The ownership for improvement now goes back to the department so it's more real. We're still trying to make it more relevant. We have a bit to go with this. There is a clear link between our self-evaluation, learning teaching assessment and professional learning.”

Principal teacher, IOD/F

IOC has been developed over a period of more than ten years and delivered exclusively across the West Partnership for the last five years. Focus groups with past participants, including headteachers, mentors and teachers suggest that the impact in the classroom can also be seen over the longer term.

“The skills from IOC are not optional, it was needed in my school, teachers felt empowered in their own classrooms as a result. They were able to talk robustly about what they had planned and trialled. This has given me a school of leaders. Staff have blossomed in terms of their pedagogy and their leadership.”

Headteacher of a school where all staff have done IOC over the last 5 years

The data suggests that the balance between programme structure and local flexibility is working well. The further development of the groups to develop and drive the programmes should be a priority over the coming months to maintain this when the funding comes to an end in March 2025. There is also scope to further develop explicit connections with both the *Spotlight Sessions* and *Pedagogy Partnerships*. This has the potential to build a strong, coherent professional learning offer for pedagogy that can:

- meet a range of different requirements over the short and longer term;
- work flexibly for the range of contexts across the eight West Partnership local authorities; and
- provide networked learning opportunities for teachers, middle and senior leaders.

In summary, the *Improving Our* programmes are supporting practitioners to make changes to practice at classroom, department, and school level. Evaluative data continues to suggest that almost all participants benefit from engaging with the programmes. Qualitative data suggests that these benefits are stimulated through programme facilitated networking, improvements in the use of data and ultimately in improvements within the classroom.

Wellbeing for Learning Illustration – Improving Attendance via Collaborative Action Research (CAR)

According to the Scottish Government (2022), regular attendance is strongly correlated with higher attainment levels, an ongoing focus for all local authorities and their establishments across the West Partnership. Regular school attendance helps pupils build critical social skills and relationships, fostering a sense of community and belonging (Reid, 2017). Absenteeism can lead to social isolation, making it harder for students to reintegrate and engage with their peers. We know that schools provide a structured environment where children can access mental health resources and support systems. Regular attendance ensures that pupils benefit from these services, helping them to manage stress and emotional challenges (Kearney & Graczyk, 2020).

Efforts to improve attendance rates should be multifaceted, reflecting the wide range of contributory factors experienced by our learners and their families. The challenge for resource limited establishments is to select the most appropriate intervention/strategy to have the desired impact. Kearney et al (2019) states that full attendance through to school refusal can be considered as a spectrum that can be used as an early warning system to initiate support. This means that establishments must be responsive to the evolving nature of pupil presentation, with robust processes in place to target and support families.

The Wellbeing for Learning workstream created a collaborative action research project focused upon bringing together research, data, and evaluation expertise to inform and support establishments in making such an informed decision. Collaborative action research was selected as the most appropriate vehicle for this professional learning activity because it enabled establishment leads to work together to identify, implement, and evaluate strategies that would refine their processes, procedures and practices, tailored to their context and community.

In terms of reach, 64 participants who signed up represented 7 out of the 8 local authorities within the West Partnership. For 21 of these participants, this was the first West Partnership event they had attended. Primary and Secondary sectors were evenly represented, with 52% of participants from Primary and 44% from Secondary. Local Authority leads made up the remaining 5% of participants. The programme was aimed at practitioners who had a responsibility for attendance and/or pastoral care, many of whom also held remits which focused upon family engagement or learning.

The format of the programme included in-person and online sessions and ran from the end of November 2023 until May 2024. The in-person sessions took place over 1 full day and 2 morning sessions. Day 1 introduced the national picture, data analysis, self-evaluation and the process of collaborative action research. Morning 2 developed this professional learning by providing targeted support in each of these areas to establishments as required to further their research. Morning 3 provided those in attendance with a chance to share their learning and the impact upon learners and their families. Optional online check-in sessions were available throughout the programme, providing participants the opportunity to sense check their research, to review interventions and to share good practice with others.

Evaluation Data

Of those attending the in-person sessions:

- 100% found them to be useful;
- 100% stated they were well organised;
- 98% found the duration to be sufficient. Those who found it insufficient, wished for it to be longer, with more time to discuss with colleagues; and
- 100% stated they supported them to change their practice.

How did the professional learning support alterations to practice?

To have a more robust attendance policy - filter this throughout the school so all staff are following the same procedures. Pupils and families will be aware of policy and procedures.

I will now be able to analyse data more thoroughly to find trends and to target interventions more accurately to make best use of limited resources.

Reflecting with colleagues in other local authorities has helped highlight some gaps in the attendance procedures/policies in my own local authority.

A focussed idea to address target group attendance. It's been great to get that focus for such a potentially overwhelming issue.

What was most beneficial?

The data spreadsheet was fantastic, with all the slicers. A great piece of work which will be such a great help moving forward. Good to talk to colleagues in other schools and local authorities.

Networking with teaches from different and authorities and the information presented by the different speakers.

The speakers and sharing the resources available - interactive attendance guide, self-evaluation and all the links within this. Time to discuss and share with colleagues.

Being able to clarify my thinking around my project and identify a target group. Professional dialogue with colleagues across the West Partnership and sharing good practice.

Case Study – St Brides Primary School, Glasgow

The school community of St Bride's Primary School in Glasgow experiences high levels of poverty, with 54% of learners living in SIMD deciles 1 and 2. Most pupils have English as an additional language, with 16 different languages spoken, and 46% are from the Gypsy/Traveller Community.

Depute Head Teacher, Fiona Buchanan, attended the CAR programme and worked through the Assess, Plan, Do, Review process.

1. **The Assessment phase** began by analysing a whole school attendance report, where overall attendance was 84.24%. From this they:
 - Identified pupil groups with attendance below 90%;
 - Identified pupils with attendance between 60% - 80%; and
 - Identified classes with highest % of pupils with attendance between 80% - 90%.

2. **The Planning phase** triangulated data from the wider school community, including:
 - Attendance Cards – shared with teaching staff, clerical staff and parents/carers;
 - Creation of pro forma to gather and monitor data;
 - Use of knowledge and insight of families working with Family Support Worker;
 - Phone calls/meetings with parents and carers;
 - Using Forth Valley West Lothian RIC Toolkit for School Evaluation;
 - Data analysis from SEEMiS – Codes;
 - Pupil conversations supported by use of the Glasgow Motivation and Wellbeing Profile; and
 - Weekly 100% Attendance recognition.

Fiona and her school team noted lowest and highest attendance months, looking for trends in relation to cultural or home circumstances. Unauthorised absences were significantly higher than those that had been authorised and these were further analysed.

3. **Within the Doing phase**, pupil attendance was labelled Red, Amber and Green by attendance percentage, and a range of actions were used to support pupils in these groups. These included: parental meetings, pupil meetings, bespoke interventions, telephone calls, home visits, and regular communication with parents.

As recommended by the CAR programme, Fiona selected the 'amber' cohort, those with 80% - 90%, for the Targeted Intervention Group (TIG). Through their interventions, such as music lessons during school day, after school clubs and improved parental understanding of procedures for daytime appointments, they have seen:

- 50% of TIG pupils have increased attendance;
 - 1 pupil has achieved over 90%;
 - Increased understanding of reasons for absences; and
 - Increase in parents informing school of absences.
4. Moving into the **Review phase**, the team are going to focus upon:
 - Identifying the 'pull factors'
 - Pupils
 - Staff
 - School age childcare project - Pilot
 - Parental Communication
 - Focus on August attendance
 - Expectations for 24/25 session
 - Xpressions App
 - Class Timetables
 - Reasonable adjustments to motivate and encourage attendance
 - Nov/Dec and March dips and what can be done to avoid these

End of Programme Evaluation

Nineteen participants attended the final sharing learning session and 100% strongly agreed that they had learned from speaking with colleagues that day. When considering their attendance target group pupils, quantitative data found that:

- 100% had experienced improvements in wellbeing outcomes;
- 95% had improved relationships with families;
- 95% had improvements in learning experiences.;
- 95% perceived increases in attainment and/or achievement;
- 100% had improved attendance rates; and
- 100% stated that the Attendance CAR project supported them to create a robust, intelligence-driven plan to tackle attendance concerns.

Concluding qualitative statements highlighted what made the programme so effective:

The ideas and resources generated by the West Partnership CAR project have been really useful in our focus on improving attendance.

A really worthwhile opportunity to access high quality CLPL and link with colleagues from other authorities.

The collaboration and the pace was very helpful. The support given helped with the success.

Participating in the CAR project has been so beneficial in providing time to plan and organise interventions.

West Partnership Research and Knowledge Exchange

In addition to supporting the dissemination of knowledge and expertise around our system, the West Partnership has also played a key role in knowledge creation itself. In 2023/24 we completed two pieces of work which address emerging issues in our system. Firstly, we completed our two-year project in evaluating the impact of the 1140 hours policy on children, young people, families and practitioners in our region. Secondly, we completed an overview of Artificial Intelligence and its potential impacts on education.

Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy at a West Partnership level. The project aimed to understand what impact the policy has had within our region. Aside from understanding the impact on children and their families, the research also aimed to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. The research is now complete and will be launched in August 2024. The infographic below provides an overview of the key qualitative findings from the research.

[INSERT Appendix 1 here]

Artificial Intelligence – Implications for our system

Artificial Intelligence (AI) and its application in education has become a growing concern and source of interest for schools worldwide. Research and feedback from teachers indicated a need for support in understanding how AI works, its potential uses, and the issues that both teachers and pupils must consider. During the 2023/24 academic session, the West Partnership conducted a pilot programme with teachers across the region to demonstrate how this technology can enhance learner experiences, manage teacher workload, and highlight key issues such as bias, accuracy, and data protection.

Before this academic session, a review of the literature on AI in education, specifically aimed at teachers, was produced. The findings from this review emphasised the importance of both educators and pupils developing AI literacy to ensure this technology can be used safely and effectively. This led to the creation of an AI toolkit, structured similarly to the review, which would enable practitioners to identify their strengths and areas needing further development as a department or school.

Between November 2023 and February 2024, a total of 27 schools participated in this pilot programme. Each local authority within the West Partnership was represented, as well as the primary, secondary, and ASN sectors. After delivering sessions 1 and 2 in November and December, all participating teachers were given access to the AI review and toolkit. The West Partnership sought feedback after each session and conducted a follow-up survey in February to measure the overall impact of each resource.

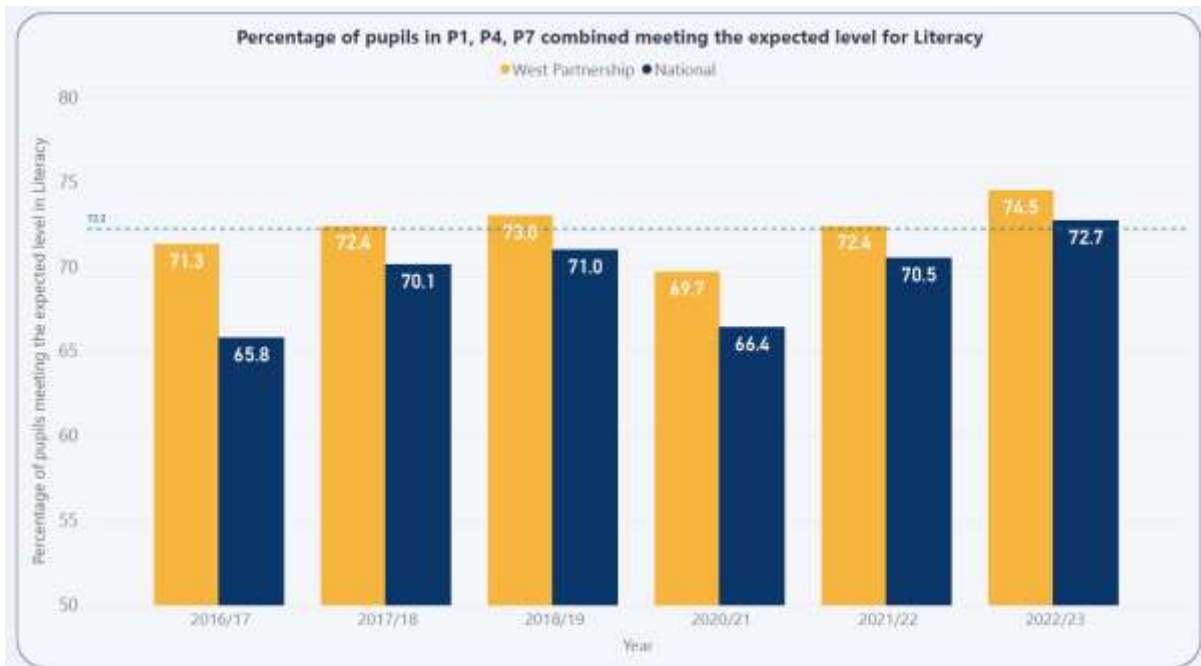
Key findings from the feedback gathered from practitioners are as follows:

- Prior to attending the first AI session, practitioners rated their understanding of AI at 4.3 on average (1 being poor, 10 being excellent). After attending the second session, this increased to an average of 7.7.
- When asked to rate how beneficial each session was on a scale of 1-10 (1 being not beneficial, and 10 being very beneficial), practitioners rated session 1 at 8.9 and session 2 at 8.7 on average.
- After attending session 2, 100% of practitioners either agreed or strongly agreed that they can better define what AI is, they have improved their knowledge of how they can use AI in the classroom to support learning experiences, and that they hope to explore this technology further both individually, and with their colleagues.
- By the end of session 2, 81% of practitioners had explored or researched AI and its use in education further. This included testing resources cited during the sessions such as Quizalize and ChatGPT, to see how these would fit in their class, and using pupil voice to evaluate how these resources could enhance learning experiences.
- Qualitative feedback from these surveys indicated that practitioners felt more prepared to implement and discuss AI with their class, and that the review and toolkit would be useful to support them with exploring this technology further as a school/department. Some examples of feedback from teachers can be seen below:
 - *Brilliant session. New ideas. Walking away with things to try/share. Always a positive.*
 - *Great introductory session and the emphasis on AI literacy at the start is so important to drive home the importance of seeking to develop in this area further.*
 - *Very insightful- I came in a sceptic and now going to look at ways I can use it!*
- Several schools have experienced difficulties with accessing AI resources due to restrictions within their local authority. Discussions with one school also highlighted differences across subjects, with some AI tools being more effective in certain subjects than others.

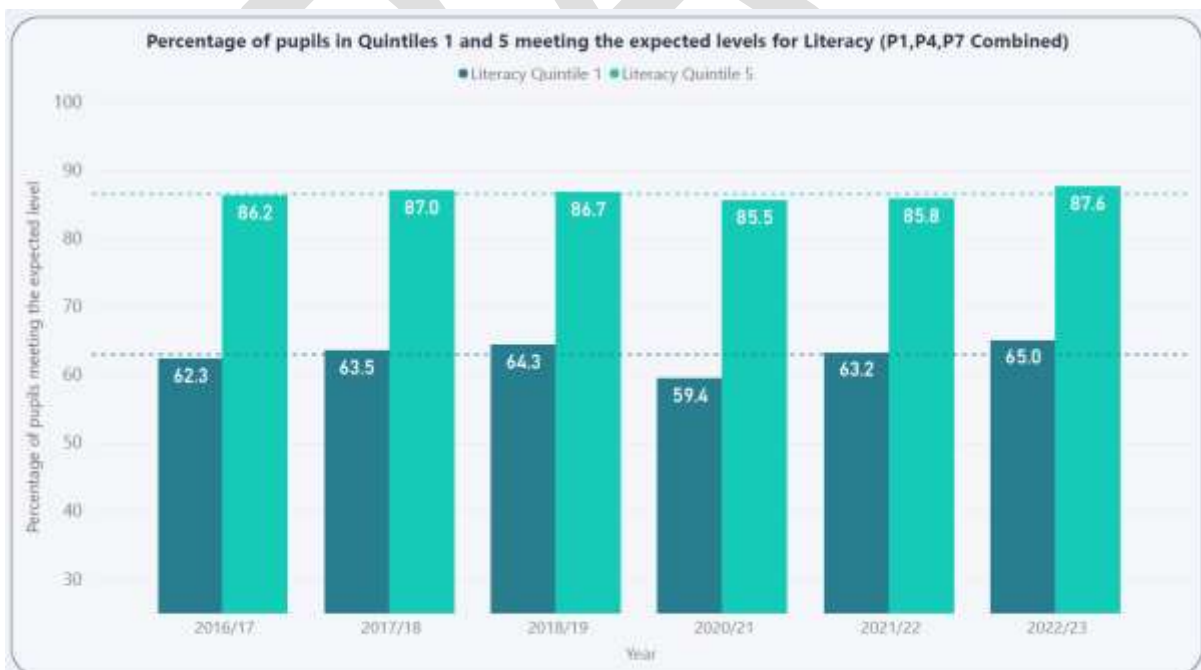
How did the West Partnership compare?

The sections below draw on several of our critical indicators to evaluate progress in key outcome measures. These indicators are broken into three sections: 1) Broad General Education (BGE), 2) Senior Phase and 3) Leavers Destinations.

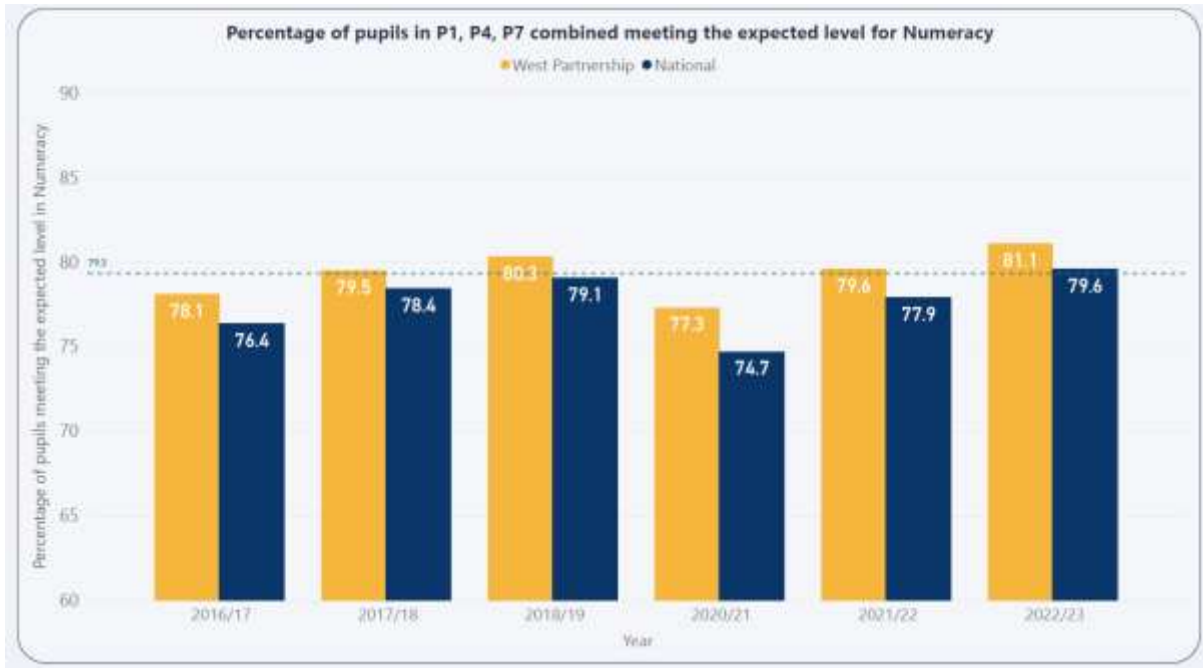
Broad General Education (BGE)



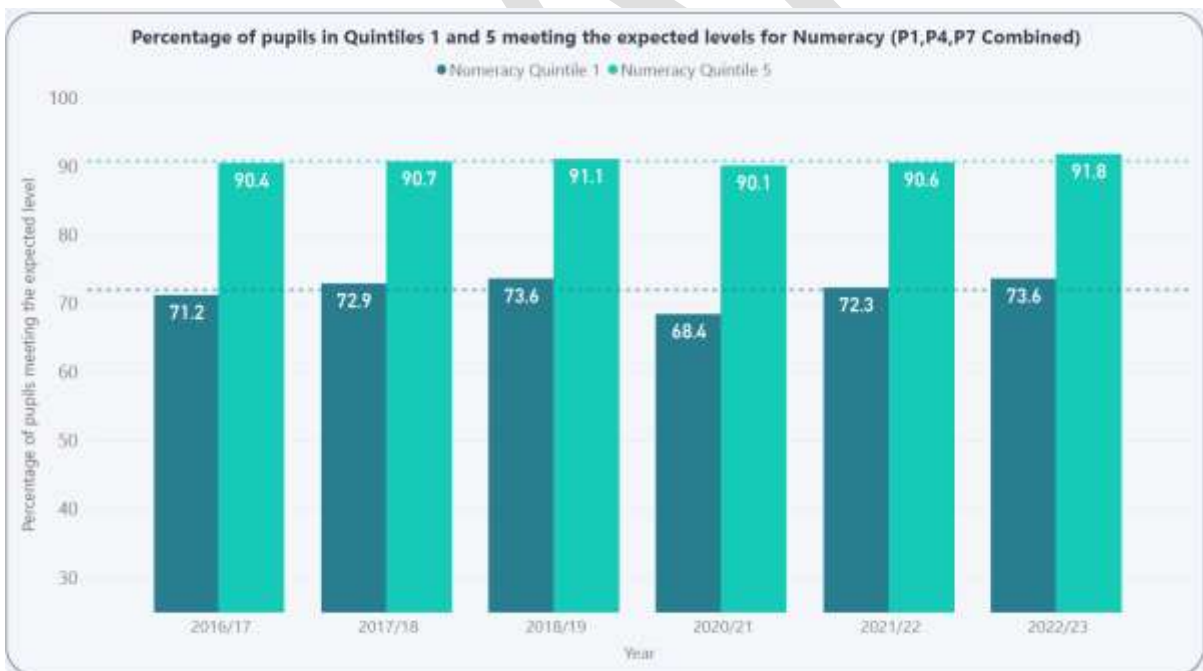
Data from 22/23 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from a low of 69.7% in 20/21 to 74.5% in 22/23. This figure is now above the last pre-pandemic session (18/19) the highest it has been in the last 6 sessions. West Partnership BGE literacy rates continue to be higher than national figures – an outcome replicated in each of the last 6 sessions.



Whilst both groups improved on 21/22 figures, the attainment gap between Quintile 1 and Quintile 5 primary pupils in literacy remains at 22.6% points. This is down from an attainment gap high of 26.1% points experienced in 20/21 but remains higher than the pre-pandemic low of 22.4% points in 18/19. Both Quintile 1 and Quintile 5 learners achieved their highest level of performance over the last 6 sessions in 22/23.



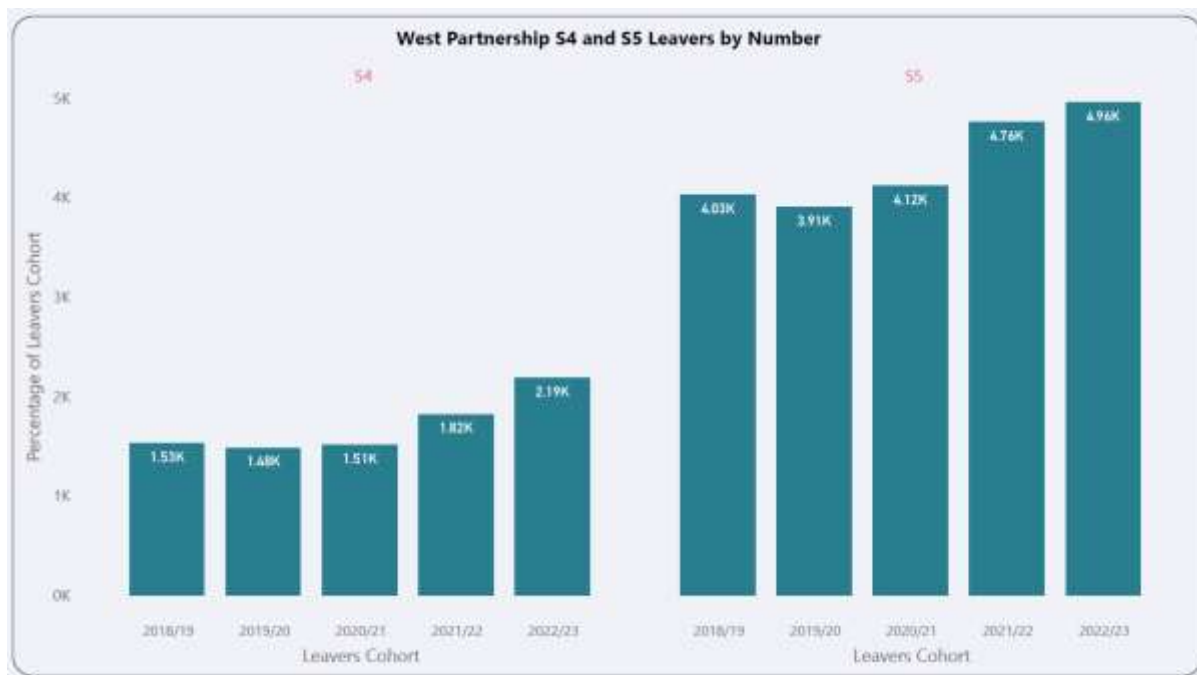
Data from 22/23 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from lows of 77.3% in 20/21 to 81.1% in 22/23. This figure is above the last pre-pandemic session (18/19) and the highest it has been since 16/17. West Partnership primary pupils continue to be more likely than all Scottish pupils in meeting the expected level for Numeracy.



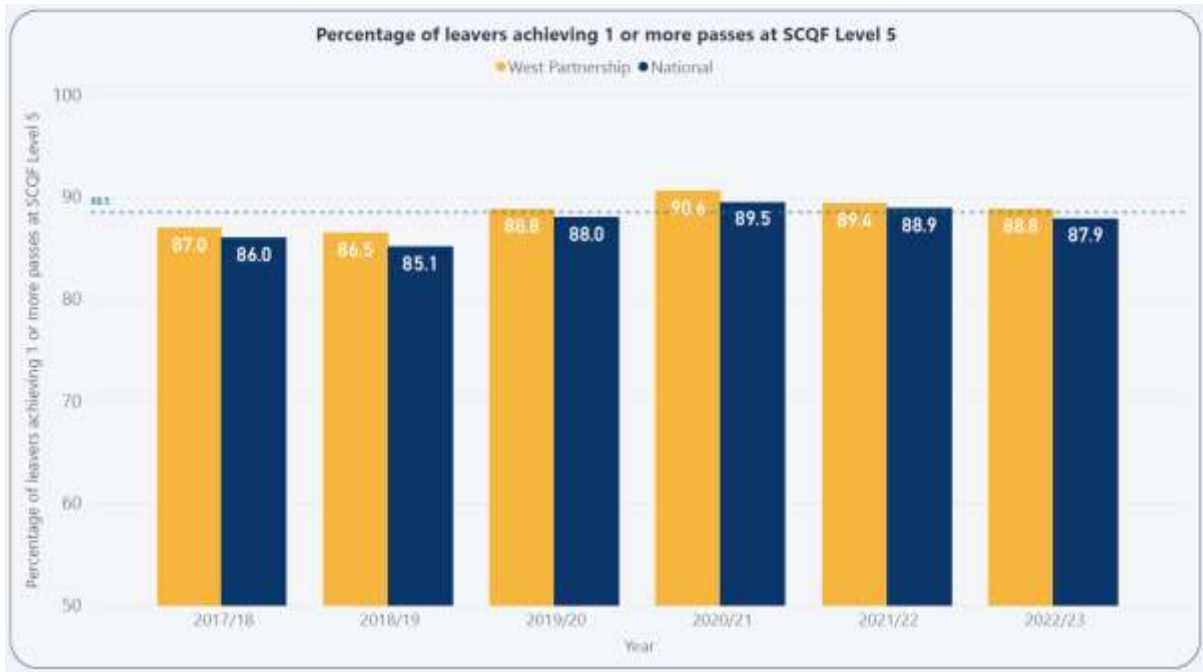
The attainment gap between Quintile 1 and Quintile 5 primary pupils in numeracy has fallen 0.1% points to 18.2% points. This is down from an attainment gap high of 21.7% points experienced in 20/21 but remains higher than the pre-pandemic low of 17.5% points in 18/19. Quintile 5 learners achieved their highest level of performance over the last 6 sessions in 22/23 whilst Quintile 1 learners matched their best performance (18/19).

Senior Phase

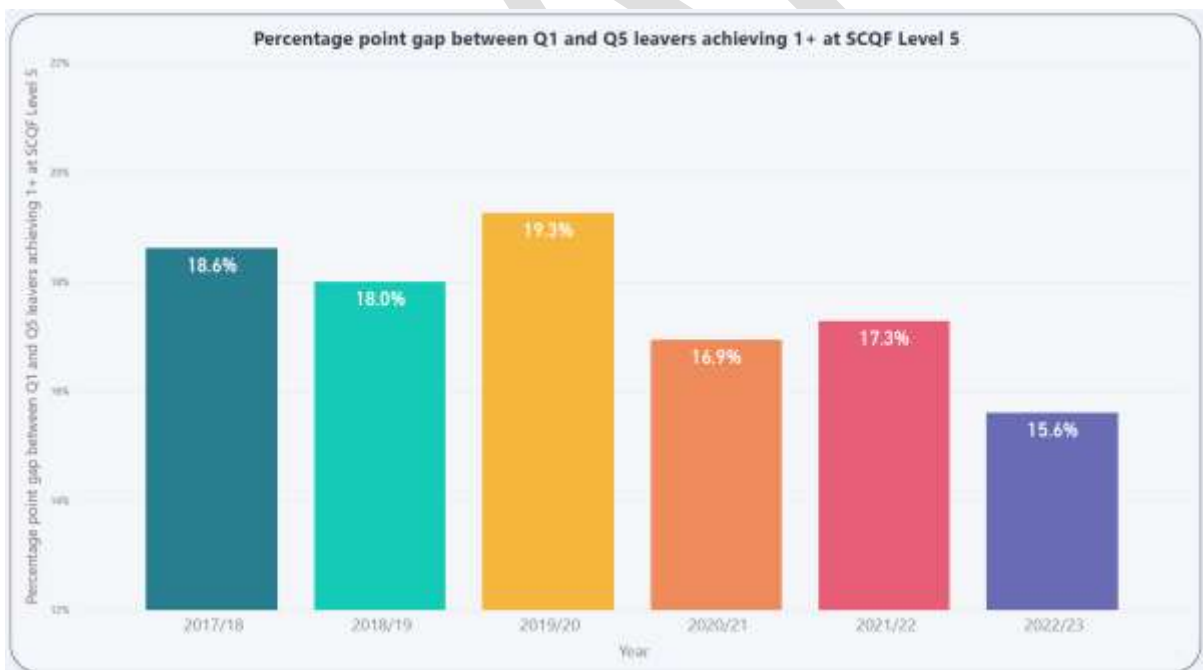
Performance at senior phase has been impacted by a number of factors in the last few sessions. For example, a variety of assessment models have been used over the previous four academic sessions. As such, caution should be noted in making year on year comparisons. Furthermore, indicators which use leavers cohorts have also been impacted by the changing nature of when our young people have left school. The visual below shows how the number of S4 and S5 leavers has changed considerably over the last 5 sessions:



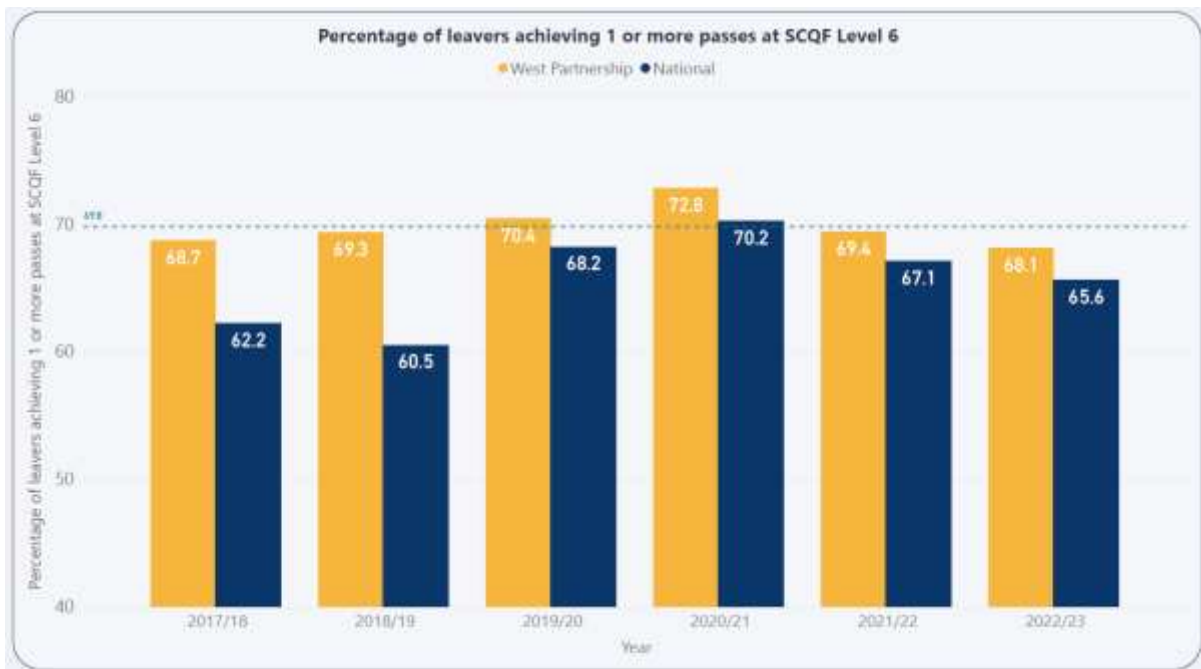
Between 18/19 and 20/21, approximately 1.5k S4 leavers and 4.0k S5 leavers left school each year. This has increased considerably over the last 2 sessions, with 2.2k S4 leavers and 5.0k S5 leavers in 22/23. This marks an increase of 46% for S4 leavers and 25% for S5 leavers. The effect of the increase in S4 and S5 leavers has meant that the proportion of all leavers who left after S6 has fallen to 62% in 22/23 from 68% in 20/21. The increase in the proportion of leavers from S4 and S5 means that our Level 6 measures in particular are impacted as these learners have had less time to accumulate Level 6 awards.



The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 0.6 percentage points to 88.8% from 89.4% in 20/21. The 22/23 figure continues to be higher than the average of 88.5% over the last 6 sessions. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole. This outcome has occurred in each of the last 6 sessions.



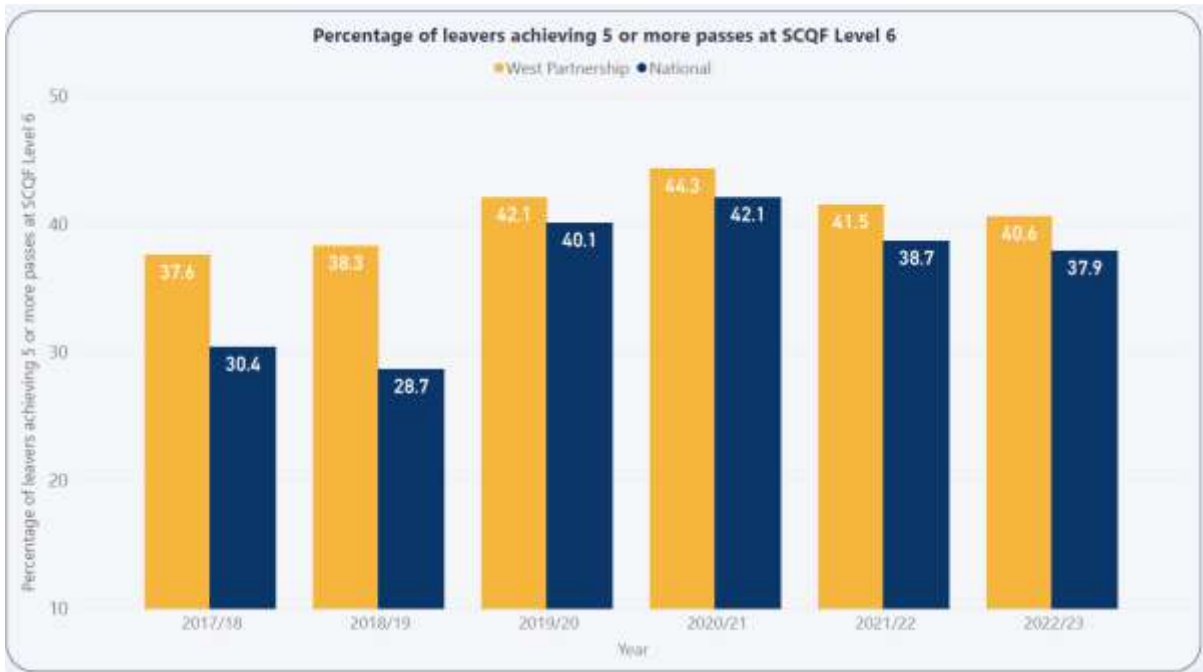
Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 1 or more passes at SCQF level 5. The attainment gap of 15.6% points is the lowest it has been across the last 6 sessions and marks a fall of 3.7% points on the highest gap recorded in 19/20. The West Partnership has a smaller attainment gap than the national figure (16.6% points) in this measure.



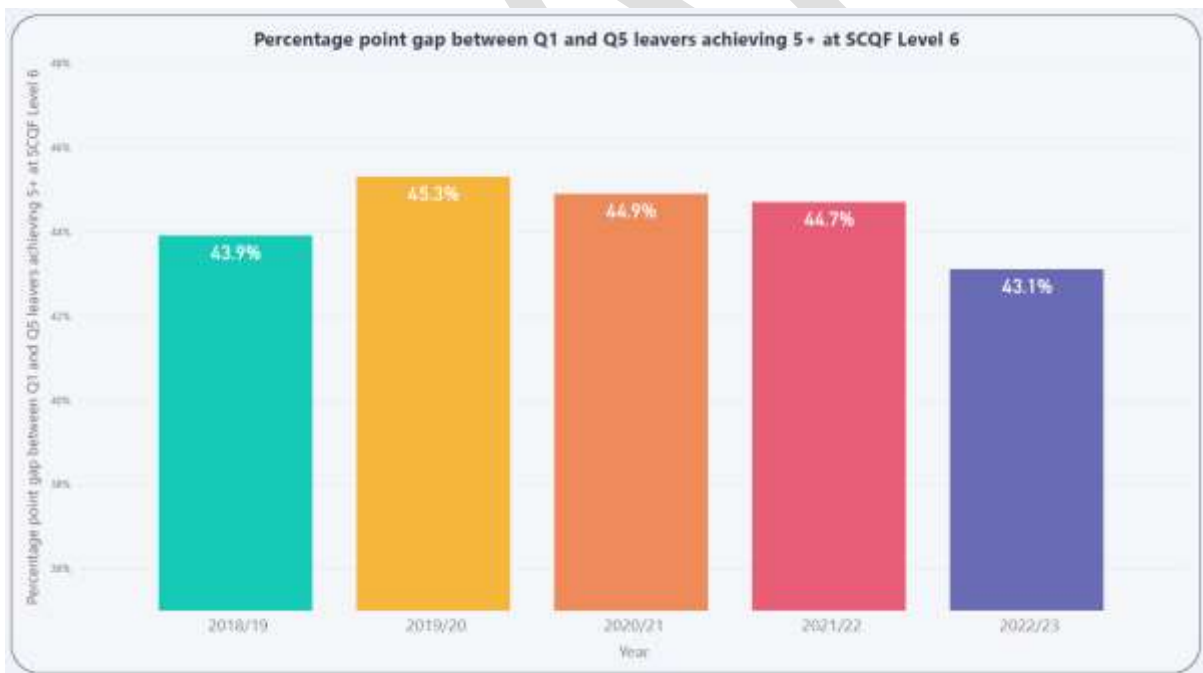
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 1.3% points. The figure of 68.1% is now below with the last session which had a traditional model of assessment (18/19). It should be noted that the leavers cohort of 18/19 had a higher proportion of its leavers finishing school after S6 than the 22/23 leavers cohort. West Partnership school leavers continue to outperform the national figure on this measure.



Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 1 or more passes at SCQF level 6. The attainment gap of 32.6% points is the lowest it has been across the last 6 sessions and marks a fall of 5.3% points on the highest gap recorded in 17/18. The West Partnership has the same attainment gap than the national figure in this measure. Nevertheless, both Quintile 1 and Quintile 5 groups outperform the national figures (Q1 = 55.0% West Partnership and 51.5% Scotland – Q5 = 87.6% West Partnership and 83.1% Scotland)

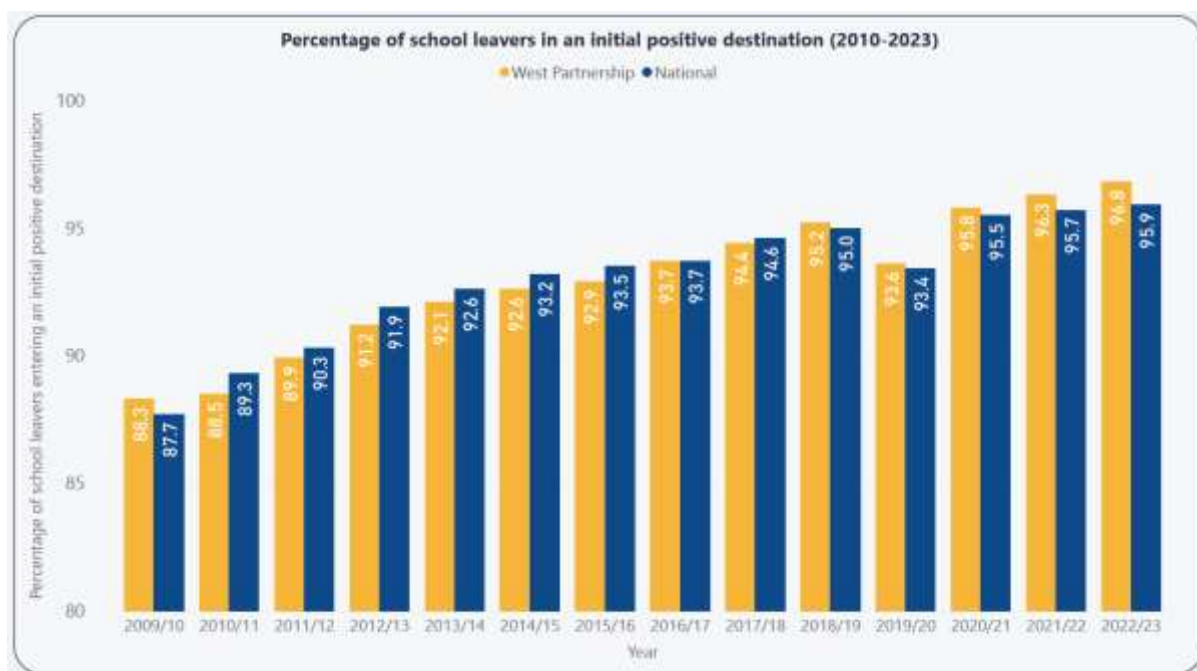


As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 21/22 figures. The figure of 40.6% for 22/23 is a 3.7%-point decrease from the high of 44.3% in 20/21. The 22/23 figure remains higher than the last pre-pandemic session of 18/19. As in other senior phase attainment measures, a higher percentage of West Partnership leavers achieving this standard than their national peers.

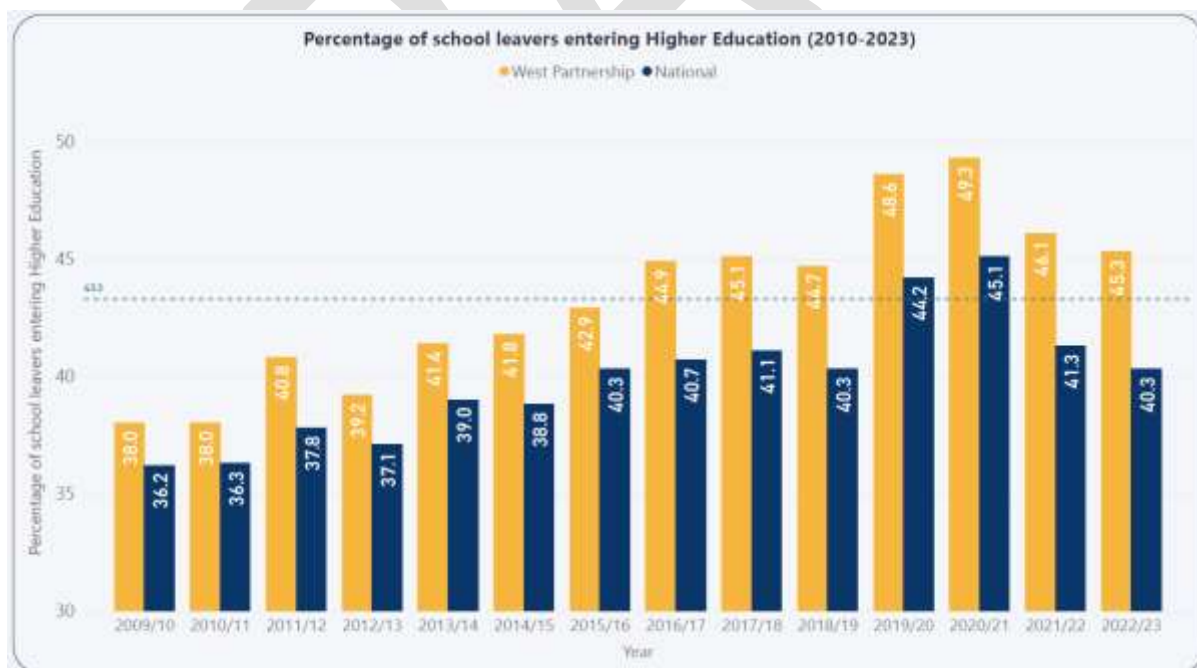


Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 5 or more passes at SCQF level 6. The attainment gap of 43.1% points is the lowest it has been across the last 5 sessions and marks a fall of 2.2% points on the highest gap recorded in 19/20. The West Partnership has a smaller attainment gap than the national figure (47.9% points) in this measure. Both Quintile 1 and Quintile 5 groups outperform the national figures (Q1 = 24.9% West Partnership and 22.0% Scotland – Q5 = 68.0% West Partnership and 59.9% Scotland)

Leavers Destinations

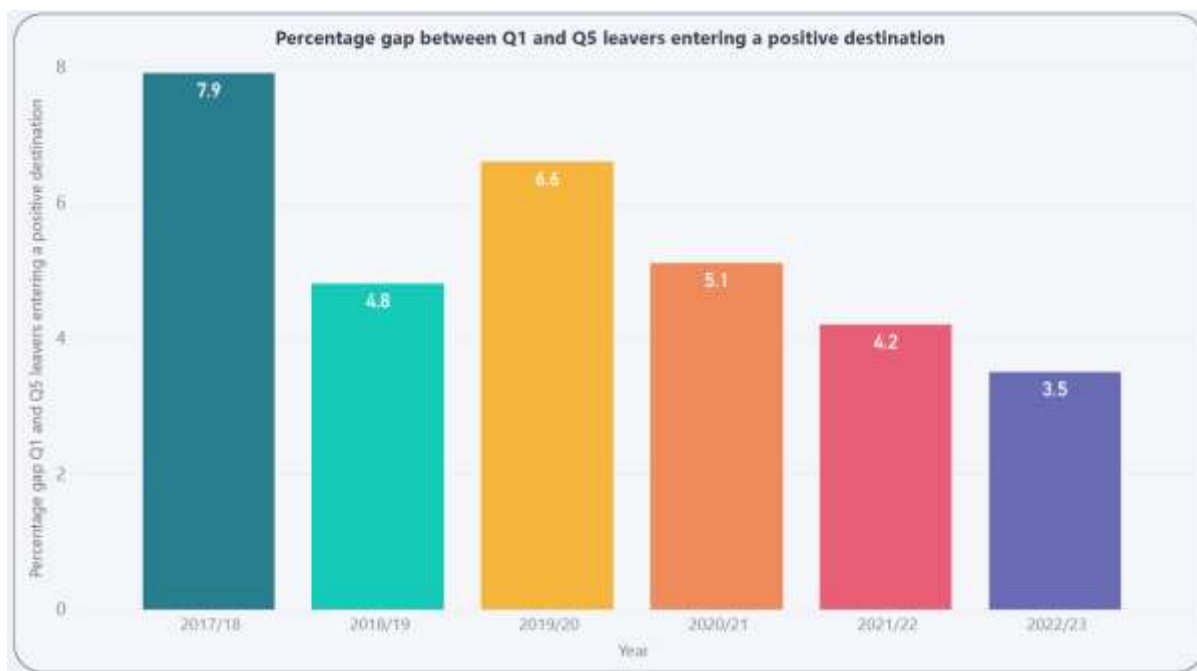


The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.8% continues the progression from 88.3% in 2010. For the fifth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.



The percentage of West Partnership leavers entering Higher Education has fallen to 45.3% in 22/23, down from historic highs of 49.3 in 20/21. This is likely to be a result of a higher proportion of leavers coming from S4 and S5. Furthermore, when looking at S6 leavers only, the percentage entering HE increased from 65.2% in 21/22 to 66.2% in 2023. Nevertheless, the overall figure of 45.2% is higher than all pre-pandemic leavers cohorts and remains above the average figure of

43.3%. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers.



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 21/22 and is the lowest it has been in the last 6 years. The West Partnership destinations gap of 3.5% points is very slightly below the national figure of 3.6% points.

Critical Indicators

Our critical indicators below serve as benchmarks to evaluate the collective impact of the West Partnership. They should be considered as measures that, if our efforts are successful, will improve due to our interventions. Our drivers of improvement describe the mechanisms through which we aim to influence our system, while our critical indicators reveal if we are making an impact.

Last session, we made several small changes to better align our critical indicators with our values as a Regional Improvement Collaborative. First, in this evaluation report, we have themed our critical indicators around our values of *excellence, equity, and empowerment*. Although many of our measures could fit more than one of these values, we have labelled each by what we believe is their primary value. Second, we reinforced our commitment to equity by adding a few key measures. Critical indicators related to the poverty-related attainment gap and the educational outcomes of looked after young people were added last year. Updates to all these indicators can be found below:

Indicators	Excellence, Equity or Empowerment	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 Value	2022-23 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)		73.0	**	69.7	72.4	74.5
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1

% of leavers achieving 1 or more awards at SCQF Level 6 or better	Excellence	69.3	70.4	72.8	69.4	68.1
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy		22.4	**	26.1	22.6	22.5
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	17.5	**	21.7	18.3	18.2	
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better	Equity	39.6	36.9	34.8	33.4	32.6
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in literacy and numeracy		34.7	35.7	34.4	34.0	33.5
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8% ¹		N/A
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		N/A
Number of Practitioners accessing professional learning opportunities provided by the West Partnership ²		TBC	3185	3137	4467	10443
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	85.1	85.3	85.8
% of establishments evaluated as good or better for leadership of change	Empowerment	73	*	*	91	81 ³
% of establishments evaluated as good or better for learning, teaching, and assessment		71	*	*	88	85 ⁴

¹ In 2023, the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. These values will only be updated biannually, with 2 years of data combining to form a more reliable sample.

² Whilst attainment figures are always a session behind, figures for accessing professional learning are presented for current sessions. For example, the 22/23 figure of 10443 above is for those who attended in 23/24 – the reporting period of this annual report.

³ Based on 31 inspections taking place between June-23 to July-24

⁴ Based on 65 inspections taking place between June-23 and July 24

Conclusion

This year, the Partnership has made significant progress in promoting equity, excellence, and empowerment across the West, as demonstrated throughout this report. We observed a notable increase in sign-ups for our activities, indicating a strong demand for professional learning opportunities and suggesting that West Partnership activities continues to meet these needs.

Our comparison visuals and critical indicators show progress in most areas across our system. Positive destination figures have reached their highest levels, and attainment across all measures is as good as or better than pre-pandemic levels. However, further work is needed to address the decline in attendance across all sectors, an issue being tackled through our CAR projects on attendance. School inspection data also continues to outperform pre-pandemic results.

Our progress has also been recognised externally by research from the Robert Owen Centre (ROC) for Educational Change. In their Phase III Reflections on the Partnership Recovery to Renewal: Reimagining the Future (2022) report, ROC findings complement our internal evaluation, providing a robust, triangulated approach to assessment. Key findings included:

- A strong culture and ethos of collaboration;
- Demonstrable transformative system change;
- Networks building collective agency and capacity at all levels; and
- Added value to local authorities, resulting in significant leadership and learning and teaching developments.

Collectively, we continue working towards ensuring the best outcomes for every child and young person in the West. Equity, Excellence, and Empowerment encapsulate the culture we aim to embed, enhancing the efforts of each local authority to continuously improve our schools and outcomes for our learners.

The West Partnership

Improvement Plan 2024-25

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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INTRODUCTION

As the Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2024-25 and how we will continue to support a networked learning system going forward.



In our plan last year we set out to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours – our focus was on ensuring impact in all of our playrooms and classrooms. Our Evaluation Report 2023-24 highlights the very good progress we have made as a partnership in improving learners’ experiences, attainment and achievement across the 8 Local Authorities. For example, over the last 12 months, over 10,000 practitioners accessed professional learning opportunities provided by the West Partnership, an increase from around 4,500 the previous year. As a result, we reached at least 24% of all practitioners with 643 schools and 266 ELC centres benefiting from our professional learning. Of the staff engaging with our offer, 86% reported that an increase in their knowledge or confidence.

The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.8% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%. In addition, we have continued to see an increase in the percentage of primary pupils (based on P1, P4 and P7 combined) achieving the expected levels in literacy and numeracy to 74.5% and 81.1% respectively, in both cases above the latest national values. At the same time, there has also been a small decrease in the primary attainment gap between our Quintile 1 and Quintile 5 learners in both literacy and numeracy. The evidence is clear, by working in partnership, collaborating across our authorities we are able to add value, enhance our own individual efforts and achieve outstanding results.

As we look forward, challenges do exist as we seek to continue to collaborate, learn from one another and provide support for practitioners across the partnership. Our challenge, is to ensure that we focus on the priorities and programmes that will add the most value and that we prepare the networks well to support collaborative activity in 2025-26 once the Scottish Government funding has ceased.

To support this transition the Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It continues to be underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. Foster collaboration on a variety of levels;
2. Provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,
3. Stimulate change to practice, impacting positively on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work in partnership with colleagues from Education Scotland and other Regional Improvement Collaboratives to achieve our key objectives and continue to improve outcomes for all our staff and learners.

Mark Ratter, Regional Lead Officer, West Partnership

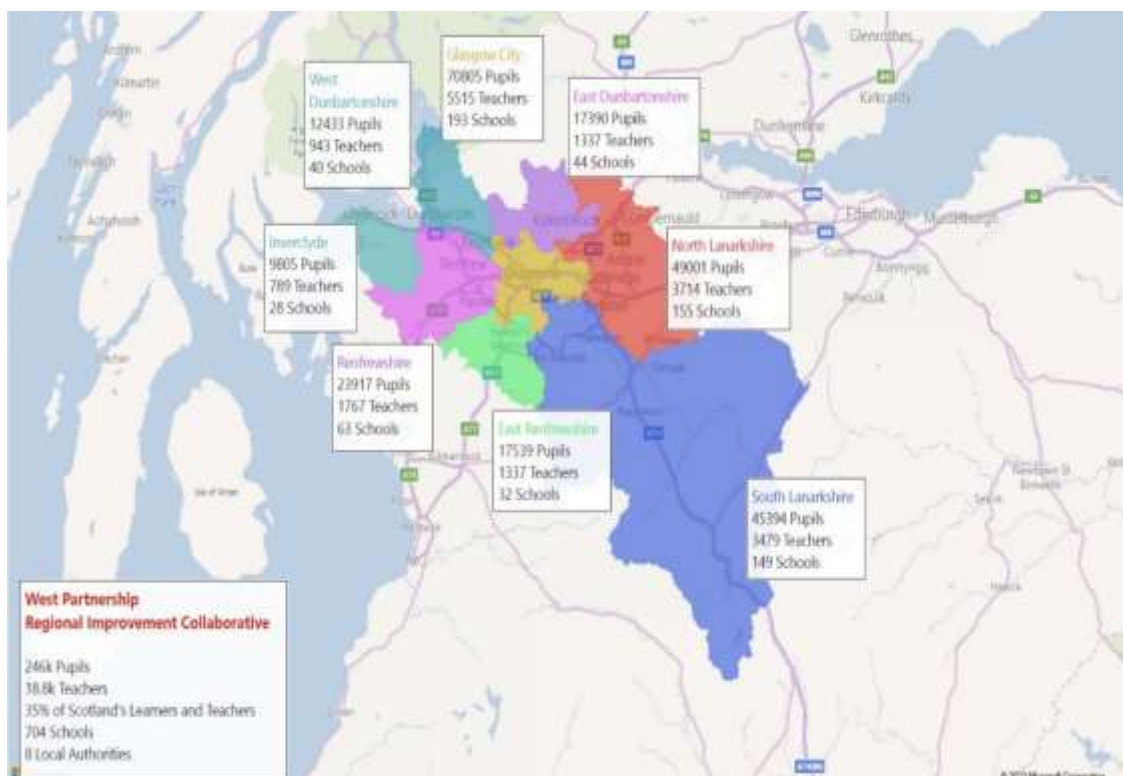
WEST PARTNERSHIP VISION AND CONTEXT

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.



GOVERNANCE AND OPERATIONAL STRUCTURES

CONTEXT

The West Partnership (WP) Regional Improvement Collaborative (RIC) has been established since 2018 and received Scottish Government funding to support the staffing and resourcing of a core team who plan, facilitate and evaluate the work of the RIC. In November 2023, the Cabinet Secretary for Education and Skills announced the intention to taper funding for the six RICs during the 2024-25 financial year. Thereafter, funding from Scottish Government will cease. This has prompted an early and thorough evaluation and review of programmes, networks and structures, to identify what can add the most value during the 2024-25 year of tapered funding. We have also considered how the remaining core team support local authority colleagues and collaborative activity beyond Scottish Government funding.

REVIEW OF GOVERNANCE AND OPERATIONAL STRUCTURES

The West Partnership core team and directors have taken time to review and reflect on the effectiveness of the existing governance and operational structures, to ensure the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities. Changes to the structures were identified as necessary due to several key factors:

- The reduction of Scottish Government funding to 50% of the previous year's grant;
- The reduction of the personnel in the WP Core Team, from 15 full and part time officers to 7;
- The demanding financial context in local authorities and implications for staffing; and
- The changing role of Education Scotland and its relationships with regional activity.

For the year 2024-25, it has been agreed that the following structure will support ongoing regional collaborative activity:

West Partnership Board

- 8 Directors / Chief Education Officers
- Senior Partnership Officer
- Professors Chapman and Donaldson, Glasgow University

Wellbeing for Learning Workstream	Leadership, Empowerment & Improvement Workstream	Curriculum, Learning Teaching & Assessment Workstream
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Planning, Evaluation and Reporting Support and Challenge	Finance Group
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Central Officer / Practitioner Reference Groups*

*A range of practitioner reference groups have been established in the last year. These will be strengthened and augmented to allow the continued activity of the partnership and to ensure the work stays as close to the learner as is possible.

WEST PARTNERSHIP BOARD

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

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

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

FINANCE GROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability, as well as streamlining financial procedures across the partnership. They also provide advice on staffing and other resource issues, as required. The partnership is supported further by a local authority finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

THE WEST PARTNERSHIP DELIVERY MODEL

THE WEST PARTNERSHIP APPROACH

Our approach within the West Partnership is underpinned by the development of a Networked Learning System; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery.

The work of the West Partnership is predominantly delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with The West Partnership core team.

For 2024-25, the three workstreams continue to be:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment.

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the West Partnership Improvement Plan. This team has reduced in size by more than half for the coming year, to reflect the tapered Scottish Government funding. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board. Impact on leaders, practitioners and, most importantly, on learners is paramount and rigorously measured. They ensure that all activities and opportunities for colleagues across the collaborative, provide added value to what is on offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system. In the coming year, the role of central officers and practitioners will also strengthen and grow further as we plan for 2025-26, when the collaborative work of the partnership no longer receives Scottish Government funding.

SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work is also supported by the partnership's data officer.

Specialist Networks have been reviewed and again been planned across all three workstreams. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2024-25 include networks for:

Gaelic Officers and HTs	ASN HTs	Senior Inclusion Officers
Community Learning & Development Officers	Home Education Officers	English as an Additional Language Co-ordinators
Literacy Officers	Assessment Co-ordinators	Maths Officers

Over the course of 2024-25 session, changes to the strategic and operational model used to support the work of the partnership will take place. The role and purpose of Specialist Networks, may also change and grow. These changes will be made collegiately with those involved and the Board.

DEVELOPING THROUGH CONSULTATION

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

The West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a programme of forensic self-evaluation was undertaken during 2023-24 following the announcement of tapered funding. It has been even more important than ever to identify what is working well and adding value, to allow us to effectively streamline the WP offer.

The Senior Partnership Officer and three Workstream Lead Officers spoke with a wide range of stakeholders and undertook a series of self-evaluation activities to allow a set of scenario planning documents to be created. These were explored in depth by the Directors of Education / Chief Education Officers during a development day, at a number of Board meetings, and for the basis of the Improvement plan for 2024-25 and beyond.

Feedback has been synthesised, analysed and shared with the Board and the Glasgow Regional Education Committee. It informs the plan for session 2024-25.

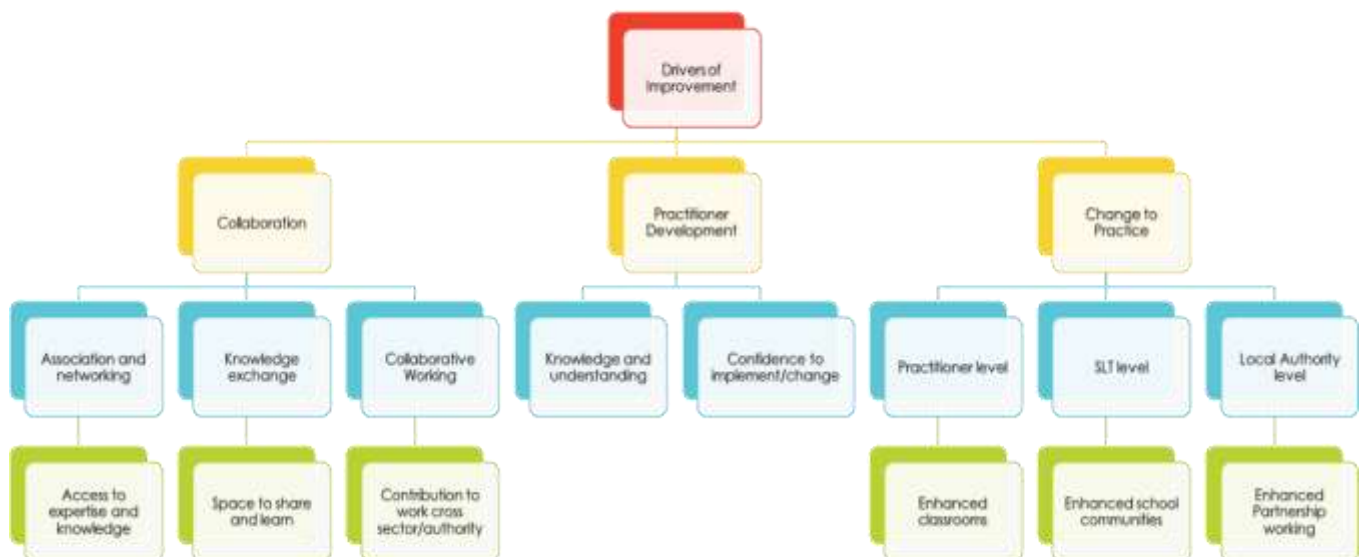
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

The Evaluating and Reporting Lead Officer retained overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan during 2023-24.

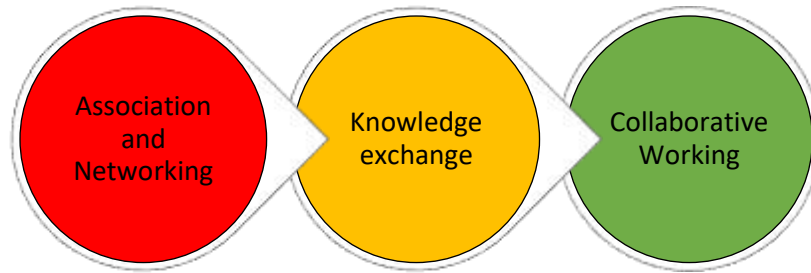
This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but specifically on impact in the classroom or playroom. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session/ programme, ensure appropriate and robust evidence is gathered systematically and evaluated.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers:



The first driver, collaboration, is at the heart of the partnership's work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership's collaboration is conceptualised as occurring on a three-point continuum. The continuum is based on the available data and is presented below:



The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how 'deep' collaboration is. As such, this continuum is not intended to be a scale from 'ineffective' to 'most effective', but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership's work.

The West Partnership continued to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators during 2023-24 and external research was carried out by ROC. It offered insight into the progression of the West Partnership Regional Improvement Collaborative. The extremely positive, evidence-based findings and recommendations in the report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2024-25.

CRITICAL INDICATORS

Critical indicators tell us if we are having an impact on the system. Last session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. We strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we also included new measures on looked after young people.

West Partnership Critical Indicators 2018-2023

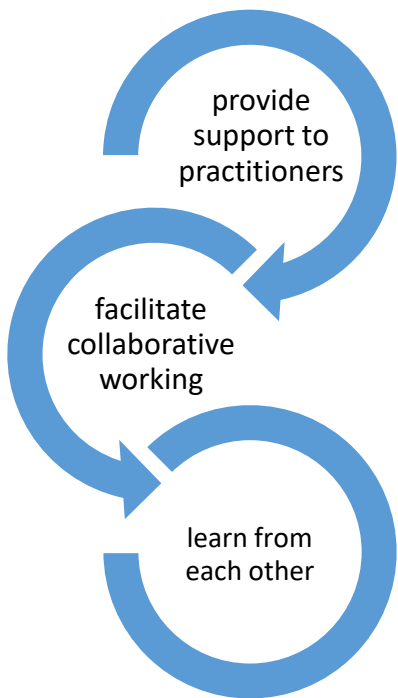
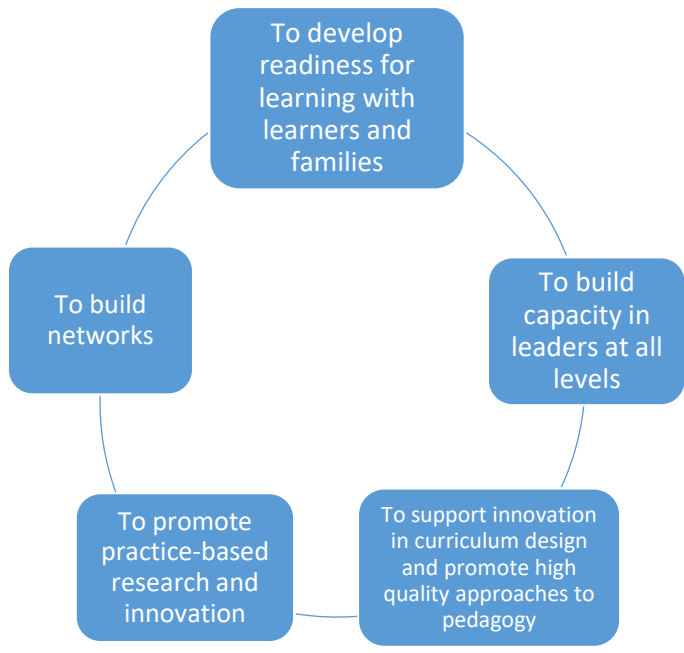
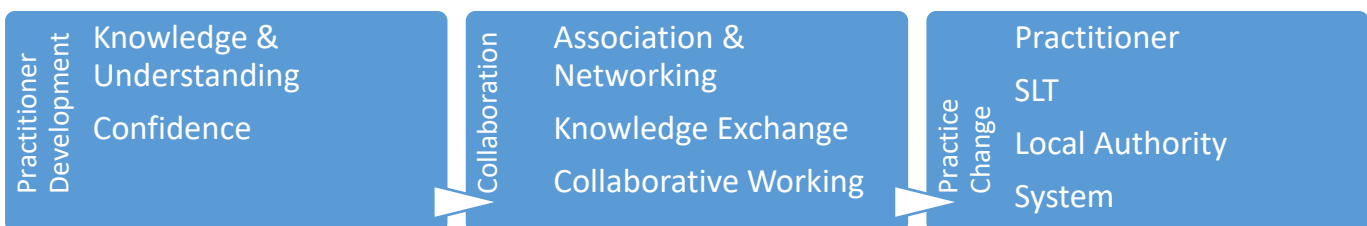
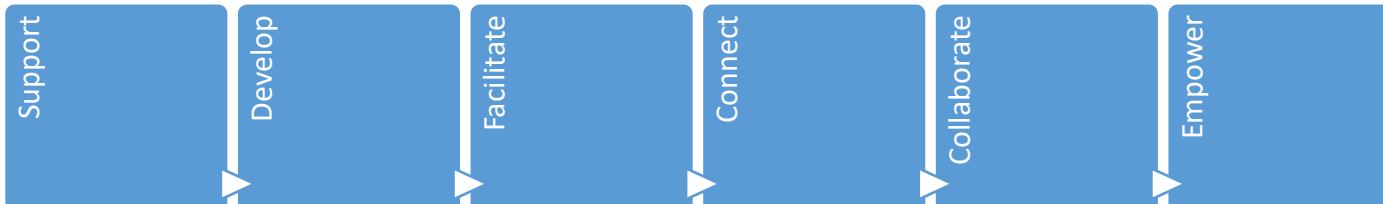
Indicators	Excellence, Equity or Empowerment	2018- 19 Value	2019- 20 Value	2020- 21 Value	2021- 22 Value	2022- 23 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	73.0	**	69.7	72.4	74.5
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1
% of leavers achieving 1 or more awards at SCQF Level 6 or better		69.3	70.4	72.8	69.4	68.1
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	22.4	**	26.1	22.6	22.5
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.5	**	21.7	18.3	18.2
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		39.6	36.9	34.8	33.4	32.6
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in literacy and numeracy		34.7	35.7	34.4	34.0	33.5
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8% ¹		N/A
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		N/A
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		Empowerment	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	NA		NA	85.1	85.3	85.8
% of establishments evaluated as good or better for leadership of change	73		*	*	91	81 ²
% of establishments evaluated as good or better for learning, teaching and assessment	71		*	*	88	85 ³

¹ In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

² Based on 31 inspections taking place between June-23 to July-24

³ Based on 65 inspections taking place between June-23 and July 24

The West Partnership Plan on a Page 2024-25

<p>Our Vision:</p> <p>By building a networked learning system, improve the learner experience, attainment and achievement across the West Partnership.</p>	<p>Our Values:</p> <p>Equity Excellence Empowerment</p>
<p>Our Purpose:</p> 	<p>Our Priorities:</p> 
<p>Our drivers:</p> 	
<p>To achieve our priorities, we will:</p> 	

WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2024-25

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Supporting Learners: <ul style="list-style-type: none"> - Keeping Trauma IN Mind –CAR - Inclusion in Mainstream – series - Attendance – CAR - Inclusive Practice in Early Learning and Childcare Settings • UNCRC (by sector) • Youth Participation: <ul style="list-style-type: none"> - Young Leaders of Learning - Youth Participation Training • Families and Communities <ul style="list-style-type: none"> - Youthlink Scotland Enquiries - Family Learning 	<ul style="list-style-type: none"> • ASN Headteachers • CLD Lead Officers • Senior Inclusion Lead Officers • PSE Secondary Officers • Home Education Officers • Attendance • Rights Education
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Thinking About Headship • Improving Our Classrooms • Improving Our Schools • Improving Our Departments / Faculties • FOCUS tool and CLPL • Delivering Mentorship • Leadership of Learning Groups 	<ul style="list-style-type: none"> • Digital Officers (led by Evaluation Officer)
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Secondary BGE Curriculum • Primary Curriculum • Spotlight on Effective Practice • Pedagogy Partnerships • Tracking and Monitoring • Assessment and Moderation • WEST OS and Digital Pedagogy • Research on Impact of 1140 hours 	<ul style="list-style-type: none"> • Assessment and Moderation • ASN Assessment and Moderation • Literacy • Numeracy • Early Years • EAL • Gaelic