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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b>	<b>15 March 2011</b>
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b>	<b>EDUC/18/11/ER</b>
<b>Contact Officer:</b>	<b>Elizabeth Robertson</b>	<b>Contact No:</b>	<b>01475 712979</b>
<b>Subject:</b>	<b>Education &amp; Communities Directorate Performance Report</b>		

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## **1.0 PURPOSE**

- 1.1 This report advises Members of progress made by the Education & Communities Directorate in achieving its objectives, relating to the work and remit of the Education & Lifelong Learning Committee, as set out in the Directorate Plan for 2010/11.

## **2.0 SUMMARY**

- 2.1 To assist in the development of the Council's Strategic Planning and Performance Management Framework, the CMT agreed to adopt a consistent approach to performance reporting to Committee on a Directorate basis.
- 2.2 Appended, (Appendix 1) is the performance report relating to the aims and objectives outlined in this revised Directorate Plan, covering August – December 2010.
- 2.3 Given the makeup of the new Directorate, the progress of the services within Education & Communities will be reported to the Regeneration and Safe, Sustainable Communities Committees as well as to the Education & Lifelong Learning Committee.
- 2.4 Only the updates to the Improvement Actions that relate to the Education & Lifelong Learning Committee have been included within this paper, for the attention of committee.
- 2.5 Absence statistics are also presented to committee as part of Directorate performance reporting. The statistics presented in this report to Education & Lifelong Learning relate to teaching staff only, as all other staff are reported within Corporate Reporting via HR&OD. Absence statistics for Inverclyde's teachers for the reporting period September – December 2010 can therefore be found in Appendix 2 to this report.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Committee:
1. Consider the progress reported in the areas of the Directorate's work that relates to the remit of the Education & Lifelong Learning Committee
  2. Take into account that the work of the Education & Communities Directorate will be reported to 2 other committees – Regeneration and Safe, Sustainable Communities
  3. Note that not all elements of the objectives identified within the Directorate Plan have been updated in this report, and that a reporting schedule for each measure has been identified as far as is possible.

**Albert Henderson**  
**Corporate Director Education & Communities**

## 4.0 BACKGROUND

- 4.1 This report from the Education & Communities Directorate provides an overview of performance and an update of progress made relating to the Directorate Plan set out for 2010-11.
- 4.2 The Education & Communities Directorate Plan 2010-11 is the Directorate's key planning document and sets out the projects and improvement actions that will be implemented in order to help the Council deliver the strategic priorities identified within the Corporate Plan, Community Plan and Single Outcome Agreement.
- 4.3 **Appendix 1** contains details of the status of all projects and improvement actions. For example, whether they have been completed, are on track, have not yet started or have slipped.

## 5.0 PROPOSALS

- 5.1 This Performance Report has been provided to inform Committee of ongoing progress – as such, no proposals have been included.

## 6.0 IMPLICATIONS

### 6.1 Finance

No financial implications

### 6.2 Human Resources

No personnel implications

### 6.3 Equalities

No equalities implications

### 6.4 Legal

No legal implications

## APPENDIX 1: KEY PROGRAMMES / PROJECTS AND IMPROVEMENT ACTIONS

### Corporate Plan Strategic Outcome 1: Educated, Informed, Responsible Citizens

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)																																							
Improve Provision and Entitlement in Inverclyde's Early Years Sector	A. Meet or exceed 2009 level of positive establishment inspections B. Review of Support Model (Psych. Services / Health etc.) C. Implement Early Years Framework D. Review Provision – Greenock East End – to inform planning E. Development of Pre 5 Establishment in Gourrock	Head of Education / Head of Educational Planning & Culture	March 2011          Update March 2011	A. No Early Years Inspections during this reporting period B. No update for this reporting period C. (2 – On Track) Early Years Framework Strategy Group continues to meet. Current workstreams: <ul style="list-style-type: none"> <li>• Inverclyde Parenting Support Strategy</li> <li>• Core Competencies for Family Support Workers</li> <li>• Action Plan for 2011 / 2012</li> </ul> D. No update for this reporting period E. (2 – On track) Refurbishment work on building continues. Scheduled opening date is December 2011																																							
Improve Attainment and Achievement in Inverclyde's Schools	A. Meet or exceed 2009 level of SQA Exam results B. Continue to improve School Leaver Destinations Rankings	Head of Education	August 2010    December 2010	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><b>A. (1 – Completed)</b></td> <td style="width: 15%;"><b>2010</b></td> <td style="width: 25%;"><b>2009</b></td> </tr> <tr> <td>Achieving English &amp; Maths in S4</td> <td style="text-align: right;">95.2%</td> <td style="text-align: right;">96.4%</td> </tr> <tr> <td>5+ Standard Grades in S4</td> <td style="text-align: right;">95.2%</td> <td style="text-align: right;">95.0%</td> </tr> <tr> <td>5+ Standard Grade Credit Passes in S4</td> <td style="text-align: right;">44.4%</td> <td style="text-align: right;">35.7%</td> </tr> <tr> <td>1+ Higher by S5</td> <td style="text-align: right;">42.7%</td> <td style="text-align: right;">38.8%</td> </tr> <tr> <td>3+ Highers by S5</td> <td style="text-align: right;">23.9%</td> <td style="text-align: right;">21.2%</td> </tr> <tr> <td>5+ Highers by S5</td> <td style="text-align: right;">10.2%</td> <td style="text-align: right;">9.3%</td> </tr> <tr> <td><b>B. (1 – Completed)</b></td> <td><b>2010</b></td> <td><b>2009</b></td> </tr> <tr> <td>Number of School Leavers</td> <td style="text-align: right;">939</td> <td style="text-align: right;">861</td> </tr> <tr> <td>% Positive Destination</td> <td style="text-align: right;">89.1%</td> <td style="text-align: right;">89.9%</td> </tr> <tr> <td>% Negative Destination</td> <td style="text-align: right;">10.9%</td> <td style="text-align: right;">10.1%</td> </tr> <tr> <td>Number of “unknowns”</td> <td style="text-align: right;">0</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Inverclyde Ranking (32 LA's)</td> <td style="text-align: right;">8 / 32</td> <td style="text-align: right;">18 / 32</td> </tr> </table>	<b>A. (1 – Completed)</b>	<b>2010</b>	<b>2009</b>	Achieving English & Maths in S4	95.2%	96.4%	5+ Standard Grades in S4	95.2%	95.0%	5+ Standard Grade Credit Passes in S4	44.4%	35.7%	1+ Higher by S5	42.7%	38.8%	3+ Highers by S5	23.9%	21.2%	5+ Highers by S5	10.2%	9.3%	<b>B. (1 – Completed)</b>	<b>2010</b>	<b>2009</b>	Number of School Leavers	939	861	% Positive Destination	89.1%	89.9%	% Negative Destination	10.9%	10.1%	Number of “unknowns”	0	1	Inverclyde Ranking (32 LA's)	8 / 32	18 / 32
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Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
<p><b>Continued</b></p> <p>Improve Attainment and Achievement in Inverclyde's Schools</p>	<p><b>Continued</b></p> <p>C. Improve cohort results in Standardised Testing (where possible to measure)</p>	<p><b>Continued</b></p> <p>Head of Education</p>	<p><b>Continued</b></p> <p>June 2010</p>	<p><b>C. (2 – On Track)</b></p> <p>For the first time pupils in P7 undertook ePIPS assessments in November 2010. The resulting data was available to be downloaded to schools in December</p> <p>P1 pupils sat the first part of their baseline assessment at the beginning of the session.</p> <p>Eleven schools had in-service sessions on interrogating and interpreting the PIPS data.</p>
<p>Improve access to and positive results from quality vocational and enterprise learning opportunities for pupils and school leavers</p>	<p>A. Deliver planned Skills for Life, Skills for Work activities, linked to CfE 3-18 Curriculum</p> <p>B. Deliver Activity Agreements</p> <p>C. Deliver 16+ Learning Choices &amp; link to Senior Phase of CfE</p> <p>D. Ensure that all young people engage in work experience during S3/S4 and develop further opportunities in S5/S6</p> <p>E. Increase number of Business Partners supporting schools from 2009 levels</p>	<p>Head of Education / Head of Safer &amp; Inclusive Communities</p>	<p>Ongoing</p>	<p><b>A. (2 – on track)</b></p> <ul style="list-style-type: none"> <li>• <b>The Recruit 2010</b> 10 Business Challenge events and seminars in early August. Finale dinner in August was attended by over 200 guests including parents, head teachers, elected members, programme partners and members of the business community</li> <li>Despite the current economic challenges facing all sectors 8 young people secured jobs with local employers. In addition the programme raised over £9000 for Ardgowan Hospice Charity</li> <li>▪ <b>Young Enterprise Scotland</b> All Inverclyde Secondary Schools registered to participate in this national venture</li> <li>• <b>National Coca-Cola Business Challenge</b> 3 Secondary Schools participated in this national programme. St Columba's High School win 2<sup>nd</sup> Place</li> <li>• <b>Arnold Clark Business Game Challenge</b> St Columba's High School win £50k of prizes in this national venture</li> <li>• <b>CMI – Work Shadowing Programme</b> 6 Inverclyde Secondary Schools participated in this programme</li> <li>▪ <b>SCDI science and engineering challenge</b> 160 Primary School children from 19 / 22 Primary Schools participated in this event held at Greenock Town Hall</li> <li>• <b>World of Work Week</b> 2 Primary Schools held their World of Work Week during this reporting period – this week focuses on P6 and P7 pupils</li> <li>• <b>Staff Training / Development</b> During this reporting period, over 100 members of staff have undertaken Enterprising CPD opportunities</li> </ul>

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)								
<p><b>Continued</b></p> <p>Improve access to and positive results from quality vocational and enterprise learning opportunities for pupils and school leavers</p>	<p><b>Continued</b></p> <p>B. Deliver Activity Agreements  C. Deliver 16+ Learning Choices &amp; link to Senior Phase of CfE  D. Ensure that all young people engage in work experience during S3/S4 and develop further opportunities in S5/S6  E. Increase number of Business Partners supporting schools from 2009 levels</p>	<p><b>Continued</b></p> <p>Head of Education /  Head of Safer &amp;  Inclusive Communities</p>	<p><b>Continued</b></p> <p>Ongoing</p>	<p><b>B. (2 – On Track)</b></p> <table border="0"> <tr> <td>Referrals to Activity Agreements (YTD)</td> <td>61 young people</td> </tr> <tr> <td>Offers made to Activity Agreements</td> <td>41 (67%)</td> </tr> <tr> <td>Sign Ups (as% of offers)</td> <td>41 (100%)</td> </tr> <tr> <td>Early Leavers</td> <td>16 (39%)</td> </tr> </table> <p>Activity Agreement Learners are Achieving/attaining</p> <ul style="list-style-type: none"> <li>• 12 young people achieved or are working towards Core skills</li> <li>• 3 YP have achieved their Youth Achievement Award</li> <li>• 7 YP have achieved Food Hygiene</li> <li>• 7 YP have achieved introduction to H&amp;S certificate</li> <li>• 7 YP have achieved full H&amp;S certificate</li> <li>• 15 have achieved CSCS card</li> <li>• 15 have achieved First Aid</li> </ul> <p>6 young people attained certificates of participation for taking part in the Ocean Youth Trust voyage</p> <p>Activity Agreement Learners are progressing</p> <ul style="list-style-type: none"> <li>• 5 YP progressed to Lifeskills provision</li> <li>• 12 YP progressed to Pre GRFW provision</li> <li>• 16 YP progressed to GRFW provision</li> <li>• 8 YP took part in Volunteering provision</li> <li>• 2 YP returned to school</li> <li>• 8 YP progressed to college</li> </ul> <p><b>C. (2 – On Track)</b></p> <ul style="list-style-type: none"> <li>• Standard Circular linking 16+ Learning Choices and the Senior Phase of Curriculum for Excellence no win use</li> <li>• Enhanced links with school-based guidance staff</li> <li>• Continued work with Skills Development Scotland on the ongoing tracking and support of school leavers until age 18/19</li> <li>• Preparation for MCMC / 16+LC Conference for partners and young people in March 2011 (Interactive elements via GLOW)</li> </ul> <p><b>D. (2 - On Track)</b></p> <p>All Schools are on track to achieve 95% placement targets</p> <p><b>E. (2 – On Track)</b></p> <p>Business Engagement remains a priority for Enterprise in Education. All schools have been requested to look at the number of business partners they have and the quality/impact the partnership has.</p>	Referrals to Activity Agreements (YTD)	61 young people	Offers made to Activity Agreements	41 (67%)	Sign Ups (as% of offers)	41 (100%)	Early Leavers	16 (39%)
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Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Positive engagement in activities promoting responsible citizenship, behaviour and Youth Representation for Inverclyde's young people	<p>A. Deliver on local programme of work set out for Youth Council / Youth Parliament</p> <p>B. Maintain levels of transition to local sports clubs for young people (2009: 97 – target 30)</p>	Head of Safer & Inclusive Communities	Ongoing	<p>A. No update for this reporting period</p> <p><b>B. (2 - On Track)</b></p> <p><b>Total number of children &amp; young people Aug-Dec = 26</b> Majority of work completed in Term 1 is the curricular tasters/after school clubs with transition to local sports clubs focus on Term 2/3.</p> <p><b>S1-6 Fit For Girls - 'Bikini Bootcamp'</b> Aug 2010 – Summer Holidays 5 weeks and 15 sessions, with 32 participants</p> <ul style="list-style-type: none"> <li>▪ 9 Girls joined Graffiti Dance Troupe</li> </ul> <p><b>P4 Curricular Badminton</b> Oct - Dec 2010 2x 4 week blocks, all primary schools participated, 772 pupils</p> <ul style="list-style-type: none"> <li>▪ 2 pupils joined Inverclyde Juniors Badminton Club</li> <li>▪ 1 parent now coaches at the club voluntarily.</li> </ul> <p><b>P2 Dance Project</b> 2 schools. 71 P2 Pupils received 6 week block of Curricular dance. 4 week after school block attended by 2 pupils.</p> <ul style="list-style-type: none"> <li>▪ 12 pupils joined Graffiti Dance Troupe as a result.</li> </ul> <p><b>P3 Gymnastics Project</b> 67 P3 pupils received 6 week block of Curricular Gymnastics. 4 week after school block attended by 15 pupils.</p> <ul style="list-style-type: none"> <li>▪ 3 new members joined Inverclyde Gymnastics club as result</li> </ul>
Improve outcomes for young people through the delivery of the Scottish Government's Activity Agreement pilot	<p>A. Participate in National Activity Agreement Evaluation</p> <p>B. Set out local improvements and actions as a result of this</p>	Head of Education	Dec 2010	<p>A. No update for this reporting period</p> <p>B. No update for this reporting period</p>
Increased provision and attainment of Alternative Awards mapped to SCQF	A. Increase number of Alternative Awards from 2009 levels	Head of Education / Head of Safer & Inclusive Communities	Ongoing	A. No update for this reporting period
Improved Attainment and Achievement for Inverclyde young people educated outwith the authority	<p>A. Identify young people looked after / educated outwith authority</p> <p>B. Centrally record / analyse attainment data</p>	Head of Educational Planning & Culture	March 2011	<p><b>A. (2 – On Track)</b> Work underway to identify all Inverclyde young people educated outwith this authority</p> <p>B. No update for this reporting period</p>



Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Increase participation in Family Learning activities in libraries and museums, schools and community facilities	<p>A. Expand Bookbug Sessions from 2009 level of provision</p> <p>B. Develop Intergenerational Genealogy Group</p> <p>C. Deliver family learning activities (increased from 2009 levels of participation)</p>	Head of Educational Planning & Culture / Head of Safer & Inclusive Communities	March 2011	<p>A. <b>(2 – On Track)</b>  Bookbug Attendees Aug-Dec 2010 = <b>2,179</b> people, <b>63</b> sessions  Bookbug Attendees Aug-Dec 2009 = <b>1,585</b> people, <b>61</b> sessions</p> <p>B. <b>(2 – On Track)</b>  Ran “Finding our Family Together” – inter-generational genealogy class at Central Library during Aug - Dec</p> <ul style="list-style-type: none"> <li>• 12 learners (6 adults, 6 children)</li> </ul> <p>C. <b>(2 – On Track)</b>  Number taking part in the summer Reading Challenge  Aug – Dec 2009 = <b>385</b> children  Aug – Dec 2010 = <b>445</b> children</p> <p>Author visit programme in libraries  Cathie MacPhail (<b>40</b> attended)  Iain Banks (<b>200</b> attended)  Harry the Polis (<b>30</b> attended)</p> <p>Number of Educational Visits to Libraries  Aug-Dec 2010 = <b>32</b> visits, <b>891</b> pupils  Aug-Dec 2009 = <b>30</b> visits, <b>764</b> pupils</p>
Review and Expansion of service provision within Mearns Centre	A. Undertake Service Review and develop / implement Action Plan from this	Head of Education / Head of Educational Planning & Culture	Update March 2011	A. No update for this reporting period



## Corporate Plan Strategic Outcome 2: Healthy, Caring Communities

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Effective partnership in Inverclyde schools through continually improving Parental Involvement	<p>A. Implement Parental Strategy Group Outcomes</p> <p>B. Undertake Evaluation of Parental Involvement Strategy</p> <p>C. Deliver &amp; Evaluate Training based on needs assessment</p> <p>D. Undertake GLOW Pilot (Parents)</p> <p>E. Set up Parent Support Groups based on needs assessment</p>	Head of Education	Ongoing	<p>A. <b>(2 – On Track)</b></p> <p>Guidance being prepared to assist schools in working with parents to promote understanding of Curriculum for Excellence</p> <p>B. <b>(3 – Not Started)</b></p> <p>Evaluation Process and Outcomes will be agreed through the meeting of the Parental Strategy Group</p> <p>C. <b>(2 – On Track)</b></p> <p>Initial training events that have been scheduled for Parent Council members later in 2010 are:</p> <ul style="list-style-type: none"> <li>• Holding Co-operative Meetings (with Renf &amp; West Dun Councils)</li> <li>• Heartstart</li> </ul> <p>D. <b>(2 – On Track)</b></p> <p>Pilot still underway</p> <p>E. <b>(3 – Not Started)</b></p> <p>No Update for this reporting period</p>
Improved inclusion and equality of opportunity for Inverclyde's residents	<p>A. Reduction in School Exclusion Rates from 2009 levels</p> <p>B. Record increased participation in Intergenerational programme</p> <p>C. Establishment of equalities measures within directorate Self Evaluation developments</p>	Head of Educational Planning & Culture / Head of Safer & Inclusive Communities	Ongoing	<p>A. <b>(2 – On Track)</b></p> <p>Baseline for 2009 Exclusions = <b>2010-11 (YTD) at W/C 13<sup>th</sup> Dec</b></p> <ul style="list-style-type: none"> <li>• <b>500</b> exclusion incidents      <b>241</b> exclusion incidents</li> <li>• <b>2,690</b> openings lost      <b>1,296</b> openings lost</li> <li>• <b>255</b> pupils excluded      <b>153</b> pupils excluded</li> </ul> <p>B. No update for this reporting period</p> <p>C. No update for this reporting period</p>
Improved equality of access to Inverclyde's libraries and museum	<p>A. Increase in visits to / from Lilybank and Glenburn Schools from 2009 levels</p> <p>B. Increase in delivery of accredited learning through ABC project (2009 – 9 learners)</p> <p>C. Book groups established for young people (especially Looked After Children)</p>	Head of Educational Planning & Culture	March 2011	<p>A. <b>(2 – On Track)</b></p> <p>Storytelling session with Lilybank pupils</p> <ul style="list-style-type: none"> <li>▪ 25 pupils attended</li> <li>▪ Training in multi-sensory storytelling in library, 40 practitioners attended (including library staff)</li> <li>▪ Visit to Lilybank to discuss future partnership working</li> <li>▪ Purchase of Multi-sensory books to work in closer partnership with ASN schools for 2011.</li> </ul> <p>B. <b>(2 – On Track)</b></p> <p>Aug-Dec 2009 – 1 learner Aug-Dec 2010 – 3 learners undertaking accredited courses</p> <p>C. <b>(2 - On Track)</b></p> <p>6-7 children attending monthly bookgroups for 9-11 year olds. No update on group for Looked After Children.</p>

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Positive progress of Equalities Agenda throughout the Directorate	<p>A. Progress actions of Equality Champions Focus Group</p> <p>B. Improve conflict resolution strategies via work with Inverclyde Peace Initiative</p>	Head of Educational Planning & Culture	Ongoing	<p>A. <b>(2 – On Track)</b></p> <ul style="list-style-type: none"> <li>▪ This group is now fully up and running</li> <li>▪ The group membership has been widened to reflect the breadth of the service</li> <li>▪ A further Advice Note for schools (on disability) is being worked on</li> <li>▪ The group is now addressing the requirements of the 2010 Equality Act</li> </ul> <p>B. <b>(2 – On Track)</b></p> <ul style="list-style-type: none"> <li>▪ The education worker continues to work in all Inverclyde secondary schools as well as a number of out of school clubs and other youth groups</li> <li>▪ She has provided well-received training to staff and pupils on conflict resolution and a number of pupils are trained in peer mediation</li> <li>▪ She has also been collaborating effectively with home link workers on pupils at risk of exclusion and other vulnerable groups by providing either one-to-one sessions or drop in clinics</li> </ul>
Support to all educational establishments in achieving health and wellbeing outcomes and experiences	<p>A. Deliver the CfE Health &amp; Wellbeing Framework</p> <p>B. Meet / continue to exceed target for children participating in P7-S1 physical activity programme (2009: 287 - target 250)</p> <p>Establish H&amp;WB Co-ordinators Network</p>	Head of Education / Head of Safer & Inclusive Communities	Ongoing	<p>A. <b>(2 – On Track)</b></p> <p>Draft of the Framework is awaiting endorsement from the Curriculum for Excellence Implementation Group</p> <p>B. <b>(2 – on Track)</b></p> <p>Targets 2010-11  380 children - Nursery-P1 &amp; P7-S1 transition programme  40 children participating in P7-S1 after school club transition  Focus is Term 2/3 of the school year, thus lower numbers term 1.  106 pupils took part in term 1 P7 transition at Port High</p> <p>C. <b>(2 – on Track)</b></p> <p>A CfE Health &amp; Wellbeing Coordinators Network has been established. This is to allow all establishments and key partners to share information about evolving practice and support. Schools will be informed of meetings of the network through Gateway and email notification.</p> <p>A Glow group has been set up for Curriculum for Excellence (Health &amp; Wellbeing) to improve communication mechanisms for all establishments and allow key partners to share examples of evolving practice and support.</p>

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Successful return HMle inspection - Child Protection, building on previous successful inspection	A. Meet or exceed previous inspection outcomes	Head of Education / Head of Educational Planning & Culture	Oct – Nov 2010	<b>A. (2 – On Track)</b> Children are listened to and respected      Excellent Children are helped to keep safe              Very Good Response to immediate concerns              Very Good Self Evaluation                                      Very Good Improvements in Performance                Very Good
Increase in provision of support and care for young carers	A. Develop systems to identify young carers (particularly in schools) B. Develop capacity within directorate and wider authority to support young carers	Head of Education / Head of Educational Planning & Culture	March 2011	A. No update for this reporting period B. No update for this reporting period

### Corporate Plan Strategic Outcome 3: Safe, Sustainable Communities

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Greater access to and use of information about environmental improvements in schools	A. Undertake Baseline Exercise B. Use Green Charter to support this improvement action C. Share Good Practice via GLOW	Head of Education	March 2011	A., B., C. <b>(2 – On Track)</b> <ul style="list-style-type: none"> <li>▪ Every establishment has produced a Green Charter and accompanying Action Plan setting out their environmental targets</li> <li>▪ All establishments are now taking forward the three year implementation phase</li> <li>▪ Baseline data on energy use and waste produced has been provided to establishments</li> <li>▪ GLOW site is now established to share good practice and all teachers have access to it</li> </ul>
Increase in provision and uptake of weekend diversionary activities for young people	A. Increase capacity of provision for young people from previous years and measure uptake	Head of Safer & Inclusive Communities	Ongoing	A. No update for this reporting period

### Corporate Plan Strategic Outcome 4: Thriving, Diverse Local Economy

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Re-establish the role and future of the Watt Library for the Inverclyde Area	A. Agree and implement Recovery Plan	Head of Educational Planning & Culture	2009 - 2011	A. <b>(2 – On Track)</b> Regeneration Committee (January 2011) agreed consideration of c.5m spend (including funding from Heritage Lottery Fund) to fully refurbish the Watt Library and McLean Museum over the course of 2011-2015.
Increase in the number of Inverclyde adults gaining qualifications for the first time	A. Increase number of successful qualifications gained from 2009 levels (340 qualifications)	Head of Safer & Inclusive Communities	Ongoing	A. No update for this reporting period

## Corporate Plan Strategic Outcome 5: A Modern, Innovative Organisation

Project / Improvement Action	Key Performance Measures	Lead Officer	Timescale	Progress Made (Aug - Dec 2010)
Development of effective leaders within the directorate	<p>A. Increase in number of teachers achieving SQH and Chartered Teacher qualifications</p> <p>B. Delivery of Leadership Development CPD across directorate (teaching / corporate)</p>	Head of Education	March 2011	<p><b>A. (2 – On Track)</b></p> <p>3 teachers have achieved SQH within this reporting period No new completions as Chartered Teachers – number of current participants in the training</p> <p><b>B. (2 – On Track)</b></p> <ul style="list-style-type: none"> <li>▪ Leadership Academy (secondary) – 6 sessions</li> <li>▪ Coaching &amp; Leadership (Early Years) – 1 day training</li> </ul>
All establishments and services supported and prepared for implementation of Curriculum for Excellence	<p>A. Review CfE readiness during Quality Visits / School Reviews</p> <p>B. Continue to prepare Curriculum Developments for CfE</p>	Head of Education / Head of Safer & Inclusive Communities	March 2011	<p><b>A. (2 – On Track)</b></p> <p>The measures – which are in line with HMI expectations – are validated through professional dialogue and classroom observation and include:</p> <ul style="list-style-type: none"> <li>▪ CfE continues to be a key priority in School Improvement Plans</li> <li>▪ Teachers are beginning to utilise the experiences and outcomes for planning purposes</li> <li>▪ Classroom methodologies have been adjusted to provide opportunities for pupils to develop the four capacities</li> <li>▪ There is a growing awareness amongst pupils and parents of the main features of CfE</li> </ul> <p>Approaches, rightly, differ from school to school in terms of strategic planning and planning learning</p> <ul style="list-style-type: none"> <li>▪ Teachers are working with the experiences and outcomes and are becoming more confident in this</li> <li>▪ There has been a significant shift in methodologies, with the introduction of co-operative learning approaches being a major feature of this shift</li> <li>▪ In discussion, pupils and parent groups demonstrate increasing awareness</li> </ul> <p><b>B. (2 – On Track)</b></p> <ul style="list-style-type: none"> <li>▪ Framework and Advisory Papers for schools produced or in production</li> <li>▪ Co-operative training opportunities provided for teaching staff</li> <li>▪ HMI engagement events (facilitated by QIOs)</li> <li>▪ Materials provided by Authority staff for in-service sessions on assessment &amp; moderation</li> <li>▪ Sharing of good practice facilitated at Heads meetings and other events</li> </ul>



## Appendix 2: Absence Statistics - Teachers

<b>Table 1</b>	
Service:	Education Services
Indicator:	<b>Teacher Absence Rate</b>
Type of Indicator:	Corporate Indicator
Relevance:	High levels of attendance lead to higher levels of service provision, heightened morale and, for the purposes of Best Value, the provision of competitive and effective services
Previously reported Levels	3.9% <b>(July – September 2010)</b>
Current Performance Level:	4.3% <b>(September – December 2010)</b>
Target Performance Level:	5%
Frequency of Monitoring:	Quarterly
Analysis of Performance & Service Commentary	This marks a rise in what was previously a significant improvement in absence rates
Trend:	<b>Downward</b>
External Validation:	Authority statistics validated by Audit Scotland