
Report To:	Safe, Sustainable Communities Committee	Date:	30 August 2011
Report By:	Corporate Director Education & Communities	Report No:	SCS/72/11/AH/AE
Contact Officer	Angela Edwards	Contact No:	01475 712828
Subject:	Education & Communities Directorate Plan 2011-12		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform Committee of the revised Education & Communities Directorate Plan for the current financial year.

2.0 SUMMARY

- 2.1 The Education & Communities Directorate have prepared a Directorate Plan in accordance with Inverclyde Council's Directorate Planning Guidance 2011/12.
- 2.2 The Directorate plan takes account of the recent restructuring of Council services and covers those services now included within the Education & Communities Directorate.
- 2.3 The Directorate Plan has a slightly changed format it is focussed around a major area of development for our Directorate, where we are working towards the development of a 'Nurturing Inverclyde'.

Our aspiration is that the people of Inverclyde will live, learn and work in a nurturing authority and that through the development of our nurturing communities the people of Inverclyde will be safe, healthy, achieving, nurtured, active, respected, responsible and included.

- 2.3 The plan covers the financial period from April 2011 to March 2012.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that Committee note the contents of the Education & Communities Directorate Plan.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

- 4.1 Directorate Plans are a key component of the Council's Strategic Planning and Performance Management Framework.
- 4.2 Directorate Plans are the linking document for the delivery of the Council's strategic outcomes as outlined in the Single Outcome Agreement, the Community Plan and the Council's Corporate Plan.
- 4.3 The Education & Communities Directorate Plan will be the principal vehicle for managing and delivering the strategic outcomes identified through the Council's Strategic Planning and Performance Management Framework. A copy of the Directorate Plan is attached (Appendix 1).
- 4.4 The Education & Communities Directorate Plan covers the following services:
- Education;
 - Educational Planning & Culture; and
 - Safer & Inclusive Communities.
- 4.5 The plan takes into account the following corporate areas, as identified within Inverclyde Council's Directorate Planning Guidance 2011-12:
- Single Outcome Agreement;
 - Public Service Improvement Framework; and
 - Financial Strategy.

5.0 PROPOSALS

- 5.1 The Education & Communities Directorate will report on progress towards completing competitiveness testing through Directorate Performance Reports as part of the Review of Corporate and Directorate Performance Reporting reported to Policy and Resources Committee.

6.0 IMPLICATIONS

- 6.1 Financial
The Directorate Plans has been developed in consultation with Financial Services prior to the approval process to ensure alignment with the approved Financial Strategy.
- 6.2 Legal:
There are no legal implications in relation to the development of or implementation of this Directorate Plan.
- 6.3 HR
There are no HR implications in relation to the development of or implementation of this Directorate Plan.
- 6.4 Equalities
There are no legal implications in relation to the development of or implementation of this Directorate Plan.

Education and Communities Directorate Plan 2011-2012



Table of Contents

Introduction by Corporate Director	.....	Page 3
Strategic Overview	.....	Page 5
Planning for Continuous Improvement	.....	Page 9
Directorate Improvements		
Safe	.....	Page 10
Healthy	.....	Page 12
Achieving	.....	Page 14
Nurtured	.....	Page 21
Active	.....	Page 25
Respected & Responsible	.....	Page 26
Included	.....	Page 28
Statutory Performance Indicators 2010-11	Page 31
Budget Implications	Page 34

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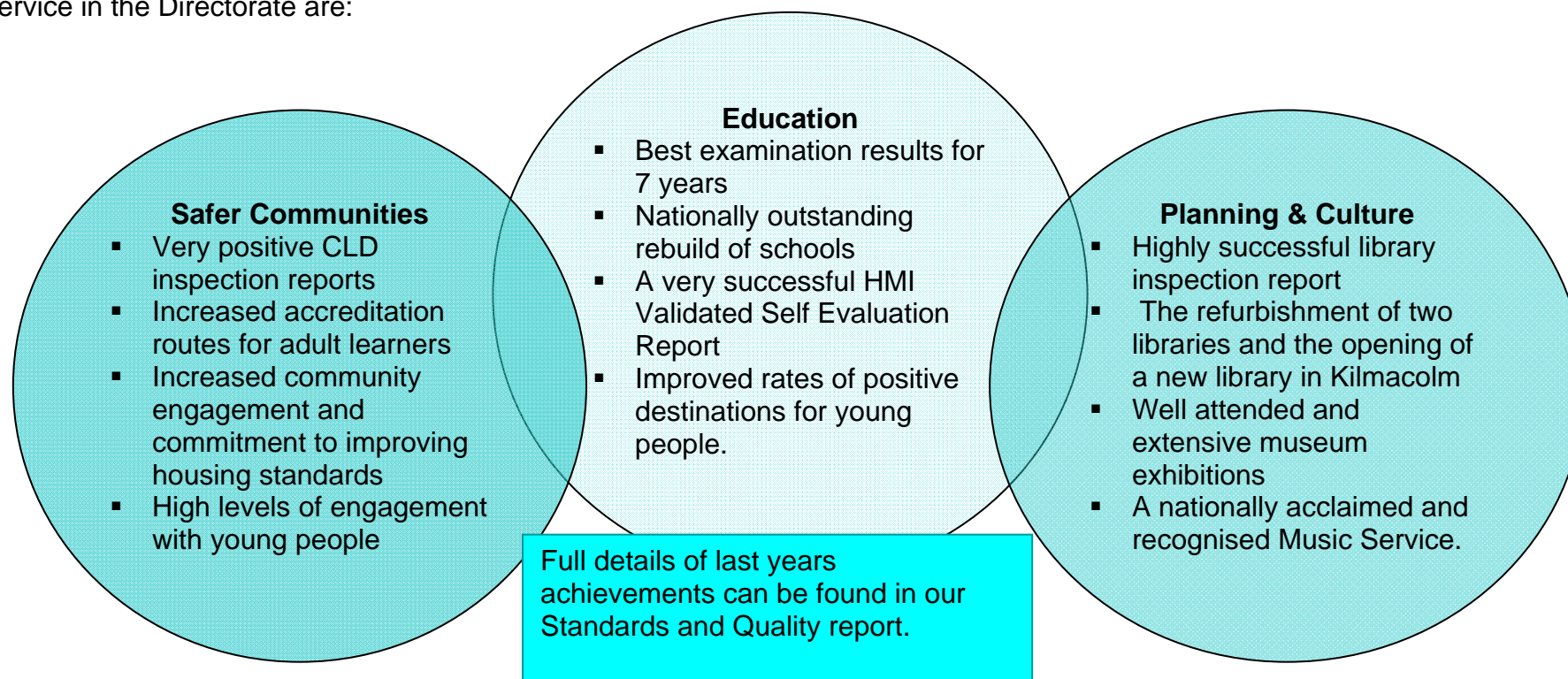
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1. Introduction by Corporate Director

Welcome to the Directorate Improvement Plan for Education and Communities.

Our Directorate was formed for the first time in 2010 and has, in the course of the last year, appointed a relatively new team of senior managers.

In so doing, our team has quickly established strong working relationships and a shared drive for continuous improvement. This drive is evidenced through our many cross-directorate achievements during 2010-11. Amongst these achievements, some highlights from each service in the Directorate are:



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Our Directorate Improvement plan will allow us to assess our service performance against our agreed outcomes. We will account for this progress at regular Directorate management meetings and report to all appropriate committees within the Council.

Each aspect of our plan reflects national as well as local priorities and is focussed on improving the quality of our services and the lives of the citizens of Inverclyde.

As a Directorate each of our services look forward to working together on this improvement plan and striving for best practice and excellence in all that we do. We are committed to adopting a solution-focussed and ‘can-do’ attitude to our work. We will develop our self-evaluation skills across the Directorate in order to enhance current good practice and plan continuously to develop and improve.

Through this plan we hope to support and challenge staff to improve the quality of the services we provide.

We look forward to making well-evidenced progress in our key priority areas in the course of 2011/2012.



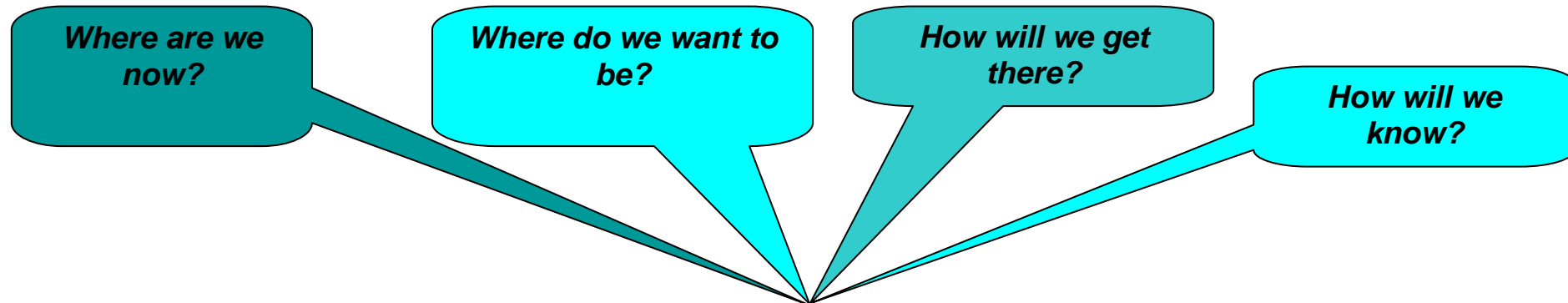
Albert Henderson
Corporate Director – Education & Communities

2. Strategic Overview

2.1 Rationale

As stated in our introduction, the rationale for this plan is to drive forward improvements which will be based on strong self evaluation and clear outcomes, for our children, citizens and communities.

This plan will synergise the work of our Directorate and focus on the key areas that we hope to take forward in the course of next year. This is not to say that other areas will not be actioned or improved, but our plan will concentrate on the high level areas of improvement, answering the following questions:



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2.2 Vision

Our improvement plan is focussed around a major area of development for our Directorate, where we are working towards the development of a ‘Nurturing Inverclyde.’

Our aspiration is that the people of Inverclyde will live, learn and work in a nurturing authority and that through the development of our nurturing communities the people of Inverclyde will be **safe, healthy, achieving, nurtured, active, respected, responsible and included.**

A key focus of our plan is the development of a nurturing approach to all aspects of our work. This vision allows us to share a common goal and to promote the growth and development, both economical and emotional, of our children, citizens and communities.

Our educational establishments have been promoting nurturing principles for some time now, with the development of identity, relationships, attachments and resilience seen as the key to improving outcomes. We have taken this concept further to adopt the principle across the Directorate. Whether we are nurturing our children, housing communities, or our heritage, this approach will allow us to secure improvements and better outcomes.



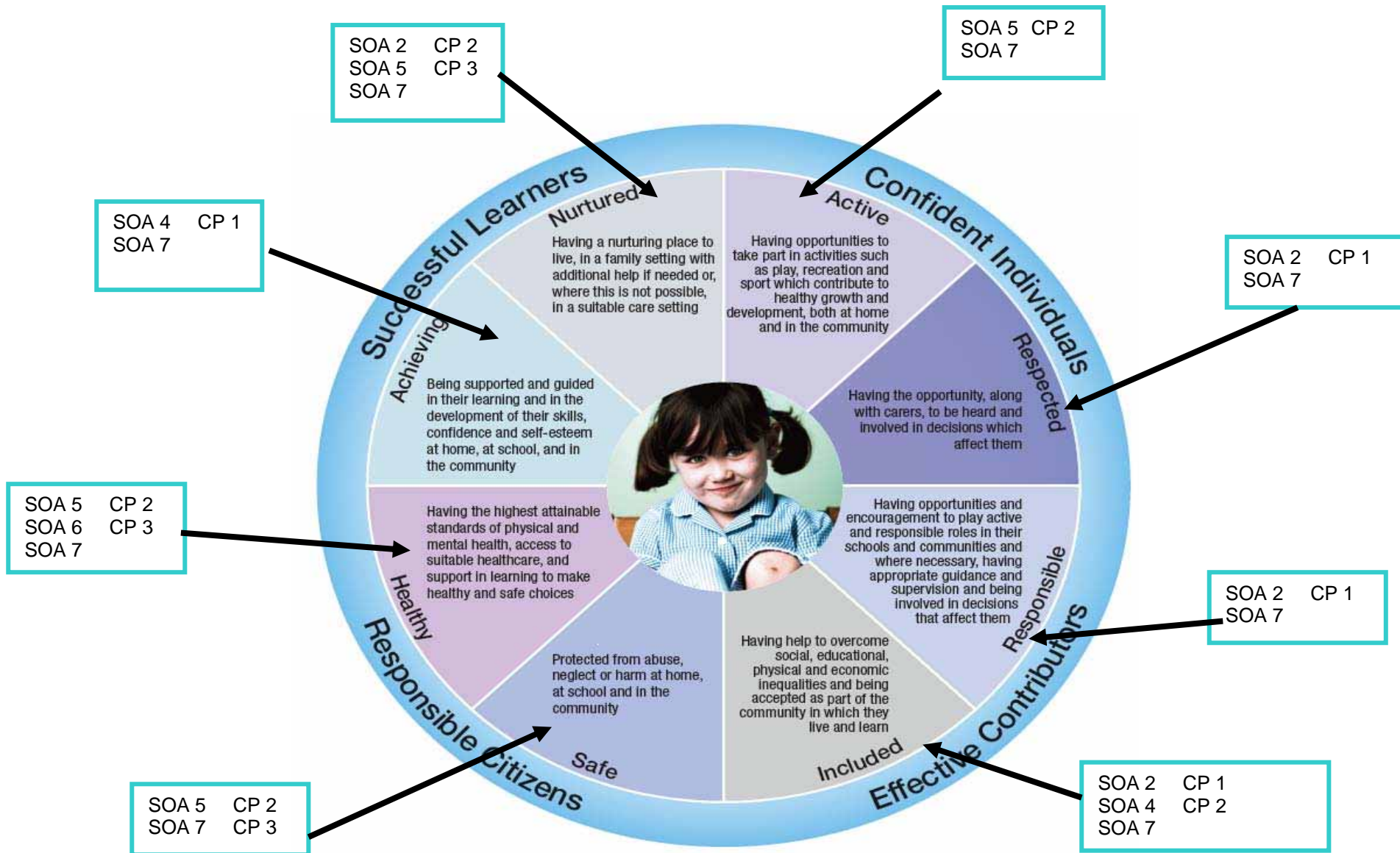
2.3 Outcomes

The Strategic “bind” for our directorate centres around key outcomes based on the GIRFEC (Getting it Right for Every Child) wellbeing outcomes. We plan to adapt these outcome descriptors to suit the broader aspects of the Directorate. Our aim is to ‘get it right.’ not just for our children but for our citizens and communities too. This model demonstrates a strong strategic fit with the Single Outcome Agreement and the Corporate Plan – as shown on the following page.

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Single Outcome Agreement Themes	Corporate Plan Objectives
<p>SOA 1 Inverclyde’s population is stable with a good balance of socio-economic groups</p> <p>SOA 2 Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life</p> <p>SOA 3 The area’s economic regeneration is secured</p> <p>SOA 4 Economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential</p> <p>SOA 5 The health of local people is improved, combating health inequality and promoting healthy lifestyles</p> <p>SOA 6 A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reducing crime rates</p> <p>SOA 7 All young people have the best start in life</p> <p>SOA 8 Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations</p>	<p>CP 1 Educated, Informed, Responsible Citizens</p> <p>CP 2 Health & Caring Communities</p> <p>CP 3 Safe & Sustainable Communities</p> <p>CP 4 A Thriving, Diverse Community</p> <p>CP 5 A Modern, Innovative Organisation</p>

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3. Planning for Continuous Improvement

Through the development of this Directorate Plan, we have been mindful that all efforts, plans and resources must contribute to the continuous improvement of our service delivery, to achieve the best outcomes for the citizens of Inverclyde. Our Directorate Plan is the expression of how we intend to do this.

Our continuous planning process should therefore:

- be linked to a clear, single vision
- be about aspirations that lead to actions
- address the most important issues
- show clear connections between the different areas that we work in
- show the innovation across the directorate
- demonstrate sustainability
- link to good self-evaluation
- focus on outcomes and impact, with meaningful performance measures

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Key well-being outcomes are a shared focus for all our work

Our plan shares our key improvement drivers for 11/12

Clear synergies are evident through cross-directorate planning, reviewing and action

e.g. Cross directorate goal to take forward co-production approaches

All outcomes have been stated with exit strategies in mind

A key area for development for the whole Directorate

Each outcome must be specific, show progress and be measurable by the end of the year

Most importantly, the 2011 Directorate Improvement Plan for Education and Communities will be used as a working document by the senior management team and the wider management team in the Directorate’s services. Along with Service plans it will be central to the agenda for overseeing our progress and continuous improvement throughout the coming year.

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4. Directorate Improvements

4.1 Safe							
Protected from abuse, neglect and harm at home, at school and in the community.							
Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is leading / involved?	How does it fit?	When will we get there?
Child Protection Education CHCP	Very positive HMI inspection report with key points for action.	Implement the actions of the Child Protection business plan along with other agencies.	Take forward the action plan derived from the record of inspection findings. Form focus groups as required. Develop training around action areas.	Child protection committee will re- evaluate action points and ensure progress has been made. Evidence of progress will be collated against action points.	CP Committee Elsa Hamilton Psychological Service All Schools	SOA 7 CP 3	August 2012
Community and Personal Safety Safer Communities Education	Individual and community safety remains a high priority. Various projects initiated to improve safety in our communities.	Projects/approaches sustainable and linked to CfE well- being outcomes. Reduced levels of violence (gender- based and other). Beginning to see an attitudinal shift to gender-based violence.	Involving communities and schools in projects: ‘Girl Power’ project. No knives, better lives programme. Bystander programme piloted in Port Glasgow. Initiated by Violence reduction unit. Early Intervention police initiative.	Reduction in violence and offending rates. Positive reports from communities More young people engaged in community activities. Schools in Bystander pilot reporting change in attitudes of young people.	John Arthur Drew Hall Maggie Paterson Neil Campion CLD teams Angela Edwards Pilot schools	SOA 2 SOA 7 CP 2 CP 3	August 2012 and ongoing.

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is leading / involved?	How does it fit?	When will we get there?
Community and Personal Safety Safer Communities Education	As above	As above	Diversionary and inter-generational activities Safe Kids Project	Decrease in road accidents involving children or young people. Embed project principles and approaches in health and well- being programmes.	<i>As above</i>	SOA 2 SOA 7 CP 2 CP 3	August 2012 and ongoing.

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4.2 Healthy

Having the highest attainable standards of physical and mental health, access to suitable healthcare and support to make healthy and safe choices

Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is involved?	How does it fit?	When will we get there?
Health & Wellbeing – experiences & outcomes Education Safer Communities	Health and Well-being (H&WB) working party has developed H&WB guidelines for schools.	Full implementation of H&WB experiences & outcomes in most educational establishments Teachers confident in delivery of H&WB outcomes.	H&WB team to work with schools on implementation.	Children and young people achieving outcomes from Curriculum for Excellence (CfE) Health and well-being programmes. Evidenced in planners, records of achievement, end-of-year reports etc.	John Arthur Neil Campion QIO's All schools	SOA 5 SOA 7 CP 2	August 2012
Health Awareness Planning and Culture Education	Small collection of 'Books on Prescription' available for public use.	Increase books available to include Junior books and extend service to additional libraries. Start workshops/seminars on specific health areas.	Consult with GPs Psych' Services. Purchase books and market availability to public.	Increased number of books and seminars available to public in libraries. Higher user rates recorded.	Alana Ward Library Staff Psych' Services Health	SOA 5 SOA7 CP 2	April 2012

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is involved?	How does it fit?	When will we get there?
<p>HWB for Adults and elderly citizens</p> <p>Safer communities</p>	<p>500 adults from disadvantaged communities participated in 'first steps' programmes which they reported improved their self-confidence. Adults took part in the following programmes ESOL, Family Learning and parenting. Adults with addiction issues improved their literacy and community engagement skills.</p> <p>Funding issues currently present.</p>	<p>Ensure participation levels continue in order for outcomes to be improved and sustained.</p>	<p>Strengthen learner progression pathways.</p> <p>Develop partnership working in this area across the directorate. Maximise income generation and think creatively about funding issues.</p>	<p>Participation levels will increase.</p> <p>Evidence of improved outcomes using well-being scales.</p>	<p>John Arthur</p> <p>Maggie Paterson</p>	<p>SOA5</p> <p>CP2</p>	<p>August 2012</p>

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4.3 Achieving

Being supported and guided in the development of their skills, confidence and self-esteem at home, in school and in communities.

Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is leading/ involved?	How does it fit?	When will we get there?
Self evaluation / continuous improvement Cross Directorate	Very successful Validated Self Evaluation HMI report with shared action points identified to take forward.	All action points taken forward further with clear progress being made with specific action points. Action plans developed to cover each area. Form a continuous improvement team which leads to a more collective approach to self-evaluation for continuous improvement.	Develop focus groups/leads to take forward key areas. Develop current QIO team and development officers to form a continuous improvement team. Use HMI ‘Futures’ toolkit to take forward the change programme.	All key areas will have specific action plans to take forward developments. Continuous improvement team will be established to work in partnership with Heads of Establishments to maximise improvement impacts for our children, citizens and communities. Staff will be able to use the Futures methodologies to manage change.	Albert Henderson Wilma Bain Angela Edwards QIMs QIOs District inspector Development Officers HTs	SOA7 CP1 CP5	June 2012

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is leading/ involved?	How does it fit?	When will we get there?
Literacy across Learning Cross-directorate	Good participation in adult literacy classes Good practice evident in different areas of directorate Need for coherent approach.	Develop consistently benchmarked literacy strategy for use across directorate Develop Inverclyde criteria for ‘Dyslexia friendly’ establishments	Continue literacy across learning working group formed for VSE. Share practice more effectively. Psych’ services to take forward ‘dyslexia friendly’ schools work.	Literacy strategy in place Most schools have Inverclyde dyslexia friendly accreditation.	Kate Watson / Maggie Paterson Wilma Bain Alana Ward Angela Edwards	SOA 7 CP 1	August 2012
Improved achievement attainment Education	Very good standards of attainment. Best examination results for 7 years. Some issues around attendance rates for a few young people.	Raise standards of attainment and achievement for all children and young people. Increase in attendance rates.	Seminars on flexible learning packages Good practice sessions across schools on target-setting Increased inter-authority work on assessment and benchmarking standards.	Show improvement in achievement/attainment across educational establishments. Further improved ranking for positive destinations for all young people Reduced exclusions Improved attendance rates	Wilma Bain Angela Edwards MCMC team All educational establishments.	SOA 7 CP1	August 2012

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How will we know?	Who is leading/ involved?	How does it fit?	When will we get there?
<p>Self-evaluation and planning</p> <p>Cross-directorate</p>	<p>Some good practice in self-evaluation identified across the directorate and variable in other areas.</p>	<p>Consistent and coherent approach to self-evaluation with a shared understanding of what excellent self-evaluation looks like.</p>	<p>Presentations in self-evaluation to directorate.</p> <p>Workshops related to self-evaluation</p> <p>Introduction of 360degree surveys.</p>	<p>Criteria for good self-evaluation drawn up and guidelines available.</p> <p>School reviews focus on self-evaluation</p> <p>Good self-evaluation in evidence at directorate meetings.</p> <p>Easy identification of priorities as a result of rigorous self-evaluation.</p>	<p>Angela Edwards</p> <p>SPPMG group</p>		<p>June 2012</p>
<p>Library access and learning</p> <p>Planning and culture</p>	<p>South West Library has low numbers visiting and is in need of refurbishment.</p> <p>Good learning facilities for adults across almost all libraries</p>	<p>Improved library facilities at South West library</p> <p>Increased memberships.</p> <p>Further development of accreditation routes through library courses.</p> <p>Increased library work with schools (CfE) focus.</p>	<p>Full refurbishment of library to include increased learning centre access.</p> <p>Librarians to speak to HTs re. involvement in schools work.</p> <p>Further training in CfE for librarians.</p>	<p>Refurbishment plans will be available.</p> <p>Increase in accreditation/courses available.</p> <p>Plans for learning centre in Watt Library drawn up.</p> <p>Evidence from schools of increased involvement from public libraries.</p>	<p>Alana Ward</p> <p>Properties team</p> <p>Library staff</p> <p>Schools</p>		<p>August 2012</p>

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How will we get there?	How Will We know?	Who is leading/ involved?	How does it fit?	When will we get there?
<p>Arts access</p> <p>Culture</p>	<p>Very good arts and music services enhancing quality of learning for all young people.</p>	<p>Further enhance services to ensure development of CfE outcomes</p> <p>Appointment of seconded arts officer to Beacon Arts Centre increasing engagement with performing arts for all young people.</p>	<p>Music and arts development officers to match projects to CfE outcomes</p> <p>Target specific groups of young people to access art and music activities</p> <p>SLA between education and Beacon Centre to ensure high quality service from seconded arts officer.</p>	<p>Art and music activities clearly linked and evaluated against CfE outcomes.</p> <p>Increased participation in art/music events and activities from young people at risk of exclusion.</p> <p>Seconded officer appointed and developing action plan for way forward.</p> <p>Service Level Agreement in place.</p>	<p>Elsa Hamilton</p> <p>Art and music development officers</p> <p>Educational establishments</p>		<p>June 2012</p> <p>October 2011</p>
<p>Senior phase curriculum planning</p>	<p>Traditional senior phase curriculum delivery models in place.</p> <p>Educational establishments work well to provide different curriculum delivery modes for particular learners.</p>	<p>Planning for implementation of senior phase entitlement.</p> <p>Educational establishments developing creative approaches to curriculum structure to meet the needs of a broader range of</p>	<p>High level curriculum planning seminar.</p> <p>Secondary HTs networking sessions to explore possibilities.</p>	<p>Educational establishments offering creative senior phase curricular structures to suit the aspirations, contexts and needs of their learners.</p>	<p>Iain Mills</p> <p>HTs</p> <p>Arts/Music development officers.</p> <p>CLD</p>	<p>SOA 7 SOA2 SOA4</p> <p>CP 1 CP4</p>	<p>June 2012</p>

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is leading / involved?	How does it fit?	When will we get there?
<p>Broader accreditation</p> <p>Cross directorate</p>	<p>Variable use of broader accreditation routes across schools/communities.</p> <p>Very good examples of youth and adult learning being accredited through community and library projects.</p>	<p>All schools have full awareness of different accreditation routes available and appropriate SCQF ratings.</p> <p>Secondary schools developing high quality learning packages for young people who may have become disengaged with aspects of their learning</p>	<p>CLD workshops/collegiate sessions in schools.</p> <p>Share good practice.</p> <p>Ensure all schools aware of ‘Amazing Things’ documentation.</p> <p>Workshops/seminars on flexible learning packages.</p> <p>Further develop the delivery accredited courses in libraries</p>	<p>Evidence of an increase in the use of a broader range of accreditation e.g. John Muir, Duke of Edinburgh, Youth Achievement Awards.</p> <p>Improved tracking of flexible learning packages and the outcomes/impact for young people.</p> <p>Increased involvement/participation in learning through community hubs and libraries.</p>	<p>Wilma Bain Maggie Paterson Alana ward QIMs MCMC team</p>	<p>SOA 7</p> <p>CP1</p>	<p>June 2012</p>

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is leading / involved?	How does it fit?	When will we get there?
<p>Curriculum for Excellence</p> <p>Education</p>	<p>All schools working well with CfE experiences and outcomes.</p> <p>Clear strategic steer from authority CfE strategic working party. Timelines and priorities identified</p> <p>Assessment and tracking focus groups well established.</p> <p>Numeracy and Literacy working groups in place.</p>	<p>A consistent and coherent approach to CfE development in all schools.</p> <p>Each school to have a high level curriculum plan.</p> <p>Improved partnership working with CLD to deliver outcomes where appropriate.</p> <p>All children achieving through the experiences and outcomes of CfE.</p> <p>Schools confident in assessment of CfE levels and in their abilities to report back on these levels.</p>	<p>Continued work through CfE strategy/school leadership.</p> <p>Revised HT seminars/meetings</p> <p>School development work</p>	<p>Teachers show increased confidence in CfE delivery</p> <p>Active learning evident in teaching methodologies.</p> <p>Inspection reports reflect good practice in CfE developments.</p> <p>Standards of achievement and attainment raised and evidenced against CfE levels.</p> <p>School reports reflect pupil progress in CfE outcomes and levels.</p>	<p>Iain Mills</p> <p>Wilma Bain</p> <p>Angela Edwards</p> <p>QIMs</p> <p>QIOs</p> <p>All schools</p> <p>CLD</p> <p>Library staff</p> <p>MCMC team</p> <p>Enterprise team</p>	<p>SOA 7 SOA2 SOA4</p> <p>CP 1</p> <p>CP4</p>	<p>June 2012</p>

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is leading / involved?	How does it fit?	When will we get there?
Curriculum for Excellence (continued) Education		Transition work developed in line with HWB outcomes focussed on 'planning for choices and changes'	3-18 emphasis with cross-sector workshops on key areas.	Rigorous approaches to transition at times of change. Consistent approach across authority with clearly identified pathways of progression for young people. Transition programmes will reflect CfE experiences and outcomes.		SOA 7 SOA2 SOA4 CP 1 CP4	June 2012
Gaelic provision Education	Gaelic learning available in Highlanders Primary. Enthusiastic and committed staff in unit. Difficulties with recruitment and as a result the overall development of the service.	Staffing difficulties resolved. Development of Gaelic service action plan to take forward aspects of the service. Gaelic parent council set up. Extended early years provision to include 0 -3.	Recruitment drive. Visit other establishment across the country with similar provision to share good practice. Further develop Gaelic Medium Education in line with CfE recommendations.	Full complement of staff in place. Clear action plan documented showing planned improvements to service. Gaelic Parent Council active.	Angela Edwards QIO HT Highlanders Academy. specialist support.	CP 1	

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4.4 Nurtured

Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
<p>Nurturing Inverclyde</p> <p>Cross directorate</p>	<p>Directorate drive and vision beginning to be centred around GIRFEC well-being outcomes:</p> <ul style="list-style-type: none"> • Safe • Healthy • Active • Nurtured • Achieving • Respected & responsible • Included 	<p>Full implementation of well-being outcomes as driver for improvements in directorate.</p> <p>Use of shared language and working across directorate leading to better synergy of planning and delivery.</p>	<p>Cross-directorate planning and evaluating groups.</p> <p>Engaging with communities and establishments, using well-being outcomes as drivers for improvement</p>	<p>Planning and delivery centred around this agenda e.g. service plans reflect this vision and outcomes</p> <p>Staff involved in developing this shared vision</p> <p>Progress being made in service delivery around outcomes.</p>	<p>Directorate SMT</p>	<p>SOA 1 -8</p> <p>CP1 - 5</p>	
<p>‘Nurturing our Heritage’</p> <p>Planning and culture</p>	<p>Watt Library archives not stored or preserved appropriately yet.</p> <p>Pre-application for Watt Library HLF completed</p> <p>Core group formed. Extensive liaison with HLF taken place.</p>	<p>Start to store/preserve archives appropriately.</p> <p>Successful round 1 bid for library refurb.</p> <p>Establishment of ‘Nurturing our heritage’ project</p>	<p>Appoint archivist (part-time)</p> <p>Complete round one bid.</p>	<p>Archivist appointed</p> <p>Round 1 bid successful.</p> <p>Public engagement on proposed project underway.</p>	<p>Angela Edwards Alana Ward HLF core group. Libraries and museums staff</p>	<p>SOA3</p> <p>CP 1 CP4</p>	<p>June 2012</p>

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Parenting Education Safer communities	Range of parenting programmes/sessions in place	Develop parenting strategy to articulate best approach and practices. Implement best practice approaches to parenting	Form parenting working group from staff and parents Form ASN parents reference group.	Improved participation levels in parenting sessions. Parents report on increased confidence levels. Parental issues with ASN focus identified and addressed.	John Arthur Education and health colleagues.	SOA 7 SOA 2 CP 2	June 2012
Corporate Parenting Cross directorate / cross authority	Previously identified good practice in corporate parenting.	Build on existing good practice and further improve corporate parenting approaches in council	CHCP/Education to develop approaches through identified areas in children's services plan	Re-instatement and improvement of corporate parenting approach. All officers aware of their duties in corporate parenting Improved outcomes for children who are looked after.	Angela Edwards Sharon MacAlees Psych' services	SOA7 CP 2	January 2012

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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
<p>Better relationships, better behaviour</p> <p>Education Safer communities</p>	<p>Audited as an area for development in educational establishments.</p> <p>Good practice not always shared effectively</p>	<p>Develop best practice in this area with clear guidelines for educational establishments.</p> <p>Establish key methodologies as principles of behaviour management in the authority. These would be based around nurturing and restorative practices.</p> <p>Support and encourage responsible behaviour in the community.</p>	<p>Cross directorate/agency working party to take this forward. Membership to include Scottish Government representation from Better relationships/better behaviour team.</p>	<p>Guidelines available for educational establishments and community groups.</p> <p>Consultation group also available for establishments to access advice etc.</p> <p>Lowering of incidents both in school and in the community related to negative behaviour.</p> <p>Lowering of exclusion rates.</p>	<p>Angela Edwards</p> <p>Elsa Hamilton</p> <p>Psych services</p> <p>CLD teams</p>	<p>SOA 2</p> <p>CP 1</p> <p>CP 2</p>	<p>June 2012</p>
<p>Housing Improvements</p> <p>Safer Communities</p>	<p>Committee have approved plan for re-housing in Clune Park. SOA 2 group leading on resilience project</p>	<p>Improved housing for Clune Park residents</p>	<p>Clune Park project led by SOA 2 partnership/cross-agency group.</p>	<p>Residents will be re-housed and living in improved housing conditions</p>	<p>John Arthur</p> <p>Safer communities teams</p> <p>Property</p> <p>Other agencies.</p>	<p>SOA2</p> <p>SOA3</p> <p>SOA5</p> <p>SOA7</p> <p>CP 2</p> <p>CP 3</p>	

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Nurturing approaches in educational establishments Education	<p>A few educational establishments have designated nurture classes and most primary schools staff have been trained in nurturing approaches.</p>	<p>Increased availability/access to nurture classes and approaches.</p>	<p>Consultation with Heads to consider different approaches to promoting nurturing educational establishments.</p> <p>Provide nurture training for all staff.</p>	<p>More children with emotional needs being supported by nurturing approaches.</p>	<p>Angela Edwards Psych services</p>	<p>SOA 7</p>	
School estates and community facilities Education Safer communities.	<p>Outstanding new schools building programme well underway.</p> <p>Huge potential for community use of educational establishments.</p>	<p>Continue with planned programme:</p> <p>Complete: Mearns Overton/Highlanders St Andrew's/St Gabriel's</p> <p>Continue: Shared Campus St Columba's</p> <p>Further develop community use of new educational establishments.</p>	<p>Continue with school programmes as planned.</p> <p>Include ASN schools in shared campus meetings.</p> <p>Audit community needs and match to available facilities.</p>	<p>All planned openings will be successfully completed.</p> <p>Evidence of increased use of school community facilities.</p>	<p>Wilma Bain Education SMT Properties team CLD</p>	<p>SOA 1 SOA 7 SOA 8</p>	
Collaborative approaches to working in Psychological services Education	<p>Positive inspection report with key points for action.</p>	<p>All action points from inspection report addressed.</p> <p>New collaborative approach to working embedded in system and leading to</p>	<p>Cluster workshops and individual school consultations to discuss/negotiate new ways of working.</p>	<p>Roles re-developed and improved with educational establishments reporting positively on changes.</p>	<p>Kate Watson Educational Psychologists Heads of establishment.</p>		

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		improved outcomes.					
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4.5 Active

Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Active play opportunities Education	Very good practice in active play in pre-school establishments and some good nursery/P1 practice	Establish continuity and progression in early years active play from nursery to P1/2	Good practice sessions led by current practitioners. Staff development through returning to principles of BtC 2.	Children will make progress in their learning through active play in the early years. Plans and reports from educational establishments will reflect these developments.	Linda Wilkie QIOs Certain educational establishments.	SOA 7 CP1	June 2012
Involvement of older people in community and learning activities Safer communities	Some examples of involvement of older people in community learning.	Improved engagement with older people in community learning and activities.	Audit needs Use of intergenerational projects e.g. WOOP Look for additional opportunities for intergenerational working.	There will be increased participation levels in a range of learning experiences for the elderly and in the use of intergenerational projects.	John Arthur CLD Library and museums staff.	SOA 8 SOA 2 CP2	August 2012
Physical Education in schools Education	Most schools offering 2 hours of PE in a school week.	All schools offering at least 2 hours PE per week.	Look at implications with head teachers and implement additionality.	All children and young people in Inverclyde receive at least 2 hours PE	Neil Campion QIOs HTs	SOA 5 CP 1	August 2012

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Getting it Right for Every Child, Citizen and Community

4.6 Respected & Responsible

Having the opportunity to be heard and involved in decisions affecting them.

Having opportunities and encouragement to play active and responsible roles in schools and communities.

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Community engagement and empowerment Cross-directorate	Some examples of good practice across authority. Top down model often adopted.	Staff and communities aware of co-production methods of engagement which will lead to a culture of ‘facilitating’ not ‘fixing’.	Seminars/workshops with staff. Identify pilot projects using this approach. Community Councils TARA’s Communities of Interest	Pilot projects identified and staff confident to take forward co-production techniques. Increased levels of Community representation & empowerment	Angela Edwards Kate Watson CLD	SOA 2 SOA 7 CP 1 - 5	April 2012
Young People Voice Education Planning and culture	Good examples of young people having a voice in their educational establishments/communities through: School Councils Youth Forum Inverclyde Senior Student Forum Rights Respecting schools (RRS) work. This has resulted in a number of schools receiving RRS accreditation.	Increased involvement of young people in decisions about educational establishments / communities Almost all educational establishments in Inverclyde to have RRS status at different levels. More involvement	RRS work to continue. Educational establishments already involved to share good practice. Involvement in school reviews Explore suggestion that young people sit on education committee Delivery of Create!	More educational establishments have RRS status. Plans in place to involve Inverclyde young people on education committee. Young people involved in museum projects through the ‘Create! Curate!’ project.	Education SMT CLD Alana Ward Val Boa	SOA 2 CP1	April 2012

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		of young people in understanding the Inverclyde heritage.	Curate! Project				
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Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Parental Involvement Education	<p>Good practice identified in this area through recent VSE inspection.</p> <p>All educational establishments have active Parent Councils.</p> <p>Well-established authority wide Parent Forum involving all Parent Council chairs.</p>	<p>Increase involvement of all parents in school activities/events.</p> <p>Improve parental understanding of CfE.</p>	<p>Educational establishments to share existing good practice and develop imaginative ways of engaging all parents in their child's education.</p> <p>Ensure all educational establishments have a sound understanding of the principles of the Parental Involvement Act.</p> <p>All educational establishments to have delivered CfE workshops to parents.</p>	<p>Increased numbers of parents participating in educational establishments activities/events.</p> <p>Parents at Forum meetings report an improved understanding of CfE principles and practice.</p>	<p>QIOs</p> <p>All educational establishments.</p>	<p>SOA 7</p> <p>CP 1</p>	<p>April 2012</p>
Sustainability Cross-directorate	<p>Sustainability performance data showed need for improvement.</p>	<p>Improvement in performance data.</p> <p>Increased numbers of educational establishments with 'Green Flags'.</p> <p>All establishments to progress the Green</p>	<p>Awareness raising sessions for key staff.</p> <p>Encourage all educational establishments to become involved in sustainability projects.</p>	<p>Evidence of improvement in performance data related to this area.</p> <p>More educational establishments will have Green Flag Status.</p>	<p>John Arthur Wilma Bain Iain Mills QIMs QIOs</p>	<p>SOA 8</p> <p>CP3</p>	<p>May 2012</p>

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		Charters.	Increase awareness of Environmental Science in educational establishments.	CfE experiences and outcomes related to this area achieved by pupils. School Green Charter targets met.			
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4.7 Included

Having help to overcome social, emotional, physical and economic inequalities and being accepted as part of the community in which they live and learn

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
Financial Inclusion Safer communities Education	Directorate represented on Alliance financial inclusion group. Range of financial programmes on offer. CfE experience and outcomes support financial inclusion	Providing a more coherent approach to financial literacy.	Formalising and stream-lining programmes within curriculum planning through closer cross-directorate working.	Increased access to financial literacy programmes. Educational establishments liaising more closely with e.g. credit unions etc to set up own banks and improve financial learning. CfE Experiences and outcomes being achieved.	Maggie Paterson Wilma Bain QIOs Educational establishments	SOA 2 SOA 4 SOA 3 CP 1	August 2012
Additional Support Needs Education CHCP	Children and young people with additional support needs well educated in Inverclyde. ASN monitoring Forum established to streamline approaches to matching placements/resources to need.	Children well supported in their own community schools Increase outreach and consultation services from our specialist establishments.	Review of ASN Forum. Seminars/workshops on ASN Act. Further develop ASN provision across the authority. Working party formed to consider approach to planning.	ASN Act seminars well attended. Reduced referrals for specialist placements. Better use of specialist establishments as a resource to whole authority	Angela Edwards QIMs QIOs Psychological Services	SOA 7 CP 1	June 2012

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
<p>Additional Support Needs (continued)</p> <p>Education CHCP</p>	Multiple planning systems in place.	<p>Specialist placements and resources well-matched to specific needs.</p> <p>The principles of ASL Act 2009 and Standards in Scotland's Schools Act etc 2002 (presumption of mainstream) fully understood and implemented across authority.</p> <p>Planning streamlined and working towards 'one child one plan' in order to provide a more coherent service to children and young people.</p>	<i>As Above</i>	<p>ASN network group formed and chaired by Hof S to review and set clear targets for action within the area of ASN.</p> <p>Parents report high levels of satisfaction with how their children's needs are being met across the authority.</p>	<i>As Above</i>	SOA 7 CP 1	June 2012
<p>Equalities</p> <p>Cross-directorate</p>	Equalities paper ready to go to committee, outlining Council-wide approaches to Equalities Legislation.	Full implementation of recommendations in Equalities paper.	<p>Awareness raising and staff training for all IC staff.</p> <p>Support to schools and community groups in taking this agenda forward.</p>	<p>Equalities impact assessment statements evident in council documentation.</p> <p>Equalities embedded in H&WB programmes.</p>	Wilma Bain Equalities working party.	SOA1 -8 CP 1 -5	August 2012

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

Focus Area Lead Service	Where are we now?	Where do we want to be?	How Will We Get There?	How Will We Know?	Who is involved?	How does it fit?	When will we get there?
<p>Live in Inverclyde, Learn in Inverclyde</p> <p>Education CHCP</p>	<p>Small percentage of overall school population being educated outside Inverclyde.</p>	<p>Where possible, all young people in Inverclyde should be able to live and learn in Inverclyde</p>	<p>Services targeted at those young people at most risk of being excluded.</p> <p>Strong interagency work developed at all levels to support young people to be educated in Inverclyde.</p> <p>Re-structuring of Mearns Centre to support more young people in the area.</p> <p>Full audit of current commissioning processes.</p> <p>Careful monitoring of external placements.</p>	<p>A reduction in the numbers of young people being educated outwith Inverclyde.</p> <p>Improved monitoring of external placements.</p> <p>New Mearns Centre ready to accept pupils.</p> <p>Evidence available to show performance of external placements.</p>	<p>Angela Edwards Elsa Hamilton Kate Watson MCMC team</p>	<p>SOA 7 CP 1</p>	

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

5. Performance Indicators 2010-11

Key Performance Measures	Performance			Target 2011/2012	Upper Limit*	Lower Limit*	Rank / National Average
	2010/2011	2009/2010	2008/2009				
Domestic Noise Average response time for domestic noise received throughout the year requiring attendance on site	46.1 hours	45 hours	-	42 hours	45 hours	N/A	
Number of complaints of domestic noise received throughout the year dealt with under Part V of Antisocial Behaviour etc. (Scotland) Act 2004	0.6 hour	0.6 hour	0.7 hour	0.6 hour	0.75 hour	N/A	
Trading Standards Consumer complaints completed within 14 days	99% (6 mths)	94%	-	95%	N/A	85%	
Business advice completed within 14 days	100% (6 mths)	100%	-	95%	N/A	85%	
% of business premises subject to intervention	9.1%	-	-	10%	N/A	7.5%	
Food Safety % of premises which are broadly compliant	87.5%	84%	-	85%	N/A	80%	
% of interventions achieved	96.2%	92.5%	-	95%	N/A	85%	
Public Health High priority Service Request – responded within 1 working day	85%	75%	-	90%	N/A	80%	
Medium priority Service Request – responded within 2 working days	91%	88%	-	90%	N/A	80%	
Low priority Service Request – responded within 5 working days	94%	85%	-	90%	N/A	80%	

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

Key Performance Measures	Performance			Target 2011/2012	Upper Limit*	Lower Limit*	Rank / National Average
	2010/2011	2009/2010	2008/2009				
Pest Control							
High priority Service Request – attended by next working day	96%	90%	-	95%	N/A	80%	
Low priority Service Request – attended within 5 days	97%	96%	-	90%	N/A	80%	
Community Wardens							
High priority calls responded to within 30 minutes	96%	96%	-	95%	N/A	90%	
Medium priority calls responded to within 60 minutes	99%	97%	-	95%	N/A	90%	
Health & Safety At Work							
Percentage of liable businesses subject to intervention	10.6%	8%	-	10%	N/A	7.5%	
Community Work							
Number of examples of impact	12	11	-	12	N/A	10	
Percentage who felt they had increased their capacity	83.3%	79.2%	-	-	-	-	
Education							
S5 Stage Staying On Rates	85.7%	85.9%	83.9%	-	-	-	
S6 Stage Staying On Rates	65.8%	68.2%	59.5%	-	-	-	
Primary School Pupil / Teacher Ratio	1 : 16.2	1 : 15.4	1 : 15.7	-	-	-	
Secondary School Pupil / Teacher Ratio	1 : 12.2	1 : 12.2	1 : 11.4	-	-	-	
School Leaver Destination Results	89.1%	89.9%	91.3%	-	-	-	
Attendance in Schools							
Primary	98.2%	94.4%	94.4%	-	-	-	
Secondary	96.5%	87.5%	91%	-	-	-	
Special	94.2%	92.6%	91.4%	-	-	-	
School Improvement							
Positive HMle reports	100% (5 / 5)	-	-	-	-	-	

“Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

Key Performance Measures	Performance			Target 2011/2012	Upper Limit*	Lower Limit*	Rank / National Average
	2010/2011	2009/2010	2008/2009				
Attainment - % pupils achieving							
S Grades English & Maths at S4	95%	96%	95%	-	-	-	-
5+ Standard Grades by S4	96%	95%	94%	-	-	-	-
5+ Credit Level S Grades by S4	34%	37%	34%	-	-	-	-
1+ Higher Grade by S5	42%	39%	36%	-	-	-	-
3+ Higher Grades by S5	23%	22%	21%	-	-	-	-
5+ Higher Grades by S5	8%	10%	9%	-	-	-	-
5+ Higher Grades by S6	22%	19%	19%	-	-	-	-
1+ Advanced Higher by S6	12%	11%	12%	-	-	-	-
Libraries and Museums							
Number of visits to / usages of council funded or part funded museums, and expressed per 1,000 population	469	616	539	617	618	615	N/A
Number of library visits per 1,000 population	3599	2878	2699	2879	2880	2877	N/A
Borrowers as % of the resident population	11.2%	10.9%	17.9%	11%	12%	10%	N/A
Actual library additions per 1,000 population							
Children's Stock	33	40	16	41	42	39	N/A
Adult Stock	141	146	56	147	148	145	N/A
Library Stock at year end per 1,000 population							
Children's Stock	342	337	313	338	339	336	N/A
Adult Stock	1007	1063	1003	1064	1065	1062	N/A

Source: Audit Scotland Statutory Indicators

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Education & Communities

Getting it Right for Every Child, Citizen and Community

6. Budget Implications for Directorate Plan 2011-12

FIGURES PER ISSUED 2010/11 BUDGET BOOK FOR EDUCATION & COMMUNITIES

	2010-11	2011/12
Employee Costs	57,377	55,708
Property Costs	8,182	7,893
Supplies	6,089	5,771
Transport	2,242	2,319
Admin Costs	632	573
Other Expenditure	13,153	17,075
Transfer Payments	726	729
Income	- 3,279	-3,346
TOTAL	85,122	86,722