

---

|                         |   |                    |                          |
|-------------------------|---|--------------------|--------------------------|
| <b>Report To:</b>       | <b>Education &amp; Lifelong Learning Committee</b>          | <b>Date:</b>       | <b>06 September 2011</b> |
| <b>Report By:</b>       | <b>Corporate Director Education &amp; Communities</b>       | <b>Report No:</b>  | <b>EDUC/38/11/AE</b>     |
| <b>Contact Officer:</b> | <b>Angela Edwards</b>                                       | <b>Contact No:</b> | <b>01475 712828</b>      |
| <b>Subject:</b>         | <b>Education &amp; Communities Directorate Plan 2011-12</b> |                    |                          |

---

## **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 focused 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' 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
  - 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
  - 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 |

## “Nurturing Inverclyde”

Education & Communities

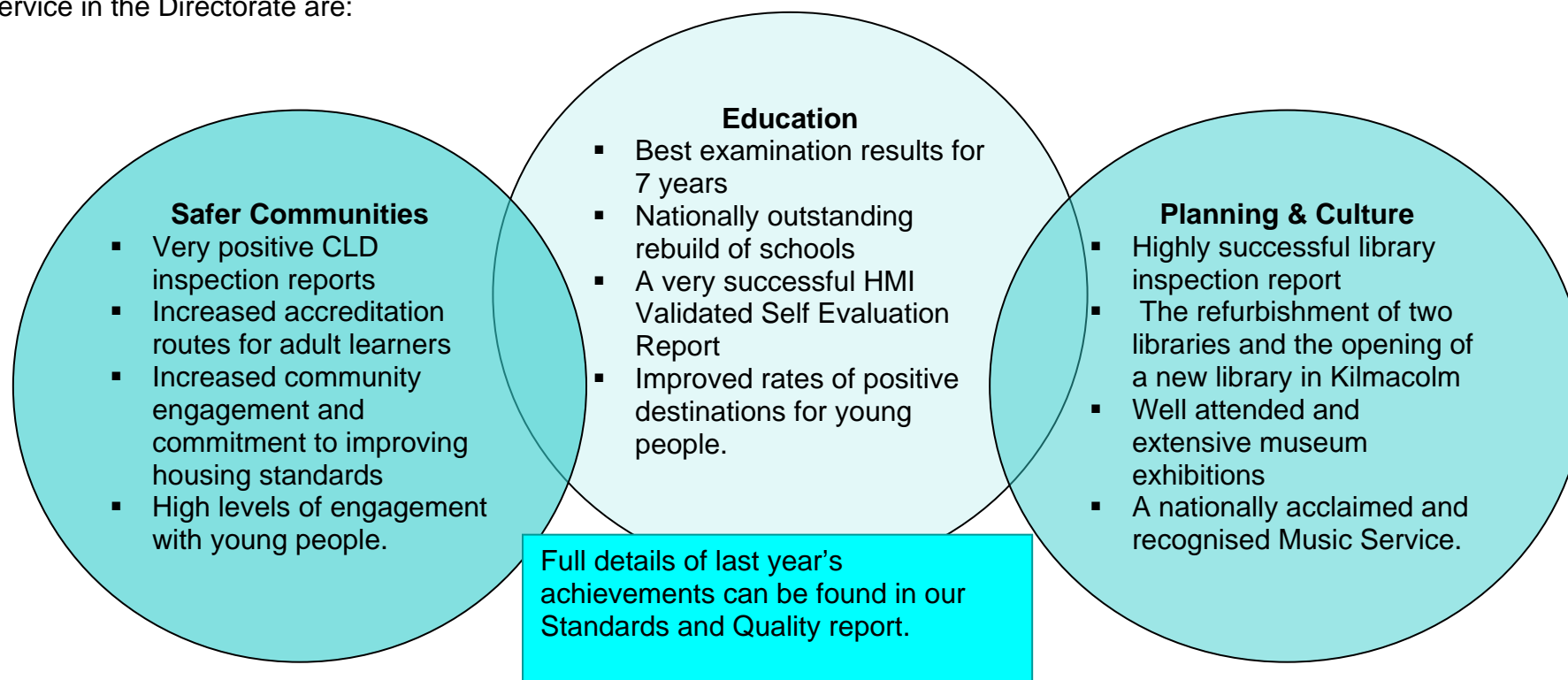
*Getting it Right for Every Child, Citizen and Community*

### 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:



## **“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

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.



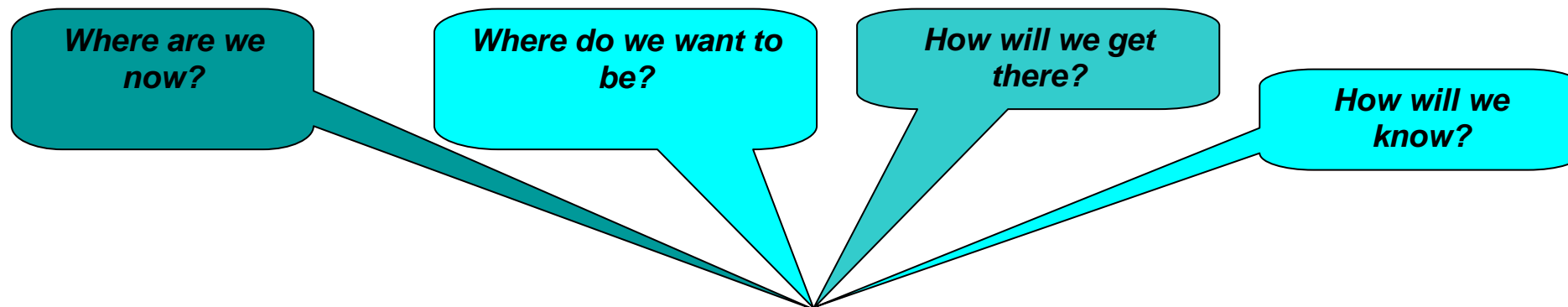
**Albert Henderson**  
**Corporate Director – Education & Communities**

## 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:



## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

### 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

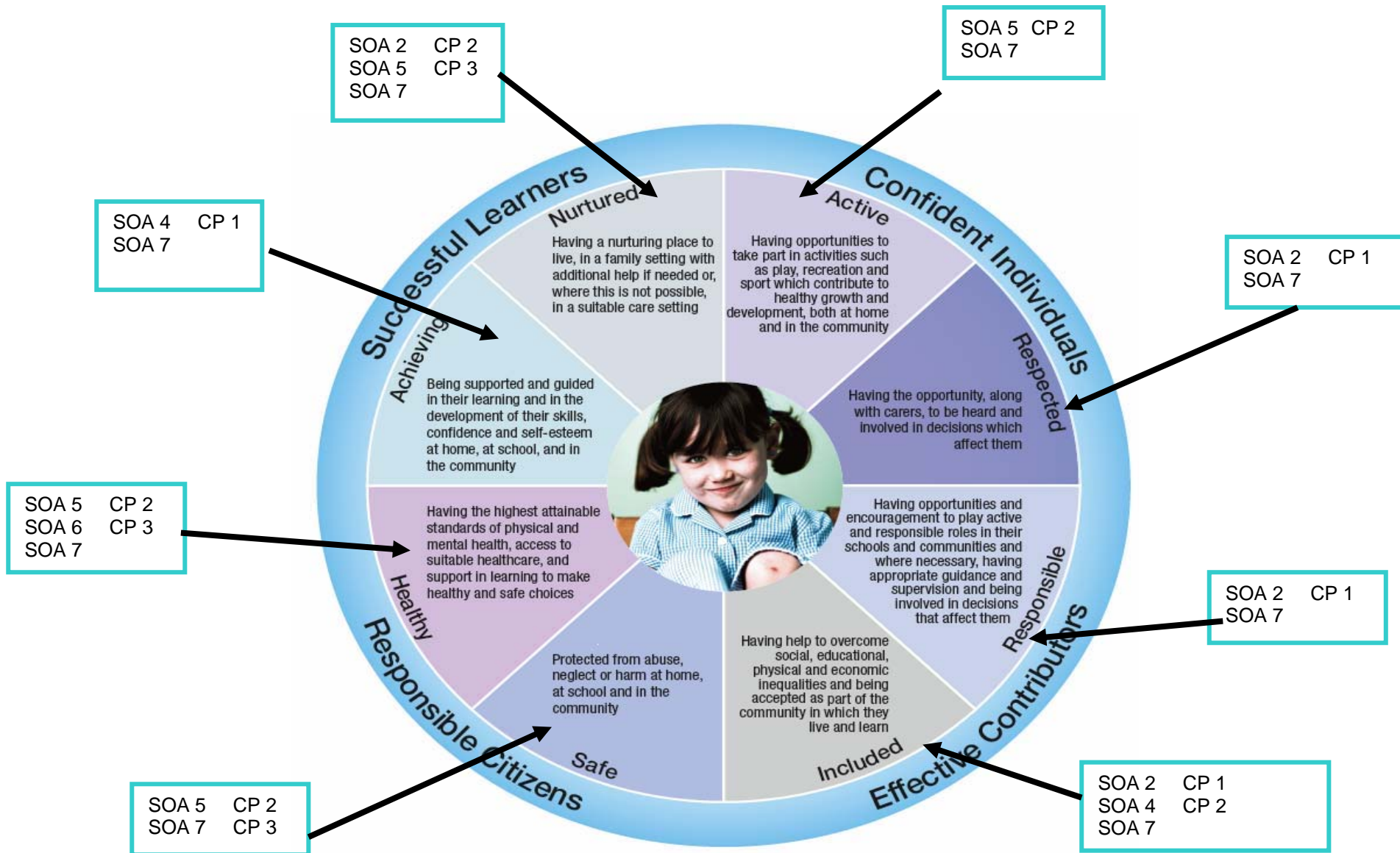
The Strategic “bind” for our directorate centres around key outcomes based on the GIRFEC (Getting it Right for Every Child) wellbeing outcomes. We plan to adapt these outcome descriptors to suit the broader aspects of the Directorate. Our aim is to ‘get it right.’ not just for our children but for our 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.



# “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*

| Single Outcome Agreement Themes   | Corporate Plan Objectives  |
|---|--|
| <p><b>SOA 1</b><br/>Inverclyde’s population is stable with a good balance of socio-economic groups</p> <p><b>SOA 2</b><br/>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><b>SOA 3</b><br/>The area’s economic regeneration is secured</p> <p><b>SOA 4</b><br/>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><b>SOA 5</b><br/>The health of local people is improved, combating health inequality and promoting healthy lifestyles</p> <p><b>SOA 6</b><br/>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><b>SOA 7</b><br/>All young people have the best start in life</p> <p><b>SOA 8</b><br/>Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations</p> | <p><b>CP 1</b><br/>Educated, Informed, Responsible Citizens</p> <p><b>CP 2</b><br/>Health &amp; Caring Communities</p> <p><b>CP 3</b><br/>Safe &amp; Sustainable Communities</p> <p><b>CP 4</b><br/>A Thriving, Diverse Community</p> <p><b>CP 5</b><br/>A Modern, Innovative Organisation</p> |

## **“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

### **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

***‘A Nurturing Inverclyde’***

***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.

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

**4. Directorate Improvements**

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

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

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

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

## 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<br>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? |
|---|---|--|---|---|--|-------------------------------|-------------------------|
| <b>Health &amp; Wellbeing – experiences &amp; outcomes</b><br><br>Education<br>Safer<br>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.<br><br>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<br><br>Neil Campion<br><br>QIO's<br><br>All schools      | SOA 5<br>SOA 7<br><br>CP 2    | August 2012             |
| <b>Health Awareness</b><br><br>Planning and<br>Culture<br>Education                                 | Small collection of 'Books on Prescription' available for public use.                 | Increase books available to include Junior books and extend service to additional libraries.<br><br>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.<br><br>Higher user rates recorded.   | Alana Ward<br><br>Library Staff<br><br>Psych' Services<br><br>Health | SOA 5<br><br>SOA7<br><br>CP 2 | April 2012              |

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>Lead Service   | Where are we<br>now?   | Where do we want<br>to be?  | How will we get<br>there?   | How will we<br>know?   | Who is<br>involved?                       | How<br>does it<br>fit? | When will we<br>get there? |
|--|--|---|---|--|---|------------------------|----------------------------|
| <p><b>HWB<br/>for Adults and<br/>elderly citizens</b></p> <p>Safer<br/>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>         |

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

## 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<br>Lead Service   | Where are we now?  | Where do we want to be?  | How will we get there?   | How will we know?   | Who is leading/<br>involved?   | How does it fit?           | When will we get there? |
|--|--|--|--|---|--|----------------------------|-------------------------|
| <b>Self evaluation / continuous improvement</b><br><br>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.<br><br>Action plans developed to cover each area.<br><br>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.<br><br>Develop current QIO team and development officers to form a continuous improvement team.<br><br>Use HMI ‘Futures’ toolkit to take forward the change programme. | All key areas will have specific action plans to take forward developments.<br><br>Continuous improvement team will be established to work in partnership with Heads of Establishments to maximise improvement impacts for our children, citizens and communities.<br><br>Staff will be able to use the Futures methodologies to manage change. | <b>Albert Henderson</b><br>Wilma Bain<br>Angela Edwards<br>QIMs<br>QIOs<br>District inspector<br>Development Officers<br>HTs | SOA7<br><br>CP1<br><br>CP5 | June 2012               |



## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

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

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

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

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>Lead Service                     | Where are we now?  | Where do we want to be?  | How will we get there?  | How will we know?   | Who is leading/<br>involved?  | How does it fit?                                   | When will we get there?              |
|--|--|--|---|---|---|--|--------------------------------------|
| <p><b>Arts access</b></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><b>Elsa Hamilton</b></p> <p>Art and music development officers</p> <p>Educational establishments</p> |  | <p>June 2012</p> <p>October 2011</p> |
| <p><b>Senior phase curriculum planning</b></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 learners.</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><b>Iain Mills</b></p> <p>HTs</p> <p>Arts/Music development officers.</p> <p>CLD</p>                  | <p>SOA 7<br/>SOA2<br/>SOA4</p> <p>CP 1<br/>CP4</p> | <p>June 2012</p>                     |

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>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><b>Broader accreditation</b></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><b>Wilma Bain</b><br/>Maggie Paterson<br/>Alana ward<br/>QIMs<br/>MCMC team</p> | <p>SOA 7</p> <p>CP1</p> | <p>June 2012</p>        |

## “Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

| Focus Area<br>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><b>Curriculum for Excellence</b></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><b>Iain Mills</b></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<br/>SOA2<br/>SOA4</p> <p>CP 1</p> <p>CP4</p> | <p>June 2012</p>        |

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>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? |
|---|--|--|--|--|---|--|-------------------------|
| <b>Curriculum for Excellence (continued)</b><br><br>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.<br><br>Transition programmes will reflect CfE experiences and outcomes. |   | SOA 7<br>SOA2<br>SOA4<br><br>CP 1<br><br>CP4 | June 2012               |
| <b>Gaelic provision</b><br><br>Education                      | Gaelic learning available in Highlanders Primary. Enthusiastic and committed staff in unit. Difficulties with recruitment. | Staffing difficulties resolved.<br><br>Development of Gaelic service action plan to take forward aspects of the service.<br><br>Gaelic parent council set up.<br><br>Extended early years provision to include 0 -3. | Recruitment drive.<br><br>Visit other establishment across the country with similar provision to share good practice.<br><br>Further develop Gaelic Medium Education in line with CfE recommendations. | Full complement of staff in place.<br><br>Clear action plan documented showing planned improvements to service.<br><br>Gaelic Parent Council active.   | Angela Edwards<br><br>QIO<br><br>HT Highlanders Academy.<br><br>specialist support. | CP 1   |                         |

## “Nurturing Inverclyde”

Education & Communities

Getting it Right for Every Child, Citizen and Community

### 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<br>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? |
|---|---|--|--|---|--|-------------------------|-------------------------|
| <b>Nurturing Inverclyde</b><br><br>Cross directorate        | Directorate drive and vision beginning to be centred around GIRFEC well-being outcomes: <ul style="list-style-type: none"> <li>• Safe</li> <li>• Healthy</li> <li>• Active</li> <li>• Nurtured</li> <li>• Achieving</li> <li>• Respected &amp; responsible</li> <li>• Included</li> </ul> | Full implementation of well-being outcomes as driver for improvements in directorate.<br><br>Use of shared language and working across directorate leading to better synergy of planning and delivery. | Cross-directorate planning and evaluating groups.<br><br>Engaging with communities and establishments, using well-being outcomes as drivers for improvement. | Planning and delivery centred around this agenda e.g. service plans reflect this vision and outcomes.<br><br>Staff involved in developing this shared vision.<br><br>Progress being made in service delivery around outcomes. | <b>Directorate SMT</b>   | SOA 1 -8<br><br>CP1 - 5 |                         |
| <b>‘Nurturing our Heritage’</b><br><br>Planning and culture | Watt Library archives require to be preserved and stored appropriately.<br><br>Pre-application for Watt Library HLF completed.<br><br>Core group formed.<br>Extensive liaison with HLF taken place.   | Start to store/preserve archives appropriately.<br><br>Successful round 1 bid for library refurb.<br><br>Establishment of ‘Nurturing our heritage’ project.  | Appoint archivist (part-time).<br><br>Complete round one bid.  | Archivist appointed.<br><br>Round 1 bid successful.<br><br>Public engagement on proposed project underway.  | <b>Angela Edwards</b><br><b>Alana Ward</b><br>HLF core group.<br>Libraries and museums staff | SOA3<br><br>CP 1<br>CP4 | June 2012               |

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>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? |
|---|--|---|---|---|---|--------------------------------|-------------------------|
| <b>Parenting</b><br><br>Education<br>Safer communities                | Range of parenting programmes/sessions in place. | Develop parenting strategy to articulate best approach and practices.<br><br>Implement best practice approaches to parenting. | Form parenting working group from staff and parents.<br><br>Form ASN parents reference group. | Improved participation levels in parenting sessions.<br><br>Parents report on increased confidence levels.<br><br>Parental issues with ASN focus identified and addressed.                    | <b>John Arthur</b><br><br>Education and health colleagues.          | SOA 7<br><br>SOA 2<br><br>CP 2 | June 2012               |
| <b>Corporate Parenting</b><br><br>Cross directorate / cross authority | Good practice identified 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.<br><br>All officers aware of their duties in corporate parenting.<br><br>Improved outcomes for children who are looked after. | <b>Angela Edwards</b><br><br>Sharon MacAlees<br><br>Psych' services | SOA7<br><br>CP 2               | January 2012            |



**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>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><b>Better relationships, better behaviour</b></p> <p>Education<br/>Safer communities</p> | <p>Cross Directorate Working Party set up to support developments in this area.</p> <p>Audit taking place with headteachers.</p> <p>Current good practice needs to be shared more 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><b>Housing Improvements</b></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<br>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? |
|---|---|--|--|--|--|--|-------------------------|
| <b>Nurturing approaches in educational establishments</b><br><br>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<br/>Psych services</p>   | <p>SOA 7</p>                               |                         |
| <b>School estates and community facilities</b><br><br>Education<br>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:<br/>Mearns<br/>Overton/Highlanders<br/>St Andrew's/St Gabriel's</p> <p>Continue:<br/>Shared Campus<br/>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<br/><br/>Education SMT<br/><br/>Properties team<br/><br/>CLD</p>         | <p>SOA 1<br/><br/>SOA 7<br/><br/>SOA 8</p> |                         |
| <b>Collaborative approaches to working in Psychological services</b><br><br>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 improved outcomes.</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<br/><br/>Educational Psychologists<br/><br/>Heads of establishment.</p> |  |                         |

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

## 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<br>Lead Service   | Where are we<br>now?  | Where do we want<br>to be?  | How will we get<br>there?   | How will we<br>know?  | Who is<br>involved?   | How does<br>it fit?           | When will we<br>get there? |
|--|---|---|---|---|---|-------------------------------|----------------------------|
| <b>Active play opportunities</b><br><br>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.<br><br>Staff development through returning to principles of BtC 2.                   | Children will make progress in their learning through active play in the early years.<br><br>Plans and reports from educational establishments will reflect these developments. | Linda Wilkie<br><br>QIOs<br><br>Certain educational establishments. | SOA 7<br><br>CP1              | June 2012                  |
| <b>Involvement of older people in community and learning activities</b><br><br>Safer communities | Some examples of involvement of older people in community learning.                               | Improved engagement with older people in community learning and activities.           | Audit needs.<br><br>Use of intergenerational projects e.g. WOOPi.<br><br>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<br><br>CLD<br><br>Library and museums staff.            | SOA 8<br><br>SOA 2<br><br>CP2 | August 2012                |
| <b>Physical Education in schools</b><br><br>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<br>QIOs<br>HTs   | SOA 5<br><br>CP 1             | August 2012                |

**“Nurturing Inverclyde”**

Education & Communities

*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<br>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><b>Community engagement and empowerment</b></p> <p>Cross-directorate</p> | <p>Examples of good practice evident through CLD inspection reports across Authority.</p> <p>Top down model often adopted.</p>   | <p>Staff and communities aware of co-production methods of engagement which will lead to a culture of ‘facilitating’ not ‘fixing’.</p>   | <p>Seminars/workshops with staff.</p> <p>Identify pilot projects using this approach.</p> <p>Community Councils.</p> <p>TARA’s.</p> <p>Communities of Interest.</p>   | <p>Pilot projects identified and staff confident to take forward co-production techniques.</p> <p>Increased levels of Community representation &amp; empowerment.</p>   | <p>Angela Edwards</p> <p>Kate Watson<br/>CLD</p>           | <p>SOA 2</p> <p>SOA 7</p> <p>CP 1 - 5</p> | <p>April 2012</p>       |
| <p><b>Young People Voice</b></p> <p>Education Planning and culture</p>      | <p>Good examples of young people having a voice in their educational establishments/communities through:<br/>School Councils<br/>Youth Forum<br/>Inverclyde Senior Student Forum<br/>Rights Respecting schools (RRS) work. This has resulted in a number of schools receiving RRS accreditation.</p> | <p>Increased involvement of young people in decisions about educational establishments / communities.</p> <p>Almost all educational establishments in Inverclyde to have RRS status at different levels.</p> <p>More involvement of young people in understanding the Inverclyde heritage.</p> | <p>RRS work to continue.</p> <p>Educational establishments already involved to share good practice.</p> <p>Involvement in school reviews.</p> <p>Explore suggestion that young people sit on education committee.</p> <p>Delivery of Create! Curate! Project.</p> | <p>More educational establishments have RRS status.</p> <p>Plans in place to involve Inverclyde young people on education committee.</p> <p>Young people involved in museum projects through the ‘Create! Curate!’ project.</p> | <p>Education SMT<br/>CLD<br/>Alana Ward</p> <p>Val Boa</p> | <p>SOA 2</p> <p>CP1</p>                   | <p>April 2012</p>       |

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>Lead Service                              | Where are we<br>now?  | Where do we<br>want to be?   | How will we get<br>there?   | How will we<br>know?   | Who is<br>involved?  | How<br>does it<br>fit?   | When will we<br>get there? |
|---|---|--|---|--|--|--------------------------|----------------------------|
| <b>Parental<br/>Involvement</b><br><br><b>Education</b> | <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>          |
| <b>Sustainability</b><br><br>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 Charters.</p> | <p>Awareness raising sessions for key staff.</p> <p>Encourage all educational establishments to become involved in sustainability projects.</p> <p>Increase awareness</p>   | <p>Evidence of improvement in performance data related to this area.</p> <p>More educational establishments will have Green Flag Status.</p> <p>CfE experiences and outcomes</p>                     | <p>John Arthur<br/>Wilma Bain<br/>Iain Mills<br/>QIMs<br/>QIOs</p> | <p>SOA 8</p> <p>CP3</p>  | <p>May 2012</p>            |

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

|  |  |  |   |   |  |  |  |
|--|--|--|---|---|--|--|--|
|  |  |  | of Environmental Science in educational establishments. | related to this area achieved by pupils.<br><br>School Green Charter targets met. |  |  |  |
|--|--|--|---|---|--|--|--|

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

### 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<br>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? |
|--|---|--|---|--|---|---|-------------------------|
| <b>Financial Inclusion</b><br><br>Safer communities<br>Education | Directorate represented on Alliance financial inclusion group.<br>Range of financial programmes on offer.<br>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.<br>Educational establishments liaising more closely with e.g. credit unions etc to set up own banks and improve financial learning.<br>CfE Experiences and outcomes being achieved. | Maggie Paterson<br><br>Wilma Bain<br><br>QIOs<br><br>Educational establishments | SOA 2<br><br>SOA 4<br><br>SOA 3<br><br>CP 1 | August 2012             |
| <b>Additional Support Needs</b><br><br>Education<br>CHCP         | Children and young people with additional support needs well educated in Inverclyde.<br><br>ASN monitoring Forum established to streamline approaches to matching placements/resources to need. | Children well supported in their own community schools.<br><br>Increase outreach and consultation services from our specialist establishments. | Review of ASN Forum.<br><br>Seminars/workshops on ASL Act.<br><br>Further develop ASN provision across the authority.<br><br>Working party formed to consider approach to planning. | ASL Act seminars well attended.<br><br>Reduced referrals for specialist placements.<br><br>Better use of specialist establishments as a resource to whole authority.   | Angela Edwards<br><br>QIMs<br>QIOs<br><br>Psychological Services                | SOA 7<br><br>CP 1                           | June 2012               |

## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

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



## “Nurturing Inverclyde”

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Focus Area<br>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><b>Live in Inverclyde, Learn in Inverclyde</b></p> <p>Education<br/>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<br/>Elsa Hamilton<br/>Kate Watson<br/>MCMC team</p> | <p>SOA 7<br/>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 |                  |              |              |                         |
| <b>Domestic Noise</b><br>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          |                         |
| <b>Trading Standards</b><br>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%         |                         |
| <b>Food Safety</b><br>% of premises which are broadly compliant  | 87.5%         | 84%       | -         | 85%              | N/A          | 80%          |                         |
| % of interventions achieved  | 96.2%         | 92.5%     | -         | 95%              | N/A          | 85%          |                         |
| <b>Public Health</b><br>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<br>2011/2012 | Upper Limit* | Lower<br>Limit* | Rank / National<br>Average |
|--|-----------------|-----------|-----------|---------------------|--------------|-----------------|----------------------------|
|  | 2010/2011       | 2009/2010 | 2008/2009 |                     |              |                 |                            |
| <b>Pest Control</b>  |                 |           |           |                     |              |                 |                            |
| 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%             |                            |
| <b>Community Wardens</b>                                     |                 |           |           |                     |              |                 |                            |
| 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%             |                            |
| <b>Health &amp; Safety At Work</b>                           |                 |           |           |                     |              |                 |                            |
| Percentage of liable businesses subject to intervention      | 10.6%           | 8%        | -         | 10%                 | N/A          | 7.5%            |                            |
| <b>Community Work</b>  |                 |           |           |                     |              |                 |                            |
| Number of examples of impact                                 | 12              | 11        | -         | 12                  | N/A          | 10              |                            |
| Percentage who felt they had increased their capacity        | 83.3%           | 79.2%     | -         | -                   | -            | -               |                            |
| <b>Education</b>   |                 |           |           |                     |              |                 |                            |
| 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%<br>(5 / 5) | -         | -         | -                   | -            | -               |                            |

**“Nurturing Inverclyde”**

Education & Communities

*Getting it Right for Every Child, Citizen and Community*

| Key Performance Measures  | Performance |           |           | Target<br>2011/2012 | Upper Limit* | Lower Limit* | Rank /<br>National<br>Average |
|---|-------------|-----------|-----------|---------------------|--------------|--------------|-------------------------------|
|   | 2010/2011   | 2009/2010 | 2008/2009 |                     |              |              |                               |
| <b>Attainment - % pupils achieving</b>  |             |           |           |                     |              |              |                               |
| S Grades English & Maths at S4  | 95%         | 94.8%     | 96%       | -                   | -            | -            | -                             |
| 5+ Standard Grades by S4  | 94.9%       | 95.8%     | 95%       | -                   | -            | -            | -                             |
| 5+ Credit Level S Grades by S4  | 36.5%       | 34.3%     | 37%       | -                   | -            | -            | -                             |
| 1+ Higher Grade by S5   | 43.2%       | 41.8%     | 39%       | -                   | -            | -            | -                             |
| 3+ Higher Grades by S5  | 25.4%       | 23.1%     | 22%       | -                   | -            | -            | -                             |
| 5+ Higher Grades by S5  | 11.7%       | 7.7%      | 10%       | -                   | -            | -            | -                             |
| 5+ Higher Grades by S6  | 22%         | 20.1%     | 19%       | -                   | -            | -            | -                             |
| 1+ Advanced Higher by S6  | 14%         | 12.2%     | 11%       | -                   | -            | -            | -                             |
| <b>Libraries and Museums</b>  |             |           |           |                     |              |              |                               |
| 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                           |
| <b>Actual library additions per 1,000 population</b>  |             |           |           |                     |              |              |                               |
| Children’s Stock  | 33          | 40        | 16        | 41                  | 42           | 39           | N/A                           |
| Adult Stock   | 141         | 146       | 56        | 147                 | 148          | 145          | N/A                           |
| <b>Library Stock at year end per 1,000 population</b>   |             |           |           |                     |              |              |                               |
| 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

**“Nurturing Inverclyde”**

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**

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