
Report To:	Education & Lifelong Learning Committee	Date:	24 January 2012
Report By:	Corporate Director Education & Communities	Report No:	EDUC/09/12/AE
Contact Officer:	Angela Edwards Head of Educational Culture and Planning	Contact No:	01475 712850
Subject:	Education & Communities Directorate Performance Report		

1.0 PURPOSE

- 1.1 This report advises Members of progress made by the Education & Communities Directorate in achieving its objectives, relating to the work and remit of the Education & Lifelong Learning Committee, as set out in the Directorate Plan for 2011-12.

2.0 SUMMARY

- 2.1 Education & Communities' Directorate Plan has been approved by committee and differs from the other directorates in that it is framed around the Wellbeing Indicators originally articulated in the "Getting It Right For Every Child" (GIRFEC) policy. The Directorate has developed this approach to include work with citizens of all ages and, more generally, with communities.
- 2.2 Appended, (Appendix 1) is the performance report relating to progress against the aims and objectives outlined in this revised Directorate Plan for the year to date.
- 2.3 Only the updates to the Improvement Actions that relate to the Education & Lifelong Learning Committee have been included within this paper, for the attention of committee.
- 2.4 Absence statistics are also presented to committee as part of Directorate performance reporting. The statistics presented in this report to Education & Lifelong Learning relate to teaching staff only, as all other staff are reported within Corporate Reporting via HR&OD. Absence statistics for Inverclyde's teachers for the reporting period August - November 2011 can therefore be found in Appendix 2 to this report.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
1. Consider the progress reported in the areas of the Directorate's work that relate to the remit of the Education & Lifelong Learning Committee
 2. Note that not all elements of the objectives identified within the Directorate Plan have been updated in this report.

Albert Henderson
Corporate Director
Education & Communities

4.0 BACKGROUND

- 4.1 This report from the Education & Communities Directorate provides an overview of performance and an update of progress made relating to the Directorate Plan set out for 2011-12.
- 4.2 The Education & Communities Directorate Plan 2011-12 is the Directorate's principal planning document and sets out the projects and improvement actions that will be implemented in order to help the Council deliver the strategic priorities identified within the Corporate Plan, Community Plan and Single Outcome Agreement.
- 4.3 Appendix 1 contains details of the status of projects and improvement actions. For example, whether they have been completed, are on track, have not yet started or have slipped.

5.0 PROPOSALS

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

6.0 IMPLICATIONS

6.1 Finance

No financial implications

6.2 Human Resources

No personnel implications

6.3 Equalities

No equalities implications

6.4 Legal

No legal implications

“Nurturing Inverclyde”

Education & Communities – Monitoring of Directorate Plan 2011-12

Getting it Right for Every Child, Citizen and Community

Performance Report – Education & Lifelong Learning Committee

24th January 2012

4.1 Safe		
Protected from abuse, neglect and harm at home, at school and in the community		
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Child Protection		
Implement the actions of the Child Protection business plan along with other agencies.	<p>Take forward the action plan derived from the record of inspection findings</p> <p>Child protection committee will re-evaluate action points and ensure progress has been made</p> <p>Form focus groups as required</p> <p>Develop training around action areas</p> <p>Evidence of progress will be collated against action points</p>	<p>On Track</p> <p>Sub groups have been formed to take forward the action plan that has arisen from the inspection report</p>
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Community and Personal Safety		
<p>Projects/approaches sustainable and linked to CfE well-being outcomes.</p> <p>Reduced levels of violence (gender-based and other).</p> <p>Beginning to see an attitudinal shift to gender-based violence.</p>	<p>No Knives, Better Lives programme</p> <p>Reduction in violence and offending rates</p> <p>Bystander programme piloted in Port Glasgow Initiated by Violence reduction unit</p> <p>Schools in Bystander pilot reporting change in attitudes of young people</p>	<p>On Track</p> <p>This programme is now underway in a number of our schools – violence and offending stats will be reported annually in March</p> <p>Training has taken place for over 30 staff across the directorate. Pupil mentor training is planned for March 2012 for implementation in August. Project was reported very positively in the Herald Newspaper 14th November 2011</p>

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

Where Do We Want To Be?	How Will We Know ?	Update - Year to Date
Health & Wellbeing – experiences & outcomes		
<p>Full implementation of H&WB experiences & outcomes in most educational establishments</p> <p>Teachers confident in delivery of H&WB outcomes.</p>	<p>H&WB team to work with schools on implementation</p> <p>Children and young people achieving outcomes from Curriculum for Excellence (CfE) Health and well-being programmes</p> <p>Evidenced in planners, records of achievement, end-of-year reports etc.</p>	<p>On Track</p> <p>In-service / CPD developments planned (Feb 2012) for all sectors regarding Health & Well Being as Responsibility for All.</p> <p>Consideration and good practice dissemination of H&WB across subjects and curricular areas</p>
Where Do We Want To Be?	How Will We Know ?	Update - Year to Date
Health Awareness		
<p>Books on Prescription - Increase stock available to include Junior books and extend service to additional libraries.</p>	<p>Purchase books and market availability to public / Start workshops/seminars on specific health areas</p> <p>Increased number of books and seminars available to public in libraries</p> <p>Higher user rates recorded</p>	<p>On Track</p> <p>New Books on Prescription available in Inverclyde libraries</p>
Where Do We Want To Be?	How Will We Know ?	Update - Year to Date
HWB for Adults and elderly citizens		
<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</p> <p>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>On Track</p> <p>3,404 Adult learners</p> <p>1,000+ Learners Supported to Sustain</p> <p>20+ Adult Learning Programmes</p> <p>235 Adults gaining 1st qualifications</p> <p>324 No. adult learners progressing to training / employment</p>

4.3 Achieving

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

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Self evaluation / continuous improvement		
<p>All action points taken forward further with clear progress being made with specific action points.</p> <p>Action plans developed to cover each area.</p> <p>Form a continuous improvement team which leads to a more collective approach to self-evaluation for continuous improvement.</p>	<p>Staff will be able to use the Futures methodologies to manage change</p> <p>Continuous improvement team will be established to work in partnership with Heads of Establishments to maximise improvement impacts for our children, citizens and communities</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>On Track</p> <p>Work with HMle colleagues, using the 'Futures Kit', to establish core functions of a Continuous Improvement Team. 2 sessions have taken place with a further session planned for Jan / Feb 2012.</p> <p>On Track</p> <p>Self Evaluation Working Group has been set up to build on methodologies and good practice at establishment level</p> <p>Directorate Planning Group has already begun to consider the planning arrangements for 2012-13 and is embedding a commonly-held definition of good self evaluation within this process.</p> <p>SMT now consider and review the progress of the current Directorate Plan at each meeting</p>

Where Do We Want To Be?	How Will We Know?	Update - Year to Date																								
Literacy across Learning																										
Develop consistently benchmarked literacy strategy for use across directorate	Continue literacy across learning working group formed for VSE Share practice more effectively Literacy strategy in place	On Track In-service / CPD developments planned (Feb 2012) for all sectors regarding Literacy as Responsibility for All. Consideration and good practice dissemination of literacy across subjects and curricular areas Working with PE / Home Economics teachers in one of our schools to support learners whose literacy skills were prohibiting attainment in these practical subjects																								
Develop Inverclyde criteria for 'Dyslexia friendly' establishments	Psych' services to take forward 'dyslexia friendly' schools work Most schools have Inverclyde dyslexia friendly accreditation	On Track Psychological Services are currently undertaking a review of Dyslexia Friendly accreditation in Inverclyde Schools																								
Where Do We Want To Be?	How Will We Know?	Update - Year to Date																								
Library access and learning																										
Further development of accreditation routes through library courses. Increased library work with schools (CfE) focus.	Librarians to speak to HT's regarding involvement in schools work	On Track Libraries Manager will attend next HT meeting to discuss plans and developments linking schools and libraries.																								
Where Do We Want To Be?	How Will We Know?	Update - Year to Date																								
Improved achievement / attainment																										
Raise standards of attainment and achievement for all children and young people. Increase in attendance rates.	Show improvement in achievement/attainment across educational establishments	On Track <u>2011 SQA Examination - Attainment</u> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>S4 Eng & Maths</td> <td>94.8%</td> <td>95.0%</td> </tr> <tr> <td>5+ Level 4</td> <td>81.1%</td> <td>81.7%</td> </tr> <tr> <td>5+ Level 5</td> <td>34.3%</td> <td>36.5%</td> </tr> <tr> <td>S5 1+ Level 6</td> <td>41.8%</td> <td>43.2%</td> </tr> <tr> <td>3+ Level 6</td> <td>23.1%</td> <td>25.4%</td> </tr> <tr> <td>5+ Level 6</td> <td>7.7%</td> <td>11.7%</td> </tr> <tr> <td>S6 1+ Level 7</td> <td>12.2%</td> <td>14.0%</td> </tr> </tbody> </table>		2010	2011	S4 Eng & Maths	94.8%	95.0%	5+ Level 4	81.1%	81.7%	5+ Level 5	34.3%	36.5%	S5 1+ Level 6	41.8%	43.2%	3+ Level 6	23.1%	25.4%	5+ Level 6	7.7%	11.7%	S6 1+ Level 7	12.2%	14.0%
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Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Increased inter-authority work on assessment and benchmarking standards	<p>Further improved ranking for positive destinations for all young people</p> <p>Reduced exclusions</p> <p>Improved attendance rates</p>	<p>Slippage Inverclyde showing a 0.9% decrease in positive destinations in 2010-11. Awaiting direct comparative figures with other authorities for relative ranking – separate report to committee</p> <p>On Track 2010-11 saw a 21% reduction in exclusion rates in Inverclyde schools from the previous year. Work continues to support this encouraging trend across all schools / sectors</p> <p>On Track Guidance document has been produced to support good attendance in our schools. Analysis of Pre 5 attendance is underway to determine patterns where early intervention may have positive impact. Monthly reports to schools regarding pupils with attendance concerns.</p>
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Arts Access		
Further enhance services to ensure development of CfE outcomes	<p>Art and music activities clearly linked and evaluated against CfE outcomes</p> <p>Music and arts development officers to match projects to CfE outcomes</p>	<p>On Track A number of projects / initiatives have now been aligned to CfE experiences and outcomes (e.g. RIG Arts, Rusty Boat)</p>
Target specific groups of young people to access art and music activities	Increased participation in art/music events and activities from young people at risk of exclusion	<p>On Track Personalisation projects have been established to support specific vulnerable young people who are excluded or at risk of being excluded</p>
Appointment of seconded arts officer to Beacon Arts Centre increasing engagement with performing arts for all young people.	SLA between education and Beacon Centre to ensure high quality service from seconded arts officer	<p>On Track This post will be in place by March 2012</p>

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Senior phase curriculum planning		
High level curriculum planning seminar Secondary HTs networking sessions to explore possibilities	Educational establishments offering creative senior phase curricular structures to suit the aspirations, contexts and needs of their learners	On Track Secondary HT's have developed a Senior Phase model – this is being reported separately to Committee
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Broader accreditation		
CLD workshops/collegiate sessions in schools / share good practice	Evidence of an increase in the use of a broader range of accreditation e.g. John Muir, Duke of Edinburgh, Youth Achievement Awards	On Track Duke of Edinburgh Award Scheme: Participation / achievement has increased year-on-year in Inverclyde. We now have the highest participation and achievement rate per 14-24 population in Scotland. Gold Award 22 young people Silver Award 79 young people Bronze Award 110 young people
Use of flexible learning packages	Improved tracking of flexible learning packages and the outcomes/impact for young people	On Track Referral of FLP's to the ASN Monitoring Forum has seen improvements in the quality and impact of this option for pupils.
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Gaelic provision		
Staffing difficulties resolved	Full complement of staff in place	Slippage Still experiencing recruitment issues
Development of Gaelic service action plan to take forward aspects of the service.	Clear action plan documented showing planned improvements to service	On Track Partnership group is looking at developments in Gaelic provision. Workshops are planned for early 2012 to take developments forward in the authority
Extended early years provision to include 0 -3.		On Track A Parent and Child group for children under 3 is being set up in 2012.

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Curriculum for Excellence		
Continued work through CfE strategy/school leadership	<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>On Track</p> <p>CfE developments are reported separately to Committee</p> <p>Recent HMle Reports show that our establishments are making good progress in implementing CfE</p>
3-18 emphasis with cross-sector workshops on key areas	<p>Rigorous approaches to transition. Consistent approach across authority with clearly identified pathways of progression for young people</p> <p>Transition programmes will reflect CfE experiences and outcomes</p>	<p>On Track</p> <p>All HT's have been issued with Primary / Secondary Transition Support Packs. These resources are intended to provide guidance for school based staff on Planning for Choices and Change for pupil journeys</p>

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

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Nurturing Inverclyde		
Cross-directorate planning and evaluating groups	Planning and delivery centred around this agenda e.g. service plans reflect this vision and outcomes Staff involved in developing this shared vision.	On Track Directorate Plan for Education & Communities has been realigned along the GIRFEC model. This approach is also being adopted in the development of the SOA and the review of the Strategic Planning Framework corporately.
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Nurturing our Heritage		
Store/preserve archives appropriately	Appoint archivist (part-time)	On Track This post is about to be advertised
Refurbishment of Watt Library	HLF funding sought to develop this programme of work	On Track Round 1 bid as being drawn up. Public engagement on proposed project underway. Tender for the feasibility study for the programme is being prepared.
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Parenting		
Develop parenting strategy to articulate best approach and practices.		On Track Parenting Strategy has been developed with the input and expertise of all services working with and supporting children and their families
Implement best practice approaches to parenting	ASN parents reference group Parental issues with ASN focus identified and addressed	On Track ASN Parents' Reference Group has now been established and has met once, with the next meeting planned for February 2012.

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Better relationships, better behaviour		
Cross directorate/agency working party to take this forward	Guidelines available for educational establishments and community groups Consultation group also available for establishments to access advice etc.	On Track Positive Relationships and Behaviour Strategy Group has been established focusing on equipping staff and providing advice / support to make a positive impact on behaviour in schools.

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

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Physical Education in schools		
Look at implications with Head Teachers and implement additionality	All children and young people in Inverclyde receive at least 2 hours PE	On Track Stakeholder Consultation is underway regarding this development area.

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.**

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Community engagement and empowerment		
Staff and communities aware of co-production methods of engagement which will lead to a culture of 'facilitating' not 'fixing'.	Pilot projects identified and staff confident to take forward co-production techniques. Increased levels of Community representation & empowerment.	On Track Co-production techniques have been piloted with the newly established ASN Parents Reference Group
Sustainability		
Encourage all educational establishments to become involved in sustainability projects	More educational establishments will have Green Flag Status School Green Charter targets met.	On Track Green Flag Schools 1 st Flag 11 schools 2 nd Flag 4 schools 3 rd Flag 2 schools 4 th Flag 1 school (Lady Alice PS)

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

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Financial Inclusion		
Providing a coherent approach to financial literacy	<p>Increased access to financial literacy programmes</p> <p>Educational establishments liaising more closely with e.g. credit unions etc to set up own banks and improve financial learning</p>	<p>On Track Financial Fitness Project has been awarded funding to deliver Financial Education sessions to young people. Working with Education Services to roll out this provision – linked to CfE</p> <p>On Track Inverclyde Academy now operates a Credit Union and work will now be done to extend this type of initiative across the authority.</p>
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Additional Support Needs		
Review of ASN Forum	<p>ASN network group formed and chaired by Principal Psychologist/Quality Improvement Manager to review and set clear targets for action within the area of ASN</p> <p>Reduced referrals for specialist placements</p> <p>Better use of specialist establishments as a resource to whole authority</p>	<p>On Track ASN Monitoring Forum has now been established to take a collective overview of ASN decisions / provision / needs.</p> <p>Reduction in the number of new specialist placements because needs are being better assessed by the Monitoring Forum.</p> <p>ASL Seminar planned for April 2012</p> <p>“One Child, One Plan” Working Group also scheduled to meet for the first time - Jan 2012</p>

Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Live in Inverclyde, Learn in Inverclyde		
Where possible, all young people in Inverclyde should be able to live and learn in Inverclyde	<p>Re-structuring of Mearns Centre to support more young people in the area</p> <p>Careful monitoring of external placements</p>	<p>On Track Developments are now underway and on target</p> <p>Not Started Visits planned to current external placements early in 2012 by Head of Service for Educational Culture & Planning and the Council's Procurement Manager.</p>

Appendix 2: Absence Statistics - Teachers

Table 1	
Service:	Education Services
Indicator:	Teacher Absence Rate
Type of Indicator:	Corporate Indicator
Relevance:	High levels of attendance lead to higher levels of service provision, heightened morale and, for the purposes of Best Value, the provision of competitive and effective services
Previously reported Levels	2.5% (August – December 2010)
Current Performance Level:	2.8% (August – December 2011)
Target Performance Level:	5%
Frequency of Monitoring:	Quarterly
Analysis of Performance & Service Commentary	Absence rates are better than the service target for the period reported as well as for the corresponding period in the previous year. There is only a 0.3% difference between the two years.
Trend:	No significant change
External Validation:	Authority statistics validated by Audit Scotland