
Report To:	Education & Communities Committee	Date:	30 October 2012
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/45/12/AE
Contact Officer:	Angela Edwards Head of Inclusive Education, Culture & Corporate Policy	Contact No:	01475 712850
Subject:	Education, Communities & Organisational Development Directorate Performance Report		

1.0 PURPOSE

- 1.1 This report advises Members of progress made by the Education, Communities & Organisational Development (ECOD) Directorate in achieving its objectives, as set out in the current Directorate Plan.

2.0 SUMMARY

- 2.1 The ECOD Directorate Plan has been approved by Committee and was the first Directorate Plan to be framed around the Wellbeing Indicators originally articulated in the "Getting It Right For Every Child" (GIRFEC) policy: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The plan indicates how these can be achieved for children, citizens and communities. This reflects the purpose of the Education, Communities & Organisational Development Directorate.
- 2.2 Appended, (**Appendix 1**) is the performance report relating to progress against the aims and objectives outlined in this revised Directorate Plan for 2012-13, year to date.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
1. Consider the progress reported in the areas of the Directorate's work

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 This report from the Education, Communities & Organisational Development Directorate provides an overview of performance and an update of progress made relating to the Directorate Plan, initially set out in 2011, which will be refreshed for 2013-14 as a new Corporate Directorate Improvement Plan. This will outline the prioritised improvements actions being taken forward across the Directorate, and will be accompanied by a series of “Service Statements” that will separately articulate the “business as usual” commitments of the services within the Directorate which, although important to express, are not linked to *improvements planned*.
- 4.2 The current Directorate Plan is the Directorate’s principal planning document at this time, 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

6.5 Repopulation

No direct repopulation implications from this report.

“Nurturing Inverclyde”

Education, Communities & Organisational Development – Monitoring of Directorate Plan
Getting it Right for Every Child, Citizen and Community

**Performance Report – Education & Communities Committee
 October 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		
<p>Implement the actions of the Child Protection business plan along with other agencies.</p>	<p>Take forward the action plan derived from the record of inspection findings</p> <p>Develop training around action areas</p>	<p>On Track Child Protection Business Plan has been implemented and monitored in conjunction with partner agencies. Progress has been reported regularly through the Child Protection Committee and the Public Protection Chief Officers' Group.</p> <p>Training opportunities continue to be offered on a multi agency basis, as per the Plan. Education staff are regularly represented on training courses.</p> <p>Also specific training for NQT's, Child Minders and Road Crossing Patrollers. Training for all HT's on child trafficking and sexual exploitation.</p>

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
Community and Personal Safety		
Girl Power Programme		On Track 16 young people participated in the Girl Power programme last year. 4 young people gained Bronze Youth Achievement Awards and 10 are working towards this.
No Knives, Better Lives programme	Reduction in violence and offending rates	258 young people took part in school based activities. 1,846 pledged support for the campaign. 3 Awareness sessions were delivered at James Watt College and 10 students are now cascading the programme within the college.
Bystander programme piloted in Port Glasgow Initiated by Violence reduction unit	Schools in Bystander pilot reporting change in attitudes of young people	Cashback funding has been secured to support ongoing work in target areas, resulting from the ongoing, successful work in both St Stephen's and Port Glasgow High Schools.
Diversionsary and inter-generational activities		262 young people, a 5-fold increase from numbers in the previous year, participated in WOOP! Inter-generational activities.

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>Partner Planner developed by H&WB Steering Group to assist schools and partners to work together to plan and resource activities relating to H&WB.</p> <p>Evaluations /Training Needs Assessments have been undertaken with teachers, relating to a number of the H&WB organisers. A number of partner working groups exist, which have considered the results of these evaluations and which will put in place training, support and resources that address issues raised.</p> <p>Particular focus on issues arising in the area of Relationships, Sexual Health & Parenting area of the H&WB work.</p> <p>A piece of project work is being planned locally, in partnership with Education Scotland, to consider how the work done in schools around H&WB can be effectively evidenced and reported.</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 Awareness		
Books on Prescription - Increase stock available to include Junior books and extend service to additional libraries.	<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>2 new collections added to stock: Junior Books on Prescription for children and parents / carers with mild to moderate health difficulties. Happy 2 Chat a collection of sexual health information for young people and their parents / carers.</p> <p>New collections successfully launched at seminar by child development specialist, Suzanne Zeedyk, held at Port Glasgow Library. Approximately 50 people attended this event.</p>
Where Do We Want To Be?	How Will We Know ?	Update - Year to Date
HWB for Adults and elderly citizens		
Ensure participation levels continue in order for outcomes to be improved and sustained.	<p>Participation levels will increase</p> <p>Evidence of improved outcomes using well-being scales</p>	<p>On Track</p> <p>609 over 55's participated in WOOP! activities. This is an increase from 471 participants in the previous year.</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 from VSE 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>All VSE action points have been taken forward. Very good progress has been made.</p> <p>Following extensive consultation the new Continuous Improvement Team has been agreed and has started operating as of August 2012.</p> <p>Guidelines have been drafted regarding good self evaluation and training will be carried out with the Performance Corporate Improvement Group to roll out self evaluation training across services.</p>
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Literacy across Learning		
<p>Develop Inverclyde criteria for 'Dyslexia friendly' establishments</p>	<p>Psych' services to take forward 'dyslexia friendly' schools work</p> <p>Most schools have Inverclyde dyslexia friendly accreditation</p>	<p>Audit of all primary and secondary schools policies, procedures and practice has been completed to identify areas of best practice and further training and development needs. EPS, CLD and Dyslexia Scotland will be holding a 'Road Show' in September 2012</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																																																															
Improved achievement / attainment																																																																	
Raise standards of attainment and achievement for all children and young people.	Show improvement in achievement/attainment across educational establishments	<p>In the 2012 diet of examinations, each of our schools has seen significant increases in attainment levels from previous years. The details of this will be the subject of a presentation to Elected Members in late October.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">S4</th> <th style="text-align: center;">2010-11</th> <th style="text-align: center;">2011-12</th> </tr> </thead> <tbody> <tr> <td>English & Maths</td> <td style="text-align: center;">95.2%</td> <td style="text-align: center;">97.4%</td> </tr> <tr> <td>5+ @ min Level 3</td> <td style="text-align: center;">94.9%</td> <td style="text-align: center;">95.1%</td> </tr> <tr> <td>5+ @ min Level 4</td> <td style="text-align: center;">82.3%</td> <td style="text-align: center;">80.3%</td> </tr> <tr> <td>5+ @ min Level 5</td> <td style="text-align: center;">38.2%</td> <td style="text-align: center;">32.6%</td> </tr> <tr> <td colspan="3">S5</td> </tr> <tr> <td>1+ @ Level 6</td> <td style="text-align: center;">44.2%</td> <td style="text-align: center;">47.6%</td> </tr> <tr> <td>3+ @ Level 6</td> <td style="text-align: center;">25.7%</td> <td style="text-align: center;">26.0%</td> </tr> <tr> <td>5+ @ Level 6</td> <td style="text-align: center;">11.8%</td> <td style="text-align: center;">12.4%</td> </tr> <tr> <td colspan="3">S6</td> </tr> <tr> <td>1+ @ level 7</td> <td style="text-align: center;">14.2%</td> <td style="text-align: center;">17.0%</td> </tr> <tr> <td colspan="3">Youth Achievement Awards</td> </tr> <tr> <td>47 Bronze</td> <td>5 Silver</td> <td>1 Gold</td> </tr> <tr> <td colspan="3">7 Youth Voice</td> </tr> <tr> <td colspan="3">ASDAN</td> </tr> <tr> <td>18 Bronze</td> <td>19 towards Bronze</td> <td>20 Gold</td> </tr> <tr> <td colspan="3">John Muir Award</td> </tr> <tr> <td colspan="3">18 Discovery Awards</td> </tr> <tr> <td colspan="3">19 working towards Discovery Awards</td> </tr> <tr> <td colspan="3">Developing Local Leadership</td> </tr> <tr> <td colspan="3">21 young people achieved accreditation (SCQF Level 4)</td> </tr> </tbody> </table>	S4	2010-11	2011-12	English & Maths	95.2%	97.4%	5+ @ min Level 3	94.9%	95.1%	5+ @ min Level 4	82.3%	80.3%	5+ @ min Level 5	38.2%	32.6%	S5			1+ @ Level 6	44.2%	47.6%	3+ @ Level 6	25.7%	26.0%	5+ @ Level 6	11.8%	12.4%	S6			1+ @ level 7	14.2%	17.0%	Youth Achievement Awards			47 Bronze	5 Silver	1 Gold	7 Youth Voice			ASDAN			18 Bronze	19 towards Bronze	20 Gold	John Muir Award			18 Discovery Awards			19 working towards Discovery Awards			Developing Local Leadership			21 young people achieved accreditation (SCQF Level 4)		
S4	2010-11	2011-12																																																															
English & Maths	95.2%	97.4%																																																															
5+ @ min Level 3	94.9%	95.1%																																																															
5+ @ min Level 4	82.3%	80.3%																																																															
5+ @ min Level 5	38.2%	32.6%																																																															
S5																																																																	
1+ @ Level 6	44.2%	47.6%																																																															
3+ @ Level 6	25.7%	26.0%																																																															
5+ @ Level 6	11.8%	12.4%																																																															
S6																																																																	
1+ @ level 7	14.2%	17.0%																																																															
Youth Achievement Awards																																																																	
47 Bronze	5 Silver	1 Gold																																																															
7 Youth Voice																																																																	
ASDAN																																																																	
18 Bronze	19 towards Bronze	20 Gold																																																															
John Muir Award																																																																	
18 Discovery Awards																																																																	
19 working towards Discovery Awards																																																																	
Developing Local Leadership																																																																	
21 young people achieved accreditation (SCQF Level 4)																																																																	

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
Raise standards of attainment and achievement for all children and young people.	Show improvement in achievement/attainment across educational establishments	Youth Participation Training 10 young people achieved accreditation (SCQF Level 4) First Steps to Youth Work 32 young people achieved accreditation (SCQF Level 5)

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																																
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 The 2011-12 School Leaver Destination Results will become available in December 2012. Report will be made to committee after this time.</p> <table border="1"> <thead> <tr> <th></th> <th>Openings Lost</th> <th>Exc. Incidents</th> <th>Pupils Exc.</th> </tr> <tr> <th></th> <th>10-11</th> <th>11-12</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>408</td> <td>230</td> <td>95</td> </tr> <tr> <td>Secondary</td> <td>2546</td> <td>1723</td> <td>483</td> </tr> <tr> <td>Special</td> <td>138</td> <td>110</td> <td>15</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>94.7%</td> <td>95.2%</td> </tr> <tr> <td>Secondary</td> <td>90.8%</td> <td>91.8%</td> </tr> <tr> <td>Special</td> <td>93.1%</td> <td>93.5%</td> </tr> </tbody> </table>		Openings Lost	Exc. Incidents	Pupils Exc.		10-11	11-12	10-11	Primary	408	230	95	Secondary	2546	1723	483	Special	138	110	15		2010-11	2011-12	Primary	94.7%	95.2%	Secondary	90.8%	91.8%	Special	93.1%	93.5%
	Openings Lost	Exc. Incidents	Pupils Exc.																															
	10-11	11-12	10-11																															
Primary	408	230	95																															
Secondary	2546	1723	483																															
Special	138	110	15																															
	2010-11	2011-12																																
Primary	94.7%	95.2%																																
Secondary	90.8%	91.8%																																
Special	93.1%	93.5%																																
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	Complete New teacher appointed with effect from August '12.																																
Development of Gaelic service action plan to take forward aspects of the service.	Clear action plan documented showing planned improvements to service	Slippage This action will be carried forward to 2012-13																																
Extended early years provision to include 0 -3.		Complete A Parent & Toddler Group has been established this year																																

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
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>Curriculum for Excellence steering group has ensured that advice to establishments is consistent.</p> <p>National and authority CfE newsletters are issued to all schools and establishments.</p> <p>Authority advice papers on a variety of topics have also been issued.</p> <p>All schools are now working on high level planning</p> <p>Staff are becoming more confident in assessment of levels.</p> <p>Parents aware of progress with CfE to date, entitlements to broad general education, increasing specialisation, senior phase and new qualifications. Reporting and assessment procedures shared and understood by parents.</p> <p>Schools are reporting to parents on CfE levels.</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	<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>On Track</p> <p>Wellbeing outcomes at the centre of planning framework.</p> <p>Training on the Revised Strategic Planning and Performance Management (SPPMF) highlighting to all services the 'Nurturing Inverclyde' approach, and promoting shared language of the wellbeing outcomes.</p>
Where Do We Want To Be?	How Will We Know?	Update - Year to Date
Parenting		
<p>Develop parenting strategy to articulate best approach and practices.</p> <p>Implement best practice approaches to parenting</p>		<p>On Track</p> <p>57 parents participated in parenting activity</p> <p>33 speakeasy and family homework groups</p> <p>14 in child psychology course</p> <p>10 in mother and toddler learning</p>
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	<p>Guidelines available for educational establishments and community groups</p> <p>Consultation group also available for establishments to access advice etc.</p>	<p>3 year training cycle for educational establishments in place to implement restorative approaches as well as tailored training for NQT probationers.</p> <p>Development group operating within the authority, considering guidelines and approaches. These have been linked closely to restorative practices. A number of schools have already adopted methodologies progressing this area of work.</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
School Estates / Facilities		
Development of School Estate	To Complete: <ul style="list-style-type: none"> • Mearns Centre • Overton/Highlanders • St Andrew's/St Gabriel's 	<ul style="list-style-type: none"> • Mearns Centre - now on site – to be completed by spring 2013 • Whinhill PS – opens for pupils in the new August 2012 term • St Andrew's PS – now open (October 2011) • Binnie Street Children's' Centre – opens August 2012
	To Continue: <ul style="list-style-type: none"> • PG Shared Campus • St Columba's 	<ul style="list-style-type: none"> • PG Community Campus – on site and due for completion summer 2013 • St Columba's HS - on site and due for completion summer 2013 • Ardgowan PS – full refurbishment 2013-2014

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	<p>On Track 100% of Inverclyde Secondary Schools offering recommended levels of PE per week at stages S1-S4</p> <p>67% of Inverclyde Primary Schools are currently offering recommended levels of PE per week Resource has been made available to support authorities in the development of strategies to deliver 2 hours of PE in all schools. Local planning is taking place regarding the use of this resource.</p>

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
Sustainability		
Encourage all educational establishments to become involved in sustainability projects	More educational establishments will have Green Flag Status School Green Charter targets met.	12 establishments have achieved Green Flag status. Other establishments have achieved either Silver or Bronze Status. All establishments have progressed Green Charter, with only the recently merged schools still working on combining Charters. Establishments have a three year Action Plan derived from their Green Charter and are currently on year 2.

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	Increased access to financial literacy programmes	Financial Inclusion Strategy Group and sub groups are taking forward actions for improvement in this area. Cohesion of financial literacy provision within education is central to this.
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</p> <p>ASN forum undergoes constant change dependent on presenting issues. Positive feedback being received from HT's.</p> <p>ASN Monitoring Forum analysis of outcomes has been completed for 2011-2012 and shows evidence of reduction in specialist placements in particular out of authority.</p>
Children well supported in their own community schools		Reduced number of school children attending external specialist placements. The availability of PLP's is allowing more young people to remain in their own schools
Better use of specialist establishments as a resource to whole authority		<p>Work continues on this – increase in outreach has supported additional schools across the authority</p> <p>Joint development work is underway regarding developing a Communication Friendly Campus in Port Glasgow involving CHCP partners and education staff.</p> <p>Joint Speech and Language and EPS training in Early Years to develop language enriched environments will take place in October 2012</p>

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
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>Services have been targeted at young people at most risk of being excluded. Exclusion figures are reduced</p> <p>Agencies have worked effectively to support young people to be educated in Inverclyde.</p> <p>Numbers being educated outwith Inverclyde have reduced</p> <p>Improved transition planning in place for young people.</p> <p>Mearns Centre will open February 2013</p>