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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>7 May 2013</b>
<b>Report By:</b>	<b>Albert Henderson, Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/40/13/AH/MMcK</b>
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<b>Subject:</b>	<b>Education, Communities and Organisational Development Corporate Directorate Improvement Plan</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to present to Committee, for consideration and approval, the new Corporate Directorate Improvement Plan for the Education, Communities and Organisational Development Directorate.

## **2.0 SUMMARY**

- 2.1 The Council has introduced a new strategic planning and performance management framework, focused around a Nurturing Inverclyde, 'Getting it Right for Every Child, Citizen and Community' and the achievement of eight wellbeing outcomes, aiming to ensure that all our children, citizens and communities are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- 2.2 As part of the new framework it was agreed that new Corporate Directorate Improvement Plans (CDIP) be drafted for each Directorate. These plans reflect both the Corporate improvement actions which each Directorate has a lead role in implementing, and the Directorate specific improvement actions.
- 2.3 The actions have been based on robust self evaluation carried out by services, to answer the key questions of:
- Where are we now?
  - Where do we want to be?
  - How will we get there?
  - How will we know we are getting there?
- 2.4 The new CDIPs are therefore focused on improvement actions which will be undertaken by the Directorate to ensure that it meets the vision and outcomes of the Council, rather than detailing the day to day activity of a service, or function within a service.
- 2.5 Service statements are being developed, which will set out what each service, or function within a service does, as part of its day to day activity, as public facing documents. Any further detail of projects which support the delivery of a service will be captured on the performance management system 'Inverclyde Performs'. The system will also capture all of the performance indicators associated with any plans or projects which sit below the strategic CDIPs.

- 2.6 Each action within the CDIP is referenced to a wellbeing outcome and SOA outcome, and this will be reflected on Inverclyde Performs, so that the Council can track how the improvement actions it is delivering contribute to the delivery of the outcomes set out in its Corporate Statement.
- 2.7 The Education, Communities and Organisational Development CDIP (attached at appendix one) sets out Corporate actions, Cross Directorate actions and Service specific actions for:
- Education
  - Inclusive Education, Culture and Corporate Policy
  - Safer and Inclusive Communities
  - Organisational Development, HR and Corporate Communications
- 2.8 Once the CDIP has been agreed, all the actions will be entered onto Inverclyde Performs, and performance will be reported to every second committee cycle.

### **3.0 RECOMMENDATIONS**

It is recommended that the Education and Communities Committee:

- a. Approves the Education, Communities and Organisational Development Corporate Directorate Improvement Plan

## 4.0 BACKGROUND

- 4.1 The review of the Council's strategic planning and performance management framework in 2012 recommended that Directorate Plans be refocused around improvement and based on robust self evaluation.
- 4.2 The Corporate Directorate Improvement Plans (CDIPs) have been developed from the former Directorate Plans, and now focus much more on improvement action, based on a self evaluation process which has been developed for the Council. The CDIPs cover corporate cross cutting improvement actions which are led by the relevant Corporate Director through the Corporate Improvement Groups, as well as the improvement actions for the Directorate which have been reached through a process of self evaluation set out in the self evaluation guidance. Each action is referenced to the SOA outcome which it contributes to the delivery of, as well as the GIRFECC wellbeing outcome it refers to.
- 4.3 With a strong focus on improvement the CDIPs do not set out the day to day delivery of services, but set out those actions which will improve service delivery and the outcomes for our children, citizens and communities. Services have identified these improvements having assessed themselves against the key questions of:
- Where are we now?
  - Where do we want to be?
  - How will we get there?
  - How will we know we are getting there?

The assessment has been informed by the gathering and analysis of data, including performance indicators, customer engagement, benchmarking, peer review and officer knowledge and experience.

- 4.4 Improvement is focused on the wellbeing outcomes, working to ensure that all our children, citizens and communities are safe, healthy, achieving, nurtured, active, respected, responsible and included. The Directorate also contributes to the delivery of the eight SOA outcomes which have been adopted by the Council, with a particular emphasis on:
- 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;
  - A nurturing Inverclyde gives all our children and young people the best possible start in life;
  - Our public services are high quality, continually improving, efficient and responsive to local people's needs.
- 4.5 The key improvements which will be implemented over the course of the plan will be:
- The development of the SOA to include more preventative and early intervention work and also identification of the resources available across all partner organisations.
  - The development of the Council's commitment to equalities consistently across all services to ensure better outcomes.
  - The principles and techniques of good self evaluation will be rolled out across

all services.

- Implement the Early Years Collaborative / Nurturing Collaborative to help deliver tangible improvements in outcomes and reduce inequalities for vulnerable children.
- The full implementation of Curriculum for Excellence across all sectors and all establishments.
- A review of anti-social behaviour and community safety services to ensure they are aligned with current needs and are able to react quickly to changing circumstances.
- The improvement of library and museum services for young adults aged 12-16.

4.6 Regular Directorate Performance Reports will be submitted to this Committee to inform Elected Members of the progress made in implementing the Plan.

## **5.0 IMPLICATIONS**

5.1 Legal: none anticipated

Finance: all financial implications are detailed in the CDIP

Personnel: none anticipated

Equality and Diversity: this is reflected in the CDIP setting out a commitment to Equality and Diversity, as well as including an improvement action in regard to supporting the Council in meeting its legislative equality requirements.

Repopulation: The improvement actions set out in the CDIP are intended to improve the lives of those who live in Inverclyde and successful delivery will contribute to the good reputation of Inverclyde Council. These should in turn contribute to making Inverclyde an attractive place to live, work and visit.

## **6.0 CONSULTATIONS**

6.1 The self evaluation process uses stakeholder engagement to inform assessment. All Education, Communities and Organisational Development Directorate services have been involved in the development of this plan.

## **7.0 LIST OF BACKGROUND PAPERS**

7.1 Corporate Directorate Improvement Planning Update (PR070/12/AH/MMcK)  
18/09/12

Revised Strategic Planning and Performance Management Framework  
(PR064/12/AH/MMcK) 14/08/12

**DRAFT**

**Education, Communities and  
Organisational Development**

**Corporate Directorate Improvement Plan**

**2013 – 2016**



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# 1. Introduction by Corporate Director

Welcome to the Corporate Directorate Improvement Plan for the Education, Communities and Organisational Development Directorate. The Directorate was established in April 2012 and brings together the services of Education, Inclusive Education, Culture and Corporate Policy, Safer and Inclusive Communities and Organisational Development, HR and Communications.

As a Directorate, our activities are clearly focussed around the concept of a “Nurturing Inverclyde”. This is an approach based on the development of early intervention and preventative spend projects through partnership working which aims to make Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life and good mental and physical wellbeing. The approach puts the child, citizen and community at the centre and as such, caters for residents of all ages in Inverclyde. Our improvement actions are linked to the wellbeing outcomes of safe, healthy, achieving, nurtured, active, respected, responsible and included and will help to deliver all of the Single Outcome Agreement (SOA) outcomes with a particular emphasis on areas which state:

- 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;
- A nurturing Inverclyde gives all our children and young people the best possible start in life;
- Our public services are high quality, continually improving, efficient and responsive to local people’s needs.

Our Improvement Plan has been developed using robust self evaluation, to ensure that services have taken into consideration a wide range of data, stakeholder views and a review of the services we are delivering which will help to achieve the wellbeing outcomes for Inverclyde. Each aspect of our plan reflects national and local priorities and is focussed on improving the quality of our services and the lives of the children, citizens and communities of Inverclyde.

The key improvements which will be implemented over the course of the plan will be:

- The development of the SOA to include more preventative and early intervention work and also identification of the resources available across all partner organisations.
- The development of the Council’s commitment to equalities consistently across all services to ensure better outcomes.
- The principles and techniques of good self evaluation will be rolled out across all services.
- Implement the Early Years Collaborative / Nurturing Collaborative to help deliver tangible improvements in outcomes and reduce inequalities for vulnerable children.
- The full implementation of Curriculum for Excellence across all sectors and all establishments.
- A review of anti-social behaviour and community safety services to ensure they are aligned with current needs and are able to react quickly to changing circumstances.
- The improvement of library and museum services for young adults aged 12-16.

As with all public sector organisations one of our greatest challenges in the coming years is to continue to deliver high quality services to both our internal and external customers in extremely challenging financial circumstances. However, we are committed to adopting a solution focussed and ‘can do’ attitude to our work. We will work to develop and promote our self evaluation skills not only in our own Directorate, but across the Council, in order to enhance current good practice and plan to continuously develop and improve as an organisation.

Other challenges facing the Directorate over the next three years include:

- Reduction in employees and the pressure on service delivery levels

- The introduction of major new legislation such as Children and Young People Bill, Welfare Reform Act and the Community Empowerment and Renewal Bill.
- A reducing population
- Areas with significant levels of deprivation
- Limited economic opportunities
- A growing elderly population
- Legislative changes in Employment Law, Health and Safety and Pensions
- Changes in National Terms and Conditions
- Labour market issues – particularly supply teacher shortages
- School re-provisioning and education service changes
- Youth employment and apprentices engagement
- CHCP Service reviews in light of changing population

This is a three year plan which will be reviewed on an annual basis to ensure that the actions contained in it are still relevant and continue to drive improvement across services.

Through this plan we hope to support and challenge staff to improve the quality of the services we provide and we look forward to making well-evidenced progress towards our achievements over the three years.



**Albert Henderson, Corporate Director, Education, Communities and Organisational Development**



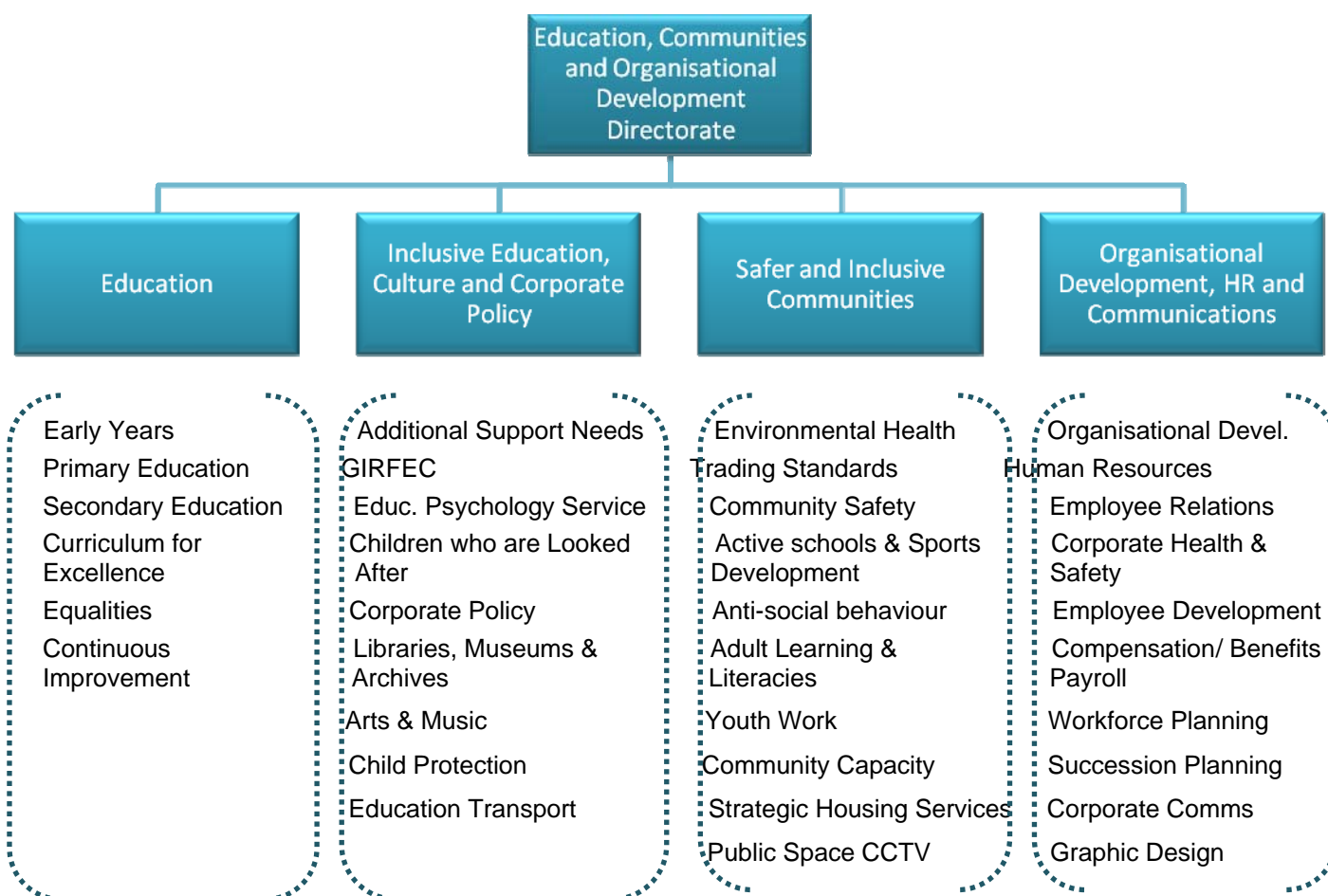
## 2. Strategic Overview

### 2.1 Purpose and Scope of the Directorate

The move to a three Directorate structure has meant that the purpose of the Directorate has changed, with a broader remit incorporating more corporate services.

The main role of the Directorate is to provide education and lifelong learning, support safe and inclusive communities and to provide the corporate back office functions of human resources, organisational development, communications, corporate policy and partnership working. This all sits within the Council's vision of a Nurturing Inverclyde where we are 'Getting It Right for Every Child, Citizen and Community, working towards the achievement of the wellbeing outcomes, where all our children, citizens and communities are safe, healthy, achieving, nurtured, active, respected, responsible and included.

In order to deliver on these outcomes the Directorate is made up of four services.



## 2.2 National and Local Context

New legislation emerging from the Scottish and UK Governments will directly impact on the nature of the service that the Directorate provides over the next three years. The new legislation includes:

- Children and Young People Bill
- Community Empowerment and Renewal Bill
- Employment, Health and Safety and Pensions legislation changes
- Changes to National Terms and Conditions for employees
- Welfare Reform Act 2012

### Public Sector Reform

This is a time of unprecedented transformation for public services in Scotland with major reforms being undertaken by the Scottish Government in local government, health, social care and uniformed services. Public services face serious challenges ahead with the demand for services set to increase dramatically over the medium term, whilst public spending becomes further constrained. This means that the Council will, in effect, have to achieve more with less.

To manage this, a shift in focus is required towards early intervention, reducing costs and improving performance. This is a challenging agenda for the Council and the Directorate has a key role to play in helping the Council get it right by providing support for parents and young children at the early stages of a child's life; helping children and young people to achieve in education and move onto employment; providing further learning and training opportunities; tackling anti social behaviour at an early stage and improving our prevention work.

In addition to the above, the Directorate operates and delivers services within a diverse policy and legislative framework which is detailed below:

### All Services

- Single Equality Act 2010
- A Curriculum for Excellence
- Upcoming Community Empowerment and Renewal Bill
- Strategic Guidance for Community Learning and Development
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- Children and Young People's Bill

### Education / Inclusive Education, Culture and Corporate Policy Legislative and Policy Drivers

- HMle Reports
- Standards in Scotland's Schools Act 2000
- Additional Support for Learning Act (Scotland) 2004 and 2009
- Parental Involvement Act 2006
- The Public Libraries Quality Improvement Matrix.
- Creative Scotland
- Getting it right for Every Child
- Integrated Children's Services Planning (source of most Early Years reporting)
- Scotland's Digital Future: A Strategy for Scotland"
- Public Libraries Act
- Audit Scotland: Managing Performance, Are You Getting it Right?
- Local Government in Scotland Act 2003

## Safer & Inclusive Communities Policy and Legislative Drivers

- Development of Local Housing Strategy
- Development of Scottish Government Safer Communities Policies
- Scottish Government Public Space CCTV Strategy Review
- Housing Scotland Act
- Licensing Regime for Houses in Multiple Occupation
- Implementation of FSA Cross Contamination Guidance
- Implementation of New Road Safety Targets
- Changes to local Government responsibilities for Health & Safety at Work
- Community Empowerment and Renewal Bill
- “Working & Learning Together to Build Strong Communities”
- National Youth Work Strategy 2007
- Literacy Action Plan 2010
- National Strategy for Sport - Reaching Higher
- “Towards a Mentally Flourishing Scotland”
- “Happy Safe and Achieving Their Potential”
- Strategic Guidance for Community Planning Partnerships: Community Learning and Development 2012
- Requirement for Community Learning and Development (Scotland) Regulations 2013

## Organisational Development, HR & Communications Policy and Legislative Drivers

- National Terms and Conditions NJC
- National Terms and Conditions SNTC
- Employment Rights Act 1996
- Employment relations Act 2004
- Real Time Information HRMC
- Pensions Auto Enrolment
- Revised Parental Leave Directive
- Workforce Development Strategy
- Reform of settlement provision and employment tribunal system – Summer 2013
- Right to request flexible working to be extended – Spring 2014
- Maternity and Paternity pay to be reformed – April 2015
- Maternity leave and pay to be extended.
- Review of Working Time Directive
- Changes to TUPE come into force October 2013
- Health and Safety at Work (etc) Act 1974 (and subordinate regulations)
- Management of Health and Safety at Work 1999
- Fire (Scotland) Act 2005
- Fire Safety (Scotland) Regulations 2006
- Workplace Health Safety and Welfare Regulations 1992
- Manual Handling Operations Regulations 1992
- Provision and Use of Work Equipment Regulations 1998
- Control of Substances Hazardous to Health Regulations 2002
- Display Screen Equipment Regulations 1992
- Control of Asbestos Regulations 2012

## Regulatory and Evaluative Bodies

- Education Scotland
- Care Inspectorate
- The Public Libraries Quality Improvement Matrix.

- Food Standards Agency Scotland
- Health and Safety Executive
- Scottish Government Housing Directorate
- Sport Scotland

## 2.3 Customer Focus

The customer base of the Directorate is varied and wide. It includes all Inverclyde's children, their parents, those living in communities served by the Community Wardens service and those communities supported by community work. It also extends to those with an interest in libraries, culture and the arts, those that are seeking employment within the Council and also the media. In addition, the Directorate also provides support to colleagues within the Council through the functions of Corporate Policy and Organisational Development, Human Resources and Corporate Communications.

Corporate customer engagement takes place through the Citizens' Panel which Inclusive Education, Culture and Corporate Policy has responsibility for. Every year two Citizens' Panel surveys take place, the results of which are sent to Committee and posted on the Council's website. Newsletters are sent to the participants in the Citizens' Panel to let them know how their comments have been taken on board. Services also use customer engagement as an essential tool to measure satisfaction with the service and the feedback received is used to improve service delivery. Other forms of customer engagement carried out by the Directorate over the past two years include:

- A survey of library customers (February 2012)
- A survey of museum customers ( December 2012 and February 2013)
- A survey of customers of the Corporate Policy Team (March 2012)
- An employee survey of the full Council (March 2012)
- Businesses inspected for food hygiene under new cross contamination inspection regime (ongoing)
- An end of programme evaluation for all Community Learning and Development participants (ongoing)
- A survey of young people to ascertain the need for a town centre youth facility
- A survey of employee new starts and leavers (ongoing)
- Feedback forms issued to all delegates attending corporate training courses (ongoing)
- Online survey of applicants and the wider public using national recruitment portal myjobscotland (ongoing)

### Proposed Engagement

We will be undertaking a Health and Wellbeing Survey across all secondary schools in partnership with the CHCP.

Customer engagement is also planned with small traders likely to be affected by the trusted trader scheme and partners that are involved in delivering anti-social behaviour and community safety services

We also carry out both formal and informal engagement with customers through Pupil Councils, Parent Councils, engagement with community groups and ongoing engagement with individuals in the community through the Wardens service.

Additional stakeholders services engage with include other public sector organisations and the voluntary sector through Community Planning and the development of the Single Outcome Agreement. The Community Planning Partnership includes the Third Sector Interface which is the medium through which the partnership engages with the voluntary sector.

Additionally, through Community Planning, Community Engagement is co-ordinated through the Community Engagement and Capacity Building Network, who engage with a wide variety of audiences around the local SOA outcomes and other topic areas as required.

## 2.4 Equality

The Education, Communities and Organisational Development (ECOD) Directorate is committed to ensuring equality of opportunity in everything that it does. The Head of Education chairs the Corporate Equality Group, which takes the lead in ensuring the Council meets its duties under the Single Equality Act 2010.

Services carry out Equality Impact Analysis (EIA) on any new or significantly changing policies, strategies and procedures, as well as on budget savings. EIAs completed or planned by the Directorate include:

- Pay Model / Equal Pay (completed)
- Stress Policy (completed)
- Conditions of Service (completed)
- Single Outcome Agreement (completed)
- Inverclyde Libraries Service Plan (planned)
- McLean Museum Service Plan (planned)
- Watt Complex HLF bid (planned)
- Inverclyde's Sexual Health Action Plan (pending)
- Inverclyde Sports Framework (planned)

The Council also has a series of Equality Outcomes and every service in the Directorate will work towards the achievement of these, over the course of this improvement plan. The full detail of the Council's Equality Outcomes feature here ([add hyperlink](#))

The overarching Council Equality Outcomes are:

- Through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities, and levels of hate crime are reduced
- Council employees and elected members are able to respond confidently and appropriately to the needs of service users and colleagues who have protected characteristics
- Increased, targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics
- All services consistently gather and analyse information on their service users by protected characteristics where appropriate which is used to inform Improvement Planning.

Within the Improvement Actions set out at 4, there are a number which are of particular relevance to the delivery of the Council's duties under the Single Equality Act. These have been gathered into the Council's Equality Outcomes document to show how each service area is working to deliver the general and specific duties and work with people with protected characteristics.

The performance management of this document will help the Council to update how it is performing in regard to achieving its equality outcomes.

## 2.5 Sustainability of the Environment

Sustainability and consideration of how to protect the environment underpins how the service is delivered. Employees are encouraged to recycle office waste as well as to travel more sustainably through car pooling using Inverclyde Journey Share, which helps employees cut journey costs, traffic congestion and pollution. A 'Cycle to Work' scheme has also been introduced, encouraging those who live within cycling distance of their office to cycle to work.

The Directorate works to promote sustainability within our communities. The Inverclyde Local Energy Savings Scheme (LESS) is a partnership aimed at tackling fuel poverty through improving home thermal insulation, promoting sustainable energy use and maximising household income by reducing heating bill and ensuring benefit take up. The project is delivered jointly by Inverclyde Council, SOLAS Scotland Ltd and Scottish Hydro Electric at a neighbourhood level to ensure maximum contact with households.

Our schools have a critical role to play in promoting sustainable development and environmental sustainability and it is vital that young people throughout their school years gain an understanding of the key issues and become aware of ways in which they can make a difference through their personal actions. All educational establishments in Inverclyde have developed an all-in-one Green Charter and Action Plan or a Green Charter and separate Action Plan and we believe we are the first local authority in Scotland to adopt such an approach to education for sustainable development. In addition, all our schools have Eco Flag status.

Services in the Directorate are also involved in work taking place in regards to Carbon Management. Employees are provided with information to help them reduce their energy consumption in the office, for example, switching off monitors when not using their computers for a period of time e.g. over lunch breaks; turning lights off when rooms are not being used; buying recycled paper; only using colour printing when absolutely necessary and considering the environment before printing any documents.

## 2.6 Risk Management

The key risks that the Directorate faces include:

- ❖ Financial – ongoing financial pressures are affecting all public sector agencies, and the Directorate will require to closely monitor budgets to ensure service delivery remains efficient, effective and value for money.
- ❖ Reputation – potential for lack of buy in and support for new planning and performance management framework, new local government benchmarking project and equality and diversity outcomes could lead to non-compliance with legislation or adverse external criticism resulting in a negative impact on the Council's reputation.
- ❖ Legal and Regulatory – potential for lack of support and buy in could lead to non compliance with legislation particularly in regard to the Single Equality Act and the new SPI Direction.
- ❖ Operational and business continuity – potential for lack of consistency in regard to definitions of competitiveness, possible inconsistencies in the roll out of corporate systems and potential for the failure to implement policies and procedures could have detrimental impacts on operational and business continuity.

The detailed risk management plan is attached at Appendix 2

## 2.7 Competitiveness

Competitiveness is a complex area and is not simply an issue of delivering services for the least cost. Within the public sector competitiveness can perhaps be better described as Challenge and Improvement as this is what the Directorate requires to do to drive continuous improvement and best value.

The Audit Scotland Best Value Toolkit on Challenge and Improvement sets out the following definitions:

### Challenge

- The organisation has a proven record of adjusting its services as a result of internal or external challenge, achieved with an improvement of services.
- The organisation can justify that its delivery methods, whether in-house or otherwise offer best value, within the context of its wider objectives.
- As part of its strategic approach to procurement and commissioning it undertakes objective options appraisal to explore and optimise a wide range of contract or partnership options. The organisation understands the impact of its activities on the local economy, and makes decisions based on clear policy objectives.

## Improvement

- The organisation continually challenges and improves its performance. It has reviewed, or has plans to review, its services to ensure best value - an improvement programme is in place which takes account of customer and staff feedback and is readily available to citizens. It assigns responsibility, accountability and resources appropriately following improvement reviews.
- It uses the 'four Cs' (Consult, Compare, Challenge, Compete) effectively in reviewing services. Reviews are timely and the council can demonstrate improved outcomes and value for money as a result. Improvements are targeted in line with priorities, and performance indicators (PIs) and satisfaction measures in reviewed areas are satisfactory or improving.
- It can demonstrate impact through improved service, or governance outcomes, and monitors and regularly reviews the quality and progress of its improvement activity.

The new Self Evaluation processes introduced by the Performance Corporate Improvement Group (PCIG) support the Directorate to carry out more robust self evaluation, using data from a variety of sources which in turn informs the development of improvement actions, including those set out in this plan. A variety of processes are used to gather the data which informs ongoing self evaluation across the Council and is used to develop and adapt services to better meet the needs of service users.

Additionally, the new indicators which have been developed through the SOLACE Benchmarking Project 'Improving Local Government' give services further data on which to base self evaluation and to plan benchmarking work with other local authorities in our 'family' group. This benchmarking data will be reviewed across services to identify areas of potential weakness or inefficiency and engagement will take place with other Councils.

The indicators which the Directorate will focus on over the three years of this plan are:

- **Absence Management**

## TO BE COMPLETED

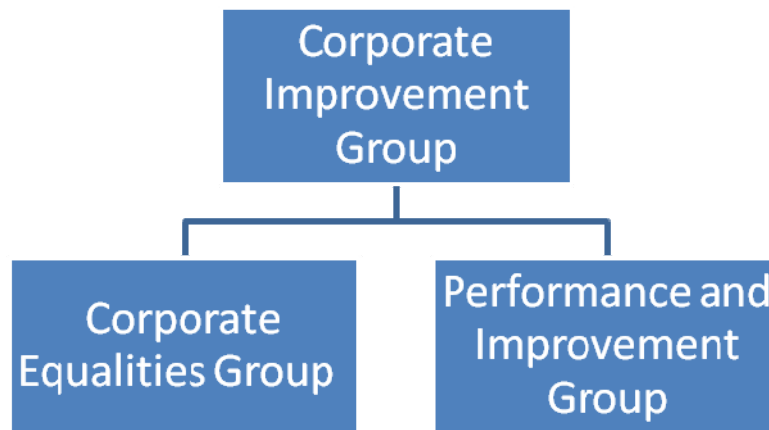
A number of service areas already participate in well established benchmarking groups such as:

- Proposed Environmental Health and Trading Standards via APSE
- Benchmarking within Health and Safety (HR)
- HR Policy Benchmarking
- Shared Services Benchmarking for HR and Payroll across the Clyde Valley
- Attainment benchmarking across all Local Authorities
- Education Services benchmarking across local and national networks

## 2.8 Corporate Improvement Groups

The Education, Communities and Organisational Development Director is responsible for the Corporate Improvement Group. This Group has two sub groups covering Equality and Diversity and Performance and Improvement. The Corporate Equality Group is chaired by the Head of Education and takes the lead on ensuring the Council is meeting its duties under the Single Equality Act 2010. The Performance and Improvement group is chaired by the Head of Inclusive Education, Culture and Corporate Policy and covers Best Value 2, performance management, strategic planning, competitiveness and continuous improvement.





### 3.0 Self Evaluation and Improvement Plan

The Improvement Plan for the Directorate for the next three years is attached in section 5.0. This improvement plan has been developed based on robust self evaluation using both formal (such as external audit) and informal self evaluation techniques (such as service self assessment). A self evaluation toolkit containing a range of self evaluation techniques has been developed and this will be rolled out across all services so that self evaluation becomes further embedded in our service planning and delivery on an ongoing basis.

Examples of the range of self evaluation techniques that have been used by services within the Directorate over the past two years include:

- A validated self evaluation (VSE) was carried out by Education and Communities and HMIE focused on improving outcomes for children, young people and adult learners. This has become part of an ongoing process of self evaluation
- Education Services have used the 'Implemento' self evaluation tool to focus on how the service drives improvement which resulted in the formation of the Continuous Improvement Team
- Formal evaluation of Inverclyde Libraries through the Public Library Quality Matrix. The service was assessed on Q11 'Access to Information'
- 'How Good is our Community Learning and Development' Self evaluation framework
- Safer Communities, Organisational Development & HR and Corporate Policy have all carried out comprehensive self evaluation using the Public Service Improvement Framework
- Benchmarking within Health and Safety (HR)
- HR Policy Benchmarking
- Shared Services Benchmarking
- Ongoing evaluation of training and development sessions and their impact carried out by Educational Psychology Services.

In addition, the Directorate carries out self evaluation associated with externally funded programmes such as Big Lottery, Regeneration Funding and Cashback.



## 4.0 Summary of Resources

The tables below provides a summary of the resources available to the Education, Communities and Organisational Development Directorate.

**Table One: Directorate Costs**

<b>Directorate Budget Costs</b>	<b>£s</b>
Employee Costs	£56,505,200
Property Costs	£7,693,790
Supplies / Services	£5,657,220
Transport & Plant costs	£2,542,420
Administration Costs	£686,210
Other Expenditure	£19,861,850
Income	-£4,248,750
<b>TOTAL</b>	<b>£88,697,940</b>

**Table Two: Service Costs**

<b>Service Breakdown</b>	<b>£s</b>
Organisational Development & HR	£1,621,170
Corporate Communications	£278,580
Arts Development	£113,280
Corporate Policy	£173,900
Education	£78,241,810
Safer Communities	£3,416,590
Housing	£810,660
Libraries & Museum	£1,497,620
Sports Facilities	£1,664,740
Community Halls	£498,160
Grants to Vol Orgs	£381,430
<b>TOTAL</b>	<b>£88,697,940</b>

A more detailed outline of the expenditure per service and the numbers of employees follows on the next page, in table 3.

**Table 3: Expenditure and FTE numbers**

**Resource Statement: Education and Communities**

<u>Service</u>	<u>2013/14</u>			<u>2014/15</u>			<u>2015/16</u>		
	<u>Gross Expenditure</u>	<u>Net Expenditure</u>	<u>FTE</u>	<u>Gross Expenditure</u>	<u>Net Expenditure</u>	<u>FTE</u>	<u>Gross Expenditure</u>	<u>Net Expenditure</u>	<u>FTE</u>
	<u>£000's</u>	<u>£000's</u>	-	<u>£000's</u>	<u>£000's</u>	-	<u>£000's</u>	<u>£000's</u>	-
Director	- 134	134	1	- 134	134	1	- 134	134	1
Education	- 67,843	66,441	1005.51	- 67,355	65,923	994.81	- 67,032	65,570	989.61
Inclusive Education, Culture	11763	10713	304.44	11492	10434	302.94	11355	10288	302.94
Safer & Inclusive Communities	9,741	8,960	93.94	9,442	8,659	93.74	9,217	8,432	89.14
<b>Education &amp; Communities Committee Total</b>	<b>89481</b>	<b>86248</b>	<b>1404.89</b>	<b>88423</b>	<b>85150</b>	<b>1392.49</b>	<b>87738</b>	<b>84424</b>	<b>1382.69</b>
Organisational Development & Human Resources	2,010	1,920	41.6	1,963	1,873	40.6	1,841	1,751	39.1
Corporate Policy	174	174	3	173	173	3	173	173	3
<b>Policy &amp; Resources Committee Total</b>	<b>2184</b>	<b>2094</b>	<b>44.6</b>	<b>2136</b>	<b>2046</b>	<b>43.6</b>	<b>2014</b>	<b>1924</b>	<b>42.1</b>
<b>Education and Communities Directorate Total</b>	<b>91665</b>	<b>88342</b>	<b>1449.49</b>	<b>90559</b>	<b>87196</b>	<b>1436.09</b>	<b>89752</b>	<b>86348</b>	<b>1424.79</b>

## 5.0 Education, Communities and Organisational Development Improvement Plan

# Corporate Improvement Actions

## 5.1 Corporate Improvement Actions

These actions have implications for the whole Council, not just the Education, Communities and Organisational Development Directorate.

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
CA1	Performance Corporate Improvement Group	<p><u>External Funding Group</u></p> <p>An External Funding Group has been established and an external funding officer post has been agreed.</p> <p>Number of funding applications agreed 12/13</p>	<p>Establish development sessions for managers to support funding applications.</p> <p>Work in closer partnership with community and voluntary sector</p>	<p>Development group and funding officer to be more proactive in setting up training sessions / events</p> <p>( August 2013)</p>	<p>Increased number of successful bids to external funds.</p> <p>Development sessions well attended</p>	Angela Edwards		<p>SOA3 SOA8</p> <p>Achieving</p>
CA2	Performance Corporate Improvement Group	<p><u>Corporate Equalities Group</u></p> <p>Through the work of a Corporate Equalities Group, guidance and support is being given to all Directorates regarding new legislative requirements arising from the Equality Act 2010</p>	<p>Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates</p> <p>Service delivery better meets the needs of people with protected characteristics</p>	<p>Continue to provide appropriate guidance and support to Directorates</p> <p>Appoint an Equalities Officer to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes</p> <p>Increase representation on Corporate Equalities Group to include a wider range of people</p>	<p>Council staff understand how they should engage with customers and colleagues with protected characteristics</p> <p>Specific Duties are met within required legislative timelines</p> <p>There is increased engagement with and representation from groups of service users with</p>	Wilma Bain	<i>Equalities Officer post - tbc</i>	<p>SOA2 SOA8</p> <p>Included Respected and Responsible</p> <p>MBV1</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
				with protected characteristics  Timescale: To be agreed	protected characteristics  Monitoring is in place across Services to identify whether there are any barriers to accessing services for people with protected characteristics			
CA3	<b>Performance Corporate Improvement Group</b>	<u>Competitiveness</u>  Benchmarking and market testing is undertaken by a variety of services, but no corporate definition or process is in place in regards to competitiveness	Effective processes are in place to ensure challenge and improvement.  These are used consistently across services.	Enhancement of self evaluation guidance and processes regarding competitiveness and challenge  (Dec 2015)	Self evaluation guidance has more emphasis on competitiveness and challenge CDIPs better reflect competitiveness.  Benchmarking taking place across services where efficiencies can be generated and best practice learned from.	Angela Edwards	<i>No resource implications.</i>	SOA 8
CA4	<b>Corporate Policy &amp; Partnership Team</b>	<u>Self Evaluation</u> Some services within the Council can demonstrate robust self evaluation. This needs to be developed and good practice	Self evaluation is embedded into everyday performance management and planning processes	Training rolled out across services and guidance distributed across the Council  ( Dec 2013)	All CDIP Improvement Plans are based on robust evidence obtained from self evaluation.  All new plans/ strategies are based on self evaluation	Angela Edwards	<i>No resource implications</i>	Responsible SOA 8

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		shared and rolled out across all services.			Management teams use Inverclyde Performs for ongoing self evaluation.			
CA5	Corporate Policy & Partnership Team	<p><u>Strategic Planning and Performance Management Framework</u></p> <p>A new SPPMF has been agreed by the Council. Further work is required to ensure that there is consistency in the understanding of both the SPPMF and wellbeing outcomes across the Council and its partners.</p>	<p>All employees are aware of the Council's vision, outcomes and values and these are embedded in service planning</p> <p>Integration of the wellbeing outcomes across all planning and performance management across the Council and Inverclyde Alliance partners</p>	<p>Make information readily accessible on ICON (June 2013)</p> <p>Develop information packs</p> <p>Provide further training sessions (December 2013)</p> <p>Provision of drop in sessions to support services in the development of plans and strategies (ongoing)</p>	<p>All strategies and plans refer to GIRFECC vision and wellbeing outcomes</p> <p>All planning and performance management supports the delivery of the outcomes</p>	Angela Edwards	<i>No resource implications</i>	<p>Achieving Responsible</p> <p>SOA 8</p>
CA6	Corporate Policy & Partnership Team	<p><u>Public Performance Reporting (PPR)</u></p> <p>Performance information is currently available to the public on the Council's website however PPR is not as accessible and co-ordinated as it</p>	<p>PPR is easily accessible to members of the public.</p> <p>All services play their role in making performance information accessible</p>	<p>Improve information on web from all services. (March 2016)</p> <p>Provide information in different formats. Work with libraries to assess demand and to facilitate access via the web to members of the public. (March 2016)</p>	<p>Information available on web</p> <p>Inview features performance articles</p> <p>Employees receive information in a format that is understandable to them.</p>	Angela Edwards	<i>Costs associated with providing information in different formats</i>	<p>Achieving but also contributes to Responsible and Included</p> <p>SOA 8</p> <p>MBV 1</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		could be.  Information on performance is not communicated internally across services.	Employees are more informed about how the Council is performing as an organisation	Utilise Inview as means of providing performance information to all households (ongoing)  Provide information in different ways to ensure it is meaningful to employees at all levels of the organisation. (ongoing)				
CA7	Corporate Policy & Partnership Team	<u>Inverclyde Performs</u>  Inverclyde Performs is accessible to all services to monitor and manage performance. Further work is required to ensure that the system is utilised as a performance management tool to its full capability	Inverclyde Performs is used to record and report all performance across the Council.  Inverclyde Performs is used for both performance management and ongoing self evaluation by managers, officers and Councillors	Further training for Inverclyde Performs users. (Dec 2013 with ongoing training thereafter)  Work with DMTs and EMTs to establish training needs and develop a training plan. (March 2016)  Work with services to identify which plans, strategies and projects should be developed on Inverclyde Performs (March 2016)	All relevant performance information entered onto system.  Inverclyde Performs is actively used by DMTs during meetings to monitor and manage performance.	Angela Edwards	<i>Costs met from existing budget for Inverclyde Performs</i>	Achieving Responsible SOA 8
CA8	Corporate Policy & Partnership Team	<u>Single Outcome Agreement</u> The Scottish Government has	New revised SOA available with new approaches developed to meet	Hold workshops with all partners. (March 2013)  Subgroups set up to	New SOA published  Pooling of partner resources to deliver	Angela Edwards	<i>No cost implications</i>	Contributes to all Wellbeing outcomes

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		released new SOA guidance which all partners need to respond to. Currently there is no process in place to pool resources across partnership	Scottish Government expectations, including preventative and early intervention work and policy and resources across partnership	deal with resource development and measurement (August 2013)	projects and early interventions.  CPPs aware of preventative and early intervention work.  Scottish Government support new SOA.			
CA9	<p><b>Safer &amp; Inclusive Communities</b></p> <p><b>Health Protection</b></p> <p><b>Community Safety &amp; Wellbeing</b></p> <p><b>Public Space CCTV/Community Wardens Service/ASSIST</b></p> <p><b>Corporate partners inc. Education &amp; Property</b></p>	<p><u>Data Protection</u></p> <p><u>The Council makes use of CCTV for a number of purposes. These include community safety &amp; crime prevention and building security and staff safety.</u></p>	<p>All CCTV installations and deployments the Council controls should be operating to the same standards, be appropriately specified and maintained and should have a consistent approach and regard for privacy and data protection.</p> <p>Develop an overall corporate approach to image retention, maintenance, procurement and use.</p>	<p>An overall review of all the Councils installations and deployments of cameras will be carried out and a set of common standards agreed and implemented.</p> <p>The review will be carried out in 2013-14 and be fully implemented by April 2015.</p>	<p>Review completed.</p> <p>Findings of review implemented</p>	John Arthur	<p><i>Costs of review contained within current budgets.</i></p> <p><i>Any costs likely to arise from the implementation of the review will be reported to committee.</i></p>	<p>SOA2 SOA8</p> <p>Safe Respected &amp; Responsible</p> <p>MSC1</p>



# **Cross Directorate Improvement Actions**

## 5.2 Cross Directorate Actions

These actions will be implemented by more than one service in the Education, Communities and Organisational Development Directorate.

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
CD1	Cross Directorate	<p><u>PE Provision</u></p> <p>100% of secondary schools are providing a minimum of 3 periods of PE per week but only 67% of primary schools are achieving 2</p>	<p>100% of primary schools achieving two periods per week of quality PE</p>	<p>PE co-ordinator recruited by May 2013.</p> <p>PE plan implemented.</p> <p>Number of schools providing minimum 2 hours PE to be increased by June 2014.</p>	<p>All schools in Inverclyde will have at least two periods of quality PE.</p> <p>Improved levels of fitness in school children</p> <p>Achievement of health and wellbeing experiences and outcomes</p>	John Arthur / Wilma Bain	<p>Funding for PE co-ordinator from Sportscotland/ Education Scotland.</p> <p>Any additional costs required to make achieving the target possible will be reported to committee</p>	<p>SOA4 SOA6</p> <p>Healthy Achieving Active</p> <p>MCH</p>
CD2	Cross Directorate	<p><u>Tackling violence and knife culture</u></p> <p>Initiatives to tackle violence and the culture of knife carrying have contributed to a reduction in incidents, however, violence and bullying, including cyberbullying remain a concern for our young people.</p> <p>Mentors in Violence</p>	<p>Further reduction in the incidents of violence, knife crime and bullying.</p> <p>MVP embedded in all secondary schools</p>	<p>Roll out of MVP to other secondary schools</p> <p>Violence prevention programmes including NKBL developed and sustained.</p> <p>Anti-bullying policy fully implemented.</p> <p>Timescale: To be agreed</p>	<p>Reduction in incidence of</p> <ul style="list-style-type: none"> <li>-knife crime</li> <li>-bullying</li> <li>-gender based violence</li> </ul> <p>Increase in number of young people using privacy settings on social networks</p> <p>Longitudinal research shows</p>	John Arthur / Angela Edwards	<p>Staff costs to be contained in budget.</p> <p>Cost of residential training events in schools.</p> <p>6 x 1K x 3 years</p>	<p>SOA6 Healthy Safe</p> <p>MLC9 MSC2</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		Prevention (MVP) delivered in 2 secondary schools			evidence of changing attitudes			
<b>CD3</b>	<b>Cross Directorate</b>	<p><u>Volunteering</u></p> <p>There is a range of opportunities for volunteering in the school and the community.</p> <p>Scope to improve co-ordination and the number / quality of opportunities and increase associated opportunities for accreditation.</p>	<p>Opportunities for volunteering are co-ordinated and quality assured. Number of opportunities increased. Numbers gaining accreditation for volunteering increased.</p>	<p>Co-ordinate planning for volunteering across establishments, CLD, Youth Employment Action Plan and voluntary sector. Identify opportunities for accreditation.</p> <p>Timescale: To be agreed</p>	<p>Increased no of volunteering opportunities</p> <p>Increase no. achieving accreditation through volunteering.</p> <p>Stronger partnership with CVS evident.</p>	Wilma Bain / John Arthur	No resource implications	<p>Achieving Nurtured Respected Responsible</p> <p>SOA2 SOA6</p> <p>MCC</p>
<b>CD4</b>	<b>Cross Directorate</b>	<p><u>Literacy</u></p> <p>Evidence of good practice and improved literacy outcomes from early years to adulthood.</p>	<p>National Literacy Action Plan is in place and able to evidence improved practice and outcomes for literacy across all establishments and sectors.</p>	<p>Use of evidence based approaches which lead to key improvements in literacy skills for all.</p> <p>Timescale: To be agreed</p>	<p>Improved self-evaluation practice</p> <p>CIT Leads assess progress</p> <p>Improved outcomes for literacy in context of CfE broad general education</p> <p>Increased participation in youth and adult literacies</p>	John Arthur / Wilma Bain	Training costs	<p>Achieving Nurtured Included</p> <p>MLC11</p> <p>SOA2 SOA6</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
					programmes  Increased no's achieving core skills accreditation Improved literacy attainment levels			
CD5	<b>Cross Directorate</b>	<p><u>Strategic Guidance for Community learning and Development</u></p> <p>Directorate has lead role in development of Implementation Plan for Strategic Guidance for CLD, which includes taking forward of Community Empowerment &amp; Renewal Bill when enacted and compliance with proposed statutory instrument for CLD within Education Act</p>	<p>Implementation plan in place. Progress made in realising outcomes of CLD Strategic Guidance, specifically:</p> <ul style="list-style-type: none"> <li>- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship</li> <li>- Stronger, more resilient, supportive, influential and inclusive communities.</li> </ul>	<p>Develop implementation plan using process agreed at Education Committee, with emphasis on involvement with SOA Delivery Groups. Establish priorities and baseline for measuring progress towards achievement of outcomes.</p> <p>Timescale: To be agreed</p>	<p>Implementation plan developed. Improvements against agreed outcome indicators.</p>	Albert Henderson/ John Arthur		<p>Included Respected and Responsible MLC12 MBV1</p> <p>SOA2</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
CD6	Cross Directorate	<u>Learning Communities</u> Some mapping and planning is already undertaken around HMle delineated learning communities. However, community use of schools is not fully developed and there is scope for this to be better co-ordinated.	Improve joint planning with partners including schools to create a network of learning communities with increased community use of schools.	Pilot learning community in one identified area. Set process in place in line with Education Scotland (HMle) advice and guidance.  Timescale: To be agreed	Self-evaluation against Education Scotland Advice Note 2 and new quality illustrations for CLD.	John Arthur / Wilma Bain		Achieving Healthy Respected & responsible
CD7	Cross Directorate	<u>Employability</u> There is evidence of good practice and provision supporting young people and adults attain and sustain employment. However, there is scope for the quality of provision to be improved and for better co-ordination of activities.	Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across providers and partnerships. Employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth: refreshed employability	Implementation and robust evaluation of Inverclyde Youth Employment Action Plan.  Implementation and robust evaluation of Employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth refreshed employability framework.  Timescales: To be agreed	Improved outcomes for young people participating in employability programmes: - positive destinations - accreditation - literacy  Improved outcomes for adults participating in employability programmes: - positive destinations - accreditation - literacy  Increase in no adults gaining qualifications for	Wilma Bain / John Arthur		SOA 3 SOA6 Achieving Included  MLC6

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
			framework		the first time			
<b>CD8</b>	<b>Cross Directorate</b>	<p><u>Children and Young Person's Bill</u></p> <p>The Children and Young Person's Bill is scheduled to be introduced in 2015</p> <p>Headteacher seminars have taken place GIRFEC champions have been identified.</p> <p>GIRFEC principles already being used in a number of educational establishments</p> <p>Early Years Collaborative has been renamed 'Nurturing Collaborative'. A steering group and workstream have been established</p> <p>A working group of managers across Education Services and CHCP has been</p>	<p>Fully implement GIRFEC model and use of wellbeing outcomes through GIRFEC Champions approach</p> <p>Business processes across the Education, CHCP and partners to support implementation of the Act.</p> <p>A training strategy – both single and multi-agency in place.</p> <p>Fully implement by 2016 additional extra early years hours</p>	<p>Implementation of GIRFEC</p> <p>Consultative approaches adopted</p> <p>Training strategy delivered</p> <p>Timescales: To be agreed</p>	<p>A consistent approach is in place</p> <p>All children and young people are safe, healthy, achieving, nurtured, active, respected and responsible and included</p> <p>Business processes and paperwork to support will be in place</p>	Angela Edwards / Wilma Bain		<p>Contributes to all wellbeing outcomes</p> <p>SOA 6</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		established to oversee the planning for operational changes which will be required with a timeline						
CD9	Cross Directorate	<p><u>Teenage Pregnancy</u> The number of teenage pregnancies is reducing however the number of under 16s in deprived areas is higher than those in less deprived areas</p>	<p>Teenage pregnancy is below national average in target areas.</p> <p>Supports in place to continue education if pregnant</p> <p>Effective and meaningful self assessment which informs planning / delivery to successfully support young people</p>	<p>Health &amp; Wellbeing programme universally available</p> <p>Timescale: To be agreed</p>	<p>Holistic approach to addressing this issue, drawing in support and activity from a number of local agencies – baselining and self evaluation for work in this area will be carried out using the NHS Self Assessment Tool produced for local authorities and their partners</p>	Wilma Bain / John Arthur		<p>Nurtured</p> <p>Respected &amp; Responsible</p>
CD10	Cross Directorate	<p><u>Early Years Collaborative/ Nurturing Collaborative</u></p> <p>Scottish Government has introduced an Early Years Collaborative to drive</p>	<p>We are delivering tangible improvements in outcomes and reducing inequalities for vulnerable</p>	<p>Establishment of the Nurturing Collaborative.</p> <p>Engagement in the Early Years Collaborative learning sessions run by the</p>	<p>Better maternal health</p> <p>Numbers of vulnerable parents/ parents to be who participate in parenting classes</p>	Angela Edwards / Sharon McAlees	<p><i>Early Years Change fund resource of £47k</i></p>	SOA6

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		improvement, with a focus on early intervention and prevention.	children in Inverclyde	Scottish Government.  Development of an action plan focussed on early intervention and prevention in relation to the EYC 'stretch aims'  Timescale: To be agreed	with positive outcomes.  Children receive the support they need to develop and reach their full potential.  Stretch aims are achieved.			
CD11	<b>Cross Directorate</b>	<u>Continuous Improvement Team</u>  A Continuous Improvement Team has been established as a result of the VSE report to ensure that services fully implement Getting it Right for Every Child.	Embed core functions in continuous improvement work – professional dialogue, development and pastoral support  Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further  Consistent approach to self evaluation.	Fully implement CIT guidelines  Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities.  Better partnership working in regard to self evaluation.  Timescale: To be agreed	Consistent approaches to continuous improvement and self evaluation adopted across all educational establishments.  New guidance embedded into practice.  Better outcomes for children and young people.  Consistently positive outcomes in inspections. Inspections highlight joint planning and self evaluation	Wilma Bain		Achieving  SOA 6  SOA 8



Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
			A shared vision of what excellent self evaluation looks like		Planning and evaluation in place across all establishments.			
CD12	Cross Directorate	Curriculum for Excellence Schools and early years establishments and learning communities are currently implementing Curriculum for Excellence. The current S3 pupil cohort will be first group of young people to complete their Broad General Education at the end of session 2012/13 and move into the Senior Phase where they will be presented for new National Qualifications in 2014.	Curriculum for Excellence is being fully and effectively implemented across all education establishments by confident staff who are delivering all pupil entitlements, providing high quality learning experiences, developing children and young people as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, and improving	Work in partnership with Education Scotland to support and develop the confidence of staff to effectively deliver Curriculum for Excellence across all sectors and all establishments  Work in partnership with SQA to support secondary teachers with delivery of the new National Qualifications  Fully embed the principles from the national 'Building the Curriculum' documents to deliver better outcomes for all children and young people  Review our interim Senior Phase model involving extensive	HMIE inspection reports School Review reports School Standards and Quality Reports SQA results Pupil achievements Evidence of children and young people demonstrating that they are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors	Wilma Bain / John Arthur		Achieving but also contributes to all other wellbeing outcomes  SOA6

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
			outcomes for all children and young people in their care. Services are planning in partnership.	consultation with all stakeholders  Provide training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles  Timescales: To be agreed				
<b>CD13</b>	<b>Cross Directorate</b>	<u>Welfare Reform Bill 2012</u>  Financial Literacy, ICT and Learning needs of adults assessed. Access to IT mapped. Training for support workers undertaken. Planning underway in context of Financial Inclusion Strategy	All educational establishments to have a full understanding and be prepared for the potential impact of the Bill. Range of community based learning programmes available to meet needs identified.	Continue implementation of Financial Learning component of Financial Inclusion Strategy  Liaise with RSLs regarding the impacts of Welfare Reform.  Timescales: To be agreed	Able to meet demand for learning support.  All services are aware of the impacts of Welfare Reform on the delivery of their services.	Wilma Bain / Angela Edwards / John Arthur		SOA2 SOA6 MCC9
<b>CD14</b>	<b>Cross Directorate</b>	<u>Engagement with young people</u> Range of opportunities exist for young people to become active citizens in relation to their schools, services	Young people across Inverclyde have a range of co-ordinated opportunities to be involved in	Incorporate Young Citizens' Panel within the Youth Participation Strategy identified in SOA6.  Timescale: To be	Increase in opportunities for young people to participate  Increased numbers of young people	John Arthur/ Angela Edwards/ Wilma Bain/ Sharon McAlees	£1500 for each Young Citizens' Panel survey carried out	Included Respected & responsible  SOA6 SOA8

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		for young people and community. However, there is scope for strengthening links and for the impact of these activities to enhanced_	<p>decision making affecting their schools, services for young people and communities.</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>	agreed	<p>participating</p> <p>Decisions influenced by young people</p>			

# **Service Improvement Actions**

## 5.4 Service Improvement Actions

These actions will be carried out by the specific services in the Directorate of:

- a) Education
- b) Inclusive Education, Culture and Corporate Policy
- c) Safer and Inclusive Communities
- d) Organisational Development, HR and Communications

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
<b>a) Education</b>								
<b>Ed1</b>	<b>Education</b>	<u>Developing Leadership in Teachers</u> We are currently implementing Curriculum for Excellence across all educational establishments. This transformational change sees schools (including early years establishments) and teachers as co-creators of the curriculum. It is critically dependent on	Schools and early years establishments are supported with the implementation of the recommendations from 'Teaching Scotland's Future' (Donaldson Report)	Take steps to improve leadership capacity across all establishments  Develop a new partnership with University where there is shared responsibility for key areas of teacher education  Review our PRD process to ensure it meets the needs of all staff and will focus on professional needs	No. of staff with formal leadership qualifications  Range of CPD opportunities for teachers and participation rates  Training for those carrying out and participating in PRD  Feedback from staff regarding	Wilma Bain / Alasdair Moore		Achieving

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		<p>the quality of leadership at all levels and on the ability of teachers to respond to the opportunities it offers.</p> <p>There is a need to ensure we target resources at improving teacher quality.</p>		Timescale: To be agreed	impact of PRD on teacher confidence			
<b>Ed2</b>	<b>Education</b>	<p><u>Teacher Employment</u> In November 2010, a national review (McCormac Review) was commissioned, the remit of which was to assess the current arrangements for teacher employment in Scotland.</p> <p>As many of the recommendations made in the report of the McCormac review relate directly to teachers 'terms and conditions of employment', they will require to be remitted to the Scottish Negotiating committee for Teachers (SNCT) for negotiations</p>	Implement recommendations and advice from national reviews relating to teachers' terms and conditions of service	<p>Working closely with HR and teacher Trade Unions to ensure a smooth implementation of recommendations based on advice received from the SNCT</p> <p>Ensure planned changes are focus of work of informal LNCT</p> <p>Timescale: To be agreed</p>	Feedback from HR, Head Teacher and informal LNCT meetings	Wilma Bain/ Alasdair Moore		SOA 3 SOA 8 Achieving

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		between local authorities, Scottish Government and teacher trade unions						
<b>b) Inclusive Education, Culture and Corporate Policy</b>								
<b>IECC P1</b>	<b>Inclusive Education, Culture and Corporate Policy</b>	<u>Pupil Support</u> A range of supports are in place to support pupils but this needs to be effectively structured	Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and teaching so that pupils needs are more effectively met	This will be taken forward by the Review Reference group and sub groups. This will include: <ul style="list-style-type: none"> <li>• A full audit including a survey and consultation with all stakeholders</li> <li>• Development of model options base on the proposed direction</li> </ul> Timescale: To be agreed	Pupil support re-organised and reflects outcomes or review	Angela Edwards		Achieving Nurtured Included  SOA 6
<b>IECC P2</b>	<b>Inclusive Education, Culture and Corporate Policy</b>	<u>Virtual School</u> Inverclyde has no 'unknowns' in terms of positive school destinations.  The tracking of progress for a few pupils can be difficult	Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes.  These pupils will be regularly tracked and monitored through the	Create a 'virtual school' which will be managed by a 'virtual team' at the centre.  This requires identification of pupils in out of authority placements.	Virtual School established  Better outcomes for specific group of pupils  Better positive post school destinations	Angela Edwards		Achieving  SOA6  SOA8

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			ASN monitoring forum.	Improved tracking and transition planning.  Better support provided for pupils identified.  Timescale: To be agreed	Sustained positive destinations.			
IECC P3	<b>Inclusive Education/ Educational Psychology Services</b>	<p><u>Communication Friendly Schools</u> A single campus is being constructed that will house St Stephen's High School and Port Glasgow High School.</p> <p>An array of different communication approaches are at present used across these schools to meet the needs of learners.</p> <p>A cross agency (CHCP, Architects, Education employees) <i>Communication Friendly Working Group</i> has been established to assist in this process.</p>	<p>Signage in and around the new campus will accommodate the communication needs of all learners.</p> <p>Learners and adults in the new campus will have access to good quality information relating to the diversity of need across the campus.</p> <p>All children and young people will be appropriately prepared for transition to the new campus. Cross campus events will be a regular occurrence and these will also involve the local community.</p>	<p>The Communication Friendly Working Group has conducted a needs analysis of the developments required to take the aims identified forward. It has analysed the findings and used this exercise to formulate an action plan.</p> <p>Timescale: To be agreed</p>	<p>Signage will be in place across the campus that meets the communication needs of all learners.</p> <p>Staff and young people will have access to good quality information about the array of additional support needs across the campus.</p> <p>Children and young people will have taken part in a transition exercise, which will be monitored by the <i>Communication Friendly Working</i></p>	Angela Edwards	Within schools estate management plan resources	SOA 6  Nurtured Included



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					<p><i>Group.</i></p> <p>School staff will report to the Communication Friendly Working Group regarding cross campus events and community involvement.</p>			
<b>IECC P4</b>	<b>Inclusive Education/ Educational Psychology Services</b>	<p><u>LAAC</u></p> <p>Looked after and accommodated children have higher exclusion rates and have a lower rate of attainment as their peers</p>	<p>Reduce the number of exclusions</p> <p>Improved attainment for LAAC</p>	<p>Roll out Positive Relationships and Positive Behaviour Policy.</p> <p>Timescale: To be agreed</p>	<p>Tight monitoring of exclusion and attainment figures for children and young people who are LAAC will provide evidence of impact.</p>	Angela Edwards		<p>Achieving Included Nurtured</p> <p>SOA6</p>
<b>IECC P5</b>	<b>Inclusive Education/ Educational Psychology Services</b>	<p><u>SHAHRP</u></p> <p>The School Health and Alcohol Harm Reduction Project is being implemented in schools to help tackle alcohol misuse amongst young people</p>	<p>Increase understanding of the impact of alcohol misuse across S2/3 pupils</p> <p>Fewer pupils involved in alcohol misuse</p>	<p>The implementation of a teaching and training pack with young people through guidance and PSE teachers with S2 cohort. First part of the research to be completed by 2014.</p> <p>Timescale: To be agreed</p>	<p>Reduced negative incidents of young people involved with alcohol.</p> <p>Greater awareness across young people of how to reduce harm caused by alcohol misuse</p> <p>Positive evaluation of the</p>	Angela Edwards		<p>Safe Healthy Responsible</p> <p>SOA6</p> <p>SOA5</p>

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					project by schools  External evaluation by University of Liverpool			
<b>IECC P6</b>	<b>Libraries, Museum Archives</b>	<u>New Libraries:</u> Greenock Central & Inverkip Libraries are currently housed in temporary accommodation.	Improved library facilities in Central Greenock and Inverkip.	Full refurbishment of ground floor of Wallace Place to house Greenock Central Library (by end 2014); inclusion of library space within new community centre planned for Inverkip (by end 2014).	Refurbishment plans will be available; plans for new library in community centre will be available.	Angela Edwards		SOA8  Achieving and also contributes to Safe  MLC14
<b>IECC P7</b>	<b>Libraries, Museum &amp; Archives</b>	<u>Adult Learning Service:</u> Computing classes all delivered on desktop PCs and most attendees are age 60+.	A modern and innovative digital participation hub utilising new technology and Wi-Fi to get people online with a particular focus on employability.	Innovative adult learning delivery and extension of partnerships with organisations such as Job Centre Plus and Skills Development Scotland. Development of outreach techniques. To be achieved by 31 March 2014.	Formal partnerships established with JCP and SDS. 200 people take part in some basic IT or employability based learning with at least 50% of these being working age.	Angela Edwards	To be funded through Libraries revenue budget, plus external funding bids where appropriate.	SOA3; SOA8  Achieving  MLC13
<b>IECC P8</b>	<b>Libraries, Museum &amp; Archives</b>	<u>Library Services for Young Adults (12-16):</u> Library services for children are comprehensive and of an excellent standard. Our services for older young people are not	Improved services to the 12-16 age group.	Development of the collection; increased collaboration with School Libraries; establishment of a teen book group; the use of new media to further engage with teens; a	At least a 10% increase in library use by young people aged 12-16.	Angela Edwards	To be funded through Libraries revenue budget, plus external funding bids	SOA6; SOA8  Achieving but also contributes to Active  MLC8

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		so well developed.		programme of author visits; the involvement of teens in stock selection and the planning of attractive areas and activities within libraries. To be achieved by 31 March 2014.			where appropriate.	MLC11
<b>IECC P9</b>	<b>Libraries, Museum &amp; Archives</b>	<u>Retain Museum Accreditation:</u> McLean Museum is accredited under the ACE/MGS scheme.	Maintain accredited status under the scheme.	Fulfil the requirements of the ACE/MGS Scheme in the areas of: <ul style="list-style-type: none"> <li>• Organisational Health</li> <li>• Collections</li> <li>• Users and their experiences</li> </ul> July 2013	Create and use appropriate procedural frameworks and policies; take action to enable the Museum to meet the required standard; make a successful application to MGS for accreditation renewal in July '13 Museum is accredited under the scheme.	Angela Edwards	No cost.	SOA8  Nurtured
<b>IECC P10</b>	<b>Libraries, Museum &amp; Archives</b>	<u>New Cultural Hub for Inverclyde:</u> The Watt Complex is in need of a complete refurbishment and modernisation. A project board has been formed and Jura Consultants have	Successful Round 1 HLF bid, plus development funding for Round 2.	Complete Round 1 bid and submit by March 2013. Round 2 bid to be submitted no later than Sep 2014.	Round 1 bid successful.  Public engagement on proposed project underway.  Architectural	Angela Edwards	£3m committed in 2012-15 capital programme. Further c. £3-4m being sought in partnership	SOA2; SOA3; SOA6; SOA8  Nurtured  MLC15

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		been appointed to manage the Round 1 bid.			Plans drawn up.		funding.	
<b>IECC P11</b>	<b>Libraries, Museum &amp; Archives</b>	<u>Archives:</u> 0.5 archivist post in place to ensure that the Council's archives are fit for purpose.	Improved storage and preservation of, and access to, the Watt Library archives.	Development of a better storage facility to protect the archives; use of preservation materials to prolong its life; cataloguing of materials for improved access. By 31 March 2014.	An increased number of catalogue records. Storage facility better equipped and fit for purpose. Numbers of people accessing the archives.	Angela Edwards	c. £9,000 to be funded through an application to the Watt Trust, plus external funding bids where appropriate.	SOA8  Nurtured Achieving & Safe  MLC15
<b>IECC P12</b>	<b>Libraries, Museums &amp; Archives</b>	<u>Museum Services for Young People (16-24):</u> Museum does not currently engage well with the 16-24 age group.	Work in partnership with the National Museum of Scotland on a project for this age group entitled 'Scotland Creates' with theme 'A Sense of Place'	Liaise with NMS Project Manager and Steering Group to create exhibition/events programme in Greenock by Aug/Sep 2013 and in Edinburgh Jul- Dec 2014.	Presentation of exhibition/events to reach at least 100 young people aged 16 – 24 along with work placements for 4 young people and publicity for project via social media.	Angela Edwards	c.£2,400 one off revenue expenditure in addition to grant of £15,000 funded by Esmeé Fairbairn Foundation/ Creative Scotland	Respected & Responsible  SOA3; SOA6  MBV1

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<b>c) Safer and Inclusive Communities</b>								
<b>SIC1</b>	<b>Safer &amp; Inclusive Communities</b>	<u>Health Protection / Food Safety</u> Food Standard Agency has issued guidance on cross contamination which the Council has a duty to roll out to businesses to protect the health of residents and safeguard the Council against the risk from failure to do so.	All businesses where there is a risk to food safety arising from cross-contamination will have processes and procedures in place to eliminate or adequately control the risk in line with the guidance	Fully implement the FSA's Cross Contamination Guidance across businesses by March 2015 in line with the programme detailed in the Official Feed and Food Service Plan in line with Committee Reports EDUCOM/06/12/MM & EDUCOM/12/12/MM.	All premises subject to the guidance will have received inspections focussed on X-contamination in accordance the timetable set out in the Enforcement Policy.	John Arthur	Contained within service budget by revision of inspection programme.	SOA 4  Safe Healthy
<b>SIC2</b>	<b>Safer &amp; Inclusive Communities</b>  <b>Health Protection/Community Safety &amp; Wellbeing</b>  <b>Environmental Health &amp; Trading Standards</b>	<u>Env Health / Trading Standards</u>  Current Performance measures in EH & TS are inadequate to enable the Service to adequately benchmark the quality and value for money of EH & TS Services against those provided by comparable Scottish Authorities.	We will be able to benchmark the services against those provided by both neighbouring and more comparable Scottish authorities to ensure that the services are performing as well as they can within the financial and structural circumstances they operate under.	Working with APSE and other Scottish EH & TS services to develop a more meaningful basket of KPIs for these services to allow meaningful benchmarking.  Initial KPIs will hopefully be agreed by March 2014 to allow us to measure the +effectiveness and value for money of the service against all other Scottish LAs.	Performance and value can be measured accurately both against all Scottish LAs but more specifically against those LAs most accurately resembling Inverclyde.	John Arthur	Contained within service budget.	SOA 8

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SIC3	<p><b>Safer &amp; Inclusive Communities</b></p> <p><b>Health Protection</b></p> <p><b>Environment &amp; Safety</b></p>	<p><u>Health and Safety</u></p> <p>Constantly changing national policy on the enforcement of the Health and Safety at Work Act together with a decline in consistent engagement from HSE has led to a situation where enforcement priorities have become reactive rather than based upon a consistent agreed policy.</p>	<p>The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and to those likely to be affected by their actions, both employees and others.</p> <p>Enforcement will be consistent with national policies but at the same time will give maximum protection to the community and maximum support to local businesses.</p>	<p>Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde. Strategy developed 2013/14. Implemented 2014.</p> <p>Annual review to ensure it remains consistent with national policy.</p>	<p>Health and Safety at Work Strategy and Enforcement Policy approved and in place.</p> <p>Strategy implemented and staff confident in its delivery.</p>	John Arthur	Contained within Service budget.	<p>SOA8</p> <p>Safe</p> <p>Respected and Responsible</p>
SIC4	<p><b>Safer &amp; Inclusive Communities</b></p> <p><b>Health Protection/Community Safety &amp; Wellbeing</b></p> <p><b>Community Safety/Community Wardens Service/Problem Solving Unit/ASIST/CCTV Update</b></p>	<p><u>Anti-Social Behaviour</u></p> <p>Changing patterns of anti-social behaviour, and the success of the services put in place since 2005, and in particular in the last year to 18 months, has led to the need for the alignment of services with the changing needs of the community</p>	<p>Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances.</p> <p>Match resources to community needs</p>	<p>A full review of anti-social behaviour and community safety services to be carried out by April 2014.</p> <p>The review will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required.</p> <p>The majority of the recommendations of the review will be</p>	<p>Review completed and recommendations implemented.</p> <p>Improved community feedback in relation to feeling safe in local neighbourhoods.</p>	John Arthur	Costs of review contained within Service budget. Outcome of review more likely to identify potential savings than additional costs overall.	<p>SOA2</p> <p>Safe Respected &amp; Responsible</p> <p>MSC1 MSC3</p>

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				implemented in 2014/15 if approved.				
<b>SIC5</b>	<b>Safer &amp; Inclusive Communities</b>  <b>Health Protection</b>  <b>Active Schools &amp; Sports Development</b>	<u>Community Sports Hub</u>  Currently establishing a first Community Sports Hub at Parklea. Initial consultation just begun on a second hub.	A minimum of 3 Community Sports Hubs will be established and fully operational in Inverclyde.	First hub fully operational by August 2013.  Second Hub fully operational by April 2014.  A third hub will be fully operational by April 2015.	Community Sports Hubs developed and in use.  More residents using Community Sports Hubs	John Arthur	All funding for the project from SportsScotland.	SOA4  Healthy Active Respected & Responsible  MCH1
<b>SIC6</b>	<b>Safer &amp; Inclusive Communities</b>  <b>Health Protection</b>  <b>Active Schools &amp; Sports Development</b>	<u>Sports Framework</u>  Currently in the process of developing a Sports Framework for Inverclyde with partners.	Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation.	Draft for Consultation April 2013.  Final plan reported to committee and launched August/September 2013.  Annual review of implementation from May 2014.	Annual report of Sports Framework made to Committee	John Arthur	Framework development to be contained in Service Budget.	SOA4  Healthy Active
<b>SIC7</b>	<b>Safer &amp; Inclusive Communities</b>  <b>Community Safety and</b>	<u>Housing Repairs Enforcement.</u>  Current enforcement policy has led to an unsustainable	Homeowners take on their responsibilities with the appropriate information and guidance is available to them for common	Review Housing Enforcement Policy. Provide a range of information and signposting via various formats to	Increase in the number of information enquiries as opposed to demand for	John Arthur	Existing Budget. Scheme of assistance	SOA2 SOA8  Healthy Respected

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	<b>Wellbeing</b> <b>Public Health and Housing</b>	demand on the Service through formal enforcement actions. Too many home owners are not accepting responsibilities to repair their homes.	properties etc which assists in leading to reduced levels of disrepair.  Minimum formal enforcement role for the council in future	householders to inform, advise and guide them in attending to matters of disrepair to their property.  Timescale: To be agreed	legislative intervention.			and Responsible
<b>SIC8</b>	<b>Safer &amp; Inclusive Communities</b>  <b>Community Safety &amp; Wellbeing</b>  <b>Housing Strategy</b>	<u>Housing Investment</u>  There is an ongoing reduction in Housing Investment Support in the Strategic Local Programme 2012 – 2015 approved by SG Housing Supply Division. This has an impact on new build / refurbishment programmes.	Adequate funding is available to meet affordable housing needs.	SLP Project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords.  Contributions in kind (IC) and new and innovative funding proposals (RSLs) will be developed.  Regular Project Team meetings and monitoring by HSD will ensure March 2015 timescale met	Housing Supply Division approval of new, innovative, or alternative funding schemes	John Arthur	c. £6m (Funded from SG / HSD Affordable Housing Supply Programme)  Progress will depend on the identification of other funding streams.	SOA1 SOA2 SOA4 SOA7  MPC9 MSC22 Healthy



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SIC9	<p><b>Safer &amp; Inclusive Communities</b></p> <p><b>Community Safety &amp; Wellbeing Housing Strategy</b></p>	<p><u>Home Energy Efficiency – Private Homes</u></p> <p>There is a need to improve home energy efficiency. Privately owned housing proving more difficult to improve</p> <p>IC successful in sourcing funds for improvement measures</p>	<p>Better take up of grants by private owners</p> <p>More use of new available measures for 'difficult to treat' houses</p>	<p>Promote grant availability and improved energy efficiency to owners</p> <p>Continue to target 'difficult to treat' houses for investment</p> <p>March 2016</p>	<p>Grant take up increases and more homes become energy efficient</p> <p>Rise in number of 'difficult to treat' houses receiving appropriate works and becoming energy efficient</p> <p>Overall increase in energy efficiency across all private tenures</p>	John Arthur	<p>c. £0.9m (Green Deal funding)** 2012-2015</p> <p>** Funded by SG and energy suppliers</p>	<p>SOA2 SOA4 SOA7</p> <p>Healthy</p> <p>Respected &amp; Responsible</p> <p>MPC9 MSC22</p>
SIC10	<p><b>Safer &amp; Inclusive Communities</b></p> <p><b>Community Safety &amp; Wellbeing</b></p> <p><b>Environment &amp; Enforcement</b></p>	<p><u>Parking Management &amp; Enforcement</u></p> <p>The removal of traffic wardens by Strathclyde Police has led to significant parking issues in Greenock town centre in particular.</p> <p>Temporary funding has been put in place to address the problem in the short term.</p>	<p>Parking is decriminalized and enforcement transferred to Safer &amp; Inclusive Communities.</p>	<p>Transfer of enforcement following decriminalization with fully trained team in place likely to commence in August 2014.</p>	<p>Parking offences in the town centres are significantly reduced.</p> <p>Positive impact on local retail economy</p>	John Arthur	<p>Funding in budget for 2014/15.</p>	<p>SOA2 SOA3 SOA7</p> <p>MPC12</p> <p>Respected and Responsible</p>

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SIC11	<b>Safer &amp; Inclusive Communities</b>  CLD	<u>Health and wellbeing of young people</u> Youthzone facility is providing a range of health and well-being activities and improving outcomes for young people in the centre of Greenock. Large numbers of young people are travelling from Port Glasgow to use facility.	Similar facility available for young people in Port Glasgow.  Improved outcomes for Port Glasgow young people.	Identify suitable premises. Develop funding package for refurbishment and running costs. Establish new facility with range of programmes to meet needs of young people of Port Glasgow  Timescale: To be advised	Premises identified. Funding bid developed.	John Arthur		Healthy Achieving Respected & Responsible SOA2 SOA6
SIC12	<b>Safer &amp; Inclusive Communities</b>  CLD	<u>Adult Learning</u> Range of high quality learning opportunities are available for adults, however, pathways which keep learners engaged across Service and Partner programmes are not well-developed.	All adult learning provision is mapped, processes are in place to ensure no learner completes a programme without being encouraged to continue their learning	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement  Timescale: To be agreed	Mapping of provision completed Process agreed and implemented	John Arthur		Achieving SOA3 SOA4 SOA6
SIC13	<b>Safer &amp; Inclusive Communities</b>  CLD	<u>Outreach activities for ethnic minorities</u> CLD is main provider of English for Speakers of other languages and undertakes outreach activities to engage learners from minority ethnic communities in	Barriers to participation in ESOL and adult learning programmes are overcome.	Enhanced programme of outreach and engagement developed and in place.  Timescale: To be agreed	Increase in number of members of minority ethnic communities participating in ESOL and adult learning.  Increase in	John Arthur		Included Achieving SOA3 SOA4 SOA6

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		al adult learning and family learning programmes. However, there is scope to undertake further activity to overcome the barriers to participation experienced by members of minority ethnic communities.			accredited learning for members of minority ethnic communities.			
<b>SIC14</b>	<b>Safer &amp; Inclusive Communities</b>  <b>CLD</b>	<u>Community Councils</u> Provision supporting and promoting community councils and residents' associations is well established, however, current and planned changes to their role create additional demands and challenges for community representatives	All community representatives are skilled and confident in meeting the challenges of their changing role.	Enhanced programme of training and support for community representatives, including embedding of training in ongoing activities and meetings.  Timescale: To be agreed	Each Community Council is at full strength in term of numbers. Community representatives report improvements in their skills and confidence to undertake their role.	John Arthur		Respected & Responsible SOA2 MBV1
<b>SIC15</b>	<b>Safer &amp; Inclusive Communities</b>  <b>CLD</b>	<u>Young Scot Cards</u> Young Scot cards are available to all secondary school pupils. Cards can be used for Free swimming, cashless catering, shop discounters, school trips , saving	System extended to include Kidz cards for all children aged between 4 and 11 resident or attending school in Inverclyde.	Negotiate with Young Scot to introduce Kidz cards in Inverclyde. Establish systems and quality assurance procedures.  Timescale: To be agreed	Cards in place	John Arthur		Respected & Responsible SOA6

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		money, award points.						
<b>d) Organisational Development, HR and Communications</b>								
<b>ODHR C1</b>	<b>OD, HR &amp; Comms</b>	<u>HR21 Development</u> Self Service Element is currently being used in a number of Council Services. E.g. HR, Finance, Legal, Planning.	The maximum number of employees are able to use HR21 to manage their personal information requests for leave, and employee development information etc  Sickness/ Absence recording and statistics drawn from Chris 21  Pensions Auto Enrolment	HR21 to be rolled out to Education, CHCP in 2013, Environmental Services and PA&FM by March 2014.  Pilot for compiling statistics from Chris 21 in OD, HR & Comms September 2013. Extending to other Services in parallel with self Service April 2014.  Software installation, process review to ensure compliance,	HR21 Self Service accessed by as many employees as practicable.  Increased use of management statistics for annual leave, equalities, and SOLACE performance indicators compiled through Chris 21. Skills data base available  New Starts auto enrolled where eligible.	Alasdair Moore	Dependent upon system development	SOA8 MBV5

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			Real Time information for HMRC	liaison with the Pensions Regulator, SPFO and SPPA (May 2013)  Software installation & process review to ensure compliance, Liaison with the HMRC and BACS software provider, August 2013	Information supplied to HMRC			
<b>ODHR C2</b>	<b>OD, HR &amp; Comms</b>	<u>Recruitment Portal</u> Portal available and in use across the Council.	Recruitment portal to be upgraded. On/Grasp software	Training/E learning/ Development of new Recruitment Handbook for Managers  Move to Talent Link by January 2014 - Luminesse changing technology centrally	Improved portal functionality recording, selection and reporting including statistical analysis for equality purposes.	Alasdair Moore		MBV5 SOA8
<b>ODHR C3</b>	<b>OD, HR &amp; Comms</b>	<u>Absence Management</u> Current absence level for the Council is 4.84%.  SOLACE indicator 10.5	Reduce the absence rate across the Council to below 4.75%.  Consider standardised	Continuation of Automation of processes links to ODHRC1  New HR Interventions/ pilots to assist management and reduce absence level  Report to CMT and	Meeting or bettering 4.75% target.  Improve on current SOLACE ranking.  Move to standardised	Alasdair Moore		SOA8 Healthy Nurturing MBV5

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		days per FTE	reporting to align with the SOLACE indicators.	P&R Committee on standardisation of KPIs by April 2014	reporting based on Days lost per FTE.			
ODHR C4	OD, HR & Comms	<u>Gender Equality</u> Percentage of female employees in top 2% of Earners. Currently 42%	The percentage of female employees in the top 2% of earners is increased	Monitor application of Council's Equal opportunities policies by Services.  Link with Corporate Equalities Officer to include as part of overall Equality Strategy for the Council CA2  Timescale: To be agreed	Top 2% of earners who are female, measured through annual benchmarking return is improved	Alasdair Moore		Included Achieving SOA8
ODHR C5	OD, HR & Comms	<u>Workforce Development Plan</u> Implementation of the Workforce Development Plan 2013 to 2016  <b>Theme 1</b> Organisational Development- Planning for the Future  <b>Theme 2</b> Leadership, Succession Planning and Skills Development -	The actions of each theme of the workforce development plan have been delivered as included in the report to the Policy and Strategy Committee of March 2013	By carrying out the work identified in the 4 Themes  Timescales for delivery are as identified in the report.	By annual reporting on the progress of the Workforce Development Plan to the Policy and Resources Committee	Alasdair Moore		Achieving Nurtured SOA8

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
		<p>Employees our most valuable resource</p> <p><b>Theme 3</b> Employer of Choice – Continuous Improvement</p> <p><b>Theme 4</b> Grading and pay – Equality and Performance</p>						
<b>ODHR C6</b>	<b>OD, HR &amp; Comms</b>	<p><u>Policy Development</u> A number of Corporate Policies have been updated and placed on ICON.</p>	<p>Remaining corporate policies to be updated and brought into line with current legislation, case law and guidance/good practice.</p>	<p>Identify priority policies based on legislative need, risk to the council and information gaps.</p> <p>i.e. Health and Safety Policies, i.e. Legionella, HR Policies, Discipline, Family Friendly.</p> <p>Timescale: To be agreed</p>	<p>Policies updated</p>	<p>Alasdair Moore</p>		<p>SOA8</p>
<b>ODHR C7</b>	<b>OD, HR &amp; Comms</b>	<p><u>Corporate Communications Strategy</u> A Corporate Communications Strategy is to be developed</p>	<p>To have an agreed Corporate Communications Strategy</p>	<p>Development of a Communications Strategy working with services and the CMT. Communications Strategy to be submitted to</p>	<p>Communications Strategy in place, and better communication taking place across the Council.</p>	<p>Alasdair Moore</p>		<p>SOA8</p> <p>Achieving Nurturing</p>

Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
				committee by June 2014	Employee survey results indicate employees feel communication has improved.			
<b>ODHR C8</b>	<b>OD, HR &amp; Comms</b>	<u>Social Media</u> Limited use of Social media in Education and Libraries and by Corporate Communications.	Use of Social Media as a co ordinated means of communication and customer contact across the organisation.	Creation of social media guidelines for use across the Council and schools.  October 2013	Launch of social media guidelines across the council.	Alasdair Moore		SOA8 MBV1
<b>ODHR C9</b>	<b>OD, HR &amp; Comms</b>	<u>Website</u> Current website has not been reviewed for a number of years and sits low on the annual SOCITM survey of UK Council Websites.	Review and design a new Council Website including online services.	Review content of the website via a cross departmental content review team.  Draft a new design and agree with CMT.  January 2014	New look website launched with new content.	Alasdair Moore		SOA1 SOA8 MBV4
<b>ODHR C10</b>	<b>OD, HR &amp; Comms</b>	<u>Press and Media</u> Support Committees and Pre agenda meetings  Respond to press and media enquires  Provide 24/7 emergency press and media cover.	Review Media Relations Protocol.	Write draft media relations protocol and issue to CMT and Senior Councillors June 2013 Carry out media training events for key Council staff. December 2013	Media toolkit agreed and issued to key Council Staff. Media training events delivered to key Council staff.	Alasdair Moore		SOA8



Ref no	Area of Directorate Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible ?	How much will it cost?	SOA, Wellbeing Outcomes and Manifesto reference
ODHR C11	OD, HR & Comms	<u>Inview</u> Inview delivered 2 times per year and published online.	Design and layout reviewed  Frequency of publication reviewed.	Reader survey to be created to assess readership views of InView. November 2013	Inview design and layout updated in line with readership survey.	Alasdair Moore		SOA8
ODHR C12	OD, HR & Comms	<u>Events</u> Ongoing series of events held throughout the year.	Reviews to be carried out on certain events. Fireworks, Gourrock Highland Games and Christmas lights switch on.  Improved events listing on Website. June 2014	Cross Service Events group to be set up and to report to the CMT by June 2014  Links to redesign of Council website.	Events delivered on time and to budget.  New events listing on Council website.	Alasdair Moore		SOA1 SOA8
ODHR C13	OD, HR & Comms	<u>Public Information Notices (PINS) portal</u> Public notices published online	Council public notices published online.	Redevelopment of the council website and public notices published on Public Information Notices (PINS) portal. December 2014.	Improvement service training arranged for key council employees and public notices published online through the national PINS portal	Alasdair Moore		

## 6.0 Education, Communities and Organisational Development Performance Information

Key Performance Measures	Performance			Target 2013/14	Upper Limit*	Lower Limit*	Rank / National Average
	2010/11	2011/12	2012/13				
<b>Community Wardens</b> High priority calls responded to within 30 minutes	96.3%	97.2%	96.1%	95%	100%	90%	
Medium priority call responded to within 60minutes	99.1%	99.1%	100%	95%	100%	90%	
Corporate Absence Rates	5.15%	5.04%	Due May 2013	4.75%	5.5% (Red)	4.5% (Green)	
Performance Appraisals completed	n/a	70%	Due May 2013	75%	85% (Green)	65% (Red)	
Women employees in the top 2% of earners	42.5%	42%	Due May 2013	45%	50% (Green)	40% (Red)	
Women employees in the top 5% of earners	47.6%	47.6%	Due May 2013	45%	50% (Green)	40% (Red)	
Number of library visits (actual and virtual) per 1000 population	3599	4178	n/a	4182	4200	4160	
Number of library issues per 1000 population	2957	2936	2702	2945	2960	2920	
No of library PC Users per 1000 population	79.7	84.9	81.4	86	90	80	
No of Adult Learners in Inverclyde Libraries	1447	1213	1277	1300			
No of museum visitors in person	469	495	n/a	498	520	480	

Key Performance Measures	Performance			Target 2013/14	Upper Limit*	Lower Limit*	Rank / National Average
	2010/11	2011/12	2012/13				
per 1000 population							
No of museum users per 1000 population	620	715	n/a	720	750	700	
£ brought into Inverclyde via external Funding Group	Establish baseline this year						
% of IC employees strongly agreeing or agreeing 'I have a clear understanding of the aims and objectives of the Council'	n/a	n/a	78%				
No / % of Inverclyde schools meeting Scottish Government's target for levels of quality PE	n/a	Sec 100% Prim 67%	Sec 100% Prim 75%	Sec 100% Prim 80%			
No / % of pupils walking / cycling to school	Walk 44.3% Cycle 0.8%	Walk 42.2% Cycle 1.2%	Walk 40.0% Cycle 1.0%				
No of adult learners in Inverclyde achieving core skills qualifications	70	169	266	310	325	280	
No of adult learners improving their literacies ksu	546	555	tbc	575	590	565	
No of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training SCQF levels 6-10)	17	19	16	38	40	25	
No of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development)	12	25	31	37	39	35	

Key Performance Measures	Performance			Target 2013/14	Upper Limit*	Lower Limit*	Rank / National Average
	2010/11	2011/12	2012/13				
and training)							
Quarterly Electricity / Gas / Water Consumption level within Directorate	Info to follow						
Quarterly mileage claim level within Directorate	Info to follow						
Rate of Teenage Pregnancy (Under 16) in Inverclyde (SCOTPHO profile 2010)	33.6 (3 year average annual measure)	n/a	n/a				Lower than the national 3 year average annual measure of 41.4
No of Young Pregnant Women / Young Mothers supported to remain in education / training / employment	Establish baseline this year						
% schools/early years establishments receiving positive inspection reports	100%	100%	Due August 2013	99%	100%	95%	
% of all looked after children who achieved SVQ level 3 or better in current diet of examinations	33%	59%	Due August 2013	63.6%			
% of S4 looked after children who achieved SVQ level 3 or better in English or Maths	42%	72%	Due August 2013	45.5%			
% of pupils reaching level 3 in English & Maths by end of S4	95.0%	97%	Due Sept 2013	95%	100%	90%	2% above national average
% achieving 5 at level 3 by the end of S4	95.0%	95%	Due Sept 2013	95%	100%	90%	2% above national average

Key Performance Measures	Performance			Target 2013/14	Upper Limit*	Lower Limit*	Rank / National Average
	2010/11	2011/12	2012/13				
% achieving 5 level 5 by the end of S4	38%	33%	Due Sept 2013	35%	40%	30%	2% above national average
% achieving 1 at level 6 by the end of S5	45.0%	48%	Due Sept 2013	40.0%			At national average
% achieving 3 at level 6 by the end of S5	25.0%	26%	Due Sept 2013	22.0%			1% below the national average
% achieving 5 at level 6 by the end of S5	12%	12%	Due Sept 2013	10.0%			At national average
% achieving 3 at level 6 by the end of S6	34.0%	37%	Due Sept 2013	30.0%			1% below the national average
% achieving 5 at level 6 by the end of S6	22.0%	24%	Due Sept 2013	22.0%			2% below the national average
% achieving 1 at level 7 by the end of S6	14.0%	17%	Due Sept 2013	15.0%			2% below the national average
Number of CPD opportunities for teaching staff	n/a	n/a	64				
Number of attendances by teachers at CPD opportunities	n/a	n/a	658				
Attendance in Inverclyde Primary Schools	95% (2010/11)	95.23% (2011/12)	Due August 2013	95%	100%	90%	Same as national average
Attendance in Inverclyde Secondary Schools	91% (2010/11)	91.79% (2011/12)	Due August 2013	92%	100%		0.1% below national average
Attendance in Inverclyde	93.0%	93.52%	Due	92%	100%		3% above the national

Key Performance Measures	Performance			Target 2013/14	Upper Limit*	Lower Limit*	Rank / National Average
	2010/11	2011/12	2012/13				
Special Schools	(2010/11)	(2011/12)	August 2013				average
LAAC Pupil Attendance rates	Establish baseline this year						
Pupil Exclusion rates (rate per 1000 pupils)	Prim 7 Sec 39.6 Spec 64.9	Prim 5.5 Sec 43.3 Spec 80.7	Due August 2013	n/a	n/a	n/a	
LAAC Pupil Exclusion Rates	Prim 108.7 Sec 358.7 Spec 266.7	Prim 53.6 Sec 262.1 Spec 409.1	Due August 2013	n/a	n/a		
School Leaver Destination Results (SLDR) positive destinations (extended to include non-mainstream young people)	89.1%	88.4%	94.8%				

# Risk Register

# Appendix 1

Corporate/Directorate Plan: Environment, Communities and Organisational Development		Risk Status as at 1/4/13 for 2013/2015 Activity							
Risk Category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)									
Improvement Action	Risk No	Risk Category	*Description of RISK Concern	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates
CA2 Corporate Equalities Group	1	LR/R	<i>Improvement action is not supported at an operational level resulting in non-compliance with legislation. Factors of this risk include: Lack of support/buy in from Services; Fail to provide adequate level of guidance and support to Directorates</i>	3	2	2	6.0	Head of Education	<p>Corporate Equalities Group will continue to provide guidance and support to Directorates.</p> <p>An Equalities Officer will be appointed to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes.</p> <p>Representation on the Corporate Equalities Group will be increased to include a wider range of people with protected characteristics.</p>
CA3 Competitiveness	2	F/OC	<i>There is no corporate definition of competitiveness and therefore services may be carrying out benchmarking and market testing in an inconsistent manner.</i>	3	3	2	9.0	Head of Inclusive Education, Culture and Corporate Policy	Self evaluation guidance will be enhanced regarding competitiveness and challenge. This will include the definition of competitiveness and the process to be followed by services.

<b>Corporate/Directorate Plan: Environment, Communities and Organisational Development</b>	<b>Risk Status as at 1/4/13 for 2013/2015 Activity</b>
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**Risk Category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)**

Improvement Action	Risk No	Risk Category	*Description of RISK Concern	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates
<b>CA13</b> Performance Indicators	3	LR/R	<i>Fail to fully integrate the new SOLACE indicators into the performance management framework resulting in adverse external criticism. Factors of this risk include: Lack of support/buy in from services; baseline figures are not consistent across all relevant indicators; do not take account of benchmarking or best practice with other local authorities; indicators are not evidenced by robust management information.</i>	3	3	1	9.0	Head of Inclusive Education, Culture and Corporate Policy	Indicators will be input to Inverclyde Performs and services will be requested to input to the development of the approach to reporting and benchmarking of the indicators.  Issues will be escalated as appropriate to CMT.
<b>CA14</b> HR21 Self Service	4	F/OC	<i>Fail to roll out HR21 to as many services as reasonably practicable resulting in inconsistent processes and/or duplicate information sets being used to manage corporate HR information. Factors of this risk include; adequate resources are not available to project manage the roll out; services do not engage in the exercise; inefficiencies are not identified and removed.</i>	2	3	3	6.0	Head of HR, OD and Corporate Communications	Project plan will be put in place to manage requirements and ensure resources are in place including financial and people. This will require a training plan for staff.  Engagement will require to take place with corporate communications and key services.



<b>Corporate/Directorate Plan: Environment, Communities and Organisational Development</b>	<b>Risk Status as at 1/4/13 for 2013/2015 Activity</b>
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**Risk Category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)**

Improvement Action	Risk No	Risk Category	*Description of RISK Concern	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates
<b>CD1</b> Increase PE Provision in Primary Schools	5	F	<i>Insufficient people or financial resources resulting in target of 100% across all schools not being achieved. Factors of this risk include: PE plan is not implemented; unable to recruit PE co-ordinator; additional costs are not obtainable.</i>	3	2	2	6.0	Head of Education/ Head of Safer and Inclusive Communities	PE Co-ordinator recruited in March 2013. Funding for the post made available from SportsScotland/Education Scotland.  PE plan has been developed and implementation of the plan will be monitored on an ongoing basis.
<b>SIC10</b> Housing Investment	6	F/R	<i>Fail to manage the impact of an ongoing reduction in Housing Investment Support resulting in new build and refurbishment programmes being delayed or not able to be implemented. Factors of this risk include: Project management is not effective; funding proposals are not developed or are not adequate; lack of buy in from registered social landlords.</i>	3	2	2	6.0	Head of Safer and Inclusive Communities	SLP Project has a completion date of 31 March 2015.  Contributions in kind (IC) and new, innovative funding proposals (RSLs) will be developed.  Regular Project Team meetings will be held and monitored by HSD. Issues will be escalated on a timely basis.

<b>Corporate/Directorate Plan: Environment, Communities and Organisational Development</b>	<b>Risk Status as at 1/4/13 for 2013/2015 Activity</b>
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**Risk Category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)**

Improvement Action	Risk No	Risk Category	*Description of RISK Concern	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates
<b>ED14</b> LAAC	7	R/OC	<i>Failure to implement policies and procedures impacts ability to achieve targets of reducing number of exclusions and improved attainment for LAAC. Factors of this risk include: Schools are not appropriately engaged; lack of buy in from parents/carers/pupils.</i>	3	3	1	9.0	Head of Education/ Head of Inclusive Education, Culture and Corporate Policy	<p>Project plan will be put in place to roll out Positive Relationships and Positive Behaviour Policy.</p> <p>This will require a training plan for staff.</p> <p>Engagement will require to take place with parents/carers/pupils as appropriate.</p>