Inverclyde
council

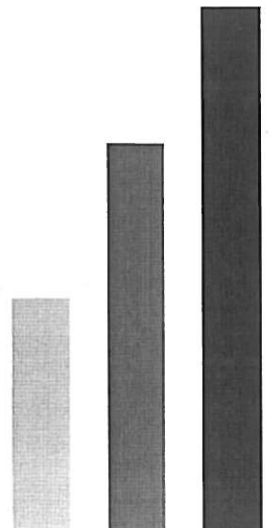# Agenda 2013

# Education & Communities Committee

For meeting on:

| 7 | May | 2013 |

A meeting of the Education & Communities Committee will be held on Tuesday 7 May 2013 at 3 pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4 pm or following conclusion of the Communities business, whichever is the later.

ELAINE PATERSON
Head of Legal and Democratic Services

## BUSINESS

** Copy to follow

1.      Apologies, Substitutions and Declarations of Interest

## COMMUNITIES

### PERFORMANCE MANAGEMENT

2.      **Communities 2012/13 Revenue Budget Report - Period 11 to 28 February 2013 and Capital Report 2012/16 - Progress**
        Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development

3.      **Clune Park Regeneration:  Progress Report**
        Report by Head of Safer & Inclusive Communities

4.      **Strategic Local Programme Update**
        Report by Head of Safer & Inclusive Communities

5.      **Governance Report - External Organisations**
**      Report by Head of Safer & Inclusive Communities

### NEW BUSINESS

6.      **Inverclyde Community Safety Partnership Strategic Assessment 2013-2017**
        Report by Head of Safer & Inclusive Communities

7.      **Scottish Statutory Instrument:  The Requirements for Community Learning & Development (Scotland) Regulations 2013**
        Report by Corporate Director Education, Communities & Organisational Development

8. **Request for Loan of a Painting from McLean Museum and Art Gallery**
Report by Corporate Director Education, Communities & Organisational Development

9. **Use of Powers Delegated to the Chief Executive: The Scottish National War Memorial Campaign**
Report by Corporate Director Environment, Regeneration & Resources

10. **Letting Policy for Sport & Community Facilities**
Report by Head of Safer & Inclusive Communities

11. **Inverclyde Leisure Business Plan**
\*\* Report by Head of Safer & Inclusive Communities

12. **Use of Parklea - Ongoing Negotiations**
\*\* Report by Head of Safer & Inclusive Communities

## EDUCATION

## PERFORMANCE MANAGEMENT

13. **Education 2012/13 Revenue Budget - Period 11 to 28 February 2013**
Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development

14. **Education Capital Programme 2012-2015/16 - Progress**
Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer

15. **Update on Progress with the Implementation of Curriculum for Excellence**
Report by Corporate Director Education, Communities & Organisational Development

16. **Governance Report - Partner Providers**
Report by Corporate Director Education, Communities & Organisational Development

17. **Governance Report - Day Placements**
\*\* Report by Corporate Director Education, Communities & Organisational Development

## NEW BUSINESS

18. **Education, Communities & Organisational Development Corporate Directorate Improvement Plan**
Report by Corporate Director Education, Communities & Organisational Development

19. **The Equality Act 2010: Specific Duties - Education Authority Equality Outcomes and Mainstreaming Report**
Report by Corporate Director Education, Communities & Organisational Development

20. **Community Planning Partnership Report - Skills Development Scotland, February 2013**
    Report by Corporate Director Education, Communities & Organisational Development

21. **Admissions and Placing Requests for Primary 1 and Secondary 1 Pupils in School Session 2013/14**
    Report by Corporate Director Education, Communities & Organisational Development

22. **Speech and Language Therapy Contract**
    \*\*  Report by Corporate Director Education, Communities & Organisational Development

The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraphs 3 & 6 of Part I of Schedule 7(A) of the Act.

**EDUCATION**

**NEW BUSINESS**

23. **Early Years Provision in Port Glasgow**
    Report by Corporate Director Education, Communities & Organisational Development providing an update on Early Years Provision in Port Glasgow following the closure of Tree Tops Community Nursery

Enquiries to - **Sharon Lang** - Tel 01475 712112

# Inverclyde council

| Report To: | Education & Communities Committee | Date: | 7 May 2013 |
|---|---|---|---|
| Report By: | Chief Financial Officer & Corporate Director Education, Communities & Organisational Development | Report No: | FIN/32/13/AP/IC |
| Contact Officer: | Iain Cameron | Contact No: | 01475 712832 |
| Subject: | Communities 2012/13 Revenue Budget Report- Period 11 to 28 February 2013 & Capital Report 2012/16 - Progress | | |

## 1.0 PURPOSE

1.1 To advise Committee of the 2012/13 Revenue Budget position at Period 11 to 28 February 2013.

1.2 To update the Committee in respect of the status of the projects forming the Communities Capital Programme 2012/16 and to highlight the overall financial position.

## 2.0 SUMMARY

2.1 The Education & Communities Committee of 12 March 2013 was informed that the projected out-turn for the 2012/13 Revenue Budget as at Period 10 was an underspend of £39,000. The latest projection as at Period 11 is an underspend of £40,000 (0.5% of the total Communities Budget.) This represents a decrease in expenditure of £1,000 since the last report.

2.2 The total Communities budget for 2012/13 is £8,197,200. A further £3,366,000 brought forward as Earmarked Reserves will also be used to fund various Housing initiatives.

2.3 The projected spend for the Communities Capital Programme 2012/16 is £8.049m of which £1.753m relates to the current Financial Year. At the end of Period 11 total spend is £1.310m or 87% of the projected total for 2012/13. Slippage from the original plan is £0.254m (14.5%)

## 3.0 RECOMMENDATIONS

3.1 That the Committee note the current projected underspend of £40,000 for the 2012/13 Revenue Budget as at Period 11 to 28 February 2013.

3.2 That Committee note the progress of the projects forming the Communities Capital Programme 2012/16.

Alan Puckrin
Chief Financial Officer

Albert Henderson
Corporate Director Education, Communities & OD

## 4.0 BACKGROUND

4.1 This report advises Committee of the current position of the 2012/13 Revenue Budget to Period 11, 28 February 2013 and highlights the main issues contributing to the projected underspend of £40,000. The report also highlights progress of the Communities Capital Programme 2012/16.

## 5.0 2012/13 PROJECTION

5.1 The main issues to highlight in relation to the 2012/13 projected underspend of £40,000 are:

Sports & Leisure and Community Halls: - Overspend £21,000

Following the VAT adjustment previously reported to Committee, there will be a projected over recovery of £150,000 for income (£20,000 shortfall for Golf, £30,000 over recovery for Football and £140,000 over recovery for School lets.) The projected over recovery for Income is offset by a projected overspend of £133,000 for Waivers (£50,000 for Pitches and £83,000 for School Lets.)

There will be a projected overspend of £37,000 for the Inverclyde Leisure Management Fee. £30,000 relates to the one-off payment for loss of income at Greenock Sports Centre approved by the March Committee and £7,000 relates to a payment for the former Workstep Programme.

Libraries & Museum : Underspend £12,000

Non Domestic Rates (NDR) projected to underspend by £12,000 due to Empty Relief being applied to the Greenock Central Library during the period of renovation.
There is no change to the projected underspend since last Committee.

Safer Communities: Underspend £39,000

A budget of £96,580 exists within Environmental Health for Joint Board Scientific Charges. Latest projection for this service provided by Glasgow City Council is an underspend of £20,000 due to a reduction in the number of tests being carried out.

Income is projected to over recover by £20,000 - £6,000 for Environmental Health Fixed Penalties and £14,000 from the Registration of Private Landlords.

Housing : Underspend £10,000

A contribution to the running costs of the Housing Team from the Universal Homes Insulation Scheme (UHIS) has resulted in an underspend of £15,000. This has been partially offset by an overspend in Employee Costs due to incremental drift.

**6.0 VIREMENTS**

6.1 There are no virements this cycle.

**7.0 IMPLICATIONS**

7.1 The current projected out-turn per Service is:

| 2011/12 Actual £000 | Service | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected over/(under) spend £000 |
|---|---|---|---|---|---|
| 1,521 | Libraries & Museum | 1,496 | 1,498 | 1,486 | (12) |
| 1,650 | Sports & Leisure | 1,663 | 1,665 | 1,744 | 79 |
| 3,510 | Safer Communities | 3,418 | 3,416 | 3,377 | (39) |
| 635 | Housing | 811 | 811 | 801 | (10) |
| 468 | Community Halls | 498 | 498 | 440 | (58) |
| 178 | Grants to Vol Orgs | 199 | 381 | 381 | 0 |
|  | Earmarked Reserves |  | (72) | (72) | 0 |
| 7,962 | Total Communities | 8,085 | 8,197 | 8,157 | (40) |

See Appendix 2 for additional detail.

**8.0 EARMARKED RESERVES**

8.1 Appendix 3 gives a detailed breakdown of the current earmarked reserves position. Total funding is £4,368,000 of which £1,292,000 is projected to be spent in 2012/13. The remaining balance of £3,076,000 will be carried forward to 2013/14 and beyond. As at Period 11 the expenditure was £716,000 or 55.4% of the 2012/13 projected spend. However, further invoices of £546,000 for Support for Owners are anticipated to be received prior to 31$^{st}$ March increasing the overall percentage spend to 97.7%.

**9.0 CAPITAL PROGRAMME**

9.1 The Communities Capital Programme consists of various Housing projects under the Scheme of Assistance (SoA), a contribution to the refurbishment of the Watt Library Complex and funding for new Community Facilities. The projected spend for 2012/16 is £8.049m of which £1.499m relates to the current Financial Year as detailed in Appendix 4. There is slippage of £0.254m (14.5%) from the original plan. Expenditure to date at the end of Period 11 to 28 February 2013 is currently 87.7% of the 2012/13 projected spend.

9.2 Appendix 5 provides a detailed overall summary for the total Scheme of Assistance (SOA) expenditure by project category.

**10.0 CONCLUSIONS**

10.1 The Committee is currently reporting a projected underspend of £40,000 for the 2012/13 Communities Revenue Budget.

**11.0 EQUALITIES**

11.1 There are no Equalities issues.

**12.0 REPOPULATION IMPLICATIONS**

12.1 There are no repopulation implications.

**13.0 CONSULTATION**

13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development  and the Chief Financial Officer.

## COMMUNITIES

## REVENUE BUDGET MONITORING REPORT

## MATERIAL VARIANCES

## PERIOD 11 : 1st April 2012 - 28th February 2013

| Out Turn 2011/12 £000 | Budget Heading | Budget 2012/13 £000 | Proportion of Budget | Actual to 28-Feb-13 £000 | Projection 2012/13 £000 | (Under)/Over Budget £000 | Percentage Over / (Under) |
|---|---|---|---|---|---|---|---|
| | **Sports & Leisure** | | | | | | |
| 1,334 | IL Management Fee | 1,299 | 1,191 | 1,261 | 1,336 | 37 | 2.8% |
| 185 | Pitch Waivers | 63 | 58 | 96 | 113 | 50 | 79.4% |
| (290) | Football Pitch Income | (93) | (86) | (99) | (123) | (30) | 32.3% |
| (58) | Golf Income | (47) | (43) | (39) | (18) | 20 | (42.6%) |
| | | | | | | | |
| | **Libraries & Museum** | | | | | | |
| 64 | Non Domestic Rates | 69 | 69 | 52 | 57 | (12) | (17.4%) |
| | | | | | | | |
| | **Safer Communities** | | | | | | |
| 101 | Joint Boards -Scientific Services | 97 | 97 | 76 | 77 | (20) | (20.6%) |
| | | | | | | | |
| | **Housing** | | | | | | |
| (3) | UHIS | 0 | 0 | (15) | (15) | (15) | - |
| | | | | | | | |
| | **Community Halls** | | | | | | |
| 159 | Lets Waivers | 60 | 55 | 139 | 143 | 83 | 138.3% |
| (189) | Lets Income | (48) | (44) | (176) | (188) | (140) | 291.7% |
| | | | | | | | |
| **Total Material Variances** | | | | | | **(27)** | |

# COMMUNITIES

## REVENUE BUDGET MONITORING REPORT

### CURRENT POSITION

#### PERIOD 11 : 1st April 2012 - 28th February 2013

| 2011/12 Actual £000 | Subjective Heading | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---|---|---|---|---|---|---|
| 4,290 | Employee Costs | 4,165 | 4,195 | 4,201 | 6 | 0.1% |
| 541 | Property Costs | 508 | 514 | 509 | (5) | (1.0%) |
| 1,937 | Supplies & Services | 1,917 | 1,916 | 1,947 | 31 | 1.6% |
| 56 | Transport Costs | 53 | 53 | 53 | 0 | - |
| 150 | Administration Costs | 56 | 88 | 88 | 0 | - |
| 3,417 | Other Expenditure | 1,803 | 2,320 | 2,431 | 111 | 4.8% |
| (2,429) | Income | (417) | (817) | (1,000) | (183) | 22.4% |
| 7,962 | TOTAL NET EXPENDITURE | 8,085 | 8,269 | 8,229 | (40) | (0.5%) |
| | Earmarked Reserves | 0 | (72) | (72) | 0 | |
| | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 8,085 | 8,197 | 8,157 | (40) | |

| 2011/12 Actual £000 | Objective Heading | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---|---|---|---|---|---|---|
| 1,521 | Libraries & Museum | 1,496 | 1,498 | 1,486 | (12) | (0.8%) |
| 1,650 | Sports & Leisure | 1,663 | 1,665 | 1,744 | 79 | 4.7% |
| 3,510 | Safer Communities | 3,418 | 3,416 | 3,377 | (39) | (1.1%) |
| 635 | Housing | 811 | 811 | 801 | (10) | (1.2%) |
| 468 | Community Halls | 498 | 498 | 440 | (58) | (11.6%) |
| 178 | Grants to Vol Orgs | 199 | 381 | 381 | 0 | - |
| 7,962 | TOTAL COMMUNITIES | 8,085 | 8,269 | 8,229 | (40) | (0.5%) |
| | Earmarked Reserves | 0 | (72) | (72) | 0 | |

# EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Communities

| Project | Lead Officer/ Responsible Manager | c/f Funding 2011/12 £000 | New Funding 2012/13 £000 | Total Funding 2012/13 £000 | Actual To Period 11 2012/13 £000 | Projected Spend 2012/13 £000 | Amount to be Earmarked for 2013/14 & Beyond £000 | Lead Officer Update |
|---|---|---|---|---|---|---|---|---|
| Strategic Housing Fund | John Arthur | 1,164 | 0 | 1,164 | 0 | 0 | 1,164 | Funding is for Strategic Housing functions, especially Contaminated Land costs on RCH sites. No projected spend in 12/13. |
| Support for Owners | John Arthur | 1,510 | 451 | 1,961 | 686 | 1,232 | 729 | Still awaiting some invoices from RCH for lower Gourock area and Mid-Auchinleck. Work has been completed. |
| Renewal of Clune Park | John Arthur | 682 | 551 | 1,233 | 20 | 50 | 1,183 | Projected spend of £50k for 2012/13 is for Regeneration Plan for Clune Park acquiring properties. Conditions surveys completed on 430 flats and information currently being updated. To date 24 demolition orders have been served although 6 of these are currently under appeal. Court hearing started in February 13 and has been continued until April 13. |
| GTVO - Playschemes | John Arthur | 10 | 0 | 10 | 10 | 10 | 0 | Spending now complete. |
| Total | | 3,366 | 1,002 | 4,368 | 716 | 1,292 | 3,076 | |

## COMMUNITIES CAPITAL REPORT APPENDIX 1

### COMMITTEE: EDUCATION & COMMUNITIES

| Project Name | 1 Est Total Cost | 2 Actual to 31/3/12 | 3 Approved Budget 2012/13 | 4 Revised Est 2012/13 | 5 Actual to 28/02/13 | 6 Est 2013/14 | 7 Est 2014/15 | Est 2015/16 | 8 Future Years | 9 Start Date | 10 Original Completion Date | 11 Current Completion Date | Status |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | £000 | £000 | £000 | £000 | £000 | £000 | £000 | £000 | | | | | |
| **Housing** | | | | | | | | | | | | | |
| **Supported Borrowing** | | | | | | | | | | | | | |
| Scheme of Assistance - Aids & Adaptions | 200 | 0 | 100 | 100 | 100 | 100 | | | | | | | |
| **Grant Funded** | | | | | | | | | | | | | |
| Scheme of Assistance - Grant Funded (2012-2015) | 2,283 | 0 | 833 | 833 | 678 | 500 | 950 | | | | | | |
| **CFCR** | | | | | | | | | | | | | |
| Aids & Adaptions EMR | 700 | 313 | 287 | 277 | 277 | 110 | | | | | | | |
| Scheme of Assistance Core | 866 | 0 | 433 | 189 | 183 | 683 | | | | | | | |
| **Total SOA Capital** | 4,049 | 313 | 1,653 | 1,399 | 1,238 | 1,393 | 950 | 0 | | | | | |
| **Cultural & Sports** | | | | | | | | | | | | | |
| **Supported Borrowing** | | | | | | | | | | | | | |
| Contribution to Watt Complex Refurbishment (includes £1000k CFCR) | 4,000 | 0 | 100 | 100 | 72 | 1,150 | 2,750 | | | | | | Consultant appointed to progress Round 1 of the HLF bid. |
| Inverkip Community Facility & Library Fit Out (includes £650k CFCR) | 1,500 | 0 | 200 | 75 | 20 | 225 | 1,200 | | | | | | On Going |
| Community Facilities Investment | 750 | 0 | 0 | 0 | 0 | | 750 | | | | | | |
| **Communities Total** | 8,049 | 313 | 1753 | 1499 | 1310 | 2,543 | 3,700 | | | | | | |

# Inverclyde council

## SCHEME OF ASSISTANCE SUMMARY

### COMMITTEE: EDUCATION & COMMUNITIES

**Appendix 5**

| | Budget 2012/13 £000 | Proportion of Budget £000 | Actual to 28/02/13 £000 | Projection 2012/13 £000 | (Under) / Over Budget £000 | Percentage Over / (Under) £000 |
|---|---|---|---|---|---|---|
| **Assistance To Support Independent Living** | | | | | | |
| Care & Repair (including Small Repair Service) | 246 | 226 | 187 | 246 | 0 | 0.0% |
| Grant Assistance - Adaptions | 820 | 752 | 601 | 566 | (254) | (31.0%) |
| **House Conditions Works** | | | | | | |
| Implement Scheme of Assistance | 1 | 1 | 1 | 1 | 0 | 0.0% |
| Lead Pipe Replacement | 7 | 6 | 1 | 7 | 0 | - |
| BTS Housing | 50 | 42 | 11 | 50 | 0 | 0.0% |
| Central Heating Grants | 65 | 54 | 12 | 65 | 0 | 0.0% |
| RSL Owners | 35 | 29 | 29 | 35 | 0 | 0.0% |
| Empty Home Fund | 50 | 42 | 0 | 50 | 0 | 0.0% |
| Contribution to Clune Park EMR | 379 | 316 | 379 | 379 | 0 | 0.0% |
| Total Scheme of Assistance | 1,653 | 1,468 | 1,221 | 1,399 | (254) | (15.4%) |

# Inverclyde council

| | | |
|---|---|---|
| **Report To:** | **Education & Communities Committee** | **Date: 7 May 2013** |
| **Report By:** | **Head of Safer & Inclusive Communities** | **Report No: EDUCOM/47/13/DH** |
| **Contact Officer: Drew Hall** | | **Contact No: 01475 714272** |
| **Subject:** | **Clune Park Regeneration: Progress Report** | |

## 1.0 PURPOSE

1.1 This progress report provides Committee with an update on the proposed regeneration of the Clune Park area of Port Glasgow.

## 2.0 SUMMARY

2.1 The Regeneration Plan for the Clune Park Area was approved by the Safe, Sustainable Communities Committee in May 2011. The Housing Supply Division (HSD) has eventually responded to the plan by being supportive of the approach taken by the Council but is unable to provided additional funding to that for general housing investment.

2.2 The Regeneration Plan features prominently in the approved Inverclyde Local Housing Strategy 2011-2016 (the LHS) and is the number one priority in the associated Strategic Housing Investment Plan 2012-2015 (the SHIP).

2.3 Discussions have been held between Inverclyde Council and HSD officials to determine which projects in the SHIP 2012-2015 programme are to be undertaken. This has informed the Strategic Local Programme (SLP) for the Inverclyde Council area. Only one project in the SLP approved at the Committee in September will now provide reprovisioning of 84 housing units for the Clune Park residents. This will be at Lower Mary Street, Port Glasgow.

2.4 Work on the main survey for the "closing" empty flats that fall below the Tolerable Standard is now complete. Once a sufficient number of Closing Orders are in place, it is the Council's intention to secure Demolition Orders over blocks of flats. Demolition Orders covering 24 flats at 3 separate close addresses and a Demolition Order on a single property have been served. The landlords owning 6 of these flats have submitted appeals against the Orders to the Sheriff Court.

## 3.0 RECOMMENDATIONS

3.1 That the Committee:
   a) Note current progress towards the regeneration of the Clune Park area;
   b) Agree that further progress updates are submitted to future meetings of the Committee.
   c) Agree that a report on a review of the Clune Park Regeneration Plan be submitted to the next meeting.

**John Arthur**
**Head of Safer & Inclusive Communities**

## 4.0  BACKGROUND

4.1  The Clune Park Area Regeneration Plan brings together all of the people-related and property-related issues that must be addressed in order to regenerate the area. The plan has been refined and developed in the light of the results of the Private Sector House Condition Survey (PSHCS) carried out in 2011 and of the PHP visits that have been completed to date. The revised plan was submitted to SG officials, as requested, and a written response was finally received in July 2012 .Political and financial commitment has been given by Inverclyde Council to the approved Regeneration Plan and discussions with key partners on implementing the plan are now well advanced, as noted below.

## 5.0  ACTION TO DATE

5.1  The Regeneration Plan proposes to rehouse existing residents off-site resulting in the separation of people and property. RSLs have expressed an interest in providing new housing and this has resulted in four projects being included in the SHIP 2012-2015.

5.2  Discussions have been held between Inverclyde Council and HSD officials to determine which projects in the SHIP 2012-2015 programme are to be undertaken. This has informed the Strategic Local Programme (SLP) for the Inverclyde Council area. The clear priority given to the Clune Park area in the LHS and in the SHIP has helped secure the regeneration of the area through the allocation of Affordable Housing Supply Programme funding to the SLP over the next three years. Only one project in SLP provides reprovisioning of 84 housing units for the Clune Park residents. This will be at Lower Mary Street, Port Glasgow.

5.3  The Clune Park Area PSHCS included a physical survey of all 430 flats and this information has been updated to identify individual flats and entire blocks that can now be "closed" using existing housing legislation. The Regeneration Plan sets out the strategy for consolidating these "closed" flats into whole blocks that will ultimately be demolished using the same legislation. The service of appropriate Closing Orders and Demolition Orders is ongoing and is being co-ordinated by the Safer & Inclusive Communities Service. A total of 102 Closing Orders have been served to date and 4 Demolition Orders covering 127 properties in total.

5.4  A Communications Strategy designed to ensure that the local populace and everyone with an interest in the Clune Park area are kept informed of developments is in place. A full explanation of the strategy as set out in the Regeneration Plan has been given to private landlords who own and manage properties in the Clune Park area and they will be kept apprised of progress as the plan is rolled out. The Communication plan has recently been reviewed and updated.

5.5  Safer & Inclusive Communities are expecting to receive the District Valuer (DV) final valuations  report on Clune Park Street ; access to some flats has been problematic.

## 6.0  FURTHER ACTION REQUIRED

6.1  3 Landlords have submitted appeals against the service of Demolition Orders for 6 of the 24 flats. They have also issued undertakings to the Council to bring the flats up to the Tolerable Standard to request that the Council Issue a Suspension Order to suspend the effect of the Demolition Order. These requests have been rejected as this will conflict with the Council approved plan for the area and it was not considered viable to upgrade individual flats in isolation from the rest of the building. The flats have been unoccupied

and subject to Closing Orders for some time and there was no confidence that the work proposed would actually be carried out and would bring the flats up to the Tolerable Standard The Council will defend the Appeals and the full hearing at Court was scheduled for 5th February 2013, however the hearing has now been postponed until 16th April. Unfortunately due to issues with Court time, the hearing has again been postponed until 14th August which is almost 1 year since the service of the Demolition Orders    These Orders remain in force , but the Council cannot act on them, until the appeal is heard and a decision issued by the Court

6.2    The District Valuer has assessed the first batch of above Tolerable Standard flats for acquisition to enable demolition. The  DV's final valuation report on Clune Park Street report is expected soon. Other addresses will be released for valuation over the next few months.

6.3    A detailed report reviewing the Clune Park Regeneration Plan will be submitted to the next Committee meeting following the completion of DV's valuation report and the completion of the Tolerable Standard Survey.

6.4    The Service has noted significant activity by landlords in the area. The Council has received requests from Landlords to revoke Closing Orders for 14 flats where works have been carried out or have been advised that works have been carried out. These will be assessed and may be subject to a future report to Committee

## 7.0    IMPLICATIONS

7.1    **Strategic**

The progression of the regeneration of Clune Park, through the Strategic Housing Investment Plan 2012-2015 and the forthcoming SLP, will make a valuable contribution to several strategic aims and objectives as set out in the:

- Inverclyde Alliance Single Outcome Agreement;
- Community Plan; and
- Inverclyde Local Housing Strategy 2011-2016.

7.2    **Financial**

The progression of the regeneration of Clune Park requires external funding. Further reports on funding will be submitted to Committee as the plan develops. The Council's current financial commitment to the Clune Park Area Regeneration Plan is as follows:

| Cost Centre | Budget Heading | Budget Year | Proposed Spend | Virement From | Other Comments |
|---|---|---|---|---|---|
| Clune Park Regen. | Clune Park Regeneration | 2011/14 | £482,000 | General Fund Reserves | Approved February 2011 |
| Clune Park Regen. | Receipts from Second Homes | 2010/11 | £94,000 | General Fund Reserves | |
| Clune Park Regen. | Receipts from Second Homes | 2011/12 | £106,000 | General Fund Reserves | |
| Clune Park Regen. | Receipts from Second Homes | 2012/13 | £100,000 | General Fund Reserves | Estimate |
| Clune | Receipts from | 2012/13 | £72,000 | General | Estimate |

| | | | | Fund Reserves | |
|---|---|---|---|---|---|
| Park Regen. | long term empty Homes | | | Fund Reserves | |
| Clune Park Regen. | Receipts from long term empty Homes | 2013/14 | £72,000 | General Fund Reserves | Estimate |
| Scheme Of Assistance | Regeneration enabling | 2012/13 | £379,000 | | Approved January 2012 |
| Capital Fund | Clune Park Regeneration | 2014/15 | £1,000,000 | | Budget proposal approved February 2012 |
| TOTAL | | | £2,305,000 | | |

7.3 **Legal**

Legal and Democratic Services will be asked to provide advice and guidance on the roll out of the Regeneration Plan to ensure that all possible remedies are pursued and that actions are taken in compliance with appropriate legislation. The Regeneration Plan is based upon existing legislation however the Service is reviewing the changes in legislation previously discussed with SG officials and noted in earlier reports to Committee.

7.4 **Equalities**

When delivering services to our customers, full cognisance is taken of equality and diversity processes and procedures.

7.5 **Repopulation**

This plan is intended to help remove an area of housing blight in Inverclyde and therefore improve the overall area.

**8.0 LIST OF BACKGROUND PAPERS**

8.1
- Robert Street Area - Housing Options Study: June 2006
- Robert Street Area – Housing Options Study, Environment & Regeneration Committee, January 2007.  ECP/HOU/BB07MSB/010
- Robert Street Area – Regeneration Strategy Steering Group Update, SSCC, June 2007.  ECP/HOU07WR/032
- Robert Street Area – Regeneration Strategy Steering Group Update, SSCC 25 October 2007.  ECP/HOU/WR07/046
- Clune Park Regeneration: Progress Report – SSCC, March 2011. ECP/Plann/WR10/008
- Clune Park – Proposed Regeneration Plan – Special SSCC May 2011. SCS/64/11/AH/DH
- Clune Park Regeneration: Progress Report – SSCC, August 2011. SCS/65/11/AH/DH
- Clune Park Regeneration: Progress Report – SSCC, January 2012. SCS/85/12/AH/DH
- Clune Park Regeneration: Progress Report – SSCC, March 2012. SCS/94/12/AH/DH
- Clune Park Regeneration: Progress Report – E&CC, June 2012. EDUCOM/01/12/AH/DH
- Affordable Housing Investment – Strategic Local Plan – E&CC, September 2012.

EDUCOM/16/12/AH/DH
- Clune Park Regeneration: Progress Report – E&CC, September 2012. EDUCOM/18/12/AH/DH
- Clune Park Regeneration: Progress Report – E&CC, October 2012. EDUCOM/38/12/AH/DH
- Clune Park Regeneration: Progress Report – E&CC, January 2013. EDUCOM/01/13/DH
- Clune Park Regeneration: Progress Report – E&CC, March 2013. EDUCOM/32/13/DH

# Inverclyde council

| | | |
|---|---|---|
| **Report To:** | Education & Communities Committee | **Date: 7 May 2013** |
| **Report By:** | John Arthur, Head of Safer & Inclusive Communities | **Report No: EDUCOM/49/13/DH** |
| **Contact Officer:** | Drew Hall, Service Manager, Community Safety & Wellbeing | **Contact No: 01475 714272** |
| **Subject:** | Strategic Local Programme Update | |

## 1.0 PURPOSE

1.1 To advise Committee of updates to the Strategic Local Programme 2012-2015 (the SLP) arising out of additional awards of funding for the Inverclyde Council area from the Scottish Government's Affordable Housing Supply Programme (AHSP).

## 2.0 SUMMARY

2.1 The Scottish Government (SG) approved the original SLP in early December 2012 and a Strategic Agreement confirming approval of individual SLP projects was issued to Inverclyde Council at that time. Later in December 2012 the SG announced additional AHSP funding of £0.692m for the Inverclyde Council area due to consequential amendments to the Scottish budget made by the Westminster government. Further additional funding of £0.925m was announced in March 2013 reflecting the SG budget commitment to support new house building.

2.2 The three-year AHSP budget for new build affordable housing in the Inverclyde Council area is therefore now £6.433m and approved projects to date account for £4.657m. This leaves £1.776m of AHSP funding available for further new house building projects within the Inverclyde Council area. However, the entire £6.433m budget must be fully spent and the new housing must be fully completed on site by 31 March 2015 as part of the conditions attached to the Strategic Agreement.

2.3 Meetings have been held with the SG Housing Supply Division (HSD) and RSL partners **Appendix** to identify projects capable of being completed within the timescale and budget limits noted in paragraph 2.2 above and agreed proposals are included in the updated SLP, which is set out in the Appendix to this report. HSD had requested that an updated SLP 2012-2015 be submitted to SG by 19 April 2013 and this timescale was met by Inverclyde Council.

## 3.0 RECOMMENDATIONS

3.1 That the Committee:

 a) note the contents of the updated Strategic Local Programme 2012-2015 as set out in the Appendix to this report;
 b) note the request from the Scottish Government for Inverclyde Council to submit a new Strategic Housing Investment Plan for the five-year period from 2013 – 2018; and
 c) approve the updated Strategic Local Programme 2012-2015 submitted by Inverclyde Council to the Scottish Government in April 2013.


 **John Arthur, Head of Safer & Inclusive Communities**

**4.0 BACKGROUND**

4.1 An updated SLP 2012-2015 was requested by the SG HSD to ensure that the two additional awards of AHSP funding can be fully utilised within the Inverclyde Council area. The HSD has emphasised that this funding must be fully expended by 31 March 2015 and that there is no scope for reviewing this deadline. Failure to fully expend the total amount awarded to the Inverclyde Council area will result in monies being re-allocated to local authorities that can guarantee completion on site and payment in full by 31 March 2015.

4.2 Meetings have been held with HSD Area Office staff and with RSL partners to identify suitable SLP projects that can meet the budget and timescale requirements noted in paragraph 4.1 above and details of these additions to the original SLP (November 2012) are given in paragraphs 5.1 – 5.4 below.

4.3 HSD requested that the updated SLP be submitted to the Paisley Area Office by 19 April 2013 and it was therefore submitted subject to formal approval by Committee at its present meeting. Committee approval is now being sought in terms of the recommendation at paragraph 3.1 c) of this report.

4.4 HSD has also requested Inverclyde Council to prepare a Strategic Housing Investment Plan (SHIP) covering the period from 2015-2018 and based upon minimum Resource Planning Assumptions (RPAs) as detailed in paragraph 6.2 below. The deadline for submission of the new SHIP is 28 June 2013 and preparations are ongoing with HSD, developing RSLs, and the Planning Policy Team within the Regeneration & Planning service.

**5.0 UPDATED STRATEGIC LOCAL PROGRAMME**

5.1 The Clune Park area remains the highest priority for investment and development of affordable housing at Lower Mary Street, Port Glasgow, has been included as the main project in the updated SLP. Lower Mary Street is a joint project between Link HA and developers Persimmon Partnerships (Scotland) Limited who are currently building on the nearby Kingston Dock site. The second project included in the SLP is Phase 2 of the development at Earnhill Road, Greenock, to be undertaken by Oak Tree HA in partnership with a local builder. This will complement Phase 1 of the development, which was successfully completed and fully let in 2012.

5.2 The updated SLP is set out in the Appendix to this report and this includes the main programme and the shadow list (formerly known as the "slippage list") of projects in case it proves impossible to deliver the main projects on budget and on time. Recent discussions with RCH have identified two potential projects, firstly the outstanding commitment to provide c. 20 new build houses for residents in the Woodhall area of Port Glasgow (Phase 2), and secondly the first stage of Reprovisioning Programme works at Broomhill, Greenock, utilising brownfield sites left by the forthcoming demolition of flats that are no longer in demand. The 20 units at Woodhall Phase 2 are included in the updated Main Programme and the provision of 19 units at Broomhill is included in the updated Shadow Programme (see Appendix). It is likely that work will only begin at Broomhill after 2015 however it has been included in the SLP in case it should be necessary to bring forward an alternative to one of the Main Programme projects.

**Appendix**

5.3 Cloch HA and Oak Tree HA have formed a new group structure and the new organisation is in a stronger financial position with access to private finance for development work. The group has come forward with a proposal to develop the site at Garvald Street, Greenock, which was included in the secondary stock transfer to Cloch HA in December 2007. This project was previously included in the SHIP 2012-2015 and was also in the shadow programme of the original SLP (November 2012). The first phase of this project has now been included in the Main Programme of the updated SLP (see Appendix) with the remainder (Phase 2) included in the Shadow Programme although it is likely that work will not begin until post-2015.

5.4 The Shadow Programme of the updated SLP has been included at the request of the SG

HSD to allow for alternative projects to be brought forward quickly in the event of any Main Programme project proving to be undeliverable or to take up any additional funding that might become available. In addition to the projects at Broomhill (brownfield sites) and Garvald Street Phase 2 noted above, the Shadow Programme also includes a small (c. 10 units) development proposed by Link HA at Luss Avenue, Greenock, which was previously included in the SHIP 2012-2015 and was also in the shadow programme of the original SLP to be brought "off the shelf", if required.

## 6.0 IMPLICATIONS

Strategic

6.1 The Inverclyde Local Housing Strategy 2011 – 2016 and the approved SHIP 2012 – 2015 have both clearly identified the regeneration of the Clune Park area as Inverclyde Council's top priority for investment. This is reflected in the SLP and a project providing rehousing options, both social renting and ownership, for residents of the Clune Park area has therefore been selected as the main project in the SLP. The other projects in the updated SLP also take account of LHS and SHIP priorities and they should fully expend the available AHSP budget over the next three years. A fail safe position has also been included in the shadow programme so that other work can be brought forward quickly to ensure that all funding remains within the Inverclyde Council area.

Financial

6.2 The RPAs for 2012/13 to 2014/15 have now been finalised, as noted in paragraphs 2.1 and 2.2 above. A comprehensive programme has been put forward for approval by HSD and this should result in full expenditure of the AHSP funding of £6.433m over the period up to 31 March 2015. Local authorities have also now received RPAs for the period from 2015-2018 and this provides the opportunity for forward planning beyond March 2015. Details of the minimum amounts of AHSP funding available are as follows:
- 2015-16: £2.985m
- 2016-17: £1.986m
- 2017-18: £1.156m
- TOTAL £6.127m

These minimum RPAs are directly comparable to the £6.433m allocated to the Inverclyde Council area for 2012-2015 and they will allow the Council and developing RSLs to bring forward new projects over the longer term with confidence. HSD has requested local authorities to produce a new five-year SHIP covering the period from 2013-2018 and this is to be submitted by 28 June 2013. The new SHIP will be the subject of a future report to Committee.

Legal

6.3 There are no legal implications for Inverclyde Council arising from this report.

Personnel

6.4 There are no Personnel implications arising from this report.

Equalities

6.5 When delivering services to our customers, full cognisance is taken of equality and diversity processes and procedures.

Repopulation

6.6 The provision of new affordable housing is intended to support and complement the work of the SOA Outcome Delivery Group on Repopulation, which is seeking to stabilise the existing population and to attract new people to the Inverclyde Council area by expanding the housing choices and options available.

**7.0 CONSULTATIONS**

7.1 This report has been prepared in consultation with the following:
- Developing RSLs operating within the Inverclyde Council area;
- All other RSLs operating within the Inverclyde Council area;
- Scottish Government Housing Supply Division, Paisley Area Office; and
- Chief Financial Officer, Inverclyde Council

**8.0 LIST OF BACKGROUND PAPERS**

8.1 Inverclyde Local Housing Strategy 2011 – 2016; report to Safe, Sustainable Communities Committee, 25 October 2011. **SSC 25.10.11 Para 698**

Strategic Housing Investment Plan 2012 – 2015; report to Policy & Resources Committee, 27 March 2012. **PRC 27.03.12 Para 239**

Affordable Housing Supply Programme: Strategic Local Programmes 2012 – 2015; Scottish Government Housing Supply Division Guidance Note (HSGN 2012/06), Edinburgh, May 2012.

Affordable Housing Supply Programme (AHSP): Notification Letter from Scottish Government Housing, Regeneration and Welfare Directorate, Housing Supply Division, 5 March 2013.

Head of Safer and Inclusive Communities
40 West Stewart Street
Greenock
PA15 1YA

9 April 2013

# Appendix

## STRATEGIC LOCAL PROGRAMME

Local Authority: Inverclyde Council
Resource Planning Assumption - 2012 - 2015: £11.737    New money for Local Programmes    £6.433

| Project Address | Developer | Units Rehab | Units Off the Shelf | Units NB | Total | Units by Type GN | Units by Type PN* | Please specify* | Total (should equal Total) | Greener Standards (enter Y as appropriate) | Est. Start Fin. Year | Est. Completion Fin. Year** | Total Project Cost | Grant per Unit (3p equivalent excl. Council) | TOTAL SG Grant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lower Mary Street, Port Glasgow - Social Rent | Link Group | | | 60 | 60 | 60 | | | 60 | | 2013/14 | 2014/15 | £6.300 | £0.042 | £2.520 |
| Lower Mary Street, Port Glasgow - NSSE (regeneration) | Link Group | | | 12 | 12 | 12 | | | 12 | | 2013/14 | 2014/15 | £1.260 | £0.079 | £0.945 |
| Lower Mary Street, Port Glasgow - NSSE (standard) | Link Group | | | 12 | 12 | 12 | | | 12 | | 2013/14 | 2014/15 | £1.260 | £0.042 | £0.504 |
| Lower Mary Street, Port Glasgow - TOTAL | Link Group | | | 84 | 84 | 84 | | | 84 | | 2013/14 | 2014/15 | £7.560 | £0.047 | £3.969 |
| Earnhill Road Phase 2, Greenock South West - Social Rent | Oak Tree HA | | | 14 | 14 | 14 | | | 14 | | 2013/14 | 2014/15 | £1.533 | £0.046 | £0.646 |
| Earnhill Road Phase 2, Greenock South West - TOTAL | Oak Tree HA | | | 14 | 14 | 14 | | | 14 | | 2013/14 | 2014/15 | £1.533 | £0.046 | £0.646 |
| Garvald Street Phase 1, Greenock Central East - Social Rent | Cloch HA | | | 22 | 22 | 22 | | | 22 | | 2013/14 | 2014/15 | £2.239 | £0.042 | £0.924 |
| Garvald Street Phase 1, Greenock Central East - TOTAL | Cloch HA | | | 22 | 22 | 22 | | | 22 | | 2013/14 | 2014/15 | £2.239 | £0.042 | £0.924 |
| Woodhall Phase 2, Port Glasgow - Social Rent | River Clyde Homes | | | 18 | 18 | 14 | 3 | amenity | 17 | | 2013/14 | 2014/15 | £2.020 | 0.042 | £0.756 |
| Woodhall Phase 2 , Port Glasgow - NSSE (regeneration) | River Clyde Homes | | | 2 | 2 | 2 | 1 | amenity | 3 | | 2013/14 | 2014/15 | £0.244 | £0.072 | £0.144 |
| Woodhall Phase 2, Port Glasgow - TOTAL | River Clyde Homes | | | 20 | 20 | 16 | 4 | | 20 | | 2013/14 | 2014/15 | £2.244 | £0.045 | £0.900 |

*Particular Needs - e.g. wheelchair, amenity etc. ** All projects included to achieve a March 2015 completion date.

**Consultation Details:**

As stated within our guidance, details of local consultation and engagement which has led to the development of the above programme should be provided in the box below -

The revised SLP has been prepared in consultation with Planning Policy, Property Assets and the Legal & Democratic Service as well as the RSLs with projects in the programme.

Completed by:      DH/RL/VK      19/04/2013

**Appendix**

STRATEGIC LOCAL PROGRAMME

Local Authority: Inverclyde Council

Resource Planning Assumption - 2012 - 2015: £11.737    New money for Local Programmes    £6.433

| Project Address | Developer | Units | | | Total | Units by Type | | | Total (should equal Total) | Greener Standards (enter Y as appropriate) | Est. Start Fin. Year | Est. Completion Fin. Year** | Total Project Cost | Grant per Unit (3p equivalent excl. Council) | TOTAL SG Grant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rehab | Off the Shelf | NB | | GN | PN* | Please specify* | | | | | | | |
| Garvald Street Phase 2, Greenock Central East - Social Rent | Cloch HA | | | 23 | 23 | 23 | | | 23 | | 2013/14 | 2014/15 | £2.340 | £0.042 | £0.966 |
| Garvald Street Phase 2, Greenock Central East - TOTAL | Cloch HA | | | 23 | 23 | 23 | | | 23 | | 2013/14 | 2014/15 | £2.340 | £0.042 | £0.966 |
| Broomhill, Greenock Central East - Social Rent | River Clyde Homes | | | 19 | 19 | 19 | | | 19 | | 2013/14 | 2014/15 | £2.128 | £0.042 | £0.798 |
| Broomhill, Greenock Central East - TOTAL | River Clyde Homes | | | 19 | 19 | 19 | | | 19 | | 2013/14 | 2014/15 | £2.128 | £0.042 | £0.798 |
| Luss Avenue, Greenock Central East - Social Rent | Link Group | | | 20 | 20 | 20 | | | 20 | | 2013/14 | 2014/15 | £2.300 | £0.040 | £0.800 |
| Luss Avenue, Greenock Central East - NSSE | Link Group | | | 11 | 11 | 11 | | | 11 | | 2013/14 | 2014/15 | £1.320 | £0.060 | £0.660 |
| Luss Avenue, Greenock Central East - TOTAL | Link Group | | | 31 | 31 | 31 | | | 31 | | 2013/14 | 2014/15 | £3.620 | £0.047 | £1.460 |

# Inverclyde council

| | | | |
|---|---|---|---|
| **Report To:** | Education and Communities Committee | **Date:** | **7 May 2013** |
| **Report By:** | John Arthur, Head of Safer & Inclusive Communities | **Report** | **EDUCOM/48/13/DH** |
| **Contact Officer:** | Louise McVey | **Contact No:** | **EXT 5913** |
| **Subject:** | Inverclyde Community Safety Partnership Strategic Assessment 2013-2017 | | |

## 1.0 PURPOSE

1.1 The purpose of this report is to inform the Committee of the review of the Inverclyde Community Safety Strategic Assessment and seek their endorsement of this document.

## 2.0 SUMMARY

2.1 Since 2008 the Community Safety Partnership has produced 4 Strategic Assessments of Community Safety issues in Inverclyde. These were intelligence led assessments which made several recommendations for community safety in Inverclyde.

2.2 While many of the issues and priorities are similar to the previous reports the 2013-17 Strategic Assessment has used improved analysis, reported by the Community Analyst located within the police office. The Community Analyst now has access to both police, and Safer Communities data and has analysed both sets of information to produce a report which not only highlights the priority themes but also the specific locations, an analysis of who is likely to be causing the issues and when. This report should help to allocate resources and services into communities most affected by crime, disorder and danger.

**Appendix**

2.3 In order to prioritise the data within the report, key senior officers from the Partnership convened, discussed the content and agreed to work together to impact the issues around: Alcohol and Drugs, Anti Social Behaviour, Violence, Violence against Women and Children Safety in and around Communities.

2.4 Inverclyde Community Safety Partnership will present this updated report to the next Outcome Delivery Group as a final document.

## 3.0 RECOMMENDATION

3.1 It is recommended that the Committee:

Endorse the attached document as an evidence based and outcome focused approach to the delivery of services.

John Arthur
Head of Safer & Inclusive Communities

## 4.0  BACKGROUND

4.1  Strategic Assessments replaced the annual progress report to the Scottish Government and now include data analysis of community safety issues in a bid to move to a more intelligence led business planning approach. Assessments are reviewed annually allowing the Community Safety Partnership to be more aware of its local priorities and alter its focus as problems in an area change, through the multi agency tasking groups.

4.2  Previously Strategic Assessment linked the local and national outcomes and provided evidence based approach to the Community Safety outcomes; however, either the lack of relevant data or the lack of willingness to share the data from partners prevented the previous Strategic Assessments from being able to inform future budgets and from assessing the impact of achieving agreed outcomes.

4.3  The aim of this document is to establish an accurate picture of current and emerging trends in the Inverclyde area and make comparisons to national figures and previous statistical trends. The assessment covers aspects of performance and identifies the needs and tactical capabilities of members of the Community Safety Partnership. It is utilised to assist decision making and to help ensure that the Community Safety Partnership makes the best use of resources when targeting identified issues.

## 5.0  KEY FINDINGS

5.1  The Strategic Assessment provides an analysis of five strategic aims requiring action which are impacting on community safety within Inverclyde with four being prioritised as a 'high'. A summary of the Key Findings is:
- The proportion of 13 year olds who have ever had an alcoholic drink has reduced.
- The majority of areas in Inverclyde have shown a marked decrease in hospital discharges with a diagnosis of drug misuse.
- Reported antisocial behaviour complaints to Inverclyde Council have shown an overall reduction with significant reduction in nusicance behaviour, loitering and criminal damage/vandalism.
- Total crimes of violence have seen a significant reduction.
- Secondary Fires have reduced significantly.

## 6.0  DEVELOPMENTS TO DATE

6.1  The establishment of a Partnership Analysis room and the relocation of the Community Analyst in the Police Office in Greenock to use current data from both Police and Safer Communities.

6.2  The establishment of a multi agency daily tasking group to highlight real time issues and task services and agency to action them.  This provides additional support to the fortnightly Anti Social Behaviour Multi Agency Tasking And Co-ordination Group (MATAC) which will allocate tasks and report results. This group will be proactively discussing and implementing actions using statistics to determine and forecast where resources should be allocated.

6.3  There have also been a reviewed and updated Anti Social Behaviour Strategy and Action Plan which recognise amendments to the MATAC and data analysing.

**7.0 IMPLICATIONS**

7.1 <u>Finance:</u>

Costs will be contained within existing service provision

7.2 <u>Personnel:</u>

None

7.3 <u>Legal:</u>

None

7.4 <u>Equalities:</u>

When delivering services to our customers, full cognisance is taken of equality and diversity processes and procedures.

**8.0 CONSULTATION**

8.1 The Strategic Assessment has been agreed by the Community Safety Co-ordinating Group, the Outcome Delivery Group 2 and the organisations who work within the Community Engagement and Capacity Building Network of Inverclyde Alliance.

INVERCLYDE COMMUNITY SAFETY PARTNERSHIP STRATEGIC

ASSESSMENT REVIEW DOCUMENT

- Inverclyde Safer Together

# <u>CONTENTS PAGE</u>

Page 2 of 30

EXECUTIVE SUMMARY

The Strategic Assessment has been produced based on data and information from the services that make up the Community Safety Partnership (CSP) in Inverclyde.

The priorities were agreed after both qualitative and quantative information from the partners had been analysed and risk assessed.

From 2012 the (CSP) high priorities identified are:
- Alcohol and Drugs
- Antisocial Behaviour
- Violence Against Women and Children
- Violence

The medium priorities identified are:
- Safety in and around the community including Unintentional Injuries, Primary Fires and Road Safety

The main points of interest that have arisen from the analysis includes:
- The proportion of 13 year olds who have ever had an alcoholic drink has reduced
- The majority of areas in Inverclyde have shown a marked decrease in hospital discharges with a diagnosis of drug misuse
- Reported antisocial behaviour complaints to Inverclyde Council has shown an overall reduction with significant reduction in nuisance behaviour, loitering and criminal damage/vandalism
- Total number of crimes of violence has seen a reduction
- Total number of Secondary Fires has reduced

INTRODUCTION

Inverclyde Community Safety Partnership (CSP) has produced a joint Strategic Assessment for a number of years; this document is an updated review of the three-year plan (2012-2015). The vision for the partnership is to keep 'Inverclyde Safer Together' by challenging attitudes and changing cultures around the high priorities;

- Alcohol and Drugs
- Antisocial Behaviour
- Violence
- Violence Against Women And Children

The medium priorities are;

- Safety in and around Communities

The CSP Strategic Assessment (SA) will be used to; enhance partnership working, provide information led delivery of services, provide outcome-focused priorities, address cross cutting themes through early intervention, prevention and community engagement.

Single Outcome Agreement Priorities 2012-17

The Single Outcome Agreement (SOA) 2012-17 'Inverclyde Together'[i] between the Community Planning Partnership (Inverclyde Alliance) and the Scottish Government sets out the priorities which will focus the delivery of better outcomes to the people of Inverclyde through a 'Nurturing Inverclyde' approach. The Alliance vision for Inverclyde is:

**'Getting it right for every Child, Citizen and Community'**

The Inverclyde Alliance aims to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

In 2012, the Scottish Government issued new guidance for Community Planning Partners (CPP) with a number of key priorities.  The most relevant one for the CSP is to make improvements to have 'Safer and stronger communities, and reducing offending'.   The outcomes and aims of this strategic assessment have links to both local and national outcomes of which the most relevant are:

| National Outcome (Main Responsibility) | Local Outcome (Main Responsibility) |
|---|---|
| NO9- We live our lives safe from crime, disorder and danger | LO2- 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 |
| NO5- Our Children have the best start in life and are ready to succeed | LO5- A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crimes rates |
| NO6- We live longer, healthier lives | LO6- A nurturing Inverclyde gives all our children and young people the best possible start in life |
| NO8- We have improved the life chances for children, young people and families at risk | LO8- Our public services are high quality, continually improving, efficient and responsive to local people's needs. |
| NO11- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others | |
| NO15- Our public services are high quality, continually improving, efficient and responsive to local people's needs | |

*Table 1: National Outcomes and Local Outcomes*

Issues such as the consumption of alcohol has an impact on both the national and local outcomes, and all partners agree that significantly changing the culture of alcohol will have a huge influence on all the community safety concerns in Inverclyde and Scotland.

When appropriate the Strategic Assesment will link[1] to other local and national strategic documents which will explain in detail the work that is being undertaken to tackle the issues.

Whole System Approach (incorporating Early and Effective Intervention)

Multi agency processes such as Whole Systems Approach[ii] and Early and Effective Intervention[iii] cut across all priority themes as an intervention method to prevent further offending behaviour. This involves planning, assessing and decision making processes around young people who offend, in order that they receive the right help at the right time.

The Whole Systems Approach (WSA) was developed by the Scottish Government to work with young people involved in offending. WSA aims to employ methods to ensure that those young people under the age of 18 who need formal measures (such as compulsory supervision or prosecution) are taken through this process. It aims to agree the most effective way to meet the needs of the young person. This will support an appropriate, proportionate, and timely response for them, their families, and their communities.

Early Effective Intervention (EEI) in Inverclyde commenced in July 2011 following actions set out in "Preventing Offending - A Framework for Action (2008)". This succeeded Inverclyde's Juvenile Intervention Group (JIG), a multi agency early intervention response to young people coming to the

---

[1] These links are presented at the end of the document in the form of a hyperlink relating to a specific document or appropriate web site in relation to the issue. Inclusion of these links does not imply any endorsement of the contents of these sites. Nor does it imply that the views they express are the views of Inverclyde Council.
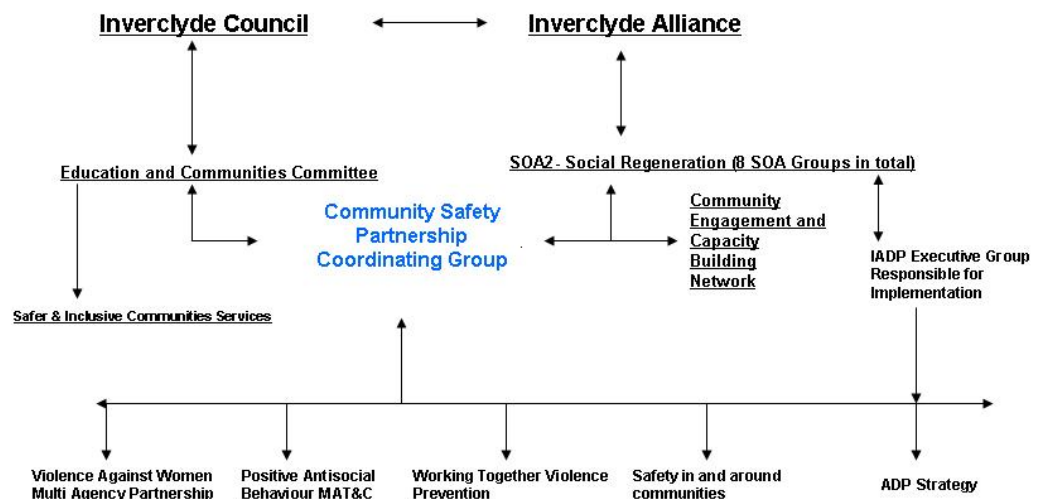
attention of the Police (not charged with an offence) or Safer Communities staff.   The local EEI Group is Chaired by a representative from CHCP (Social Work), and membership consists of representation from CHCP (Health), Community Learning and Development (CLD), Education, Young Person's Alcohol Service and Safer Communities.

Governance Structure

The CSP has recently completed a self evaluation to determine the future direction, membership and training needs of its members.

The coordinating group is made up of representatives from Inverclyde Council (Safer & Inclusive Communities, Education, Culture and Corporate Policy, Environmental & Commercial Services), Inverclyde CHCP (Criminal Justice and Children & Families, Planning, Health Improvement and Commissioning and Mental Health & Addictions) Strathclyde Fire & Rescue, Strathclyde Police, and four of the larger Housing Associations. This group is governed by the SOA- Outcome Delivery Group 2.

**Organisation chart**

## ALCOHOL AND DRUGS

INTRODUCTION

Inverclyde continues to face considerable challenges in addressing the damage alcohol and drug misuse do to the lives of individuals, families and our communities.  It is only through effective partnership working across public, private and voluntary sectors with our local community that we will be able to tackle the problems created by alcohol and drug misuse in Inverclyde.

Inverclyde Alcohol and Drug Partnership (ADP) has a strategic role in co-ordinating efforts to tackle this problem locally and works to reduce the harmful effects of substance misuse in order to achieve better outcomes for individuals, families and the wider community. The ADP supports local implementation of the national drug and alcohol strategies "The Road to Recovery"[iv] (2008) and "Changing Scotland's Relationship with Alcohol"[v] (2009). The ADP strategy[vi] and outcome framework provides a comprehensive and evidence based alcohol and drug strategy.

CURRENT PICTURE

Alcohol

The Scottish Schools Adolescent Lifestyle and Substance Use Survey[vii] 2010 (SALSUS) reports a positive shift in the behaviour of young people with respect to alcohol consumption. Between 2006 and 2010:

- The proportion of pupils who had ever had an alcoholic drink fell from 53% of 13 year olds to 37% and from 84% of 15 year olds to 74%.

- The proportion of 13 year olds in Inverclyde who have ever had a proper alcoholic drink is lower than the national average (37% of 13 year olds in Inverclyde compared with 44% of 13 year olds nationally) This is a similar picture with 15 year olds in Inverclyde.

- Alcohol Related Emergency Admissions for age 16 plus (rate per population) is showing a decline when compared to the previous years.

- Alcohol Related Deaths for those aged 19 years and above is showing a steady decline and is below the 9 year average figure.

- Amongst 15 year olds, the proportion who reported purchasing alcohol from off-licenses has decreased from 28% to 17%.

▪ Drink/Drug Driving offences have fallen from 134 in 2007/08 to 113 2011/12.

In 2011/12, the Healthier Inverclyde Team provided approximately 150 awareness sessions in Primary and Secondary schools to approximately 3000 young people. At the same time the SALSUS results for Inverclyde has reflected a positive change in young people's choices about alcohol consumption.

NHS general acute inpatient and day case discharges with an alcohol-related diagnosis has decreased overall between 2007/08 and 2011/12 (provisionally). The areas in Inverclyde which had the highest numbers of general acute inpatient and day case discharges with an alcohol-related diagnosis have shown a significant reduction since 2007/08.

Alcohol related death has fallen from 38 in 2010 to 31 in 2011; this is in line with the Scotland wide figure that has also fallen over the same period.

Drugs

Inverclyde has shown a decrease in drug related offences from 1352 per 100,000 population in 2006/07 to 992 population in 2010/11. However, in relation to reported drink/drug offences, 2011/12 saw a slight increase following a 2-year decline.

In 2011, there was a reported 20 drug related deaths in Inverclyde, an increase on the previous year. Based on the 5-year average figure drug related deaths in Inverclyde is still high in comparison to other Local Authorities. Heroin and Methadone are the main causes of death followed by Amphetamines, Alcohol and Benzodiazepine. Methadone as a cause of death has increased from the previous year. The Scottish figure for Drug Related death rates by age group has indicated a rise in the number of older drug users. It is implied this would also be the same in Inverclyde.

Overall the number of hospital discharges with a diagnosis of drug misuse has increased from 193 to 207 (provisional figure 2011/12) since 2010/11. However, in the majority of the geographical areas, there has been a marked decrease of people being discharged with a diagnosis of drug misuse. (SMR01)

Persistent Offenders Project (POP)

The Persistent Offenders Project is a crime reduction initiative, which employs a partnership approach to identify and focus on the most persistent offenders within the Inverclyde area whose crimes are committed in order to sustain their dependency on drugs or are related to alcohol misuse. Considerable progress has been made in reducing offending among those involved with the project.  There will be further analysis of this information over the course of the year.

| | Drug | Violence | Acquisitive Crime | Anti-social | RTA | Weapon Related | Other | Total Offences |
|---|---|---|---|---|---|---|---|---|
| Total Offending Pre POP | 107 | 78 | 314 | 151 | 42 | 40 | 140 | 872 |
| Offending Past 12 months | 41 | 23 | 49 | 55 | 17 | 10 | 36 | 231 |
| Offending Post POP | 4 | 4 | 6 | 2 | 4 | 0 | 9 | 29 |

*Table 2: Persistent Offenders Offences*

Drugs, Alcohol, and Fires

Strathclyde Fire and Rescue statistics for April to December 2012 highlight the number of domestic house fires is relative to the same period in 2011. However, they also reported that the number of domestic house fires where alcohol/drugs is suspected to be a contributory factor has increased from 13.2% in 2011/12 to 18.1% of all dwelling fires (April-December 2012).

Further analysis undertaken has established that there are two areas in Inverclyde where there is a higher prevalence of alcohol/drugs related house fire, and these two areas show higher than average hospital discharges from alcohol/drug diagnosis.

| Primary Dwelling Fires (Suspected to be under the influence of alcohol/drugs) | 2009/10- actual figure and % | 2010/11- actual figure and % | 2011/12- actual figure and % |
|---|---|---|---|
| No | 85 (59%) | 90 (69%) | 81 (75%) |
| Unknown | 40 (28%) | 20 (15%) | 12 (11%) |
| Yes | 19 (13%) | 21 (16%) | 15 (13%) |
| **Total** | **144** | **131** | **108** |

*Table 3: Primary Dwelling Fires and Alcohol*

PARTNERSHIP ACTION

The Inverclyde ADP has developed a comprehensive strategy with close links to the CSP. All services and agencies are committed to reduce hazardous or at risk drinking by children and young people. There is a continued commitment to awareness raising, education programmes, police referral schemes and implementation of a range of diversionary activities. An extensive range of partnership services and actions can be found within the ADP Delivery Plan, which includes;

Police Alcohol Referral Scheme

A Police Alcohol Referral Scheme was piloted in Inverclyde and provided referrals to alcohol services for those who come into police custody where alcohol misuse has been a significant factor in their offending. Arrangements are in place for those in custody at Greenock police station to have access to alcohol services within a newly established "Safe Cell".

Persistent Offenders Project (POP)

The POP initiative delivers multi agency intervention which aims to reduce the cycle of offending. This is achieved by sharing intelligence across agencies and promoting pro-active intervention by a joint, co-located team of police and addiction workers from the Integrated Alcohol and Drug Teams. There is several experienced and qualified staff dedicated to the POP team from the addictions field. The project is linked with Social Work Criminal Justice Services, HMP Greenock and the Procurator Fiscal Service supporting diversion from/alternative to prosecution.

This initiative specifically targets persistent offenders who continually commit acquisitive crimes or acts of a violent or antisocial nature where there is a clear link between these crimes and drug or alcohol use.

Healthier Inverclyde Team

The CHCP have a Healthier Inverclyde Team (HIT) which includes the Young Persons Alcohol Team (YPAT), Drink Safe Inverclyde, Alcohol Arrest Referral Project and the Persistent Offender Partnership. HIT have an alcohol arrest referral worker, who can take referrals from the Police where people have been arrested whilst under the influence of alcohol. YPAT delivers an alcohol curriculum within every primary school and secondary school as well as a young person's counsellor. The Drink Safe Team provides alcohol awareness, education and training to local groups.

Early and Effective Interventions Group

See explanation in introduction.

Licensing Arrangements

The Child Protection Committee (CPC) and ADP support local licensing arrangements in Inverclyde as a mechanism for influencing the supply and responsible sale and consumption of alcohol, which supports harm reduction and prevention strategies across the authority.

Fire and Rescue Joint Referral Project

The project was established in response to the need to address issues around alcohol and drug use, as a significant contributory factor to high levels of fire related harm in Scotland including fire related causalities. The project supports joint referral processes between Inverclyde integrated alcohol services, Inverclyde integrated drug service, local housing providers and local Fire and Rescue Services. The project supports the delivery of: pathways for access to support in response to identified risk, the identification of fire related risk associated with alcohol and drug misuse.

FUTURE AND EMERGING TRENDS

Alcohol etc. (Scotland) Act 2010

In May 2012, the Scottish Parliament passed legislation for a minimum unit price for alcohol. However, legal challenges by alcohol bodies were made to the Court of Session and currently awaiting an outcome.

AREAS FOR DEVELOPMENT

- **Continue to improve and change the culture around alcohol and drugs through improved communication and engagement with local communities.**

- **Strengthen strategic and operational links to the Alcohol and Drugs partnership to challenge and change the culture in Inverclyde around drugs and alcohol use.**

- **Work with partners to continue to deliver early intervention education to all school age children linking with the Health and Wellbeing Outcomes.**

- **Work with the Licensing Board and Forum to influence the availability of alcohol to the community.**

- **Provide targeted youth facilities at the weekend including sporting activities and town centre activities providing information on alcohol awareness.**

- **Link with national campaigns where and when appropriate.**

- **Further analysis into the areas with the highest drug/alcohol issues should be investigated to identify the causes and services directed towards these areas.**

## ANTISOCIAL BEHAVIOUR

INTRODUCTION

The term 'antisocial behaviour' (ASB) refers to a wide range of behaviours ranging from behaviour that can cause annoyance to criminal behaviour. Reductions in ASB through diversionary activities and intensive family support can improve the life chances of those at risk by encouraging them to make more constructive use of their time and addressing the underlying causes of disruptive behaviour. The framework for preventing ASB in Scotland is underpinned by "Promoting Positive Outcomes"[viii].

CURRENT PICTURE

Between 2009/10 and 2011/12 analysis of reported incidents of ASB to Inverclyde Council highlights an overall reduction. There have been significant reductions in nuisance behaviour (from 1151 complaints in 2009/10 to 711 in 2011/12), loitering/pestering (from 721 complaints in 2009/10 to 415 in 2011/12), and criminal damage/vandalism (from 588 complaints in 2009/10 to 322 in 2011/12).

The table below highlights Strathclyde Police antisocial behaviour related incidents, who also report reductions.

| INCIDENT | FINANCIAL YEAR | | | | |
|---|---|---|---|---|---|
| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
| Consumption of Alcohol | 1126 | 1044 | 931 | 934 | 807 |
| Drunk and Incapable | 182 | 124 | 122 | 121 | 98 |
| Minor Assault | 920 | 759 | 789 | 880 | 873 |
| Vandalism | 2050 | 1714 | 1510 | 1414 | 1351 |
| Breach of the Peace | 1585 | 1379 | 1183 | 1002 | 883 |
| Threatening and Abusive Behaviour | - | - | - | 279 | 354 |
| BoP and Threatening and Abusive Behaviour - Total | 1585 | 1379 | 1183 | 1281 | 1237 |
| Fire Raising | 110 | 113 | 90 | 111 | 94 |

*Table 4: Strathclyde Police ASB Offences*
**Source: Strathclyde Police Statistical Bulletin March 2012 Table 3.1**

In 2010 Police recording systems changed to separate Breach of the Peace (BOP) and Threatening and Abusive Behaviour Offences, this shows that whilst the number of BOP is decreasing the number of Threatening

Behaviour is increasing, which was expected, however, combining the two together, and comparing it to previous year indicates a decreasing trend lower than the five year average. The current figures are again showing a reduction for the first 3 quarters of the year 2012.

Analysis for the period April to December 2012 indicates that Drunk and Incapable offences have increased by 16% against the same period in 2011; however, the "Consumption of Alcohol in a Public Place" (Inverclyde Byelaw) has remained the same.

"The Inverclyde Citizens' Panel - Autumn 2011" survey highlighted that 58% of respondents answered that ASB is not an issue in their neighbourhood, 32% said that they had noticed no reduction in ASB and 10% of respondents said that they have noticed a reduction in ASB in their neighbourhood in the last 12 months. Respondents living in the Worst 15% of Datazones were more likely to have noticed a reduction in ASB, 14% stating this, compared to 8% of respondents in the rest of Inverclyde.

PARTNERSHIP ACTION

Partnership Hub

In June 2012, a Partnership Hub was created between Inverclyde Council and Strathclyde Police, located within Greenock Police Office, to analyse information between local authority incidents and police crime for the area. A daily briefing between the two agencies allows information to be shared in respects of complaints made to both agencies from the previous day. At the same time, changes have been made to the current Multi Agency Tasking and Coordinating arrangements for Inverclyde in order to align the process with the Police National Intelligence Model. In October 2012, funding was approved by the Scottish Government Community Safety Unit to evaluate the partnership hub with findings due autumn 2013.

Joint Community Wardens/Police Patrols

Community Wardens and Strathclyde Police Officers regularly patrol the local communities where there are the highest incidences of anti social behaviour.

The joint patrols are directed using analysis of local police and local authority data. This may have had a contribution towards an improvement in people feeling safer in their communities.

Whole System Approach/ Early and Effective Intervention Group
See explanation in introduction.

FUTURE AND EMERGING TRENDS

Whilst both Inverclyde Council and Strathclyde Police have reported an overall reduction in antisocial behaviour, and more than half of the respondents in the Citizens Panel stated that Anti Social Behaviour has reduced in their community, the majority of local residents continue to highlight it as a high priority in a number of public consultation documents.

In the "Inverclyde Citizens' Panel - Autumn 2011 Survey", respondents frequently count rubbish or litter lying around as a very or fairly big issue followed by drug dealing and vandalism and graffiti. Similar responses were provided to the Strathclyde Police 'Public Consultation Survey' across the six-multi member wards.

AREAS FOR DEVELOPMENT

- **An Inverclyde Antisocial Behaviour Strategy and action plan will be implemented taking cognisance of the Scottish Government strategy 'Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland'**

- **Improve community engagement and capacity building on Anti Social Behaviour issues, explore how local communities can raise issues and discuss what assets are within the local community to resolve these issues.**

- **Provide intensive family support, early diversion and intervention to vulnerable groups, families and communities to improve life chances, resilient communities and reduce offending rates.**

## VIOLENCE

INTRODUCTION

Serious and violent crime includes a number of different types of offences; murder, attempted murder, serious assault and robbery and assault with intent to rob.

| Incident | Financial Year | | | | | Change from previous year |
|---|---|---|---|---|---|---|
| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | |
| Murder and Attempted Murder | 22 | 16 | 11 | 23 | 17 | Variable (-26%) |
| Robbery | 46 | 42 | 34 | 32 | 32 | Reduced Overall |
| Serious Assault | 166 | 165 | 138 | 139 | 98 | Reduced (-29%) |
| Total Crimes of Violence | 299 | 266 | 207 | 222 | 173 | Reduced (-22%) |

*Table 5: Strathclyde Police Violent Crimes*
**Source Statistical Bulletin March 2012 Table 3.1**

CURRENT PICTURE

Serious and Violent Crimes have reduced by 42% from 2007/08. In the first 3 quarters of 2012, (April to December) serious violent crime continues on a downward trend. Although Robberies has remained the same for the full financial year, the year April to December 2012 has shown a reduction from 23 to 16 crimes of robbery compared to the same period in 2011.

Analysis from 2009/10 to 2011/12 highlighted that the profile of victims and perpetrators of serious and violent crimes follow a similar pattern;

- They are mainly male
- Aged 16 to 22, this age group accounts for 26% of all victims
- The largest proportion is aged 18; the youngest reported offenders were aged 12 and 13.
- Serious assaults are more prominent than attempted murder
- Fourteen per cent of victims of serious violent crimes are repeat victims.
- Knives and "other weapons" (which tend to include sharp instruments) accounted for 37% of the weapons used followed by physical/body contact.

The average percentage of female offenders for the last three financial years is 13.6% but this is currently showing an increase based on April to December 2012 figures.

From April 1st 2012 until 31st December 2012 a total of 3191 stop searches were conducted by Police for the purposes of weapon carrying, this resulted in 87 'positive' searches.

PARTNERSHIP ACTION

Inverclyde Community Safety Partnership has always advocated early intervention and prevention methods should be implemented to change and challenge attitudes to serious violent crime. The CSP fully supports and coordinates the national "No Knives, Better Lives Campaign" (NKBL) and has done since 2009. The CSP assisted in coordinating a month long "Keeping Inverclyde Safer Together" Campaign during February 2013.

FUTURE AND EMERGING TRENDS

Victim and Offender Profiling – Predominately young males' age 18 years, although there are increasing numbers of female offenders.

In November 2012, the Cabinet Secretary for Justice announced that the Scottish Government will increase the maximum penalties for knife possession from four years to five years imprisonment.

AREAS FOR DEVELOPMENT

- **Identify families who are known to commit serious violent crime in identified locations and target a multi agency response and intervention towards supporting these families.**
- **Identify the assets within communities where most violence occurs and engage with them to explore the assets within the communities and what support that they can provide.**

## VIOLENCE AGAINST WOMEN AND CHILDREN

INTRODUCTION

According to the Scottish Government the term 'Violence Against Women' (VAW) is defined as actions which harm or cause suffering or indignity to women and children, where those carrying out the actions are mainly men, and women and children are predominately the victims. Whilst VAW encompasses a range of gender violence and inequalities all of which are important to the CSP, the highest issues for the Inverclyde area are women affected by

- Physical, sexual and psychological violence occurring in the family, within the general community or in institutions.
- Sexual harassment and intimidation at work and in the public sphere; and commercial sexual exploitation.

CURRENT PICTURE

In Scotland Domestic Abuse incident are showing an increasing trend and statistics indicate a 7% increase compared to the previous year. Inverclyde is following the same trend with an increase in reported incidents from 775 to 950 incidents in 2011/12. Agencies have inferred that this may be an indication of a cultural change and that services are engaging with vulnerable people who now have the confidence to report domestic abuse incidents, which they previously did not.

The percentage of female victims remains high at 76% 2011/12 from 79% 2010/11; however, the percentage of male victims is showing an increase from 20% to 24%.

In 2011/12 Inverclyde CHCP (Criminal Justice & Children & Families) supported 108 children and young people as a result of experiences including domestic abuse and sexual abuse. Children referred to the Children's reporter on non-offence (Care and Protection) grounds have increased from 496 to 518 in 2011/12. Conversely, the number of children referred to the Children's Reporter on offence grounds reduced during the same period.

|  | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|---|---|---|---|---|---|
| Children referred – non-offence - Inverclyde | 527 | 554 | 451 | 496 | 518 |
| Children referred – non-offence rate per 1,000 population - Inverclyde | 37 | 39 | 32 | 36 | 38 |
| Children referred – non-offence rate per 1,000 population – Scotland | 44 | 43 | 39 | 37 | 31 |

*Table 6: Children's Referrals Inverclyde*
(Source www.SCRA.gov.uk Online Dashboard)


PARTNERSHIP ACTION

Strategic

In 2013 a local Violence Against Women Strategy[ix] was approved by Inverclyde Council.


Family Support

Inverclyde Women's Aid was successful in obtaining Big Lottery Funding to deliver a Children Experiencing Domestic Abuse Recovery (CEDAR) project in Inverclyde. The 3-year funding commenced in April 2012 and will benefit children and young people from Inverclyde who have behavioural, emotional, and social difficulties because of experiencing Domestic Abuse.


In October 2012, the Scottish Government and Strathclyde Police agreed a funding package to roll out the ASSIST (Advocacy, Support, Safety, Information, Services, Together) Service, a specialist domestic abuse advocacy service that provides advocacy and support to victims of domestic abuse across the Strathclyde Policing Authority.


Gender Based Violence

Inverclyde Council in partnership with the Violence Reduction Unit are currently piloting the Mentors in Violence Prevention (Bystander Approach) within two Secondary Schools in Inverclyde.

There is work commencing to train male dominated workforces on the White Ribbon Campaign and the issues of gender based violence.

Engagement and Capacity Building

Inverclyde VAW MAP is committed to developing participation work in the authority area through partnership working with other local organisations. The development of participation work will ensure that local services and potential service needs are monitored and evaluated on an ongoing basis and that people living within the area have their views heard.

FUTURE AND EMERGING TRENDS

Analysis has highlighted that there has been an increase in the number of reported Domestic Abuse incidents made to the Police, using third party reporting systems. Changes in technology will make reporting of domestic abuse easier but may also have an impact on other areas of controlling and abusive behaviour in relationships.

AREAS FOR DEVELOPMENT

- **To continue to support the VAW MAP in achieving their aims as set out in the VAW Strategy**
- **Monitor the statistics around the increase in males affected by domestic abuse**
- **To improve linkages between the CSP and Inverclyde Child Protection Committee**

## SAFETY IN AND AROUND COMMUNITIES

INTRODUCTION

This section focuses on issues of safety through unintentional injuries, protection from harm for vulnerable people and improving services to be efficient and responsive to the needs of local communities.

CURRENT PICTURE

Fires

Primary fires generally involve property and include buildings, caravans, motor vehicles, plant, and machinery. Secondary fires are often minor and include the burning of rubbish, grass and derelict properties.

|  | 2009/10 | 2010/11 | 2011/12 | Trend |
|---|---|---|---|---|
| Primary Fires | 303 | 280 | 223 | Reduced |
| Percentage Deliberate Primary Fires | 49.5% | 52.1% | 54.3% | Increased |
| Dwelling fires rate per 100K population - Inverclyde | 179.5 | 165.5 | 136.3 | Reduced |
| Dwelling fires rate per 100K population – Scotland | 126.3 | 120.6 | 117 | Reduced |

*Table 7: Primary Fires Inverclyde*
Source: Strathclyde Fire and Rescue

Primary fires and Primary Dwelling fires throughout Inverclyde have declined over the last three financial years; this is in line with the Scottish statistics. The number of Dwelling Fires in Inverclyde has also reduced over the past three years.  As noted in the Alcohol and Drugs section, while there has been a reduction in the number of Primary Dwelling Fires the number of fires where alcohol or drugs have been a contributory factory has however, increased.

The most recent figures for Secondary Fires shows a reduction compared to a spike during 2010/11.

|  | 2009/10 | 2010/11 | 2011/12 |  |
|---|---|---|---|---|
| Number of Secondary Fires | 624 | 900 | 647 | Reduced from previous year |
| Percentage of deliberate Secondary Fires | 88.1% | 98.3% | 98.1% | Remained similar to last year |

*Table 8: Secondary Fires Inverclyde*

Unintentional Injuries

The term "unintentional injury" is preferred to "accidents" as the latter implies events are inevitable and unavoidable whereas a high proportion of these incidents are now regarded as being preventable.

The table below highlights that Unintentional Injuries in Inverclyde is showing a steady increase over the past 10 years. The majority of these incidences are for falls and this most prevalent in the 65+ age group.
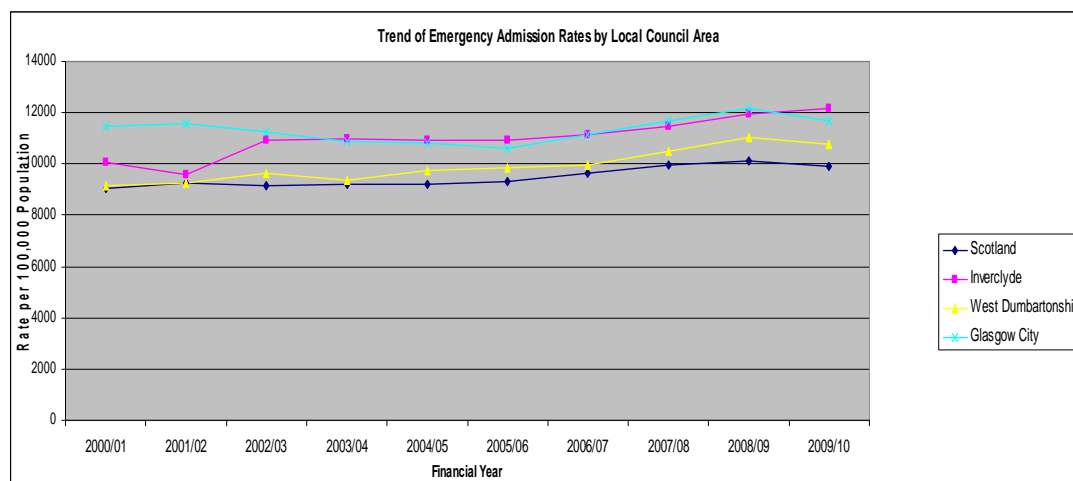


*Table 9: Emergency Admissions Rates by Local Council Area*

Road Safety

In 2010 the Scottish Government introduced their "Go Safe on Scotland's Roads it's everyone's Responsibility: Scotland's Road Safety Framework".

| Target | 2015 Milestone % reduction | 2020 target % reduction |
|---|---|---|
| People killed | 30% | 40% |
| People seriously injured | 43% | 55% |
| Children (aged <16) killed | 35% | 50% |
| Children (aged <16) seriously injured | 50% | 65% |

*Table 10: National Targets*

The Road Safety of the West of Scotland forum produced tables and graphs during November 2012 and these highlighted that Inverclyde Council is on target to achieve the Scottish Governments milestones by 2015 for "all serious casualties" and "child serious casualties". The following table provides the data to show that Inverclyde is also on target to meet the milestones for fatal causalities and child fatal and serious casualties.

| | Baseline (Average:2004-2008) | 2015 Milestone | 2020 Target | 2012 (Year to Date) |
|---|---|---|---|---|
| All people killed | 1.6 | 1.1 | 1.0 | - |
| Children (aged < 16) killed | - | - | - | - |
| Children (aged <16) seriously injured | 5.0 | 2.5 | 1.8 | 2 |

*Table 11: Inverclyde road traffic collision; fatal causalities and child serious casualties (2012)*

Road Safety West of Scotland 2012

The table below indicates that the number of Road Traffic Collisions within the Inverclyde area have been declining in the last 3 years. The statistics for April to November 2012 indicate a 26% reduction compared to the previous year (352 - 2011 to 259 - 2012).

| Inverclyde | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|
| Fatal Accidents | 2 | 1 | 1 |
| Serious Accidents | 21 | 25 | 21 |
| Slight Accidents | 128 | 143 | 124 |
| Non Injury Accidents | 439 | 370 | 391 |
| Total Accidents | 590 | 539 | 537 |

*Table 12: Inverclyde Accidents*

Hate Crimes

Inverclyde does not have a large ethnic diversity and does not have a great deal of Racist Incidents, the increase that is noted below may be attributed to more effective legislation enforced for recording of racial incidents and therefore an increase can be expected. In addition, sectarian crimes have reduced over the last 5 years from a reported 98 to 20 reported incidents.

| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|---|---|---|---|---|---|
| Total Racially Aggravated Crime | 48 | 29 | 17 | 21 | 34 |
| Racist Incidents | 52 | 38 | 20 | 27 | 39 |
| Percentage Racist incidents involving repeat victim | 19 | 16 | 10 | 10 | 16 |
| Homophobic / Transphobic Incidents | 6 | 5 | - | 2 | 3 |

*Table 13: Strathclyde Police Hate Crimes Recorded*

Source Diversity Bulletin March 2012 Table 2.21

Bogus Crime

The numbers of Bogus Crimes reported have fallen from 17 reported incidents to 11 reported incidents 2011/12.

Housebreaking and Acquisitive Crime

Crimes of Dishonesty had increased by 7.8% between 2010/11 and 2011/12 however, figures from the first six month of 2012 indicate a 19.7% reduction compared to the same period the previous year.    Therefore, crimes of dishonesty are fluctuating with little or no apparent trend.    Housebreaking crimes during 2011/12 were the highest they have been since 2007/08 this could be attributed to the changes in economic climate, although motor vehicle crime has reduced over the past few years since 2008.

|  | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | **5 year average** |
|---|---|---|---|---|---|---|
| Housebreakings inc Attempt | 503 | 462 | 446 | 466 | 531 | **481.6** |
| Motor Vehicle Crime | 516 | 433 | 419 | 305 | 360 | **406.6** |
| Total Crimes of Dishonesty | 2265 | 2074 | 2014 | 2116 | 2281 | **2150** |

*Table 14: Strathclyde Police Acquisitive Crimes*

Counter Terrorism

In 2011, the Government delivered a major review of the Prevent strand of its counter terrorist CONTEST strategy. The Government's new Prevent Strategy was launched on 7 June 2011.

PARTNERSHIP ACTION

Inverclyde Addiction Services and Fire & Rescue have formed a partnership to target high-risk groups with drug and alcohol issues, who are potentially vulnerable to fire hazards.

Inverclyde Council has a proactive team who continually work towards achieving the Scottish Government road safety targets through early intervention and prevention with specialised learning tools that are linked to the Curriculum for Excellence.

FUTURE AND EMERGING TRENDS

Inconsistent recording of unintentional injuries occurring within and outwith the home has been an issue for Inverclyde CSP and has resulted in numerous information gaps.

The Police and Fire Reform (Scotland) Bill was introduced to the Scottish Parliament in January 2012 with the formation of a single Fire Service for Scotland.

The Inverclyde Local Housing Strategy 2011-2016 states that 'Inverclyde residents can enjoy their neighbourhoods' highlights that housing agencies will provide Fire and Rescue with comprehensive and regular updates on planned demolitions and construction work, enabling them to plan their service around the increased fire risks associated with empty sites and buildings.

AREAS FOR DEVELOPMENT

- Establish links to obtain current data in relation to unintentional injuries

- Strathclyde Fire and Rescue and housing association landlords to arrange home fire safety visits.

1    APPENDIX 1: DELIVERY PLAN

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| **NO6:** We live longer, healthier lives | **SOA4:** The health of local people is improved, combating health inequality and promoting healthy lifestyles.<br><br>**SOA5**: A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates. | Alcohol and Drugs | Continue to support the ADP Delivery Plan and support it development. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Support the ADP in delivering "Inverclyde ADP Framework Outcome 5" that "Communities and individuals are safe from alcohol and drug related offending and anti-social behaviour: reducing alcohol and drug-related offending, re-offending and anti-social behaviour, including violence, acquisitive crime, drug-dealing and driving while intoxicated, will make a positive contribution in ensuring safer, stronger, happier and more resilient communities." | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Work with partners to continue to deliver early intervention education to all school age children linking with the Health and Wellbeing Outcomes. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Work with the Licensing Board and Forum to influence the availability of alcohol to the community. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Identify through improved communication and engagement with local communities the benefits and assets within their own communities, which could improve and change the culture around alcohol and drugs. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Provide targeted youth facilities at the weekend including sporting activities and town centre activities providing information on alcohol awareness. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| | | | Link with national campaigns where and when appropriate | Community Safety Coordinating Group | March 2013 |
| **NO9**: We live our lives safe from crime, disorder and danger | **SOA2**: 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. | Antisocial Behaviour | Develop an Inverclyde Antisocial Behaviour Strategy in conjunction with Inverclyde Council, Strathclyde Police, Strathclyde Fire & Rescue and local Registered Social Landlords | Inverclyde Council & Strathclyde Police | March 2013 |
| | | | Improve community engagement on Anti Social Behaviour issues, explore how local communities can raise issues and discuss what assets are within the local community to resolve these issues. | Inverclyde Council Safer & Inclusive Communities | March 2013 |
| | | | Produce an outcome based action plan for antisocial behaviour activities linked to a multi agency tasking group | Inverclyde Council & Strathclyde Police | March 2013 |
| | | | Evaluate the work of the Community Safety Partnership Room within Greenock Police Office | External Partner | March 2013 |
| | | | Develop a working practice in respect of the Early and Effective Interventions Group | Inverclyde CHCP | March 2013 |
| | | | Continue to provide intensive family support, early diversion and intervention to vulnerable groups, families and communities to improve life chances and reduce criminal behaviour. | Inverclyde Council Safer & Inclusive Communities | March 2013 |
| | | Violence | The promotion of the No Knives, Better Lives Campaign in Inverclyde continues to promote a targeted approach in respect of awareness raising of weapon carrying, educational inputs and a general youth diversionary message. | Inverclyde Community Safety Partnership | March 2013 |
| | | | Identify families who are known to commit violent crime in identified locations and target a multi agency response and intervention towards supporting these families. | TBC | March 2013 |
| | | | Identify the assets within communities where most violence occurs and engage with them to explore the assets within the communities and what support that they | SOA2 | March 2013 |

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| | | | can provide. | | |
| | | Violence Against Women and Children | Develop an Inverclyde Violence Against Women Strategy | Inverclyde Multi Agency Partnership | COMPLETED |
| | | | Continue to implement, monitor and review the Mentors in Violence Prevention | Inverclyde Council Education and Communities | On-going |
| | | Safety in and around Communities | Establish links to obtain current data in relation to unintentional injuries | Inverclyde Community Safety Partnership | March 2013 |
| | | | Strathclyde Fire and Rescue and Housing Associations to arrange home fire safety visits | Strathclyde Fire & Rescue | March 2013 |
| | | Partnership Accountability | Complete and agree actions from the Community Safety Partnership Self-Assessment Toolkit | Inverclyde Community Safety Partnership | April 2013 |

# <u>REFERENCES</u>

i Inverclyde Alliance Single Outcome Agreement 2012 - 17

ii Scottish Government- Whole Systems Approach

iii Scottish Government- Early and Effective Intervention

iv The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem(Scottish Government:2008)

v Changing Scotland's Relationship with Alcohol: A Framework for Action (Scottish Government:2009)

vi Inverclyde Alcohol and Drug Partnership Strategic Plan 2010 - 2013

vii The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) - Inverclyde Local Reports 2010

viii Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland (Scottish Government:2009)

ix Inverclyde Violence Against Women Multi Agency Strategy 2012-17 (Inverclyde MAP)

# Inverclyde council

| Report To: | Education & Communities Committee | Date: 7 May 2013 |
|---|---|---|
| Report By: | Corporate Director: Education, Communities and Organisational Development | Report No: EDUCOM/45/13/MP |
| Contact Officer: | Maggie Paterson | Contact No: 01475 715450 |
| Subject: | Scottish Statutory Instrument: The Requirements for Community Learning and Development (Scotland) Regulations 2013 | |

## 1.0 PURPOSE

1.1 The purpose of this report is to:
- Advise Committee of the Scottish Government's intention to strengthen the legislative basis for CLD through subordinate legislation under powers granted by the Education (Scotland) Act 1980;
- Advise Committee of the response made to the consultation on behalf of Inverclyde Council;
- Seek approval for the delegation of further powers to the Corporate Director: Education, Communities & Organisational Development to develop the implementation plan for the Strategic Guidance for Community Planning Partnerships: Community Learning and Development in line with the new legislation.

## 2.0 SUMMARY

2.1 On 28 March 2013, the Scottish Government opened consultation on draft regulations for a Scottish Statutory Instrument (SSI) for Community Learning and Development (CLD). See attached. The response formulated and submitted on behalf of the Council ahead of the closing date of 26 April 2013 is attached as Annexe 1.

2.2 The impending legislation has some implications for the development of the implementation plan to take forward the Strategic Guidance for Community Planning Partnerships: CLD as delegated to the Corporate Director by Committee on 22 January 2013.

## 3.0 RECOMMENDATIONS

3.1 It is recommended that Committee:
- Note the Scottish Government's intention to strengthen the legislative basis for Community Learning and Development;
- Note the response to the consultation on 'Scottish Statutory Instrument: The Requirements for Community Learning and Development (Scotland) Regulations 2013' submitted on behalf of Inverclyde Council;
- Approve the delegation of further powers to the Corporate Director: Education, Communities & Organisational Development to develop the implementation plan for the Strategic Guidance for Community Planning Partnerships: Community Learning and Development in line with the new legislation.

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

## 4.0 BACKGROUND

4.1 In June 2012, the Scottish Government issued 'Strategic Guidance for Community Planning Partnerships: CLD' in which a commitment was made to 'explore legislative powers for CLD and communicate progress with partners'.

4.2 In January 2013, the Education & Communities Committee approved a report outlining proposals for taking forward the implementation of this Strategic Guidance and delegating authority to the Corporate Director: Education, Communities & Organisational Development to develop, in collaboration with community planning partners, proposals for the implementation of the Strategic Guidance in Inverclyde.

4.3 In March 2013 Scottish Government opened a consultation on draft regulations for a Scottish Statutory Instrument (SSI) for Community Learning and Development (CLD) to be laid before parliament week beginning 27 May 2013.

These draft regulations impose specific requirements on an 'education authority' such as :
- Identifying and have regard to the needs of target groups
- Consulting with representatives of target groups
- Consulting with representatives of bodies providing CLD
- Publishing a 3 year plan specifying how it will co-ordinate provision, what CLD it will provide, what other bodes will provide, any needs which will not be met within the period of the plan.

A response, as detailed in Annexe 1, was prepared and submitted on behalf of Inverclyde Council.

## 5.0 PROPOSALS

5.1 It is proposed that further powers are delegated to the Corporate Director: Education, Communities & Organisational Development to develop the implementation plan for the Strategic Guidance for Community Planning Partnerships: Community Learning and Development in line with the new legislation put in place.

## 6.0 IMPLICATIONS

Finance:              None

Legal:                The SSI will place additional legal requirements on Inverclyde
                      Council as an educational authority to co-ordinate and plan CLD.

Personnel:

Equalities:

## 7.0 CONSULTATION

7.1 Specific consultation will be required following the SSI being laid before parliament in May.

## 8.0 BACKGROUND PAPERS

See attached.

Annexe 1

**RESPONSE FROM INVERCLYDE COUNCIL**

**1. How well do you think the draft SSI will help to strengthen the legislative basis for CLD?**

Inverclyde Council welcomes this move to strengthen the legislative basis for CLD. The authority already assumes the lead role in planning and co-ordinating CLD in the context of Inverclyde Alliance, our community planning partnership, however, this legislation will provide a firm foundation on which to develop and enhance this work.

The authority recognises that this is a statutory instrument subordinate to the Education (Scotland) Act 1980 and, therefore, cannot impose requirements on other parties. However, the legislative basis for CLD would be further strengthened through equivalent SSI subordinate to other legislation, particularly that relating to community planning.

**2. Are there aspects of the draft SSI that you think could be improved?**

**YES**

**If yes**

# What are they?

**(i)     Identification of target individuals and groups**

Section 1 (2) identifies target individuals and  groups as those whom the education authority considers are 'most likely to benefit' from the provision of CLD as distinct from those 'who might benefit most from CLD'. Section 2 implies that CLD is secured solely for identified target individuals and groups.

As exponents of lifelong learning it is difficult to perceive a category of people who would not benefit from CLD and this broad definition would embrace services which are sometimes described as 'universal' such as libraries learning, youth clubs, Duke of Edinburgh Award Scheme, Youth Councils, informal adult learning, sports and leisure classes. All of which the authority would want to continue to provide.

However, the authority must also have regard to making best use of its scarce resources and securing the highest possible impact for its investment.

Local authorities and community planning partnerships currently identify target individuals and groups on the basis of data pertaining to their employment status, income, health, educational attainment, age, offending, etc etc. These same target individuals and groups are in most cases the people who would benefit most from CLD.

Experience tells us that the problems faced by these target groups  are very difficult to address, that the needs of our target groups are complex and that no single partner acting in isolation can resolve these issues.

In summary identifying target individuals and groups as those 'most likely to benefit from CLD' has the  benefit of including current beneficiaries of services towards the universal end of the targeted – universal continuum. However,  it does not reflect the need to prioritise the investment of CLD resources towards those who would benefit most, often those who have already been identified as target individuals and groups by the authority and its community planning partners.

**(ii)     Assesses the degree to which those needs are already being met;**

Section 2 (c)   If the needs of target individuals and groups are being identified and prioritised on the basis of the data available to the education authority and its partners, it is unlikely that these needs would already be being met, however, they could already be being addressed and factored into the process of prioritising and planning CLD provision.

**(iii)    Identifies barriers to the adequate and efficient provision …**

Section 2 (d) Other than resources it is difficult to perceive what these barriers might be other than better planning, consultation and co-ordination which is the purpose of the plan.  It is not clear what this requirement will add to the impact of the SSI.

**(iv)    Any needs for CLD that will not be met within the reference period of the plan**

Section 4 (d) Most authorities will not be sufficiently resourced to meet the needs of all target individuals and groups.  It is not clear what this will add to the implementation and impact of the SSI. It would be more helpful if authorities were required to explain the basis on which they had prioritised particular target individuals and groups and what impact they expected to see before shifting their priorities to other areas of need.

## What is the nature of the change you think should be made?

**(i)    Identification of target individuals and groups**

The second paragraph at Section 1 (2) is amended to 'likely to benefit most'.
Section 2 (a) amended to 'identifies and prioritises target individuals and groups;'

**(ii)    Assesses the degree to which those needs are already being met**

Change to 'assess the degree to which those needs are already being prioritised and addressed;'

**(iii)    Identifies barriers to the adequate and efficient provision …**

Omit.

**(iv)    Any needs for CLD that will not be met within the reference period of the plan**

Change to:

(d) The processes used to identify need and determine priorities, as well as the processes which will be used to evidence that the need has been met and the priorities addressed.

S C O T T I S H S T A T U T O R Y I N S T R U M E N T S

**2013 No.**

**EDUCATION**

The Requirements for Community Learning and Development
(Scotland) Regulations 2013

*Made - - - -*
*Laid before the Scottish Parliament*
*Coming into force - -*              *1st September 2013*

The Scottish Ministers make the following Regulations in exercise of the powers conferred by section 2 of the Education (Scotland) Act 1980(**a**) and all other powers enabling them to do so.

**Citation, commencement and interpretation**

**1.**—(1) These Regulations may be cited as the Requirements for Community Learning and Development (Scotland) Regulations 2013 and come into force on 1st September 2013.
(2) In these Regulations—
"community learning and development" includes programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups; and

"target individuals and groups" means those individuals and groups, within the area of the education authority, that the education authority considers are most likely to benefit from the provision of community learning and development.

**2.** An education authority is required to initiate and, having done so, to maintain and facilitate a process by which community learning and development secured within the area of the education authority is secured in a way that—
     (a) identifies target individuals and groups;
     (b) has regard to the needs of those target individuals and groups for    that community learning and development;
     (c) assesses the degree to which those needs are already being met; and
     (d) identifies barriers to the adequate and efficient provision of that community learning and development.
**3.** In exercise of the requirement in regulation 2, the education authority is to consult with—
     (a) persons appearing to the education authority to be representative of the target individuals and groups; and

(b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority.
**4.**—(1) An education authority is required to publish a 3 year plan containing the information specified in paragraph (2) no later than 1st September in—
     (a) 2015; and
     (b) each third year after that.
(2) The plan must specify—
     (a) how the education authority will co-ordinate its provision of community learning and development with other bodies that provide community learning and development within the area of the education authority;

(b) what action the education authority will take to provide community learning and development over the reference period of the plan;

(c) what action other bodies intend to take to provide community learning and development within the area of the education authority over the reference period of the plan;

(d) any needs for community learning and development that will not be met within the reference period of the plan.

(3) Before publishing a plan, the education authority must consult—

(a) persons appearing to the education authority to be representative of the target individuals and groups for community learning and development;

(b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority; and

(c) such other persons as the education authority thinks fit.

Authorised to sign by the Scottish Ministers

St Andrew's House,
Edinburgh
            2013



**The Requirements for Community Learning and** **Development** **(Scotland) Regulations 2013**

INVERCLYDE COMMUNITY SAFETY PARTNERSHIP STRATEGIC

ASSESSMENT REVIEW DOCUMENT

- Inverclyde Safer Together

# <u>CONTENTS PAGE</u>

Page 2 of 30

EXECUTIVE SUMMARY

The Strategic Assessment has been produced based on data and information from the services that make up the Community Safety Partnership (CSP) in Inverclyde.

The priorities were agreed after both qualitative and quantative information from  the partners had been analysed and risk assessed.

From 2012 the (CSP) high priorities identified are:
- Alcohol and Drugs
- Antisocial Behaviour
- Violence Against Women and Children
- Violence

The medium priorities identified are:
- Safety in and around the community including Unintentional Injuries, Primary Fires and Road Safety

The main points of interest that have arisen from the analysis includes:
- The proportion of 13 year olds who have ever had an alcoholic drink has reduced
- The majority of areas in Inverclyde have shown a marked decrease in hospital discharges with a diagnosis of drug misuse
- Reported antisocial behaviour complaints to Inverclyde Council has shown an overall reduction with significant reduction in nuisance behaviour, loitering and criminal damage/vandalism
- Total number of crimes of violence has seen a reduction
- Total number of Secondary Fires has reduced

INTRODUCTION

Inverclyde Community Safety Partnership (CSP) has produced a joint Strategic Assessment for a number of years; this document is an updated review of the three-year plan (2012-2015). The vision for the partnership is to keep 'Inverclyde Safer Together' by challenging attitudes and changing cultures around the high priorities;

- Alcohol and Drugs
- Antisocial Behaviour
- Violence
- Violence Against Women And Children

The medium priorities are;

- Safety in and around Communities

The CSP Strategic Assessment (SA) will be used to; enhance partnership working, provide information led delivery of services, provide outcome-focused priorities, address cross cutting themes through early intervention, prevention and community engagement.

Single Outcome Agreement Priorities 2012-17

The Single Outcome Agreement (SOA) 2012-17 'Inverclyde Together'[i] between the Community Planning Partnership (Inverclyde Alliance) and the Scottish Government sets out the priorities which will focus the delivery of better outcomes to the people of Inverclyde through a 'Nurturing Inverclyde' approach. The Alliance vision for Inverclyde is:

**'Getting it right for every Child, Citizen and Community'**

The Inverclyde Alliance aims to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

In 2012, the Scottish Government issued new guidance for Community Planning Partners (CPP) with a number of key priorities. The most relevant one for the CSP is to make improvements to have 'Safer and stronger communities, and reducing offending'. The outcomes and aims of this strategic assessment have links to both local and national outcomes of which the most relevant are:

| National Outcome (Main Responsibility) | Local Outcome (Main Responsibility) |
|---|---|
| NO9- We live our lives safe from crime, disorder and danger | LO2- 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 |
| NO5- Our Children have the best start in life and are ready to succeed | LO5- A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crimes rates |
| NO6- We live longer, healthier lives | LO6- A nurturing Inverclyde gives all our children and young people the best possible start in life |
| NO8- We have improved the life chances for children, young people and families at risk | LO8- Our public services are high quality, continually improving, efficient and responsive to local people's needs. |
| NO11- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others | |
| NO15- Our public services are high quality, continually improving, efficient and responsive to local people's needs | |

*Table 1: National Outcomes and Local Outcomes*

Issues such as the consumption of alcohol has an impact on both the national and local outcomes, and all partners agree that significantly changing the culture of alcohol will have a huge influence on all the community safety concerns in Inverclyde and Scotland.

When appropriate the Strategic Assesment will link[1] to other local and national strategic documents which will explain in detail the work that is being undertaken to tackle the issues.

Whole System Approach (incorporating Early and Effective Intervention)

Multi agency processes such as Whole Systems Approach[ii] and Early and Effective Intervention[iii] cut across all priority themes as an intervention method to prevent further offending behaviour. This involves planning, assessing and decision making processes around young people who offend, in order that they receive the right help at the right time.

The Whole Systems Approach (WSA) was developed by the Scottish Government to work with young people involved in offending. WSA aims to employ methods to ensure that those young people under the age of 18 who need formal measures (such as compulsory supervision or prosecution) are taken through this process. It aims to agree the most effective way to meet the needs of the young person. This will support an appropriate, proportionate, and timely response for them, their families, and their communities.

Early Effective Intervention (EEI) in Inverclyde commenced in July 2011 following actions set out in "Preventing Offending - A Framework for Action (2008)". This succeeded Inverclyde's Juvenile Intervention Group (JIG), a multi agency early intervention response to young people coming to the

---

[1] These links are presented at the end of the document in the form of a hyperlink relating to a specific document or appropriate web site in relation to the issue. Inclusion of these links does not imply any endorsement of the contents of these sites. Nor does it imply that the views they express are the views of Inverclyde Council.

attention of the Police (not charged with an offence) or Safer Communities staff.   The local EEI Group is Chaired by a representative from CHCP (Social Work), and membership consists of representation from CHCP (Health), Community Learning and Development (CLD), Education, Young Person's Alcohol Service and Safer Communities.

Governance Structure

The CSP has recently completed a self evaluation to determine the future direction, membership and training needs of its members.

The coordinating group is made up of representatives from Inverclyde Council (Safer & Inclusive Communities, Education, Culture and Corporate Policy, Environmental & Commercial Services), Inverclyde CHCP (Criminal Justice and Children & Families, Planning, Health Improvement and Commissioning and Mental Health & Addictions) Strathclyde Fire & Rescue, Strathclyde Police, and four of the larger Housing Associations. This group is governed by the SOA- Outcome Delivery Group 2.

**Organisation chart**

**ALCOHOL AND DRUGS**

INTRODUCTION

Inverclyde continues to face considerable challenges in addressing the damage alcohol and drug misuse do to the lives of individuals, families and our communities. It is only through effective partnership working across public, private and voluntary sectors with our local community that we will be able to tackle the problems created by alcohol and drug misuse in Inverclyde. Inverclyde Alcohol and Drug Partnership (ADP) has a strategic role in co-ordinating efforts to tackle this problem locally and works to reduce the harmful effects of substance misuse in order to achieve better outcomes for individuals, families and the wider community. The ADP supports local implementation of the national drug and alcohol strategies "The Road to Recovery"[iv] (2008) and "Changing Scotland's Relationship with Alcohol"[v] (2009). The ADP strategy[vi] and outcome framework provides a comprehensive and evidence based alcohol and drug strategy.

CURRENT PICTURE

Alcohol

The Scottish Schools Adolescent Lifestyle and Substance Use Survey[vii] 2010 (SALSUS) reports a positive shift in the behaviour of young people with respect to alcohol consumption. Between 2006 and 2010:

- The proportion of pupils who had ever had an alcoholic drink fell from 53% of 13 year olds to 37% and from 84% of 15 year olds to 74%.

- The proportion of 13 year olds in Inverclyde who have ever had a proper alcoholic drink is lower than the national average (37% of 13 year olds in Inverclyde compared with 44% of 13 year olds nationally) This is a similar picture with 15 year olds in Inverclyde.

- Alcohol Related Emergency Admissions for age 16 plus (rate per population) is showing a decline when compared to the previous years.

- Alcohol Related Deaths for those aged 19 years and above is showing a steady decline and is below the 9 year average figure.

- Amongst 15 year olds, the proportion who reported purchasing alcohol from off-licenses has decreased from 28% to 17%.

- Drink/Drug Driving offences have fallen from 134 in 2007/08 to 113 2011/12.

In 2011/12, the Healthier Inverclyde Team provided approximately 150 awareness sessions in Primary and Secondary schools to approximately 3000 young people. At the same time the SALSUS results for Inverclyde has reflected a positive change in young people's choices about alcohol consumption.

NHS general acute inpatient and day case discharges with an alcohol-related diagnosis has decreased overall between 2007/08 and 2011/12 (provisionally). The areas in Inverclyde which had the highest numbers of general acute inpatient and day case discharges with an alcohol-related diagnosis have shown a significant reduction since 2007/08.

Alcohol related death has fallen from 38 in 2010 to 31 in 2011; this is in line with the Scotland wide figure that has also fallen over the same period.

Drugs

Inverclyde has shown a decrease in drug related offences from 1352 per 100,000 population in 2006/07 to 992 population in 2010/11. However, in relation to reported drink/drug offences, 2011/12 saw a slight increase following a 2-year decline.

In 2011, there was a reported 20 drug related deaths in Inverclyde, an increase on the previous year. Based on the 5-year average figure drug related deaths in Inverclyde is still high in comparison to other Local Authorities. Heroin and Methadone are the main causes of death followed by Amphetamines, Alcohol and Benzodiazepine. Methadone as a cause of death has increased from the previous year. The Scottish figure for Drug Related death rates by age group has indicated a rise in the number of older drug users. It is implied this would also be the same in Inverclyde.

Overall the number of hospital discharges with a diagnosis of drug misuse has increased from 193 to 207 (provisional figure 2011/12) since 2010/11. However, in the majority of the geographical areas, there has been a marked decrease of people being discharged with a diagnosis of drug misuse. (SMR01)

Persistent Offenders Project (POP)

The Persistent Offenders Project is a crime reduction initiative, which employs a partnership approach to identify and focus on the most persistent offenders within the Inverclyde area whose crimes are committed in order to sustain their dependency on drugs or are related to alcohol misuse. Considerable progress has been made in reducing offending among those involved with the project.  There will be further analysis of this information over the course of the year.

|  | Drug | Violence | Acquisitive Crime | Anti-social | RTA | Weapon Related | Other | Total Offences |
|---|---|---|---|---|---|---|---|---|
| Total Offending Pre POP | 107 | 78 | 314 | 151 | 42 | 40 | 140 | 872 |
| Offending Past 12 months | 41 | 23 | 49 | 55 | 17 | 10 | 36 | 231 |
| Offending Post POP | 4 | 4 | 6 | 2 | 4 | 0 | 9 | 29 |

*Table 2: Persistent Offenders Offences*

Drugs, Alcohol, and Fires

Strathclyde Fire and Rescue statistics for April to December 2012 highlight the number of domestic house fires is relative to the same period in 2011. However, they also reported that the number of domestic house fires where alcohol/drugs is suspected to be a contributory factor has increased from 13.2% in 2011/12 to 18.1% of all dwelling fires (April-December 2012).

Further analysis undertaken has established that there are two areas in Inverclyde where there is a higher prevalence of alcohol/drugs related house fire, and these two areas show higher than average hospital discharges from alcohol/drug diagnosis.

| Primary Dwelling Fires (Suspected to be under the influence of alcohol/drugs) | 2009/10- actual figure and % | 2010/11- actual figure and % | 2011/12- actual figure and % |
|---|---|---|---|
| No | 85 (59%) | 90 (69%) | 81 (75%) |
| Unknown | 40 (28%) | 20 (15%) | 12 (11%) |
| Yes | 19 (13%) | 21 (16%) | 15 (13%) |
| **Total** | **144** | **131** | **108** |

*Table 3: Primary Dwelling Fires and Alcohol*

PARTNERSHIP ACTION

The Inverclyde ADP has developed a comprehensive strategy with close links to the CSP. All services and agencies are committed to reduce hazardous or at risk drinking by children and young people. There is a continued commitment to awareness raising, education programmes, police referral schemes and implementation of a range of diversionary activities. An extensive range of partnership services and actions can be found within the ADP Delivery Plan, which includes;

Police Alcohol Referral Scheme

A Police Alcohol Referral Scheme was piloted in Inverclyde and provided referrals to alcohol services for those who come into police custody where alcohol misuse has been a significant factor in their offending. Arrangements are in place for those in custody at Greenock police station to have access to alcohol services within a newly established "Safe Cell".

Persistent Offenders Project (POP)

The POP initiative delivers multi agency intervention which aims to reduce the cycle of offending. This is achieved by sharing intelligence across agencies and promoting pro-active intervention by a joint, co-located team of police and addiction workers from the Integrated Alcohol and Drug Teams. There is several experienced and qualified staff dedicated to the POP team from the addictions field. The project is linked with Social Work Criminal Justice Services, HMP Greenock and the Procurator Fiscal Service supporting diversion from/alternative to prosecution.

This initiative specifically targets persistent offenders who continually commit acquisitive crimes or acts of a violent or antisocial nature where there is a clear link between these crimes and drug or alcohol use.

Healthier Inverclyde Team

The CHCP have a Healthier Inverclyde Team (HIT) which includes the Young Persons Alcohol Team (YPAT), Drink Safe Inverclyde, Alcohol Arrest Referral Project and the Persistent Offender Partnership. HIT have an alcohol arrest referral worker, who can take referrals from the Police where people have been arrested whilst under the influence of alcohol. YPAT delivers an alcohol curriculum within every primary school and secondary school as well as a young person's counsellor. The Drink Safe Team provides alcohol awareness, education and training to local groups.

Early and Effective Interventions Group

See explanation in introduction.

Licensing Arrangements

The Child Protection Committee (CPC) and ADP support local licensing arrangements in Inverclyde as a mechanism for influencing the supply and responsible sale and consumption of alcohol, which supports harm reduction and prevention strategies across the authority.

Fire and Rescue Joint Referral Project

The project was established in response to the need to address issues around alcohol and drug use, as a significant contributory factor to high levels of fire related harm in Scotland including fire related causalities. The project supports joint referral processes between Inverclyde integrated alcohol services, Inverclyde integrated drug service, local housing providers and local Fire and Rescue Services. The project supports the delivery of: pathways for access to support in response to identified risk, the identification of fire related risk associated with alcohol and drug misuse.

FUTURE AND EMERGING TRENDS

Alcohol etc. (Scotland) Act 2010

In May 2012, the Scottish Parliament passed legislation for a minimum unit price for alcohol. However, legal challenges by alcohol bodies were made to the Court of Session and currently awaiting an outcome.

AREAS FOR DEVELOPMENT

- **Continue to improve and change the culture around alcohol and drugs through improved communication and engagement with local communities.**

- **Strengthen strategic and operational links to the Alcohol and Drugs partnership to challenge and change the culture in Inverclyde around drugs and alcohol use.**

- **Work with partners to continue to deliver early intervention education to all school age children linking with the Health and Wellbeing Outcomes.**

- **Work with the Licensing Board and Forum to influence the availability of alcohol to the community.**

- **Provide targeted youth facilities at the weekend including sporting activities and town centre activities providing information on alcohol awareness.**

- **Link with national campaigns where and when appropriate.**

- **Further analysis into the areas with the highest drug/alcohol issues should be investigated to identify the causes and services directed towards these areas.**

## ANTISOCIAL BEHAVIOUR

INTRODUCTION

The term 'antisocial behaviour' (ASB) refers to a wide range of behaviours ranging from behaviour that can cause annoyance to criminal behaviour. Reductions in ASB through diversionary activities and intensive family support can improve the life chances of those at risk by encouraging them to make more constructive use of their time and addressing the underlying causes of disruptive behaviour. The framework for preventing ASB in Scotland is underpinned by "Promoting Positive Outcomes"[viii].

CURRENT PICTURE

Between 2009/10 and 2011/12 analysis of reported incidents of ASB to Inverclyde Council highlights an overall reduction. There have been significant reductions in nuisance behaviour (from 1151 complaints in 2009/10 to 711 in 2011/12), loitering/pestering (from 721 complaints in 2009/10 to 415 in 2011/12), and criminal damage/vandalism (from 588 complaints in 2009/10 to 322 in 2011/12).

The table below highlights Strathclyde Police antisocial behaviour related incidents, who also report reductions.

| INCIDENT | FINANCIAL YEAR | | | | |
|---|---|---|---|---|---|
| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
| Consumption of Alcohol | 1126 | 1044 | 931 | 934 | 807 |
| Drunk and Incapable | 182 | 124 | 122 | 121 | 98 |
| Minor Assault | 920 | 759 | 789 | 880 | 873 |
| Vandalism | 2050 | 1714 | 1510 | 1414 | 1351 |
| Breach of the Peace | 1585 | 1379 | 1183 | 1002 | 883 |
| Threatening and Abusive Behaviour | - | - | - | 279 | 354 |
| BoP and Threatening and Abusive Behaviour - Total | 1585 | 1379 | 1183 | 1281 | 1237 |
| Fire Raising | 110 | 113 | 90 | 111 | 94 |

*Table 4: Strathclyde Police ASB Offences*
**Source: Strathclyde Police Statistical Bulletin March 2012 Table 3.1**

In 2010 Police recording systems changed to separate Breach of the Peace (BOP) and Threatening and Abusive Behaviour Offences, this shows that whilst the number of BOP is decreasing the number of Threatening

Behaviour is increasing, which was expected, however, combining the two together, and comparing it to previous year indicates a decreasing trend lower than the five year average.  The current figures are again showing a reduction for the first 3 quarters of the year 2012.

Analysis for the period April to December 2012 indicates that Drunk and Incapable offences have increased by 16% against the same period in 2011; however, the "Consumption of Alcohol in a Public Place" (Inverclyde Byelaw) has remained the same.

"The Inverclyde Citizens' Panel - Autumn 2011" survey highlighted that 58% of respondents answered that ASB is not an issue in their neighbourhood, 32% said that they had noticed no reduction in ASB and 10% of respondents said that they have noticed a reduction in ASB in their neighbourhood in the last 12 months.  Respondents living in the Worst 15% of Datazones were more likely to have noticed a reduction in ASB, 14% stating this, compared to 8% of respondents in the rest of Inverclyde.

PARTNERSHIP ACTION

Partnership Hub

In June 2012, a Partnership Hub was created between Inverclyde Council and Strathclyde Police, located within Greenock Police Office, to analyse information between local authority incidents and police crime for the area.  A daily briefing between the two agencies allows information to be shared in respects of complaints made to both agencies from the previous day.  At the same time, changes have been made to the current Multi Agency Tasking and Coordinating arrangements for Inverclyde in order to align the process with the Police National Intelligence Model. In October 2012, funding was approved by the Scottish Government Community Safety Unit to evaluate the partnership hub with findings due autumn 2013.

Joint Community Wardens/Police Patrols

Community Wardens and Strathclyde Police Officers regularly patrol the local communities where there are the highest incidences of anti social behaviour.

The joint patrols are directed using analysis of local police and local authority data. This may have had a contribution towards an improvement in people feeling safer in their communities.

Whole System Approach/ Early and Effective Intervention Group
See explanation in introduction.

FUTURE AND EMERGING TRENDS

Whilst both Inverclyde Council and Strathclyde Police have reported an overall reduction in antisocial behaviour, and more than half of the respondents in the Citizens Panel stated that Anti Social Behaviour has reduced in their community, the majority of local residents continue to highlight it as a high priority in a number of public consultation documents.

In the "Inverclyde Citizens' Panel - Autumn 2011 Survey", respondents frequently count rubbish or litter lying around as a very or fairly big issue followed by drug dealing and vandalism and graffiti. Similar responses were provided to the Strathclyde Police 'Public Consultation Survey' across the six-multi member wards.

AREAS FOR DEVELOPMENT

- **An Inverclyde Antisocial Behaviour Strategy and action plan will be implemented taking cognisance of the Scottish Government strategy 'Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland'**

- **Improve community engagement and capacity building on Anti Social Behaviour issues, explore how local communities can raise issues and discuss what assets are within the local community to resolve these issues.**

- **Provide intensive family support, early diversion and intervention to vulnerable groups, families and communities to improve life chances, resilient communities and reduce offending rates.**

## VIOLENCE

INTRODUCTION

Serious and violent crime includes a number of different types of offences; murder, attempted murder, serious assault and robbery and assault with intent to rob.

| Incident | Financial Year | | | | | Change from previous year |
|---|---|---|---|---|---|---|
| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | |
| Murder and Attempted Murder | 22 | 16 | 11 | 23 | 17 | Variable (-26%) |
| Robbery | 46 | 42 | 34 | 32 | 32 | Reduced Overall |
| Serious Assault | 166 | 165 | 138 | 139 | 98 | Reduced (-29%) |
| Total Crimes of Violence | 299 | 266 | 207 | 222 | 173 | Reduced (-22%) |

*Table 5: Strathclyde Police Violent Crimes*
**Source Statistical Bulletin March 2012 Table 3.1**

CURRENT PICTURE

Serious and Violent Crimes have reduced by 42% from 2007/08. In the first 3 quarters of 2012, (April to December) serious violent crime continues on a downward trend. Although Robberies has remained the same for the full financial year, the year April to December 2012 has shown a reduction from 23 to 16 crimes of robbery compared to the same period in 2011.

Analysis from 2009/10 to 2011/12 highlighted that the profile of victims and perpetrators of serious and violent crimes follow a similar pattern;

- They are mainly male
- Aged 16 to 22, this age group accounts for 26% of all victims
- The largest proportion is aged 18; the youngest reported offenders were aged 12 and 13.
- Serious assaults are more prominent than attempted murder
- Fourteen per cent of victims of serious violent crimes are repeat victims.
- Knives and "other weapons" (which tend to include sharp instruments) accounted for 37% of the weapons used followed by physical/body contact.

The average percentage of female offenders for the last three financial years is 13.6% but this is currently showing an increase based on April to December 2012 figures.

From April 1$^{st}$ 2012 until 31$^{st}$ December 2012 a total of 3191 stop searches were conducted by Police for the purposes of weapon carrying, this resulted in 87 'positive' searches.

PARTNERSHIP ACTION

Inverclyde Community Safety Partnership has always advocated early intervention and prevention methods should be implemented to change and challenge attitudes to serious violent crime. The CSP fully supports and coordinates the national "No Knives, Better Lives Campaign" (NKBL) and has done since 2009. The CSP assisted in coordinating a month long "Keeping Inverclyde Safer Together" Campaign during February 2013.

FUTURE AND EMERGING TRENDS

Victim and Offender Profiling – Predominately young males' age 18 years, although there are increasing numbers of female offenders.

In November 2012, the Cabinet Secretary for Justice announced that the Scottish Government will increase the maximum penalties for knife possession from four years to five years imprisonment.

AREAS FOR DEVELOPMENT

- **Identify families who are known to commit serious violent crime in identified locations and target a multi agency response and intervention towards supporting these families.**
- **Identify the assets within communities where most violence occurs and engage with them to explore the assets within the communities and what support that they can provide.**

## VIOLENCE AGAINST WOMEN AND CHILDREN

INTRODUCTION

According to the Scottish Government the term 'Violence Against Women' (VAW) is defined as actions which harm or cause suffering or indignity to women and children, where those carrying out the actions are mainly men, and women and children are predominately the victims. Whilst VAW encompasses a range of gender violence and inequalities all of which are important to the CSP, the highest issues for the Inverclyde area are women affected by

- Physical, sexual and psychological violence occurring in the family, within the general community or in institutions.
- Sexual harassment and intimidation at work and in the public sphere; and commercial sexual exploitation.

CURRENT PICTURE

In Scotland Domestic Abuse incident are showing an increasing trend and statistics indicate a 7% increase compared to the previous year. Inverclyde is following the same trend with an increase in reported incidents from 775 to 950 incidents in 2011/12. Agencies have inferred that this may be an indication of a cultural change and that services are engaging with vulnerable people who now have the confidence to report domestic abuse incidents, which they previously did not.

The percentage of female victims remains high at 76% 2011/12 from 79% 2010/11; however, the percentage of male victims is showing an increase from 20% to 24%.

In 2011/12 Inverclyde CHCP (Criminal Justice & Children & Families) supported 108 children and young people as a result of experiences including domestic abuse and sexual abuse. Children referred to the Children's reporter on non-offence (Care and Protection) grounds have increased from 496 to 518 in 2011/12. Conversely, the number of children referred to the Children's Reporter on offence grounds reduced during the same period.

|  | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|---|---|---|---|---|---|
| Children referred – non-offence - Inverclyde | 527 | 554 | 451 | 496 | 518 |
| Children referred – non-offence rate per 1,000 population - Inverclyde | 37 | 39 | 32 | 36 | 38 |
| Children referred – non-offence rate per 1,000 population – Scotland | 44 | 43 | 39 | 37 | 31 |

*Table 6: Children's Referrals Inverclyde*
(Source www.SCRA.gov.uk Online Dashboard)


PARTNERSHIP ACTION

Strategic

In 2013 a local Violence Against Women Strategy[ix] was approved by Inverclyde Council.


Family Support

Inverclyde Women's Aid was successful in obtaining Big Lottery Funding to deliver a Children Experiencing Domestic Abuse Recovery (CEDAR) project in Inverclyde. The 3-year funding commenced in April 2012 and will benefit children and young people from Inverclyde who have behavioural, emotional, and social difficulties because of experiencing Domestic Abuse.


In October 2012, the Scottish Government and Strathclyde Police agreed a funding package to roll out the ASSIST (Advocacy, Support, Safety, Information, Services, Together) Service, a specialist domestic abuse advocacy service that provides advocacy and support to victims of domestic abuse across the Strathclyde Policing Authority.


Gender Based Violence

Inverclyde Council in partnership with the Violence Reduction Unit are currently piloting the Mentors in Violence Prevention (Bystander Approach) within two Secondary Schools in Inverclyde.

There is work commencing to train male dominated workforces on the White Ribbon Campaign and the issues of gender based violence.

Engagement and Capacity Building

Inverclyde VAW MAP is committed to developing participation work in the authority area through partnership working with other local organisations. The development of participation work will ensure that local services and potential service needs are monitored and evaluated on an ongoing basis and that people living within the area have their views heard.

FUTURE AND EMERGING TRENDS

Analysis has highlighted that there has been an increase in the number of reported Domestic Abuse incidents made to the Police, using third party reporting systems. Changes in technology will make reporting of domestic abuse easier but may also have an impact on other areas of controlling and abusive behaviour in relationships.

AREAS FOR DEVELOPMENT

- **To continue to support the VAW MAP in achieving their aims as set out in the VAW Strategy**
- **Monitor the statistics around the increase in males affected by domestic abuse**
- **To improve linkages between the CSP and Inverclyde Child Protection Committee**

## SAFETY IN AND AROUND COMMUNITIES

INTRODUCTION

This section focuses on issues of safety through unintentional injuries, protection from harm for vulnerable people and improving services to be efficient and responsive to the needs of local communities.

CURRENT PICTURE

Fires

Primary fires generally involve property and include buildings, caravans, motor vehicles, plant, and machinery. Secondary fires are often minor and include the burning of rubbish, grass and derelict properties.

|  | 2009/10 | 2010/11 | 2011/12 | Trend |
|---|---|---|---|---|
| Primary Fires | 303 | 280 | 223 | Reduced |
| Percentage Deliberate Primary Fires | 49.5% | 52.1% | 54.3% | Increased |
| Dwelling fires rate per 100K population - Inverclyde | 179.5 | 165.5 | 136.3 | Reduced |
| Dwelling fires rate per 100K population – Scotland | 126.3 | 120.6 | 117 | Reduced |

*Table 7: Primary Fires Inverclyde*
Source: Strathclyde Fire and Rescue

Primary fires and Primary Dwelling fires throughout Inverclyde have declined over the last three financial years; this is in line with the Scottish statistics. The number of Dwelling Fires in Inverclyde has also reduced over the past three years.  As noted in the Alcohol and Drugs section, while there has been a reduction in the number of Primary Dwelling Fires the number of fires where alcohol or drugs have been a contributory factory has however, increased.

The most recent figures for Secondary Fires shows a reduction compared to a spike during 2010/11.

|  | 2009/10 | 2010/11 | 2011/12 |  |
|---|---|---|---|---|
| Number of Secondary Fires | 624 | 900 | 647 | Reduced from previous year |
| Percentage of deliberate Secondary Fires | 88.1% | 98.3% | 98.1% | Remained similar to last year |

*Table 8: Secondary Fires Inverclyde*

Unintentional Injuries

The term "unintentional injury" is preferred to "accidents" as the latter implies events are inevitable and unavoidable whereas a high proportion of these incidents are now regarded as being preventable.

The table below highlights that Unintentional Injuries in Inverclyde is showing a steady increase over the past 10 years. The majority of these incidences are for falls and this most prevalent in the 65+ age group.



*Table 9: Emergency Admissions Rates by Local Council Area*

Road Safety

In 2010 the Scottish Government introduced their "Go Safe on Scotland's Roads it's everyone's Responsibility: Scotland's Road Safety Framework".

| Target | 2015 Milestone % reduction | 2020 target % reduction |
|---|---|---|
| People killed | 30% | 40% |
| People seriously injured | 43% | 55% |
| Children (aged <16) killed | 35% | 50% |
| Children (aged <16) seriously injured | 50% | 65% |

*Table 10: National Targets*

The Road Safety of the West of Scotland forum produced tables and graphs during November 2012 and these highlighted that Inverclyde Council is on target to achieve the Scottish Governments milestones by 2015 for "all serious casualties" and "child serious casualties". The following table provides the data to show that Inverclyde is also on target to meet the milestones for fatal causalities and child fatal and serious casualties.

| | Baseline (Average:2004-2008) | 2015 Milestone | 2020 Target | 2012 (Year to Date) |
|---|---|---|---|---|
| All people killed | 1.6 | 1.1 | 1.0 | - |
| Children (aged < 16) killed | - | - | - | - |
| Children (aged <16) seriously injured | 5.0 | 2.5 | 1.8 | 2 |

*Table 11: Inverclyde road traffic collision; fatal causalities and child serious casualties (2012)*

Road Safety West of Scotland 2012

The table below indicates that the number of Road Traffic Collisions within the Inverclyde area have been declining in the last 3 years. The statistics for April to November 2012 indicate a 26% reduction compared to the previous year (352 - 2011 to 259 - 2012).

| Inverclyde | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|
| Fatal Accidents | 2 | 1 | 1 |
| Serious Accidents | 21 | 25 | 21 |
| Slight Accidents | 128 | 143 | 124 |
| Non Injury Accidents | 439 | 370 | 391 |
| Total Accidents | 590 | 539 | 537 |

*Table 12: Inverclyde Accidents*

Hate Crimes

Inverclyde does not have a large ethnic diversity and does not have a great deal of Racist Incidents, the increase that is noted below may be attributed to more effective legislation enforced for recording of racial incidents and therefore an increase can be expected. In addition, sectarian crimes have reduced over the last 5 years from a reported 98 to 20 reported incidents.

| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|---|---|---|---|---|---|
| Total Racially Aggravated Crime | 48 | 29 | 17 | 21 | 34 |
| Racist Incidents | 52 | 38 | 20 | 27 | 39 |
| Percentage Racist incidents involving repeat victim | 19 | 16 | 10 | 10 | 16 |
| Homophobic / Transphobic Incidents | 6 | 5 | - | 2 | 3 |

*Table 13: Strathclyde Police Hate Crimes Recorded*

Source Diversity Bulletin March 2012 Table 2.21

Bogus Crime

The numbers of Bogus Crimes reported have fallen from 17 reported incidents to 11 reported incidents 2011/12.

Housebreaking and Acquisitive Crime

Crimes of Dishonesty had increased by 7.8% between 2010/11 and 2011/12 however, figures from the first six month of 2012 indicate a 19.7% reduction compared to the same period the previous year. Therefore, crimes of dishonesty are fluctuating with little or no apparent trend. Housebreaking crimes during 2011/12 were the highest they have been since 2007/08 this could be attributed to the changes in economic climate, although motor vehicle crime has reduced over the past few years since 2008.

|  | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | **5 year average** |
|---|---|---|---|---|---|---|
| Housebreakings inc Attempt | 503 | 462 | 446 | 466 | 531 | **481.6** |
| Motor Vehicle Crime | 516 | 433 | 419 | 305 | 360 | **406.6** |
| Total Crimes of Dishonesty | 2265 | 2074 | 2014 | 2116 | 2281 | **2150** |

*Table 14: Strathclyde Police Acquisitive Crimes*

Counter Terrorism

In 2011, the Government delivered a major review of the Prevent strand of its counter terrorist CONTEST strategy. The Government's new Prevent Strategy was launched on 7 June 2011.

PARTNERSHIP ACTION

Inverclyde Addiction Services and Fire & Rescue have formed a partnership to target high-risk groups with drug and alcohol issues, who are potentially vulnerable to fire hazards.

Inverclyde Council has a proactive team who continually work towards achieving the Scottish Government road safety targets through early intervention and prevention with specialised learning tools that are linked to the Curriculum for Excellence.

FUTURE AND EMERGING TRENDS

Inconsistent recording of unintentional injuries occurring within and outwith the home has been an issue for Inverclyde CSP and has resulted in numerous information gaps.

The Police and Fire Reform (Scotland) Bill was introduced to the Scottish Parliament in January 2012 with the formation of a single Fire Service for Scotland.

The Inverclyde Local Housing Strategy 2011-2016 states that 'Inverclyde residents can enjoy their neighbourhoods' highlights that housing agencies will provide Fire and Rescue with comprehensive and regular updates on planned demolitions and construction work, enabling them to plan their service around the increased fire risks associated with empty sites and buildings.

AREAS FOR DEVELOPMENT

- Establish links to obtain current data in relation to unintentional injuries

- Strathclyde Fire and Rescue and housing association landlords to arrange home fire safety visits.

1    APPENDIX 1: DELIVERY PLAN

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| **NO6:** We live longer, healthier lives | **SOA4:** The health of local people is improved, combating health inequality and promoting healthy lifestyles.

**SOA5**: A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates. | Alcohol and Drugs | Continue to support the ADP Delivery Plan and support it development. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Support the ADP in delivering "Inverclyde ADP Framework Outcome 5" that "Communities and individuals are safe from alcohol and drug related offending and anti-social behaviour: reducing alcohol and drug-related offending, re-offending and anti-social behaviour, including violence, acquisitive crime, drug-dealing and driving while intoxicated, will make a positive contribution in ensuring safer, stronger, happier and more resilient communities." | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Work with partners to continue to deliver early intervention education to all school age children linking with the Health and Wellbeing Outcomes. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Work with the Licensing Board and Forum to influence the availability of alcohol to the community. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Identify through improved communication and engagement with local communities the benefits and assets within their own communities, which could improve and change the culture around alcohol and drugs. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |
| | | | Provide targeted youth facilities at the weekend including sporting activities and town centre activities providing information on alcohol awareness. | Inverclyde ADP Community Safety Coordinating Group | March 2013 |

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| | | | Link with national campaigns where and when appropriate | Community Safety Coordinating Group | March 2013 |
| **NO9**: We live our lives safe from crime, disorder and danger | **SOA2**: 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. | Antisocial Behaviour | Develop an Inverclyde Antisocial Behaviour Strategy in conjunction with Inverclyde Council, Strathclyde Police, Strathclyde Fire & Rescue and local Registered Social Landlords | Inverclyde Council & Strathclyde Police | March 2013 |
| | | | Improve community engagement on Anti Social Behaviour issues, explore how local communities can raise issues and discuss what assets are within the local community to resolve these issues. | Inverclyde Council Safer & Inclusive Communities | March 2013 |
| | | | Produce an outcome based action plan for antisocial behaviour activities linked to a multi agency tasking group | Inverclyde Council & Strathclyde Police | March 2013 |
| | | | Evaluate the work of the Community Safety Partnership Room within Greenock Police Office | External Partner | March 2013 |
| | | | Develop a working practice in respect of the Early and Effective Interventions Group | Inverclyde CHCP | March 2013 |
| | | | Continue to provide intensive family support, early diversion and intervention to vulnerable groups, families and communities to improve life chances and reduce criminal behaviour. | Inverclyde Council Safer & Inclusive Communities | March 2013 |
| | | Violence | The promotion of the No Knives, Better Lives Campaign in Inverclyde continues to promote a targeted approach in respect of awareness raising of weapon carrying, educational inputs and a general youth diversionary message. | Inverclyde Community Safety Partnership | March 2013 |
| | | | Identify families who are known to commit violent crime in identified locations and target a multi agency response and intervention towards supporting these families. | TBC | March 2013 |
| | | | Identify the assets within communities where most violence occurs and engage with them to explore the assets within the communities and what support that they | SOA2 | March 2013 |

| National Outcome | Local SOA Outcomes | Priority Theme | Key Actions | Lead Agency | Timescale (Start Date) |
|---|---|---|---|---|---|
| | | | can provide. | | |
| | | Violence Against Women and Children | Develop an Inverclyde Violence Against Women Strategy | Inverclyde Multi Agency Partnership | COMPLETED |
| | | | Continue to implement, monitor and review the Mentors in Violence Prevention | Inverclyde Council Education and Communities | On-going |
| | | Safety in and around Communities | Establish links to obtain current data in relation to unintentional injuries | Inverclyde Community Safety Partnership | March 2013 |
| | | | Strathclyde Fire and Rescue and Housing Associations to arrange home fire safety visits | Strathclyde Fire & Rescue | March 2013 |
| | | Partnership Accountability | Complete and agree actions from the Community Safety Partnership Self-Assessment Toolkit | Inverclyde Community Safety Partnership | April 2013 |

# REFERENCES

[i] Inverclyde Alliance Single Outcome Agreement 2012 - 17
[ii] Scottish Government- Whole Systems Approach
[iii] Scottish Government- Early and Effective Intervention
[iv] The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem(Scottish Government:2008)
[v] Changing Scotland's Relationship with Alcohol: A Framework for Action (Scottish Government:2009)
[vi] Inverclyde Alcohol and Drug Partnership Strategic Plan 2010 - 2013
[vii] The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) - Inverclyde Local Reports 2010
[viii] Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland (Scottish Government:2009)
[ix] Inverclyde Violence Against Women Multi Agency Strategy 2012-17 (Inverclyde MAP)

# Inverclyde
## council

| | | | |
|---|---|---|---|
| **Report To:** | **Education and Communities Committee** | **Date:** | **7 May 2013** |
| **Report By:** | **Corporate Director Education, Communities and Organisational Development** | **Report No: EDUCOM/52/13/AW** | |
| **Contact Officer:** | **Alana Ward, Libraries Museum And Archives Manager** | **Contact No:** | **01475 712347** |
| **Subject:** | **Request for Loan of a Painting from McLean Museum and Art Gallery** | | |

## 1.0 PURPOSE

1.1 The purpose of this report is to inform the Committee that there has been a request for the loan of two paintings from the McLean Museum and Art Gallery (the James Watt Trust). Both works form part of the Caird Collection.

## 2.0 SUMMARY

2.1 The requests come from the National Galleries of Scotland, Edinburgh and Perth and Kinross Council. The Scottish National Gallery of Modern Art is planning a major exhibition of the works of J.D. Fergusson to be held at the Scottish National Gallery of Modern Art Two, Edinburgh, from November 2013 until June 2014 with the possibility of a potential tour to one UK venue from July to October 2014.

Perth and Kinross Council are also planning an exhibition of Fergusson's work entitled *J.D. Fergusson, Picture of a Celt* to be held in the Fergusson Gallery, Perth from 7 December 2013 to 15 June 2014.

2.2 The Scottish National Gallery of Modern Art wishes to borrow the oil painting *Cassis* by J.D. Fergusson for the first exhibition and Perth and Kinross Council wishes to borrow *The Bridge at Shiehallion* by J.D. Fergusson for the second display.

2.3 Both borrowers will be responsible for the collection and return of the work and will arrange all transport, insurance and handling. All venues have strict security arrangements and suitable environmental conditions in place. The Scottish National Gallery of Modern Art is covered by Government Indemnity Insurance.

## 3.0 RECOMMENDATION

3.1 That the Committee considers the request outlined above for the loans of two paintings; to The Scottish National Gallery of Modern Art from November 2013 to June, 2014 and possibly to another venue from July to October, 2014 and also to Perth and Kinross Council from December to June, 2014 subject to matters of transport, security and insurance being arranged to the satisfaction of the Libraries Manager.

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

**4.0 BACKGROUND**

4.1 J.D. Fergusson, is celebrated as one of the four Scottish Colourists, along with F.C.B. Cadell, G.L. Hunter and S.J. Peploe. They are amongst the most admired of early twentieth-century British artists. He was born in Leith and was mainly self taught. He visited Paris around 1897 and painted in France with S.J. Peploe, moving to Paris in 1907. More than any of his Scottish contemporaries, Fergusson assimilated and developed the latest developments in French painting. The Edinburgh exhibition will be the first major retrospective of Fergusson's work to be mounted in 50 years.

The exhibition at the Scottish National Gallery of Modern Art carries on from the highly successful and well attended exhibitions of the works of F.C.B. Cadell and S.J. Peploe at the Dean Gallery and the Scottish National Gallery of Modern Art Two in Edinburgh, part of the National Galleries of Scotland.

4.2 The McLean Museum regularly lends works of art from its collection to exhibitions organised by suitable bodies. The high quality of the collection has resulted in the McLean loaning works internationally to Japan, Canada and France as well as contributing significant pieces to major shows in Edinburgh, Dublin and London. These shows increase the profile of the institution and Inverclyde Council as lenders and thereby increase the reputation of the Museum's holdings. Lending works from the Museum's collection encourages reciprocity when the McLean applies to borrow items from the collections of other organisations for special displays.

**5.0 PROPOSALS**

5.1 It is proposed that the loan of this work to the exhibition by the McLean Museum will further promote the quality and extent of the holdings of paintings by the J.D. Fergusson in the collection and encourage visits to the institution.

**6.0 IMPLICATIONS**

6.1 Finance: There are no Financial implications.

6.2 Personnel: There are no Personnel implications.

6.3 Legal: The works are part of the Caird Collection. Under the terms of the James McLean Trust the collection shall be, so far as is practicable, kept together as a single collection and retained within the Watt Institution. As, however, the main object of the bequest was the promotion of art in the town of Greenock, advice from the legal section indicates that approval for a loan of a Caird Collection work for a limited time frame is permissible within the terms of the Trust as this advertises the Collection to a wider public.

6.4 Equalities: There are no Equalities implications.

6.5 Repopulation: There are no Repopulation implications.

*Cassis* by J.D. Fergusson 1977.797



*The Bridge and Shiehallion* by J.D. Fergusson 1977.798

# Inverclyde council

| | |
|---|---|
| **Report To:** | Education & Communities Committee Date: 7 May 2013 |
| **Report By:** | Corporate Director Environment, Regeneration and Resources   Report No: LA/1014/13 |
| **Contact Officer:** | Helena Couperwhite     Contact No: 01475 712111 |
| **Subject:** | Use of Powers Delegated to the Chief Executive: The Scottish National War Memorial Campaign |

## 1.0 PURPOSE

1.1 The purpose of this report is to advise of the use of the emergency powers procedure, to approve a request submitted by of the Trustees of the Scottish National War Memorial.

## 2.0 SUMMARY

2.1 Major General M Studwick CBE, Chairman of the Trustees of the Scottish National War Memorial has written to all Scottish Local Authorities, seeking a contribution of £1,500 to mark the 100th Anniversary of the beginning of the Great War, to enable the organisation to undertake a project which includes creating a website; updating and refurbishing their archives and Rolls of Honour; and publishing a book to commemorate the memorial. A copy of the letter is attached at Appendix 1.

2.2 The use of the powers delegate to the Chief Executive was sought, as the Organisation required an early response.

2.3 Authority was granted by Councillors Loughran, McColgan and McEleny and the Chief Executive.

## 3.0 RECOMMENDATION

3.1 That the Committee note the use of the emergency powers procedure for the above.

**Aubrey Fawcett**
**Corporate Director Environment, Regeneration and Resources**

**4.0 IMPLICATIONS**

4.1 Financial Implications - One off Costs

| Cost Centre | Budget Heading | Budget Year | Proposed Spend this Report | Virement From | Other Comments |
|---|---|---|---|---|---|
| 0097000061000 | Grants to Vol Orgs | 2013/14 | £1,500 | | |

Financial Implications - Annually Recurring Costs/ (Savings)

| Cost Centre | Budget Heading | With Effect from | Annual Net Impact | Virement From (if applicable) | Other Comments |
|---|---|---|---|---|---|
| | | | | | |

5.1 Personnel: None

5.2 Legal: None

5.3 Equalities: None

# THE SCOTTISH NATIONAL WAR MEMORIAL

| | | |
|---|---|---|
| *Chairman* | Major General MJ Strudwick CBE | **THE CASTLE** |
| *Secretary* | Lieutenant Colonel RJ Binks FCIS | **EDINBURGH** |
| *Hon Treasurer* | Major TD Straton TD CA CTA | **EH1 2YT** |

Telephone: 0131 226 7393     Facsimile: 0131 225 8920
e-mail: info@snwn.org     Website: www.snwm.org

*Dedicated 1927. Granted Royal Charter 1947. Registered Scottish Charity: SC009869.*

Our Reference: SNWM/200     RECEIVED   MAR 2013     1st March 2013

Dear Councillor McCabe,
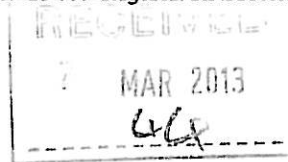
The 100th Anniversary of the start of the Great War in August 2014 has prompted the Trustees of The Scottish National War Memorial to identify the best way of marking these historic years.

The Memorial was designed by Sir Robert Lorminer with over 120 different artists in support, built in the decade after the First World War and completed in 1927. The cost was met through public subscription organised across the burghs and parishes of Scotland with an appeal to Scotsmen in every part of the globe for contributions.

After the work of the Committee, a Royal Charter was granted in December 1947. The Trustees today consist of four individuals nominated by the First Minister, The General Officer Commanding the Army in Scotland who is Governor of Edinburgh Castle, The Lord Provosts of Edinburgh, Glasgow, Aberdeen and Dundee with six other local authorities and the Scottish Trades Unions Congress represented. This composition reflects and recognises the influence and support of the Scottish People and the importance of the Scottish National War Memorial in the psyche of the Nation.

The Trustees are conscious that the Memorial web-site is nearly two decades old, that modern communications is putting its identity and relevance at risk and that the photographic archive is woefully inadequate.

We have therefore decided to embark on a Corporate Communications Project to update our archives and modernise our approach and considerably increase our out-reach. The Project will consist of three parts: a new web-site, a high definition photographic record and a book to commemorate the Memorial as we mark 100 years from the outbreak of hostilities.

At the same time we are using the anniversary of the Great War to ensure that our Rolls of Honour are completely up to date and refurbished. The record of over 200,000 individuals of whom two-thirds died in the First World War, a quarter in the Second World War and many others in campaigns world-wide to the present day.

This Project is going to cost in the region of £50,000 and I will oversee its delivery. Inevitably we are going to require significant support and we will be approaching a number of Trusts and Foundations and individuals to seek financial assistance. I request that you will consider supporting this Project. If every Local Authority was to contribute £500 to £1,500 or whatever you decide; we would have a magnificent foundation of support to be matched by private donations. The Trustees have decided that any funding over and above the cost of the Project would be donated by the Scottish National War Memorial to PoppyScotland (Earl Haig Fund) for their important benevolent work supporting those who suffer as a result of their service in the Armed Forces.

I am copying this letter to the Civic Head, Council Leader and Chief Executive of all the Local Authorities in Scotland and undertake to keep you in touch with our progress. Naturally the book will record contributors who have made this Project possible.

Attached is an outline of the Scottish National War Memorial Project commemorating the centenary of the Great War.

Many thanks for your support,

Yours sincerely,

Major General Mark Strudwick CBE

Chairman of Trustees

**The Scottish National War Memorial Project
to commemorate the 100th anniversary of The Great War.**

### *The Memorial*

The Scottish National War Memorial is unique in its richness and complexity, but also in the way it originated. It was built entirely by public subscription in response to the widespread feeling that a memorial in London was too remote and impersonal to express the grief of the people of Scotland who had lost so many of their young men. Each one of those losses was personal and the extraordinary achievement of the Memorial is that for all its grandeur and complexity, the personal is at its heart, right there in the individual names of those who died inscribed in the Rolls of Honour. From that base in private and individual grief, the Memorial evolves through monuments to the individual services and regiments, including the non-combatants, to express the collective grief of the Nation as a whole.

It is its success in expressing that collective emotion coupled with the comprehensive way it represents those who were involved that is so exceptional. However, crucially, it also clearly expresses the sentiment that the Nation could only ever be reconciled to so much loss if the message for the future was one of peace. Thus the Memorial enshrines the memory of the losses of war, but it is also a monument to the hope of peace. That other wars have followed and sadly there are constantly new names to enter on the Rolls of Honour is a comment on the fallibility of human nature, not on the success in enshrining their message of the team of artists and craftsmen and women who designed and built the Memorial led by Sir Robert Lorimer.

### *The Book and Website*

The purpose of the proposed book is to tell the story of how the Memorial was designed and built and to interpret the richness and complexity of its meaning and purpose for future generations. That story has not hitherto been told. Such publications as the Trustees have sponsored in the past, while serving their purpose at the time, are no longer adequate in this global age where people of dozens of nationalities pass through the Memorial every day. It is essential too that this story is told while a sense of the original purpose of the Memorial is still accessible to us so that future generations will understand, respect and preserve it. There are two obvious places to do this, in a book and on the website. They will complement each other; both will require modern photography.

The research and writing for the book, even the organisation of the information, for instance, are a necessary precondition to building a new web site. So too is photography. There is no adequate photographic record of the Memorial. A book will be the best way of putting those images into wider circulation and thus take the reputation of the Memorial with them. A book will also serve a wider purpose than the website and so would in turn feed back into its usefulness and reputation. It will present the narrative of the Memorial in a way that the website could not do, for websites are not used or constructed in that way. They are there as a tool for finding things, not for telling a unified story with a beginning, a middle and end.

The book will tell the story of the public campaign that led to building of the Memorial, the debate surrounding its design and the way the idea was developed by Lorimer, his team and their advisors, both lay and military. The book will give an account of that team and of the work its members variously undertook. The narrative will then proceed to an exploration of the Memorial itself with an analysis and discussion of the whole building as well as of the role and meaning of its individual parts, from the separate regimental, service and other monuments, the windows in the nave and transepts, through to the shrine with the frieze around the sides, the casket at the centre and the superb windows above.

### The Library and Archive
The Memorial Library holds many records dating from the inception and development of the building and Rolls of Honour, but does not have a composite portfolio of images which can be used with current technology. The gathering of such an Archive will enhance any publication and the website and provide opportunities to offer images to relatives and the wider community.

### The Outreach
The book would greatly broaden the base of public interest. Even in Edinburgh, it is remarkable how often, if you speak to people about the Memorial, they simply look blank. It is an enormously important place, yet it is hardly known at all, certainly not as it deserves to be. The new website will serve those who already have an interest in the Memorial and will be properly designed to be extremely useful in the modern communication age. It will help to widen interest and broaden understanding when the searcher's interest has been aroused. The book will have a quite different publicity arc to the website and will help establish the Memorial in its proper place in the popular imagination and in the Nation's pride.

*Edinburgh Castle*                                          *February 2013*

# Inverclyde
## council

**Report To:** Education and Communities Committee   **Date**:   7 May 2013

**Report By:** Head of Safer & Inclusive Communities   **Report No: EDUCOM/54/13/JA**

**Contact Officer:**   John Arthur                       **Contact No 4263**

**Subject: Letting Policy for Sport and Community Facilities**

## 1.0  Purpose.

1.1   To inform members of a delay in the original timescale for reviewing the letting policy for sport and community facilities

## 2.0  Summary.

2.1   At its meeting of 22 January, 2013 the Committee agreed the approval, in principle, of a revision of the Council's letting policy to include registration of organisations and that a further report be brought to the next Committee, detailing the consultation response and recommending final amendments to the Council's letting policy.

2.2   Whilst work has continued on the revision of the letting policy, progress has been complicated by a number of factors:

1) The decision, in principle, by the Board of Inverclyde Leisure to consider taking over the management of all outdoor sports facilities in Inverclyde (target date September 2013).
2) The decision to reduce the budget (in 2014/15 and 2015/16 ) available for Grants to Voluntary Organisations as part of the budget process, and
3) The proposed development of new, self managed community facilities.

2.3   It is proposed that, in order to properly consider the impact on the above of a revised letting policy, a further report be delayed until after the summer recess in order that the final policy is properly informed.

## 3.0  Recommendations.

3.1   That the Committee note the current position with the review of the letting policy for sport and community facilities and approve the submission of a detailed report after the summer recess.

**John Arthur, Head of Safer & Inclusive Communities**

**4.0 Background.**

4.1 The Council's current letting policy allows a range of waivers to the letting charge for Council owned facilities, or in community halls and outdoor sports facilities operated by Inverclyde Leisure. Currently there is no requirement for organisations applying for these waivers to provide information about their activities, financial standing, constitution and aims, child protection policies or any other details which could reasonably be asked of organisations in receipt of public subsidy.

4.2 The lack of formal registration also inhibits communication with local organisations, in that it is not uncommon for various individuals to present themselves as representing a particular organisation when making bookings. A registration process would establish a more formal relationship with named individuals, thus aiding communication with that organisation regarding bookings, invoicing etc.

4.3 Formal registration would also allow a comprehensive view of all of the Council's support for any particular organisation – many of the organisations in receipt of waivers also receive grants from GTVO and other funds provided by the Council.

4.4 Formal registration, on an annual basis, also allows officers to collect information on participation numbers in organisations (this is particularly important where waivers are given to encourage the uptake of facilities and grow the number of participants in a particular age group), the quality of service, including coaching, provided and the participation of the organisation in governing body quality schemes, co-operation with other organisations, and participation in, for example, community sports hubs.

4.5 Formal registration also allows a more targeted approach to be taken to approving waivers, both generally and in relation to overall policy.

**5.0 Proposed Transfer of outdoor leisure facilities to Inverclyde Leisure.**

5.1 At its meeting of 21st January 2013, the Board of Inverclyde Leisure agreed, in principle, to taking on the management of the Council's outdoor sports facilities. The target date for this transfer is September 2013.

5.2 Inverclyde Leisure currently manage all bookings and collection of income for the Council's outdoor sports facilities. Any change to the waivers to let policy at this stage could have a significant impact on the financial aspects of the transfer proposal. It is considered prudent to delay any change until a draft transfer agreement is in place and ready for Committee approval.

**6.0 Relationship with Grants to Voluntary Organisations.**

6.1 There is a significant overlap of organisations receiving waivers to let and grants from GTVO. As the Council has agreed to reduce the budget for GTVO by £100,000 by 2015/16 it is important to consider any proposed review of the letting policy in that context, to ensure that the impact on any one organisation or group is limited.

**7.0 Relationship with the proposed new, and existing, self managed community facilities.**

7.1 The letting policy, and associated waivers to let, applies only to Council facilities, including schools, and to community facilities and synthetic pitches managed by Inverclyde Leisure. It does not apply to the existing self managed facilities in Inverclyde who depend on letting income to support the activities there. These facilities are supported by the Council through a number of funding streams, including the Regeneration Fund (formerly the Fairer Scotland Fund), GTVO, indirectly through the management fee paid to Inverclyde Leisure and, in some cases, directly in the form of annual grant and deficit funding agreements.

7.2 The proposed development of self managed community facilities at Woodhall, Gibshill,

Broomhill and Inverkip will increase, significantly, the number of such facilities in Inverclyde. All such facilities depend on rental income from the communities and organisations using them. In respect of the new facilities, the Council has provided a total of £75,000 to support the relevant business plans from 2014 onward.

7.3 Any review of the Council's letting policy must consider the effect on demand for, and therefore sustainability of, the self managed facilities.

**5.0 Implications**

5.1 <u>Financial</u>. None at this time.

5.2 <u>Legal.</u> None

5.3 <u>Personnel.</u> None

5.4 <u>Equalities.</u> When delivering services to our customers, full cognisance is taken of equality and diversity processes and procedures.

5.5 <u>Repopulation.</u> High quality, accessible leisure facilities pay a key part in attracting and retaining residents. A transparent and supportive letting and waivers policy will support this aim.

# Inverclyde council

| | | | |
|---|---|---|---|
| **Report To:** | Education & Communities Committee | **Date**: | 7 May 2013 |
| **Report By:** | Chief Financial Officer & Corporate Director Education, Communities & Organisational Development | **Report No:** | FIN/33/13/AP/IC |
| **Contact Officer:** | Iain Cameron | **Contact No**: | 01475 712832 |
| **Subject:** | Education 2012/13 Revenue Budget- Period 11 to 28 February 2013 | | |

## 1.0 PURPOSE

1.1 To advise Committee of the 2012/13 Revenue Budget position as at Period 11 to 28 February 2013.

## 2.0 SUMMARY

2.1 The Education & Communities Committee of 12 March 2013 was informed that the projected out-turn for the 2012/13 Revenue Budget, as at Period 10, was an underspend of £202,000. The latest projection, as at Period 11, is an underspend of £211,000 (0.3% of the total Education Budget.) This represents a reduction in costs of £9,000 since the last report.

2.2 The total Education budget for 2012/13 is £72,648,740.
The School Estates Management Plan accounts for £8,429,000 of the total Education budget. A further £1,639,000 brought forward as Earmarked Reserves will also be used primarily to fund the School Estates Management Plan.

## 3.0 RECOMMENDATION

3.1 That the Committee note the current projected underspend of £211,000 for 2012/13 as at 28 February 2013.

Alan Puckrin
Chief Financial Officer

Albert Henderson
Corporate Director Education, Communities & OD

**4.0 BACKGROUND**

4.1 The purpose of this report is to advise Committee of the current position of the 2012/13 Revenue Budget and to highlight the main issues arising.

**5.0 2012/13 PROJECTION**

5.1 The main issues to highlight in relation to the 2012/13 projected underspend of £211,000 are:

Employee Costs:

The total budget for employee costs is £50,555,000 and the latest projection is a net underspend of £65,000 (0.13% of total budget), the same as reported to the last Committee. The projected overspend of £56,000 for Teachers relates to Supply Teacher HQ cover for longer term sickness and phased returns. The overspend on Teachers has been offset by a projected underspend in non teachers employee costs of £121,000 which is mainly due to Early Years Education vacancies.

Heating Oil:

An underspend of £30,000 for Heating Oil was reported to last Committee. The latest projection is an underspend of £27,000.

Electricity & Gas:

The total budget for Electricity and Gas is £1,329,000 and the latest projection is an underspend of £56,000 - £19,000 for Electricity and £37,000 for Gas. Adjusted bills have been received for two Secondary schools resulting in the underspend increasing by £28,000 since last Committee.

Non Domestic Rates (NDR) :

The current buget for NDR is £2,637,660 and the latest projection is an underspend of £12,000 which is mainly due to a change in Rateable Value for the former St Laurence's Primary School building during refurbishment. Projected costs have increased by £3,000 since last Committee.

Water:

The current budget for Water is £276,200 and the latest projection is an overspend of £38,000. The projected overspend has increased by £14,000 since last Committee. Very high consumption and the possibility of a burst pipe are being investigated at Moorfoot Primary School.

Clothing Grants :

A budget of £167,000 exists to provide funding towards the purchase price of school uniforms for qualifying families. Based on the spend to date, there is a projected overspend of £10,000 for this budget. The overspend will be contained within the overall Education Services budget and there is no change to this projection since last Committee.

ASN Placements:

The ASN Placements budget is £747,550 and the latest projection is an underspend of £40,000. The underspend has reduced by £4,000 since last Committee due to additional pupil support costs for a placement.

Hospital Tuition :

A budget of £40,000 is allocated to fund the costs associated with educating children who are in hospital. As a result of numbers being lower than in previous years there is a projected underspend of £15,000 which was reported to the last Committee.

Education IT Charges :

The projected overspend for IT Charges is £21,000. The overspend is the same as reported to last Committee and will be contained within the overall Education budget.

Payments To Other Bodies :

Education & Communities have a three year agreement with the Beacon Arts Centre to provide £25,000 per annum to fund an Arts Development Officer post. It was expected that this post would be filled part way through 2012/13. However, due to delays in filling the post, the budget set aside for this financial year will not be required until 2013/14. A one-off underspend of £10,840 was reported to last Committee for this budget. The underspend will now be Earmarked and carried forward to 2013/14.

School Meal Income :

A virement approved at the March Committee increased the School Meal Income by £30,000 to £1,030,000. Latest projection is an over recovery of income of £25,000. Uptake of meals in Secondary Schools continues to increase compared to the previous year.

## 6.0  CONCLUSIONS

6.1  The Committee is currently reporting a projected underspend of £211,000 for the 2012/13 Education Revenue Budget.

## 7.0  VIREMENTS

7.1  There are no virements this Committee cycle.

## 8.0 IMPLICATIONS

8.1 The current projected out-turn per Service is:

| 2011/12 Actual £000 | Service | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected over/(under) spend £000 |
|---|---|---|---|---|---|
| 140 | Corporate Director | 134 | 134 | 138 | 4 |
| 54,271 | Education Services | 52,816 | 53,114 | 52,990 | (124) |
| 9,667 | Inclusive Education | 9,324 | 9,675 | 9,590 | (85) |
| 1,509 | Safer Inclusive | 1,764 | 1,508 | 1,502 | (6) |
| 7,370 | SEMP | 13,841 | 13,811 | 13,811 | 0 |
| | Earmarked Reserves | | (2,807) | (2,807) | |
| | Loan Charges/ DMR | | (2,786) | (2,786) | |
| 72,957 | Total Education Service excluding Earmarked Reserves | 77,879 | 72,649 | 72,438 | (211) |

See Appendix 2 for additional detail.

## 9.0 EARMARKED RESERVES

9.1 There is a planned contribution to Earmarked Reserves of £2,796,000 at the end of the current Financial Year as detailed in Appendix 3. Spend to date is 64% of the projected spend for 2012/13. However, a further £2,586,000 relating to loans charges will be paid at the year end increasing the overall percentage spend to 84%.

## 10.0 EQUALITIES

10.1 There are no Equalities issues.

## 11.0 REPOPULATION IMPLICATIONS

11.1 There are no repopulation implications.

## 12.0 CONSULTATIONS

12.1 The report is jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Financial Officer.

# EDUCATION

## REVENUE BUDGET MONITORING REPORT

## MATERIAL VARIANCES

## PERIOD 11 :   1st April 2012 - 28 February  2013

| Out Turn 2011/12 £000 | Budget Heading | Budget 2012/13 £000 | Proportion of Budget | Actual to 28-Feb-13 £000 | Projection 2012/13 £000 | (Under)/Over Budget £000 | Percentage Over / (Under) |
|---|---|---|---|---|---|---|---|
| 38,016 | Employee Costs - Teachers | 36,650 | 33,548 | 33,566 | 36,719 | 69 | 0.2% |
| 13,964 | Employee Costs - Non Teachers | 13,905 | 12,085 | 11,991 | 13,771 | (134) | (1.0%) |
| 2,463 | Non Domestic Rates | 2,638 | 2,638 | 2,632 | 2,626 | (12) | (0.5%) |
| 352 | Heating Oil | 290 | 265 | 212 | 263 | (27) | (9.3%) |
| 587 | Electricity | 630 | 522 | 439 | 611 | (19) | (3.0%) |
| 468 | Gas | 699 | 641 | 514 | 662 | (37) | (5.3%) |
| 199 | Water | 277 | 277 | 261 | 315 | 38 | 13.7% |
| 312 | Education IT Charges | 214 | 196 | 221 | 235 | 21 | 9.8% |
| 1,456 | SPT School Buses | 1,403 | 1,403 | 1,376 | 1,376 | (27) | (1.9%) |
| 177 | Clothing Grants | 167 | 167 | 177 | 177 | 10 | 6.0% |
| 36 | Hospital Tuition | 40 | 37 | 15 | 25 | (15) | (37.5%) |
| 843 | ASN Placements | 748 | 708 | 488 | 708 | (40) | (5.3%) |
| (996) | School Meal Income | (1,030) | (884) | (911) | (1,055) | (25) | (2.4%) |
| **Total Material Variances** | | | | | | **(198)** | |

# EDUCATION

## REVENUE BUDGET MONITORING REPORT

### CURRENT POSITION

#### PERIOD 11 : 1st April 2012 - 28th February 2013

| 2011/12 Actual £000 | Subjective Heading | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---|---|---|---|---|---|---|
| 38,016 | Employee Costs - Teachers | 36,715 | 36,650 | 36,719 | 69 | 0.2% |
| 13,964 | Employee Costs - Non Teachers | 12,774 | 13,905 | 13,771 | (134) | (1.0%) |
| 13,180 | Property Costs | 7,090 | 7,182 | 7,114 | (68) | (0.9%) |
| 3,631 | Supplies & Services | 3,647 | 3,730 | 3,765 | 35 | 0.9% |
| 2,695 | Transport Costs | 2,363 | 2,495 | 2,473 | (22) | (0.9%) |
| 431 | Administration Costs | 445 | 447 | 452 | 5 | 1.1% |
| 4,350 | Other Expenditure | 17,530 | 17,280 | 17,216 | (64) | (0.4%) |
| (3,310) | Income | (2,685) | (3,447) | (3,479) | (32) | 0.9% |
| 72,957 | TOTAL NET EXPENDITURE | 77,879 | 78,242 | 78,031 | (211) | (0.3%) |
| | Earmarked Reserves | 0 | (2,807) | (2,807) | 0 | |
| | Loan Charges / DMR | 0 | (2,786) | (2,786) | 0 | |
| | TOTAL NET EXPENDITURE excluding Earmarked Reserves | 77,879 | 72,649 | 72,438 | (211) | |

| 2011/12 Actual £000 | Objective Heading | Approved Budget 2012/13 £000 | Revised Budget 2012/13 £000 | Projected Out-turn 2012/13 £000 | Projected Over/(Under) Spend £000 | Percentage Over/(Under) |
|---|---|---|---|---|---|---|
| 140 | Corporate Director | 134 | 134 | 138 | 4 | 3.0% |
| 5,745 | Early Years | 5,970 | 6,029 | 5,905 | (124) | (2.1%) |
| 21,093 | Primary Schools | 19,634 | 20,615 | 20,686 | 71 | 0.3% |
| 26,235 | Secondary Schools | 25,161 | 25,311 | 25,271 | (40) | (0.2%) |
| 1,198 | Other Education | 2,051 | 1,159 | 1,128 | (31) | (2.7%) |
| 7,370 | School Estate Management Plan | 13,841 | 13,811 | 13,811 | 0 | - |
| 61,641 | TOTAL EDUCATION SERVICES | 66,657 | 66,925 | 66,801 | (124) | (0.2%) |
| 890 | Educational Support | 686 | 819 | 832 | 13 | 1.6% |
| 7,550 | ASN | 7,156 | 7,503 | 7,422 | (81) | (1.1%) |
| 564 | Psychological Services | 615 | 615 | 586 | (29) | (4.7%) |
| 663 | Other Education Planning | 867 | 738 | 750 | 12 | 1.6% |
| 9,667 | TOTAL INCLUSIVE EDUCATION | 9,324 | 9,675 | 9,590 | (85) | (0.9%) |
| 1,211 | Community Learning & Development | 1,194 | 1,191 | 1,185 | (6) | (0.5%) |
| 195 | Sports Development | 253 | 235 | 235 | 0 | - |
| 103 | Other Safer & Inclusive | 317 | 82 | 82 | 0 | - |
| 1,509 | TOTAL SAFER & INCLUSIVE | 1,764 | 1,508 | 1,502 | (6) | (0.4%) |
| 72,957 | TOTAL EDUCATION COMMITTEE | 77,879 | 78,242 | 78,031 | (211) | (0.3%) |
| | Earmarked Reserves | 0 | (2,807) | (2,807) | 0 | |

# EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Education & Lifelong Learning

| Project | Lead Officer/ Responsible Manager | c/f Funding 2011/12 £000 | New Funding 2012/13 £000 | Total Funding 2012/13 £000 | Actual To Period 11 2012/13 £000 | Projected Spend 2012/13 £000 | Amount to be Earmarked for 2013/14 & Beyond £000 | Lead Officer Update |
|---|---|---|---|---|---|---|---|---|
| School Estate M P | Eddie Montgomery | 1,609 | 13,811 | 15,420 | 8,041 | 12,624 | 2,796 | The majority of the expenditure relates to payments for the PPP Unitary Charge with a further £2.6m relating to Loans Charges paid at the Year End. Projected spend has been updated to reflect the revised SEMP model approved at the October Education Committee. |
| CfE | Wilma Bain | 30 | 0 | 30 | 30 | 30 | 0 | Spending now complete. |
| Total | | 1,639 | 13,811 | 15,450 | 8,071 | 12,654 | 2,796 | |

| Report To: | Education & Communities Committee | Date: | 7 May 2013 |
|---|---|---|---|
| Report By: | Corporate Director Education, Communities & Organisational Development and Chief Financial Officer | Report | EDUCOM/51/13/EM |
| Contact Officer: | Eddie Montgomery | Contact No: | 01475 712472 |
| Subject: | Education Capital Programme 2012 – 2015/16 – Progress | | |

## 1.0 PURPOSE

1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

## 2.0 SUMMARY

2.1 This report advises Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.

2.2 The Capital Programme reflects the School Estate Funding Model as reported to the October 2012 Committee and covers the period 2012-2015/16.

2.3 Overall the Committee is projecting to contain the costs of the 2012-15/16 Capital Programme within available budgets.

2.4 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 4 years of the current programme.

## 3.0 RECOMMENDATION

3.1 That the Committee note the progress on the specific projects detailed in Appendix 1.


Albert Henderson
Corporate Director Education,
Communities &
Organisational Development
12th April 2013

Alan Puckrin
Chief Financial Officer
12th April 2013

**4.0 BACKGROUND**

4.1 This report shows the current position of the approved Education Capital Programme reflecting the allocation of resources approved by the Committee at the meeting on 30th October 2012 (and subsequent decisions on acceleration of the Primary School programme following the Council's budget setting process and the special budget meeting of Thursday 14th February 2013). This allocation forms the basis of the School Estate Programme to completion.

4.2 The School Estate Strategy approved by the Committee gives a comprehensive programme which will enable the Council's entire school stock to be modernised. The programme runs for more than 16 years. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2016.

**5.0 PORT GLASGOW COMMUNITY CAMPUS**

5.1 Works commenced on site on the 3rd October 2011 to complete mid July 2013. The Contractor is progressing on site. The Contractor has split the building into sections for construction and a brief summary of each is included below:

Sports Block - The Sports block internal fit-out is taking shape. Plant areas continue to progress with LV switchboards now in place and power now connected. The Gym halls final wall treatments are continuing with all high level finishes now completed and the main roof-lights completed with plasterboard surrounds in place. The changing rooms and corridors are fully plastered with external windows in place. The final external granite rain-screen cladding is completed with louvers being fitted and solar panels on-going to the roof. The substation has been fitted and final power on. External metal doors are fitted. Main boilers and air handling equipment have been installed. Under-floor heating has been installed throughout and being cured with temporary boilers in advance of tiling commencing with ceilings and final fixtures to follow.

Teaching Block - Focus of the works is to complete the external masonry envelope. Roof works completed to all main areas with glazing to social spaces advanced. All brick and block work now completed with rain-screen granite completed. Aluminium works to complete the envelope are underway. Windows are being completed to rear area with internal finishes/plastering to walls underway in conjunction with services installations. The Oratory/Reflection Space pods are being worked on at present and other areas progressing for attaining wind and watertight stage of these areas. Roof-lights to all areas are nearing completion. Scaffold birdcages to the large open areas are now in place to allow works to these areas to commence. Balustrades to the Agora and all stairwells are now in place with finishing works following on.

ASN (Craigmarloch) Wing - Works to the timber kit structure on Phases 1 to 4 are now complete. Fit-out is progressing well to all phases with plaster boarding and M&E 1st and 2nd fix items following on. Superstructure facade treatments are nearing completion with brickwork, rain-screen granite cladding and aluminium cladding progressing. Roofing works to the remaining phases are completed. Fit-out is commencing to the Hydrotherapy pool with tank installed. Services co-ordination is also continuing to all areas. Under-floor heating is being installed in phase 1 at present with following phases commencing thereafter.

Externals - Works to the external features are progressing well with the sports pitches construction almost complete and retaining walls complete to Kilmacolm Road. Completion of fencing works will follow the retaining walls and utility infrastructure is on-going. Water and gas infrastructure works will be connected shortly at Marloch Avenue. Telecommunication infrastructure is being co-ordinated with BT and Virgin for ducting and cabling works. Preparatory work for external structures and final surfacing is on-going.

As previously reported to Committee, the Contractor is reporting progress behind on the original programme and is endeavouring to recover as much time as possible. The Contractor is currently preparing a detailed recovery programme that indicates completion by 4th October 2012 to allow transfer of the schools during the October holiday period. The project is within budget.

## 6.0 ST COLUMBA'S HIGH SCHOOL

6.1 Works commenced on site on the 16th January 2012 to complete June 2013. The Contractor has split the building into sections for construction and a brief summary of each is included below:

West Wing – structure and fabric works complete with scaffold now dropped; mechanical and electrical works well advanced; floor screeds complete with internal partitions, plasterboarding and finishes substantially complete; 2nd fix joiner work on-going; decoration progressing.

Central Block – structure and fabric works substantially complete; mechanical and electrical works on-going; floor screeds substantially complete with internal partitions, plasterboarding and finishes on-going.

Fitness Suite / Assembly / North Wing / Sports – structure and fabric works complete; mechanical and electrical works substantially complete; floor screeds, internal partitions, plasterboarding and finishes complete; 2nd fix joiner work including fitted furniture substantially complete; flooring commenced with decoration well advanced.

External Works – sub-station works complete; drainage, service ducts, roads and car parks well advanced; MUGA and sports pitch including kerbing and fencing nearing completion; Eco garden area substantially complete; trenching works for final services route almost complete with utility connection dates arranged.

As previously reported to Committee the Contractor is reporting progress behind on the original programme and is endeavouring to recover as much time as possible. The Contractor is currently working to a recovery programme that indicates completion by the end of July to allow transfer of the school after the summer holiday period. The project is currently reporting within budget however it should be noted that the contract contingency is almost fully expended. An updated position will be reported to the next Committee when the works have been completed and final account negotiations are further advanced.

**7.0 MEARNS CENTRE (REFURBISHMENT OF FORMER ST. LAURENCE'S PRIMARY SCHOOL)**

7.1 Works commenced on site on the 16th July 2012 to complete April 2013. As previously reported to Committee the Contractor is reporting overall progress behind the original construction programme. Completion is anticipated in early June with the transfer and opening of the new building programmed for mid June. The project is currently reporting within budget however it should be noted that the contract contingency is almost fully expended. An updated position will be reported to the next Committee when the works have been completed and final account negotiations are further advanced.

**8.0 PRIMARY SCHOOL ACCELERATED PROGRAMME**

8.1 The March 2012 Committee approved an accelerated programme of works to 8 Primary Schools. The 2012/13 programme of work has now been completed. A summary of progress on the 2013/14 projects is included below:

<u>Capital Programme</u>

Lady Alice/St Mary's/St Ninian's PS – External Door Replacement

- tender returned via Building Services Unit, acceptance anticipated following tender review.

Moorfoot PS – Grass Pitch Upgrade

- tenders returned, acceptance imminent.

Lady Alice PS – Toilet Refurbishment

- design progressing with tender issue anticipated May.

Moorfoot PS – Toilet Refurbishment

- design progressing with tender issue anticipated May.

St Ninian's PS – Toilet Refurbishment

- design progressing with tender issue anticipated May.

St John's PS - Dining Extension

- previously programmed for 2013/14 now proposed 2014/15 in line with the main contract refurbishment works. Initial meeting being scheduled with Head Teacher to commence consultation and inform Refurbishment project brief.

Kilmacolm PS- Toilet Refurbishment

- previously programmed as 2013/14 now proposed 2015/16 in line with the main contract refurbishment works. Consultation has been undertaken with Head Teacher outlining possible scope of future refurbishment and impact on toilet locations/layout. Agreed to take forward an interim refurbishment of toilets summer 2013.

<u>Revenue Programme</u>

An allocation of £250K has been made available to take forward work in 2013/14. The School Estate Team has prepared a prioritised list of works in consultation with the various schools. A programme of works is being prepared for the financial year ahead utilising holiday periods and out of hours working with term time works where schools have the capacity to accommodate this.


**9.0   ARDGOWAN PRIMARY SCHOOL REFURBISHMENT**

9.1   The January 2013 Committee approved a revised project budget and scope of works for the Ardgowan Primary School Refurbishment project.

The works to the decant facility at Sacred Heart PS commenced in late September 2012 and are nearing completion. Redecoration internally and various joiner, electrical, data and floor covering replacement works have been completed. The final packages of work in connection with blinds and re-installation of interactive whiteboards will be undertaken over the course of the next few weeks. Enabling works for the relocation of temporary modular accommodation from the temporary shared campus in Port Glasgow will be taken forward in Summer to have foundations and utility connections ready for the relocation of the modular accommodation in October 2013. Two classrooms within St Andrew's Primary School will be utilised by Ardgowan PS for senior classes until that accommodation is available. The school staff of both schools and Education Services staff are finalising the plans in this respect and will provide information to parents in due course. The decant transport arrangements are currently being finalised through Education Services in conjunction with SPT (transport partners).

The School Estate Team continue to meet regularly with the Design Team on the progression of the design and the Stage C report has been finalised and issued. A further meeting with stakeholders (Parent Council and School Staff) is being arranged to present the Stage C proposals. The design stage is currently slightly behind the original programme with recovery proposed through allocation of additional staff resources.

**10.0   FINANCIAL IMPLICATIONS**

10.1   The approved budget for 2012/13 is £34.248M. The revised spend projection was £32.751M, a reduction of £1.49M (4.35%) due to slippage into future years with the majority of this attributed to the large projects i.e. Port Glasgow Community Campus, St Columba's High School and Mearns Centre (Lomond View Academy) which are progressing behind the original construction programmes. The expenditure at 31$^{st}$ March 2013 is £29.896M from a budget of £34.248M. This is expenditure of 87.29% of the budget or 91.28% of the revised projection. It should be noted however that this position is pending completion of the final year end accounting process including accruals which should improve the final spend position.

10.2   The current budget position as amended to reflect the decisions taken at special budget meeting of the Council on Thursday 14$^{th}$ February 2012 is £97.986M, made up of £61.468M Supported Borrowing and £36.518M Prudential Borrowing.  The Current Projection is £97.986M.

10.3

| Education and Lifelong Learning | Approved Budget £000 | Current Position £000 | Overspend / (Underspend) £000 |
|---|---|---|---|
| Total School Estate | 95,856 | 95,856 | - |
| Total Non School Estate | 2,130 | 2,130 | - |
| **Total** | **97,986** | **97,986** | **-** |

10.4    Please refer to the status reports for each project contained in Appendix 1.

## 11.0    CONSULTATION

11.1    There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.

11.2    There are no legal issues arising from the content of this report and as such the Head of Legal and Democratic Services has not been consulted.

## 12.0    EQUALITIES

12.1    There are no equalities issues.

## 13.0    LIST OF BACKGROUND PAPERS

13.1    Education Capital Programme Technical Progress Reports April 2013. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

**Inverclyde** council

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Project Name | Est Total Cost | Actual to 31/3/12 | Approved Budget 2012/13 | Revised Est 2012/13 | Actual to 31/03/13 | Est 2013/14 | Est 2014/15 | Est 2015/16 | Future Years | Start Date | Original Completion Date | Current Completion Date | Status |
| | £000 | £000 | £000 | £000 | £000 | £000 | £000 | £000 | £000 | | | | |
| **SEMP - Capital Programme Projects** | | | | | | | | | | | | | |
| Sacred Heart PS - Decant School Upgrade | 500 | 14 | 15 | 15 | 26 | 355 | 116 | 0 | 0 | Sep-12 | - | Oct-13 | Works substantially completed internally. Modular accommodation relocation design progressing. |
| Whinhill PS (Overton / Highlanders) - Refurbishment & Ext | 5,089 | 3,443 | 1,484 | 1,503 | 1,502 | 143 | 0 | 0 | 0 | Oct-10 | Jul-12 | Jul-12 | Complete. |
| Gourock HS - Refurbishment for St Columba's HS | 14,667 | 1,587 | 7,172 | 6,672 | 6,312 | 5,156 | 1,252 | 0 | 0 | Jan-12 | Jun-13 | Jul-13 | On site. Behind programme. |
| Inverkip PS - Refurbishment | 595 | 362 | 90 | 159 | 190 | 74 | 0 | 0 | 0 | Jul-11 | Aug-12 | Mar-13 | Complete. |
| ASN School - New Build | 10,628 | 984 | 5,759 | 5,759 | 5,182 | 3,734 | 151 | 0 | 0 | Oct-11 | Jul-13 | Oct-13 | On site. Behind programme. |
| Road Improvements - PPP Secondary Schools | 276 | 61 | 191 | 191 | 132 | 24 | 0 | 0 | 0 | Jun-11 | Aug-11 | Dec-12 | Complete. |
| Demolish Greenock Academy | 164 | 71 | 0 | 0 | 0 | 0 | 0 | 91 | 2 | Sep-15 | - | Nov-15 | Demolition delayed. Building in temporary use. |
| Demolish Kings Glen PS | 99 | 0 | 160 | 96 | 79 | 3 | 0 | 0 | 0 | Sep-12 | Nov-12 | Dec-12 | Complete with exception of soft landscape works. |
| Demolish St Stephens HS | 558 | 0 | 0 | 0 | 0 | 150 | 408 | 0 | 0 | Dec-13 | - | Feb-14 | Brief issued. |
| Demolish Lilybank | 124 | 0 | 0 | 0 | 0 | 77 | 47 | 0 | 0 | Dec-13 | - | Jan-14 | Brief issued. |
| Kilmacolm PS Re-Roofing | 258 | 23 | 235 | 235 | 228 | 0 | 0 | 0 | 0 | Apr-12 | Jun-12 | Jun-12 | Complete. |
| Moorfoot PS Windows & Curtain Walling | 397 | 0 | 337 | 372 | 370 | 25 | 0 | 0 | 0 | Jun-11 | Oct-12 | Oct-12 | Complete. |
| Primary School - Accelerated Programme (Various Schools) | 1,035 | 0 | 620 | 489 | 397 | 546 | 0 | 0 | 0 | Apr-12 | - | Mar-14 | Phased programme of works on-going. |
| Ardgowan PS - Refurbishment | 5,591 | 0 | 201 | 201 | 97 | 1,553 | 3,718 | 119 | 0 | Jul-13 | - | Oct-14 | Revised budget approved. Stage C design and report complete. Design progressing. |
| St Patrick's PS - Refurbishment | 5,342 | 0 | 0 | 0 | 0 | 0 | 215 | 2,417 | 2,710 | Jul-15 | - | Oct-16 | |
| Kings Oak PS Janitors House Demolition | 20 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | May-13 | - | Jun-13 | Tenders returned. Acceptance imminent. |
| Binnie Street Children's Centre - Capital Contribution | 90 | 0 | 90 | 90 | 90 | 0 | 0 | 0 | 0 | Sep-11 | Jun-12 | Aug-12 | Complete. |
| St John's PS - Refurbishment | 2,215 | 0 | 0 | 0 | 0 | 56 | 1,307 | 791 | 61 | Jul-14 | - | Aug-15 | Acceleration approved. Brief to be prepared. |
| Kilmacolm PS - Refurbishment | 3,655 | 0 | 0 | 0 | 0 | 0 | 145 | 1,869 | 1,641 | Jul-15 | - | Oct-16 | Acceleration approved. |
| St Mary's PS - Rewire | 296 | 0 | 0 | 0 | 0 | 296 | 0 | 0 | 0 | Jul-13 | - | Oct-13 | Brief issued, Design progressing. |
| Balance of Lifecycle Fund | 2,005 | 0 | 0 | 0 | 0 | 0 | 487 | 601 | 917 | | | | |
| Balance of Contingency | 830 | 0 | 325 | 430 | 130 | 100 | 100 | 100 | 100 | | | | |
| Future Projects | 6,587 | 0 | 0 | 0 | 0 | 0 | 19 | 377 | 6,191 | | | | |
| Complete on site | 117 | 0 | 117 | 117 | 84 | 0 | 0 | 0 | 0 | | | | |
| | | | | | | | | | | | | | |
| **Non Prudentially Funded SEMP** | 61,138 | 6,545 | 16,796 | 16,349 | 14,819 | 12,292 | 7,965 | 6,365 | 11,622 | | | | |
| | | | | | | | | | | | | | |
| **SEMP-Prudentially Funded Projects** | | | | | | | | | | | | | |
| Port Glasgow Shared Campus Secondary School | 31,254 | 4,152 | 14,695 | 14,195 | 13,123 | 9,926 | 2,981 | 0 | 0 | Oct-11 | Jul-13 | Oct-13 | On site. Behind programme. |
| St Laurences PS - Refurb for Mearns Centre | 2,343 | 142 | 2,131 | 1,511 | 1,376 | 620 | 70 | 0 | 0 | Jul-12 | Apr-13 | Jun-13 | On site. Behind programme. |
| Prudential Funding Balance of Contingency | 1,000 | 0 | 0 | 0 | 0 | 0 | 1,000 | 0 | 0 | | | | |
| Complete on site | 121 | 0 | 121 | 121 | 16 | 0 | 0 | 0 | 0 | | | | |
| | 34,718 | 4,294 | 16,947 | 15,827 | 14,515 | 10,546 | 4,051 | 0 | 0 | | | | |
| | | | | | | | | | | | | | |
| **TOTAL SEMP CAPITAL** | 95,856 | 10,839 | 33,743 | 32,176 | 29,334 | 22,838 | 12,016 | 6,365 | 11,622 | | | | |
| | | | | | | | | | | | | | |
| **Non-SEMP Capital Programme Projects** | | | | | | | | | | | | | |
| Whinhill/Kilmacolm/St. Ninians PS - Pitch Upgrading | 830 | 0 | 0 | 0 | 0 | 0 | 830 | 0 | 0 | Apr-14 | - | Mar-15 | Funding approved. Detailed programme to be agreed. |
| | 830 | 0 | 0 | 0 | 0 | 0 | 830 | 0 | 0 | | | | |
| | | | | | | | | | | | | | |
| **Non-SEMP Prudentially Funded Projects** | | | | | | | | | | | | | |
| Binnie Street Children's Centre | 1,300 | 725 | 505 | 575 | 562 | 0 | 0 | 0 | 0 | Sep-11 | Jun-12 | Aug-12 | Complete. |
| | 1,300 | 725 | 505 | 575 | 562 | 0 | 0 | 0 | 0 | | | | |
| | | | | | | | | | | | | | |
| **TOTAL non-SEMP CAPITAL** | 2,130 | 725 | 505 | 575 | 562 | 0 | 830 | 0 | 0 | | | | |
| | | | | | | | | | | | | | |
| **TOTAL ALL CAPITAL PROJECTS** | 97,986 | 11,564 | 34,248 | 32,751 | 29,896 | 22,838 | 12,846 | 6,365 | 11,622 | | | | |

# Inverclyde council

| | | |
|---|---|---|
| **Report To:** | Education & Communities Committee | **Date:** 7 May 2013 |
| **Report By:** | Corporate Director  Education, Communities and Organisational Development | **Report No: EDUCOM/43/13/AH/WB** |
| **Contact Officer:** | Wilma Bain (Head of Education) | **Contact No: 01475 712891** |
| **Subject:** | Update on Progress with the Implementation of Curriculum for Excellence | |

## 1.0 PURPOSE

1.1 The purpose of this report is to provide Committee members with information about the progress being made with the implementation of Curriculum for Excellence.

1.2 A regular progress report on Curriculum for Excellence was requested by members of the Education and Lifelong Learning Committee at their meeting which was held on 11 May 2010.

## 2.0 SUMMARY

2.1 Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to18, and prepare them for life in the 21$^{st}$ century.

2.2 This report provides an update of the work currently being undertaken at authority level to support Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence.

## 3.0 RECOMMENDATION

3.1 The Education and Communities Committee is asked to note the ongoing progress being made with the implementation of Curriculum for Excellence in Inverclyde.


Albert Henderson
Corporate Director  Education, Communities and  Organisational Development

**4.0 BACKGROUND**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated.

The purpose of Curriculum for Excellence is encapsulated in the 4 capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

**5.0 PROPOSALS**

5.1 None

**6.0 IMPLICATIONS**

6.1 Finance

The Scottish Government provided grant funding of £58,000 to Inverclyde for 2011/12 as part of a funding allocation to local authorities to support quality assurance and moderation of assessment as part of the implementation of Curriculum for Excellence. The allocated sum is based on local authority teacher numbers. The Scottish Government has continued this funding for 2012/13.

Additional financial support has been provided by the Scottish Government to support secondary schools with preparations for the new National Qualifications. The amount of funding allocated to Inverclyde secondary schools is anticipated to be in the region of £50,000.

6.2 Legal
There are no legal implications

6.3 Personnel
There are no personnel implications

6.4 Equalities
Curriculum for Excellence aims to improve outcomes for **all** children and young people aged 3-18.

**7.0 CONCLUSION**

This progress report on Curriculum for Excellence outlines the current progress that is being made across Inverclyde schools and early years' establishments with the implementation of Curriculum for Excellence.

**8.0 BACKGROUND PAPERS**

8.1 None

**APPENDIX 1**

**Education and Communities Committee Meeting – 7 May 2013**


**SCHOOL SESSION 2012/13**

**CURRICULUM FOR EXCELLENCE UPDATE**


*Curriculum for Excellence* aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to18, and prepare them for life in the 21st century through the development of skills for learning, skills for life and skills for work.

The implementation of Curriculum for Excellence is a key priority in the 2012/13 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.


## Pupil Entitlements and School Improvement Planning

At the Heads of establishment meeting on 20 March 2013, all Head Teachers and Heads of Early Years establishments were asked to reflect on the following Curriculum for Excellence entitlements for children and young people as part of their school improvement planning process:

- Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

- Every child and young person is entitled to experience a broad general education (up to the end of S3)

- Every child and young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications

- Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

- Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

- Every child and young person is entitled to support in moving into a positive and sustained destination (post 16)

A couple of reflective questions associated with each entitlement were given to Heads of establishment to support their self-evaluation process. These are shown in Appendix 1a which contains a copy of the PowerPoint slides presented at the Heads of establishment meeting on 20 March 2013.


## Senior Phase

Seondary Head Teachers have been meeting with Education Services' Senior Management Team to consider a future model for the senior phase. This has involved considering the timing of option

choices for pupils and the number of courses to be studied in S4 and S5/6.  Factors such as staffing, timetabling and learning pathways for pupils have also had to be taken into account.  Head Teachers are currently discussing proposals with their senior managers and will share the outcome of these discussions at the next meeting with other secondary Head Teachers colleagues and Education Services' Senior Management Team.  Once the details of a proposed future senior phase model are available, a briefing paper and meeting will be organised for members of the Education and Communities committee.

## Health and Wellbeing Update

Inverclyde Council has been successful in bidding for funding from Education Scotland to undertake a development project in the area of Health and Wellbeing.

Inverclyde Council and Community Planning Partners have set out a new vision for the area: *Nurturing Inverclyde - Getting it Right for Every Child, Citizen and Community*.  This approach builds on GIRFEC principles and is a commitment to thread wellbeing throughout planning and delivery to get it right for all, ensuring that every Inverclyde resident is supported to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

In considering the main area of focus for a Local Authority Project for Inverclyde, consultation took place with the local Health and Wellbeing Steering Group and the Health and Wellbeing Co-ordinators based in all Inverclyde Pre 5, Primary, Secondary and Special establishments.  A number of common themes emerged through these discussions:

- Transitions
- Partnership Development

Our overall proposal would be to build on work already done in the authority around partnership planning, and facilitating the move from "a partnership planner" for Health and Wellbeing to "partnership planning".  It is our intention to build robust, sustainable processes that assist effective partnership planning, delivery and evaluation in the area of health and wellbeing.

## 3-18 Curriculum Impact Review for Religious and Moral Education (RME)

In the previous CfE progress report to the Education and Communities committee, members were informed about the successful visits in February 2013 by Education Scotland colleagues to Notre Dame High School, St Columba's High School, and All Saints Primary School as part of the national 3-18 curriculum impact review for Religious and Moral Education (RME).   I can now confirm that a similar visit to Port Glasgow High School took place on 13 December 2012 and the outcome of this visit was very positive.

## Education Scotland – Partnership Working

Two groups of schools are working in partnership with Education Scotland to provide materials for the National Assessment Resource (NAR):

- St Stephen's High School and Port Glasgow High School are considering pupils' progress in relation to health and wellbeing outcomes as part of the 'Mentors in Violence Project' (the 'Mentors in Violence' project recently won a Silver COSLA award).

- The St Columba's cluster schools are looking at skills development in Science as part of an Innovation project.

A number of practitioners from Inverclyde schools attended a national seminar to consider implications for developing numeracy based on the findings from the Scottish Survey of Literacy and Numeracy 2011.

**School Leaver Destinations 2011/12 Follow-up Exercise - Update**

The SLDR (2011/12) follow-up exercise has just been completed and although we do not have any particular statistics for destinations as yet (these are due to be published in June 2013) we have had confirmation that we have no unknowns.

**Enterprise and Citizenship Update**

Fairtrade Fortnight – Visit from Malawian Rice Growers

As part of Fairtrade Fortnight, the Director of the Scottish Fairtrade Forum visited Inverclyde with 2 Malawian Rice Growers.  For many years now Notre Dame High School has been selling the rice the farmers produce and the pupils on the school's Fairtrade Group gave an excellent presentation to the visitors. The visitors joined a S4 Geography class who were currently studying agriculture in a foreign country. This was a great opportunity for a "real" Q and A session with people at the forefront of agricultural development in Malawi where every process is still done manually with no access to machinery.

20 schools held events and activities in their schools and communities ranging from Fairtrade Coffee Mornings to Craft Fairs and Awareness Raising presentations.

Enterprise Showcase 2013

The 8th Enterprise Showcase took place on 26/27 March 2013 in the Greenock Town Hall. Parents, and other members of the public, education staff and many elected members attended to see the diverse range of projects, activities and Curriculum for Excellence approaches taken by our schools. On day 1, around 500 visitors attended the event and almost 1000 pupils attended the event on day 2. Teaching staff feedback has been very positive with everyone commenting on how the event provides a rare platform to share best practice, learn from each other and get inspiration from the ideas being showcased. In addition to the schools, the event was supported by Sports Development, Inverclyde Music Service, Fairtrade and Malawi stands. 700 pupils were engaged in a Skills Workshop by Hopscotch Theatre Company looking at the importance of skills and how they can be transferred to the workplace.

Young Enterprise Scotland – Renfrewshire Area Finals

Five of our 6 Young Enterprise Teams participated in the inter-authority Renfrewshire Finals hosted by the University West of Scotland. The Inverclyde schools all impressed the judges with their

Trade Stands, product knowledge and presentation skills. On the day, St Stephen's High School team were announced "Best Company in Inverclyde" with Port Glasgow High School and St.Columba's High School teams also picking up prizes.

Business Awareness Day – Notre Dame High School

21 business people acted as group mentors taking S3 pupils at Notre Dame High School through a number of challenges with a focus on business skills. The event offered pupils the opportunity to work in teams, solve problems, negotiate, communicate, present and be creative while being supported and encouraged by a local business person.

The Recruit 2013

The 7th Recruit programme started during the Easter break with 35 senior pupils from our 6 secondary schools. Following a successful 3 day outward bound programme at Auchengillan Outdoor Centre another busy programme is planned for the group over the summer months. Over the past 6 years the programme has supported over 46 young people into employment and raised just under £70,000 for Charities.  It is hoped that business support for the programme will be strong again this year.

Greenock Chamber of Commerce - GCC (Update)

It has now been agreed that as part of the Bicentenary celebrations the Chamber of Commerce will support the following:

**Senior School Business Challenge** – Schools will have to carry out research and propose developments for Inverclyde in the year 2030. The teams will submit a written report and give a presentation to a panel of judges.

**Legacy Awards** – each secondary school will be provided with an annual trophy in recognition of a particular business related achievement eg. Entrepreneurial Spirit, Leadership, Transformation, Business Management etc.   It will be up to the school to decide on the area of recognition each year and an individual prize for the winner will also be supported.

**Free School Membership to GCC** – Secondary schools will be offered the opportunity of free membership to the Chamber of Commerce giving them access to membership benefits such as Training, Site Visits and Networking Events.


**Examples of Good Practice – Parent/Carer Events**

Notre Dame Cluster – Community Science Fayre

The Notre Dame High School cluster held a parent engagement event in March 2013 to promote the application of Science 3-18.  Children and pupils from the cluster early years establishments and schools showcased their work along with a packed programme of activities, workshops and displays for parents and carers.  The well attended event was a great success to the extent that the cluster establishments are considering making it an annual event.

<u>Clydeview Academy Cluster Event</u>

The Clydeview Academy cluster held a showcase event for parents/carers, staff and pupils on skills development across the curriculum 3-18. Each establishment in the cluster presented an example of work they are currently undertaking to develop children and young people's skills, and visitors got the chance to view stands and ask pupils' questions.

**Authority CfE Papers To Date**

Listed below are the authority papers that have been produced to date and issued to all Heads of establishment. They are all available via the Inverclyde 'Curriculum for Excellence' site ('share resources' section):

The main items issued fall into three groups:

**Framework Documents:** These are major pieces of work, and are available for:

- Maths (including the Maths planners)
- Numeracy
- Health and Wellbeing

**Advice Papers:** These were produced by the five advisory groups. They cover:

- Assessment and Moderation
- Parental Involvement
- CPD
- Communication and Glow
- Tracking, Reporting and Recognising Achievement
- Self-evaluation

**Guidance Papers:** These are shorter and tend to focus on one issue:

- Pace and progression
- Skills for learning, life and work
- New Flexible Work Experience Model

**National Publications**

All national publications and associated papers relating to Curriculum for Excellence, along with exemplars and examples of good practice are available from the national Curriculum for Excellence website ([www.ltscotland.org.uk/curriculumforexcellence](www.ltscotland.org.uk/curriculumforexcellence)).

# Curriculum for Excellence
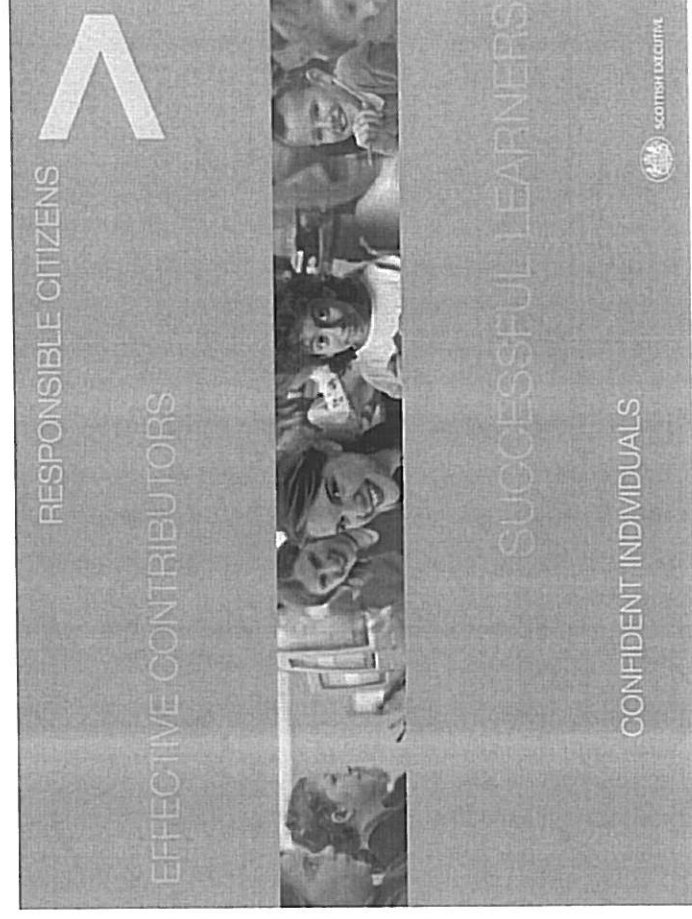


Entitlements for Children and Young People

Inverclyde
council

# A Moment to Reflect…
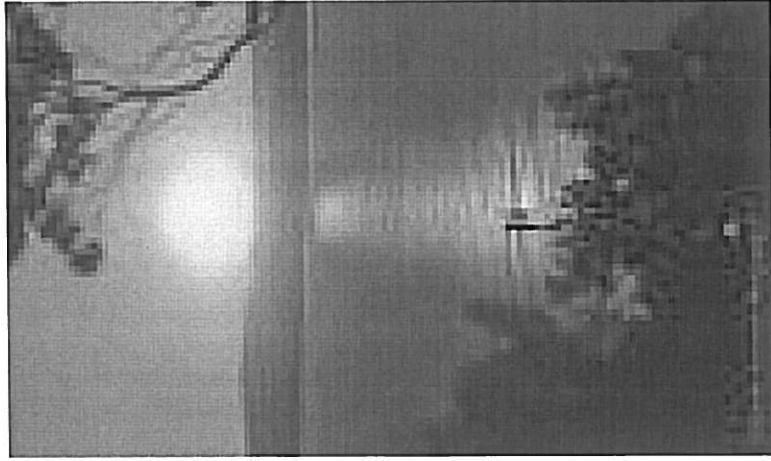
Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

- What are you doing to monitor the detail of the curriculum being developed in your school/early years establishment?

- What communication have you had with parents/carers about the curriculum?

Inverclyde council

Every child and young person is entitled to experience a broad general education (up to the end of S3)

Primary

- What is the quality of your pupils' P7 profile?

Secondary

- What use did you make of the P7 profiles?

- What use will be made of the S3 profiles in planning curricular pathways in the senior phase?

Inverclyde
council

Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications

- How will you you ensure pupils are clear how their learning through the Broad General Education will be built on and progressed in the Senior Phase?

- What are your expectations in respect of reporting learners' progress to learners themselves, to parents and to receiving teachers?

Inverclyde council

Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

- What steps are you taking to ensure the development and application of these skills are fully embedded across the curriculum?

- How are you monitoring children and young people's attainment in literacy and numeracy?

Inverclyde
council

Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

- Are children and young people having regular opportunities to discuss their learning and set goals for their next stages in learning?

- What partnership working is taking place to 'get it right for every child' in your school/early years establishment?

Inverclyde council

Every young person is entitled to support in moving into a positive and sustained destination (post 16)

- Are you confident that the young people in your school have the right support to remove barriers that might restrict their learning choices?

- What support is in place to ensure young people receive appropriate career information, advice and guidance?
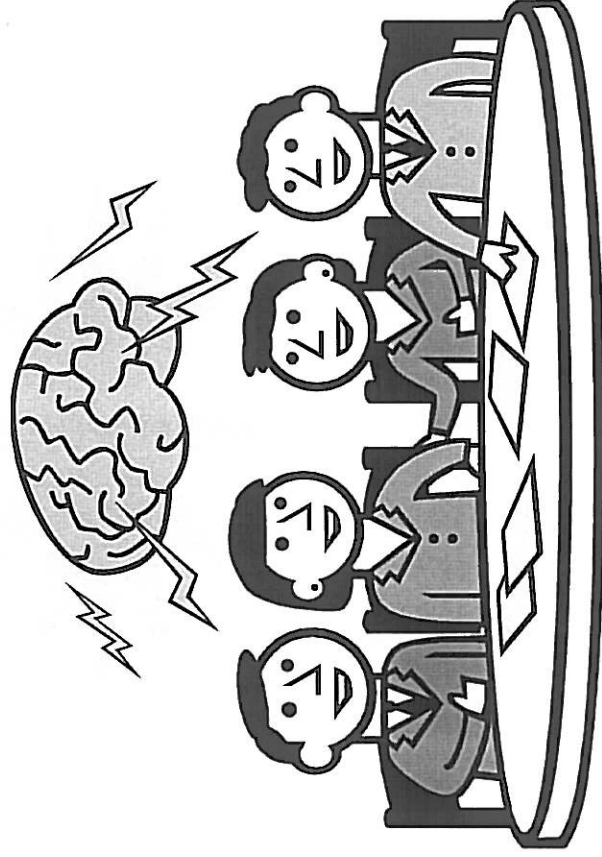
Inverclyde
council

# Professional Dialogue

Inverclyde
council

| Report To: | Education and Communities Committee | Date: | 7 May 2013 |
|---|---|---|---|
| Report By: | Corporate Director Education, Communities & OD | Contact No: | 01475 712817 |
| Contact Officer: | Linda Wilkie | Contact No: | 01475 712812 |
| Subject: | Governance Report – Partner Providers | | |

## 1.0 PURPOSE

1.1 The purpose of this report is to provide an update to Committee on the governance arrangements and outcomes for Partner Providers.

## 2.0 SUMMARY

2.1 The Policy and Resources Committee agreed in May 2011 to introduce a process to ensure that the Council fulfils its responsibilities towards external organisations effectively.

2.2 During the financial year 2012 /13 there were 5 Partner Providers on the Council's Governance list.

2.3 The Governance requirements for each organisation vary and are detailed in the report.

2.4 The Governance requirements for most organisations have been met in this reporting period.

## 3.0 RECOMMENDATION

3.1 It is recommended that the Education and Communities Committee note the Governance report.

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

## 4.0 BACKGROUND

4.1 The Policy and Resources Committee agreed in May 2011 to introduce a process to ensure that the Council fulfils its responsibilities towards external organisations effectively.

4.2 Within the Education Services Governance list there are seven services, five of which are Partner Providers which are the subject of this report.

4.3 In line with the Council's Governance risk matrix the oversight arrangements for the 5 Partner Providers are detailed in the table below:

| Provider | Governance Arrangements | | |
| --- | --- | --- | --- |
| | Annual accounts received and reviewed by Council | Documented Meeting | Annual Report Submitted to Corporate Director |
| Tree Tops Community Nursery | ✓ | 2 per annum | Yes |
| Wellington Pre 5 Centre | ✓ | 2 per annum | Yes |
| James Watt College Nursery | ✓ | I per annum | No |
| Madeira Nursery | ✓ | 2 per annum | Yes |
| Glencairn Nursery | ✓ | 2 per annum | Yes |

4.4 Tree Tops Community Nursery and Glencairn Nursery will close at the end of June 2013 and therefore will no longer be subject to the governance process.

4.5 Enchanted Forest Nursery was commissioned to provide Pre-School Education in August 2013 and will now be subject to the governance process.

## 5.0 FUNDING DATA

5.1 The funding allocated to the services in financial year 2012 / 13 is detailed in the table below:

| ESTABLISHMENT | NUMBER OF COMMISSIONED PLACES | FUNDING 2012 / 13 |
| --- | --- | --- |
| Wellington Nursery | 23 | £ 29613.00 |
| James Watt College Nursery | 30 | £ 52453.00 |
| Glencairn Nursery | 28 | £ 39552.00 |
| Madeira Nursery | 28 | £ 39152.00 |
| Tree Tops Community Nursery | 25 | £ 49580.00 |

## 6.0 QUALITY OF SERVICES

6.1 A key focus of the governance process is quality of services. This is monitored through various levels of scrutiny including Care Inspectorate and HMIe data; Standard and Quality Reporting and governance visits.

6.2 The Qualitative Data for establishments is detailed in the table below:

| Establishment | Care Inspectorate | | | | HMIe | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Quality of Care and Support | Quality of Environ-ment | Quality of Staffing | Quality of Manage-ment and Leadership | Improvements in performance | Children's experiences | Meeting learning needs | The curriculum | Improvement through self-evaluation |
| **Wellington Pre 5 Centre** | Very God | Good | Very Good | Good | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| **Tree Tops Community Nursery** | Good | Good | Good | Good | Good | Very Good | Very Good | Good | Good |
| **James Watt College Nursery** | Good | Very Good | Good | Good | Good | Good | Good | Good | Good |
| **Glencairn Nursery** | Very Good | Very Good | Very Good | Very Good | (Last inspection January 2008 – different inspection model) | | | | |
| **Madeira Nursery** | Good | Good | Good | Good | Good | Good | Satisfactory | Good | Satisfactory |

6.3 The data gathered through scrutiny identified the following issues:
  o Wellington Pre 5 Centre is currently engaged with the Local Authority in implementing an action plan to improve quality following their recent HMIe inspection.
  o Madeira Nursery was engaged with the Local Authority in implementing an action plan to improve quality following their recent HMIe inspection. This process is now complete.

6.4 There are no concerns over grades allocated by Care Inspectorate.

## 7.0 COMPLIANCE

7.1 Most establishments are compliant with the Governance process. 1 set of annual accounts have not been received however Education Services has now been assured by the Service's accountant that these will now be supplied.

7.2 There has been concern over the financial circumstances of Tree Tops Community Nursery since September 2012.

Since this date closer scrutiny of the services has taken place:
- o 1 Officer from Education Services and 1 Officer from Finance have attended date bi-monthly Board of Management Meetings;
- o 4 weekly financial updates requested and received;
- o Funding arrangements changed to 4 weekly payments in arrears.

On the 4th March 2013 the Board of Tree Tops Community Nursery made the decision to close the service as it was no longer financially viable. This was reported to Education and Communities Committee on 12th March 2013.

7.3 The decision to close Glencairn Nursery was made due to their premises being sold and the Company being unable to identify alternative suitable premises. There were no financial concerns with regard to the business.

7.4 Within this reporting period 5 governance meetings have taken place with 2 outstanding. These will be completed between April and June 2013.

7.5 The annual report to the Corporate Director will be completed in June 2013.

**8.0 IMPLICATIONS**

8.1 <u>Financial</u>
There are financial issues arising from this report.

8.2 <u>Personnel</u>
There are no personnel issues arising from this report.

8.3 <u>Equalities</u>
The equalities process is embedded within the Governance process.

9.0 **RECOMMENDATIONS**

9.1 It is recommended that the Education and Communities Committee note the Governance report.

**10.0 BACKGROUND PAPERS**

10.1 None

# Inverclyde
### council

| | | | |
|---|---|---|---|
| **Report To:** | **Education and Communities Committee** | **Date:** | **7 May 2013** |
| **Report By:** | **Albert Henderson, Corporate Director, Education, Communities and Organisational Development** | **Report No:** | **EDUCOM/40/13/AH/MMcK** |
| **Contact Officer:** | **Miriam McKenna, Corporate Policy and Partnership Manager** | **Contact No:** | **712042** |
| | **Karen McCready, Corporate Policy Officer** | | **712146** |
| **Subject:** | **Education, Communities and Organisational Development Corporate Directorate Improvement Plan** | | |

## 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, focued 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 GIRFECCC 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



Inverclyde
council

# Table of Contents                      Page

# 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.

**Education, Communities and Organisational Development Directorate**

| Education | Inclusive Education, Culture and Corporate Policy | Safer and Inclusive Communities | Organisational Development, HR and Communications |
|---|---|---|---|
| Early Years | Additional Support Needs | Environmental Health | Organisational Devel. |
| Primary Education | GIRFEC | Trading Standards | Human Resources |
| Secondary Education | Educ. Psychology Service | Community Safety | Employee Relations |
| Curriculum for Excellence | Children who are Looked After | Active schools & Sports Development | Corporate Health & Safety |
| Equalities | Corporate Policy | Anti-social behaviour | Employee Development |
| Continuous Improvement | Libraries, Museums & Archives | Adult Learning & Literacies | Compensation/ Benefits Payroll |
| | Arts & Music | Youth Work | Workforce Planning |
| | Child Protection | Community Capacity | Succession Planning |
| | Education Transport | Strategic Housing Services | Corporate Comms |
| | | Public Space CCTV | Graphic Design |

## 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; tacking 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

- HMIe 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 it's 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.

```
        ┌──────────────────┐
        │    Corporate     │
        │   Improvement    │
        │      Group       │
        └──────────────────┘
          │              │
┌──────────────────┐  ┌──────────────────┐
│    Corporate     │  │ Performance and  │
│ Equalities Group │  │   Improvement    │
│                  │  │      Group       │
└──────────────────┘  └──────────────────┘
```
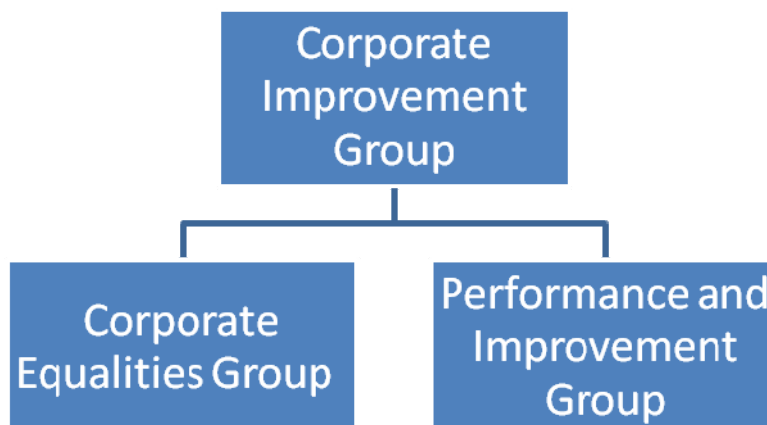
## 3.0    Self Evaluation and Improvement Plan

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 QI1 '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**

| Directorate Budget Costs | £s |
|---|---|
| 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 |
| **TOTAL** | **£88,697,940** |

**Table Two: Service Costs**

| Service Breakdown | £s |
|---|---|
| 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 |
| **TOTAL** | **£88,697,940** |

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**

| Service | 2013/14 | | | 2014/15 | | | 2015/16 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Gross Expenditure £000's | Net Expenditure £000's | FTE | Gross Expenditure £000's | Net Expenditure £000's | FTE | Gross Expenditure £000's | Net Expenditure £000's | FTE |
| 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 |
| **Education & Communities Committee Total** | **89481** | **86248** | **1404.89** | **88423** | **85150** | **1392.49** | **87738** | **84424** | **1382.69** |
| 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 |
| **Policy & Resources Committee Total** | **2184** | **2094** | **44.6** | **2136** | **2046** | **43.6** | **2014** | **1924** | **42.1** |
| **Education and Communities Directorate Total** | **91665** | **88342** | **1449.49** | **90559** | **87196** | **1436.09** | **89752** | **86348** | **1424.79** |

# 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** | External Funding Group<br><br>An External Funding Group has been established and an external funding officer post has been agreed.<br><br>Number of funding applications agreed 12/13 | Establish development sessions for managers to support funding applications.<br><br>Work in closer partnership with community and voluntary sector | Development group and funding officer to be more proactive in setting up training sessions / events<br><br>( August 2013) | Increased number of successful bids to external funds.<br><br>Development sessions well attended | Angela Edwards | | SOA3 SOA8<br><br>Achieving |
| CA2 | **Performance Corporate Improvement Group** | Corporate Equalities Group<br><br>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 | Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates<br><br>Service delivery better meets the needs of people with protected characteristics | Continue to provide appropriate guidance and support to Directorates<br><br>Appoint an Equalities Officer to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes<br><br>Increase representation on Corporate Equalities Group to include a wider range of people | Council staff understand how they should engage with customers and colleagues with protected characteristics<br><br>Specific Duties are met within required legislative timelines<br><br>There is increased engagement with and representation from groups of service users with | Wilma Bain | *Equalities Officer post - tbc* | SOA2 SOA8<br><br>Included Respected and Responsible<br><br>MBV1 |

15

| 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<br><br>Timescale: To be agreed | protected characteristics<br><br>Monitoring is in place across Services to identify whether there are any barriers to accessing services for people with protected characteristics | | | |
| CA3 | **Performance Corporate Improvement Group** | Competitiveness<br><br>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.<br><br>These are used consistently across services. | Enhancement of self evaluation guidance and processes regarding competitiveness and challenge<br><br>(Dec 2015) | Self evaluation guidance has more emphasis on competitiveness and challenge<br>CDIPs better reflect competitiveness.<br><br>Benchmarking taking place across services where efficiencies can be generated and best practice learned from. | Angela Edwards | *No resource implications.* | SOA 8 |
| CA4 | **Corporate Policy & Partnership Team** | Self Evaluation<br>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<br><br>( Dec 2013) | All CDIP Improvement Plans are based on robust evidence obtained from self evaluation.<br><br>All new plans/ strategies are based on self evaluation | Angela Edwards | *No resource implications* | Responsible<br><br>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** | <u>Strategic Planning and Performance Management Framework</u><br>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. | All employees are aware of the Council's vision, outcomes and values and these are embedded in service planning<br><br>Integration of the wellbeing outcomes across all planning and performance management across the Council and Inverclyde Alliance partners | Make information readily accessible on ICON (June 2013)<br><br>Develop information packs<br><br>Provide further training sessions (December 2013)<br><br>Provision of drop in sessions to support services in the development of plans and strategies (ongoing) | All strategies and plans refer to GIRFECC vision and wellbeing outcomes<br><br>All planning and performance management supports the delivery of the outcomes | Angela Edwards | *No resource implications* | Achieving Responsible<br><br>SOA 8 |
| CA6 | **Corporate Policy & Partnership Team** | <u>Public Performance Reporting (PPR)</u><br><br>Performance information is currently available to the public on the Council's website however PPR is not as accessible and co-ordinated as it | PPR is easily accessible to members of the public.<br><br>All services play their role in making performance information accessible | Improve information on web from all services. (March 2016)<br><br>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) | Information available on web<br><br>Inview features performance articles<br><br>Employees receive information in a format that is understandable to them. | Angela Edwards | *Costs associated with providing information in different formats* | Achieving but also contributes to Responsible and Included<br><br>SOA 8<br><br>MBV 1 |

| 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** | Inverclyde Performs 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 | *Costs met from existing budget for Inverclyde Performs* | Achieving Responsible SOA 8 |
| CA8 | **Corporate Policy & Partnership Team** | Single Outcome Agreement 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 | *No cost implications* | 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.<br><br>CPPs aware of preventative and early intervention work.<br><br>Scottish Government support new SOA. | | | |
| CA9 | **Safer & Inclusive Communities**<br><br>**Health Protection**<br><br>**Community Safety & Wellbeing**<br><br>**Public Space CCTV/Community Wardens Service/ASSIST**<br><br>**Corporate partners inc. Education & Property** | <u>Data Protection</u><br><br><u>The Council makes use of CCTV for a number of purposes. These include community safety & crime prevention and building security and staff safety.</u> | 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.<br><br>Develop an overall corporate approach to image retention, maintenance, procurement and use. | 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.<br><br>The review will be carried out in 2013-14 and be fully implemented by April 2015. | Review completed.<br><br>Findings of review implemented | John Arthur | *Costs of review contained within current budgets.*<br><br>*Any costs likely to arise from the implementation of the review will be reported to committee.* | SOA2<br>SOA8<br><br>Safe Respected & Responsible<br><br>MSC1 |

# 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** | PE Provision<br><br>100% of secondary schools are providing a minimum of 3 periods of PE per week but only 67% of primary schools are achieving 2 | 100% of primary schools achieving two periods per week of quality PE | PE co-ordinator recruited by May 2013.<br><br>PE plan implemented.<br><br>Number of schools providing minimum 2 hours PE to be increased by June 2014. | All schools in Inverclyde will have at least two periods of quality PE.<br><br>Improved levels of fitness in school children<br><br>Achievement of health and wellbeing experiences and outcomes | John Arthur / Wilma Bain | Funding for PE co-ordinator from Sportscotland/ Education Scotland.<br><br>Any additional costs required to make achieving the target possible will be reported to committee | SOA4 SOA6<br><br>Healthy Achieving Active<br><br>MCH |
| CD2 | **Cross Directorate** | Tackling violence and knife culture<br>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.<br><br>Mentors in Violence | Further reduction in the incidents of violence, knife crime and bullying.<br><br>MVP embedded in all secondary schools | Roll out of MVP to other secondary schools<br><br>Violence prevention programmes including NKBL developed and sustained.<br><br>Anti-bullying policy fully implemented.<br><br>Timescale: To be agreed | Reduction in incidence of<br>-knife crime<br>-bullying<br>-gender based violence<br><br>Increase in number of young people using privacy settings on social networks<br><br>Longitudinal research shows | John Arthur / Angela Edwards | Staff costs to be contained in budget.<br><br>Cost of residential training events in schools.<br><br>6 x 1K x 3 years | SOA6 Healthy Safe<br><br>MLC9 MSC2 |

| 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 | | | |
| CD3 | **Cross Directorate** | Volunteering<br><br>There is a range of opportunities for volunteering in the school and the community.<br><br>Scope to improve co-ordination and the number / quality of opportunities and increase associated opportunities for accreditation. | Opportunities for volunteering are co-ordinated and quality assured. Number of opportunities increased. Numbers gaining accreditation for volunteering increased. | Co-ordinate planning for volunteering across establishments, CLD, Youth Employment Action Plan and voluntary sector. Identify opportunities for accreditation.<br><br>Timescale: To be agreed | Increased no of volunteering opportunities<br><br>Increase no. achieving accreditation through volunteering.<br><br>Stronger partnership with CVS evident. | Wilma Bain / John Arthur | No resource implications | Achieving Nurtured Respected Responsible<br><br>SOA2 SOA6<br><br>MCC |
| CD4 | **Cross Directorate** | Literacy<br><br>Evidence of good practice and improved literacy outcomes from early years to adulthood. | National Literacy Action Plan is in place and able to evidence improved practice and outcomes for literacy across all establishments and sectors. | Use of evidence based approaches which lead to key improvements in literacy skills for all.<br><br>Timescale: To be agreed | Improved self-evaluation practice<br><br>CIT Leads assess progress<br><br>Improved outcomes for literacy in context of CfE broad general education<br><br>Increased participation in youth and adult literacies | John Arthur / Wilma Bain | Training costs | Achieving Nurtured Included<br><br>MLC11<br><br>SOA2 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | | programmes<br><br>Increased no's achieving core skills accreditation Improved literacy attainment levels | | | |
| CD5 | **Cross Directorate** | Strategic Guidance for Community learning and Development<br><br>Directorate has lead role in development of Implementation Plan for Strategic Guidance for CLD, which includes taking forward of Community Empowerment & Renewal Bill when enacted and compliance with proposed statutory instrument for CLD within Education Act | Implementation plan in place. Progress made in realising outcomes of CLD Strategic Guidance, specifically:<br>- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship<br>-Stronger, more resilient, supportive, influential and inclusive communities. | 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.<br><br>Timescale: To be agreed | Implementation plan developed. Improvements against agreed outcome indicators. | Albert Henderson/ John Arthur | | Included Respected and Responsible MLC12 MBV1<br><br>SOA2 |

| 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 HMIe 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 (HMIe) 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 | | | |
| CD8 | **Cross Directorate** | <u>Children and Young Person's Bill</u><br><br>The Children and Young Person's Bill is scheduled to be introduced in 2015<br><br>Headteacher seminars have taken place GIRFEC champions have been identified.<br><br>GIRFEC principles already being used in a number of educational establishments<br><br>Early Years Collaborative has been renamed 'Nurturing Collaborative'. A steering group and workstream have been established<br><br>A working group of managers across Education Services and CHCP has been | Fully implement GIRFEC model and use of wellbeing outcomes through GIRFEC Champions approach<br><br>Business processes across the Education, CHCP and partners to support implementation of the Act.<br><br>A training strategy – both single and multi-agency in place.<br><br>Fully implement by 2016 additional extra early years hours | Implementation of GIRFEC<br><br>Consultative approaches adopted<br><br>Training strategy delivered<br><br>Timescales: To be agreed | A consistent approach is in place<br><br>All children and young people are safe, healthy, achieving, nurtured, active, respected and responsible and included<br><br>Business processes and paperwork to support will be in place | Angela Edwards / Wilma Bain | | Contributes to all wellbeing outcomes<br><br>SOA 6 |

| 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** | Teenage Pregnancy The number of teenage pregnancies is reducing however the number of under 16s in deprived areas is higher than those in less deprived areas | Teenage pregnancy is below national average in target areas.<br><br>Supports in place to continue education if pregnant<br><br>Effective and meaningful self assessment which informs planning / delivery to successfully support young people | Health & Wellbeing programme universally available<br><br>Timescale: To be agreed | 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 | Wilma Bain / John Arthur | | Nurtured<br><br>Respected & Responsible |
| CD10 | **Cross Directorate** | Early Years Collaborative/ Nurturing Collaborative<br><br>Scottish Government has introduced an Early Years Collaborative to drive | We are delivering tangible improvements in outcomes and reducing inequalities for vulnerable | Establishment of the Nurturing Collaborative.<br><br>Engagement in the Early Years Collaborative learning sessions run by the | Better maternal health<br><br>Numbers of vulnerable parents/ parents to be who participate in parenting classes | Angela Edwards / Sharon McAlees | *Early Years Change fund resource of £47k* | 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.<br><br>Development of an action plan focussed on early intervention and prevention in relation to the EYC 'stretch aims'<br><br>Timescale: To be agreed | with positive outcomes.<br><br>Children receive the support they need to develop and reach their full potential.<br><br>Stretch aims are achieved. | | | |
| CD11 | Cross Directorate | Continuous Improvement Team<br><br>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<br><br>Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further<br><br>Consistent approach to self evaluation. | Fully implement CIT guidelines<br><br>Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities.<br><br>Better partnership working in regard to self evaluation.<br><br>Timescale: To be agreed | Consistent approaches to continuous improvement and self evaluation adopted across all educational establishments.<br><br>New guidance embedded into practice.<br><br>Better outcomes for children and young people.<br><br>Consistently positive outcomes in inspections. Inspections highlight joint planning and self evaluation | Wilma Bain | | Achieving<br><br>SOA 6<br><br>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 | | | | |
| CD13 | **Cross Directorate** | <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 |
| CD14 | **Cross Directorate** | <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. | decision making affecting their schools, services for young people and communities.<br><br>Young people's voices are heard and their issues taken into consideration in service development and delivery | agreed | participating<br><br>Decisions influenced by young people | | | |

# 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 |
|---|---|---|---|---|---|---|---|---|
| a) Education | | | | | | | | |
| Ed1 | **Education** | Developing Leadership in Teachers 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 |
|---|---|---|---|---|---|---|---|---|
| | | the quality of leadership at all levels and on the ability of teachers to respond to the opportunities it offers.<br><br>There is a need to ensure we target resources at improving teacher quality. | | Timescale: To be agreed | impact of PRD on teacher confidence | | | |
| Ed2 | Education | Teacher Employment<br>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.<br><br>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 | Implement recommendations and advice from national reviews relating to teachers' terms and conditions of service | Working closely with HR and teacher Trade Unions to ensure a smooth implementation of recommendations based on advice received from the SNCT<br><br>Ensure planned changes are focus of work of informal LNCT<br><br>Timescale: To be agreed | Feedback from HR, Head Teacher and informal LNCT meetings | Wilma Bain/ Alasdair Moore | | SOA 3<br>SOA 8<br>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 |
|---|---|---|---|---|---|---|---|---|
| | | between local authorities, Scottish Government and teacher trade unions | | | | | | |

### b) Inclusive Education, Culture and Corporate Policy

| 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 |
|---|---|---|---|---|---|---|---|---|
| IECC P1 | Inclusive Education, Culture and Corporate Policy | Pupil Support 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:<br>• A full audit including a survey and consultation with all stakeholders<br>• Development of model options base on the proposed direction<br><br>Timescale: To be agreed | Pupil support re-organised and reflects outcomes or review | Angela Edwards | | Achieving Nurtured Included<br><br>SOA 6 |
| IECC P2 | Inclusive Education, Culture and Corporate Policy | Virtual School Inverclyde has no 'unknowns' in terms of positive school destinations.<br><br>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.<br><br>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.<br><br>This requires identification of pupils in out of authority placements. | Virtual School established<br><br>Better outcomes for specific group of pupils<br><br>Better positive post school destinations | Angela Edwards | | Achieving<br><br>SOA6<br><br>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 |
|---|---|---|---|---|---|---|---|---|
| | | | ASN monitoring forum. | Improved tracking and transition planning.<br><br>Better support provided for pupils identified.<br><br>Timescale: To be agreed | Sustained positive destinations. | | | |
| IECC P3 | **Inclusive Education/ Educational Psychology Services** | <u>Communication Friendly Schools</u><br>A single campus is being constructed that will house St Stephen's High School and Port Glasgow High School.<br><br>An array of different communication approaches are at present used across these schools to meet the needs of learners.<br><br>A cross agency (CHCP, Architects, Education employees) *Communication Friendly Working Group* has been established to assist in this process. | Signage in and around the new campus will accommodate the communication needs of all learners.<br><br>Learners and adults in the new campus will have access to good quality information relating to the diversity of need across the campus.<br><br>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. | 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.<br><br>Timescale: To be agreed | Signage will be in place across the campus that meets the communication needs of all learners.<br><br>Staff and young people will have access to good quality information about the array of additional support needs across the campus.<br><br>Children and young people will have taken part in a transition exercise, which will be monitored by the *Communication Friendly Working* | Angela Edwards | Within schools estate management plan resources | SOA 6<br><br>Nurtured<br>Included |

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

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | | project by schools<br><br>External evaluation by University of Liverpool | | | |
| IECC P6 | **Libraries, Museum Archives** | New Libraries: 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<br><br>Achieving and also contributes to Safe<br><br>MLC14 |
| IECC P7 | **Libraries, Museum & Archives** | Adult Learning Service: 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<br><br>Achieving<br><br>MLC13 |
| IECC P8 | **Libraries, Museum & Archives** | Library Services for Young Adults (12-16): 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<br><br>Achieving but also contributes to Active<br><br>MLC8 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | C | 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 |
| IECC P9 | Libraries, Museum & Archives | Retain Museum Accreditation: 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: • Organisational Health • Collections • Users and their experiences 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 |
| IECC P10 | Libraries, Museum & Archives | New Cultural Hub for Inverclyde: 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 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | been appointed to manage the Round 1 bid. | | | Plans drawn up. | | funding. | |
| IECC P11 | Libraries, Museum & Archives | Archives:<br>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<br><br>Nurtured Achieving & Safe<br><br>MLC15 |
| IECC P12 | Libraries, Museums & Archives | Museum Services for Young People (16-24):<br>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<br><br>SOA3; SOA6<br><br>MBV1 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| **c) Safer and Inclusive Communities** |||||||||
| SIC1 | **Safer & Inclusive Communities** | Health Protection / Food Safety 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 |
| SIC2 | **Safer & Inclusive Communities** **Health Protection/Community Safety & Wellbeing** **Environmental Health & Trading Standards** | Env Health / Trading Standards 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 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| SIC3 | **Safer & Inclusive Communities**<br><br>**Health Protection**<br><br>**Environment & Safety** | Health and Safety<br><br>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. | 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.<br><br>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. | Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde. Strategy developed 2013/14. Implemented 2014.<br><br>Annual review to ensure it remains consistent with national policy. | Health and Safety at Work Strategy and Enforcement Policy approved and in place.<br><br>Strategy implemented and staff confident in its delivery. | John Arthur | Contained within Service budget. | SOA8<br><br>Safe<br><br>Respected and Responsible |
| SIC4 | **Safer & Inclusive Communities**<br><br>**Health Protection/Community Safety & Wellbeing**<br><br>**Community Safety/Community Wardens Service/Problem Solving Unit/ASIST/CCTV Update** | Anti-Social Behaviour<br><br>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 | Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances.<br><br>Match resources to community needs | A full review of anti-social behaviour and community safety services to be carried out by April 2014.<br><br>The review will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required.<br><br>The majority of the recommendations of the review will be | Review completed and recommendations implemented.<br><br>Improved community feedback in relation to feeling safe in local neighbourhoods. | John Arthur | Costs of review contained within Service budget. Outcome of review more likely to identify potential savings than additional costs overall. | SOA2<br><br>Safe Respected & Responsible<br><br>MSC1<br>MSC3 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | implemented in 2014/15 if approved. | | | | |
| SIC5 | **Safer & Inclusive Communities** <br><br> **Health Protection** <br><br> **Active Schools & Sports Development** | Community Sports Hub <br><br> 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. <br><br> Second Hub fully operational by April 2014. <br><br> A third hub will be fully operational by April 2015. | Community Sports Hubs developed and in use. <br><br> More residents using Community Sports Hubs | John Arthur | All funding for the project from Sportscotland. | SOA4 <br><br> Healthy Active Respected & Responsible <br><br> MCH1 |
| SIC6 | **Safer & Inclusive Communities** <br><br> **Health Protection** <br><br> **Active Schools & Sports Development** | Sports Framework <br><br> 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. <br><br> Final plan reported to committee and launched August/September 2013. <br><br> 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 <br><br> Healthy Active |
| SIC7 | **Safer & Inclusive Communities** <br><br> **Community Safety and** | Housing Repairs Enforcement. <br><br> 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 <br><br> Healthy <br><br> Respected |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | **Wellbeing**<br><br>**Public Health and Housing** | 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.<br><br>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.<br><br>Timescale: To be agreed | legislative intervention. | | | and Responsible |
| SIC8 | **Safer & Inclusive Communities**<br><br>**Community Safety & Wellbeing**<br><br>**Housing Strategy** | Housing Investment<br><br>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.<br><br>Contributions in kind (IC) and new and innovative funding proposals (RSLs) will be developed.<br><br>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)<br><br>Progress will depend on the identification of other funding streams. | SOA1<br>SOA2<br>SOA4<br>SOA7<br><br>MPC9<br>MSC22<br>Healthy |

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

| 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 |
|---|---|---|---|---|---|---|---|---|
| SIC11 | **Safer & Inclusive Communities**<br><br>**CLD** | <u>Health and wellbeing of young people</u><br>IYouthzone 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.<br><br>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<br><br>Timescale: To be advised | Premises identified. Funding bid developed. | John Arthur | | Healthy Achieving Respected & Responsible SOA2 SOA6 |
| SIC12 | **Safer & Inclusive Communities**<br><br>**CLD** | <u>Adult Learning</u><br>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<br><br>Timescale: To be agreed | Mapping of provision completed Process agreed and implemented | John Arthur | | Achieving SOA3 SOA4 SOA6 |
| SIC13 | **Safer & Inclusive Communities**<br><br>**CLD** | <u>Outreach activities for ethnic minorities</u><br>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.<br><br>Timescale: To be agreed | Increase in number of members of minority ethnic communities participating in ESOL and adult learning.<br><br>Increase in | John Arthur | | Included Achieving SOA3 SOA4 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 |
|---|---|---|---|---|---|---|---|---|
| | | 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. | | | |
| SIC14 | Safer & Inclusive Communities<br><br>CLD | Community Councils 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.<br><br>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 |
| SIC15 | Safer & Inclusive Communities<br><br>CLD | Young Scot Cards 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 Kidzcards in Inverclyde. Establish systems and quality assurance procedures.<br><br>Timescale: To be agreed | Cards in place | John Arthur | | Respected& Responsible 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 |
|---|---|---|---|---|---|---|---|---|
| | | money, award points. | | | | | | |

| | |
|---|---|
| **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 |
|---|---|---|---|---|---|---|---|---|
| ODHR C1 | OD, HR & Comms | HR21 Development 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 | HR21 to be rolled out to Education, CHCP in 2013, Environmental Services and PA&FM by March 2014. | HR21 Self Service accessed by as many employees as practicable. | Alasdair Moore | Dependent upon system development | SOA8 MBV5 |
| | | | Sickness/ Absence recording and statistics drawn from Chris 21 | Pilot for compiling statistics from Chris 21 in OD, HR & Comms September 2013. Extending to other Services in parallel with self Service April 2014. | Increased use of management statistics for annual leave, equalities, and SOLACE performance indicators compiled through Chris 21. Skills data base available | | | |
| | | | Pensions Auto Enrolment | Software installation, process review to ensure compliance, | New Starts auto enrolled where eligible. | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | Real Time information for HMRC | liaison with the Pensions Regulator, SPFO and SPPA (May 2013)<br><br>Software installation & process review to ensure compliance, Liaison with the HMRC and BACS software provider, August 2013 | Information supplied to HMRC | | | |
| ODHR C2 | OD, HR & Comms | Recruitment Portal 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<br><br>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 |
| ODHR C3 | OD, HR & Comms | Absence Management Current absence level for the Council is 4.84%.<br><br><br><br>SOLACE indicator 10.5 | Reduce the absence rate across the Council to below 4.75%.<br><br><br><br>Consider standardised | Continuation of Automation of processes links to ODHRC1<br><br>New HR Interventions/ pilots to assist management and reduce absence level<br><br>Report to CMT and | Meeting or bettering 4.75% target.<br><br>Improve on current SOLACE ranking.<br><br>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 | Gender Equality 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.<br><br>Link with Corporate Equalities Officer to include as part of overall Equality Strategy for the Council CA2<br><br>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 | Workforce Development Plan Implementation of the Workforce Development Plan 2013 to 2016<br><br>**Theme1** Organisational Development- Planning for the Future<br><br>**Theme 2** 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<br><br>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 |
|---|---|---|---|---|---|---|---|---|
| | | Employees our most valuable resource\n\n***Theme 3***\nEmployer of Choice – Continuous Improvement\n\n***Theme 4***\nGrading and pay – Equality and Performance | | | | | | |
| ODHR C6 | OD, HR & Comms | Policy Development\nA number of Corporate Policies have been updated and placed on ICON. | Remaining corporate policies to be updated and brought into line with current legislation, case law and guidance/good practice. | Identify priority policies based on legislative need, risk to the council and information gaps.\n\ni.e. Health and Safety Policies, i.e. Legionella, HR Policies, Discipline, Family Friendly.\n\nTimescale: To be agreed | Policies updated | Alasdair Moore | | SOA8 |
| ODHR C7 | OD, HR & Comms | Corporate Communications Strategy\nA Corporate Communications Strategy is to be developed | To have an agreed Corporate Communications Strategy | Development of a Communications Strategy working with services and the CMT. Communications Strategy to be submitted to | Communications Strategy in place, and better communication taking place across the Council. | Alasdair Moore | | SOA8\n\nAchieving Nurturing |

| 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. | | | |
| ODHRC8 | OD, HR & Comms | Social Media<br>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.<br><br>October 2013 | Launch of social media guidelines across the council. | Alasdair Moore | | SOA8<br>MBV1 |
| ODHRC9 | OD, HR & Comms | Website<br>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.<br><br>Draft a new design and agree with CMT.<br><br>January 2014 | New look website launched with new content. | Alasdair Moore | | SOA1<br>SOA8<br>MBV4 |
| ODHRC10 | OD, HR & Comms | Press and Media<br>Support Committees and Pre agenda meetings<br><br>Respond to press and media enquires<br><br>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<br>Carry out media training events for key Council staff.<br>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 | Inview<br>Inview delivered 2 times per year and published online. | Design and layout reviewed<br><br>Frequency of publication reviewed. | Reader survey to be created to assess readership views of InView.<br>November 2013 | Inview design and layout updated in line with readership survey. | Alasdair Moore | | SOA8 |
| ODHR C12 | OD, HR & Comms | Events<br>Ongoing series of events held throughout the year. | Reviews to be carried out on certain events. Fireworks, Gourock Highland Games and Christmas lights switch on.<br><br>Improved events listing on Website. June 2014 | Cross Service Events group to be set up and to report to the CMT by June 2014<br><br>Links to redesign of Council website. | Events delivered on time and to budget.<br><br>New events listing on Council website. | Alasdair Moore | | SOA1<br>SOA8 |
| ODHR C13 | OD, HR & Comms | Public Information Notices (PINS) portal<br>Public notices published online | Council public notices published online. | Redevelopment of the council website and public notices published on Public Information Notices (PINS) portal.<br>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 | | | | |
| **Community Wardens** 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%<br><br>Prim 67% | Sec 100%<br><br>Prim 75% | Sec 100%<br><br>Prim 80% | | | |
| No / % of pupils walking / cycling to school | Walk 44.3%<br>Cycle 0.8% | Walk 42.2%<br>Cycle 1.2% | Walk 40.0%<br>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 Sept2013 | 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

| Corporate/Directorate Plan:<br>Environment, Communities and<br>Organisational Development | | | Risk Status as at 1/4/13 for<br>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 | *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* | 3 | 2 | 2 | 6.0 | Head of Education | Corporate Equalities Group will continue to provide guidance and support to Directorates.<br><br>An Equalities Officer will be appointed to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes.<br><br>Representation on the Corporate Equalities Group will be increased to include a wider range of people with protected characteristics. |
| **CA3** Competitiveness | 2 | F/OC | *There is no corporate definition of competitiveness and therefore services may be carrying out benchmarking and market testing in an inconsistent manner.* | 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. |

| 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 |
| **CA13** Performance Indicators | 3 | LR/R | *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.* | 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. |
| **CA14** HR21 Self Service | 4 | F/OC | *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.* | 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. |

| 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 |
| **CD1**  Increase PE Provision in Primary Schools | 5 | F | *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.* | 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 Sportscotland/Education Scotland. PE plan has been developed and implementation of the plan will be monitored on an ongoing basis. |
| **SIC10** Housing Investment | 6 | F/R | *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.* | 3 | 2 | 2 | 6.0 | Head of Safer and Inclusive Communities | SLP Project has a completion date of 31 March 2015. Contibutions 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. |

| 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 |
| **ED14** LAAC | 7 | R/OC | *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.* | 3 | 3 | 1 | 9.0 | Head of Education/ Head of Inclusive Education, Culture and Corporate Policy | Project plan will be put in place to roll out Positive Relationships and Positive Behaviour Policy.<br><br>This will require a training plan for staff.<br><br>Engagement will require to take place with parents/carers/pupils as appropriate. |
| | | | | | | | | | |

# Inverclyde
council

| | | | |
|---|---|---|---|
| **Report To:** | Education & Communities Committee | **Date:** | 7 May 2013 |
| **Report By:** | Corporate Director Education, Communities and Organisational Development | **Report No:** | EDUCOM/42/13/AH/WB |
| **Contact Officer:** | Wilma Bain (Head of Education) | **Contact No:** | 01475 712891 |
| **Subject:** | The Equality Act 2010: Specific Duties - Education Authority Equality Outcomes and Mainstreaming Report | | |

## 1.0 PURPOSE

1.1 The purpose of this report is to provide Committee members with a set of draft Equality Outcomes and Mainstreaming Report which are both required to be published by 30 April 2013 as part of our Education Authority legislative duties under the Equality Act 2010.

## 2.0 SUMMARY

2.1 An Education Focus Group has produced a draft set of Education Equality Outcomes as required by the Equality Act 2010 (see Appendix 1). The group consists of one Depute Head Teacher, a secondary school teacher, 2 primary Head Teachers and an early years member of staff, as well as a representation from Psychological Service, CLD and the teacher Trade Unions.

2.2 The draft Education Equality Outcomes are based on the "Getting it Right for Every Child" agenda and advice and guidance from the Equality and Human Rights Commission.

2.3 The third Equality Outcome was worded to take into account sexual orientation following advice from the Scottish Catholic Education Service (SCES) and the Diocese of Paisley.

2.4 These draft Equality Outcomes have been agreed by all Heads of Establishment in Inverclyde.

2.5 The Mainstreaming Report (Appendix 2) outlines the progress made in ensuring equality of opportunity for all children, young people, communities and staff.

2.6 By no later than 30 April 2015, we must publish a report on the progress made to achieve the Equality Outcomes we publish on 30 April 2013.

2.7 A fresh set of Equality Outcomes must be published within 4 years of publishing the previous set of outcomes.

## 3.0 RECOMMENDATION

3.1 The Education and Communities Committee is asked to approve the draft Education Authority Equality Outcomes and Mainstreaming Report.

Albert Henderson, Corporate Director Education, Communities and Organisational Development

## 4.0 BACKGROUND

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The majority of the Act came into force on 1 October 2010.

Prior to the Equality Act 2010, there were 3 separate public sector equality duties covering race, disability and gender. The Equality Act 2010 replaced these with a new single public sector equality duty covering the protected characteristics of race, sex, disability, sexual orientation, religion and belief, age, gender reassignment, and pregnancy and maternity.

The Equality Duty consists of a General Duty and Specific Duties. The purpose of the specific duties is to enable the better performance of the General Duty.

<u>General Duty</u>

The general Duty came into effect on 5 April 2011 and has 3 aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010

- advance equality of opportunity between people from different groups

- foster good relationships between people from different groups

Having *due regard* means consciously thinking about the 3 aims of the General Duty as part of the process of decision-making.

Whilst there are many examples of work undertaken to tackle unlawful discrimination, the role of public bodies in advancing equality and fostering good relations is less developed. Greater emphasis will require to be placed on how we engage with people who may be experiencing barriers to accessing services or opportunities as a result of a lack of support or thought in relation to their particular requirements eg a disability, maternity.

<u>Specific Duties</u>

Specific Duties came into effect on 27 May 2012. The Specific Duties require public bodies to set specific measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account. All information must be published in a way that makes it easy for people to access it.

Public bodies covered by the Specific Duties must:

- set specific measurable equality objectives and publish information about their performance on equality

- publish sufficient information to show they have considered the 3 aims of the General Duty across their functions

- publish evidence of equality analysis undertaken to establish whether their policies and practices would further, or have furthered the 3 aims of the General Duty

- gather, use and publish employment information

- publish gender pay gap information

- publish an equal pay statement

- consider award criteria and conditions in public procurement

Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority.

A draft set of Equality Outcomes and associated Mainstreaming Report for Inverclyde Council will be presented for approval to the Policy and Resources Committee at its next meeting in May 2013.


**5.0    PROPOSALS**

5.1    None


**6.0    IMPLICATIONS**

6.1    Finance
       To support Inverclyde Council's commitment to the principle of equality of opportunity, a temporary Equalities Officer post has been advertised to support to the Council on promoting equality of opportunity and eliminating unlawful discrimination in service delivery both as an employer and a provider of services to the community.

6.2    Legal
       There are legal implications if we do not publish our Council and Education Authority Equality Outcomes on 30 April 2013.

6.3    Personnel
       There are no personnel implications

6.4    Equalities
       This paper aims to progress the Council's commitment to Equalities and in doing so comply with the associated legislative requirements for the Education Authority.


**7.0    CONCLUSION**

**8.0    BACKGROUND PAPERS**

8.1    None

## Education Specific Equality Outcomes

| Equality Outcome | Performance Indicators | General Duty Which part? | Lead Service/Group | Well-being Indicator |
|---|---|---|---|---|
| All children and young people get the support they need in relevant areas through the Staged Intervention and Assessment process | • Increased levels of attainment and achievement across all protected characteristics<br><br>• Relevant paperwork completed and acted upon | All | Education | Included Achieving |
| All staff use Equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community | • All pupils can fully access the curriculum with no barriers to their learning | All | Education | Included |
| All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture | • Equalities outcomes are embedded in the policies, values and practices of all our educational establishments | All | Education | Included |

_____

Inverclyde council

**EDUCATION SERVICES**

**EQUALITIES – MAINSTREAMING REPORT (as at April 2013)**
_____


**INTRODUCTION**

Education Authorities are required by the General Duty of the Equality Act 2010 to:

- Eliminate discrimination
- Advance equality of opportunity, and
- Foster good relations

Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority. In addition, Education Authorities are required to publish employment information. The information required under the Specific Duties must be published by 30 April 2013.

To address the requirements of the Equality Act 2010, an Education Focus Group, with representation from early years, primary and secondary sectors, as well as Psychological Service, Community Learning and Development and teacher Trade Unions, produced a draft set of Equality Outcomes based on the "Getting it Right for Every Child" agenda and using the advice and guidance from the Equality and Human Rights Commission:

- All children and young people get the support they need in relevant areas through the Staged Intervention and Assessment process

- All staff use Equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community

- All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture

These outcomes encompass all three parts of the General Duty. They will be achieved by continuing to embed the 'Responsibilities of All' in the principles and practices of the health and wellbeing curriculum leading to effective support for all learners to achieve positive outcomes across learning, and by working together to strive for sustainable improvement in our educational establishments.

The draft outcomes were later approved by Heads of education establishments and the Council's Corporate Equalities Group. These Equality Outcomes will be presented to the Education and Communities Committee on 7 May 2013 for approval.


**BACKGROUND TO THE PROGRESS MADE IN MAINSTREAMING THE EQUALITY DUTY**

The Equality Champions (Education) Focus Group was established to raise awareness of equalities issues and to act as an advisory group for Education Services. This is the main consultative group for equalities in Education, and equality-related issues are routinely referred to this group. The membership of this group was revised at the start of session 2012/13.

The remit of the group consists of four strands, namely:

1. To ensure that Education Services staff – including school staff – are kept well informed about the meaning of 'equality'

2. To identify equality issues across Inverclyde schools that need to be addressed

3. To offer advice for schools through a series of 'Equalities Advice Notes'

4. To contribute to reviews of documentation and procedures as appropriate

The Equality Champions (Education) Focus Group has to date issued a series of Equalities Advice Notes to schools and establishments:

- Equalities advice note 1.1    Ethnic dress, diet and worship (revised)
- Equalities advice note 1.2    Racist Incident reporting
- Equalities advice note 1.3    LGBT
- Equalities advice note 1.4    Disability
- Equalities advice note 1.5    Equality Act 2010
- Equalities advice note 1.6    Examples of schools' equalities work

This has contributed to existing good practice and continuous improvement in the three main strands: equality, diversity and inclusion.  Inverclyde schools/ educational establishments can demonstrate many examples of good practice in relation to all three strands. The list below highlights good practice that we are aware of in Inverclyde. This is *not* in any way intended to be a prescriptive or an exhaustive list.

As well as providing a summary of the sort of things that go on in our schools/educational establishments, it could also be useful to schools preparing for inspection in terms of them not overlooking good work that they are actually doing. It may also help with the completion of the equalities section in annual Standards and Quality Reports by reminding people of the sort of activities they could mention.

**Examples:**

- Taking account of cultural backgrounds and meeting language needs

- Vetting resources/ materials for stereotyping

- Establishing vision and values and promoting these (e.g. respect, inclusion)

- Involving parents in their child's education in order to improve learning for all

- Celebrating diversity through events and embracing all cultures and religions

- Working with disaffected learners and their families to motivate or reintegrate

- Providing Access courses to ensure that the needs of all learners are met

- Recognising achievement and promoting tolerance and diversity through assemblies

- Promoting rigorous anti-bullying policies that protect people with 'protected characteristics' (e.g. bullying relating to ethnicity, gender orientation etc.)

- Promoting equality and diversity widely through the curriculum

- Promoting a sense of global equity/ fairness through global citizenship

- Having a family worker who meets all new families and makes home visits, promoting equality objectives

- Participating in the 'Creating Confident Kids' programme

- Bystander project – 'Mentors In Violence Prevention (MVP) Scotland'

- Being proactive in developing positive and supportive relationships with parents especially those who are experiencing challenging circumstances

- Adapting the building and providing mobility training to ensure access for all

- Developing strong links with a neighbouring denominational/ non-denominational school

- Changing the timing and organisation of parents' evenings to accommodate the working patterns of parents from ethnic minority backgrounds

- Holding a whole-school anti-racist event (e.g. assembly) to combat racist views

- Hosting a year or class event (e.g. Show Racism the Red Card) to tackle racism

- Taking forward an initiative based on work with an overseas partner school aimed at developing  greater understanding of equality and diversity

- Focussing on raising boys' attainment to address attainment differences

- Addressing gender barriers in work experience/ world of work, sport, dance and other extra curricular activities

- Inviting more gender/ race role models to come into school

- Working on emotional literacy/self-esteem with disadvantaged young people

- Talking about people being different and providing opportunities for discussion

- Ensuring learners have equal access to the four aspects of learning including outdoor learning

| Protected Characteristic | Some features of good practice | Example |
|---|---|---|
| Disability | <ul><li>Disabled access and facilities/ equipment</li><li>Inclusive ethos</li><li>Promotion of understanding of disability</li><li>'Reasonable adjustments' made</li></ul> | A pupil with Downs Syndrome is coming into P3. Community Health staff come into the P3 class before the pupil arrives and also afterwards to help the pupils understand and to explain how they can help. |
| Race | <ul><li>Culture of respect</li><li>Vetting of resources for stereotypes</li><li>Challenging racist attitudes</li><li>Other cultures valued</li></ul> | As a follow-on from Show Racism the Red Card's 'Islamophobia' workshop,  senior pupils plan and run an anti-racism day for S1 to S3. |

| Sex (Gender) | • No glass ceilings – e.g. subject choice<br>• No barriers in extra curricular<br>• Confronting sexist attitudes<br>• Male/ female role models | A school carries out a rigorous evaluation of their option choice process, with particular focus on choice by gender. An action plan is drawn up based on the findings |
|---|---|---|
| Sexual orientation | • Tolerance as a core value<br>• Strong anti-bullying strategy<br>• Pastoral support<br>• Multi-agency working, as required | A male friend of an openly gay male pupil is subject to repeated name-calling. The school addresses this through bringing in a counsellor to work with a group of pupils to encourage more tolerant attitudes. |
| Gender Reassignment (transgender) | • Awareness raising as appropriate (staff and other/ certain pupils)<br>• Sensitivity over e.g. facilities<br>• Working closely with parents<br>• Close working with health professionals | A S3 girl discloses that she wishes to be treated as a boy. Staff from a transgender support organisation are invited into the school to lead training and information sessions for staff and for the girl's year group. |
| Religion or belief | • Tolerance of different views<br>• Promotion of respect for other faiths and for people with no religious belief<br>• Alternative arrangements for individuals where appropriate (e.g. religious observance) | (Approaches may vary in denominational and non denominational schools in the delivery of RE)<br>Work has been carried out by the pupils of St Stephen's High School and Port Glasgow High School, who share a school campus, to develop a better understanding of different religions and beliefs |
| Pregnancy and maternity | • Promoting multi-agency working<br>• Facilitating continuing education<br>• Pastoral support | Home tutor support is organised for a pupil who is pregnant, and arrangements made to enable her to sit her exams. |
| **All of the above** | • Overarching equalities day or event with the focus on Inverclyde Education Services' core values of respect, honesty and tolerance (plus the school's additional core values) | Includes input from a theatre group on fairness and on the different perspectives on an issue |

## DEVELOPMENT OF EQUALITY POLICY

An Equality Policy has been developed by the Equality Champions (Education) Focus Group with support from the Corporate Equalities Group. The purpose of the Equality Policy is to describe Education Services' focus in promoting equality and providing a coherent approach to tackling and addressing discrimination, harassment and disadvantage wherever it is found. The policy, based directly upon statutory requirements, will enable schools and educational establishments to:

- guide and support arrangements to promote equal opportunities, fairness and justice for all, and eliminate unlawful discrimination and harassment/bullying

- develop appropriate, relevant learning and teaching experiences, and effective working practices in relation to equalities

- ensure compliance with statutory duties introduced by legislation such as the Equality Act 2010

The following principles underpin this policy:

- a commitment to realising the potential of all children, young people, Communities and staff within equal and inclusive learning environments by;

  - putting people at the heart of what we do
  - nurturing an ethos of achievement
  - striving for sustainable improvement
  - working co-operatively

- a commitment to consult and include all stakeholders in relation to the development of education services, promotion of equal opportunities and development/review of all equality schemes

- the elimination of unlawful discrimination and harassment/bullying (on grounds of race, disability, gender/gender reassignment, faith and age)

- the promotion of equal opportunities, good relations and positive attitudes between people of all ages, faiths, cultures, ethnic groups and sexual orientation

- a commitment to participate, both locally and nationally, in the development of equality resources and events including those that celebrate diversity

## Roles and Responsibilities

The Equality Policy outlines clear roles and responsibilities for the following stakeholders:

### Director of Education and Heads of Service

The Director of Education and Heads of Service are responsible for implementing this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of Education Services

- recognising, valuing, promoting and celebrating diversity across Education Services

- supporting schools and early years establishments to implement this policy and monitor its impact

- supporting educational establishments to develop their working practices through the provision of information, guidance and professional development opportunities

- evaluating, assessing and reporting on the impact of the policy

- collating and monitoring equalities data from schools and educational establishments and publishing this data as appropriate

### Head Teacher/Head of Establishment

The Head Teacher/Head of Establishment is responsible for implementing this policy by:

- supporting Education Services in fulfilling its statutory duties and associated priority actions

- designating one or more senior/promoted member(s) of staff within the school/educational establishment to undertake specific equality responsibilities

- evaluating the extent to which all policies, schemes and practices promote equality and eliminate discrimination and harassment/bullying across the educational establishment

- providing data as required by Education Services including:

  - educational outcomes for male and female learners
  - learners' access to the curriculum eg course choices
  - educational outcomes for looked after children and young people
  - the achievements of learners with disabilities
  - attendance/exclusion data
  - the educational opportunities available for pupils for whom English is an additional language

**Senior Members of Staff**

Designated senior/promoted staff have responsibility for implementing this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/early years establishment

- recognising, valuing, promoting and celebrating diversity across the entire school/early years establishment as appropriate

- ensuring that the equality policy is understood, adhered to and promoted across the entire school/early years establishment as appropriate

- ensuring that the needs of all learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and remove barriers from learning

- supporting all members of the educational establishment in fulfilling their equality responsibilities

- liaising, as appropriate, with the relevant Head of Service and Continuous Improvement Team on equality matters

- ensuring that all incidents of alleged discrimination and harassment/bullying are recorded and investigated with appropriate action taken

- providing regular information and guidance and promoting professional development opportunities, in relation to equality, for all staff

- co-ordinating work on equality matters for pupils, staff, parents and the wider school/ establishment as appropriate

- supporting the Head Teacher/Head of Establishment in collating data as required by Education Services

**All Staff**

All staff are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the school/early years establishment

- recognising, valuing, promoting and celebrating diversity across the entire school/early years establishment as appropriate

- ensuring that the Equality Policy is understood, adhered to and promoted
- across the entire school/early years establishment as appropriate

- ensuring that the needs of all learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and
- remove barriers from learning

- working collaboratively with colleagues, partner agencies and  parents/carers to meet the needs of all learners

- supporting the Head Teacher/Head of Establishment and designated senior
- staff in carrying out their respective equality responsibilities

- dealing with and recording alleged incidents of discrimination and harassment/bullying

- acquiring and maintaining knowledge and understanding of relevant Equalities legislation

- participating in equalities-related continuing professional development opportunities.


**Parents/Carers**

All parents/carers are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/early years establishment

- recognising, valuing, promoting and celebrating diversity across the school/early years establishment as appropriate

- supporting members of the school/early years establishment to meet their child's needs by employing approaches at home which encourage access to and remove barriers from learning

- supporting members of the school/early years establishment, especially their own children, to realise their potential

- supporting Education Services and its arrangements for promoting equal opportunities and addressing discrimination, harassment and disadvantage wherever it is found

- reporting all matters of inequality and alleged discrimination and harassment/bullying to the Head Teacher/Head of  Establishment


**SUPPORT RESOURCES FOR SCHOOLS AND EARLY YEARS ESTABLISHMENTS**

The following support resources will assist schools and early years establishments to meet their legislative duties as outlined in the Equality Act 2010:

- **HOW GOOD IS OUR SCHOOL?** (A practical guide to school self-evaluation)

  Quality Indicator 5.6 - Equality and Fairness

  <u>Themes</u>:

  - o Approaches to inclusion
  - o Promoting equality and fairness
  - o Ensuring equality and fairness


- **HOW GOOD IS OUR COMMUNITY LEARNING AND DEVELOPMENT?**

  Quality Indicator 5.9 Inclusion, Equality and Fairness

  <u>Themes</u>:

  - o  inclusion of excluded communities, groups and individuals
  - o addressing barriers to participation
  - o access to specialist services to meet specific needs
  - o promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity
  - o compliance with equalities legislation


- **DOCUMENTS**

  - Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland February 2013)

  - Evaluating education and care placements for looked after children and young people part 1 (HMIe)

  - Inclusion and equality part 2 (HMIe) A resource supporting the evaluation of education for pupils with additional support needs in mainstream schools

  - Inclusion and equality part 3 (HMIe) A resource promoting good practice in race equality (2004)

  - Inclusion and equality part 4 (HMIe) A resource supporting the evaluation of educational provision for bilingual learners

  - A closer look at inclusion and equality in particular the needs of gypsy travellers (HMIe)

  - Evaluating education and care placements for children and young people in care (HMIe)


- **SOME USEFUL WEB SITES**

  - o www.equalityhumanrights.com
  - o www.educationscotland.org.uk
  - o www.education.ed.ac.uk/ceres
  - o www.universities-scotland.ac.uk/raceequalitytoolkit

**NEXT STEPS**

**Education Focus Group**

The next stage for the Education Focus Group is to update current guidance and produce further guidance for establishments to help them understand the implications of the new legislation for their policies and planning.

We need to ensure that schools and early years establishments understand the legislative requirements and the Focus Group plan to produce a simplified leaflet summarising the main points of the General Duty and Specific Duties, and advice on how best to meet the requirements along with an associated checklist.

The group will also issue advice on incorporating equalities requirements into existing policies and planning using Inverclyde's GIRFEC agenda.

**Education Services**

To ensure that all schools and early years establishments comply with the legislative General Duty and Specific Duties, Inverclyde Council Education Services will:

- issue comprehensive guidelines/advice notes on equality matters through a series of Equalities Advice Notes giving examples of good practice

- implement and maintain Council-wide monitoring procedures

- provide a range of continuing professional development opportunities for Education staff including an e-learning course on Equalities

- support schools and early years establishments to regularly review
- their equalities policy and communicate it through school handbooks and school/establishment websites

- Promote and publicise the Equality Outcomes and evidence to demonstrate improvements and good practice in schools/educational establishments

# Inverclyde
council

| Report To: | Education & Communities Committee | Date:  7th May 2013 |
|---|---|---|
| Report By: | Albert Henderson, Corporate Director  Education, Communities & Organisational Development | Report No: EDUCOM/46/13/ER |
| Contact Officer: | Dougie Smith, MCMC Development Officer | Contact No:  01475 712820 |
| Subject: | Community Planning Partnership Report – Skills Development Scotland, February 2013 | |

## 1.0   PURPOSE

1.1   The purpose of this report is to provide Members with information relating to the Inverclyde Council Community Planning Report, produced by Skills Development Scotland and released in February 2013.

## 2.0   SUMMARY

2.1   Skills Development Scotland (SDS) has produced reports for each of Scotland's Community Planning Partnership (CPP) areas. The information and analysis within the report covers the following:
   - School Leaver Destination Results (SLDR) (2011-12)
   - National Training Programme Delivery (Apr – Dec 2012)
   - 16-19 year olds who are Unemployed: Seeking (as at 11th February 2013)

2.2   **School Leaver Destination Results**
The SLDR exercise is completed annually in October, with a follow up exercise in February, to report against the National Indicator "Increase the proportion of young people in learning, training or work". The 2011-12 exercise relates to all young people who left mainstream schools between 1st August 2011 and 31st July 2012.

2.3   As previously reported to the January Education & Communities Committee, Inverclyde had a 94.8% positive destination rate, 6.4% higher than the previous year and 4.9% above the national average.

2.4   Some additional information that was not available at the time of the January Committee was that Inverclyde's SLDR results for 2011-12 were the 3rd highest in terms of positive destinations across Scotland. Only Eilean Siar and East Renfrewshire had higher rates.

2.5   Considerable levels of further detailed analysis are presented in the report and summarised in Section 4 of this report.

2.6   **National Training**
This section of the report relates to the local uptake and activity in the National Training Programmes which include: Modern Apprenticeships (MA), Skillseekers (SS), Get Ready for Work (GRfW), Lifeskills, Training for Work (TfW) and Targeted Pathways.

2.7   Information presented links to new starts on, and Positive Outcomes from, the programmes between 1st April 2012 and 28th December 2012 and the number of active placements within the authority as at 28th December 2012. Again, the details from the CPP Report can be found in Section 4 of this report.

2.8 **16-19 Unemployed & Seeking**
This section of the report highlights the characteristics of the young people within Inverclyde who are between 16-19 years of age and who are recorded as unemployed on the SDS Customer Record System. The extract which has populated the report was taken on Monday 11th February.

2.9 An age profile, duration of unemployment profile, and an SIMD profile are presented within the report. Detailed information is presented in Section 4, and the CPP Report itself   App 1 is included as Appendix 1 to this report.

## 3.0 RECOMMENDATION

3.1 That the Committee note the contents of this report, which narrate the statistics presented in the appendix.




**Albert Henderson**
**Director of Education, Communities & Organisational Development**

### 4.0 BACKGROUND

4.1 **School Leaver Destination Results – Main Findings**
- **42.2%** of Inverclyde School Leavers went into **Higher Education** (HE) as their post-school destination. This is 5.8 percentage points higher than the previous year, 4.9 percentage points higher than the national average (37.3%). Inverclyde has the 5th highest % of leavers going on to HE in Scotland
- The percentage of leavers in **Further Education** (FE) is **26.7%**, a drop of less than 1 percentage point from the previous year and just below (0.1%) the national average this year
- Leavers moving into **employment** fell by 1 percentage point from last year (now at **15.4%**. This is 4.4 percentage points below the national average of 19.8%
- **8.8%** of leavers moved into **training opportunities**. This is a 0.8 percentage point rise from 2010-11 and represents the 3rd highest % levels in Scotland – 4.2 percentage points above the national average
- Inverclyde has the 2nd lowest percentage of leavers who are unemployed and seeking work of all Scottish Local Authorities. 4.1%, 5.9 percentage points lower than the national average
- Once again, Inverclyde has no young people categorised as unknown – as per January committee report. In 2003, 4.3% of Inverclyde school leavers were unknown at the SLDR exercise – this equated, in that year, to 48 young people. The national average for unknowns in 2011-12 is 0.4% - equating to 203 young people across the country

4.2 **School Leaver Destination Results – Trend Analysis (2002-2012)**
- This year, the % of Inverclyde school leavers going on to **HE** reached its highest point in a decade (42.2%). Since 2003-04, there has been an overall increase of 13.7 percentage points for this measure
- The high point for **FE** destinations was 2009-10 (34.7%). The 2 years after this have shown steep decline of 8 percentage points from this level, followed by a 0.7 percentage point drop this year
- **Training** reached its high point in 2005-06 (13.4%). This compares with 8.8% this year
- 2006-07 saw the high point for **employment** as a post-school destination (20.4%). Two years after this, the lowest point in the decade was reached when only 11.3% of young people moved into employment
- The peak for **unemployed and seeking** young people came in 2003-04 (16.9%). Although we have not experienced consistent year-on-year decline in this figure, the trend is absolutely in the right direction and we have experienced our lowest (best) result for this measure, this year
- For 3 consecutive years, Inverclyde has had no unknowns

4.3 **School Leaver Destination Results – Gender Analysis**
- Of the 861 school leavers, 48.4% were male and 51.6% female
- 94% of the male school leavers, and 95.5% of the females, went into positive destinations. This mirrors the national picture
- 74.7% of the females continued with their studies immediately after leaving school, compared with 62.6% of the males
- 30.2% of the males moved into employment, compared with only 18.7% of the females
- Males are more likely than females to be unemployed and seeking work (58 / 42% split)

### 4.4 School Leaver Destination Results – SIMD Analysis

- In general, leavers who live in more deprived areas are less likely to move into positive destinations than those from the least deprived areas. 93% into positive destinations from the most deprived decile compared with 100% into positive destinations from the least deprived decile
- 75% of school leavers from the least deprived decile moved into Higher Education. The corresponding figure for the most deprived decile is only 22%
- 6% of school leavers from the most deprived decile are unemployed and seeking opportunities (leaving 1% unemployed but not seeking due to various circumstances). In the least deprived decile, this figure is 0%

### 4.5 School Leaver Destination Results – Leaving Age

- 82% of leavers were beyond statutory school leaving age (96% went into positive destinations)
- 9.1% were statutory summer leavers and 8.9% were statutory winter leavers (89% of these young people moved into positive destinations)
- Staying on in school past the statutory leaving date has a positive impact on progression from school

### 4.6 School Leaver Destination Results – HE / FE Courses

- 47.6% of the 363 young people moving on to HE provision did so at universities within Inverclyde's Travel to Work radius. A further 42% attended FE colleges for HE courses – 97% of which were within a travel to Work radius. This is co-incidentally, the same & figure for FE provision within our Travel to Work area
- The largest single sector (by % uptake) for HE courses of this cohort of school leavers was Admin, Business & Management (11%). For FE, it is Social Care and Hospitality, Catering & Tourism (both at 13%). Taking FE/HE together, the most popular sectors by uptake are Sport, Leisure & Sport Science and Social Care (both with 8%)
- 12% of girls who left school started courses in either Social Care or Health & Medicine (12% each). For boys Computing & IT, Sport, Leisure & Sport Science, Engineering and Construction were most popular (each of the 4 sectors at 13%)

### 4.7 School Leaver Destination Results – Employment

- 18% of young people moving into employment did so within the Retail, Sales & marketing sector. This, by 5 percentage points, is the most popular employment sector
- For female school leavers into employment, 23% went into Admin & Management, and 23% into Retail, Sales & Marketing. For boys going into employment, 20% went into Engineering

### 4.8 School Leaver Destination Results – Unemployed Not Seeking

- 10 young people were noted within this category. 50% were unavailable for work due to ill health, the other 50% had caring responsibilities, were pregnant or had chosen not to enter Employment, Education or Training

### 4.9 National Training

- 504 young people from Inverclyde started National Training Programmes (listed in section 2.6 of this report) between April – December 2012
- A further 58 National Training placements are noted for Inverclyde because the company involved, if not the young person, is located in Inverclyde
- 611 young people were engaged in National Training Programmes on 28th December 2012, with a further 82 Inverclyde employers added to this figure
- 71.6% of those on the MA Programme achieved the Modern Apprenticeship (Apr – Dec 2012)
- Only 1 Skillseeker within the area during this period, however they achieved their VQ

4.10  **16-19 Unemployed & Seeking**
- 61 males and 30 females within this age bracket are actively seeking opportunities (64 / 36% split)
- 28 (31%) are aged 15 or 16, 35 (38%) are aged 17, 20 (22%) are aged 18 and 8 (9%) are aged 19.
- 92% of these young people have been unemployed for less than 3 months
- None have been unemployed for longer than 12 months
- 30% of the 91 young people live in the most deprived SIMD decile, and all but 5% live in the 5 most deprived deciles

## 5.0  PROPOSALS

5.1  This report is submitted to committee as an update on Inverclyde's current position in this National Indicator, which not only informs the Employability Agenda locally, but which is also used as an indicator of the success of Curriculum for Excellence in the Senior Phase, and the delivery of Opportunities for All.

5.2  It is intended that this report be used by the Council and Partner organisations to inform planning and the continuation of joint working in the local area. The information within the report will particularly be reviewed and considered by the Opportunities for All group within the authority, a multi-agency group which looks at issues and indicators of youth employment.

**6.0 IMPLICATIONS**

6.1 <u>Finance</u>

There are no known financial issues.

6.2 <u>Legal</u>

There are no known legal issues

6.3 <u>Human Resources</u>

There are no known HR issues.

6.4 <u>Equalities</u>

Equalities issues in terms of gender, other protected characteristics and socio-economic status are articulated and analysed within the report itself **Appendix 1**

6.5 <u>Repopulation</u>

Promotion of successes and achievements such as those described in this report, as well as the level of analysis to better understand our young people can assist in the communication of the positive message of Inverclyde as an area of educational excellence and opportunity, and in the planning for continuous improvement towards Getting it Right for Every Child, Citizen and Community of Inverclyde.

**7.0 CONCLUSION**

7.1 Schools, Skills Development Scotland, and all partners have worked effectively to ensure that all School Leavers are being supported in their transition from educational establishments. Generally, the figures presented within this report are, once again, very positive in the context of the current economic climate. They also point clearly to some acute target areas for attention by partners at this time.

**8.0 LIST OF BACKGROUND PAPERS**

8.1 Appendix 1 – Skills Development Scotland CPP Report

# Inverclyde Council
## Community Planning Partnership Report

## February 2013

- **Initial School Leaver Destination Return 2011/12**

- **National Training Programme Results
  1st April 2012 to 28th December 2012**

- **Unemployed Seeking Analysis**

# Contents

**Initial Leaver Destination Report (Analysis note)**

Please note that information regarding institutions, courses and employment sectors have been suppressed where there are less than 5 leavers. In these instances, these leavers have been captured under the 'other' categories. In addition, due to rounding techniques some total percentages may not equal 100%.

## Foreword

We're pleased to provide you with the February 2013 Community Planning Partnership (CPP) report. This report provides you and other local partners with information and analysis specific to your local authority:

**- analysis of the results of the Initial School Leaver Destination Return (2011/12)**

**- results of our national training programme delivery (April 12 to December 12)**

**- analysis of the unemployed seeking 16-19 group (at 11 February 2013).**

The team at SDS are committed to providing information we have available to inform joint working in local areas.

The content of this report will support partners in their contribution to delivering Opportunities for All, the Scottish Government's guarantee of a place in training or education for every 16 – 19 year old.

We welcome your feedback and suggestions.

Damien Yeates
Chief Executive, Skills Development Scotland

# Report Section 1:  Initial School Leaver Destination Return 2011/12

## Background

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government.  The cohort is young people who left school between the 1st of August 2011 and the 31st of July 2012. We follow up these leavers to confirm their destinations as of 15th October 2012.  The data is recorded on the SDS customer record system and transferred at an individual level to the Scottish Government analytical services unit.  This enables us to agree on the cohort who will form the basis of both the initial and follow up destination reports.

The SLDR cohort is followed up again in March and the Scottish Government use the results of the March follow up to report against the National Indicator, "Increase the proportion of young people in learning, training or work".  This indicator is based on the school leavers from publicly funded secondary schools.  This excludes schools in the independent sector and all special schools.  This year the Scottish Government's Analytical Services Unit will publish the initial destination results at the same time as the follow up results in June 2013.

## Analysis

The analysis that follows is based on data recorded about leavers on our customer record system.  It is only leavers from publicly funded mainstream secondary schools that are within the scope of the SLDR reports and any leaver that was identified as having moved out with Scotland is excluded.  This report relates to the 861 leavers from publicly funded secondary schools in Inverclyde Council.

## Section 1:  Overview – Main Findings

- Overall the percentage of leavers entering a **positive destination**[i] is **94.8%**, a rise of 6.4 percentage points (pp)[ii] in comparison to 2010/11.  This is 4.9pp above the national average of 89.9%. This year Inverclyde Council has the 3rd highest percentage of leavers entering a positive destination in Scotland.

- The percentage of leavers entering **higher education** (HE) is **42.2%** which is 4.9pp higher than the national average of 37.3% and is the 5th highest percentage of leavers entering HE in Scotland.  In comparison to 2010/11 this is a rise within the authority of 5.8pp.

- The percentage of leavers entering **further education** (FE) has fallen by 0.7pp to **26.7%** which is 0.1pp lower than the national average of 26.8%.

- The percentage of leavers entering **employment** has fallen by 1.0pp since 2010/11 to **15.4%**.  This percentage is 4.4pp below the national average of 19.8%.

- The percentage of leavers entering **training** has risen by 0.8pp to **8.8%** and is the 3rd highest level in Scotland. It is 4.2pp above the national average of 4.6%.

- The percentage of leavers who are **unemployed** seeking[iii] is **4.1%**, 5.9pp lower than in 2010/11.  This is 4.3pp lower than the national average and this year Inverclyde Council has the 2nd lowest percentage of leavers who are unemployed seeking in Scotland.

- There are no school leavers whose destination is **unknown** this year. The national average is 0.4%.

**Table 1: Year on Year destination percentage split.  Local Authority & Scotland**

| Destinations | Inverclyde Council | | | Scotland | | |
|---|---|---|---|---|---|---|
| | 2010/11 % | 2011/12 % | % point change | 2010/11 % | 2011/12 % | % point change |
| Higher Education | 36.4 | 42.2 | 5.8 | 35.8 | 37.3 | 1.5 |
| Further Education | 27.4 | 26.7 | -0.7 | 27.1 | 26.8 | -0.3 |
| Training | 8.0 | 8.8 | 0.8 | 5.6 | 4.6 | -1.0 |
| Employment | 16.4 | 15.4 | -1.0 | 19.3 | 19.8 | 0.5 |
| Voluntary Work | 0.0 | 0.2 | 0.2 | 0.5 | 0.4 | -0.1 |
| Activity Agreement | 0.2 | 1.4 | 1.2 | 0.5 | 0.9 | 0.4 |
| Unemployed Seeking | 10.0 | 4.1 | -5.9 | 9.6 | 8.4 | -1.2 |
| Unemployed Not Seeking | 1.5 | 1.2 | -0.3 | 1.2 | 1.3 | 0.1 |
| Unknown | 0.0 | 0.0 | 0.0 | 0.3 | 0.4 | 0.1 |
| **Positive Destinations** | **88.4** | **94.8** | **6.4** | **88.9** | **89.9** | **1.0** |
| **Total Leavers** | **847** | **861** | | **54,073** | **50,892** | |

**Graph 2: Local Authority Comparison to Scotland**
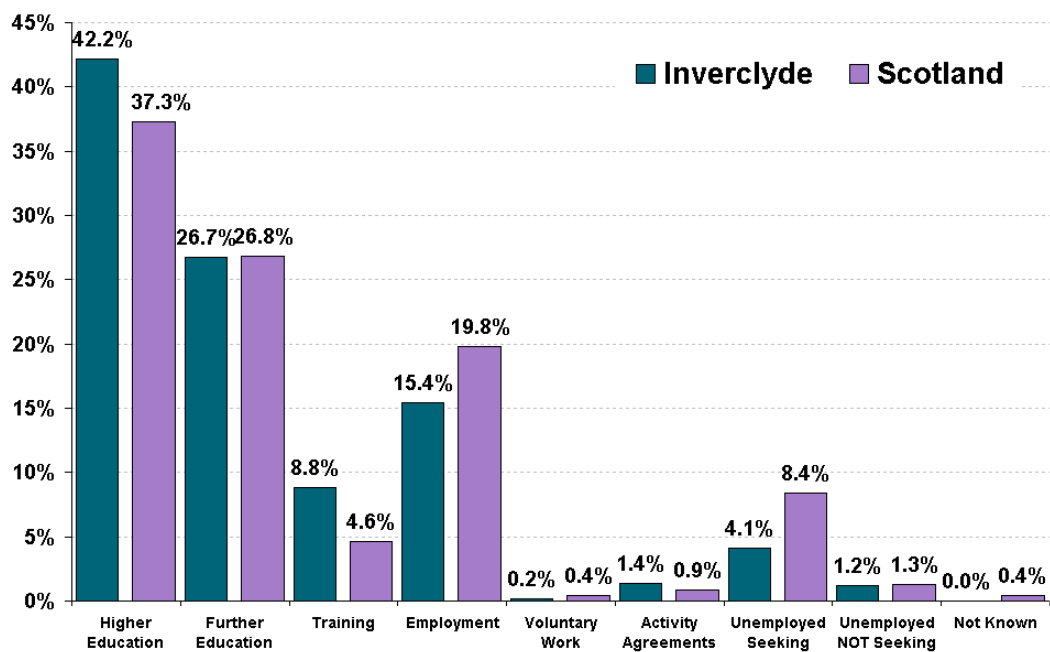
## Section 1.1 - Annual Trends

**Table 3: Year on Year Destination Split**

| Year | Total | HE (%) | FE (%) | Training (%) | Employed (%) | Voluntary Work (%) | Activity Agreement (%) | U/E Seeking (%) | U/E NOT Seeking (%) | Not Known (%) |
|------|-------|--------|--------|--------------|--------------|--------------------|------------------------|-----------------|---------------------|---------------|
| 2002/03 | 1,103 | 28.8 | 23.2 | 11.7 | 13.6 | | | 15.3 | 3.1 | 4.3 |
| 2003/04 | 1,033 | 28.5 | 21.6 | 12.0 | 16.1 | | | 16.9 | 2.5 | 2.4 |
| 2004/05 | 949 | 31.9 | 29.0 | 9.2 | 20.2 | | | 6.4 | 2.3 | 0.9 |
| 2005/06 | 983 | 34.1 | 26.3 | 13.4 | 16.6 | | | 6.3 | 2.1 | 1.1 |
| 2006/07 | 1,017 | 30.3 | 28.4 | 12.6 | 20.4 | 0.1 | | 6.5 | 1.4 | 0.4 |
| 2007/08 | 988 | 33.8 | 29.6 | 7.5 | 20.0 | 0.4 | | 6.0 | 1.8 | 0.9 |
| 2008/09 | 861 | 37.3 | 33.3 | 7.8 | 11.3 | 0.2 | | 9.3 | 0.7 | 0.1 |
| 2009/10 | 939 | 34.6 | 34.7 | 6.8 | 12.7 | 0.3 | | 9.3 | 1.6 | 0.0 |
| 2010/11 | 847 | 36.4 | 27.4 | 8.0 | 16.4 | 0.0 | 0.2 | 10.0 | 1.5 | 0.0 |
| 2011/12 | 861 | 42.2 | 26.7 | 8.8 | 15.4 | 0.2 | 1.4 | 4.1 | 1.2 | 0.0 |

**Graph 4: Year on Year Positive/Other Destination Trend**
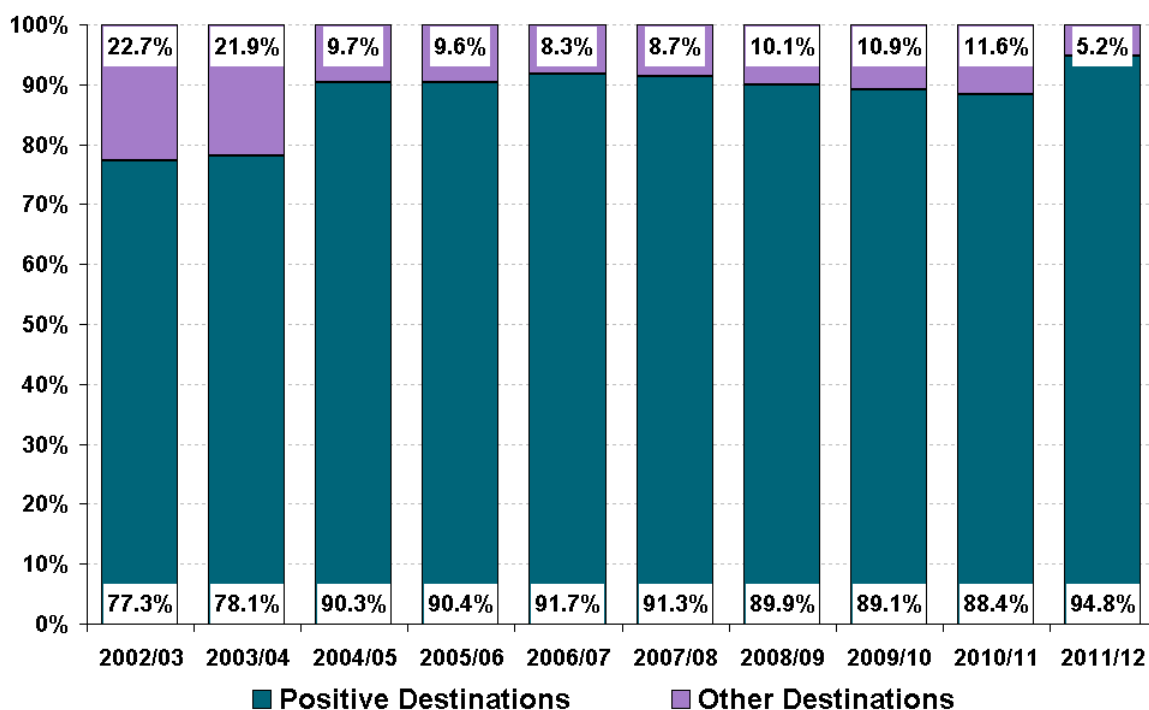
**Graph 5: Year on Year Positive Destination Trend Analysis**
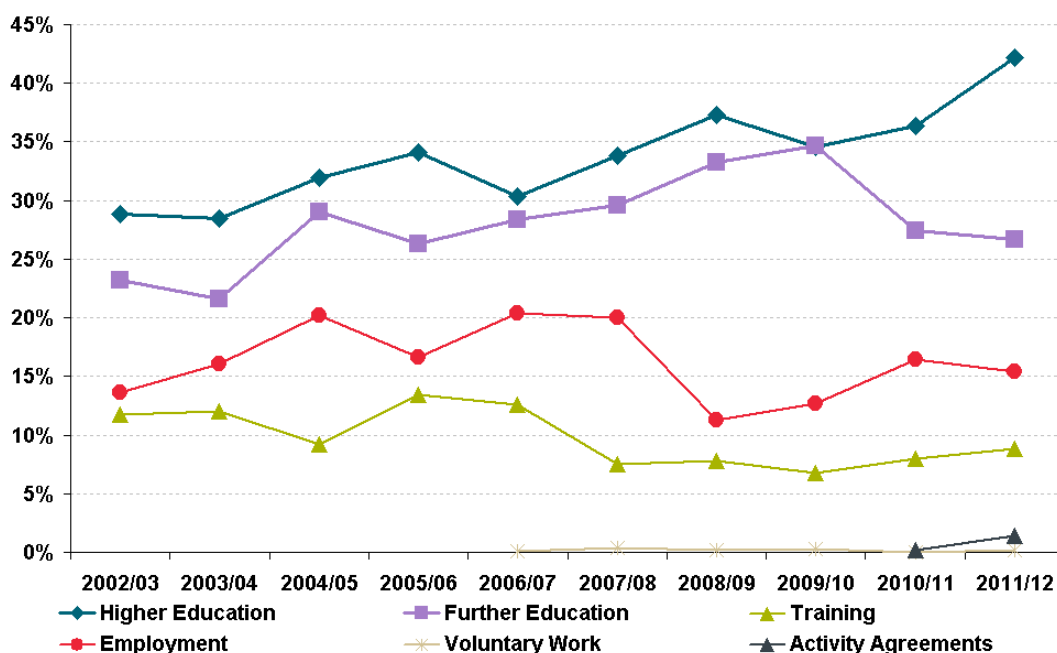


- In 2011/12 the percentage of leavers entering **higher education** reached its highest point in the decade with 42.2% choosing this destination. Since 2003/04 when only 28.5% of leavers entered HE there has been an overall increase of 13.7pp. The percentage of leavers choosing this destination is 5.8pp higher than last year.

- In 2009/10 the percentage of leavers entering **further education** reached its highest point in the decade with 34.7% choosing this destination. This year, 26.7% of leavers are choosing to enter FE, which is 8.0pp below the 2009/10 peak. The percentage of leavers choosing this destination is 0.7pp lower than last year.

- In 2005/06 the percentage of leavers entering **training** reached its highest point in the decade with 13.4% choosing this destination. This year 8.8% of leavers are choosing to enter training. The percentage of leavers choosing this destination is 0.8pp higher than last year.

- In 2006/07 the percentage of leavers entering **employment** reached its highest point in the decade with 20.4% choosing this destination. Shortly after in 2008/09 the lowest level was recorded with only 11.3% entering employment. This year 15.4% of leavers are choosing to enter employment. This is 1.0pp lower than last year.

- In 2007/08 the percentage of leavers entering **voluntary work** reached its highest point in the decade with 0.4% choosing this destination. Last year no leavers entered into voluntary work but this year 0.2% of leavers are choosing to enter.

- **Activity Agreements**, which were only introduced in 2010/11, account for 1.4% of leavers within the authority. This is an increase of 1.2pp on 2010/11 and 0.5pp higher than the national average (0.9%).

**Graph 6: Year on Year Other Destination Trend Analysis**
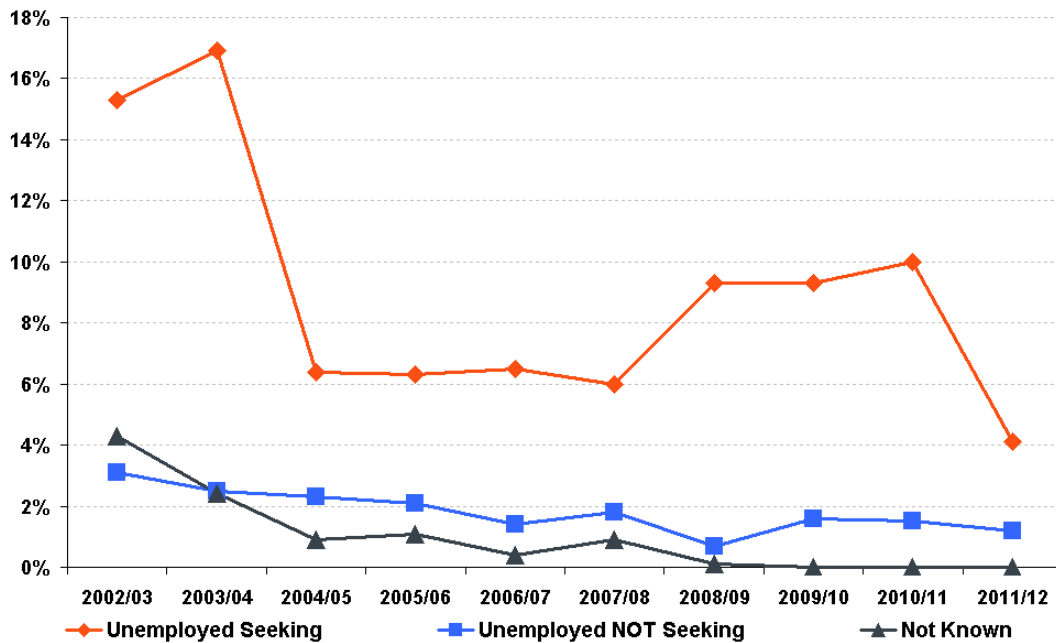


- The proportion of leavers reported as **unemployed seeking** reached its peak in 2003/04 at 16.9%. This year it is at its lowest point with only 4.1% of leavers being reported as unemployed seeking which is 5.9pp lower than last year.

- The proportion of leavers reported as **unemployed not seeking** reached its peak in 2002/03 at 3.1%. Its lowest point was in 2008/09 when only 0.7% of leavers were unemployed not seeking. This year 1.2% of leavers fall in to this category which is 0.3pp lower than last year.

- There are no leavers who are reported as **unknown**. This has been the case for the past three years.

## Section 1.2: Leaver Characteristics

**Table 7: Destinations split by Gender**

| Destinations | Male | | Female | |
|---|---|---|---|---|
| | No of Leavers | % | No of Leavers | % |
| Higher Education | 151 | 36.2% | 212 | 47.7% |
| Further Education | 110 | 26.4% | 120 | 27.0% |
| Training | 50 | 12.0% | 26 | 5.9% |
| Employment | 76 | 18.2% | 57 | 12.8% |
| Voluntary Work | - | 0.0% | 2 | 0.5% |
| Activity Agreement | 5 | 1.2% | 7 | 1.6% |
| Unemployed Seeking | 20 | 4.8% | 15 | 3.4% |
| Unemployed Not Seeking | 5 | 1.2% | 5 | 1.1% |
| Unknown | - | 0.0% | - | 0.0% |
| **Positive Destinations** | **392** | **94.0%** | **424** | **95.5%** |
| **Total Leavers** | **417** | | **444** | |

- 95.5% of females enter positive destinations in comparison to 94.0% of males, a 1.5pp difference. This position mirrors that of the national picture where a greater percentage of females enter positive destinations compared to males.

- 74.7% of females continue with their studies post school in comparison to 62.6% of males, a difference of 12.1pp.

- 30.2% of males enter employment or training in comparison to 18.7% of females, a difference of 11.5pp.

- Males are more likely than females to be unemployed seeking with the split of unemployed leavers being 58/42%.

**Graph 8: Gender split within each destination**
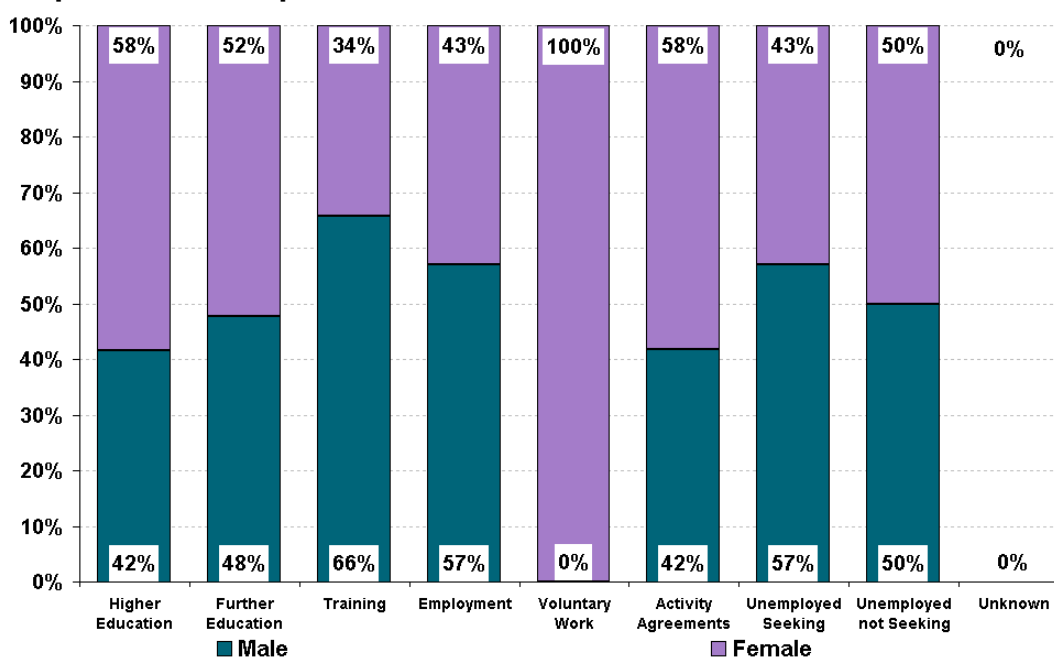
## Table 9: Percentage Destinations by SIMD 2012

| SIMD Decile[iv] | Most Deprived | | | | | | | | | Least Deprived | Not Known |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Higher Education | 22 | 28 | 39 | 48 | 53 | 60 | 53 | 57 | 75 | 0 | 0 |
| Further Education | 38 | 34 | 23 | 26 | 26 | 17 | 26 | 13 | 11 | 0 | 0 |
| Training | 16 | 11 | 8 | 6 | 9 | 5 | 3 | 4 | 1 | 0 | 0 |
| Employment | 14 | 20 | 18 | 13 | 9 | 17 | 15 | 19 | 11 | 100 | 0 |
| Voluntary Work | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Activity Agreement | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Unemployed Seeking | 6 | 4 | 9 | 7 | 1 | 0 | 3 | 3 | 1 | 0 | 0 |
| U/E Not Seeking | 1 | 1 | 3 | 0 | 0 | 2 | 0 | 3 | 1 | 0 | 0 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Positive Destinations** | **93** | **96** | **89** | **93** | **99** | **98** | **97** | **94** | **98** | **100** | **0** |
| **Total** | 212 | 161 | 79 | 54 | 70 | 60 | 62 | 69 | 93 | 1 | 0 |
| **% of Total Leavers** | **25** | **19** | **9** | **6** | **8** | **7** | **7** | **8** | **11** | **0** | **0** |

## Graph 10: Percentage Positive, HE and Unemployed Seeking by SIMD 2012
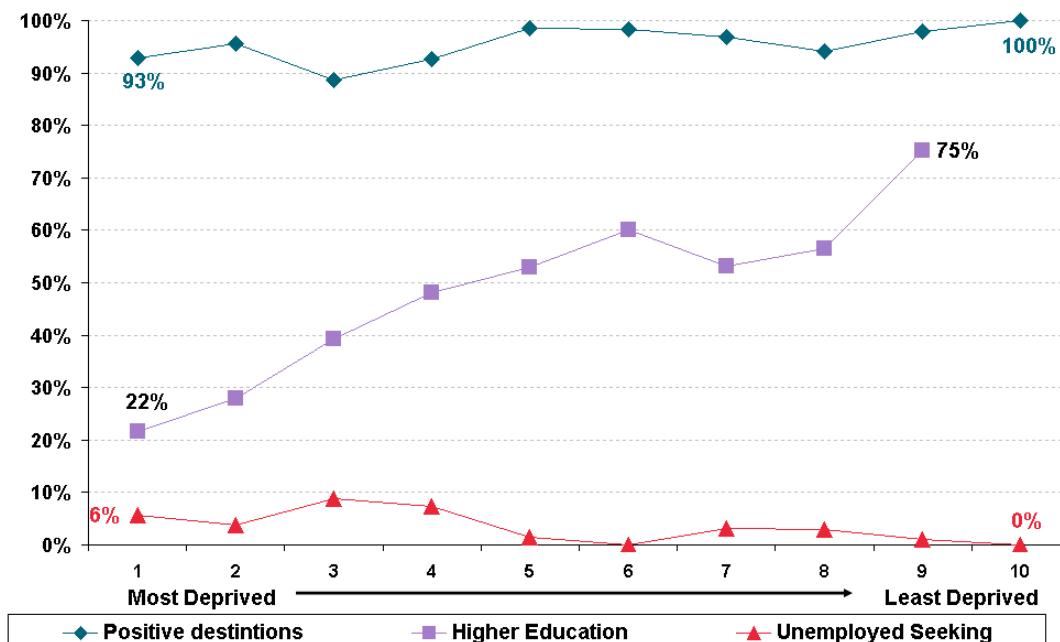


The table and graph above attempt to show that where leavers live could have an affect on their destination on leaving school.  For example,

- In general, leavers who live in the more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas. This is displayed in the graph which shows there is a 7pp difference in the positive destination percentages in SIMD 1 and SIMD 10.

- Leavers who live in the less deprived areas are more likely to enter higher education in comparison to leavers who live in the more deprived areas.  The proportion of leavers entering HE from SIMD 9 is 75% compared to the proportion of leavers in SIMD 1, 22%.

- Leavers from the more deprived areas are more likely to be unemployed seeking than leavers from the less deprived areas.  Using SIMD 1, 6% of leavers become unemployed seeking compared to 0% from SIMD 10.

**Table 11: School Leavers by Stage of Leaving**

| Stage of Leaving[v]<br><br>Destination | Statutory Summer Leaver % | Statutory Winter Leaver % | Post Statutory Leaver % |
|---|---|---|---|
| Higher Education | 0.0 | 2.6 | 51.1 |
| Further Education | 50.0 | 35.1 | 23.2 |
| Training | 19.2 | 20.8 | 6.4 |
| Employment | 9.0 | 26.0 | 15.0 |
| Voluntary Work | 0.0 | 0.0 | 0.3 |
| Activity Agreement | 9.0 | 6.5 | 0.0 |
| Unemployed Seeking | 7.7 | 7.8 | 3.3 |
| Unemployed Not Seeking | 5.1 | 1.3 | 0.7 |
| Unknown | 0.0 | 0.0 | 0.0 |
| **Positive Destinations** | **87.2** | **90.9** | **96.0** |
| Total Leavers | 78 | 77 | 706 |
| **% of Total Leavers** | **9.1** | **8.9** | **82.0** |

- It can be noted that the majority of leavers had remained at school past their statutory leave date and this has had a positive impact on their progression from school. Leavers who stay on past their statutory leave date are more likely to progress to positive outcomes on leaving school with the highest proportion entering higher education (51.1%). Overall 96.0% of those who stay on at school past their statutory leave date enter a positive destination.

- Statutory summer leavers are the least likely to enter positive destinations with only 87.2% of leavers reported entering a positive outcome. The highest proportion is reported in FE (50%). Statutory summer leavers are more than twice as likely to be reported as unemployed seeking than a post statutory leaver.

- The highest proportion of statutory winter leavers also entered FE (35.1%). However, they were also more than twice as likely as post statutory leavers to be unemployed seeking.

# Section 2: Positive Destinations

### Section 2.1 Higher and Further Education

**Higher Education (HE):**  This category includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. Leavers with a deferred, unconditional place in higher education have also been included in this year's figures.

**Further Education (FE):**  This category includes leavers undertaking non advanced further education which is not higher education.

From those reported in the SLDR, 363 leavers entered higher education and 230 entered further education.  Detailed analysis can be provided on 100.0% (593) of this cohort for whom we hold information on institution and course chosen. The analysis below is based on 363 HE and 230 FE students.

### Table 12: HE by Institution Type

| Institution | Total | % |
|---|---|---|
| University/HE College | 207 | 57 |
| FE College | 153 | 42 |
| Other[1] | 3 | 1 |

1 Other category includes Institutions Outwith Scotland and Other Learning Providers.

### Table 13: HE Students by Institution[vi]

| Institution | Total | % |
|---|---|---|
| Strathclyde University | 53 | 15 |
| West of Scotland University | 43 | 12 |
| Glasgow Caledonian University | 41 | 11 |
| Glasgow University | 36 | 10 |
| The Robert Gordon University | 6 | 2 |
| Edinburgh University | 5 | 1 |
| Other Learning Providers | 24 | 7 |
| Outwith Scotland | 2 | 1 |
| FE College | 153 | 42 |

Only Institutions with 5 or more leavers have been displayed. All other institutions are captured under "Other Learning Providers".

### Table 14: HE Students by FE Colleges

| Institution | Total | % |
|---|---|---|
| James Watt College | 118 | 77 |
| City of Glasgow College | 17 | 11 |
| Reid Kerr College | 9 | 6 |
| Cardonald College | 5 | 3 |
| Other Institutions / Learning Providers | 4 | 3 |

### Table 15: FE Students by FE Colleges

| Institution | Total | % |
|---|---|---|
| James Watt College | 203 | 88 |
| Reid Kerr College | 10 | 4 |
| Cardonald College | 5 | 2 |
| City of Glasgow College | 5 | 2 |
| Outwith Scotland | 2 | 1 |
| Other Institutions / Learning Providers | 5 | 2 |

Only Institutions with 5 or more leavers have been displayed. All other institutions are captured under "Other Institutions / Learning Providers".

### Table 16: HE Course Information[vii]

| Course Area | Total | % |
|---|---|---|
| Admin, Management & Business | 39 | 11 |
| Arts & Social Sciences | 35 | 10 |
| Health & Medicine | 35 | 10 |
| Science & Mathematics | 33 | 9 |
| Engineering | 31 | 9 |
| Computing & ICT | 29 | 8 |
| Sport, Leisure & Sport Science | 28 | 8 |
| Performing Arts | 18 | 5 |
| Art and Design | 15 | 4 |
| Finance | 15 | 4 |
| Social, Caring & Advisory | 14 | 4 |
| Law | 13 | 4 |
| Teaching | 12 | 3 |
| Communications & Media | 11 | 3 |
| Construction | 11 | 3 |
| Hospitality, Catering & Tourism | 10 | 3 |
| Languages | 6 | 2 |
| Other Course Information | 8 | 2 |

### Table 17: FE Course Information

| Course Area | Total | % |
|---|---|---|
| Social, Caring & Advisory | 31 | 13 |
| Hospitality, Catering & Tourism | 30 | 13 |
| Construction | 25 | 11 |
| Art and Design | 18 | 8 |
| Sport, Leisure & Sport Science | 18 | 8 |
| ASN Courses | 17 | 7 |
| Hairdressing & Beauty | 15 | 7 |
| Security & Services Related | 11 | 5 |
| Engineering | 10 | 4 |
| Computing & ICT | 9 | 4 |
| Garage Services | 9 | 4 |
| Arts & Social Sciences | 7 | 3 |
| Health & Medicine | 7 | 3 |
| Admin, Management & Business | 5 | 2 |
| General Education (Highers etc) | 5 | 2 |
| Performing Arts | 5 | 2 |
| Other Course Information | 8 | 3 |

Only course areas with 5 or more leavers have been displayed above. All other course areas are captured under "Other Course Information".

## Table 18: HE/FE Course Areas Combined

| Course Area | Total | % |
|---|---|---|
| Sport, Leisure & Sport Science | 46 | 8 |
| Social, Caring & Advisory | 45 | 8 |
| Admin, Management & Business | 44 | 7 |
| Arts & Social Sciences | 42 | 7 |
| Health & Medicine | 42 | 7 |
| Engineering | 41 | 7 |
| Hospitality, Catering & Tourism | 40 | 7 |
| Computing & ICT | 38 | 6 |
| Construction | 36 | 6 |
| Science & Mathematics | 35 | 6 |
| Art and Design | 33 | 6 |
| Performing Arts | 23 | 4 |
| ASN Courses | 17 | 3 |
| Hairdressing & Beauty | 17 | 3 |
| Other Course Information | 94 | 16 |

Only the top 14 course areas have been displayed above. All other course areas are captured under "Other Course Information".

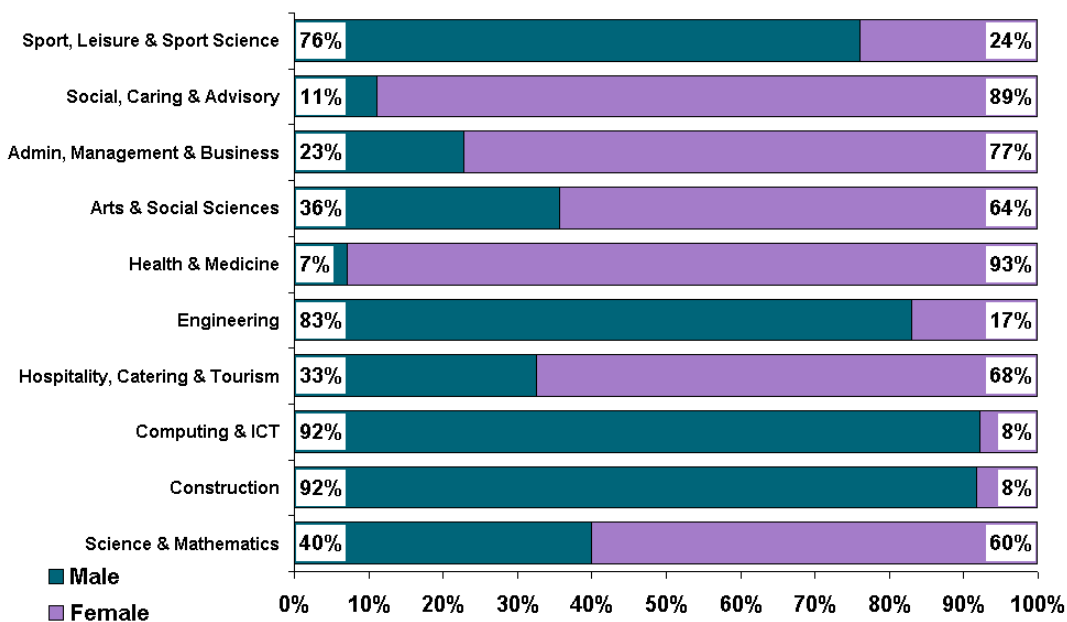## Graph 19: Course Areas split by Gender

## Table 20: Top HE/FE Course Areas (Female only)

| Course Area | Total | % |
|---|---|---|
| Social, Caring & Advisory | 40 | 12 |
| Health & Medicine | 39 | 12 |
| Admin, Management & Business | 34 | 10 |
| Arts & Social Sciences | 27 | 8 |
| Hospitality, Catering & Tourism | 27 | 8 |
| Art and Design | 24 | 7 |
| Science & Mathematics | 21 | 6 |
| Hairdressing & Beauty | 16 | 5 |
| Performing Arts | 14 | 4 |
| ASN Courses | 12 | 4 |
| Sport, Leisure & Sport Science | 11 | 3 |
| Law | 10 | 3 |
| Teaching | 10 | 3 |
| Finance | 9 | 3 |
| Other Course Information | 31 | 9 |

## Table 21: Top HE/FE Course Areas (Male only)

| Course Area | Total | % |
|---|---|---|
| Computing & ICT | 35 | 13 |
| Sport, Leisure & Sport Science | 35 | 13 |
| Engineering | 34 | 13 |
| Construction | 33 | 13 |
| Arts & Social Sciences | 15 | 6 |
| Science & Mathematics | 14 | 5 |
| Hospitality, Catering & Tourism | 13 | 5 |
| Admin, Management & Business | 10 | 4 |
| Art and Design | 9 | 3 |
| Performing Arts | 9 | 3 |
| Garage Services | 8 | 3 |
| Finance | 7 | 3 |
| Security & Services Related | 7 | 3 |
| ASN Courses | 5 | 2 |
| Other Course Information | 27 | 10 |

Only the top 14 course areas have been displayed above. All other course area are captured under "Other Course Information".

- The most popular course area for all leavers is Sport, Leisure & Sport Science. The gender split in this area shows that mainly males are choosing to study it with a 76/24% split. The next most popular area for all leavers is Social, Caring & Advisory with more females entering this course area with the gender split being 89/11%.

- The most popular course area for females is Social, Caring & Advisory with 40 leavers (12%) choosing this area. Health & Medicine and Admin, Management & Business are 2nd and 3rd respectively. For males, Computing & ICT was the most popular course area with 35 leavers (13%) choosing this area. Sport, Leisure & Sport Science was the second most popular area and Engineering was the third.

- Some course areas are significant in terms of gender, most notably Computing & ICT (92%) and Construction (92%) being male dominated. Health & Medicine (93%) related courses are female dominated.

## Section 2.2: Employment

**Employment:** This category includes those who are employed and who are in receipt of payment from their employers. It includes young people undertaking training in employment through Modern Apprenticeships.  133 young people entered employment and analysis can be provided on 94.0% (125) of those entering employment for whom we hold information about the occupational area entered.

**Table 22: Top Occupational Areas**

| Occupational Area | Total | % |
|---|---|---|
| Retail, Sales & Marketing | 22 | 18 |
| Engineering | 16 | 13 |
| Administration & Management | 14 | 11 |
| Hospitality & Catering / Travel & Tourism | 13 | 10 |
| Construction | 11 | 9 |
| Hairdressing & Beauty | 9 | 7 |
| Sport & Leisure | 8 | 6 |
| Armed Services & Security | 7 | 6 |
| Manufacturing | 5 | 4 |
| Social & Caring Occupations | 5 | 4 |
| Transport & Distribution | 5 | 4 |
| Other Occupational Areas | 10 | 8 |

**Table 23: Top Occupational Areas (Female only)**

| Occupational Area | Total | % |
|---|---|---|
| Administration & Management | 13 | 23 |
| Retail, Sales & Marketing | 13 | 23 |
| Hairdressing & Beauty | 8 | 14 |
| Hospitality & Catering / Travel & Tourism | 6 | 11 |
| Social & Caring Occupations | 5 | 9 |
| Other Occupational Areas | 11 | 20 |

**Table 24: Top Occupational Areas (Male only)**

| Occupational Area | Total | % |
|---|---|---|
| Engineering | 14 | 20 |
| Construction | 11 | 16 |
| Retail, Sales & Marketing | 9 | 13 |
| Hospitality & Catering / Travel & Tourism | 7 | 10 |
| Armed Services & Security | 7 | 10 |
| Sport & Leisure | 7 | 10 |
| Other Occupational Areas | 14 | 20 |

Only occupational areas with 5 or more leavers have been displayed above. All other areas are captured under "Other Occupational Areas".

**Graph 25: Occupational Areas split by Gender**

| Occupational Area | Male | Female |
|---|---|---|
| Retail, Sales & Marketing | 41% | 59% |
| Engineering | 88% | 13% |
| Administration & Management | 7% | 93% |
| Hospitality & Catering / Travel & Tourism | 54% | 46% |
| Construction | 100% | 0% |
| Hairdressing & Beauty | 11% | 89% |
| Sport & Leisure | 88% | 13% |
| Armed Services & Security | 100% | 0% |
| Manufacturing | 60% | 40% |
| Social & Caring Occupations | 0% | 100% |
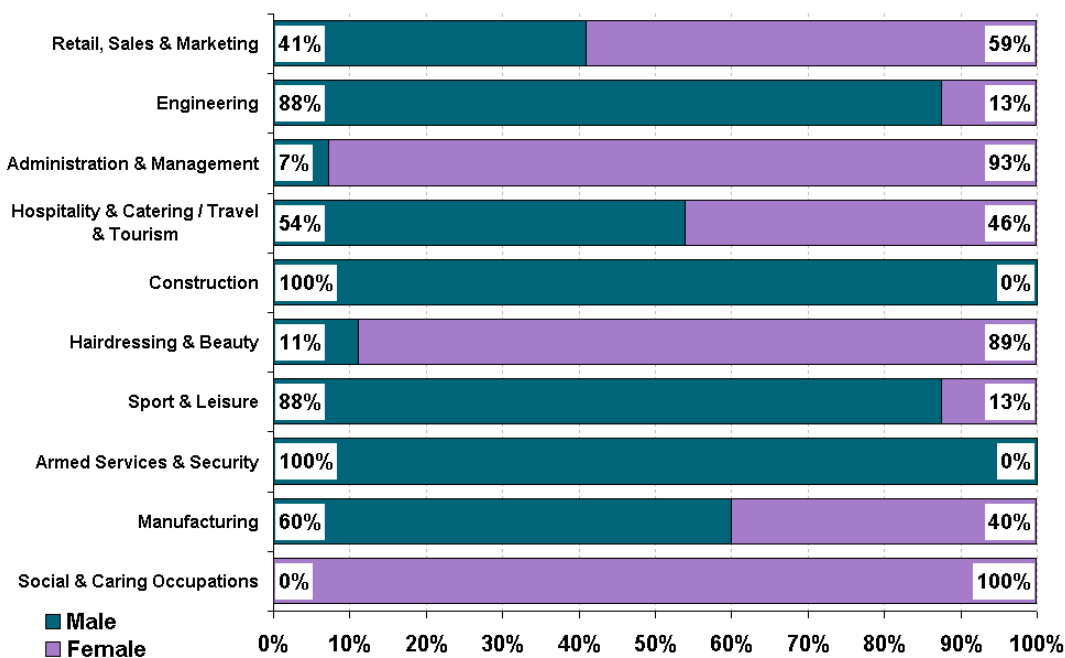
- The most popular area of employment entered by all school leavers is Retail, Sales & Marketing which accounts for 18% of all leavers who take up employment. The gender split of this area shows that mainly females are working in this area with a 59/41% split. The next two most popular employment areas for school leavers this year are Engineering (13%) followed by Administration & Management (11%).

- When examining occupational areas by gender we see that the top three areas for females are Administration & Management, Retail, Sales & Marketing and Hairdressing & Beauty. With males, the top three areas are Engineering, Construction and Retail, Sales & Marketing.

- 20% of male leavers who enter employment enter Engineering occupations, which equates to 14 leavers. 23% of female leavers enter Administration & Management occupations, which is the equivalent of 13 leavers.

- There is still a gender imbalance in the occupational areas of Construction (100%) and Armed Services (100%) with all leavers being male. Administration & Management (93%) and Social & Caring (100%) occupations are female dominated.

# Section 3: Other Destinations

School leavers who do not achieve a positive destination on leaving school are key customers for Skills Development Scotland and our partner organisations. The SLDR is a snapshot in time and should only be used as an indicator.

**Unemployed and seeking employment or training:** This category includes those who are in contact with SDS and are known by them to be seeking employment or training. This is based on regular contact between SDS and the customer. This does not refer to the definition of 'unemployed' used by the Department for Work and Pensions (DWP) to calculate published unemployment rates. This group also included some of those individuals undertaking personal skills development[viii].

**Unemployed and not seeking employment or training:** This category includes all those individuals who are not seeking employment or training for a range of reasons. These individual circumstances may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

### Unemployed Seeking Leavers

The table provides a comparison of the percentage of unemployed seeking customers with specific characteristics as opposed to the rate of the full SLDR cohort.

**Table 26: Unemployed Seeking Leaver Characteristics**

| Unemployed Seeking Leaver Characteristics | % of Full SLDR | % of Unemployed Seeking |
|---|---|---|
| **Gender** | | |
| Male | 48 | 57 |
| Female | 52 | 43 |
| **Stage of Leaving** | | |
| Statutory Summer Leaver | 9 | 17 |
| Statutory Winter Leaver | 9 | 17 |
| Post Statutory Leaver | 82 | 66 |
| **SIMD Decile (SIMD 2012)** | | |
| 1          (most deprived) | 25 | 34 |
| 2 | 19 | 17 |
| 3 | 9 | 20 |
| 4 | 6 | 11 |
| 5 | 8 | 3 |
| 6 | 7 | 0 |
| 7 | 7 | 6 |
| 8 | 8 | 6 |
| 9 | 11 | 3 |
| 10          (least deprived) | 0 | 0 |
| Unknown | 0 | 0 |

Data & percentages based on less than 5 leavers are suppressed due to disclosure reasons. Totals may not equal 100% due to rounding.

- Statutory winter leavers represent only 9% of the whole SLDR cohort but are disproportionately represented within the leavers reported as unemployed seeking at 17%. A similar situation is evident for statutory summer leavers with 9% and 17% respectively.

- Although male leavers account for 48% of the leaving cohort, they account for almost 57% of leavers reported as unemployed seeking. Female leavers account for 52% of the leaving cohort with 43% of them being reported as unemployed seeking.

**Table 27: Unemployed Seeking Leavers by Intermediate Data zone**

There were 35 leavers from Inverclyde Council secondary schools who were reported as unemployed seeking in the SLDR. By using postcode and SDS centre, we were able to identify that, at the snapshot 1 of these leavers were living outside the local authority area, however, a further 3 unemployed seeking school leavers from other local authority schools were now residing within Inverclyde Council boundaries. By using postcodes we were able to identify areas within the authority where unemployed school leavers were living. The analysis below is based on 37 leavers residing in the authority who could be mapped to an intermediate data zone based on their postcode. The table below shows the intermediate data zone with the highest percentage of unemployed leavers.

| Intermediate Data zone[ix] | Total | % |
|---|---|---|
| Braeside, Branchton, Lower Larkfield and Ravenscraig | 7 | 19 |

## Unemployed NOT Seeking Leavers

There were 10 school leavers within this category. The highest proportion of leavers reported as unemployed not seeking are those who are unavailable due to ill health (50.0%). This is followed by those who are pregnant (20.0) and those that are choosing not to enter education, employment or training (20.0%).

**Graph 28: Individual Circumstances of those Unemployed NOT Seeking**



- Carer Child ; 10.0%
- Carer Other ; 0.0%
- Choosing Not to Enter EET ; 20.0%
- Gap Year ; 0.0%
- In custody ; 0.0%
- Not Yet Ready to enter EET; 0.0%
- Pregnant ; 20.0%
- Unavailable - Ill Health; 50.0%
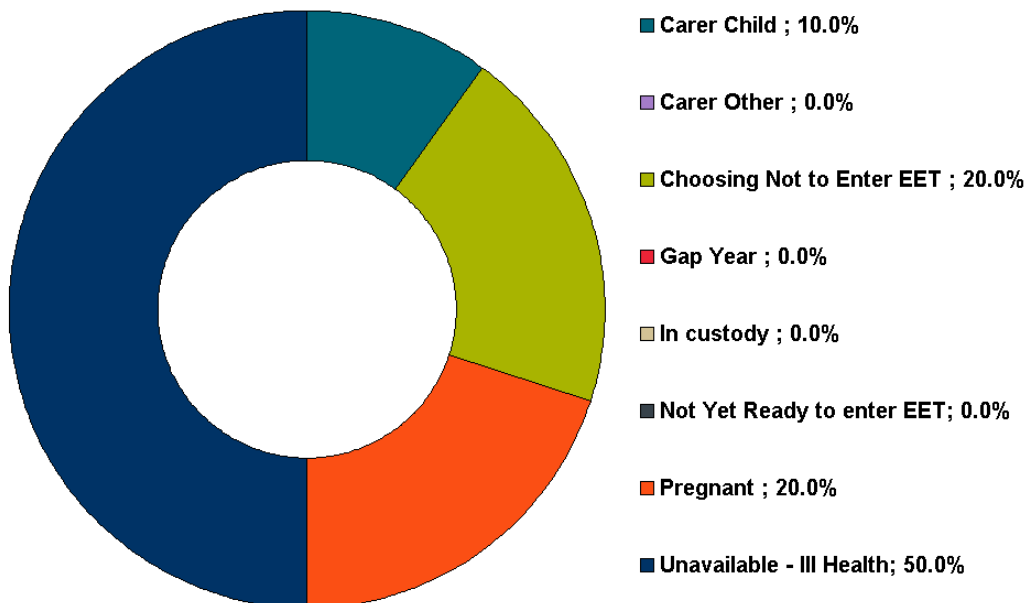
## Unknown Leavers

There were no school leavers whose destination was unknown at the time of SLDR.

## Section 4: Percentage Destinations by School

| School | Total Leavers | Higher Education (%) | Further Education (%) | Training (%) | Employment (%) | Voluntary Work (%) | Activity Agreements (%) | Unemployed Seeking (%) | Unemployed Not Seeking (%) | Not Known (%) | Positive (%) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Clydeview | **243** | 61.7 | 18.1 | 4.1 | 12.3 | 0 | 0.4 | 2.5 | 0.8 | 0 | **96.7** |
| Inverclyde Academy | **164** | 36 | 32.9 | 8.5 | 14 | 0 | 0 | 6.1 | 2.4 | 0 | **91.5** |
| Notre Dame High School | **163** | 40.5 | 30.1 | 6.1 | 16 | 1.2 | 3.7 | 1.2 | 1.2 | 0 | **97.5** |
| Port Glasgow High School | **86** | 27.9 | 29.1 | 18.6 | 18.6 | 0 | 3.5 | 2.3 | 0 | 0 | **97.7** |
| St Columba's High School | **114** | 31.6 | 27.2 | 8.8 | 21.9 | 0 | 0 | 9.6 | 0.9 | 0 | **89.5** |
| St Stephen's High School | **91** | 30.8 | 29.7 | 17.6 | 14.3 | 0 | 2.2 | 4.4 | 1.1 | 0 | **94.5** |
| **Inverclyde Council** | **861** | **42.2** | **26.7** | **8.8** | **15.4** | **0.2** | **1.4** | **4.1** | **1.2** | **0** | **94.8** |

## Report Section 2: National Training Programme Results Apr-Dec 2012

Individuals in the Inverclyde Council area had access to all our National Training Programmes including: Modern Apprenticeships (MA), Skillseekers (SS), Get Ready for Work (GRfW), including Lifeskills, Training for Work (TfW) and Targeted Pathways.

| New Starts created between 1st April 2012 and 28th December 2012 | | | |
|---|---|---|---|
| **Training Programme** | **Local Authority Area based on Trainee Address** (Employer address is within or out with Local Authority Area) | **Local Authority Area based on Employer address** (Trainee address is out with Local Authority Area) | **Starts by Local Authority Area** |
| MA 16-19 | 127 | 15 | 142 |
| MA 20-24 | 65 | 11 | 76 |
| MA 25+ | 58 | 32 | 90 |
| **Total** | **250** | **58** | **308** |
| GRFW | 171 | | 171 |
| Lifeskills | 19 | | 19 |
| **Total** | **190** | | **190** |
| TFW | 64 | | 64 |
| **Total New Starts** | **504** | **58** | **562** |

| In Training as at 28th December 2012 | | | |
|---|---|---|---|
| **Training Programme** | **Local Authority Area based on Trainee Address** (Employer address is within or out with Local Authority Area) | **Local Authority Area based on Employer address** (Trainee address is out with Local Authority Area) | **In Training by Local Authority Area** |
| MA 16-19 | 263 | 16 | 279 |
| MA 20-24 | 97 | 13 | 110 |
| MA 25+ | 143 | 53 | 196 |
| Skillseekers | 0 | 0 | 0 |
| Targeted Pathways | 0 | 0 | 0 |
| **Total** | **503** | **82** | **585** |

## In Training as at 28th December 2012 (cont)

| Training Programme | Local Authority Area based on Trainee Address (Employer address is within or out with Local Authority Area) | Local Authority Area based on Employer address (Trainee address is out with Local Authority Area) | In Training by Local Authority Area |
|---|---|---|---|
| GRFW | 80 | | 80 |
| Lifeskills | 10 | | 10 |
| **Total** | **90** | | **90** |
| TFW | 18 | | 18 |
| **Total In Training** | **611** | **82** | **693** |

## Positive Outcomes achieved between 1st April 2012 and 28th December 2012

Local Authority is based on Trainee Address (Employer address is within or out with Local Authority Area)

| Type of Achievement | Total | Leavers | Achievement Rate (%) |
|---|---|---|---|
| MA 16-19 - Achievement of MA | 105 | 136 | 77.2 |
| MA 20-24 - Achievement of MA | 18 | 33 | 54.5 |
| MA 25+ - Achievement of MA | 49 | 71 | 69.0 |
| Skillseekers - Achievement of VQ | 1 | 1 | 100.0 |
| Targeted Pathways - Outcome | 0 | 0 | 0.0 |

Achievement rate is the achievements divided by the leavers displayed as a percentage

| | | | |
|---|---|---|---|
| **Total** | **173** | **241** | **71.8** |
| GRFW & Lifeskills - Job Outcome | 40 | | |
| GRFW & Lifeskills - Progression from GRfW to MA | 10 | | |
| GRFW & Lifeskills - Progression from Lifeskills to GRFW | 0 | | |
| GRFW & Lifeskills - Progression into Full-time education | 49 | | |
| *GRFW & Lifeskills - Sustained Job* | 20 | | |

Achievement rate includes the job outcome, progression to mainstream and the progression to full time education divided by the total leavers displayed as a percentage

| | | | |
|---|---|---|---|
| **Total *(excluding GRFW Sustained Jobs)*** | **119** | **194** | **51.0** |

**Positive Outcomes achieved between 1st April 2012 and 28th December 2012 (cont)**

| Type of Achievement | Total | Leavers | Achievement Rate (%) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| TFW - Job Outcome | 18 | | |
| TFW - Self Employment Outcome | 12 | | |
| TFW - Retention in employment *(see definition)* | 16 | | |
| TFW - VQ 2 Outcome Payment | 0 | | |
| TFW - Other Approved Qualification | 18 | | |
| Achievement rate includes the job outcome and self employment outcome divided by the total leavers displayed as a percentage | | | |
| **TFW Total** | **64** | **66** | **45.5** |

| | |
|---|---|
| Total Achievements | 356 |

**Definitions:**

**TFW** – Retention in Employment: A Retention in Employment Outcome can be claimed for the same trainee if they are in employment, but not necessarily the same job, 12 weeks after the first job has commenced, for a minimum period of 1 week (the qualifying period for achievement does not apply where the trainee is still employed by the first employer).

**TFW – Sustained Job:** For trainees who started prior to 1st April 2010 only – a Sustained Job Outcome can be claimed if the trainee is in employment 26 weeks after the first date of employment.

## Report Section 3: Characteristics of 16 – 19 Unemployed Seeking

The information that follows relates to 16 – 19 year olds recorded as being unemployed on the SDS customer records system.  The extract was taken on Monday 11th February 2013 and relates to individuals who had been in contact with us during the last eight weeks or we have been notified by partners that the individual is unemployed. Therefore, this information may differ when compared to that of the Department for Work and Pensions, especially for the 18/19 year old age groups. We are working with DWP to close the information gap on 18/19 year olds.

**Unemployed Table 1:  Unemployed Seeking, by gender & age**

| Age Group | No. Male | % | No. Female | % | Total | % Age |
|---|---|---|---|---|---|---|
| 15/16 | 18 | 64 | 10 | 36 | 28 | **31** |
| 17 | 25 | 71 | 10 | 29 | 35 | **38** |
| 18 | 14 | 70 | 6 | 30 | 20 | **22** |
| 19 | 4 | 50 | 4 | 50 | 8 | **9** |
| **Total** | **61** | **67** | **30** | **33** | **91** | |

Due to rounding totals may not equal 100.

Individuals will enter and leave the unemployed group as their circumstances change, for instance, **63%** (**57**) of those within the current unemployed seeking cohort had secured at least one positive destination since leaving school.

The unemployed group is fluid and table 2 provides an overview of the period of time customers have been recorded as unemployed seeking based on the start date of the newest unemployed seeking status.

Please note, we may have supported a customer for a period of time as unemployed seeking but after 8 weeks of non contact we would update their destination to unknown. If we subsequently make contact with a customer, a new unemployed seeking status would be recorded.  The duration in table 2 is measured from the newest point of contact.

**Unemployed Table 2: Unemployed Seeking, by age & duration of current unemployed status**

| Age Group | 0-3 months | 3-6 months | 6-12 months | > 12 months | Total |
|---|---|---|---|---|---|
| 15/16 | 27 | 1 | 0 | 0 | **28** |
| 17 | 32 | 2 | 1 | 0 | **35** |
| 18 | 18 | 2 | 0 | 0 | **20** |
| 19 | 7 | 0 | 1 | 0 | **8** |
| **Total** | **84  (92%)** | **5  (5%)** | **2  (2%)** | **0  (0%)** | |

Due to rounding totals may not equal 100.

By comparison, table 3 is based upon the last participation recorded on our client management system. Participation includes school, further education, higher education, national training programmes (MA, Skillseekers, GRfW, TfW, etc), employment, activity agreement or voluntary work. The duration has been calculated from the end date of the last known positive destination to the date of the extract. If no positive destination has been recorded on our client management system then the duration has been calculated from the statutory school leaving date of the customer.

**Unemployed Table 3: Unemployed Seeking, by age & duration since last positive status**

| Age Group | 0-3 months | 3-6 months | 6-12 months | > 12 months | Total |
|---|---|---|---|---|---|
| 15/16 | 25 | 2 | 1 | 0 | **28** |
| 17 | 24 | 4 | 4 | 3 | **35** |
| 18 | 12 | 3 | 1 | 4 | **20** |
| 19 | 3 | 0 | 3 | 2 | **8** |
| **Total** | **64  (70%)** | **9  (10%)** | **9  (10%)** | **9  (10%)** | **91** |

Due to rounding totals may not equal 100.

Using customer postcodes we can map information about the unemployed seeking cohort by SIMD decile and intermediate data zones as in Table 4 and 5 below:

**Unemployed Table 4:  Unemployed Seeking by SIMD 2012 Ranking**

| SIMD Decile (2012) | Most Deprived | | | | | | | Least Deprived | | | Not Known |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | 27 | 28 | 11 | 6 | 7 | * | * | * | 5 | * | * |
| | **30%** | **31%** | **12%** | **7%** | **8%** | * | * | * | **5%** | * | * |

**Unemployed Table 5:  Unemployed Seeking by Intermediate Datazone**

| Intermediate Data zone | Total | % |
|---|---|---|
| Greenock Town Centre and East Central | 12 | 13 |
| Port Glasgow Upper East | 11 | 12 |
| Port Glasgow Upper, West and Central | 9 | 10 |
| Greenock Upper Central | 8 | 9 |
| Port Glasgow Mid, East and Central | 8 | 9 |
| Greenock East | 7 | 8 |
| Lower Bow & Larkfield, Fancy Farm, Mallard Bowl | 6 | 7 |
| Inverkip and Wemyss Bay | 5 | 5 |

# Background Notes

i **Positive Destinations:** Positive Destinations have been defined by Scotland Performs in relation to the National Indicator - "Increase the proportion of young people in learning, training or work". As from 2010/11, activity agreements became a separate position destination category.

**Higher Education:** This category includes all leavers who have entered University to study at degree level, or an FE/HE college to study at HNC/HND level. Leavers with a deferred, unconditional place in higher education have also been included in this category.

**Further Education:** This category includes all leavers who are studying at a non-advanced level and are not on a school roll e.g. National Qualifications, Access courses, portfolio preparation, pre-vocational courses or Highers or A Levels.

**Training:** This category includes leavers who are on a training course and in receipt of an allowance. This includes those participating in the SDS funded Targeted Pathways to Apprenticeships, Get Ready for Work or Lifeskills programmes. It also includes those participating in placements through the community jobs fund. In addition, leavers who are in receipt of an allowance and the programme they are participating in, is not funded by SDS e.g. vocational programmes funded by local authorities or third sector organisations.

**Employment:** This category includes leavers who are employed and are in receipt of payment from their employers. It includes those undertaking formal training whilst in employment funded through modern apprenticeships. It also includes those who are Self Employed and those working on a part-time basis (less than 16 hours) who regard this employment as their main destination, irrespective of the hours worked.

**Voluntary Work:** This category includes leavers who are undertaking voluntary work, defined as those choosing to give time or energy to something that is of benefit to others or a cause e.g. an individual (not family), an organisation or the environment. An individual who is volunteering won't be getting paid but may be given an allowance or expenses. This can include individuals who are volunteering at home or abroad.

**Activity Agreement**: includes those leavers where there is an agreement between the young person and a trusted professional that the leaver will take part in a programme of learning and activity which helps them become ready for formal learning or employment. This is based on SDS's knowledge of participation rates and may not match similar data held by local authorities who have the lead delivery role activity agreements.

ii **Percentage point(s)** has been abbreviated to pp throughout this document.

iii **Unemployed Seeking**: this category includes those who are in contact with SDS and are known by them to be seeking employment or training. This is based on regular contact between SDS and the customer. This does not refer to the definition of 'unemployed' used by the Department for Work and Pensions to calculate published unemployment rates. This group also included some of those individuals undertaking personal skills development.

iv **The Scottish Index of Multiple Deprivation (SIMD):** SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. SDS uses a file created by Scottish Neighbourhood Statistics to identify SIMD based on an individual leaver's postcode. The leaver's postcode is based on the last known address of the leaver as recorded on our client management system. As the last known postcode is used it may be that a leaver from one local authority was living in another local authority at the time of the return. Therefore, the SIMD relates to where a leaver was living at the point of the return and not the concentration of SIMD within a local authority. The Scottish Government has a useful tool that helps identify SIMD areas:
http://www.scotland.gov.uk/Topics/Statistics/SIMD/SIMDInteractive.

v **Stage of Leaving:** A statutory summer leaver is a school leaver who chose to leave school at the earliest opportunity when they became eligible to leave school i.e. their 16th birthday fell on or between 1st March and 30th September in their year of leaving. A statutory winter leaver is a school leaver who chose to leave school at the earliest opportunity when they became eligible to leave school i.e. their 16th birthday fell between 1st October and the last day in

February.  A post statutory leaver is a school leaver who chose to remain at school passed their statutory leave date e.g. a winter leaver who would have been eligible to leave at the winter leave date but choose to remain at school until the summer leave date.  Included in this group are leavers who have passed their statutory leave date and have left school at any stage throughout the year.

[vi] **Institutions:** through our follow up of leavers, SDS confirm Further and Higher Education destinations and as part of the SLDR process we request further information about the institution a leaver is attending.  This is not a mandatory requirement and the information displayed is based on the recorded detail on the SDS customer records system and is provided as a guide only.  As part of our data sharing processes with Further Education colleges we may receive enrolment detail directly from a college, however, it should be acknowledged that this may not be available for the initial SLDR due to timing.  Therefore, the detail provided in this report may not fully match that held on institutions own MIS systems.  Those leavers recorded in a Higher Education destination and their recorded institution was one of the colleges and research institutions that make up The University of the Highland and Islands their institution was updated to the UHI.  However, Further Education destinations have been reported using the college description, where available.

[vii] **Course Information:** through our follow up of leavers, SDS confirms Further and Higher Education destinations and as part of the SLDR process we request further information about the course a leaver is attending.  This is not a mandatory requirement and the information displayed is based on the recorded detail on the SDS customer records system and is provided as a guide only.  Where gathered, SDS staff record the actual course name, unfortunately, this is not contained within a searchable/reportable field within our current MIS system.  Based on their interpretation, staff translate the course detail into predefined groupings.  It is possible that courses are not an exact fit to one of the categories or could be shown in different categories e.g. psychology may be defined within arts and social science or within science and mathematics.  There are other examples such as event management which could be placed within hospitality, catering and tourism or within administration and management depending upon interpretation.

[viii] **Personal Skills Development:** this status includes leavers who participate in learning opportunities/personal and social development activities with the aim of improving their confidence and employability.  These programmes can be viewed as a stepping stone to a positive destination.  The programmes may be delivered by community learning and development or third sector organisations.  For the 2011/12 SLDR return, SDS provided the individual level detail of all recorded PSD statuses to the Scottish Government's Education, Information and Analytical Services: Schools Unit.  They returned the official SLDR destination mapping to SDS on an individual programme by programme basis and this mapping has become the blueprint for this year's mapping.

[ix] **Intermediate Data zone Geography**: The data zone is the key small area statistical geography in Scotland. The intermediate geography is built up from data zones and can be used to disseminate statistics that are not suitable for release at the data zone level. Due to the small number of individuals it has been decided to use the intermediate level geography. There are 1,235 intermediate zones in Scotland, containing on average 4,000 household residents and these have been designed to respect local authority boundaries as at 2001 Census.

# Inverclyde council

| Report To: | Education & Communities Committee | Date:  7 May 2013 |
|---|---|---|
| Report By: | Corporate Director Education, Communities and Organisational Development | Report No: EDUCOM/41/13/AH/WB |
| Contact Officer: | Wilma Bain (Head of Education) | Contact No:  01475 712824 |
| Subject: | Admissions and Placing Requests for Primary 1 and Secondary 1 Pupils in School Session 2013/14 | |

## 1.0  PURPOSE

1.1 The purpose of this report is to provide Committee members with the details of the decisions agreed by the Pupil Placement Panel relating to Admissions and Placing Requests for school session 2013/14 affecting Primary 1 and Secondary 1 pupils.

## 2.0  SUMMARY

2.1 The annual exercise has been carried out to identify the number of children and young people from their defined catchment areas who will start Primary 1 and Secondary 1 in August 2013 together with those for whom placing requests were made.

2.2 This process consists of determining the allocation of places in accordance with the Council's Admissions and Placing Request Policy together with the policy on class sizes in Primary 1.

2.3 The pupil placement panel was set up and comprised the Corporate Director  Education, Communities and Organisational Development, Head of Legal and Democratic Services and Head of Property Assets and Facilities Management.

2.4 The Head of Education made recommendations to the pupil placement panel.

## 3.0  RECOMMENDATIONS

3.1 That the Education and Communities Committee note the admissions and placing requests relating to Primary 1 and Secondary 1 that have been granted for the school session 2013/14.

.

**Albert Henderson**
**Corporate Director – Education, Communities & Organisational Development**

## 4.0 BACKGROUND

4.1 The Admission and Placing Request policy was approved by the Committee in November 2009.

4.2 Following this year's pupil placement exercise, it was determined that all defined catchment pupils could be accommodated in their catchment primary or secondary school.

4.3 We received 126 placing requests for primary 1 pupils to attend schools other than their catchment school. After reviewing the impact of these placing requests, it was agreed that one school (Lady Alice Primary School) was oversubscribed by one placing request. It was determined that all placing requests to other primary schools could be granted.

4.4 Lady Alice Primary School

34 catchment area children registered for primary 1 in Lady Alice Primary School. Of these 34 children, 6 placing requests were submitted to attend a different school (Ardgowan x 1, King's Oak x 1, Whinhill x 2, Whinhill Gaelic x 2). We received 5 placing requests to attend Lady Alice Primary School (from Aileymill x 1, Ardgowan x 1, St Andrew's x 1, and Whinhill x 2).

In line with our policy on class sizes, Lady Alice Primary School only had the capacity to accept 4 out of the 5 placing requests. The Council's priorities for placing requests were applied, and the result was as follows:

- 2 places were allocated to siblings
- the remaining 2 places were allocated in accordance with distance from home to the school

The placing request that was refused was the one where the home address was furthest from the school.

4.5 We received 80 placing requests for secondary 1 pupils to attend schools other than their catchment school. After the reviewing the impact of the placing requests, it was agreed that all placing requests for secondary 1 pupils could be granted.

4.6 The Pupil Placement Panel was convened on 18 April 2013 to consider the recommendations of the Head of Education and to ensure the criteria had been applied appropriately.

4.7 The Panel, having considered all recommendations, decided that the criteria had been properly applied and agreed the recommendations made by the Head of Education.

4.8 The decisions were intimated to parents in advance of the statutory deadline of 30 April 2013. The parents of the pupil (Primary 1) who was refused a place have the option to appeal the decisions to the Education Appeals Committee and, if unsuccessful, to appeal further to the Sheriff.


## 5.0 IMPLICATIONS

5.1 Finance

There are no financial implications.

5.2 Legal

There are no legal implications.

5.3 Personnel

There are no personnel implications.

5.4 Equalities

Equality is embedded in our Admission and Placing Request Policy.

**6.0 CONSULTATION**

6.1 Consultation has taken place with the Pupil Placement Panel.

**7.0 CONCLUSION**

7.1 The admissions and placing requests granted for school session 2013/14 are noted by the Committee.

# INVERCLYDE COUNCIL
## EDUCATION AND COMMUNITIES COMMITTEE

**AGENDA AND ALL PAPERS TO:**

| | |
|---|---|
| Councillor Loughran | 1 |
| Councillor Brennan | 1 |
| Councillor McColgan | 1 |
| Councillor McCabe | 1 |
| Councillor Clocherty | 1 |
| Councillor Jones | 1 |
| Councillor Wilson | 1 |
| Councillor Shepherd | 1 |
| Councillor Brooks | 1 |
| Councillior McEleny | 1 |
| Councillor Campbell-Sturgess | 1 |
| All other Members (for information only) | 9 |
| **Church Members** | |
| Rev A MacLean | 1 |
| Rev F Donaldson | 1 |
| Father Michael McMahon | 1 |
| **Parent Representative:** | |
| Mr Robin Thomson | 1 |
| **Teacher Representative:** | |
| Mr Tom Tracey | 1 |
| **Officers:** | |
| Chief Executive | 1 |
| Corporate Communications & Public Affairs | 1 |
| Corporate Director Community Health & Care Partnership | 1 |
| Corporate Director Education, Communities & Organisational Development | 1 |
| Head of Education | 1 |
| Head of Inclusive Education, Culture & Corporate Policy | 1 |
| Schools Estate Manager | 1 |
| E Hamilton, Education Services | 1 |
| I Cameron, Education Services | 1 |
| Head of Safer & Inclusive Communities | 1 |
| Chief Financial Officer | 2 |
| Corporate Director Environment, Regeneration & Resources | 1 |
| Head of Legal & Democratic Services | 1 |
| Legal Services Manager (Fraser Jarvie) | 1 |
| S Lang, Legal & Democratic Services | 1 |
| Head of Property Assets & Facilities Management | 1 |
| Chief Internal Auditor | 1 |
| File Copy | 1 |
| **TOTAL** | **44** |

**AGENDA AND ALL NON-CONFIDENTIAL PAPERS TO:**

| | |
|---|---|
| Community Councils | 10 |
| **TOTAL** | **10** |