Inverclyde council

Report To:	**Education & Communities Committee**	**Date:**	**5 November 2013**
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No: EDUCOM/74/13/KM**	
Contact Officer:	**Karen McCready, Corporate Policy Officer**	**Contact No: 712146**	
Subject:	**Education & Communities Performance Report**		

1.0 PURPOSE

1.1 The purpose of this report is to provide Committee with an update on progress towards the achievement of key objectives as set out in the Education, Communities & Organisational Development Corporate Directorate Improvement Plan (CDIP).

1.2 This report focuses on the improvement actions that sit within the Education, Inclusive Education & Culture and Safer Communities Services. The remaining improvement actions that sit within Corporate Policy and Organisational, Development, HR & Communications will be reported separately to the next meeting of the Policy & Resources Committee in a Corporate Services Performance Report.

1.3 The report also provides an update on performance in relation to meeting the performance targets as detailed within the Plan.

2.0 SUMMARY

2.1 Directorate Plans are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes identified in Inverclyde's Single Outcome Agreement and Corporate Statement.

2.2 The Council's new Corporate Directorate Improvement Plans were approved in May 2013 and cover the period 2013-2016. This is the first report detailing the progress that has been made in delivering the improvement actions within the Education, Communities & Organisational Development CDIP. Full details are provided in appendix 1. Further progress reports will be submitted to every second meeting of this Committee.

2.3 An update on the key performance indicators contained within the CDIP is also provided where new performance information is available (appendix 2).

2.4 KPI performance has improved in a number of areas, for example:

- The percentage of pupils achieving 5 at level 3 by the end of S4 has increased
- The percentage of S4 looked after children who achieved SVQ level 3 or better in English or Maths has increased
- The percentage of pupils achieving 5 at level 6 by the end of S6 has increased

2.5   Since May 2013 progress has been made in implementing the projects and improvement actions contained within the Education, Communities & Organisational Development CDIP 2013/16, including:

- The appointment of an Equalities Officer
- The development of a draft Sports Framework
- The establishment of an Inverclyde Nurturing Collaborative to take forward the Scottish Government's Early Years agenda.

2.6   Each improvement action has been designated with a 'BRAG' status, i.e. Blue means that the action is complete; Red means that the action has significant slippage; Amber means that the action has slight slippage; Green means that the action is on track. A commentary of performance is also provided where appropriate.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Committee note:

a.   That this report reflects the progress made by Education, Inclusive Education & Culture and Safer Communities Services in delivering the key objectives and performance targets as detailed in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan.

b.   That progress in delivering the remaining CDIP improvement actions that sit within Corporate Policy and Organisational Development, HR & Communications will be reported to the next meeting of the Policy and Resources Committee in a Corporate Services Performance Report.

c.   That further progress reports will be submitted to every second meeting of this Committee.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The Corporate Directorate Improvement Plan is a Directorate's key improvement planning document which sets out the projects and improvement actions that will be implemented to help the Council deliver the strategic wellbeing outcomes identified within the Single Outcome Agreement and Corporate Statement. These wellbeing outcomes are Safe, Healthy, Achieving, Nurturing, Active, Respected & Responsible and Included (SHANARRI).

4.2 The Council's Corporate Directorate Improvement Plans were approved in May 2013 and cover the period 2013-2016.   Each CDIP contains a number of improvement actions to be delivered over the next three years.

4.3 The CDIP also contains a number of key performance indicators, consisting of a mixture of statutory performance indicators (SPIs) and local service or operations indicators. These indicators provide an important measure of how each service's individual performance contributes to the Council's overall strategic aims. A number of key performance indicators within the CDIP are gathered on an annual basis, whilst other are compiled on a more frequent basis.

5.0 PROGRESS

5.1 Since May 2013 progress has been made in implementing the projects and improvement actions contained within the Education, Communities & Organisational Development CDIP 2013/16, including:

- The appointment of an Equalities Officer
- The development of a draft sports framework
- The establishment of an Inverclyde Nurturing Collaborative to take forward the Scottish Government's Early Years agenda.

5.2 Full details of the progress that has been made from April to September 2013 are provided in Appendix 1.

5.3 Each improvement action has been designated with a 'BRAG' status, i.e Blue means that the action is complete; Red means that the action has significant slippage; Amber means that the action has slight slippage; Green means that the action is on track. A commentary of performance is also provided where appropriate.

5.4 Performance has been recorded and can also be viewed on the Council's electronic performance management system, Inverclyde Performs.

6.0 IMPLICATIONS

6.1 <u>Finance</u>
None

<u>Legal</u>

<u>Human Resources</u>
None

<u>Equality & Diversity</u>

None

<u>Repopulation</u>
None

7.0 CONSULTATION

7.1 Information on the progress that has been made in delivering the ECOD CDIP has been provided by the lead officers of each improvement action.

8.0 BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2013-16.

Safe

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Data Protection All CCTV installations and deployments controlled by the Council should operate to the same standards, be appropriately specified and maintained and should have a consistent approach and regard for privacy and data protection Develop an overall corporate approach to image retention, maintenance, procurement and use	An overall review of all the Council's installations and deployments of cameras will be carried out in 2013/14 and a set of common standards agreed and implemented by April 2015.	🟡 Slight Slippage	Initial discussions on data protection issues with legal services. To be discussed at information governance meeting before going forward.
Tackling Violence & Knife Culture Further reduction in the incidences of violence, knife crime and bullying - MVP embedded in all secondary schools	Roll out MVP to other secondary schools Violence Prevention Programmes including No Knives Better Lives developed and sustained. Anti bullying policy fully implemented	🟡 Slight Slippage 🟢 On Track 🟢 On Track	A Personal Development Day is being held on 26 & 27 November. The event is aimed at teachers, youth workers and other professionals who work face to face with young people in raising awareness around the issues of violence and risk taking behaviour. All schools have been audited and asked to send in details of the anti-bullying policy in place.' See Me' representative visiting the Council in October to evaluate this information and help determine the way forward.
Health Protection / Food Safety All businesses where there is a risk to food safety arising from cross contamination will have processes and procedures in place to	Fully implement the FSAs Cross Contamination Guidance across businesses in line with programme detailed in the Official Feed and Food Services Plan by March 2015	🟢 On Track	On track for completion ahead of March 2015 deadline

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
eliminate or adequately control the risk in line with the guidance			
Health & Safety The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and those likely to be affected by their actions, both employees and others 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. Annual review to ensure it remains consistent with national policy	🟡 Slight Slippage	Slight delay to commencement of project whist awaiting further guidance from HSE / central government. Work has now commenced on strategy.
Anti-social behaviour Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances Match resources to community needs	Carry out a full review of anti-social behaviour which will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required. Review to be carried out by April 2014 with recommendations implemented over 2014/15 if approved	🟢 On Track	Review of service data complete , full review underway - completion target January 2014

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Healthy

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
SHAHRP Increase understanding of the impact of alcohol misuse across S2/3 Fewer pupils involved in alcohol misuse	Implement a teacher and training pack with young people through guidance and PSE teachers with S2 cohort. First part of the research to be completed by 2014.	On Track	Research is continuing in three establishments and is in year 2. The three secondaries that are part of the research are continuing to run PSE activities using the SHAHRP materials.
Housing Investment 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	On Track	RCH & Oaktree HA projects are currently on track. Link HA may have a completion date slippage by 4 months, however they have been requested to try and bring back the project on track.
	Contributions in kind (IC) and new innovative funding proposals (RSLs) will be developed	On Track	Council has permitted transfer of 3 areas of ground to RSLs at nominal cost to enable the construction of affordable housing.
	Regular project team meetings and monitoring by HSD	On Track	Have meet with Partner RSLs on 7th October with HSD. RCH & Oaktree HA projects are currently on track. Link HA may have a completion date slippage by 4 months. However they have been requested to try and bring back the project on track. The meetings will be held every 6 months.
Health & Wellbeing of Young People Develop a similar facility to IYouthzone for the young people in Port Glasgow Improved outcomes for young people of Port Glasgow	Identify suitable premises	On Track	
	Develop funding package for refurbishment and running costs	On Track	£75,000 contribution to match funding approved by P&R 24 Sept2013
	Establish new facility with range of programmes to meet the needs of young people of Port Glasgow	On Track	Consultation exercise with young people and other stakeholders underway

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Achieving

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
External Funding Group Establish development sessions for managers to support funding applications. Work in closer partnership with community and voluntary sector	Development group and funding officer to be more proactive in setting up training sessions / events	🔵 Complete	New External Funding Officer in place. Responsibilities for action have transferred to post holder.
Literacy 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	🟢 On Track	Work in progress.
Learning Communities Improve joint planning with partners including schools to create a network of learning communities with increased community use in schools	Pilot learning community in one identified area. Set process in place in line with Education Scotland (HMIe) advice and guidance	🟢 On Track	Guidance note has been sent out and shared with partners and school based staff regarding learning community inspections.
Employability Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across partner providers and partnerships Employment component of Adult Learning and Literacy Action Plan integrated within Working for Growth: Refreshed Employability Framework	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.	🟢 On Track	IYAP has been renamed Youth Employment Activity Plan. Awaiting confirmation that SDS may take this role.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Continuous Improvement Team Embed core functions of continuous improvement work: professional dialogue, development and pastoral support Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further Consistent approach to self evaluation A shared vision of what excellent self evaluation looks like	Fully implement Continuous Improvement Team guidelines Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities Better partnership working in regard to self evaluation	🔵 Complete 🟢 On Track 🟢 On Track	A full evaluation of the guidelines has been carried out and changes made as a result.
Curriculum for Excellence Curriculum for Excellence is being fully and effectively embedded across all educational 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	Work in partnership with Education Scotland to support and develop the confidence of staff to effectively deliver the Curriculum for Excellence across all sectors and 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	🟢 On Track 🟢 On Track 🟢 On Track	

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
	and young people		
	Review our interim Senior Phase model involving extensive consultation with all stakeholders	🟢 On Track	
	Providing training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles	🟢 On Track	
Developing Leadership in Teachers 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, including: - Develop a new partnership with University where there is a shared responsibility for key areas of teacher education - Review our PRD process to ensure that it needs the needs of all staff and will focus on professional needs	🟢 On Track	Reports have been considered by CMT. Leadership seminar to be held 9 October with inputs from GTC and Education Scotland on taking this agenda forward. All Heads of Establishment will be involved.
Teacher Employment 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 SNCT Ensure planned changes are focus of work of informal LNCT	🟢 On Track	Ongoing process

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Virtual School Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes These pupils will be regularly tracked and monitored through the ASN monitoring forum	Create a 'virtual school' which will be managed by a 'virtual team' at the centre Identify pupils in out of authority placements Improved tracking and transition planning Better support provided for pupils identified	🟢 On Track 🟢 On Track 🟢 On Track 🟢 On Track	
New Libraries Improved library facilities in Central Greenock and Inverkip	Full refurbishment of ground floor of Wallace Plan to house Greenock Central Library by end 2014 Inclusion of library space within new community centre planned for Inverkip by end 2014	Net yet started Not yet started	
Adult Learning Service (libraries) 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 March 2014	🟢 On Track 🟢 On Track	Ipad and laptop classes delivered. Established links with JCP (making links to our classes and Job clubs drop-ins; welfare reform training for staff) and SDS CLD run basic IT jobs club drop in. This started in Sept 2013
Library Services for Young Adults	Development of collection	🟢 On Track	New stock ordered for teenage book collections

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Improved library services for the 12-16 year age group	Increased collaboration with school libraries	🟢 On Track	Collaboration with Notre Dame, Inverclyde Academy and St Columba's school libraries on author visits in August reaching approx 300 12-14 year olds
	Establishment of a teen book club	🟢 On Track	
	Use of new media to further engage with teens	🟢 On Track	Author visit scheduled for S3 pupils from St Stephen's & Port Glasgow HS to take place in November at PG library
	A programme of author visits	🟢 On Track	
	Involvement of teens in stock selection and planning of activities within libraries	🟢 On Track	Planning meeting held with Notre Dame staff to involve teens in stock selection
Env Health / Trading Standards

We are 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. | Work with APSE and other Scottish Environmental Health and Trading Standards to develop a more meaningful basket of KPIs for these services to allow meaningful benchmarking. Initial KPIs to be agreed by March 2014. | 🔴 Significant Slippage | Meeting with APSE at COSLA July 2013. Agreement to form small working group to take project forward but no updates from APSE since. Inverclyde volunteered to be part of working group if required. |
| Adult Learning

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 of adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement | 🟢 On Track | |

Nurtured

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
Pupil Support 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 and will include: a. A full audit including a survey and consultation with all stakeholders b. Development of model options based on the proposed direction	Not Yet Started	
Volunteering 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 and identify opportunities for accreditation.	🟢 On Track	Volunteers now active across CLD-Adult Learning and Literacies. SQA accredited training offered to all potential volunteers.
Strategic Guidance for CLD Implementation Plan in place. Progress made in realising outcomes of CLD strategic guidance specifically: (1) improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship (2) Stronger, more resilient, supportive, influential and inclusive communities	Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups Establish priorities and baseline for measuring progress towards achievement of outcomes	🟢 On Track	Director has written to all SOA leads to progress implementation through Delivery Groups. M Mallon to present finalised plan to Alliance Board at their next meeting. Activity Plans with baseline against which progress will be measure in draft form.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
Children and Young Person's Bill Fully implement GIRFEC model and use of wellbeing outcomes through GIRFEC Champions approach Business processes across the Education, CHCP and partners to support the implementation of the Act A training strategy, both single and multi agency in place Fully implement by 2016 additional extra years hours	Implementation of GIRFEC Consultative approaches adopted Training Strategy delivered	🟢 On Track 🟢 On Track Not yet started	Multi-agency implementation group have benchmarked where we are in terms of the maturity model for GIRFEC. The groups have been set up to work on practice guidance and procedures for GIRFEC re. The Child's Plan, Lead Professional National Practice Model. This will follow having completed the above actions
Early Years / Nurturing Collaborative We are delivering tangible improvements in outcomes and reducing inequalities in vulnerable children in Inverclyde	Establishment of the Nurturing Collaborative Engagement in the Early Years Collaborative learning sessions run by the Scottish Government Development of an action plan focused on early intervention and prevention in relation to the EYC 'stretch aims'	🔵 On Track 🟢 On Track 🟢 On Track	A cross-agency Nurturing Collaborative Group has been established and meets regularly. A programme manager post will be advertised to lead on this. Full uptake of available places on Learning Session 1 & 2. 20 places at LS3 to be held in October have been reserved. 13 potential 'Tests of Change' identified across 3 workstreams relating to the 'stretch aims'. A meeting has been held with Scottish Government to discuss this and how to take these forward.
Museum Accreditation	Fulfil the requirements of the ACE/ MGS Scheme in the areas	🟢 On Track	Accreditation application made in July 2013. Awaiting results.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
Maintain McLean Museum accredited status under the ACE/ MGS scheme	of organisational health; collections; users and their experiences		
New Cultural Hub A new Cultural Hub for Inverclyde. This requires successful Round 1 HLF bid plus development funding for Round 2.	Complete round 1 bid and submit by March 2013. Round 2 bid submitted September 2014	⚪ Slight Slippage	Some slippage due to various factors. Round 1 bid due to be submitted October 2013.
Archives 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	🟢 On Track 🟢 On track 🟢 On Track	Unable to install new shelving due to dry rot in building. Archival materials have been acquired resulting in improved access, storage and preservation. Cataloguing has increased to around 7,500 records.
Community Councils 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	🟢 On Track	
Young Scot Cards Young Scot Card 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	🟢 On Track 🟢 On Track	

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Active

Improvement Action	Performance Measure	BRAG Status (Blue, Red, Amber Green)	Comment
PE Provision 100% of primary schools achieving two periods per week of quality PE	PE co-ordinator recruited by May 2013 PE Plan implemented Number of schools providing minimum 2 hours PE to be increased by June 2014	🔴 Significant Slippage	Co-ordinator appointed and accepted in May 2013. School unable to release until August. In the interim, the appointee accepted alternative post as acting PTPE. Uncertainty over extension of funding nationally, however will appoint to June 2014. Process underway.
Community Sports Hub A minimum of 3 Community Sports Hubs will be established and fully operational in Inverclyde	First hub fully operational by August 2013	🔵 Complete	First CSH identified as Parklea CSH. All existing club users identified and invited to initial information meeting at St Stephen's High School. Interested clubs opted to engage in Parklea CSH. Executive management committee & constitution established. Several events and Coach Education days hosted by the Parklea CSH.
	Second hub fully operational by April 2014	🟢 On Track	Second CSH identified as Ravenscraig CSH incorporating Inverclyde Academy and Ravenscraig Sports Centre & Athletics Stadium. All clubs & schools invited to initial information evening hosted at Inverclyde Academy.
	Third hub fully operational by April 2015	🟢 On Track	Initial groundwork completed to identify potential sites for 3rd CSH in Inverclyde. Potential sites for the 3rd CSH will be submitted to the Sports Framework Steering group for consultation.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Appendix 1

Improvement Action	Performance Measure	BRAG Status (Blue, Red, Amber Green)	Comment
Sports Framework Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation	Draft for consultation prepared by April 2013 with final Plan reported to Committee and launched in August / September 2013 Annual review of implementation from May 2014	🟢 On Track	Draft available. Public consultation completed. Full steering group to meet again to approve framework and then move towards design and print of framework.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Respected & Responsible

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
Teenage Pregnancy Teenage pregnancy is below national average in target areas Supports in place to continue education if pregnant Effective and meaningful self assessment which informs planning / delivery to successfully support young people	Health and Wellbeing Programme universally available	🟢 On Track	SHRE materials are rolled out across all primary, secondary and ASN schools. A self assessment exercise has been undertaken using a multi agency approach using a toolkit developed by NHS Health Scotland and former LTS. Results of this will be fed back to the authority's sexual health local implementation group.
Museum Services for Young People (16-24) 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 exhibitions / event programmes in Greenock by Aug/Sept 2013 and Edinburgh July/December 2014	🔵 Complete	Museum has completed the exhibition phase of the project. Three work experience students worked on it, five volunteers who created all aspects of the show from researching texts to supplying graphics and photographs for the panels and a further two who assisted with some works. Around 25 young people attended presentations about the Clyde Pottery, the subject of the show. Further creative work with Scottish Ballet for around 20 young people is being planned as part of this project and there is further collaboration with National Museums Scotland to come in the second year of the project.
Housing Repairs Enforcement Homeowners take on their responsibilities with the appropriate information and guidance available to	Review Housing Enforcement Policy Provide a range of information	🟢 On Track	Review underway

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
them for common properties etc. which assists in leading to reduced levels of disrepair. Minimum formal enforcement role for the Council in the future	and signposting via various formats to householders to inform, advise and guide them in attending to matters of disrepair to their property		
Home Energy Efficiency (private) Better take up of grants by private owners More use of new available measures for 'difficult to treat' houses	Promote grant availability and improved energy efficiency to owners Continue to target 'difficult to treat' houses for investment March 2016	Not yet started	The liquidation of our Delivery Partner (SOLAS) has caused a delay in starting the new programme (HEEPS) , currently arranging for a replacement delivery partner.
Parking Management & Enforcement Parking is decriminalised and enforcement transferred to Safer and Inclusive Communities	Transfer of enforcement following decriminalisation with fully trained team in place likely to commence in August 2014	🟢 On Track	New and Consolidated Traffic Control Orders process has commenced. Hearings by Transport Scotland are now required and this may delay the August 2014 full implementation date by a couple of months depending on the outcome of the hearings and when they take place.

🔵 **Blue – Complete**　　🟢 **Green – On Track**　　🟡 **Amber – Slight Slippage**　　🔴 **Red – Significant Slippage**

Included

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Equalities Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates Service delivery better meets the needs of people with protected characteristics	Continue to provide appropriate guidance and support to Directorates Appoint an equalities officer to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes Increase representation on Corporate Equalities Group to include a wide range of people with protected characteristics	🟢 On Track 🔵 Complete 🟢 On Track	 Interviews took place on 25 March and an officer is now in post. This work will be taken forward by the new Equalities Officer. A separate Equalities Forum will also be established.
Welfare Reform Bill All educational establishments to have 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 impact of Welfare Reform	🟢 On Track 🟢 On Track	An input has been provided to head teachers about the impact of Welfare Reform. Actions have emerged from this which will be followed up. RSLs represented on Financial Inclusion Partnership, Support and Connect Bid being submitted by RCH to provide one stop shop for financial advice, RSLs have funded Financial Fitness to work specifically with their clients who are struggling.
Engagement with Young People 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 SOA 6	🟡 Slight Slippage	Officer responsible for this improvement action has been on long term absence therefore capacity issue within team to progress action.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
decision making affecting their schools, services for young people and communities Young people's voices are heard and their issues taken into consideration in service development and delivery			
Communication Friendly Schools Signage in and around Port Glasgow Shared Campus will accommodate the communication needs of all learners Learners and adults in the new campus will have access to good quality information relating to the diversity of need across the campus 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 also involve the local community	An Action Plan will be formulated by the Communication Friendly Working Group based on a needs analysis of the developments required to take forward the aims identified	🔵 Complete	The Action Plan is complete. The next step is the implementation of the actions.
LAAC Reduce the number of LAAC exclusion Improved attainment for LAAC	Roll out Positive Relationships and Positive Behaviour Policy	🟢 On Track	Positive Relationships and Positive Behaviour Policy has been issued to all Head Teachers. The Strategic Leadership Development Group is continuing this session with a focus on improving outcomes for all looked after young people and has developed a Action Plan.

🔵 **Blue – Complete**   🟢 **Green – On Track**   🟡 **Amber – Slight Slippage**   🔴 **Red – Significant Slippage**

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
Museum Services for Young People (16-24) 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 exhibitions / event programmes in Greenock by Aug/Sept 2013 and Edinburgh July/December 2014	● Complete	Museum has completed the exhibition phase of the project. Three work experience students worked on it, five volunteers who created all aspects of the show from researching texts to supplying graphics and photographs for the panels and a further two who assisted with some works. Around 25 young people attended presentations about the Clyde Pottery, the subject of the show. Further creative work with Scottish Ballet for around 20 young people is being planned as part of this project and there is further collaboration with National Museums Scotland to come in the second year of the project.
Outreach activities for ethnic minorities Barriers to participation in ESOL and adult learning programmes are overcome	Enhanced programme of outreach and engagement developed and in place	● On Track	CLD have conducted extensive outreach and engagement activities under the ESOL workstream

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The Education, Communities & Organisational Development Directorate has a core set of key performance indicators that help to demonstrate its performance in terms of its strategic and operational objectives. These indicators include Statutory Performance Indicators and Local Performance Indicators. Some of these indicators are gathered on an annual basis and performance will be reported to Committee following the end of this financial year. Other indicators are gathered on a more frequent basis and the most recent performance information is provided here. Performance for academic year 2012/13 is also now available and is provided below.

Key Performance Measure	Current Performance	Target 2013/14	Frequency of monitoring	Trend (up or down on previous year)	Analysis of performance
Community Wardens High priority calls - % responded to within 30 minutes	96.3% (financial quarter 2 2013/14)	95%	Quarterly	Improving – 95.1% same period last year	Performance is above target
Community Wardens Medium priority call - % responded to within 60minutes	100% (financial quarter 2 2013/14)	95%	Quarterly	Level – 100% same period last year	Performance is above target
Number of library visits (actual and virtual) per 1000 population	2291 (6 monthly total)	4182 (year end total)	6 monthly	Not available	On target
Number of library issues per 1000 population	1433 (6 monthly total)	2945 (year end total)	6 monthly	Not available	On target
No of library PC Users per 1000 population	78 (6 monthly total)	86 (year end total)	6 monthly	Not available	On target
No of Adult Learners in Inverclyde Libraries	957 (6 monthly total)	1300 (year end total)	6 monthly	Not available	On target
No of museum visitors in person per 1000 population	282 (6 monthly total)	498 (year end total)	6 monthly	Not available	On target
% of all looked after children who achieved SVQ level 3 or better in current diet of examinations	61.9% (2012/13 academic year)	63.6%	Annual (August)	Improving	Improved performance compared to last year (59.2% in 2011/12) but slightly below

Key Performance Measure	Current Performance	Target 2013/14	Frequency of monitoring	Trend (up or down on previous year)	Analysis of performance
					overall target
% of S4 looked after children who achieved SVQ level 3 or better in English or Maths	86.8% (2012/13 academic year)	75%	Annual (August)	Improving	Improved performance compared to last year (72.3% in 2011/12) and above target
% of pupils reaching level 3 in English & Maths by end of S4	97% (2012/13 academic year)	95%	Annual (August)	Level	Performance is the same as in 2011/12 but above target.
% achieving 5 at level 3 by the end of S4	97% (2012/13 academic year)	95%	Annual (August)	Improving	Improved performance compared to last year (95% in 2011/12) and above target.
% achieving 5 at level 5 by the end of S4	35% (2012/13 academic year)	35%	Annual (August)	Improving	Improved performance compared to last year (33% in 2011/12) and meeting target.
% achieving 1 at level 6 by the end of S5	45% (2012/13 academic year)	40.0%	Annual (August)	Declining	Performance has fallen from last year (48% in 2011/12), however remains is above target.
% achieving 3 at level 6 by the end of S5	25% (2012/13 academic year)	22.0%	Annual (August)	Declining	Performance has fallen slightly from last year (26% in 2011/12), however remains is above target.
% achieving 5 at level 6 by the end of S5	10% (2012/13 academic year)	10.0%	Annual (August)	Declining	Performance has fallen from last year (13% in 2011/12), however remains in line with target.
% achieving 3 at level 6 by the end of S6	38% (2012/13 academic year)	30.0%	Annual (August)	Improving	Improved performance compared to last year (37%) and above target.
% achieving 5 at level 6 by the end of S6	24% (2012/13 academic year)	22.0%	Annual (August)	Improving	Improved performance compared to last year (22%) and above target.
% achieving 1 at level 7 by the end of S6	17% (2012/13 academic year)	15.0%	Annual (August)	Improving	Improved performance compared to last year (17%) and

Key Performance Measure	Current Performance	Target 2013/14	Frequency of monitoring	Trend (up or down on previous year)	Analysis of performance
					above target.
Attendance in Inverclyde Primary Schools	94.8% (2012/13 academic year)	95%	Annual (August)	Declining	Attendance in primary schools fell from 96.4% the previous year to 94.8% and is just below the target of 95%.
Attendance in Inverclyde Secondary Schools	91.9% (2012/13 academic year)	92%	Annual (August)	Declining	Attendance in secondary schools fell from 93.3% the previous year to 91.9% and is just below the target of 92%.
Attendance in Inverclyde Special Schools	93.3% (2012/13 academic year)	92%	Annual (August)	Marginal Decline	Attendance in special schools fell very slightly from 93.9% in 2011/12 to 93.6%, however attendance is above the target.
LAAC Pupil Attendance rates	87.4%		Annual (August)	Baseline 2012/13	
Pupil Exclusion rates (rate per 1000 pupils) Primary Secondary Special	 4.97 38.5 12.99	n/a	Annual (August)		
LAAC Pupil Exclusion Rates (based on LAC/LAAC population) Primary Secondary Special	 66.2 405.9 76.9	n/a	Annual (August)		