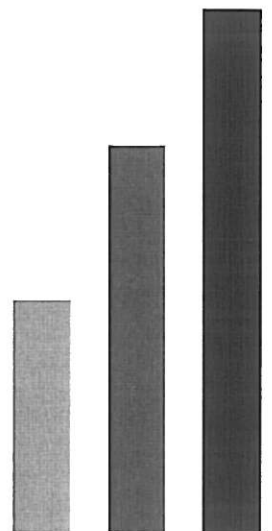


Agenda 2014

Education & Communities Committee

For meeting on:

21	January	2014
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A meeting of the Education & Communities Committee will be held on Tuesday 21 January 2014 at 3pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4.15 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 2013/14 Revenue Budget Report - Period 7 to 31 October 2013 and Capital Report 2013/16 - Progress**
Report by Head of Finance and Corporate Director Education, Communities & Organisational Development
3. **Clune Park Regeneration Plan - Progress Report**
Report by Head of Safer & Inclusive Communities
4. **Improving the Effectiveness of Community Councils in Inverclyde**
Report by Corporate Director Education, Communities & Organisational Development

NEW BUSINESS

5. **Strategy and Implementation Plan for Community Learning & Development in Inverclyde 2014 - 2018**
Report by Corporate Director Education, Communities & Organisational Development
6. **Proposed Management Rules (Libraries): Public Consultation Response**
Report by Corporate Director Education, Communities & Organisational Development
7. **Proposed Management Rules (Museum): Public Consultation Response**
Report by Corporate Director Education, Communities & Organisational Development

8. **Request for Loan of Painting from McLean Museum and Art Gallery**
Report by Corporate Director Education, Communities & Organisational Development
9. **Request for Loan of Painting from McLean Museum and Art Gallery**
Report by Corporate Director Education, Communities & Organisational Development
10. **Review of Procedures for Grants to Voluntary Organisations**
Report by Corporate Director Education, Communities & Organisational Development
11. **Progress Report on New Community Facilities**
Report by Corporate Director Education, Communities & Organisational Development
12. **Review of Letting Policy for Community and Sporting Facilities**
** Report by Head of Safer & Inclusive Communities
13. **Update on Access Agreement for Junior Football Teams**
** Report by Head of Safer & Inclusive Communities
14. **Progress Report on Proposals for a Joint Social Enterprise/Community Facility in Broomhill**
** Report by Head of Safer & Inclusive Communities

EDUCATION

PERFORMANCE MANAGEMENT

15. **Education 2013/14 Revenue Budget - Period 7 to 31 October 2013**
Report by Head of Finance and Corporate Director Education, Communities & Organisational Development
16. **Education Capital Programme 2013 - 2015/16 - Progress**
Report by Corporate Director Education, Communities & Organisational Development and Head of Finance
17. **Education Scotland Report on Wellpark Children's Centre**
Report by Corporate Director Education, Communities & Organisational Development
18. **Update on Progress with the Implementation of Curriculum for Excellence**
Report by Corporate Director Education, Communities & Organisational Development
19. **SOLACE Indicators - Improving Local Government Benchmarking**
Report by Corporate Director Education, Communities & Organisational Development

NEW BUSINESS

20. **St John's Primary School - Decant Options**
Report by Corporate Director Education, Communities & Organisational Development

21. **Referendum - Supporting Young People in Schools**
Report by Corporate Director Education, Communities & Organisational Development
22. **School Leaver Destination Results 2012-13**
Report by Corporate Director Education, Communities & Organisational Development

The documentation relative to the following items 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 the paragraphs of Part I of Schedule 7(A) of the Act as are set opposite each item.

COMMUNITIES

NEW BUSINESS

23. **Beacon Arts Centre** **Paras 4 & 6**
Report by Corporate Director Education, Communities & Organisational Development providing an update on the position in respect of the Beacon Arts Centre
24. **Closing Order - Kilmory Terrace, Port Glasgow** **Paras 6 & 13**
Report by Head of Safer & Inclusive Communities recommending the making of a Closing Order over a property in Kilmory Terrace, Port Glasgow
25. **Progress Report on the Transfer of Outdoor Sports Facilities to Inverclyde Leisure** **Para 6**
Report by Corporate Director Education, Communities & Organisational Development recommending the transfer, subject to conditions, of the management of certain outdoor sports facilities to Inverclyde Leisure

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

Report To: Education & Communities Committee
Date: 21 January 2014

Report By: Head of Finance & Corporate Director of Education, Communities & Organisational Development
Report No: FIN/100/13/JB/IC

Contact Officer: Iain Cameron
Contact No: 01475 712832

Subject: Communities 2013/14 Revenue Budget Report- Period 7 to 31 October 2013 & Capital Report 2013/16 - Progress

1.0 PURPOSE

- 1.1 To advise Committee of the 2013/14 Revenue Budget position at Period 7 to 31 October 2013.
- 1.2 To update the Committee in respect of the status of the projects forming the Communities Capital Programme 2013/16 and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 The total Communities budget for 2013/14 is £8,500,710. A further £3,203,000 brought forward as Earmarked Reserves will also be used to primarily fund Community Facilities various Housing initiatives.
- 2.2 The latest projection, excluding Earmarked Reserves, is an underspend of £7,000. This is a reduction in expenditure of £7,000 since last Committee.
- 2.3 The main variances to highlight are –
 - (a) Projected overspend of £193,000 for Waivers partially offset by a £166,000 over recovery of income for Pitch and Hall Lets.
 - (b) Projected underspend of £17,000 for Safer Communities as a result of delay in filling vacant posts.
 - (c) Projected underspend of £17,000 for Housing due to delay in filling vacancies including the secondment of an employee to the Renewal of Clune Park project.
- 2.4 Earmarked Reserves for 2013/14 total £4,078,000 of which £1,457,000 is projected to be spent in the current financial year. £736,000 of Earmarked Reserves previously reported to the Environment & Regeneration Committee have now been transferred to this Committee. To date expenditure of £229,000 (16%) has been incurred. The spend to date per profiling was expected to be £614,000 therefore slippage equates to £385,000 or 27%. The slippage relates to Support For Owners. Although the full value of work has been committed, it is expected that not all work will be invoiced until 2014/15.

2.5 The projected spend for the Communities Capital Programme 2013/16 is £11.890m of which £2.318m relates to the current Financial Year. At the end of Period 7 total spend is £0.414m or 17.9% of the projected total for 2013/14. Slippage from the original plan is £0.897m (38.7%.) The slippage relates to Scheme of Assistance (SoA.) At the present time 72% of the slippage has been committed and 100% is expected to be committed by 31 March 2014 although it is anticipated that final invoices will not be paid until 2014/15.

3.0 RECOMMENDATIONS

3.1 That the Committee note the current projected underspend of £7,000 for the 2013/14 Revenue Budget as at Period 7 to 31 October 2013.

3.2 That the Committee note the progress of the projects forming the Communities Capital Programme 2013/16.

3.3 That the Committee approve the virement of £120,000 to the Environment & Regeneration Committee as detailed in paragraph 6.1 and Appendix 4.

Jan Buchanan
Head of Finance

Albert Henderson
Corporate Director Education, Communities & OD

4.0 BACKGROUND

4.1 This report advises Committee of the current position of the 2013/14 Revenue Budget to Period 7, 31 October 2013 and highlights the main issues for consideration. The report also highlights progress of the Communities Capital Programme 2013/16.

5.0 2013/14 PROJECTION

5.1 The main issues to highlight in relation to the 2013/14 Revenue Budget are :-

Sports & Leisure and Community Halls: Overspend £27,000

Expenditure has increased by £27,000 since the last Committee report as a result of an increase in waivers costs which are now projected to overspend by £193,000. This is partially offset by a projected over recovery of Lets Income of £166,000. Approximately The latest projection for Lets Income has been reduced by £30,000 to reflect the potential write-off of previous years bad debts as previously reported to Committee.

Libraries & Museum : On Budget

Employee costs are now projected to be on budget as turnover savings are now likely to be achieved. This is a reduction in expenditure of £7,000 since the last Committee.

Libraries & Museum budget has now been increased by £13,000 due to two virements from Education Services. The increased budget will be used to fund the bad debt provision for lost library books and the property costs at the Kingston Industrial Estate storage unit.

Housing : Underspend £15,000

Employee costs were previously projected to underspend by £7,000 due to the over achievement of turnover savings. The projected underspend has now increased to £15,000 due to the delay in filling a vacant Housing Policy Officer post.

Safer Communities : Underspend £19,000

Employee costs are projected to underspend by £17,000 as a result of the over recovery of turnover savings. An ASB Intervention Officer post will not be filled (saving taken early) and there are delays filling vacant Assistant Enforcement Officer and Data Analyst posts.

6.0 VIREMENTS

6.1 Committee are asked to approve a budget virement of £120,000 from Community Halls to the Environment & Regeneration Committee as detailed in Appendix 4. This is a transfer of budget for 7 ½ John Wood Street Port Glasgow as per item 19 of the Education & Communities Committee of 5 November 2013.

6.2 The two virements to Libraries & Museum from Education Services noted in paragraph 5.1 are both less than £10,000 and do not require Committee approval.

7.0 IMPLICATIONS

7.1 The current projected out-turn per Service is:

2012/13 Actual £000	Service	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-turn 2013/14 £000	Projected over/(under) spend £000
1,541	Libraries & Museum	1,506	1,534	1,534	0
1,825	Sports & Leisure	1,517	1,519	1,575	56
3,326	Safer Communities	3,372	3,473	3,454	(19)
701	Housing	811	772	757	(15)
458	Community Halls	890	893	864	(29)
372	Grants to Vol Orgs	381	381	381	0
8,223	Total Communities	8,477	8,572	8,565	(7)
	Earmarked Reserves	0	(72)	(72)	0
	Total Communities	8,477	8,500	8,493	(7)

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 £4,078,000, including £736,000 for Community Facilities which was previously reported to the Environment & Regeneration Committee. £1,407,000 is projected to be spent in 2013/14. The remaining balance of £2,671,000 will be carried forward to 2014/15 and beyond. As at Period 7 the expenditure was £229,000 or 16% of the 2013/14 projected spend.

The spend to date per profiling was expected to be £614,000, therefore slippage equates to £385,000 or 27%. The slippage relates to Support For Owners. Although the work has been fully committed, it is expected work will not be completed and invoiced until 2014/15.

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 2013/16 is £11.740m of which £2.318m relates to the current Financial Year as detailed in Appendix 5. There is slippage of £0.897m (38%) from the original plan. Although 72% of this work is currently committed and 100% is expected to be committed by year end, the final invoices are not expected to be paid until 2014/15. Expenditure to date at the end of Period 7 to 31 October 2013 is currently 29% of the 2013/14 projected spend.
- 9.2 Appendix 6 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 an underspend of £7,000 for the 2013/14 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 Head of Finance.

COMMUNITIESREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPERIOD 7 : 1st April 2013 - 31st October 2013

<u>Out Turn 2012/13 £000</u>	<u>Budget Heading</u>	<u>Budget 2013/14 £000</u>	<u>Proportion of Budget</u>	<u>Actual to 31-Oct-13 £000</u>	<u>Projection 2013/14 £000</u>	<u>(Under)/Over Budget £000</u>	<u>Percentage Over / (Under)</u>
300	Sports & Leisure						
(287)	Waivers	113	66	116	199	86	74.1%
	Lets Income	(187)	(109)	(115)	(217)	(30)	26.1%
	Libraries & Museum						
	None						
2,891	Safer Communities						
	Employee Costs	3,042	1,724	1,656	3,025	(17)	(1.0%)
234	Housing						
	Employee Costs	206	121	105	191	(15)	(14.3%)
192	Community Halls						
(235)	Waivers	143	83	186	250	107	57.5%
	Lets Income	(162)	(94)	(174)	(298)	(136)	78.2%
Total Material Variances						(5)	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 7 : 1st April 2013 - 31st October 2013**

2012/13 Actual £000	Subjective Heading	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-tum 2013/14 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,321	Employee Costs	4,144	4,384	4,352	(32)	(0.7%)
565	Property Costs	534	544	544	0	-
1,992	Supplies & Services	1,812	1,812	1,810	(2)	(0.1%)
65	Transport Costs	53	47	47	0	-
177	Administration Costs	54	58	58	0	-
3,142	Other Expenditure	2,523	2,385	2,578	193	8.1%
(2,039)	Income	(643)	(658)	(824)	(166)	25.2%
8,223	TOTAL NET EXPENDITURE	8,477	8,572	8,565	(7)	(0.1%)
	Earmarked Reserves	0	(72)	(72)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,477	8,500	8,493	(7)	

2012/13 Actual £000	Objective Heading	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-tum 2013/14 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,541	Libraries & Museum	1,506	1,534	1,534	0	-
1,825	Sports & Leisure	1,517	1,519	1,575	56	3.7%
3,326	Safer Communities	3,372	3,473	3,454	(19)	(0.5%)
701	Housing	811	772	757	(15)	(1.9%)
458	Community Halls	890	893	864	(29)	(3.2%)
372	Grants to Vol Orgs	381	381	381	0	-
8,223	TOTAL COMMUNITIES	8,477	8,572	8,565	(7)	(0.1%)
	Earmarked Reserves	0	(72)	(72)	0	

COMMUNITIES COMMITTEE**VIREMENT REQUESTS**

Budget Heading	Increase Budget		(Decrease) Budget
		£	£
Environment & Regeneration Committee Community Halls - Payments to Other Bodies	1	120,000	120,000
		120,000	120,000

Note

1 - Virement to transfer £120,000 budget for 7 1/2 John Wood Street to Environment & Regeneration Committee per Item 19 Education & Communities Committee of 5 November 2013.

COMMUNITIES CAPITAL REPORT APPENDIX 1

Appendix 5

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	Status
	Est Total Cost	Actual to 31/3/13	Approved Budget 2013/14	Revised Est 2013/14	Actual to 31/10/13	Est 2014/15	Est 2015/16	Future Years	Start Date	Original Completion Date	Current Completion Date	
	£000	£000	£000	£000	£000	£000	£000					
Housing												
Supported Borrowing												
Scheme of Assistance - Aids & Adaptions	100	0	100	100	100	0	0	0				Completed
Grant Funded												
Scheme of Assistance - Grant Funded (2012-2015)	2,390	0	940	214	0	867	909	400				Ongoing
CFCR												
Aids & Adaptions EMR	700	340	360	360	167	0	0	0				
Scheme of Assistance Core	1299	433	433	433	126	433	433	0				
Total SOA Capital	4,489	340	1,833	1,107	393	1,300	1,342	400				
Cultural & Sports												
Supported Borrowing												
Contribution to Wait Complex Refurbishment (includes £1000k CFCR)	4,000	79	171	0	0	200	500	3221				Ongoing
Inverkip Community Facility & Library Fit Out (includes £900k CFCR)	1,801	36	264	264	9	1,001	500	0				Ongoing
Community Facilities Investment Woodhall (CFCR)	400	0	0	0	0	0	400	0				Commences 2014/15
New Community Facility Broomhill (includes £550k CFCR)	1,050	0	50	50	12	100	900					
	7,251	115	485	314	21	1,301	2,300	3,221				
Communities Total	11,740	455	2,318	1,421	414	2,601	3,642	3,621				

SCHEME OF ASSISTANCE SUMMARY

COMMITTEE: EDUCATION & COMMUNITIES

Appendix 6

	Budget 2013/14	Proportion of Budget	Actual to 31/10/13	Projection 2013/14	(Under) / Over Budget	Percentage Over / (Under)
	£000	£000	£000	£000	£000	£000
<u>Assistance To Support Independent Living</u>						
Care & Repair (including Small Repair Service)	246	144	62	246	0	0.0%
Grant Assistance - Adaptions	1,140	455	308	687	(453)	(39.7%)
<u>House Conditions Works</u>						
Private Laddor Advice	1	0	0	1	0	0.0%
Implement Scheme of Assistance	2	1	0	2	0	-
Lead Pipe Replacement	4	2	1	4	0	0.0%
BTS Housing	85	50	7	85	0	0.0%
Central Heating Grants	28	16	13	28	0	0.0%
RSL Owners	35	20	0	35	0	0.0%
Empty Home Fund	273	160	0	0	(273)	-100.0%
Regeneration Enabling	19	11	2	19	0	0.0%
Total Scheme of Assistance	1,833	859	393	1,107	(726)	(39.6%)

Report To:	Education & Communities Committee	Date: 21 January 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/10/14/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Clune Park Regeneration Plan Progress Report	

1.0 PURPOSE

- 1.1 The purpose of this progress report is to provide 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) is supportive of the approach taken by the Council but is unable to provide additional funding to the plan other than general housing investment to provide housing re-provisioning off site.
- 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 existing and the proposed Strategic Housing Investment Plan 2013-2018 (the SHIP).
- 2.3 The SHIP programme informs the Strategic Local Programme (SLP) for the Inverclyde Council area. The amended SLP includes proposed developments at Lower Mary Street and at Woodhall, Port Glasgow to provide re-provisioning of 46 and 15 housing units respectively for the Clune Park residents.
- 2.4 A structural survey of the Clune Park estate has found that the concrete roof beams are in a serious state of disrepair in a significant number of properties. The Structural Engineer's report on this fault, recently received, is being considered by officers and the implications will be detailed in a future report. 132 of the 430 properties are now the subject of Closing /Demolition Orders.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- a) notes current progress and agrees that further progress updates on the Clune Park Regeneration Plan are submitted to future meetings of the Education and Communities Committee;
 - b) authorises the acquisition, for nil consideration, of those properties listed in Appendix 1 of this report, subject to any terms and conditions deemed appropriate by the Corporate Director, Education Communities & Organisational Development, in consultation with the Head of Legal & Democratic Services and the Head of Finance; and
 - c) notes the Home Loss and Disturbance payments available to eligible owner/occupiers

and tenants in terms of the Land Compensation (Scotland) Act 1973 and as detailed in Paragraph 6.4 of this report.

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 Personal Housing Plans PHP visits that have been completed to date. The revised plan was submitted to Scottish Government officials in November 2011, 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.

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. Discussions have been held between Inverclyde Council, HSD officials and Registered Social Landlords to determine which projects in the SHIP programme are to be undertaken. This has informed the 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. The amended SLP approved at the last Committee includes proposed developments at Lower Mary Street and at Woodhall, Port Glasgow to provide reprovisioning of 46 and 15 housing units respectively for the Clune Park residents.

5.2 Environmental Health staff have completed a Tolerable Standard assessment in terms of the Housing (Scotland) Act 1987 of all 430 flats in the Clune Park area which has resulted in 132 flats being currently found to be Below the Tolerable Standard (BTS) and which are now subject to Closing or Demolition Orders. This number will increase as other flats become BTS over time. The Regeneration Plan sets out the strategy for consolidating these "closed" flats with acquired Above Tolerable Standard flats (ATS) into whole blocks and these blocks will ultimately be demolished using the same legislation.

5.3 The Council has been successful in defending appeals against Demolition Orders for 2 tenement blocks. A third appeal has been withdrawn by the appellant who has agreed to transfer ownership of their 4 flats in the tenement to the Council.

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 Regeneration Plan is rolled out.

5.5 The District Valuer (DV) valuations report on ATS flats in the Clune Park area revealed valuations of property are significantly higher than his original desk top assessment and significantly more than values that have come through the Council's own market value/sales studies. Property Assets have developed a clear valuation methodology, have visited owner occupied properties and completed valuations. However, these valuations are now subject to review following the recent receipt of the structural engineer's report.

5.6 An external condition survey was completed in June 2013 to enable officers to consider options to assist in clearing the site where the Council has difficulties with absent or unco-operative flat owners. This survey found structural cracking which was at a level not previously seen and affects 28 of the 44 tenements in the area. A structural engineer was

instructed to assess this structural problem. He initially reported that the cracking is caused by the deterioration of a fundamental element in the construction of the flat roofs of all blocks within this estate. The steel in the reinforced concrete roof beams is corroding causing the beams to expand which in turn is placing stresses on the wall heads causing structural cracking. This is a progressive fault which will ultimately result in structural failure.

6.0 FURTHER ACTION REQUIRED

- 6.1 The content of the final structural engineer's report outlined in 5.6 and the resulting implications for the area and the regeneration plan are currently being considered by officers. A further report will be presented to the next Education & Communities Committee with an update and appropriate recommendations.
- 6.2 A number of owners have approached the Council to transfer ownership of their properties which are subject to Closing or Demolition Orders at nil value thereby removing their liability for the demolition costs. The Corporate Director Education and Communities only has authority to acquire properties that are ATS. Therefore, authority is now being sought to acquire BTS properties in the Clune Park area, as set out in Appendix 1, for nil consideration. Demolition costs have been included in the overall budget for BTS flats in conjunction with the costs of acquiring ATS flats. This provides the most affordable way for the Council to clear this site for regeneration in the longer term.
- 6.3 Work is currently being progressed with a view to designating the Clune Park Area as a Housing Renewal Area(HRA) in terms of the Housing (Scotland) Act 2006 on the basis that all the blocks are in a serious state of disrepair and the costs to return these flats to long term suitable housing is not economically viable. The HRA status would permit the Council to deal with absent or uncooperative owners by the service of a Demolition Notice where the property is ATS.
- 6.4 The local authority is obliged under the Land Compensation (Scotland) Act 1973 to make Home Loss and Disturbance payments to eligible homeowners/tenants who are being moved from their property as a result of agreed acquisition, Closing Order, Demolition Order, transfer of ownership or compulsory purchase. Eligibility is defined as those:-
- being resident in the property for 1 year or more prior to the date of the relevant action,
 - being resident in the property at the date of the relevant action, and
 - being permanently removed from the property.

For eligible tenants, the Home Loss Payment is a flat rate of £1,500. For eligible homeowners the Home Loss Payment is 10% of the market value of the property subject to a minimum payment of £1,500 and a maximum payment of £15,000. If two or more persons are entitled to a Home Loss Payment in respect of a property, the payment will be divided equally between them. Home Loss and Disturbance Payments will normally only be made once.

Eligibility for Disturbance Payment is the same as the eligibility for Home Loss Payment. However, there is no statutory provision for the amount of Disturbance Payment, with the Act referring to "reasonable expenses." It is proposed to make a minimum payment of £500 to eligible applicants to cover the "reasonable expenses" of moving from Clune Park, with any applications exceeding this minimum payment requiring to be demonstrated by submission of receipts for the total value of the claim.

Prior to payments being processed for payment, the relevant corporate checks will be made for any outstanding debts to the Council, with relevant deductions being made from the Home Loss Payment, Disturbance Payment or purchase price.

7.0 IMPLICATIONS

7.1 Strategic

The progression of the regeneration of Clune Park, through the Strategic Housing Investment Plan 2013-2018 and the 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 Council's current financial commitment to the Clune Park Area Regeneration Plan is as follows:

Financial Implications - One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend	Virement From	Other Comments
Clune Park Regen.	EMR C/f	2012/13	£1,281,000	General Fund Reserves	
Clune Park Regen.	Council tax Receipts from Second Homes / Empty	2013/14	£165,000		Estimate
Clune Park Regen	EMR	2013/14	£200,000		Additional Funding approved by P&R Committee 24/09/13
Capital Fund	Clune Park Regeneration	2014/15	£1,000,000		Budget proposal approved February 2012
TOTAL			£2,646,000		

Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
N/A					

7.3 Human Resources

Currently being met within existing and temporary staffing.

7.4 Legal

Legal and Democratic Services are continuing to provide advice and guidance on the roll out of the Regeneration Plan to ensure that actions are taken in compliance with appropriate legislation.

7.5 Equalities

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

7.6 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/Plan/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
 - Clune Park Regeneration: Progress Report – E&CC, May 2013.
EDUCOM/47/13/DH
 - Clune Park Regeneration: Progress Report – E&CC, September 2013.
EDUCOM/61/13/DH
 - Clune Park Regeneration: Review Report – E&CC, November 2013.
EDUCOM/78/13/DH

Appendix 1

Below Tolerable Standard houses as defined in terms of the Housing (Scotland) Act 1987 (as amended) and located in the Clune Park Area, Port Glasgow containing the 430 flats at the following street locations :-

- Robert Street, Port Glasgow (odd street numbers only);
- Caledonia Street, Port Glasgow;
- Bruce Street, Port Glasgow;
- Wallace Street, Port Glasgow;
- Clune Park Street, Port Glasgow; and
- Maxwell Street, Port Glasgow.

Report to: Education & Communities Committee

Date: 21 January 2014

Report by: Albert Henderson, Corporate Director
Education, Communities and OD

Report No: EDUCOM/11/14/MP

Contact Officer: Maggie Paterson

Contact No: 01475 715450

Subject: Improving the Effectiveness of Community Councils in Inverclyde

1.0 PURPOSE

1.1 The purpose of this report is to:

- Advise Committee of national and local developments which result in an increased expectation of engagement with communities generally and with Community Councils in particular
- Update the CMT on progress in the implementation of the Inverclyde Council's Scheme for the Establishment of Community Councils (the Scheme) as approved in 2011
- Make proposals to enhance Inverclyde Council's engagement with and support of Community Councils.

2.0 SUMMARY

2.1 A number of national developments indicate an increased expectation from Scottish Government and Audit Scotland with regard to engaging with communities.

These national developments include:

- SOA guidance
- Strategic Guidance for Community Planning Partnerships: Community Learning and Development (June 2012) and SSI Requirements for Community Learning and Development (Scotland) Regulations 2013
- Community Empowerment Bill
- Audit of community planning partnerships.

2.2 At a local level improvement actions in this regard are referred to in the

- Alliance Improvement Plan
- Directorate Improvement Plan: Education, Communities and Organisational Development.

2.3 Following the necessary statutory consultation process, the Scheme was approved by the Inverclyde Council in April 2011. Two rounds of elections held in 2011-12, following the approval of the Scheme, resulted in Community Councils being formed in 9 of the 11 Community Council areas, of which only one was contested. This leaves 2 areas without Community Councils. The strength and effectiveness of Community Councils vary across Inverclyde.

2.4 The Scheme is administered by Legal and Democratic Services. Support for capacity building is provided through the Community Learning and Development (CLD) Service. As part of their role, Legal and Democratic Services in consultation with the Community Councils in question, completed interim elections for 3 Community Councils. As part of the support they provide CLD are in discussion with other Community Councils on possible interim elections or co-options.

- 2.5 There is a statutory requirement to consult with Community Councils about planning and licensing applications. The extent to which other services of the Council and its partners engage with Community Councils varies considerably.

3.0 RECOMMENDATIONS

It is recommended that the Committee:

- 3.1 Note developments at a national and local level which highlight a need for enhancing engagement with and support for Community Councils in Inverclyde.
- 3.2 Note the progress made in the implementation of the Scheme.
- 3.3 Approve proposals for enhancing Inverclyde Council's engagement with and support for Community Councils, specifically in respect of:
- Areas with no Community Council
 - Community Councils with an imbalance of co-opted members
 - Action should any areas remain without a Community Council
 - Supporting services to engage
 - Supporting Alliance Partners to engage
 - Elected Member champion
 - Working with other representative organisations
 - Forum of Community Councils
 - Training and support for Community Councils
 - Training and support for Elected Members.

4.0 BACKGROUND

This report looks at ways in which Community Councils in Inverclyde could be supported and developed to become improved mechanisms for engagement between the Council and local communities, as well as being better at representing the views of local residents and the various groups operating in communities.

The report also looks at ways in which Inverclyde Council officers and Elected Members could be supported and given development opportunities to help them to engage more effectively with Community Councils.

4.1 National Developments

Guidance for new SOAs December 2012

This re-asserts the Statement of Ambition and indicates that each new SOA should demonstrate that both 'activity on community engagement' and 'building the capacity of communities to engage and deliver for themselves' is 'properly planned, resourced and integrated across partners'.

Audit Scotland Report 'Improving Community Planning in Scotland

Notes that 'Community Planning takes account of a wide range of activity, but there is a long way to go before services are truly designed around communities and the potential of local people to participate in, shape and improve local services is realised.' Engaging effectively with Community Councils will help to improve how communities identify solutions to local problems, and get involved in taking decisions about investing in services or local facilities or withdrawing from them.

The Audits of Community Planning Partnerships, covering North Ayrshire, Scottish Borders and Aberdeen highlight the need to strengthen how CPPs work with local communities to unlock their potential and encourage them to take a more active role in identifying and delivering local improvements. Again Community Councils have a key role to play in this and if they can be supported to facilitate this, more effective co-production approaches can be developed between CPP partners and communities.

Strategic Guidance for Community Planning Partnerships: Community Learning and Development (June 2012) and SSI Requirements for Community Learning and Development (Scotland) Regulations (September 2013)

These require the local authority to have 'a clearly defined framework for planning and delivering CLD, to have 'regard to the needs of the communities within the area' and to consult with target individuals and groups'.

Community Empowerment Bill Consultation

Part of the Bill 'aims to empower communities by giving them the lead in starting discussion with the public sector on their own terms about things that matter to them' and proposes a 'community right to request to participate in processes to improve outcomes of service delivery'.

4.2 Local Developments

Alliance Improvement Plan

This highlights a need for 'Leaders to ensure effective community and stakeholder engagement, involving better measurement and testing of impact, as well as improving engagement between the Boards and the Community Engagement and Capacity Building Network'.

Directorate Improvement Plan: Education, Communities and Organisational Development

This identifies an improvement action to support community representatives to become skilled and confident in meeting the challenges of their changing role.

Directorate Improvement Plan: Environment, Regeneration and Resources

This identifies an improvement action for Legal and Democratic Services to develop a suite of materials to support both the service and the Community Councils in implementation of the Scheme.

4.3 Progress on the implementation of the Scheme

Following approval of the Scheme, a round of elections held in September 2011 resulted in Community Councils being formed in six of the eleven Community Council areas. In only one of these were there more nominations than vacancies, resulting in a contested election. The remainder were uncontested.

A second round of elections in February 2012, resulted in two further Community Councils being formed, again uncontested. This leaves two areas without Community Councils.

The Scheme provides for interim elections which can arise either to fill vacancies or where the level of co-opted membership on a Community Council exceeds that permitted under the Scheme. In 2013, Legal and Democratic Services held 3 interim elections to fill vacancies that had arisen 3 of the Community Councils, in liaison with and at the request of those community councils.

Legal and Democratic Services fulfils the Community Council Liaison role as detailed at 4.4 below.

The strength and effectiveness of Community Councils varies across Inverclyde

4.4 Engagement with and support for community councils

There is a statutory requirement to consult with Community Councils on planning and licensing applications. The extent to which others services of the Council and its partners engage with Community Councils varies considerably.

Community Councils meetings are well attended by elected members from the relevant wards.

The CLD Service: Community Work Team undertakes capacity building work with Community Councils in disadvantaged areas and supports all Community Councils to access information and training. The purpose of this work is to help build the capacity and capability of Community Councils to engage effectively in an open, transparent and positive manner alongside other community organisations, allowing them to represent their community and enabling them to inform strategic decisions from a grass roots level. An important feature of this support is that it enables Community Councils and other neighbourhood groups to do this for themselves and not have this done on their behalf or for them. This approach takes more time and resources but results in stronger, more resilient groups that have skilled, confident members who are more effective and able to achieve positive outcomes on behalf of the communities they serve. The CLD Service: Community Work Team has insufficient staffing and resources to offer this comprehensive support to all Community Councils and has had to focus provision in the most deprived areas.

The Code of Conduct for Community Councillors (appendix 1) informs support and training and its key principles should underpin all actions taken by Community

Councillors. The key principles of the code are:

- Service to the Community (Public Service)
- Selflessness
- Integrity
- Objectivity
- Accountability and Stewardship
- Openness
- Honesty
- Leadership
- Respect.

(It should be noted that the CLD Service: Community Work Team do not have a role in enforcing adherence to the above Code.)

As part of the support they provide CLD are in discussion with Community Councils with a view to filling vacancies and strengthening their numbers in accordance with the Scheme, either by co-option or further interim elections.

In the Community Council Liaison role, Legal and Democratic services deal with day to day queries from the Community Councils on the terms of the Scheme, administer the release of the administrative grant and record the minutes of meetings and annual accounts provided by the Community Councils. The service is also preparing, in consultation with CLD, the materials referred to at 4.2 above, in the form of a handbook, to assist the Community Councils fulfilling their role, with particular reference to the terms of the Scheme.

A Forum of Community Councils formerly operated in Inverclyde under the previous scheme. A representative from this forum still represents Community Councils on the Alliance Board.

5.0 PROPOSED ACTION

5.1 Implementation of the Scheme

5.1.1 Areas with no Community Council

Elections can be called in these areas following receipt of 20 signatories from residents requesting an election be held. It is proposed that the CLD Service: Community Work Team undertake consultation in these areas to assess interest in establishing a Community Council and to support residents to come forward to stand for election.

5.1.2 Community Councils with low membership or co-opted membership exceeding that permitted under the Scheme.

To assist these Community Councils and to help raise the profile of Community Councils generally, it is proposed that they are supported to hold interim elections in accordance with the scheme.

5.1.3 Action should any areas remain without a Community Council

The two areas where Community Councils have not been formed are i) Greenock East and ii) Holefarm and Cowdenknowes.

It should be noted that there were not sufficient nominations submitted by the required closing dates for Greenock East in either of the two rounds of elections referred to at 4.3 above. However in the February 2012 round, late nominations were received, and it is therefore anticipated by officers that the action described at 5.1.1 above may result in a Community Council being formed in Greenock East.

Officers are however aware that residents of Holefarm and Cowdenknowes have consistently stated their reluctance to form a Community Council around the current

boundaries. Neighbouring Community Councils may be open to the amendment of their boundaries to accommodate their requests, however such a change constitutes a change to the Scheme itself requiring the Council to go through the same statutory consultation process as on the last review.

It is proposed that should a Community Council be formed in Greenock East and not in Holefarm and Cowdenknowes, consultation should take place with the relevant communities to establish if boundaries could be amended to their mutual satisfaction. If these proposed amendments are acceptable to elected members, the statutory consultation process would be followed to confirm them.

5.2 Engagement with and support for Community Councils

5.2.1 Supporting services to engage

The following are proposals for action to encourage all Council services to engage effectively with Community Councils:

- Guidance on engaging with Community Councils is developed building on the nationally endorsed 'Good Practice Guidance for Local Authorities and Community Councils' and disseminated to all staff through e-mail and on icon. A workshop to launch the guidance to representatives of all Services would be a further option.
- Each Service to nominate a contact person to be advised of changes and developments in relation to Community Councils and offered opportunities for their Service to engage with them. The contact person would have responsibility to further disseminate the information within their own service as appropriate.
- Those Services who do not have representation on the Community Engagement and Community Capacity Building (CE/CCB) Network to nominate a member of staff to attend.

5.2.2 Supporting Alliance Partners to engage

The measures described at 5.2.1 above would be extended to include Alliance Partners and supported and progressed through the CE/CCB Network.

5.2.3 Elected Member champion

Inviting an elected member to champion Community Councils would help raise the profile of Community Councils as the key mechanism through which the Council will engage with its local communities. This could also be extended to champion community engagement generally.

5.2.4 Working with other representative organisations

A growing number of organisations exist to represent the views of neighbourhood communities and communities of interest. Some network with each other and are linked to a Community Council but many operate in isolation. This places heavy demands on officers to attend meetings and respond to requests and detracts from the voice of these communities being effectively heard. It is proposed that where the Council is contributing financially to these organisations through grant funding or the use of facilities, then conditions are put in place requiring them to network and to work with their Community Council when appropriate.

5.2.5 Forum of Community Councils

Several Community Councils have expressed an interest in networking together and in re-establishing a Forum of Community Councils. It is proposed that assistance with this is provided by the CLD Service: Community Work Team. Provided that the members of the forum are agreeable, it is intended that such meetings will be periodically attended by an officer of Legal and Democratic Services to deal with any shared issues arising from the Scheme.

5.2.6 Training and support for Community Councils

The Scheme refers to the provision of training and support for Community Councils. Currently this is substantively facilitated and/or provided by the CLD Service: Community Work Team. It is proposed that a broader programme, including inputs from a range of Services and Partners, is formulated and delivered in support of the developments outlined above.

5.2.7 Training and support for Elected Members

Community Councils in Inverclyde are well supported by their elected members. However, the above developments will introduce changes to the custom and practice operation of Community Council meetings. Training and support will be offered to Elected Members to raise their awareness and understanding of these developments.

6.0 IMPLICATIONS

6.1 **Financial implications:** none

6.2 **Human Resources:** N/A

6.3 **Legal:** As outlined above

6.4 **Equalities:** Work to support Community Councils will ensure that they are fully representative of their communities, and this will include training on ensuring people with protected characteristics are represented and their view inform any engagement.

6.5 **Repopulation:** Strengthening Community Councils will mean that communities will become more successful and engaged with services/organisations across the CPP, helping to develop services which better meet community needs. This should make Inverclyde an attractive option to continue to live or move to.

Appendix 1

CODE OF CONDUCT FOR COMMUNITY COUNCILLORS

The Code of Conduct for Community Councillors is based largely on the Code of Conduct for local authority councillors and relevant public bodies as provided for in The Ethical Standards in Public Life etc (Scotland) Act 2000.

Community Councillors, as elected representatives of their communities, have a responsibility to make sure that they are familiar with, and that their actions comply with, the principles set out in this Code of Conduct. The Code of Conduct and its principles, shall apply to all Community Councillors and those representing the Community Council. These principles are as follows:

- Service to the Community (Public Service)
- Selflessness
- Integrity
- Objectivity
- Accountability and Stewardship
- Openness
- Honesty
- Leadership
- Respect

Service to the Community

As a Community Councillor you have a duty to act in the interests of the local community, which you have been elected or nominated to represent. You also have a duty to act in accordance with the remit of the Councils Scheme for the Establishment of Community Councils, as set out by your local authority under the terms of the Local Government (Scotland) Act 1973.

You have a duty to establish and reflect, through the Community Council, the views of the community as a whole, on any issue, irrespective of personal opinion.

You should ensure that you are, within reason, accessible to your local community and local residents. Various mechanisms to allow the general community to express their views, i.e. suggestion boxes, community surveys, opinion polls should, where possible, be made available.

Selflessness

You have a duty to take decisions solely in terms of the interest of the community that you represent. You must not use your position as a Community Councillor to gain financial, material, political or other personal benefit for yourself, family or friends.

Integrity

You must not place yourself under any financial or other obligation to any individual or organisation that might reasonably be thought to influence you in your representation of your community. If you have any private and/or personal interest in a matter to be considered by the Community Council, you have a duty to declare this and if deemed necessary by other members, withdraw from discussions and the decision making process with regard to that matter.

You should not accept gifts or hospitality that may be seen to influence or be intended to influence your opinion or judgement. The offer and/or receipt of any gifts, regardless of form, should always be reported to and noted by the Secretary of the Community Council.

Objectivity

In all your decisions and opinions as a Community Councillor, you must endeavour to represent the overall views of your community, taking account of information which is provided to you or is publicly available, assessing its merit and gathering information as appropriate, whilst laying aside personal opinions or preferences.

You may be appointed or nominated by your Community Council to serve as a member of another representative body. You should ensure that this Code of Conduct is observed when carrying out the duties of the other body.

You are free to have political and/or religious affiliations; however you must ensure that you represent the interests of your community and Community Council and not the interests of a particular political party or other group.

Accountability and Stewardship

You are accountable for the decisions and actions that you take on behalf of your community through the Community Council. You must ensure that the Community Council uses its resources prudently and in accordance with the law.

Community Councillors will individually and collectively ensure that the business of the Community Council is conducted according to the Council's Scheme for the Establishment of Community Councils and this Code of Conduct.

Community Councillors will individually and collectively ensure that annual accounts are produced showing the financial undertakings of the Community Council as set out in the Councils Scheme for the Establishment of Community Councils. They must also ensure that all resources are used efficiently, effectively and fairly and are used strictly for the purposes of Community Council business and for no other purpose.

Minutes of Meetings recording all actions and decisions made should be produced and circulated to all members of the Community Council as soon as possible after each meeting.

Any breach of the Council's Scheme for the Establishment of Community Councils as set out by your local authority under the terms of the Local Government (Scotland) Act 1973 may be reported to your local authority to determine what action, if necessary, should be taken.

Openness

You have a duty to be open about your decisions, actions and representations, giving reasons for these where appropriate. You should be able to justify your decisions and be confident that you have not been unduly influenced by the views and/or opinions of others.

If you have dealings with the Media, members of the public, or others not directly involved in your Community Council, you should ensure that an explicit distinction is made between the expression of your personal views and opinions from any views or statement made about or on behalf of the Community Council.

Honesty

You have a duty to act honestly. You also have an obligation to work within the law at all times. You must declare any private interest relating to your Community Council duties and take steps to resolve any conflicts arising in a way that protects the interest of the community and the Community Council.

Leadership

You have a duty to promote and support the principles of this Code of Conduct by leadership and example, to maintain and strengthen the community's trust and confidence in the integrity of the Community Council and its members in representing the views and needs of the local area. You must also promote social inclusion and challenge discrimination in any form.

You should act to assist the Community Council, as far as possible, in the interest of the whole community that it serves. Where particular interest groups' concerns are in conflict with those of other groups or other areas you should help to ensure that the Community Council is aware of them.

Respect

You must respect fellow members of your Community Council and those that you represent, treating them with courtesy, respect and in a non-discriminatory manner at all times. This should extend to any person, regardless of their position, you have dealings with in your capacity as a Community Councillor.

Recognition should be given to the contribution of everyone participating in the work of the Community Council. You must comply with Equal Opportunities legislation and ensure that equality of opportunity be given to every participant to have their knowledge, opinion, skill and experience taken into account.

You should ensure that confidential material, including details about individuals, is treated as such and that it is handled with dignity and discretion and is not used for personal, malicious or corrupt purposes.

Report To:	Education & Communities Committee	Date: 21 January 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No: EDUCOM/08/14/MP
Contact Officer:	Maggie Paterson	Contact No: 01475 715450
Subject:	Strategy and Implementation Plan for Community Learning and Development in Inverclyde 2014-2018	

1.0 PURPOSE

1.1 The purpose of this report is to seek approval for the Strategy and Implementation Plan for Community Learning and Development (CLD) in Inverclyde 2014-2018.

2.0 SUMMARY

2.1 This Strategy has been developed in response to Community Learning and Development: Strategic Guidance Community Planning Partnerships (Scottish Government June 2012). It identifies how Inverclyde Alliance and Inverclyde Council will 'co-ordinate planning of CLD provision, setting out specific priorities' and 'ensure CLD has a core role in delivering identified outcomes for communities ...maximising the contribution of partners.'

2.2 This Strategy also fulfils the responsibility of Inverclyde Council to comply with the SSI Requirements for CLD (Scotland) Regulations 2013, specifically to:

- Assess the need for community learning and development
- Involve and consult representatives of target groups and individuals
- Involve and consult providers of CLD in the area
- Publish a 3 year plan specifying how the authority will co-ordinate its provision of CLD and that of other providers is the area.

2.3 Inverclyde Alliance and Inverclyde Council see CLD as integral to all of its work and consequently has developed a Strategy and Implementation Plan for CLD which is embedded in the strategic planning and implementation processes already developed by the Alliance. These include the use of a 'logic model' to identify need, to plan how this need will be met and to evaluate progress. This logic model is organised around the well-being outcomes associated with 'Getting it right for every child, citizen and community in Inverclyde'.

2.4 The Strategy and Implementation Plan for CLD contains a number of building blocks as outlined below:

The overarching priority is to maximise the contribution of CLD to achieving the outcomes of the Inverclyde Alliance Single Outcome Agreement	
Supporting the Alliance to make a 'decisive shift towards prevention'.	Strengthening 'partnership working' to deliver CLD outcomes
The SOA Delivery Plans identify the high level priorities for CLD	

The CLD Implementation Plan identifies specific CLD improvement actions through which CLD will be co-ordinated and its contribution maximised.		
The CLD Strategic Implementation Group oversees the strategic integration of CLD into community planning and the impact of CLD on achieving outcomes.		
Adult Learning & Literacies Sub-Group	Community Engagement & Capacity Building Network	Youth Work Sub-Group

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approve the Strategy and Implementation Plan for Community Learning and Development in Inverclyde 2014-2017.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The key role for Community Planning Partnerships in providing leadership and direction for CLD was first outlined in Working and Learning Together to Build Stronger Communities (2004). This is the fourth strategy and was approved by Inverclyde Alliance at their meeting on 16 December 2013.

In June 2012 the Scottish Government published 'Community Planning Partnerships: Strategic Guidance for CLD'. This places an expectation on community planning partnerships to 'co-ordinate planning of CLD provision, setting out specific priorities' and that they should 'ensure CLD has a core role in delivering identified outcomes for communities ...maximising the contribution of partners'.

In September 2013 the SSI Requirements for CLD (Scotland) Regulations were adopted by the Scottish Parliament. This requires the Local Authority to:

- Assess the need for community learning and development
- Involve and consult representatives of target groups and individuals
- Involve and consult providers of CLD in the area

Publish a 3 year plan specifying how the authority will co-ordinate its provision of CLD and that of other providers in the area.

The CLD Strategy and Implementation Plan is intended to fulfil the expectations and requirement of both the Guidance and Regulation.

- 4.2 In March 2013, the Alliance considered the Strategic Guidance and agreed the process by which the CLD Strategy and Implementation Plan should be developed.

The Strategy has been informed by discussions with the SOA Delivery Groups. The approach taken seeks to embed both the Strategy and the Implementation Plan within the strategic planning and implementation processes already developed by the Alliance. These include the use of a 'logic model' to identify need and plan and evaluate its progress. This logic model is organised around the well-being outcomes associated with 'Getting it right for every child, citizen and community in Inverclyde'.

This approach allows the priorities and outcomes for the CLD Strategy to continue to be shaped by the ongoing work of the SOA Delivery Groups. The Implementation Plan is intended as a working document which will accommodate change in response to a process of ongoing identification of need and consultation with CLD providers and target individuals and groups.

5.0 PROPOSALS

- 5.1 The proposed Strategy is attached as Appendix 1 to this report.

6.0 IMPLICATIONS

- 6.1 Legal:
The Implementation Plan complies with SSI Requirements for CLD (Scotland) Regulations 2013
- | | |
|------------|------|
| Finance: | None |
| Personnel: | None |
- Equality and Diversity:
An Equality Impact Assessment of the Implementation Plan will be undertaken.

7.0 CONSULTATIONS

- 7.1 The Strategy and Implementation Plan builds on consultation with the SOA Delivery Groups and earlier consultations with communities in the development of the SOA. In

line with the SSI Requirements for CLD (Scotland) Regulations 2013, there will be ongoing consultation with CLD providers and target individuals and groups.

8.0 LIST OF BACKGROUND PAPERS

- 8.1 Community Planning Partnerships: Strategic Guidance for CLD Scottish Government
June 2012
SSI Requirements for CLD (Scotland) Regulations 2013

COMMUNITY LEARNING AND DEVELOPMENT IN INVERCLYDE

STRATEGY AND IMPLEMENTATION PLAN 2014-2017

Inverclyde Alliance recognises the contribution Community Learning and Development (CLD) makes to achieving the outcomes identified in the Single Outcome Agreement. The purpose of this new strategy for CLD is to ensure that this contribution is maximised to improve outcomes for the communities of Inverclyde.

1 Community Learning and Development: Strategic Guidance for Community Planning Partnerships (Scottish Government 2012)

This identifies the purpose of CLD as ‘to empower people, individually and collectively, to make positive changes in their lives and their communities, through learning.’

The guidance states that the specific focus of CLD should be:

- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
- Stronger, more resilient, supportive influential and inclusive communities.

This is at the heart of the Alliance’s vision for a Nurturing Inverclyde.

‘Inverclyde Alliance will work in partnership to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are achieving, resilient, respected, responsible and included, and able to make a positive contribution to the area.’

The Strategic Guidance for CLD further states that: Community Planning Partnerships ‘should co-ordinate planning of CLD provision, setting out specific priorities’ and that they should ‘ensure CLD has a core role in delivering identified outcomes for communities ...maximising the contribution of partners.’

This Strategy outlines how these responsibilities will be fulfilled by Inverclyde Alliance.

2 SSI Requirements for CLD (Scotland) Regulations 2013

This Strategy also fulfils the responsibility of Inverclyde Council to comply with the SSI Requirements for CLD (Scotland) Regulations 2013, specifically to:

- Assess the need for community learning and development
- Involve and consult representatives of target groups and individuals
- Involve and consult providers of CLD in the area
- Publish a 3 year plan specifying how the authority will co-ordinate its provision of CLD and that of other providers in the area.

3 CLD Strategy and Implementation Plan 2013-2017 The Building Blocks

Inverclyde Alliance sees CLD as integral to all of its work and consequently has developed a Strategy and Implementation Plan for CLD which is embedded in the strategic planning and implementation processes already developed by the Alliance. These include the use of a ‘logic model’ to identify need, to plan how this need will be met and to evaluate progress. This logic model is organised around the well-being outcomes associated with ‘Getting it right for every child, citizen and community in Inverclyde’.

The Strategy and Implementation Plan for CLD contains a number of building blocks as outlined below:

The overarching priority is to maximise the contribution of CLD to achieving the outcomes of the Inverclyde Alliance Single Outcome Agreement		
Supporting the Alliance to make a 'decisive shift towards prevention'.	Strengthening 'partnership working' to deliver CLD outcomes	
The SOA Delivery Plans identify the high level priorities for CLD		
The CLD Implementation Plan identifies specific CLD improvement actions through which CLD will be co-ordinated and its contribution maximised.		
The CLD Strategic Implementation Group oversees the strategic integration of CLD into community planning and the impact of CLD on achieving outcomes.		
Adult Learning & Literacies Sub-Group	Community Engagement & Capacity Building Network	Youth Work Sub-Group

3.1 Overarching priority and contribution of CLD

The overarching priority is to maximise the contribution of CLD to achieving the outcomes of the Inverclyde Alliance Single Outcome Agreement	
Supporting the Alliance to make a 'decisive shift towards prevention'.	Strengthening 'partnership working' to deliver CLD outcomes

The **overarching priority for CLD** is to maximise its contribution to the achievement of the outcomes identified in the Single Outcome Agreement for Inverclyde, specifically:

- Inverclyde's population is stable with a good balance of socio-economic groups.
- 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.
- The area's economic regeneration is secured, economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential.
- The health of local people is improved, combating health inequality and promoting healthy lifestyles.
- 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.
- A nurturing Inverclyde gives all our children and young people the best possible start in life.
- Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations.
- Our public services are high quality, continually improving, efficient and responsive to local people's needs.

Within this overarching priority, CLD is recognised as having particular strengths in supporting the Alliance making a '**decisive shift towards prevention**' through its ability to

- build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue;
- identify issues and solutions at an early stage;
- identify barriers to participation and strategies for overcoming these;
- mobilise and support direct participation in planning and service design;
- enable community organisations to develop their infrastructure.

Within this overarching priority, **partnership working** is seen as key to delivering CLD outcomes through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

3.2 High level priorities for CLD

The SOA Delivery Plans identify the high level priorities for CLD

The work of Inverclyde Alliance is guided by the Outcome Delivery Plans associated with each outcome. These Outcome Delivery Plans reflect the high level priorities identified by the Alliance and consequently the **high level priorities for CLD in Inverclyde.**

Many of the Outcome Delivery Plans include a subset of policies, strategies and action plans to which CLD contributes. Increasingly these are formulated using the logic model, starting with the question 'where are we now?' This links each action to identified need and areas for improvement.

3.3 The CLD Implementation Plan

The CLD Implementation Plan identifies specific CLD improvement actions through which CLD will be co-ordinated and its contribution maximised.

The CLD Implementation Plan is a working document through which the contribution of CLD to the SOA will be co-ordinated and its contribution maximised through improvement actions.

Inverclyde Alliance undertook significant consultation and needs assessment to inform the SOA. The Implementation Plan builds on this, continuing to explore the needs of target individuals and groups in greater depth and adapting the plan accordingly.

The CLD Implementation Plan identifies specific actions and how they will be co-ordinated. In some cases this action will be led and co-ordinated by one of the CLD Strategy Sub-groups, while in other cases groups already exist to fulfil this function. For example, the 'Opportunities for All Group' already exists to lead and co-ordinate action, including CLD activities, to support young people improve their employability. (An abstract from the draft Implementation Plan is appended at Annexe1 for information.)

3.4 The CLD Strategic Implementation Group and Sub-groups

The CLD Strategic Implementation Group oversees the strategic integration of CLD into community planning and the impact of CLD on achieving outcomes.

Adult Learning & Literacies Sub-Group	Community Engagement & Capacity Building Network	Youth Work Sub-Group
---------------------------------------	--	----------------------

The remit and membership of the CLD Strategy Group has been amended to reflect the national developments outlined above and local developments in community planning. The Group will meet 3 times per annum and be chaired by the Corporate Director: Education, Communities and Organisational Development.

Remit of the CLD Strategy Implementation Group

- To oversee the strategic integration of CLD into community planning on behalf of Inverclyde Alliance.
- To progress the integration of CLD into the work of the SOA Delivery Groups and related partnerships and monitor progress in the implementation of the CLD components of relevant action/delivery plans
- To ensure that leadership for CLD is effectively provided by Inverclyde Council's Directorate of Education, Communities and Organisational Development
- To review the quality and effectiveness of CLD activity in line with the HMLe self-evaluation framework 'How Good is Our Community Learning and Development?2'.and other quality frameworks as appropriate.

Membership of the CLD Strategy Implementation Group has been configured to ensure that all relevant Partners are represented and that there are strong links back to the SOA Delivery Groups. The following is indicative at this stage.

Delivery Group	Proposed Membership
1 Stable Population	Riverside Inverclyde, CVS Inverclyde
2 Successful Communities	Strathclyde Police, IC Safer Communities
3 Economic Regeneration/Employability	IC Economic Development, West College Scotland
4 Health Inequalities	CHCP – Health Inequalities
5 Changing the culture of alcohol	CHCP – Alcohol & Drugs Forum
6 Best Start in Life	CHCP – Children’s Services, IC Education Services , Skills Development Scotland
7 Safeguarding the environment	IC – Green Charter Unit
8 Public services continually improve	IC – Policy & Performance

The CLD Sub-groups

The Adult Learning and Literacy Sub-group, the Community Engagement and Capacity Building Network and the Youth Work Sub-group will be responsible for operationalising the CLD Implementation Plan, leading on specific activities or liaising with other groups to ensure implementation as appropriate. These groups will also be responsible for collating and analysing information and supporting self-evaluation across all CLD activities.

ANNEXE 1

ADULT LEARNING AND LITERACY ACTIVITY PLAN

Achieving

LITERACY AND NUMERACY ACTION PLAN					
	ACTIVITY (including timescales)	EVIDENCING NEED	EVIDENCING SUCCESS	LEAD	LINKAGES
	<p>Engage and develop good relationships with those furthest from learning through pre-learning engagement opportunities and working with intermediary/referral organisations</p> <p>Timetable of engagement events/pilot developed</p>	<p>Improved coordination of Consistent literacies input at transition points.</p> <p>Feedback from learners</p> <p>Reports/evaluations</p>	<p>Increase no.learners No's entering provision from pre-learning engagement</p> <p>Results from door knocking/engagement pilot</p>	ALL Sub	
	<p>A programme of awareness raising training to support spotting and referring of new literacy and numeracy learners is developed and delivered</p> <p>Literacy and numeracy champions are identified within partner agencies</p> <p>Build staffs' skills to better identify and respond to individual learners needs.</p> <p>Literacy and numeracy champions are identified within the Adult Learners' Forum</p>	<p>Some partners reg refer learners, however this is not consistent across the partnership.</p> <p>Requests from partners to improve staffs' ability to identify need and give initial guidance/signpost</p>	<p>Effective monitoring/ reporting of referrals, participation and accreditation i.e. priority groups</p> <p>Learners access appropriate provision relevant to their needs</p> <p>No of agencies/partners with a literacy/ numeracy champion</p> <p>Feedback from champions/spotters and referrers</p>	ALL Sub	

CE/CCB NETWORK ACTIVITY PLAN

	Where are we now?	Where do we want to be?	How will we get there ?	How will we know we are getting there?	Who is responsible ?	Progress
1	There is scope to improve the extent to which Community Engagement is planned, resourced and integrated across partners and that they have the skills and knowledge needed to engage effectively with communities	All CE activity undertaken in Partnership by the Alliance is planned and integrated through the CE/CCB Network. All Partners nominate representation at the Network and support and resource engagement as appropriate. Leadership for CEis provided by the Successful Communities Delivery Group.	See CE/CCB Network Activity Plan	increase % adults agreeing they influence decisions affecting their local area (Citizens' Panel & CHCP Advisory Network) All CE Activity linked to the CE/CCB Activity Plan. All Partners participate fully in the CE/CCB Network.	Community Engagement and Capacity Building Network (CECBN) Lead: Maggie	CE/CCBN to review progress and report to each meeting of SOA2

	ACTIVITY (including timescale)	EVIDENCE OF NEED	EVIDENCING SUCCESS	LEAD	LINKAGES
1.1	<p>Securing senior support and buy in</p> <ul style="list-style-type: none"> Gain support and direction from Programme Board – agreed Sept 2013 Review CE/CCB contribution to all SOA Groups, amend implementation plan to reflect findings - Dec 2013 Workshop with Alliance Board – took place October 2013 CPP partners are asked to identify resources across CPP to be used for Community Engagement and Capacity Building – addressed at workshop, to be followed through 		Effectiveness of CE/CCB CE/CCB clearly reflected in SOA delivery plans Minutes of SOA PB and Alliance Board reflect discussion on CE/CCB Resources across partners pooled to carry out robust community engagement.	M Shepherd MMcK/MP MMcK/MP	Single Outcome Agreement SOA Outcome Delivery Plans
1.2	<p>CHCP locality planning developed to include planning CE and integrating CE activity of CHCP with that of other partners (initial focus on work taking place in Port Glasgow and planning to meet needs of Older People)</p> <p>CHCP People Involvement Network developed through agreed structures eg (Mental Health inc Dementia; Long Term Conditions & Self Care; Housing & Homelessness; Older People; Addictions; Carers; Children & Young People; Physical Disability; Learning Disability; Secondary Care inc Hospital Discharge & Palliative/End of Life Care; Adult Protection)</p>	By Dec 2014	Older people in PG report feeling more connected and supported. Agencies report better connectivity between them. More community services in place providing support for target group. People across Inverclyde report feeling more connected, supported, able to influence decisions. Improved partnership working/co-production	CHCP (MH) Supported by CLD, CVSI, Your Voice Your Voice	Reshaping Care for Older People. PG resilience programme CHCP Development Plan Reshaping Care for Older People.

TACKLING VIOLENCE AND KNIFE CULTURE					
ACTIVITY (including timescales)	EVIDENCING NEED	EVIDENCING SUCCESS	LEAD	LINKAGES	
<p>NKBL campaign continues targeted approach in respect of awareness raising of weapon carrying, and general youth diversionary messages.</p> <p>Upskilling those working with YP to promote life choices eg using NKBL training toolkit. Work with YouthLink Scotland to bring campaigns to the area and access funding for violence prevention.</p> <p>Continue to develop MVP</p> <p>Education inputs in context of H&WB experiences and outcomes</p> <p>Programmes to address cyberbullying, sexting, grooming and sexual exploitation – Girl Power, Crush, Boys Group, White Ribbon</p> <p>Implementation of Cedar Project</p> <p>Partnership working supporting young gang members to engage with Port Victoria Boxing Club</p>			<p>YW Sub H Scott</p> <p>L McVey</p> <p>M Nash</p> <p>H&WB ERobertson</p> <p>YW Sub H Scott</p> <p>VAW S Sale</p> <p>YW Sub</p>	<p>SOA2</p> <p>CS Strategic Assessment</p> <p>H&WB Action Plan</p> <p>SOA7</p> <p>SOA2</p> <p>SOA2 SOA”</p>	

Report To:	Education and Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/05/14/AW
Contact Officer:	Alana Ward, Libraries Museum And Archives Manager	Contact No:	01475 712330
Subject:	Proposed Management Rules (Libraries): Public Consultation Response		

1.0 PURPOSE

- 1.1 The purpose of this report, following the decision of the Committee at its meeting of 10 September 2013 in relation to the proposed management rules for libraries (Appendix 1), is:
- to advise Committee of the outcome of a statutory public consultation on the said rules;
 - to seek approval of the said rules; and
 - to seek the Committee's authority to report to the Inverclyde Council recommending they formally approve the said rules and authorise officers to formally make same in accordance with the statutory procedure.

2.0 SUMMARY

- 2.1 As local authority, the Inverclyde Council (the Council) has power to make management rules regulating the use of and conduct of persons while on or in any land or premises owned, occupied, managed or controlled by the Council to which the public have access, in terms Section 112 of the Civic Government (Scotland) Act 1982 (the Act).
- 2.2 As part of the procedure the Council must follow to make such management rules the Council must conduct a statutory public consultation.
- 2.3 At its meeting of 10 September 2013 the Committee authorised the Libraries, Museum and Archives Manager to implement such a consultation, on the proposed management rules for libraries (Appendix 1).
- 2.4 This consultation has now been conducted, and ran from 7 November to 9 December 2013 inclusive.
- 2.5 No objections were received to the said rules in the course of said consultation.
- 2.6 For officers to formally make rules in the terms consulted upon, it is necessary the matter be referred to the Inverclyde Council for approval of the terms of the rules and grant to officers the necessary authority to proceed to formally execute the same.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes that no objections were received during the statutory public consultation on the proposed management rules for libraries (per Appendix I).

- 3.2 It is recommended that the Committee therefore approves the said rules following this consultation, for the purposes of the referral at 3.3.
- 3.3 It is recommended that the matter be referred to the Inverclyde Council to formally approve the said rules and to authorise officers to formally make rules in those terms in accordance with the statutory procedure.

4.0 BACKGROUND

- 4.1 Under Section 112 of the Civic Government (Scotland) Act 1982 a Local Authority may make management rules in order to regulate:
- (a) the use of, and
 - (b) the conduct of persons while on or in
- any land or premises owned, occupied or managed by the Authority and to which the public have access.
- 4.2 Prior to making such management rules the Council is required under the section above to conduct a statutory consultation process. In terms of this process, the Council must:
- (a) give notice, by advertisement in a newspaper or newspapers circulating in the Council's area, of
 - (i) the Council's intention to make the management rules;
 - (ii) the general purpose of the rules;
 - (iii) the place where the proposed rules may be inspected; and
 - (iv) the fact that objections may be made, when they must be made by and the address where they must be sent;
 - (b) allow a period for objections of at least one month from the date of the first advertisement under (a) above: and
 - (c) before making the management rules, take into account any objections received within the time period set and give any objector an opportunity to be heard by them.
- 4.3 At its meeting of 10 September 2013, the Committee approved proposed management rules for libraries in Inverclyde (Appendix I), for the purposes of such a consultation and authorised the Libraries, Museum and Archives Manager to proceed with such a consultation. The consultation was advertised in the *Greenock Telegraph* and ran from 7 November to 9 December 2013 inclusive. Copies of the proposed rules were available for review by members of the public free of charge in all the library premises affected and at the Customer Contact Centre in the Municipal Buildings.
- 4.4 The period for the said consultation has come to an end. No objections to the proposed rules were received. Officers therefore do not propose any amendments to the terms of the same as previously approved and consulted upon, and accordingly recommend they be progressed in the current form.
- 4.5 For the Council to complete the process of making such rules, it is necessary that the Committee approves the proposed rules, following the consultation process, and that the matter be referred to the Inverclyde Council recommending their approval of the terms of the proposed rules and their grant of authority to a Proper Officer to officers to formally make the same.
- 4.9 The management rules will then come into force when they are executed by a Proper Officer on behalf of and with the authority of the Council and unless revoked continue in force for a period of 10 years.

5.0 IMPLICATIONS

- 5.1 Financial Implications: No implications.
- 5.2 Human Resources: No implications.
- 5.3 Legal: Legal Services have been fully consulted in this matter.
- 5.4 Equalities: Full cognisance has been taken of equality and diversity processes and procedures during the drafting of the management rules.
- 5.5 Repopulation: No implications

The Inverclyde Council
Management Rules for Libraries
Draft document for Public Consultation
[] 2013



Library Management Rules

THE INVERCLYDE COUNCIL

MANAGEMENT RULES FOR PUBLIC LIBRARIES

The Inverclyde Council as the library authority for Inverclyde in terms of Schedule 13, Section 5 of the Local Government etc. (Scotland) Act, 1994 hereby make the following Management Rules in exercise of the powers conferred on them by Section 112 of the Civic Government (Scotland) Act 1982, to regulate the use of, and the conduct of persons using, any of Inverclyde Council's Library Premises.

DEFINITIONS

In these Management Rules:

“Acceptable Usage Policy” means such policy or policies as the Council has in force from time to time regulating the use by the members of the public of publically accessible computers and other public ICT resources in public libraries.

“Borrower” means any person who has a current registration as a borrower in terms of Clause 1 of these Management Rules.

“Council” means the Inverclyde Council, and shall when used with in these Management Rules in reference to any decision or determination include such Committee, Sub-Committee or Officers of the Inverclyde Council as are authorised by them to make such a determination.

“Committee” means the committee to which the Council has referred the function of the management of public libraries within Inverclyde.

“Inverclyde” shall mean the administrative area for which the Council is responsible in terms of the Local Government etc (Scotland) Act 1994.

“Library Material” means printed material and other media or articles.

“Library Premises” means

- (a) the , various premises listed in the Schedule to these Rules, declaring that should the Council cease to use once or more of the individual premises for

the provision of Library Services, then the premises in respect of which such use has ceased shall cease to be Library Premises for the purposes of these Rules then, and

(b) such other such premises as may be used from time to time by the Council for the provision of Library Services,

and shall for the purposes of these Management Rules, include all doorways, footpaths, roads, grounds and car parks in the ownership of the Council and used in connection with or forming part of the curtilage of such premises, or other office or reception area within Council buildings as is used in connection with any such premises.

“Library Services” means the public lending library and reference library services provided by, the Inverclyde Council through the Libraries, Museum and Archive section of the Education, Communities and Organisational Development directorate, and for the purposes of these Management Rules includes such services ancillary thereto as are provided from time to time.

“Library User” means any person using Library Premises.

“Officer in charge of Library Services” means the Libraries, Museums and Archives Manager or such other Officer as may be from time to time appointed by and/or authorised by the Council with responsibility for the overall management of library services throughout Inverclyde.

“Staff Member” means any person employed by the Council wholly or partly in connection with the provision of library services in Inverclyde, be that at the Library premises or elsewhere in pursuance of their duties.

“the Act” means the Civic Government (Scotland) Act 1982.



1. Borrowers

1.1 Membership

Any person who is resident in, employed in, at school in, or visiting Inverclyde, may apply to register as a Borrower through the Library Services at any of the Library Premises. All persons wishing to become Borrowers must complete an application form and provide two forms of current identification (one of which must show the applicant's home address). Persons unable to provide two forms of current identification shall be entitled to interim membership, until such time as two forms of current identification can be provided. The acceptability or otherwise of the identification shown is at the discretion of the Officer in Charge of Library Services. Once accepted as a Borrower, such a person will be required, on the request of a Staff Member, to confirm the details provided with their application by producing further current identification, which requests shall no be more often than is reasonably required for conducting the Library Services.

1.2 Children's Membership

Children aged 11 years and under may become Borrowers on completion of a registration form signed by a parent or other adult with parental responsibility (as guarantor for the child) and on providing acceptable proof of identity. Proof of age may also be requested. Borrowers aged 11 years and under are eligible to borrow books from the Children's section of the library. Borrowers aged from 12 to 15 years are registered as 'Young Adult' borrowers and they will be eligible to borrow books from both the Junior and Adult sections of the library. Any certificated video or multi-media materials will only be issued in accordance with age categories marked on the materials.

1.3 Lapsed Membership

Registration as a Borrower in all categories will lapse after a period of two years from last use of the service. Thereafter, re-registration will be required in accordance with this Rule 1.

1.4 Membership Cards

Cards issued for borrowing items from the libraries shall not be transferable. Borrowers are personally responsible for the safekeeping of cards and for items borrowed on their card. Borrowers shall immediately notify any change of address or the loss of a card. A charge will be made for the replacement of lost cards, to be determined from time to time by the Council.

2. **Borrowing**

2.1 Loan Period

The maximum permitted loan periods for Library Materials will be as determined by the Council from time to time and displayed at all Library Premises. On receipt by the Library service of a request from a Borrower in person, by post or telephone, or online, the loan period may be extended for any item on loan to that Borrower, other than when the item concerned has been requested by another Borrower. No loan shall be extended more than four times. The Officer in charge of Library Services may, at his/her discretion, reduce the maximum loan period for any item if it is in heavy demand, or for any other appropriate reason.

2.2 Number of items

The maximum number of items which can be borrowed by a Borrower will be as determined by the Council from time to time and displayed all Library Premises.

2.3 Charges for certain materials

Borrowers may borrow audio, video, multi-media and other materials or suggest items for stock according to borrowing entitlements as referred to above and on payment of any charges determined by the Council from time to time and as published at all Library Premises.

2.4 Overdue Items

Borrowers aged 16-59 years of age who retain Library Materials beyond the maximum permitted loan period will be charged for such items at such a rate or rates as shall be determined from time to time by the Council. Borrowers will be notified of any Library Materials retained beyond the maximum permitted loan period, but failure to give such notification shall not relieve the Borrower of the charges.

2.5 Payment for Loss or Damage

Borrowers or guarantors of Borrowers shall be responsible for loss of or damage to Library Materials, and a sum not greater than the total of a) the retail cost of the lost or damaged item and b) such administrative charge or charges in respect of dealing with such loss or damage as may from time to time be determined by the Council as appropriate in such circumstances, will be charged. Damage or

defect to an item which is discovered before borrowing should be brought to the attention of a Staff Member.

3. Conduct

All persons shall behave at all times in the Library Premises in a manner which is consistent with standards of good conduct in public libraries, which standards will for the avoidance of doubt include not causing undue noise or disturbance. It shall be a matter in the discretion of individual Staff Members (acting reasonably) as to what shall constitute such standards of good conduct in public libraries. Staff Members shall be entitled to refuse admission to or to expel from the Library Premises any persons who, in the reasonable opinion of those Staff Members, are not conducting themselves in accordance with these standards.

3.1 Dogs, other Animals and Wheeled Conveyances Prohibited

Except with the consent of a Staff Member, no person shall cause or allow any dog (other than a working dog accompanying a disabled person) or other animal belonging to him/her or under his/her control to enter or remain in the library, or bring in any wheeled conveyance other than wheelchairs, mobility scooters, pushchairs, or prams.

3.2 Behaviour in the Library

3.2.1 Any member of the public may refer to materials held in the library, whether lending or reference stock, but no materials may be removed from the library unless duly authorised.

3.2.2 Library users must comply with all directions given to them by Staff Members in the course of their duties.

3.2.3 Smoking or consumption of alcohol is not permitted in Library Premises.

3.2.4 Food or drink not purchased in the Library Premises must not be consumed upon Library Premises.

3.2.5 Mobile telephones must be switched to silent and their use must not disturb other library users.

3.2.6 Any person causing offence through personal hygiene or under the influence of alcohol or drugs will be removed and excluded from the Library Premises. Disorderly, violent or insulting behaviour including the use of indecent or offensive language towards other Library Users or Staff Members by any person will result in that person being removed and excluded from the Library Premises.

3.2.7 No member of the public shall enter or remain in any part of Library Premises identified for staff or private use.

3.2.8 Parents and carers are responsible for the supervision and behaviour of their children at all times within the Library Premises. Children aged eight years and under must be accompanied by a parent or adult with parental responsibility when visiting the Library Premises. Children between the ages of eight and twelve must not be left unaccompanied by a parent or carer for any period exceeding one hour unless part of an activity organised a Staff Member. Parents and adults with parental responsibility must undertake to ensure that if their children are left in the care of Staff Members for an organised activity such children behave in a manner considered reasonable and appropriate by Staff Members.. A Staff Member will be entitled to remove any child not behaving in such an appropriate manner from an organised activity.

3.2.9 Photography, video or sound recording in Library Premises may be undertaken only with the prior permission of the Officer in charge of Library Services.

3.2.10 The use of portable audio players (such as MP3 players, iPods etc) within Library Premises is permitted only with the use of headphones, and should not disturb other Library Users.

3.2.11 No trading or sale of goods is permitted in any of the Library Premises, without the consent of the Officer in charge of Library Services.

3.2.12 In the event of the structure, furniture, fittings or other contents of the any of the Library Premises being damaged or destroyed, the person responsible shall be liable for the cost of making good the damage or for replacing the articles destroyed.

3.2.13 The designated opening hours for the Library Premises will be displayed at the premises and no person, other than Staff Members carrying out their duties, shall remain in the Library Premises outwith these hours.

4. Use of Public Access Computers

Any person may use public access computers within the Library Premises, provided however that:

- if they are aged 8 or under, they must be accompanied by a parent or other adult with parental responsibility;
- if they are aged from 9 to 11, they must have written parental consent, as contained within the membership form; and
- if they are not Borrower in terms of Clause 1 of these rules, they must provide acceptable personal identification before he/she can use the public access computers; and
- they must only do so in accordance with the Acceptable Usage Policy.

The Acceptable Usage Policy is available from all the Library Premises and on all public access computers.

5. General Rules

5.1

Bills, notices or leaflets may be displayed or distributed in any part of the Library Premises only with the consent of the Officer in charge of Library Services.

5.2

The Council shall have no liability in respect of the loss or theft of any item belonging to a Library User.

5.3

At the discretion of the Officer in charge of Library Services, appropriate areas of the Library Premises may be used for community, cultural, educational or social purposes. Such uses shall be controlled by means of a written agreement between the user and the Council.

5.4

Library Users are reminded that the provisions of the general law apply at all times. Any action which would contravene the Copyright, Designs and Patents Act 1988 is strictly prohibited on Library Premises.

5.5

Any person who contravenes these Management Rules may be subject to suspension of their registration as a Borrower and the use of Library Services, at the discretion of the Officer in charge of Library Services.

5.6

A Staff Member may, under Section 116 of the Act:

- i. where he or she has reasonable grounds for believing a person has contravened or is contravening a management rule, expel that person from the Library Premises; and
- ii. where he or she has reasonable grounds for believing that a person is about to contravene a management rule, exclude that person from the Library Premises.

5.7

A person who persistently contravenes or attempts to contravene these management rules and is, in the opinion of the Council, likely to contravene them again, may be subject to an Exclusion Order by the Council under Section 117 of the Act for a period not exceeding one year.

5.8

Any person who:

- i. on being required to leave any Library Premises by an authorised officer of the Council who has reasonable grounds for believing that the person has contravened, is contravening or is about to contravene any of these Management Rules applying to the Library Premises, fails to leave;
- ii. on being informed by an authorised officer who has reasonable grounds for believing that the person is about to contravene any management rule applying to Library Premises that he or she is excluded from the land or premises, enters or attempts to enter the land or premises; or
- iii. being a person subject to an exclusion order under section 117 of the Act, enters or attempts to enter the land or premises to which the exclusion order relates

shall be guilty of an offence and liable, on summary conviction, to a fine not exceeding level 1 on the standard scale

Schedule

Premises

- 1. Greenock Central Library**, 75-81 Cathcart Street, Greenock, PA15 1DE.
- 2. Gourock Library**, Kempock Place, Gourock, PA19 1QU.
- 3. Inverkip and Wemyss Bay Library**, Wemyss Bay Primary School, Ardgowan Road, Wemyss Bay, PA18 6AT.
- 4. Kilmacolm Library**, Lochwinnoch Road, Kilmacolm, PA13 4LE.
- 5. Port Glasgow Library**, Fore Street, Port Glasgow, PA14 5EQ.
- 6. Greenock South West Library**, Barr's Cottage, Greenock, PA16 9HG.
- 7. The Watt Library**, 9 Union Street, Greenock, PA16 8JH

Report To:	Education and Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/06/14/AW
Contact Officer:	Alana Ward, Libraries Museum And Archives Manager	Contact No:	01475 712330
Subject:	Proposed Management Rules (Museum): Public Consultation Response		

1.0 PURPOSE

- 1.1 The purpose of this report, following the decision of the Committee at its meeting of 10 September 2013 in relation to the proposed management rules for museums (Appendix 1), is:
- to advise Committee of the outcome of a statutory public consultation on the said rules;
 - to seek approval of the said rules; and
 - to seek the Committee's authority to report to the Inverclyde Council recommending they formally approve the said rules and authorise officers to formally make same in accordance with the statutory procedure.

2.0 SUMMARY

- 2.1 As local authority, the Inverclyde Council (the Council) has power to make management rules regulating the use of and conduct of persons while on or in any land or premises owned, occupied, managed or controlled by the Council to which the public have access, in terms Section 112 of the Civic Government (Scotland) Act 1982 (the Act).
- 2.2 As part of the procedure the Council must follow to make such management rules the Council must conduct a statutory public consultation.
- 2.3 At its meeting of 10 September 2013 the Committee authorised the Libraries, Museum and Archives Manager to implement such a consultation, on the proposed management rules for museums (Appendix 1).
- 2.4 This consultation has now been conducted, and ran from 7 November to 9 December 2013 inclusive.
- 2.5 No objections were received to the said rules in the course of said consultation.
- 2.6 For officers to formally make rules in the terms consulted upon, it is necessary the matter be referred to the Inverclyde Council for approval of the terms of the rules and grant to officers the necessary authority to proceed to formally execute the same.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes that no objections were received during the statutory public consultation on the proposed management rules for museums (per Appendix I).

- 3.2 It is recommended that the Committee therefore approves the said rules following this consultation, for the purposes of the referral at 3.3.
- 3.3 It is recommended that the matter be referred to the Inverclyde Council to formally approve the said rules and to authorise officers to formally make rules in those terms in accordance with the statutory procedure.

4.0 BACKGROUND

- 4.1 Under Section 112 of the Civic Government (Scotland) Act 1982 a Local Authority may make management rules in order to regulate:
- (a) the use of, and
 - (b) the conduct of persons while on or in
- any land or premises owned, occupied or managed by the Authority and to which the public have access.
- 4.2 Prior to making such management rules the Council is required under the section above to conduct a statutory consultation process. In terms of this process, the Council must:
- (a) give notice, by advertisement in a newspaper or newspapers circulating in the Council's area, of
 - (i) the Council's intention to make the management rules;
 - (ii) the general purpose of the rules;
 - (iii) the place where the proposed rules may be inspected; and
 - (iv) the fact that objections may be made, when they must be made by and the address where they must be sent;
 - (b) allow a period for objections of at least one month from the date of the first advertisement under (a) above: and
 - (c) before making the management rules, take into account any objections received within the time period set and give any objector an opportunity to be heard by them.
- 4.3 At its meeting of 10 September 2013, the Committee approved proposed management rules for museums in Inverclyde (Appendix I), for the purposes of such a consultation and authorised the Libraries, Museum and Archives Manager to proceed with such a consultation. The consultation was advertised in the *Greenock Telegraph* and ran from 7 November to 9 December 2013 inclusive. Copies of the proposed rules were available for review by members of the public free of charge in all premises affected and at the Customer Contact Centre in the Municipal Buildings.
- 4.4 The period for the said consultation has come to an end. No objections to the proposed rules were received. Officers therefore do not propose any amendments to the terms of the same as previously approved and consulted upon, and accordingly recommend they be progressed in the current form.
- 4.5 For the Council to complete the process of making such rules, it is necessary that the Committee approves the proposed rules, following the consultation process, and that the matter be referred to the Inverclyde Council recommending their approval of the terms of the proposed rules and their grant of authority to a Proper Officer to officers to formally make the same.
- 4.9 The management rules will then come into force when they are executed by a Proper Officer on behalf of and with the authority of the Council and unless revoked continue in force for a period of 10 years.

5.0 IMPLICATIONS

- 5.1 Financial Implications: No implications.
- 5.2 Human Resources: No implications.
- 5.3 Legal: Legal Services have been fully consulted in this matter.
- 5.4 Equalities: Full cognisance has been taken of equality and diversity processes and procedures during the drafting of the management rules.
- 5.5 Repopulation: No implications

The Inverclyde Council
Management Rules for Art Galleries and Museums
Draft document for Public Consultation
[] 2013

McLean

MUSEUM & ART GALLERY

Management Rules for Art Galleries and Museums

2013

VERSION 2013.1

Inverclyde
council

INVERCLYDE COUNCIL

MANAGEMENT RULES FOR ART GALLERIES AND MUSEUMS

The Inverclyde Council as the museum and art gallery authority for Inverclyde in terms of Schedule 13, Section 5 of the Local Government etc. (Scotland) Act, 1994 hereby make the following Management Rules in exercise of the powers conferred on them by Section 112 of the Civic Government (Scotland) Act 1982, to regulate the use of and conduct of persons while using Museum Premises in Inverclyde.

Definitions and Interpretation

In these Management Rules

“Acceptable Usage Policy” means such policy or policies as the Council has in force from time to time regulating the use by the members of the public of publically accessible computers and other public ICT resources in public libraries.

“Act” means the Civic Government (Scotland) Act 1982.

“Committee” means the committee to which the Council has referred the function of the management of art galleries and museums within Inverclyde.

“Council” means the Inverclyde Council constituted under the Local Government etc (Scotland) Act 1994.

“Director” means the Corporate Director (Education, Communities and Organisational Development) of the Council, or such other Director as may from time to time be responsible for enforcement of these Rules,

“Museum” and “Museum Premises” shall be taken to mean:

- (a) the premises consisting of McLean Museum and Art Gallery, 15 Kelly Street, Greenock, PA16 8JX and the Watt Library, Greenock, 9 Union Street, Greenock. PA16 8JH;
- (b) such other premises as may be used from time to time by the Council for the provision of Museums Services; and
- (c) shall for the purposes of these Management Rules, include all doorways, footpaths, roads, grounds and car parks in the ownership of the Council and used in connection with or forming part of the curtilage of such premises, or other office or reception area within Council buildings as is used in connection with any such premises.

“Museum Grounds” shall be taken to mean such unbuilt on land forming part of Museum Premises.

“Museum User” means any person permitted under these rules, to the use of Museums within Inverclyde.

“Officer in charge of the museum service” means the Museum Curator or such other Officer as may be from time to time appointed by and/or authorised by the Council with responsibility for the overall management of the Museum Premises.

“Staff Member” means any person employed by the Council wholly or partly in connection with the provision of museum services in Inverclyde, be that at the Museum Premises or elsewhere in pursuance of their duties

The provisions of the Interpretation Act 1978 shall apply to the interpretation of these Management Rules as they apply to an Act of Parliament.

1. Access to Museums

a. The Museum shall be open to the public on such days and during such hours as the Council or the Committee may from time to time determine and the Council, the Committee, the Director or the Officer in charge of the museum service may close the Museum wholly or partially during such times as they may think fit.

b. No person shall enter or remain in any part of the Museum which is prohibited to the public, or remain in the Museum outwith the times which it is open to the public.

c. No person shall remain in the Museum after an emergency situation has been made known to them.

d. No member of the public shall enter or remain in any part of the Museum identified for staff or private use unless authorised by the Officer in charge of the museum service.

e. Any member of the public may view the displays held in the Museum but no materials may be removed from the Museum unless duly authorised by the Officer in charge of the museum service.

f. The Officer in charge of the museum service shall have discretion as to the conditions under which members of the public may consult rare, valuable or fragile museum artefacts which are deemed by the Officer in charge of the museum service unsuitable or too delicate for general display.

2. Conduct in the Museum

a. All persons shall behave at all times in the Museum Premises in a manner which consistent with standards of good conduct in public museums, which standards will for the avoidance of doubt include not causing undue noise or disturbance. It shall be a matter in the discretion of individual Staff Members (acting reasonably) as to what shall constitute such standards of good conduct in public museums. Staff Members shall be entitled to refuse admission to or to expel from the Museum Premises any persons who, in the reasonable opinion of those Staff Members, are not conducting themselves in accordance with these standards.

b. Any person causing offence through personal hygiene or under the influence of alcohol or drugs will be removed and excluded from the Museum Premises in terms of Rule 2. Disorderly, violent or insulting behaviour including the use of indecent or offensive language towards other Museum Users or Staff Members by any person will result in that person being removed and excluded from the Museum Premises in terms of Rule 2.

c. Any person found, or in the reasonable opinion of a Member of Staff believed, to have been taking, selling or distributing drugs in the Museum will be expelled or excluded in terms of Rule 2, except in a case requiring first aid treatment where the administering of drugs is necessary and performed by an appropriately qualified medical practitioner or where the drugs are taken as part of a prescribed course of medication.

- d. Except with the consent of the Officer in charge of the museum service, no person shall cause or allow any dog (other than a working dog accompanying a disabled person) or other animal belonging to them or under their control to enter or remain in the Museum. No person will be permitted to bring in any wheeled vehicle or conveyance other than wheelchairs, mobility scooters, pushchairs or prams.
- e. Disorderly, violent or insulting behaviour including the use of indecent or offensive language towards other museum users or a Member of Staff by any person will result in that person being removed and excluded from the Museum.
- f. Parents and carers are responsible for the supervision and behaviour of their children at all times within the Museum premises. Children aged eight years and under must be accompanied by a parent or carer when visiting the Museum. Children between the ages of eight and twelve must not be left unaccompanied by a parent or carer for any period exceeding one hour unless part of an activity organised by a Staff Member. Parents and carers must undertake to ensure that if their children are left in the care of Staff Members for such an organised activity such children behave in a manner considered reasonable and appropriate by Staff Members.
- g. Parents and carers must undertake to ensure that if their children are left in the care of Staff Members for such an organised activity such children behave in a manner considered reasonable and appropriate by Staff Members. A Staff Member will be entitled to remove any child not behaving in such an appropriate manner from such an activity.
- h. Museum users must comply with all directions given to them Staff Members in the course of their duties.
- i. At the discretion of the Officer in charge of the museum service, appropriate areas of Museum premises may be used for community, cultural, educational or social purposes. Such uses shall be controlled by means of a written agreement between the user and the Council.
- j. Food or drink must not be taken into or consumed in the Museum premises unless one or more of the following exception applies:
(firstly) if it food or drink provided at an event authorised by the Officer in charge of the museum service, such provision is explicitly permitted in and made in accordance with that authority, and it is consumed within the part or parts of the Museum Premises provided for in that authority; or
(secondly) if it is food or drink sold from and consumed within a cafeteria or similar facility in the Museum Premises operated by or with the authority of the Council.
- k. The consumption of alcohol is not permitted in Museum premises except as may be specifically permitted in terms of Rule 2(j).
- l. Photography, video or sound recording in Museum premises may be undertaken only with the prior permission of the Officer in charge of the museum service. However the use of digital cameras for informal social shots is permitted. All professional photography, video or sound recording intended for broadcasting or use on the internet must be approved of in writing by the Officer in charge of the museum service.
- m. Mobile telephones must only be operated in the foyer areas of Museum premises and are not permitted to be used in galleries within the Museum.

n. Use of equipment such as personal stereos or mobile telephones which in the reasonable opinion of a Staff Member is likely to cause inconvenience or disturbance to others is not permitted within the Museum premises.

o. Bills, notices or leaflets may be displayed or distributed in any part of the Museum premises only with the consent of the Officer in charge of the museum service.

p. The Officer in charge of the museum service may from time to time regulate the use of accommodation, resources and equipment in great demand in order to ensure equal opportunity of use.

q. In the event of the structure of, furniture within, or fittings or other contents of the Museum Premises being damaged or destroyed, the person responsible shall be liable for the cost of making good the damage or for replacing the articles destroyed.

r. The Council shall have no liability in respect of the loss or theft of any item belonging to a Museum User.

s. No trading or sale of goods shall take place in any part of any Museum Premises except with the consent of the Officer in charge of the museum service.

t. Goods must not be removed from the shop in the Museum Premises prior to payment.

u. Smoking is strictly forbidden in all parts of the Museum Premises.

3. Public Access Computers

a. Any person may use public access computers within the Museum Premises, provided however that:

- if they are aged 8 or under, they must be accompanied by a parent or other responsible adult;
- if they are aged from 9 to 11, they must have written parental consent, as contained within the membership form; and
- they must provide personal identification acceptable to Members of Staff, acting reasonably, before they can use the public access computers; and
- they must only do so in accordance with the Acceptable Usage Policy.

The Acceptable Usage Policy is available from all the Museum Premises and on all public access computers.

b. Where information is made available by the Council via digital sources any member of the public accessing such information will be liable to meet such fees as are payable from time to time for such access, and must abide by the terms of use prevailing at the time.

4. Use of Venue

a. Part of parts of the Museum Premises may be available for hire, at the discretion of the Officer in charge of the museum service, by appropriate organisations throughout the year subject to the nature of the hire not impeding the provision of public service or the safety and security of the museum and exhibits. The Watt Hall is also licenced for wedding ceremonies for hire, at the discretion of the Officer

in charge of the museum service subject to availability and the hire not impeding the provision of public service or the safety and security of the museum and exhibits.

b. All hires are entirely at the discretion of the Officer in charge of the museum service and all hirers will be required to enter a written hire agreement in terms satisfactory to the Officer in charge of the museum service.

c. The hire charge in force at the time shall be made to hirers. The right to refuse any applicant the use of premises or part thereof without giving any reason is reserved to the Officer in charge of the museum service. Any parts of the Museum premises so hired shall not be sub-hired or sub-let.

d. The above are not normally available for hire during the hours of public opening of the Museum Premises.

5. Museum Grounds

a. No person shall throw down, deposit or leave any rubbish, refuse, litter or paper of whatever description in the Museum Grounds, other than that in a receptacle/location provided for that purpose.

b. No person shall wilfully, carelessly or negligently damage, injure, displace or remove any part of a wall, fence, barrier, railing or any other fixture situated in or on or adjacent and ancillary to the Museum Premises, or deface or destroy the same by cutting, writing or otherwise. Any person so doing will be held responsible for the cost of any replacement or repair.

c. Except with the express consent of the Officer in charge of the museum service, no person shall remove any plant in the Museum Grounds.

d. No person shall enter or stand, sit or walk in or upon any flower bed, border or shrubbery within any park or in or upon any part of the Museum Grounds where prohibitive notices are displayed.

e. No vehicle, whether mechanically propelled or otherwise, shall be permitted on or allowed to enter on the Museum Grounds without the prior written consent of the Officer in charge of the museum service. This prohibition shall not apply to the use in the Museum grounds of:

(firstly) any pram, buggy, wheelchair or similar vehicle drawn or propelled by hand for the use by or with a child, invalid or disabled person;

(Secondly) any mechanically propelled invalid carriage or wheelchair being used by a disabled person or invalid; or

(Thirdly) any ambulance, fire engine, police vehicle and attendant vehicles as may be permitted by the Officer in charge of the museum service.

f. No person shall cause or permit a dog or any other animal belonging to them or otherwise under their control to enter or remain in the Museum Grounds unless such a dog or other animal is under the full control of that person and effectively restrained from causing annoyance to any person, or from worrying or disturbing any wild birds or animals or from damaging any flower, plant, tree or shrub in the grounds.

g. No person shall cause or permit any dog or other animal belonging to them or otherwise under their control to foul in the Museum Grounds or any part thereof.

h. No person shall light a fire, burn or do any action which might cause to be set on fire or burned in the Museum Grounds any paper, rubbish, refuse, fuel or other substance.

i. No person shall, without prior written consent of the Officer in charge of the museum service, erect, occupy or use any tent or other structure in the Museum Grounds.

6. Library Function

For such period or periods as Council operates a lending library service from the Watt Library within the museum premises, then any loan of books as part of that service will operate under the terms of the Management Rules that are at that time in force in respect of Public Libraries in Inverclyde, Without prejudice to the generality of the foregoing, it will therefore be a requirement that any person wishing to borrow books available through that lending library service has a valid membership under that scheme.

7 Contraventions of Management Rules

A Staff Member may under Section 116 of the Act:

(i) if he or she has reasonable grounds for believing that a person has contravened, is contravening or is about to contravene any of the foregoing Management Rules, exclude that person from the Museum Premises; or

(ii) if he or she has reasonable grounds for believing that person is about to contravene any of the foregoing Management Rules, exclude that person from the Museum Premises.

A person who persistently contravenes or attempts to contravene the foregoing Management Rules and is, in the opinion of the Council, likely to contravene them again shall be liable to be made the subject of an Exclusion Order by the Council for a period not exceeding one year, in terms of Section 117 of the Act.

Any person who

(i) on being required to leave the Museum Premises by an authorised officer of the Council having reasonable grounds for believing that the person has contravened, is contravening or is about to contravene any Management Rules, fails to leave;

(ii) on being informed by an authorised officer of the Council that there are reasonable grounds for believing that the person is about to contravene any Management Rule, that he or she is excluded from the Museum premises, enters or attempts to enter the Museum Premises;

(iii) being a person subject to an Exclusion Order under section 117 of the Act enters or attempts to enter the Museum premises to which the Exclusion Order relates

Shall be guilty of an offence and liable on summary conviction to a fine not exceeding Level 1 on the Standard Scale of Fines or such other amount as may from time to time be fixed by statute in terms of section 118 of the Act.

The foregoing Management Rules shall come into force on (xxxx).

Report To:	Education and Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/04/14/AW
Contact Officer:	Alana Ward, Libraries Museum And Archives Manager	Contact No:	01475 712330
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 Committee that there has been a request for the loan of a painting from the McLean Museum and Art Gallery (the James Watt Trust).

2.0 SUMMARY

- 2.1 The request comes from the Talbot Rice Gallery, The University of Edinburgh. The Talbot Rice Gallery, in conjunction with the School of Celtic and Scottish Studies, University of Edinburgh, is planning a major exhibition on the subject of the Celtic Revival. It will be held at the Talbot Rice Gallery, Edinburgh, from 15 March 2014 until 5 May 2014.
- 2.2 The Talbot Rice Gallery wishes to borrow the oil painting '*Fand and Manannan*' by John Duncan (1865-1945) for this exhibition.
- 2.3 The Talbot Rice Gallery will be responsible for the collection and return of the work and will arrange all transport, insurance and handling. The Talbot Rice Gallery has strict security arrangements in place and the work will be covered by the University of Edinburgh's Fine Art Insurance Policy.

3.0 RECOMMENDATIONS

- 3.1 That the Committee approves the request outlined above for the loan of one painting to the Talbot Rice Gallery from March 2014 until May 2014 subject to matters of transport, security and insurance being arranged to the satisfaction of the Libraries, Museum and Archives Manager.

4.0 BACKGROUND

- 4.1 The exhibition, developed in partnership with academics from the University's Celtic and Scottish Studies department, will make a unique contribution to Celtic Revival studies in Scotland while reaching broad public and arts audiences.
- 4.2 Exploring the artistic, musical and literary ferment that made up the Scottish Celtic Revival, the exhibition will highlight a high-quality, representative selection of material connected with the movement. This will include painting, literary and folklore manuscripts and recordings, illustrations, photographs and an historic film featuring key personalities.
- 4.3 The exhibition will be linked to a major conference on *The Celtic Revival in Scotland (1860-1930)* taking place from the 1 May to 3 May 2014 at the University of Edinburgh and part-hosted by the National Galleries of Scotland. This conference will bring together scholars working in art, music, folklore collections, literary production, politics, religion, Gaelic linguistic revival, architecture and material culture studies, to reassess the role played by the Celtic Revival in the creation of modern Scottish identity.
- 4.4 As part of the University of Edinburgh, Talbot Rice Gallery is an accredited Museum with a long history of contemporary exhibitions and academic partnerships. *Celtic Revival* will provide a timely opportunity for academics and a broader public audience to assess an important but neglected aspect of Scottish art. As demonstrated by the British Museum's inclusion of a Celtic Revival strand within its planned 2015 exhibition of Celtic Art, this area is beginning to attract significant scholarly and curatorial interest. The exhibition at Talbot Rice will be prescient in this respect and play an important role in promoting key artworks and historical artefacts within an expanding discourse.
- 4.5 It is proposed that the loan of this work to the exhibition by the McLean Museum will promote the quality and extent of the holdings of paintings in the collection and encourage visits to the institution.

5.0 IMPLICATIONS

- 5.1 Finance: No implications

Financial Implications – One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments

Financial Implications – Annually Recurring Costs / (Savings)

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

- 5.2 Human Resources: The preparation for the loan of the work will be carried out by staff of the McLean Museum.

5.3 Legal: All of the works to be loaned are the property of the McLean Museum and Art Gallery and can be loaned without restriction.

5.4 Equalities: No implications.

5.5 Repopulation: No implications.

The Painting



Fand and Manannan

Oil on canvas, 152.7 x 101.8 cm, painted by John Duncan about 1913.

John Duncan was key figure in the Celtic Revival of the early twentieth century. This work seems to have been important to him for although he painted the work in 1913, he never sold the painting, retaining it in his studio until his death when it was bequeathed to the McLean Museum.

Manannan mac Lir was the Irish god of the sea and fertility. He was the son of Lir and his name means "Manannan, Son of the Sea". He was the guardian of the Blessed Isles and the ruler of Mag Mell and had a ship that followed his commands without using sails. He possessed a cloak of invisibility, a helmet made of flames and a sword that always found its mark. His wife was Fand, a fairy queen and a minor sea goddess who made her home both in the Otherworld and on the Islands of Man. With her sister, Liban, she was one of the twin goddesses of health and earthly pleasures and was also known as "Pearl of Beauty".

Report To:	Education and Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/03/14/AW
Contact Officer:	Alana Ward, Libraries Museum And Archives Manager	Contact No:	01475 712330
Subject:	Request for Loan of 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 a painting from the McLean Museum and Art Gallery.

2.0 SUMMARY

- 2.1 The request comes from the Museums and Heritage Service of Hartlepool Borough Council who are mounting an exhibition of works by the marine artist Frank H. Mason (1876-1965) at Hartlepool Art Gallery from March to June, 2015 (exact dates to be finalised).
- 2.2 Hartlepool Borough Council wishes to borrow four paintings, two watercolour paintings and two oil paintings, by Frank H. Mason for this exhibition. They are:
'The Tail of the Bank'
'Dock Scene, Sharpness'
'Galleons off Dover'
'Off Dover, Barque Invermay'
- 2.3 Hartlepool Borough Council will be responsible for the collection and return of the work and will arrange all transport, insurance and handling. A facilities report has been provided giving details of the security arrangements and the climatic controls for the venue and these appear to be satisfactory.

3.0 RECOMMENDATIONS

- 3.1 That the Committee considers the request outlined above for the loan of four paintings to Hartlepool Borough Council from March to June 2015, subject to matters of transport, security and insurance being arranged to the satisfaction of the Libraries, Museum and Archives Manager.

4.0 BACKGROUND

- 4.1 Hartlepool Art Gallery holds a strong collection of marine paintings. 2015 marks the 60th anniversary of the death of Frank H. Mason, one of the finest British marine artists of the 20th century. In his youth Mason spent time working in the shipbuilding industry at Hartlepool and to mark this anniversary, Hartlepool Art Gallery is mounting a special exhibition which will bring together around 90 of his paintings, posters and etchings from a range of public and private collections across the UK. This will be the largest exhibition of the artist's work since his death.
- 4.2 The Museums and Heritage Service of Hartlepool Borough Council are seeking to borrow 4 works by the marine artist Frank H. Mason (1876-1965) from the McLean Museum and Art Gallery for the exhibition, to be held at Hartlepool Art Gallery from March to June, 2015 (exact dates to be finalised).
- 4.3 Hartlepool Borough Council will be responsible for the collection and return of the work and will arrange all transport, insurance and handling. A facilities report has been provided giving details of the security arrangements and the climatic controls for the venue and these appear to be satisfactory.
- 4.4 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 Dublin and London. The Museum has also recently lent several works to the National Galleries of Scotland for important exhibitions on the Scottish Colourists. 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 IMPLICATIONS

5.1 Financial Implications – One off Costs

There are no financial implications as the borrower is liable for all costs incurred.

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments

Financial Implications – Annually Recurring Costs / (Savings)

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

- 5.2 Human Resources: The preparation for the loan of the work will be carried out by the staff of the McLean Museum.

- 5.3 Legal: All of the works to be loaned are the property of the McLean Museum and Art Gallery and can be loaned without restriction.
- 5.4 Equalities: There are no implications.
- 5.5 Repopulation: There are no implications.



'Off Dover, Barque Invermay' by Frank H. Mason – oil on panel, 24.8 x 45.5 cm



'Galleons off Dover' by Frank H. Mason – oil on panel, 36.6 x 34.5 cm



'Dock Scene, Sharpness' by Frank H. Mason – watercolour on paper, 25.1 x 54.8 cm



'The Tail of the Bank' by Frank H. Mason – watercolour on paper, 24.7 x 52.8 cm

Report To: Education & Communities Committee **Date:** 21 January 2014

Report By: Corporate Director: Education,
Communities and Organisational
Development **Report No:**
EDUCOM/17/14/MP

Contact Officer: Maggie Paterson **Contact No:** 01475 715450

Subject: Review of procedures for Grant to Voluntary Organisations

1.0 PURPOSE

The purpose of this report is to:

- 1.1 Advise Committee of the initial findings of a review of processes associated with the disbursement of Grants to Voluntary Organisations (GTVO) funding;
- 1.2 Seek approval for proposals to improve the effectiveness and impact of resources associated with Grants to Voluntary Organisations.

2.0 SUMMARY

- 2.1 The GTVO budget comprises two types of funding regime. The first funds a process of 'discretionary' year on year funding available to mainly small voluntary organisations. In 2012-2013 the average grant paid through this strand was £1,700. A second regime of 3 year awards was established in 2011-2012 and the awards to the first recipients come to and end on 31 March 2014. 19 organisations are currently supported by this funding, with awards ranging from £650 to £50,000.
- 2.2 The current funding available for Grants to Voluntary Organisations is £381,430. This will reduce to £331,430 in 2014-2015 and to £281,430 in 2015-2016. The purpose of the review outlined below was to explore options and bring forward proposals which will ensure that GTVO funding:
 - has the maximum impact possible on the well-being of the people of Inverclyde
 - secures best value for the public pound
 - is fairly and transparently disbursed.

3.0 RECOMMENDATIONS

It is recommended that Committee:

- 3.1 Note the review of processes associated with the disbursement of Grants to Voluntary Organisations funding;
- 3.2 Approve in principle the proposals that:
 - All organisations requesting grant assistance be required to register with the Council.
 - Registered organisations in receipt of recurring grants of under £5,000 per annum are awarded grants on a 3 year basis, subject to a satisfactory end of year report for each of the 3 years.
 - Organisations in receipt of 3 year funding of £5,000 or above per annum be required to enter into a Service Level Agreement with the Council.
 - Where appropriate and where an organisation receives significant other funding from the Council, GTVO funding, if continued, is consolidated within a single funding

package.

- Where cross-subsidy has been identified, GTVO funding is discontinued.
- The option to extend the level of funding disbursed by other organisations on behalf of the Council is explored further with a view to bringing forward recommendations for implementation in 2015-2016 as appropriate.

4.0 BACKGROUND

4.1 The GTVO budget comprises two types of funding regime. The first funds a process of 'discretionary' year on year funding available to mainly small voluntary organisations. 135 applications were received in 2012-2013 and the average grant paid through this strand was £1,700. A second regime of 3 year awards was established in 2011-2012 and the awards to the first recipients come to an end on 31 March 2014. 19 organisations are currently supported using this funding, with awards ranging from £650 to £50,000.

4.2 The current funding available for Grants to Voluntary Organisations is £381,430. This will reduce to £331,430 in 2014-2015 and to £281,430 in 2015-2016. The purpose of the review outlined below was to explore options and bring forward proposals which will ensure that GTVO funding:

- has the maximum impact possible on the well-being of the people of Inverclyde
- secures best value for the public pound
- is fairly and transparently disbursed.

4.3 Officers associated with the assessment and administration of the annual grants have reviewed the processes associated with these grants and the number and range of applications. See Annexe 1. A desk review of 3 year grant recipients has commenced. A summary is attached as Annexe 2.

5.0 PROPOSALS

5.1 Plans to initiate a process of registering sports groups are already in development and it is proposed that this is extended to all organisations funded through GTVO and to the granting of waivers or reductions in letting costs. This will help the Council to confirm compliance with all relevant legislation (Health and Safety, Child Protection etc) and to follow the public pound.

This process will also inform decisions about the level of funding to be awarded. Through securing more robust information about the purpose of the grant and the number of people who will benefit directly (and in some cases indirectly) from the grant, it will be possible to vary the level of funding to more accurately reflect the level of activity and impact anticipated. For example, historically all bowling clubs have received £2000 per annum towards running costs, although the clubs vary considerably in membership. The more detailed information associated with registration would also allow funding to community groups to be varied in line with their membership and their purpose and avoid potential duplication where organisations are in receipt of funding from other agencies.

5.2 Many recipients of a yearly grant from the 'discretionary' element of the fund have received a similar level of funding for many years. It is proposed to extend the opportunity of 3 year funding to more organisations on the condition that they participate in the registration process. Although the registration will be resource intensive at first, the process will reduce the burden on organisations to make yearly applications and on officers to assess them. While organisations need not apply on an annual basis, they would be required to submit an end of year report confirming that the grant was used for the purposes for which it had been allocated and that governance and arrangements for financial accountability remained robust.

5.3 It is proposed that current recipients of 3 year awards with levels of funding under £5,000 (5) be included within the above process. Organisations in receipt of £5,000 and above (14) will be required to enter into a service level agreement with the Council

submitting a monitoring report on an annual basis.

- 5.4 Of these 14 organisations in receipt of £5,000 and above, 6 are in receipt of funding from other services within the Council/CHCP. In two of these cases, it is possible that our grant could be interpreted as state aid. It is recommended that these be looked at in greater detail with the relevant departments and services. Where appropriate and where an organisation receives significant other funding from the Council, it is proposed that GTVO funding, if continued, is consolidated within a single funding package. Where cross-subsidy has been identified, it is proposed that GTVO is discontinued.
- 5.5 Currently Sport Inverclyde disburse grants to sports organisations and Arts for Inverclyde to arts organisations on behalf of the Council. There is potential to extend the level of funding disbursed by these organisations so that all Arts and Sports grants were mediated through them. There is also the potential to identify umbrella organisations to disburse other categories of grant, examples would include community associations and voluntary organisations.

It is proposed that this option be explored further with a view to bringing forward recommendations for implementation in 2015-2016 as appropriate.

6.0 IMPLICATIONS

- 6.1 Financial Implications - One off Costs none

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments

Financial Implications - Annually Recurring Costs/ (Savings) none

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

- 6.2 Human Resources: None
- 6.3 Legal: None
- 6.4 Equalities: None
- 6.5 Repopulation: None

Annexe 1

Review of 1 year grants

	2010-2011	2011-2012	2012-13
Number of grant applications received	205	190	150
Number of awards made	117	122	110
Average level of awards	£1,777.31	£1,659.38	£1,572.92
Number of organisations in receipt of year on year grants 2010-2013	55		
Number of awards to:			
Arts groups	7	11	11
Bowling clubs	12	10	12
Care groups	3	5	6
Community groups	34	41	32
National/Regional Groups	0	1	0
Older People's Groups	4	0	3
Pre-school groups	4	4	3
Sports Groups	35	30	20
Uniformed Groups	3	3	1
Voluntary Groups	9	11	16
Youth Groups	1	3	3
Summer Playschemes	5	3	3

Annexe 2

Review of 3 year grants

Organisation	Amount	Comments
Uniformed Organisations		
Girl Guiding Greenock Division	7,000	
Inverclyde & District Battalion Boys Brigade	7,000	
Greenock & District Scout Council	7,000	Still repaying debt though free use of Everton Scout Camp
Greenock & District Sea Cadets Corp	3,000	
49F Greenock Air Training Corps	3,000	
Sports Organisations		
Gourock Youth Athletic Club	5,000	In receipt of free pitch hire
St Andrews Boys Club	5,000	In receipt of free pitch hire
Port Glasgow Boys Club	5,000	In receipt of free pitch hire
Sport Inverclyde	5,000	No council oversight of award decisions
Arts Organisations		
Greenock Arts Guild	50,000	Beacon funding
Inverclyde Music Festival Association	2,000	
Arts for Inverclyde	3,000	No council oversight of award decisions
Social Services Organisations		
Inverclyde Autistic Support Group	9,000	Passported to Enterprise Childcare (Included in review of Enterprise Childcare autistic support services)
Inverclyde Council on Disability	10,000	In receipt of other Council/CHCP funding
Victim Support	5,000	
Voluntary Transport		
Inverclyde Voluntary Council of Social Services	56,800	In receipt of other Council/CHCP funding, possible issue of state aid
Port Glasgow Voluntary Transport	9,000	In receipt of other Council/CHCP funding, possible issue of state aid. No grant awarded in year 3 because of substantial reserves.
Others		
Gourock Garden Party Committee	6,000	Gourock Garden Party Committee
Gourock Business Club	650	Gourock Business Club
Total	198,450	

Report To:	Education & Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/14/14/JA
Contact Officer:	John Arthur	Contact No:	01475 714263
Subject:	Progress Report on New Community Facilities		

1.0 PURPOSE

- 1.1 To inform the Committee of the current progress on the proposed new community facilities at Woodhall, Port Glasgow, Gibshill, Greenock, and Inverkip. The proposed facility at Broomhill, Greenock is the subject of a separate report.

2.0 SUMMARY

- 2.1 Members will be aware that the Council has decided to support the provision of four new community facilities across Inverclyde.
- 2.2 The facility at Gibshill is the most advanced with a potential start of building works on site by 13 January, 2014. The facility at Woodhall is the subject of a Big Lottery application for additional funding and the Inverkip facility is still at the planning stage.
- 2.3 As with facilities, the community groups who it was intended would lease and operate these facilities, are in varying degrees of readiness and engagement. Officers are working with them to determine their willingness and capacity to take on the management of the facilities when completed.
- 2.4 Revenue funding of £75,000 per annum was approved as part of the last budget process to support the running costs of these facilities. This funding is under review as it appears clear that the projected income levels for some facilities are optimistic. Additional funding is likely to be required from 2015/16 onwards when, it is anticipated, all the facilities will be operational.

3.0 RECOMMENDATION

- 3.1 That members note the progress on the development of new community facilities in Inverclyde.

4.0 BACKGROUND

4.1 The Council has decided to support the development of four new community facilities across Inverclyde. These are at :-

'Woodhall' Parkhill Square, Port Glasgow.
Gibshill, Greenock (extension to existing children's centre).
Broomhill, Greenock (site of former Mearns Centre), and
Inverkip (site of existing football pitch).

The proposal for Broomhill, Greenock is the subject of a separate report on this agenda.

4.2 The proposals are at varying stages of development as follows:-

'Woodhall' Community Facility, Parkhill Square, Port Glasgow.

The proposal was for a MUGA accompanied with a small tenants' hall on the vacant site at Parkhill Square, Port Glasgow. This is close by the new River Clyde Homes' (RCH) development on Parkhill Avenue, to which a number of former Woodhall tenants have relocated.

Woodhall Tenants' and Residents' Association have made a successful bid for development funding to the Big Lottery. Their application for Stage 2 funding was submitted on 6th December 2013 and will be considered by the Big Lottery in March 2014. If this application is successful, it will fund the provision of the MUGA on the site, releasing all of the current Council committed funding (£400,000) for an upgraded tenants' hall. If this bid is unsuccessful, the project will go ahead as originally planned. RCH, who currently own the site, have confirmed their willingness to transfer this to the Council to allow for the development to take place.

The Community Development team have surveyed the residents of the homes on Parkhill and the TARA on the future management of the facility. Whilst there is a willingness to be involved in the running of the facility, there is no desire to take on the full management of both the MUGA and hall. It is likely that the Council will have to make provision for both routine maintenance and facilities management of this project once completed.

Gibshill Community Centre, Smillie Street, Greenock.

This project is at an advanced stage and, pending final contract negotiations, work will commence on the building on 13th January, 2014. It is anticipated that the project will be delivered within budget (the Council is contributing £200,000 with the balance of funding coming from existing planning gain of c£500,000). This will leave a small allowance of c£34,000 to support the running costs of the project in the first few years.

The Gibshill TARA have been constituted as a Scottish Incorporated Charitable Organisation (SCIO) and intend to run the facility with volunteers in the first instance. Officers are working with the group to review their current business plan and confirm the extent of deficit funding required to support this. As this facility is projected to be complete on site by June 2014, a report on revenue support for the group will be submitted to Committee for consideration in early course.

Inverkip Community Centre

Progress on this project has been delayed due to a number of planning issues. Most of these have been resolved with the exception of the submission of a flood plan as required by SEPA.

The survey and design work for the works to comply with the flood plan are underway and a further update on progress will be made to the next Committee.

The local working group (Inverkip Community Initiative) for this project have been successful

in registering as a SCIO and have begun a number of work streams aimed at raising awareness of the new facility and engaging local residents in its use, once completed. Survey's have already been carried out with local youth organisations and more consultation is underway. A meeting between representatives of the group and Sassan Bell Architects is planned for Tuesday 16th December, 2013 to finalise the layout of the floor plan prior to submission for full planning consent.

The Inverkip SCIO have raised concerns about the income projections in the current business case, in relation to how achievable these are. Officers are working with the group to review the business case. A further report on the likely deficit funding required by this project will be submitted to Committee at the appropriate time.

5.0 PROPOSALS

- 5.1 Further reports on progress will be submitted to subsequent Committees.
- 5.2 The current revenue support provision is under review and officers will bring proposals to Committee in due course.

6.0 IMPLICATIONS

6.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments

Annually Recurring Costs/ (Savings)

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

6.2 Legal Implications - None

6.3 Human Resources Implications- None

6.4 Equalities Implications – Whilst delivering services to residents, full cognisance is taken of equality and diversity processes and procedures.

6.5 Repopulation Implications - Modern, sustainable community facilities provide a strong focus for community activity and cohesion and improve the attractiveness of an area to prospective residents.

Report To:	Education & Communities Committee	Date:	21 January 2014
Report By:	Head of Finance & Corporate Director Education, Communities & Organisational Development	Report No:	FIN/99/13/JB/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2013/14 Revenue Budget-Period 7 to 31 October 2013		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2013/14 Revenue Budget position as at Period 7 to 31 October 2013.

2.0 SUMMARY

- 2.1 The total Education budget for 2013/14 is £72,020,120. The School Estates Management Plan accounts for £14,288,000 of the total Education budget. A further £3,097,000 brought forward as Earmarked Reserves will also be used primarily to fund the School Estates Management Plan.
- 2.2 The latest projection, excluding Earmarked Reserves, is an underspend of £35,000. This is a reduction in expenditure of £82,000 since last Committee. The reduction in expenditure is due to a further Employee Costs savings and increased Property Cost savings primarily due to the delay in opening the Port Glasgow Community Campus.
- 2.3 The main reasons for this underspend are –
- (a) Projected underspend of £22,000 for Employee Costs mainly due to savings in the teachers budget and over achievement of turnover savings.
 - (b) Projected underspend of £51,000 for Heating Oil following closure of St Columba's Inverkip Road.
 - (c) Projected underspend of £24,000 for Biomass fuel at Port Glasgow Community Campus.
 - (d) Projected overspend for Utilities £37,000.
 - (e) Projected underspend of £29,000 for School Bus Contracts.
 - (f) Projected overspend of £36,000 for ASN Transport.
 - (g) Projected underspend of £30,000 for Hospital Tuition.
 - (h) Projected underspend of £10,000 for ASN Equipment.
 - (i) Projected under recovery of £16,000 for School Meal Income due to a 5% reduction in school meal uptake.

-
- 2.4 Earmarked Reserves for 2013/14 total £17,545,000 of which £14,697,000 is projected to be spent in the current financial year. To date expenditure of £5,901,000 (40%) has been incurred . However, a further £3,729,000 relating to loan charges will be paid at the year end increasing the overall percentage spend to 66%.
The spend to date per profiling was expected to be £6,232,000 therefore slippage is £331,000 or 2.3% which is not significant.

3.0 RECOMMENDATION

- 3.1 That the Committee note the projected underspend of £35,000 for the Education Revenue budget as at Period 7 to 31 October 2013.

Jan Buchanan
Head of Finance

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 2013/14 Revenue Budget and to highlight the main issues arising.

5.0 2013/14 PROJECTION

5.1 The main issues to highlight in relation to the 2013/14 projected underspend of £35,000 are:

Employee Costs:

The total budget for employee costs is £50,256,000 and the latest projection is an underspend of £22,000 (early achievement of budget savings within Early Years and the over achievement of turnover savings.) Projected expenditure has reduced by £47,000 since the last Committee and the movement is mainly due to turnover savings now being achieved.

Heating Oil:

An underspend of £51,000 for Heating Oil was reported to last Committee. The latest projection remains the same.

Utilities :

Latest projection for utilities is an overspend of £37,000 – overspend of £21,000 for electricity, underspend of £26,000 for gas and an overspend of £42,000 for water. The delay to the opening of the Port Glasgow Community Campus has been included in these projections.

Biomass Fuel:

Biomass will be used to fuel the heating / hot water system at the new Port Glasgow Community Campus. A budget of £57,000 has been created for these costs. Latest projection for 2013/14 is an underspend of £24,000 due to the building only being occupied for part of the year. The full budget will be required for 2014/15.

Education IT Charges :

A projected overspend of £32,000 was reported to last Committee for Education IT Charges. The latest projection remains the same.

SPT School Buses:

An underspend of £29,000 was reported to the last Committee for the SPT School Buses contract. The latest projection remains the same.

ASN Transport :

An overspend of £30,000 was reported to last Committee. The latest projection is an overspend of £36,000. The increased costs are due to an additional external placement requiring transport.

Hospital Tuition :

The latest projection for Hospital Tuition costs is an underspend of £30,000. The underspend is £7,000 more than previously reported to Committee. The number of children in hospital continues to be lower than in previous years.

ASN Placements :

An underspend of £27,000 for ASN Placements was reported to last Committee. As a result of one additional placement and the individual requirements of some children delaying their planned transfer to Inverclyde establishments, the projected underspend has now reduced to £8,000.

School Meal Income :

An under recovery of £16,000 was reported to last Committee as a result of the year to date uptake of school meals being approximately 5% less than in the previous year. This projection remains the same.

6.0 CONCLUSIONS

6.1 The Committee is currently reporting a projected underspend of £35,000 for the 2013/14 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:

2012/13 Actual £000	Service	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-turn 2013/14 £000	Projected over/(under) spend £000
140	Corporate Director	134	134	145	11
61,166	Education Services	66,347	66,778	66,719	(59)
9,773	Inclusive Education	9,495	9,885	9,887	2
1,537	Safer Inclusive	1,953	1,835	1,846	11
	Earmarked Reserves		(2,823)	(2,823)	
	Loan Charges/ DMR		(3,789)	(3,789)	
72,616	Total Education Service excluding Earmarked Reserves	77,929	72,020	71,985	(35)

See Appendix 2 for additional detail.

9.0 EARMARKED RESERVES

9.1 There is a planned contribution to Earmarked Reserves of £2,848,000 at the end of the current Financial Year as detailed in Appendix 3. Spend to date is 40% of the projected spend for 2013/14. However, a further £3,729,000 relating to loan charges will be paid at the year end increasing the overall percentage spend to 66%.

The spend to date per profiling was expected to be £6,232,000 therefore slippage is £331,000 or 2.3% which is not significant.

10.0 EQUALITIES

10.1 There are no Equalities issues.

11.0 REPOPULATION IMPLICATIONS

11.1 There are no Repopulation implications.

12.0 CONSULTATION

12.1 The report is jointly prepared by the Corporate Director Education, Communities and Organisational Development and the Head of Finance.

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 7: 1st April 2013 - 31st October 2013**

<u>Out Turn</u> <u>2012/13</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2013/14</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Oct-13</u> <u>£000</u>	<u>Projection</u> <u>2013/14</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
36,851	Employee Costs - Teachers	36,433	21,290	21,034	36,372	(61)	(0.2%)
13,853	Employee Costs - Non Teachers	13,823	7,171	5,344	13,862	39	0.3%
262	Heating Oil	98	98	47	47	(51)	(52.0%)
0	Biomass - PG Comm Campus	57	0	0	33	(24)	(42.1%)
626	Electricity	639	350	262	660	21	3.3%
691	Gas	770	381	225	744	(26)	(3.4%)
302	Water	264	264	268	306	42	15.9%
221	Education IT Charges	191	111	151	223	32	16.8%
1,233	SPT School Buses	1,240	723	682	1,211	(29)	(2.3%)
671	ASN Transport	568	328	300	598	30	5.3%
22	Hospital Tuition	40	23	0	10	(30)	(75.0%)
178	Clothing Grants	167	167	175	181	14	8.4%
0	ASN Equipment	20	12	0	10	(10)	(50.0%)
(1,052)	School Meal Income	(1,055)	(491)	(482)	(1,039)	16	(1.5%)
Total Material Variances						(37)	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 7 : 1st April 2013 - 31st October 2013**

2012/13 Actual £000	Subjective Heading	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-turn 2013/14 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
36,851	Employee Costs - Teachers	36,075	36,433	36,372	(61)	(0.2%)
13,853	Employee Costs - Non Teachers	13,143	13,823	13,862	39	0.3%
14,735	Property Costs	7,166	7,250	7,217	(33)	(0.5%)
3,651	Supplies & Services	3,661	3,660	3,695	35	1.0%
2,585	Transport Costs	2,283	2,537	2,547	10	0.4%
418	Administration Costs	426	455	457	2	0.4%
3,854	Other Expenditure	17,844	17,794	17,753	(41)	(0.2%)
(3,331)	Income	(2,669)	(3,320)	(3,306)	14	(0.4%)
72,616	TOTAL NET EXPENDITURE	77,929	78,632	78,597	(35)	(0.0%)
	Earmarked Reserves	0	(2,823)	(2,823)	0	
	Loan Charges / DMR	0	(3,789)	(3,789)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	77,929	72,020	71,985	(35)	

2012/13 Actual £000	Objective Heading	Approved Budget 2013/14 £000	Revised Budget 2013/14 £000	Projected Out-turn 2013/14 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
140	Corporate Director	134	134	145	11	8.2%
52,819	Education	52,179	52,490	52,431	(59)	(0.1%)
8,347	School Estate Management Plan	14,168	14,288	14,288	0	-
61,166	TOTAL EDUCATION SERVICES	66,347	66,778	66,719	(59)	(0.1%)
7,662	ASN	7,416	7,770	7,758	(12)	(0.2%)
2,111	Other Inclusive Education	2,079	2,115	2,129	14	0.7%
9,773	TOTAL INCLUSIVE EDUCATION	9,495	9,885	9,887	2	0.0%
1,219	Community Learning & Development	1,616	1,604	1,615	11	0.7%
318	Other Safer & Inclusive	337	231	231	0	-
1,537	TOTAL SAFER & INCLUSIVE	1,953	1,835	1,846	11	0.6%
72,616	TOTAL EDUCATION COMMITTEE	77,929	78,632	78,597	(35)	(0.0%)
	Earmarked Reserves	0	(2,823)	(2,823)	0	

EARMARKED RESERVES POSITION STATEMENT
COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/f Funding 2012/13</u> £000	<u>New Funding 2013/14</u> £000	<u>Total Funding 2013/14</u> £000	<u>Phased Budget To Period 7 2013/14</u> £000	<u>Actual To Period 7 2013/14</u> £000	<u>Projected Spend 2013/14</u> £000	<u>Amount to be Earmarked for 2014/15 & Beyond</u> £000	<u>Lead Officer Update</u>
School Estate M P	Eddie Montgomery	3,086	14,098	17,184	6,167	5,838	14,619	2,565	New funding and projected spend updated per the latest version of SEMP funding model approved by Education & Communities Committee 05/11/13 and subsequent amendment for the Finance Strategy.
Beacon Arts Centre	Angela Edwards	11	25	36	15	13	28	8	This is funding for Arts Development Officer post. £13k of expenditure YTD is for the period Jan 13 to Sept 13 when post remained vacant. Interviews for post previously reported as scheduled for October 2013 are now being reported as taking place on November 21 2013.
Creative Scotland Match Funding	Angela Edwards	0	250	250	50	50	50	200	First instalment of £50k has been paid to the Beacon as per P&R Committee 26/03/13. Remaining £200k is agreed funding up until 2015/16.
Port Glasgow I Youth Zone	John Arthur	0	75	75	0	0	0	75	This new reserve was approved at Policy & Resources Committee on 24 Sept 2013 and is a contribution to support a bid to the BLF for funding to expand youth work provision in Port Glasgow. The budget will be phased once detail has been agreed.
Total		3,097	14,448	17,545	6,232	5,901	14,697	2,848	

Report To: Education & Communities Committee **Date:** 21 January 2014

Report By: Corporate Director Education, Communities & Organisational Development and Head of Finance **Report** EDUCOM/12/14/EM

Contact Officer: Eddie Montgomery **Contact No:** 01475 712472

Subject: Education Capital Programme 2013 – 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 November 2013 Committee and covers the period 2013-2015/16.
- 2.3 Overall the Committee is projecting to contain the costs of the 2013-15/16 Capital Programme within available budgets.
- 2.4 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 3 years of the current programme.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the progress on the specific projects detailed in Appendix 1.
- 3.2 That the Committee note and approve the change to the scope of the works to the St John's Primary School Refurbishment project as noted in 7.2.

Albert Henderson
Corporate Director Education,
Communities &
Organisational Development
11th December 2013

Jan Buchanan
Head of Finance
11th December 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 of 5th November 2013. This allocation forms the basis of the School Estate Programme to completion.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The programme runs for more than 15 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 3rd October 2011 with original completion scheduled for mid-July 2013. The project experienced construction delays which have been reported to previous Committees. The Port Glasgow Community Campus working group held its final meeting within the campus on Monday 2nd December which included a tour of the building. Practical completion was achieved on 6th December 2013. At the time of preparing this report Craigmarnock have transferred with first full day of operation on Monday 9th December. Port Glasgow High School and St Stephen's High School are in the process of transferring with their first full day of operation planned for Thursday 12th December. The Contractor will address any snagging and minor works utilising out of hours working and holiday periods. The project is within budget.

6.0 ARDGOWAN PRIMARY SCHOOL REFURBISHMENT

- 6.1 The January 2013 Committee approved a revised project budget and scope of works for the Ardgowan Primary School Refurbishment project. As previously reported to Committee the provision of modular accommodation at the decant facility was affected by the delay to the Port Glasgow Community Campus project, however with the completion of the campus the accommodation has now been relocated and the Contractor is currently connecting all utilities in readiness for occupation by the school in January. The main refurbishment project tenders have been issued and are due for return in January. Enabling works contracts have been completed i.e. demolition of the existing modular accommodation and asbestos removal works within the existing building. The next key project milestone will be tender acceptance, achievement of which will allow a firm start and completion date to be set for main project works. It is anticipated that the main construction contract will commence early 2014 to complete early 2015 with transfer of the school to the refurbished facility (subject to final agreement with the school and stakeholders) aligning with the February mid-term or Easter 2015 holiday period to minimise disruption to the school. A School Estate Team representative attended the November Parent Council meeting to provide an update. Confirmation of tender issue/return dates has been provided to the school to allow an update to be issued to all parents via the school as per the agreed lines of communication.

7.0 ST JOHN'S PRIMARY SCHOOL REFURBISHMENT

- 7.1 The outline brief for the St John's Primary School Refurbishment project was issued in May 2013. Since that initial issue the School Estate Team have met periodically with the Design Team and stakeholders to discuss and refine the brief. Progress has been made on obtaining the necessary building information required to progress the design through various surveys e.g. measured with further survey work in terms of drainage and ground investigation to be arranged in the near future. Progress has also been made on the concept design with the Design Team currently consulting Building Standards to develop the final layout.
- 7.2 It should be noted that the brief was revised to include an option of including a nursery class extension to address a lack of provision in the area following the closure of Treetops Nursery in Port Glasgow. This is a change to the scope of the original extent of work included in the current SEMP funding model and was taken forward in anticipation of the possibility of supplementary funding being available in connection with the implementation of the new Children and Young People Bill. Funding has recently been confirmed in connection with the Bill and it is intended that a report will be presented to Committee on the proposals to utilise the allocated funding. In the interim however the Committee is asked to approve the progression of the design for the St John's Primary School Refurbishment project including the nursery class extension pending formal approval via a report to be submitted to a future Committee on the proposals for implementation of the new Bill and the allocated funding.
- 7.3 During the initial consultation the decant arrangements were discussed and the parent council requested that the former St Stephen's High School be considered as an alternative to the former Highlanders Academy building as originally planned. This has been investigated and a separate report appears later on the agenda for consideration/approval by the Committee. A detailed programme for the project is currently being prepared in conjunction with Technical Services including arrangements for decant which will be taken to the stakeholders for discussion pending consideration of this and the decant options report being presented to this Committee.

8.0 FINANCIAL IMPLICATIONS

- 8.1 The approved budget for 2013/14 is £21.117M. The expenditure at 30th November 2013 is £18.064M from a budget of £21.117M. This is expenditure of 85.54% of the budget after 66.67% of the year.
- 8.2 The current budget position as amended to reflect the October 2013 review of the School Estate Funding model is £88.934M, made up of £53.902M SEMP Supported Borrowing, £830k Non-SEMP Supported Borrowing and £34.202M Prudential Borrowing. The Current Projection is £88.934M.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
Total School Estate	88,104	88,104	-
Total Non School Estate	830	830	-
Total	88,934	88,934	-

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

9.0 CONSULTATION

9.1 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.

9.2 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.

10.0 EQUALITIES

10.1 There are no equalities issues.

11.0 REPOPULATION

11.1 There are no repopulation issues.

12.0 LIST OF BACKGROUND PAPERS

12.1 Education Capital Programme Technical Progress Reports December 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).

CAPITAL REPORT APPENDIX 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11
	Est Total Cost	Actual to 31/3/13	Approved Budget 2013/14	Revised Est. 2013/14	Actual to 30/11/13	Est 2014/15	Est 2015/16	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP - Capital Programme Projects											
Sacred Heart PS - Decant School Upgrade	500	120	264	264	168	116	0	0	Sep-12	-	Oct-13
St Columba's HS - Refurbishment of Gourrock HS	14,667	9,048	4,367	5,175	4,943	444	0	0	Jan-12	Jun-13	Aug-13
Port Glasgow Community Campus - Craigmarloch	10,628	6,743	3,734	3,734	3,258	151	0	0	Oct-11	Jul-13	Dec-13
Demolish Greenock Academy	164	71	0	0	0	0	91	2	Sep-15	-	Nov-15
Demolish St Stephens HS	558	0	150	3	3	0	147	408	Dec-15	-	Jun-16
Demolish Lilybank	124	0	77	77	0	47	0	0	Dec-13	-	Mar-14
Primary Schools - Accelerated Programme (Various)	1,035	407	628	628	419	0	0	0	Apr-12	-	Mar-14
Ardgowan PS - Refurbishment	5,091	97	1,657	599	283	2,949	1,446	0	Jul-13	-	Feb/Apr-15
St Patrick's PS - Refurbishment	5,342	0	0	0	0	215	2,417	2,710	Jul-15	-	Oct-16
Kings Oak PS Janitors House Demolition	20	0	20	20	4	0	0	0	Oct-13	-	Nov-13
St John's PS - Refurbishment	2,215	0	56	56	4	1,041	1,064	54	Aug-14	-	Aug-15
Kilmacolm PS - Refurbishment	3,655	0	0	0	0	145	1,869	1,641	Jul-15	-	Oct-16
St Mary's PS - Rewire	270	0	296	270	247	0	0	0	Jul-13	Oct-13	Nov-13
Balance of Lifecycle Fund	2,005	0	0	0	0	487	601	917			
Balance of Contingency	312	0	489	12	0	100	100	100			
Future Projects	6,587	0	0	0	0	19	377	6,191			
Complete on site	729	0	226	729	461	0	0	0			
Non Prudentially Funded SEMP	53,902	16,486	11,964	11,567	9,790	5,714	8,112	12,023			
SEMP-Prudentially Funded Projects											
Port Glasgow Community Campus - Secondary Schools	30,454	19,708	8,565	8,160	7,654	2,086	500	0	Oct-11	Jul-13	Dec-13
Prudential Funding - Capital Project Contributions	1,140	0	0	640	0	0	500	0			
Lomond View Academy	2,503	1,790	483	643	618	70	0	0	Jul-12	Apr-13	Jul-13
Complete on site	105	0	105	105	0	0	0	0			
	34,202	21,498	9,153	9,548	8,272	2,156	1,000	0			
TOTAL SEMP CAPITAL	88,104	37,984	21,117	21,115	18,062	7,870	9,112	12,023			
Non-SEMP Capital Programme Projects											
Whinhill/Kilmacolm/St. Ninians PS - Pitch Upgrading	830	0	0	2	2	828	0	0	Apr-14	-	Mar-15
	830	0	0	2	2	828	0	0			
TOTAL non-SEMP CAPITAL	830	0	0	2	2	828	0	0			
TOTAL ALL CAPITAL PROJECTS	88,934	37,984	21,117	21,117	18,064	8,698	9,112	12,023			

Report To:	Education & Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/02/14/AH
Contact Officer:	Albert Henderson	Contact No:	01475 712761
Subject:	Education Scotland Report on Wellpark Children's Centre		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland report on Wellpark Children's Centre.

2.0 SUMMARY

- 2.1 Wellpark Children's Centre has received a satisfactory report from Education Scotland. The report was produced on 19 November 2013. Members should note that three indicators of quality were evaluated as 'good' and two as 'satisfactory'.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Communities Committee approve the report on Wellpark Children's Centre.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Wellpark Children's Centre was inspected by Education Scotland in October 2013. The inspection covered key aspects of the work of the Centre at all stages, identified key strengths and main points for action using the following six-point scale:

- | | | |
|---|---|--|
| 6 | - | Excellent – excellent |
| 5 | - | Very Good – major strengths |
| 4 | - | Good – important strengths with some areas for improvement |
| 3 | - | Satisfactory – strengths just outweigh weaknesses |
| 2 | - | Weak – important weaknesses |
| 1 | - | Unsatisfactory – major weaknesses |

4.2 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning in teaching, how well the nursery school was raising achievement for all pupils, achievement in national examinations, the nursery school's processes for self-evaluation and innovation, the nursery school's capacity for improvement.

4.3 The report was published on 19 November 2013. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 Wellpark Children's Centre is inspected under the evaluation framework "The Child at the Centre 2".

4.5 In assessing the indicators of quality, Education Scotland found three aspects of the work of the Nursery to be 'good' and two 'satisfactory'.

4.6 The report lists three particular strengths of the Nursery:

- Confident children who enjoy coming to nursery
- Positive relationships between children, staff and parents
- Teamwork of staff to adapt practice and seek support to meet a wide range of learning needs

4.7 The reports lists three areas for improvement:

- Continue to develop partnerships with parents and the community to enhance children's learning
- Continue to develop the curriculum and improve the programme for technologies
- Ensure approaches to self-evaluation improve children's learning and achievement

Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre(2)*¹. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

Here are the evaluations for **Wellpark Children's Centre**

Improvements in performance	satisfactory
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the pre-school centre

The curriculum	good
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/WellparkChildrensCentreGreenockInverclyde.asp>

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, : http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey_tcm4-712692.pdf

19 November 2013

Dear Parent/Carer

**Wellpark Children's Centre
Inverclyde Council**

Recently, as you may know, my colleague and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the head of centre and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The head of centre shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including literacy across learning and parental partnerships. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children learn and achieve well at nursery. Children under three are becoming confident in making choices about what they want to do. They enjoy being active in the playroom developing their physical skills and coordination well. They are making friends and learning to share toys and take turns. Children aged three to five are lively and keen to learn. They concentrate well to complete a chosen activity and persevere well during adult-guided activities. Children like to use their imagination during free play to explore different roles as firemen and medical staff. They enjoy finding mini-beasts to observe when outdoors. Staff have identified this as an area to be developed further. In so doing, they should ensure it offers high quality experiences that encourage children to explore, investigate, problem-solve and develop their creativity. Children are becoming confident. They respond well to being helpers at snack and take their role very seriously. It is important to check for understanding when children undertake specific jobs and help them to make clear links between what they are doing and how they are learning. Children understand the importance of brushing their teeth and developing good personal hygiene. They feel confident to approach a member of staff if they have a concern or worry. Staff recognise there is scope to develop the approaches used to consult children about their learning. At times, a few children would benefit from following their own interests for longer, with supportive interventions from staff, to gain more depth in their learning.

Children are making appropriate progress in early language and mathematics. Most children listen well to adults and one another. They are becoming confident at expressing their needs. Children's vocabulary is increasing and staff encourage conversations during group and activity time. Children like listening to stories and looking at books to retell favourite stories. They are not yet experienced in using a wider range of sources to find out information including different texts and the internet. Children enjoy mark-making when playing. It is important that children have a range of meaningful purposes to build and develop these skills across all areas of the curriculum. Children are becoming confident in using appropriate language to describe size and shapes. They recognise numbers and most can count up to ten when playing with friends and in group activities. Children estimate different amounts and measure ingredients carefully when making play dough. They are able to match and sort objects according to size, colour and shape well. They will benefit from more real-life opportunities to extend and practise their skills. Children's achievements are shared through 'star moments', praise and encouragement. There is scope to develop children's folders to reflect more of the child's 'voice' and help them to take more ownership, see and understand their progress.

How well does the pre-school centre support children to develop and learn?

Staff working with children under three use a blend of national and local guidance to plan learning for children. They are attentive and responsive to children's emotional needs. Staff place a strong emphasis on meeting the care needs of all children. They are sensitive to family circumstances and parents say staff work hard to support children to help them become confident and independent. Staff working with children age three to five provide a broad range of experiences. They have focused on developing approaches to plan learning using Curriculum for Excellence experiences and outcomes and link these to next steps in learning. Staff provide an annual curriculum evening for parents to help share some of the activities and approaches to learning that children will experience. Parents like the take home bags and enjoy the shared focused time with their child to make learning about nursery rhymes fun. Staff provide children with a good level of challenge through the activities they plan. They offer a good range of opportunities for language, mathematics, health and wellbeing. Staff need to provide more varied opportunities to develop technologies across all areas of the curriculum. A few parents would like more regular information about their child's progress. Staff use visitors to support aspects of children's learning through promoting health and wellbeing and science. There is scope to develop further community links to enhance children's experiences. Children who need additional support with their learning or development are identified early. There is scope to ensure that planning includes all relevant information and that parents and children are involved in setting and reviewing targets. Staff work well with other agencies and are highly motivated to seek out advice and guidance to help meet specific needs well. Transitions into nursery are well handled and parents like the 'all about me' booklets. Effective links and well considered arrangements with schools and parents support children in their transition into primary school.

How well does the pre-school centre improve the quality of its work?

All staff are committed to improving the nursery. They are willing to source new ideas and appreciate professional development opportunities. They are particularly motivated to seek advice, training and support to help them build knowledge and skills to best meet children's learning and development needs. Staff work with the local 'cluster' to develop science in the curriculum. The centre manager uses an appropriate range of approaches to gather information and knows the children and families very well. Relationships between children, staff and parents are positive. There needs to be a stronger focus on sharing information regarding action taken as a result of views gathered. The centre manager recognises that approaches to develop self-evaluation need to take a stronger focus in involving children, parents and staff more fully in identifying and reviewing nursery improvements. This needs to become a more regular feature which shows clearly, improvements to children's progress and achievements.

Our inspection of your pre-school centre found the following key strengths.

- Confident children who enjoy coming to nursery.
- Positive ethos and relationships between children, staff and parents.
- Teamwork of staff to adapt practice and seek support to meet a wide range of learning needs.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Continue to develop partnerships with parents and the community to enhance children's learning.
- Continue to develop the curriculum and improve the programme for technologies.
- Ensure approaches to self-evaluation improve children's learning and achievement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the pre-school centre, the local authority will inform parents about the pre-school centre's progress.

Mary Ann Hagan
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/WellparkChildrensCentreGreenockInverclyde.asp>

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or email: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Report To: Education & Communities Committee **Date:** 21 January 2014

Report By: Corporate Director Education, Communities and Organisational Development **Report No:** EDUCOM/07/14/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 to 18, and prepare them for life in the 21st 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 of 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 and 2012/13 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 2013/14.

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 – 21 January 2014

SCHOOL SESSION 2013/14

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 to 18, 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 2013/14 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

Senior Phase – Implementation of the New Highers

The Senior Phase Working Group has discussed the planned timescale for the implementation of the new Highers in light of the recent announcement by the Cabinet Secretary for Education.

Working Group members recognise the workload issue for teachers that has come as a result of the implementation of new National 4 and National 5 courses this session. Secondary Head Teachers confirmed at the meeting that some departments are ready to move to the new Highers in session 2014/15, and some departments would welcome a delay in order to be better prepared for the implementation of the new Highers. This pattern varies across our 6 secondary schools.

It was agreed at the meeting that secondary Head Teachers will liaise with their Principal Teachers/Faculty Heads over the new few weeks to confirm which departments are ready to implement the new Highers next session (2014/15). For those departments who wish to delay the implementation of the new Highers until session 2015/16, they must submit sound educational reasons for requesting a delay. If Head Teachers feel that any request for a delay in implementing the new Highers is valid, he or she can agree to the delay for one session only. Head Teachers will be required to inform their Parent Council of the requests that have been received from departments for a delay in the implementation of the new Highers. Head Teachers will be asked to confirm the new Higher implementation dates for their departments with Education HQ. This information will be shared with members of the Education and Communities Committee.

Head Teachers will be required to communicate with all parents of the current S4 cohort confirming which departments will be moving to the new Highers in session 2014/15 and which will be offering the existing Highers until session 2015/16. An update for S5/6 parents will also be given.

West College Scotland

Fruitful meetings have taken place with the new Principal of West College Scotland and some of her senior staff regarding the development of school/college partnership activities which will support the implementation of our new Senior Phase model from 2015. Various programmes to suit all levels of ability are currently being explored by college staff and further meetings will be taking place to secure a positive direction of travel for this partnership working. A report on the finalised school/college Partnership Agreement will be presented to the Education and Communities Committee in due course.

Interdisciplinary Learning

A short-life working group has been set up to look at the development of Interdisciplinary Learning (IDL) across the Broad General Education and the Senior Phase.

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways. Effective interdisciplinary learning can take the form of individual one-off projects or longer courses of study.

Modern Languages in Primary Schools - 1 + 2 Approach

Primary Head Teachers were recently given a demonstration of an online resource which can support the delivery of French and Spanish across the primary sector as part of the Scottish Government's Modern Languages 1 +2 initiative. This resource covers all stages of primary school and staff training would be provided by the supplier. Feedback from Head Teachers on the resource is currently being collated and the outcome will inform the authority's Modern Languages Action Plan which will be presented to the Education and Communities Committee meeting in March 2014.

Example of Good Practice

Clydeview Academy

Future Pathways Careers Event. Thursday 28th November 2013 (6 pm - 8.30 pm)

Clydeview Academy hosted its first Future Pathways Careers Event on 28th November 2013. The aims of this event were to:

- inspire pupils to think about the vast future careers, pathways and opportunities that exist beyond school.
- ensure that pupils have the most up-to-date knowledge and understanding of core skills and qualifications required across a broad range of sectors.
- promote parental involvement in Clydeview Academy by inviting parents along with their son or daughter to increase and develop their knowledge of careers, employment sectors, future, skills, modern apprenticeships and opportunities for Further and Higher Education.
- Provide, promote and develop real partnership working opportunities between Clydeview Academy and the business community, Higher and Further Education providers, training providers, voluntary organisations, skills sectors and support agencies.

The event was supported by 60 exhibitors who included 15 different colleges and universities, local and national employers, training and support organisations, armed forces and the uniformed sector. In addition, the event had a zone which consisted of 'Talk to a Professional' whereby pupils had the opportunity to talk to a vet, dentist, lawyer, optician, doctor and nurse to gain an insight into the job. This highly successful and well-attended event was open to pupils and parents/carers from S1-S6. Feedback and formal evaluations have been extremely positive.

Skills for Life, Learning and Work

Colleagues from Skills Development Scotland (SDS) met with secondary Head Teachers to update them on new proposals relating to their service delivery which will focus on equipping young people with the skills to manage their career. Head Teachers welcomed the proposed changes which include activities which support some of the Experiences and Outcomes linked to Health and Wellbeing, Literacy and Technology. SDS colleagues are also keen to engage with parents directly at future school Parent Information Evenings on the Senior Phase.

Young Enterprise Groups from all 6 secondary schools participated in the Young Enterprise Scotland annual Trade Fair Event at Xscape in Braehead along with other Young Enterprise teams from neighbouring local authorities. The Young Enterprise programme gives senior pupils the opportunity to run their own company whilst developing essential skills such as communication, problem-solving, financial management, marketing, customer service and administration skills.

Over 100 senior pupils participated in a Business Masterclass with IBM which was hosted by Notre Dame High School. IBM brought in a team of 20 staff to talk about careers, progression routes and opportunities “in business”. The keynote address was delivered by a senior member of staff who has a global role within IBM, and pupils later participated in workshops which focused on application forms, CVs, interview techniques, and the ‘Do’s and Don’ts of “Social Media”.

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.educationscotland.gov.uk).

Report To: Education & Communities Committee **Date:** 21 January 2014

Report By: Corporate Director, Education, Communities & Organisational Development **Report No:** EDUCOM/01/14/KM

Contact Officer: Karen McCready,
Corporate Policy Officer **Contact No:** 712146

Subject: SOLACE Indicators – Improving Local Government Benchmarking

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee with an overview of the relevant SOLACE (Society of Local Authority Chief Executives) indicators, which have been developed as part of the Local Government Benchmarking Project. The Project benchmarks specific performance data across a range of service areas and data has been published for financial years 2010/11 and 2011/12. This report highlights Inverclyde Council's position for those indicators that are of relevance to this Committee and any proposed action.
- 1.2 The report also updates Members on the further development of the Local Government Benchmarking Project nationally.

2.0 SUMMARY

- 2.1 At its meeting on 26 March 2013, the Policy and Resources Committee considered a report which provided details of the Local Government Benchmarking Project which is being progressed by the Improvement Service under the direction of SOLACE. The project was developed in order to:
- Support SOLACE to drive improvement in local government benchmarking
 - Develop a comparative performance support framework for Scottish local government
 - Support councils in targeting transformational change in terms of areas of greatest impact – efficiency, costs, productivity and outcomes
 - Focus on the 'big ticket' areas of spend plus corporate services
- 2.2 The SOLACE indicators will replace the Audit Scotland Statutory Performance Indicators from 2013/14.
- 2.3 A total of 55 indicators have been established across 7 service areas. This indicator set contains a number of indicators that are of relevance to this Committee. This includes indicators which fall under the headings of:
- Children's Services
 - Culture and Leisure Services
 - Environment Services
 - Corporate Services

The details of the individual indicators and performance for the periods 2010/11 and 2011/12 are tabled in Appendix 1.

- 2.4 It was also agreed at a meeting of the Policy and Resources Committee on 24 September that each Service Committee should receive a report on the indicators which relate to that Committee. This report fulfils that remit.
- 2.5 Data relating to financial year 2012/13 is not yet available. In November 2013, the Improvement Service carried out a consultation exercise seeking views on proposed changes to the 2012/13 and 2013/14 datasets. The outcome of this consultation is not yet known, however it is possible that some of the indicators presented within this report will change as the indicators are subject to further refinement.
- 2.6 A further national development has been the launch of a Family Groups Pilot. 'Family groups' are a small number of Councils with similar characteristics which have been grouped together to facilitate meaningful performance benchmarking. The pilot is initially focusing on two areas of performance, namely Roads and School Leaver Positive Destinations. The aim of the pilot is to generate learning and improvement and to allow Councils and the Improvement Service to develop, learn and test an approach that can be more widely implemented. Details of the Family Groups which Inverclyde Council belongs to and the performance of those Councils are provided in Appendix 2.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee note:
 - a) this report and approve the proposals on the action for each of the indicators.
 - b) the ongoing work nationally around the Family Group benchmarking pilots, which is being led by the Improvement Service.
 - c) that once the 2012/13 data is available, a report on how Inverclyde Council has performed and any proposed improvement actions will be presented to this Committee and annually thereafter.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 At its meeting on 26 March 2013, the Policy and Resources Committee considered a report which provided details of the Local Government Benchmarking Project which is being progressed by the Improvement Service under the direction of SOLACE. The project was developed in order to:

- Support SOLACE to drive improvement in local government benchmarking
- Develop a comparative performance support framework for Scottish local government
- Support councils in targeting transformational change in terms of areas of greatest impact – efficiency, costs, productivity and outcomes
- Focus on the 'big ticket' areas of spend plus corporate services

4.2 SOLACE and the Improvement Service have devised a set of 55 indicators, of which Inverclyde reports on 50 (the remaining 5 being Housing Services). This indicator set contains a number of indicators that are of relevance to this Committee. This includes indicators which fall under the project headings of:

- Children's Services
- Culture and Leisure Services
- Environment Services
- Corporate Services

The details of the individual indicators and performance for the periods 2010/11 and 2011/12 are tabled in Appendix 1.

4.3 The final indicator set that has been developed is intended to act as a corporate 'can opener' i.e. it should help Councils identify issues that merit further investigation, share good practice across authorities and drive forward improvement.

4.4 In its 2012 Direction on the Statutory Performance Indicators, published in December 2012, the Accounts Commission confirmed that the 25 specified Statutory Performance Indicators have been removed from the SPI Direction 2012 and will be replaced by the SOLACE Benchmarking indicators from 2014 onwards (reporting year 2013/14).

5.0 LOCAL GOVERNMENT BENCHMARKING FRAMEWORK – COMMENTARY ON PERFORMANCE

5.1 CHN1 – Cost per primary school pupil

The school estate is a high priority for the Council and consequently there has been huge investment in this area. In 2011/12 Inverclyde's primary school pupil costs were the 4th lowest in Scotland. Primary school rolls dropped by around 60 pupils over the two years (2010/11 and 2011/12). Teacher numbers have been maintained in line with the roll reduction and changes required as a result of amalgamation. School amalgamations have also taken place which would have also had an impact on pupil costs, however this will be to varying degrees depending on the costs that have been included in the calculations.

Action / Comment – No specific action proposed, officers will continue to look for opportunities to provide better value for money and deliver efficiencies on an ongoing basis.

5.2 CHN2 – Cost per secondary school pupil

The reprovisioning of the secondary school estate has been a priority improvement area for the council.

Inverclyde's entire secondary estate will, by 2013, have undergone refurbishment / rebuild. In 2011/12 Inverclyde ranked 17th in terms of costs per secondary school pupils and is similar to the national median. As noted above in 5.1, the huge investment in the school estate and school amalgamations will have had an impact on pupil costs. In addition, secondary school rolls dropped by around 80 pupils over the two years (2010/11 and 2011/12), whilst teacher numbers have been maintained in line with the roll reduction and changes required as a result of amalgamation.

Action / Comment - No specific action proposed, officers will continue to look for opportunities to provide better value for money and deliver efficiencies on an ongoing basis.

5.3 CHN3 – Cost per pre-school registration

Our costs in relation to pre-school registration are amongst the highest in Scotland, with a national ranking of 29, however Early Years is a strategic priority for the Council with the Early Years Framework etc. The Council has also dedicated support for GIRFEC implementation, vulnerable under 3's and also plans ahead for the impending expansion of hours for 3-5years. Policy direction is investment / early intervention, and in resource heavy areas. This will impact on our placement costs.

In addition, in the pre-school sector, 0-2yrs staffing ratios are different from 2-3yrs ratios, which are also different from 3-5yrs ratios. Not all authorities have Pre 3 services, so this will differ immediately from council to council. The costs will be higher for areas that have 0-2yrs services at a 1-3 ratio (as opposed to a 1-10 ratio in 3-5yrs work). There have been some estate movements and developments in the pre-5 sector during this period also.

Action / Comment - No specific action proposed, officers will continue to look for opportunities to provide better value for money and deliver efficiencies on an ongoing basis.

5.4 CHN4 – Percentage of pupils gaining 5+ awards at level 5 for standard grade (pre-appeal)

In 2011/12 there was a dip of 3% to 33% in the percentage of pupils gaining 5+ awards at level 5 for standard grade. Differentiations however will exist year on year with such measures, as cohorts differ in ability levels. Each school has a set of comparator schools and Inverclyde has a number of comparator authorities against which attainment levels are benchmarked. This is a longstanding element of post-exam analysis and self evaluation in the authority.

The attainment of our young people is a fundamental, ongoing priority for Inverclyde Council. Below this high level indicator there are additional priority areas for local attention in attainment (i.e. Attainment of Looked After Young People).

Action / Comment – Detailed local analysis at school and stage level has been carried out and areas / subjects identified where additional support is required to build on the 10/11 and 11/12 results at Standard Grade.

5.5 CHN5 – Pupils gaining 5+ awards at level 6 by S6 (pre-appeal)

There was an improvement of 2% to 24%, in the percentage of pupils gaining 5+ awards at level 6 by S6. Attainment performance is already monitored, analysed and benchmarked against comparator authorities.

Action / Comment – As noted in para 5.4

5.6 CHN6 – Percentage of pupils gaining 5+ awards at level 5 for standard grade by SIMD (pre-appeal)

Locally, children in the 20% most deprived Scottish Index of Multiple Deprivation areas are not achieving

the same levels of attainment as those in the 80% least deprived. This reflects the national picture of poorer attainment in the most deprived areas. Attainment levels in the most deprived 20% of SIMD areas in Inverclyde however (19.6%) are higher than the Scottish median (17.6%) and Inverclyde performs well compared to other councils with a national ranking of 8th place in 2011/12.

Action / Comment - Allocation of support staffing across schools is now done on the basis of a weighted, multi-variable analysis, to ensure that, across a number of relevant factors, support is placed where there is greatest need. SIMD is a significantly weighted factor in this exercise. This exercise was started for staffing in 2011-12 but not in 2010-11.

5.7 **CHN7 – Percentage of pupils gaining 5+ awards at level 6 for higher grade by SIMD (pre-appeal)**

Again, children's attainment in the 20% most deprived SIMD areas is poorer than those in the 80% least deprived areas. The percentage of pupils in Inverclyde who live in the 20% most deprived areas and attained 5+ awards at level 6 is higher than the Scottish median - 11.5% compared to the median of 8.9%. In 2010/11 Inverclyde Council ranked 6th compared to all Scottish Councils and this improved to 5th place in 2011/12.

Action / Comment – As noted in para 5.6

5.8 **CHN8a – The gross cost of 'children looked after' in residential based services per child per week** **CHN8b – The gross cost of 'children looked after' in a community setting per child per week**

Inverclyde Council's priority is that the total number of children looked after should decrease. Trends in children looked after has fallen over time with the number of children in residential placements showing a gradual decrease over the past five years. Current re-design of our local residential provision is ongoing.

In 2011/12 our costs relating to children looked after in a residential setting were £3,064 per week, which was above the Scottish median, placing us with national ranking of 21. Costs however are significantly lower than other authorities for children that are looked after in a community based setting. In 2011/12 our costs were £101.00, which was the 3rd lowest cost in Scotland. The Family Placement Strategy was implemented during this time which may have contributed to performance. The costs calculated for CHN8b would potentially be skewed by our Kinship Care placements, where these are not looked after children

There is currently no financial cost trend information available for community costs of children's placement.

Action / Comment – The service always seeks to continually improve. It is a priority of the Council to increase the speed of decision making in relation to looked after children in areas of community placements and there is an improvement plan in place to monitor this. As this is an area of focus for Inverclyde, benchmarking with other authorities will take place to identify whether additional investment should be made in this area to get better outcomes for our looked after children in community based settings. Reserves have been earmarked to support permanency planning for children and we will be assessing the impact in a planning review of the Children and Young People's Bill.

An extensive performance plan is in place and there are extensive monitoring and reporting arrangements in place across this area. This is carried out on a regular routine basis through for example:

- Organisational Performance Reporting(OPR)
- CHCP Quarterly Performance Service Reviews (QPSR)
- Regular management monthly reporting of Management Information.

The service is constantly involved in data and process benchmarking for the range of children's services e.g. a specific ADSW Residential Subgroup and work is in progress in relation to a previous Audit Scotland toolkit for 'GIRFEC' in Residential care which will be picked up as part of our future benchmarking approach. Benchmarking exercises with a range of other local authorities in Scotland has also taken place in the past year focusing on Costs of Kinship Care and Adoption.

5.9 **CHN 9 - Balance of care for looked after children: Percentage of children being looked after in the community**

The percentage of children being looked after in the community increased slightly from 89.1% in 2010/11 to 90.3% in 2011/12. This placed Inverclyde in 16th position relative to other Councils.

It is worth noting that the definition of 'community placement' in the indicator is strictly in terms of all types of placements other than in **residential establishment** i.e. foster, adoption, at home, with friends/family other community. Children looked after in a local residential establishment is included as a 'residential' placement' and is not defined as a community placement for this indicator.

Action / Comment – As noted in para. 5.8

5.10 **CHN 10 - Percentage of adults satisfied with local schools**

Satisfaction levels have been sourced from the Scottish Household Survey. It has been acknowledged by both the Improvement Service and SOLACE that this data has its limitations, particularly for smaller Councils. The data is also subject to time lag with results published in 2010. Inverclyde's national ranking in 2010 was 30 with a score of 79% . Satisfaction with schools ranges from 95.6% in Orkney to 75.1% in Aberdeen and Edinburgh Cities. The Improvement Service has indicated that it does not intend to use the Scottish Household Survey as a measure of satisfaction in future years.

Inverclyde Council's Citizens' Panel Survey, which was conducted in Autumn 2012, asked panel members about satisfaction with council services. The results of the survey showed that education and schools ranked in the top 5 of Council services.

Action / Comment – No further action proposed.

5.11 **CHN 11 - Proportion of pupils entering positive destinations**

This is a priority improvement area for the Council. In 2003, Inverclyde was 31st out of 32 authorities for positive destinations and there has been year on year improvement since then. The work that has been undertaken in recent years to improve positive destinations for our young people has been focused on the development of partnership processes rather than funding short term programmes, as Inverclyde no longer has the additional funding from Scottish Government that accompanied Inverclyde's previous status as a "NEET Hotspot". The sustainability of our local approach has been vital to us. Partnership working in this area has resulted in improvements in positive destinations.

As a result of this work, there has been a significant improvement in the proportion of pupils entering positive destinations, resulting in Inverclyde being one of the top performing authorities in this area, ranking 3rd in Scotland in 2011/12 at 94.8%. We also have no "unknown" young people in the School Leaver Destination Results (SLDR) count.

Action / Comment – No additional action proposed for this measure. Long standing benchmarking arrangements are already in place for this measure.

5.12 **C&L 1 - Gross cost per attendance at sports facilities**

Performance in relation to this indicator is the responsibility of Inverclyde Leisure. Costs per attendance at Inverclyde sports facilities are amongst the lowest in Scotland. In 2011/12 the cost was per attendance was £2.11 which was the 3rd lowest cost in Scotland and places this measure in the top performing quartile.

Action / Comment - No further action proposed.

5.13 **C&L5d – Percentage of adults satisfied with leisure facilities**

Satisfaction levels have been sourced from the Scottish Household Survey. It has been acknowledged by both the Improvement Service and SOLACE that this data has its limitations, particularly for smaller Councils. The data is also subject to time lag with results published in 2010

The Scottish Household Survey data shows a satisfaction rating of 85% with leisure facilities, which places Inverclyde within the top performance quartile with a ranking of 3.

Action / Comment - No further action proposed.

5.14 **C&L2 – Cost per library visit**

The costs per library visit decreased from £4.65 in 2010/11 to £4.13 in 2011/12, giving Inverclyde Council a ranking of 21 out of all Councils. The cost of running Inverclyde Libraries however compares well to all other authorities; Inverclyde provides the second cheapest mainland library service in Scotland. Costs per visit do not reflect this because of the relatively low number of visits which can be attributed to a variety of reasons: much lower number of libraries than average; all libraries are stand-alone (many other authorities have them in schools, sports centres etc); and no mobile library service.

It should also be noted that one library branch was closed Jan-Mar 2012, negatively impacting on visitor numbers, although the total for the year was still an improvement on 2010-11.

Some costs are static and common to all authorities regardless of the size of the authority or service e.g. economies of scale. All authorities with high costs per visit are smaller ones. There are concerns about whether Councils are counting the same things, e.g. Visitor figures include 'virtual' visits but there is no standard definition of this. The library service has been working hard to increase its visits figure and was pleased to see and report an improvement in 2011-12 from 2010-11.

Action / Comment – The service already undertakes robust self-evaluation and there is an annually updated service improvement plan in place. Inverclyde Libraries undertakes benchmarking with similar sized authorities across the central belt of Scotland.

5.15 **C&L5a – Percentage of adults satisfied with libraries**

Satisfaction levels have been sourced from the Scottish Household Survey. It has been acknowledged by both the Improvement Service and SOLACE that this data has its limitations, particularly for smaller Councils. The data is also subject to time lag with results published in 2010.

The Scottish Household Survey found that 90.3% of respondents were satisfied with the library service. This was the 5th highest ranking in Scotland. This reflects positive satisfaction rates with libraries that have been shown in our own Citizens' Panel survey. In the Autumn 2012 survey, Libraries, McLean Museum and Art Gallery topped the list of all Council services that respondents were either satisfied or very

satisfied with.

Action / Comment – No further action proposed.

5.16 **C&L3 – Cost per museum visit**

Inverclyde ranked 20th in 2011/12 for this measure with a cost of £5.51 per museum visit. The Museum provides a comprehensive service over a number of disciplines including fine art, local history and world cultures to local users and tourists along with providing extensive on line collections information. The high quality collections include items of national and international importance. The Museum is one of Scotland's largest outwith the cities. Cities have a higher potential visiting population, so costs per visit for the McLean are relatively higher given the smaller local population which it serves directly. Inverclyde is not yet a fully developed tourist destination so the potential number of tourists visiting the area remains low. Given these influencing factors, a ranking of 20 out of 32 authorities for cost per museum visit is reasonable.

Usage figures for 2010/11 were revised downwards from those previously recorded owing to a reassessment of the web session statistics therefore there was actually an improvement in performance in 2011/12 compared with the year before, with web sessions rising from 2010/11 to 2011/12 in response to an increased web presence for collections related information on line. There was a period of total closure in January 2012 occasioned by storm damage to the building which reduced overall visitor figures.

As part of the McLean's service plan there has been considerable investment of time and effort in expanding the on-line presence of the Museum's collections, giving access to enquirers worldwide. This effort is ongoing and the launch of a new on line catalogue is planned for the near future.

The museum is a large Victorian standalone building but some museum services are housed within other Council buildings so the costs of looking after these buildings may not show up in their museum budgets; similarly some budgets used to fund certain museum services will be held centrally in some authorities

The Museum currently does not have disabled access to the upper floors and this reduces potential audiences; a major refurbishment programme is planned to address this issue and other access barriers throughout the building. The project also aims to modernise and improve all aspects of the service by working closely with library and archives colleagues and utilising digital platforms to the maximum. The upgraded facility will take account of sustainability issues.

Action / Comment – No benchmarking is planned in this area as there are very few local authority services of similar size and ambition to the Museum run by Inverclyde Council. Those venues where the comparison is closest are organised, managed and funded in different ways from the Museum, such as being one venue in a large service as opposed to being run from a single venue as the museum service is in Inverclyde.

5.17 **C&L5c – Percentage of adults satisfied with museums and galleries**

Satisfaction levels have been sourced from the Scottish Household Survey. It has been acknowledged by both the Improvement Service and SOLACE that this data has its limitations, particularly for smaller Councils. The data is also subject to time lag with results published in 2010.

The Scottish Household Survey data shows a satisfaction rating of 75% with museums and galleries, which places Inverclyde within the 2nd quartile with a ranking of 11. As noted in paragraph 5.17, in the Autumn 2012 survey, Libraries, McLean Museum and Art Gallery topped the list of services that Inverclyde respondents were either satisfied or very satisfied with.

Action / Comment – No further action proposed.

5.18 **ENV5 – Cost of trading standards and environmental health per 1,000 population**

Inverclyde ranked 16th relative to all Councils for the cost of trading standards and environmental health in 2011/12. There are concerns however over how the costs associated with this measure have been calculated and whether this has been done uniformly across all councils. The actual overall spend in these areas is likely to have decreased whilst the benchmarking indicator shows an increase in costs.

Action / Comment – Benchmarking involving actual spend is planned with APSE.

5.19 **CORP 5B2 – Average time (hours) between complaint and attendance on site for those requiring attendance on site** **CORP 5B3 – Average time (hours) between complaint and attendance on site for those dealt with under the Anti-Social Behaviour Act 2004**

In terms of the average time between complaint and attendance on site (for those requiring attendance on site), performance in Inverclyde has improved significantly, from 46.1 hours to 25.5 hours. In 2011/12 Inverclyde was ranked in 19th position for this indicator.

The average time for those complaints dealt with under the ASB 2004 Act remains unchanged at 0.6 hours and reflects the Scottish average. Inverclyde ranks in 13th position for this indicator.

Efforts have also been made to improve this indicator. In 2010/11 this measure was affected by attendance on site for complaints made on a Friday not taking place until the next working day (Monday). Greater use of the warden's service for initial attendance has brought this down as we can now attend on a Saturday or Sunday. Councils with a full time out of hours service will invariably be able to provide a faster response however the workload in Inverclyde would not justify such a service.

Those Councils achieving a better result to Inverclyde invariably have full time out of hours noise teams responding to complaints. Inverclyde operates a far cheaper call system. As a number of the officers on call are based outside Inverclyde it is very unlikely that we could reduce the average time under the current system. The vast increase in costs of a full time out of hours service would not be justified by the potential workload in Inverclyde even if funding were to be available.

Action / Comment – This area is very difficult to benchmark owing to the very different services offered by different councils. Benchmarking has thus far been unproductive in this area as the very different approaches to recording and reacting to such complaints has made this irresolvable. We do intend to participate in a wider APSE benchmarking project for the whole of Environmental Health and Trading Standards services which might bring better results. A system has been in place for a number of years and this is in effect a "stable" PI.

6.0 **LOCAL GOVERNMENT BENCHMARKING FRAMEWORK – NEW DEVELOPMENTS**

- 6.1 At the end of October 2013, the Local Government Benchmarking Framework Project Board launched a Family Group Pilot. A 'Family Group' comprises eight Councils with similar characteristics which have been grouped together to facilitate meaningful performance benchmarking. The aim of the pilot is to test the dynamics and methodology of Family Group activity and establish the time, effort and resources required to make the wider Family Group benchmarking process work. It is intended that the exercise will proceed on the basis of a 'light-touch' approach whilst still providing a managed process which can

evidence output and learning from councils' benchmarking activities.

6.2 For the purposes of establishing family groups, the SOLACE indicator set has been split into two categories:

- **People services** (including education, social work and housing) - 4 groups of 8 Councils. Councils' groupings are based on the average social context of the local authority population.
- **Other services** (including environmental services and culture / leisure services) - 4 groups of 8. Council grouping are based on the dispersion of the local authority population (using data for the GAE indicator for population dispersion).

6.3 The board agreed all family groups should participate in the pilot and proposed one topic per grouping. The focus set by the board for the Family Group pilot is:

- Positive Destinations (for 'People' Family Groups) – this links with the wider national improvement agenda in relation to youth employment and transitions, and also represents an area where the indicator is more robust giving reasonable confidence in the data.
- Roads (for 'other' Family Groups) - analysis suggests this would offer the greatest value for the pilot as a politically important area, an area of significant spend, and also a group of indicators which are underpinned by good quality data and the availability of additional drill down data.

6.4 This pilot will be subject to review before agreeing a more comprehensive schedule of Family Group meetings going forward.

6.5 Details of Inverclyde Council's Family Groups are provided in Appendix 2.

6.6 At present, performance data relating to financial year 2012/13 is not available. In November 2013, the Improvement Service carried out a consultation exercise seeking views on proposed changes to the 2012/13 and 2013/14 datasets. The final data sets have not yet been released, however it is likely that some of the indicators presented in Appendix 1 to this report will change over the next two years as the indicators are subject to further review and refinement.

6.7 Once the 2012/13 data is available, a report on how Inverclyde Council has performed and any proposed improvement actions will be presented to this Committee and annually thereafter.

7.0 IMPLICATIONS

7.1 Finance
None

Legal
None

Human Resources
None

Equality & Diversity
None

Repopulation

Providing efficient and effective services will promote the Council positively and could contribute to making Inverclyde a more attractive place in which to live.

8.0 CONSULTATION

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

9.0 BACKGROUND PAPERS

9.1 Data for all Scottish Council's can be viewed on the Improvement Service website:
<http://www.improvementservice.org.uk/benchmarking/>

Appendix 1

SOLACE Indicator	Description	Inverclyde 2010/11	Inverclyde 2011/12	Position 2011/12	Quartile	Best Performing 2011/12	Median 11/12
CHN1	Cost per primary school pupil	£4,738	£4,282	4 th	1 st	£4,121	£4,773
CHN2	Cost per secondary school pupil	£6,445	£6,387	17 th	3 rd	£5,346	£6,374
CHN3	Cost per pre-school education registration	£5,009	£4,196	29 th	4 th	£2,105	£2,954
CHN4	% pupils gaining 5+ awards at level 5 for standard grade (pre-appeal)	36%	33%	21 st	3 rd	67%	38%
CHN5	Pupils gaining 5+ awards at level 6 by S6 (pre-appeal)	22%	24%	19 th	3 rd	53%	25%
CHN6	% of pupils in 20% most deprived areas gaining 5+ awards at level 5 (Pre-Appeal)	20.1%	19.6%	8 th	2 nd	33.6%	17.6%
CHN7	% of pupils in 20% most deprived gaining 5+ Awards at Level 6 (Pre-Appeal)	10%	11.5%	5 th	1 st	31.6%	8.9%
CHN8a	The Gross Cost of "Children Looked After" in Residential Based Services per Child per Week	£3,109	£3,064	21 st	3 rd	£1,697	£2,884
CHN8b	The Gross Cost of "Children Looked After" in a Community Setting per Child per Week	£93.90	£101.00	3 rd	1 st	£52.15	£219.90
CHN9	Balance of Care for looked after children: % of children being looked after in the Community	89.1%	90.3%	16 th	2 nd	£94.80	£89.90
CHN10	% of Adults Satisfied with local schools	79%	-	30 th	4 th	95.6%	85.2%
CHN11	Proportion of Pupils Entering Positive Destinations	88.4%	94.8%	3 rd	1 st	95.5%	90%
C&L1	Gross cost per attendance at Sports facilities	£1.72	£2.11	3 rd	1 st	£1.41	£4.18
C&L2	Cost Per Library Visit	£4.65	£4.13	21 st	3 rd	£1.41	£3.66
C&L3	Cost per museum visit	£4.13	£5.51	20 th	3 rd	£0.24	£4.31
C&L5a	% of adults satisfied with libraries	90.3%	-	5 th	1 st	93.3%	85.2%
C&L5c	% of adults satisfied with museums and galleries	75%	-	11 th	2 nd	96.6%	71.2%
C&L5d	% of adults satisfied with leisure facilities	85%	-	3 rd	1 st	96.8%	76.8%
ENV5	Cost of trading standards and environmental health per 1,000 population	£19,895	£22,381	16 th	2 nd	£10,751	£22,593

Appendix 1

SOLACE Indicator	Description	Inverclyde 2010/11	Inverclyde 2011/12	Position 2011/12	Quartile	Best Performing 2011/12	Median 11/12
CORP5b2	(Domestic Noise) Average time (hours) between time of complaint and attendance on site, for those requiring attendance on site	46.1	25.5	19 th	3 rd	0.1	15.7
CORP5b3	(Domestic Noise) Average time (hours) between time of complaint and attendance on site, for those dealt with under the ASB Act 2004	0.6	0.6	13 th	2 nd	0.3	0.5

Family Groups

Appendix 2

Family Group - People Services

Year: 2010

Local Authority	Cost per primary school pupil £ 2010-11	Cost per secondary school pupil £ 2010-11	Cost per pre-school place £ 10-11	% of pupils gaining 5+ awards at level 5 2010-11	% of pupils gaining 5+ awards at level 6 2010-11	% pupils in 20% most deprived areas getting 5+ awards at level 5 2010-11	% pupils in 20% most deprived areas getting 5+ awards at level 6 2010-11	The gross cost of "children looked after" in residential based services per child per week £ 10-11	The gross cost of "children looked after" in a community setting per child per week £ 10-11	Balance of care for looked after children: % of children being looked after in the community 10-11	% of adults satisfied with local schools 10-11	% of pupils entering positive destinations 10-11
Dundee City	4732.0	6840.3	3144.4	27.0	20.0	13.0	7.4	3123.3	242.7	93.8	81.2	88.7
E. Ayrshire	4716.3	6621.7	4564.8	33.0	21.0	18.3	10.3	2091.1	214.7	90.9	84.0	88.4
Eilean Siar	8430.5	9869.4	4647.9	38.0	25.0	N/A	N/A	3901.7	191.5	83.6	90.1	92.6
Glasgow City	4755.6	6703.8	5052.6	24.0	15.0	17.1	7.1	3430.2	182.5	93.7	80.0	86.4
Inverclyde	4738.4	6445.3	5009.4	36.0	22.0	20.1	10.0	3108.6	93.9	89.1	79.0	88.4
N. Ayrshire	5361.9	6335.4	3976.9	32.0	19.0	16.4	9.2	2918.0	190.8	90.2	85.1	90.7
N. Lanark - shire	5020.0	6236.9	3467.0	33.0	19.0	20.2	8.7	2448.4	166.8	94.4	87.6	85.9
West Dunbarton-shire	5552.5	6877.7	4918.7	29.0	16.0	18.5	9.4	2962.5	48.0	89.0	81.8	91.5

Family Groups

Appendix 2

Family Group - People Services

Year: 2011

Local Authority	Cost per primary school pupil £ 2011-12	Cost per secondary school pupil £ 2011-12	Cost per pre-school place £ 11-12	% of pupils gaining 5+ awards at level 5 2011-12	% of pupils gaining 5+ awards at level 6 2011-12	% pupils in 20% most deprived areas getting 5+ awards at level 5 2011-12	% pupils in 20% most deprived areas getting 5+ awards at level 6 2011-12	The gross cost of "children looked after" in residential based services per child per week £ 11-12	The gross cost of "children looked after" in a community setting per child per week £ 11-12	Balance of care for looked after children: % of children being looked after in the community 11-12	% of adults satisfied with local schools 10-11	% of pupils entering positive destinations 11-12
Dundee City	4552.3	6760.9	2949.4	26.0	20.0	12.4	6.6	3171.8	287.2	93.6	81.2	90.0
E. Ayrshire	4432.2	6361.8	3902.9	33.0	20.0	20.8	8.2	3910.1	199.6	93.4	84.0	89.9
Eilean Siar	8765.0	9471.4	4435.6	38.0	28.0	N/A	N/A	2868.9	345.7	79.6	90.1	95.5
Glasgow City	4658.9	6414.1	4768.8	27.0	16.0	18.5	9.1	3355.2	208.1	92.9	80.0	87.6
Inverclyde	4284.0	6386.7	4195.9	33.0	24.0	19.6	11.5	3063.7	101.0	90.3	79.0	94.8
N. Ayrshire	5420.6	6427.1	3803.6	30.0	18.0	18.5	9.9	2895.0	200.6	89.5	85.1	89.7
N.Lanarkshire	5148.7	5888.7	3138.2	33.0	22.0	20.2	11.0	2708.5	175.4	94.8	87.6	87.4
West Dunbartonshire	5469.1	6708.9	4648.9	32.0	21.0	24.1	11.3	3008.9	52.1	88.3	81.8	92.6

Family Groups

Appendix 2

Family Group – Other Services

Year: 2010

Local Authority	Cost per attendance at sports facilities £ 10-11	Cost per library visit £ 10-11	Cost per museum visit £ 10-11	% of adults satisfied with libraries 10-11	% of adults satisfied with museums and galleries 10-11	% of adults satisfied with leisure facilities 10-11	Cost of trading standards and environmental health per 1,000 population £ 10-11	Average time between time of noise complaint and attendance on site (hours) 10-11	Average time between time of noise complaint and attendance on site as dealt with under the ASB Act (hours) 10-11
Angus	4.0	3.5	19.3	89.1	65.3	81.9	29031.4	21.0	0.0
Clackmannanshire	4.9	1.6	9.3	79.3	46.9	70.7	23523.6	10.7	0.3
E. Renfrew shire	8.4	4.7	No Service	86.3	68.6	77.2	12296.2	0.4	0.3
Inverclyde	1.7	4.6	4.1	90.3	75.0	85.0	19894.7	46.1	0.6
Midlothian	5.5	3.1	No Service	82.8	62.2	79.8	14789.3	55.9	0.3
Renfrewshire	2.4	4.5	23.9	82.1	75.0	72.4	10596.2	N/A	0.5
South Lanarkshire	3.8	3.5	3.6	83.6	75.9	76.5	18494.3	0.8	0.5
West Lothian	4.3	3.4	0.4	81.0	64.4	80.0	17811.5	47.0	1.0

Family Groups

Appendix 2

Family Group – Other Services

Year: 2011

Local Authority	Cost per attendance at sports facilities £ 11-12	Cost per library visit £ 11-12	Cost per museum visit £ 11-12	% of adults satisfied with libraries 10-11	% of adults satisfied with museums and galleries 10-11	% of adults satisfied with leisure facilities 10-11	Cost of trading standards and environmental health per 1,000 population £ 11-12	Average time between time of noise complaint and attendance on site (hours) 11-12	Average time between time of noise complaint and attendance on site as dealt with under the ASB Act (hours) 11-12
Angus	4.2	3.6	8.8	89.1	65.3	81.9	29684.5	12.5	0.0
Clackmannanshire	4.3	1.4	4.5	79.3	46.9	70.7	21233.0	3.8	0.3
E. Renfrewshire	7.2	4.1	No Service	86.3	68.6	77.2	10751.3	0.5	0.4
Inverclyde	2.1	4.1	5.5	90.3	75.0	85.0	22380.7	25.5	0.6
Midlothian	5.5	3.1	No Service	82.8	62.2	79.8	14884.1	22.1	0.3
Renfrewshire	2.5	3.6	24.4	82.1	75.0	72.4	17556.4	N/A	0.5
South Lanarkshire	3.4	3.3	3.3	83.6	75.9	76.5	17184.8	0.9	0.5
West Lothian	4.4	2.0	0.4	81.0	64.4	80.0	18804.6	64	0.6

Report To:	Education & Communities Committee	Date:	21 January 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report	EDUCOM/13/14/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	St. John's Primary School – Decant Options		

1.0 PURPOSE

- 1.1 The purpose of the report is to advise the Committee in respect of options for the decant of St John's Primary School in connection with the proposed refurbishment project which is programmed to commence in 2014.

2.0 SUMMARY

- 2.1 The St John's Primary School project is included in the current School Estate Funding Model for progression in 2014/15 and was one of the projects brought forward as part of the acceleration of the primary schools programme agreed following the Council's budget setting process and the special budget meeting of Thursday 14th February 2013. The current proposals include the use of the former Highlanders Academy building as decant accommodation. The Parent Council has requested that the former St Stephen's High School building be investigated as an alternative to the former Highlanders Academy building. The report outlines the issues and compares the relative costs and educational advantages associated with use of both buildings as decant accommodation for St John's Primary School.

3.0 RECOMMENDATIONS

- 3.1 That the Committee consider the options outlined in this report and agree the recommendation of progressing with the former St Stephen's High School option for decant of St John's Primary School.
- 3.2 That the Committee approve that Highlanders Academy is declared surplus to requirements and disposal of the site is remitted to the Environment and Regeneration Committee.

Albert Henderson
Corporate Director Education,
Communities &
Organisational Development
11th December 2013

4.0 BACKGROUND

- 4.1 The existing School Estate Management Plan includes an allowance for the refurbishment of St John's Primary School including an extension to form a new dining area. The project timeline was previously 2019/20 within the model however the project was brought forward to 2014/15 as part of the acceleration of the primary schools programme agreed following the Council's budget setting process and the special budget meeting of Thursday 14th February 2013.
- 4.2 The main reason for advancing St John's Primary School over other schools currently awaiting refurbishment was the availability of decant accommodation and the opportunity to utilise the former Highlanders Academy building which was vacated in June 2012 with St John's being the only school that could fit within the available space. The existing working capacity of St John's Primary School is 265 and the current census roll is 196. The working capacity of the Highlanders building was 262 (excluding the Gaelic unit and the Nursery which shared accommodation within the building). The Parent Council has, during the initial consultation stages, requested that the use of the former St Stephen's High School be considered as an alternative for decant of the school.
- 4.3 It should be noted that the scope of the St John's PS refurbishment project has altered from that included in the SEMP model as the inclusion of an extension to form a 24/24 nursery class was being investigated as an option subject to confirmation of available funding. Funding has now been confirmed from the Scottish Government in connection with the implementation of the Children and Young People Bill and this project will be put forward as top priority for utilisation of a proportion of the anticipated capital allocation. This will be the subject of a separate report to Committee in the new year to advise on proposals in connection with the Bill and use of the allocated funding.

5.0 PROJECT DECANT OPTION APPRAISAL

5.1 COMPARATIVE PROPERTY COSTS

The School Estate Team have, in conjunction with officers from Finance, Facilities Management, Environmental Services and Education Services, compiled data on the relative costs of utilising both buildings which are summarised in Appendix 1. A brief summary of the most significant/relevant cost factors is given below:

Running Costs

- Non Domestic Rates (NDR) – significantly higher cost in connection with the St Stephen's High School building. It would be possible to obtain a reduction in the NDR charges by carrying out a partial demolition of the building (see Appendix 2), or by negotiating with the Assessor to split the entry, with the unused part having a notional rateable value. Negotiations are currently on-going with the Assessor and a formal response is expected in January 2014.
- Utilities – higher costs in connection with a larger footprint/facility at St Stephen's HS. It is possible to reduce the impact of this through partial demolition or isolation/zoning of the heating and electrical distribution systems to reduce overall consumption.
- Cleaning – higher costs in connection with a larger footprint/facility at St Stephen's HS. This would be partially offset by a reduction in travel costs if staff were required to relocate to Highlanders from St John's.

Alterations (One-Off Costs)

- St Stephen's HS Building - The facility is in use (final lets ceasing week ending 15th December) and the accommodation is in good overall condition. It is anticipated that the areas proposed to be used would not require decoration or floor coverings and are close to "walk-in" condition. The only works anticipated as required would be in connection with altering the heating, fire & intruder alarm, CCTV and other services installations to suit the reduced accommodation. Where possible the cost of the work have been investigated through the Council's term contractors and budget costs obtained for alteration works - estimated value £31k.
- Former Highlanders Academy Building - The scope of work required to the electrical distribution and power & lighting systems within Highlanders is more extensive than anticipated and necessitates a partial rewire. This is further complicated by the presence of asbestos above ceilings in the building. The building has been vacant since June 2012 and in the period before it was vacated there was very little investment in the building given that it would become surplus to requirement. There is a need for re-decoration and floor covering replacement in the areas to be used and some minor alterations to suit the needs of St John's Primary School. There has also been a substantial number of windows smashed by vandals which are currently boarded and require re-glazing. Where possible costs have been estimated by Building Services with budget costs provided for other elements through Technical Services and Property Maintenance – estimated value £277k.

5.2 EDUCATIONAL ADVANTAGES

The Head of Education Services was consulted in respect of the relative advantages of both options which have been summarised below:

Advantages:

Former St Stephen's High School Option

- St Stephen's High school site is closer to St John's Primary School and would enable the children to remain in the school catchment area.
- The facilities available (even with reduced footprint option) would allow the school to have a separate assembly/gym hall and dining area.
- Direct access to existing 2G pitch which would enhance the school's PE provision.
- Ample parking for staff, visitors and on site school buses turning/waiting area to aid traffic management in connection with decant transport provision.
- Existing classrooms are equipped with interactive whiteboards (relocation to Highlanders required as part of alteration works for that option).
- Transition arrangements for P7 pupils who would be moving to the Port Glasgow Community Campus would be enhanced as pupils would be within walking distance of the new secondary school campus.
- St John's staff and pupils would be within walking distance of the other associated primary schools which would make participation in cluster school activities easier as no transport costs would be incurred.
- The St John's Primary School Breakfast Club could continue if the school is decanted to the temporary shared campus.
- A decant to the St Stephen's building would allow St John's to remain within the school parish and enable the school to have continued access to the parish priest.
- After-school clubs could also continue as it is not too far away for children to be picked up by parents.

Former Highlanders' Academy Building Option

In comparison to the St Stephen's HS option there are no distinct Educational advantages of utilising this building.

5.3 OTHER RISKS / CONSIDERATIONS

St Stephen's High School Option

At this time there has been no confirmation from the Assessor (being sought) of the ability to treat the building as 2 separate entries on the register. This principle has been accepted in the past and if possible would have the advantage of:

- Reducing the potential capital cost impact of phasing the demolition of the St Stephen's HS building which is included in the SEMP capital programme (£558k). The allowances within the programme have proven robust to date and part of this may be able to be contained within the current allowance however it should be noted that phasing the demolition could increase the cost by 20% or circa £100k.
- Reducing the risk of delay or over-run in connection with partial demolition which is anticipated would not be completed until May 2014 at the earliest. There would be additional security costs of approximately £20,000 for boarding up the unused parts of the building.

It should be noted that should the rates appeal be unsuccessful it is not proposed to proceed with a partial demolition solution in any case as the cost saving in terms of rates would be offset in capital cost increases of phased demolition.

Former Highlanders' Academy Building Option

The extent of work required to the school is more extensive than previously anticipated. Although the majority of the re-decoration, floor coverings and minor alteration works have been scoped and priced by Building Services awaiting order, the largest element i.e. the partial rewiring will have to be progressed to tender as soon as possible to allow the building to be ready for decant.

5.4 SUMMARY

It is clear from the above that the preferred option in terms of Educational advantage is the use of the former St Stephen's High School building. A move to this site would be less disruptive for pupils and families. It would support the delivery of Curriculum for Excellence with its range of facilities, and support the important transition arrangements for P7 pupils due to its proximity to the new Port Glasgow Community Campus. The parent community of St John's Primary School will be familiar with the site either through having other children in St Stephen's High School or having been pupils there themselves. This would provide some reassurance to parents who understandably can get anxious when their children are decanted to another school site. Being within walking distance of the new Port Glasgow Community Campus and the other associated primary schools will enhance opportunities for both joint pupil and staff activities. Overall, there are sound educational reasons for stating a preference for a decant to the St Stephen's HS building which include taking into account the impact on the well-being of the St John's Primary School community.

The temporary use of St Stephen's will not delay the subsequent use of the site as the School will be demolished immediately after St John's return to their refurbished school.

6.0 FINANCIAL IMPLICATIONS

6.1 The tables below outlines the estimated cost implications of both options:

Former Highlanders Building Option

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Revenue	SEMP One-Off Costs	From 2013/14 and 2014/15	£ 277,000	n/a	Costs to be contained in the overall SEMP allowance. Current project allowance is £517k.
Revenue	SEMP Model	From 2013/14 and 2014/15	£317,000 <hr/> £594,000	n/a	

Former St Stephen's HS Building Option

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Revenue	SEMP One-Off Costs	From 2013/14 and 2014/15	£31,000	n/a	As above
Revenue	SEMP Model	From 2013/14 and 2014/15	+£572,000 <hr/> +£ 603,000	n/a	

6.2 The cost comparison above indicates that subject to a satisfactory resolution of the NDR issue that St Stephen's provides a better educational outcome at marginally higher cost. It is proposed that the overall costs in connection with either option would be contained within the allowances for one-off revenue costs in the current SEMP funding model.

7.0 CONSULTATION

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

7.2 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.

8.0 EQUALITIES

8.1 There are no equalities issues.

9.0 REPOPULATION

9.1 There are no repopulation issues.

10.0 LIST OF BACKGROUND PAPERS

10.1 Budget cost estimates – various.

Comparison of Building Running Costs for 15 month Period

	Highlanders	St Stephen's	St Stephen's 41% demolished / split entry
NDR	31,204	223,725	131,998
Water	8,125	14,755	14,755
Refuse	2,820	2,820	2,820
Gas	18,750	80,739	60,554
Electricity	10,375	17,175	16,000
Cleaning	31,000	63,000	63,000
Cleaners Travel	3,360	0	0
Janitors	31,250	31,250	31,250
Transport Costs	162,000	150,000	150,000
Security Costs			20,000
Total Running Costs	298,884	583,464	490,377

Assumptions

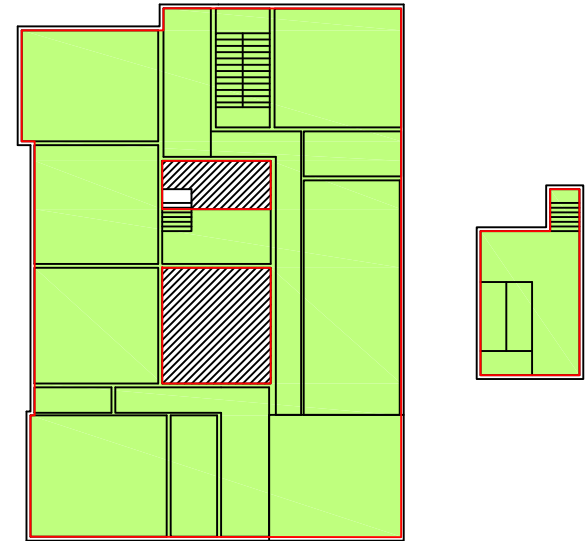
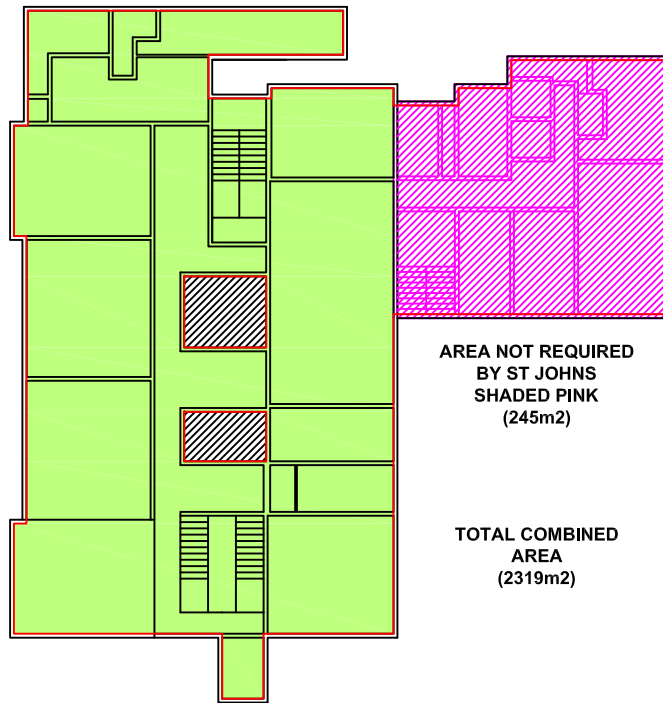
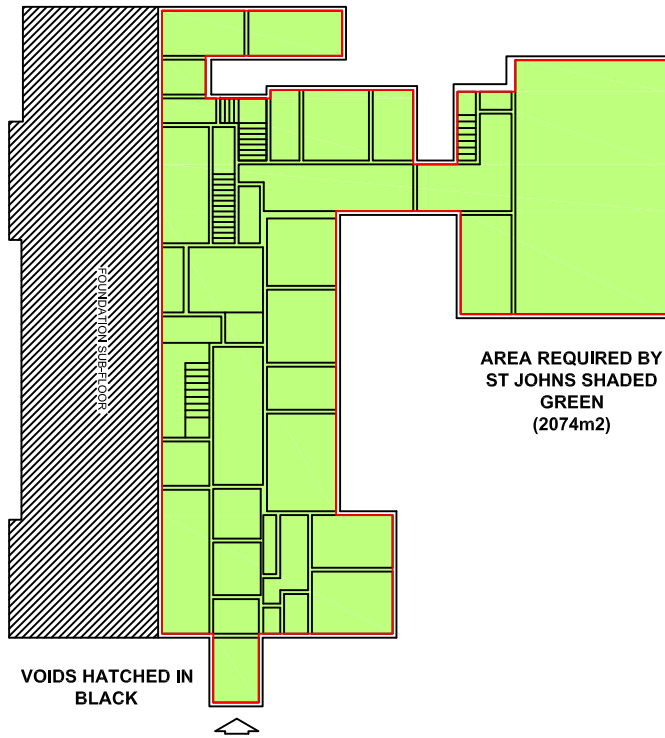
- 1 NDR will be reduced by 41% following demolition or via split property entry - await confirmation from Assessor.
- 2 Security costs assume agreement reached with Assessor and empty part of building is boarded up
- 3 Water uses historical NDR for fixed element of bills so no reduction from demolition. Consumption same in either building.
- 4 Refuse has same number of bins and uplifts regardless of location.
- 5 Gas consumption will reduce by 25% in smaller St Stephen's
- 6 Cleaning - only occupied parts of St Stephen's cleaned so no reduction from demolition.
- 7 Cleaners Travel - 3 cleaners will receive £560 one-off payments for move to Greenock and back again - per Job Evaluation guidance.
- 8 Janitors - one janitor will be employed regardless of location.
- 9 Transports - 4 x 53 seater coaches required - £2,700 per bus for Greenock and £2,500 per bus for Port Glasgow
- 10 If a partial demolition has to be carried out there would be an additional cost of £100,000 as this is more than the NDR saved it would not be economic

Empty Costs for 6 month Period

	Highlanders	St Stephens
NDR	11,238	40,271
Water	1,250	4,231
Gas	3,310	10,895
Electricity	3,000	6,300
Security Costs		20,000
Total Empty Costs	18,798	81,697

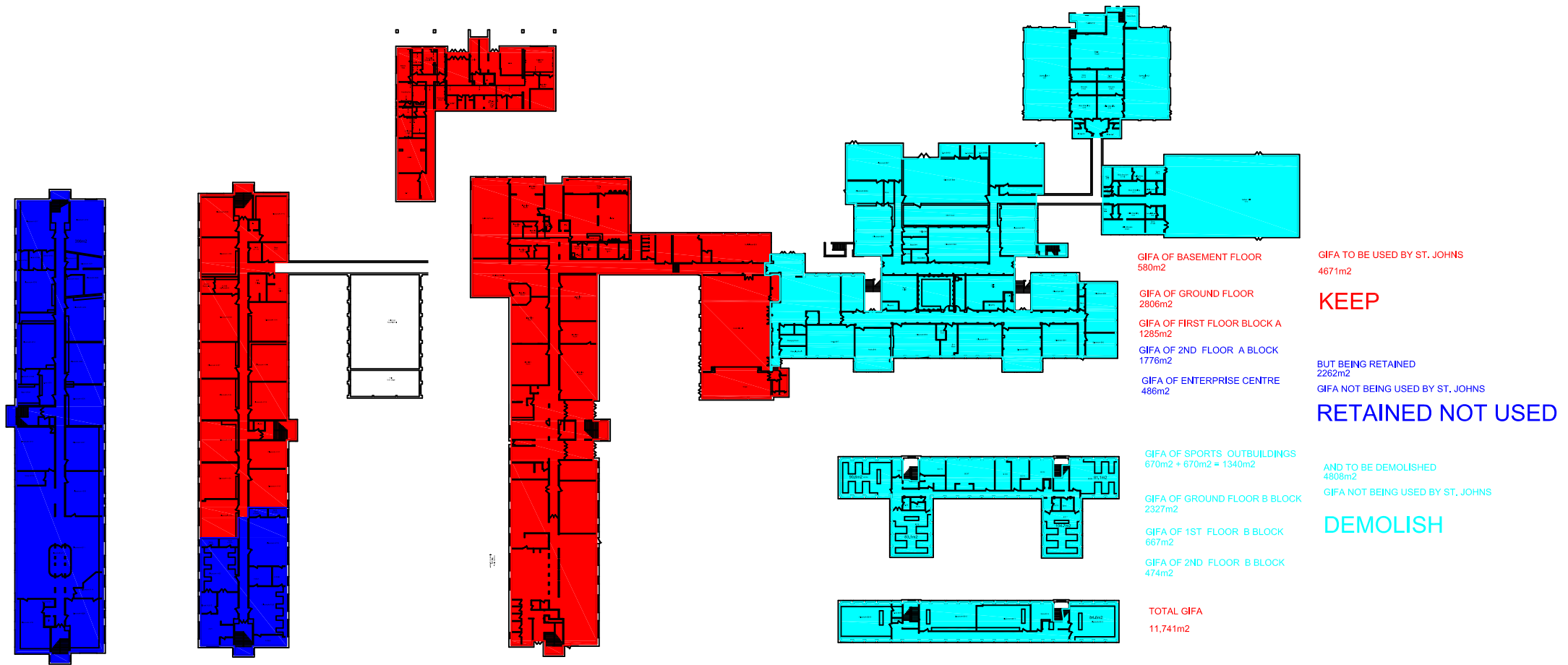
Assumptions

- 1 NDR Highlanders 10% relief per month
- 2 NDR St Stephen's - 100% relief for 3 month then 10% relief for 3 months
- 3 Water & Gas - only fixed element of bills and no consumption



APPENDIX 2.

**HIGHLANDERS
ACADEMY FLOOR
PLANS**



APPENDIX 2
St Stephen's High School

Report To:	Education & Communities Committee	Date: 21 January 2014
Report By:	Corporate Director of Education, Communities and Organisational Development	Report No: EDUCOM/16/14/WB
Contact Officer:	Wilma Bain (Head of Education)	Contact No: 01475 712891
Subject:	Referendum – Supporting Young People in Schools	

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee members with information about the proposed plan to raise awareness of the Independence Referendum in schools for pupils who will be 16 or older at the time of the referendum (September 2014).

2.0 SUMMARY

- 2.1 The Scottish Independence Referendum (Franchise) Act 2013 was passed by the Scottish Parliament on 27 June 2013. The Act extends the entitlement to vote to young people who will be 16 or older when the referendum is held on 18 September 2014.
- 2.2 As a consequence of the extension of the entitlement to vote we have a responsibility to support young people to understand the referendum process and to support them in registering and in becoming familiar with the electoral process.
- 2.3 This report details an approach to ensure that young people are supported in participating in the referendum and have an opportunity to hear from the respective campaign groups BETTER TOGETHER and YES SCOTLAND.

3.0 RECOMMENDATION

- 3.1 The Education and Communities Committee is asked to agree the proposals to raise awareness of the Independence Referendum in schools in order to support young people who will be eligible to vote at the time of the referendum.

Albert Henderson
Corporate Director of Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 The Scottish Independence Referendum (Franchise) Act 2013 was passed by the Scottish Parliament on 27 June 2013.

The referendum will be held on 18 September 2014.

Voters will be asked to respond with either a "YES" or "NO" to the question "Should Scotland be an independent country".

The Scottish Independence Referendum (Franchise) Act 2013 extends the entitlement to vote to young people who will be 16 or older when the referendum is held.

As a consequence of this extension of entitlement to vote there is a need to assist young people currently attending secondary schools, and who will be eligible to vote when the referendum is held, to understand how to register to vote and more generally how to exercise their vote.

There is also a need to ensure that there is parity of access to the new school aged voter constituency by the respective campaign groups BETTER TOGETHER and YES SCOTLAND and that the day to day running of schools is not affected by campaigning activities.

The Electoral Commission launched its public awareness campaign on 1 October 2013. All public awareness materials are available to download from www.aboutmyvote.co.uk. A young voters registration form is available as part of these resources.

All secondary schools have been issued with the Curriculum for Excellence Briefing Paper No 14 entitled 'Curriculum for Excellence: Political Literacy' (see Appendix 1). This briefing provides information and guidance for teachers regarding the broad theme of political literacy and also details the benefits of using contemporary events, such as the independence referendum, to promote political literacy. Young people undertaking National Qualifications in Modern Studies will also engage with learning on political literacy within their core curriculum.

5.0 PROPOSALS

5.1 It is proposed that:

- The Head of Legal and Democratic Services will arrange for the Electoral Commission to visit schools in February/March 2014 to address school pupils who will be 16 or older by 18 September 2014. The purpose of these visits will be to provide information on the registration process and to explain the voting process to young people.
- A couple of 'Question Time' sessions be arranged in the Greenock Town Hall for pupils involving representatives from the respective campaign groups BETTER TOGETHER and YES SCOTLAND during the period June/August 2014. The format of these events will be a 'Question Time' style debate where young people will have an opportunity to express their views.
- Discussions will take place with secondary Head Teachers to get their view on the best time for these events.
- Guidance for schools and other Council establishments regarding visits by politicians will be updated to include guidance on the independence referendum.

6.0 IMPLICATIONS

6.1 Finance

There is likely to be a cost associated with running 'Question Time' events such as Let costs.

6.2 Legal

There are no legal implications

6.3 Personnel

There are no personnel implications

6.4 Equalities

All young people who will be entitled to vote at the time of the referendum will have the opportunity to learn about the electoral process and engage with the 2 campaign groups.

7.0 BACKGROUND PAPERS

7.1 None



This briefing provides advice for practitioners and can also be used to inform partners, learners and their parents or carers of developments in Curriculum for Excellence.

CfE Briefing ¹⁴

Curriculum for Excellence: Political Literacy

Scottish education is going through a period of transformation that will affect all learners. Approaches to the curriculum, learning, teaching, assessment, awards and qualifications are all changing. Education Scotland is supporting change by evaluating evolving practice and sharing it nationally to inform discussion and promote innovation. This briefing explores the place of political literacy within Curriculum for Excellence. It relates to all settings where children and young people experience aspects of political literacy, either in an educational establishment such as a college or school, or more broadly in a wide range of community settings and forums.

1. What is political literacy?

In CfE, political literacy is central to citizenship education. It is the particular combination of attributes and capabilities, skills (including higher-order thinking skills), knowledge and understanding that helps learners to become responsible citizens and to participate in society's decision-making processes. Political literacy is one of the foundations of modern democracy and its guardian. It is the means by which citizens make informed choices about the kind of society they want to live in. It helps everyone to understand political decisions and how they affect their own lives. It is the vital set of attributes and higher-order thinking skills that enables evidence and reasoned debate to trump unsubstantiated assertion and hyperbole. Political literacy matters in a society whose values¹ are wisdom, justice, compassion and integrity, one which demands equalities and fairness for all, and one which cherishes the right of every citizen to make up and express her/his own mind.

¹ The values are inscribed on the mace of the Scottish Parliament and have been adopted for CfE

August 2013



2. Where is political literacy in CfE?

CfE defines the **purposes** of the curriculum as the *four capacities* and political literacy is firmly embedded in them. For example, *successful learners* should be able to 'make reasoned evaluations'. *Confident individuals* need 'to develop and communicate their own beliefs and views of the world'. *Responsible citizens* should be able to 'make informed choices and decisions', whilst *effective contributors* will 'apply critical thinking in new contexts'.

Many of the **attributes** within the *four capacities* underpin political literacy. These include, for example, 'openness to new thinking and ideas', 'secure values and beliefs', 'commitment to participate responsibly in political, economic, social and cultural life', and 'resilience and self-reliance'. **Higher-order thinking skills** such as *knowing, understanding, analysis, synthesis and evaluation* help learners to make up their own minds and express their own views. Political literacy promotes **equalities** through positive values such as empathy and respect for others.

Experiences and outcomes (EOs) describe the more detailed contexts for learning about political literacy. The EOs are used to build progression in how children and young people learn to become politically literate, beginning in the early years.

3. What are the features of effective learning and teaching in political literacy?

The combination of attributes, capabilities, skills, knowledge and understanding mentioned above describes what needs to be learned. CfE also gives practitioners and learners the space to plan learning in a way which best meets learners' needs. This means that practitioners will continue to use and build on a wide range of approaches in different classrooms, establishments and other settings. These approaches typically include discussions, debates, voting, topic work and interdisciplinary studies, personal research and reflection, the use of partnerships including visits and visitors, and 'learner voice', amongst others. Here are some features of effective practice in these approaches.

How do you ensure that all views are represented in discussion over time?

Discussions take many forms and are widespread across the curriculum. Skills in discussion are developed in everyday situations as children and young people learn many of the behaviours and practices from each other. This is where listening skills come to the fore and when children and young people learn to respect, value and recognise each other's views. In the early years, issues tackled are those of immediate relevance and are often raised by the children themselves. With older learners, issues for discussion are often set by the practitioner through reference to a range of contrasting perspectives and evidence. Sometimes, learners themselves will initiate issues or be asked to introduce topics and assemble evidence from different sources to

inform discussion. These approaches are important because they give learners the space to develop the attributes, capabilities and skills of political literacy in depth. Practitioners are well used to ensuring that contrasting perspectives are explored so that learners can come to an informed view based on evidence and reason. Here are some of the features of good discussion.

- If consensus is achieved, it is done through negotiation, compromise and use of evidence.
- Participants feel safe when expressing views, asking questions and when agreeing to differ.
- Everyone feels comfortable to participate and that they are listened to and their contribution is valued.
- Participants are open to new ideas and ways of thinking, can decide to agree or disagree and can explain their own views.

Debates may be structured more formally than discussions and provide an organised context for testing issues and opposing views. Characteristics of effective debates include:

- a well thought-out proposition;
- balanced inputs which reflect each perspective and which are based on evidence;
- clear and well understood 'rules of engagement'; and
- a strong emphasis on developing presentation skills through oral communication.

Voting, elections and mock elections are widespread and take place in many different contexts. At the earliest stages, children may vote on pieces of nursery equipment they wish to purchase or charities they wish to support, with supporters of the charities making a pitch. With older learners, elections may be held

It is the vital set of attributes and higher-order thinking skills that enables evidence and reasoned debate to trump unsubstantiated assertion and hyperbole

to elect representatives for roles in the establishments or communities, including membership of student groups or pupil/learning councils and committees. Mock elections often happen in tandem with national elections. Features include:

- clear purpose with everyone being well briefed about their choices;
- informative and constructive manifestos, hustings and other kinds of presentations; and
- fair and impartial handling of participants and issues by organisers.

Topic work and interdisciplinary studies are good contexts for exploring the knowledge and understanding of political literacy, and they can provide the context for using and improving attributes and skills through discussions and debates. Features might include:

- reinforcement of skills, knowledge and understanding using different perspectives;
- a strong emphasis on developing the skills which develop personal responsibility and independent learning; and
- significant scope for the learners' personal interest to inform what is undertaken.

Personal research and reflection help individuals to make sense of what they see and hear around them, enabling them to work out where they stand. Practice is likely to include:

- varied and contrasting sources of information;
- informal settings, including peer and social groups, as sounding boards; and
- contrasting ideas and contexts helping individuals to ground their own views and values.

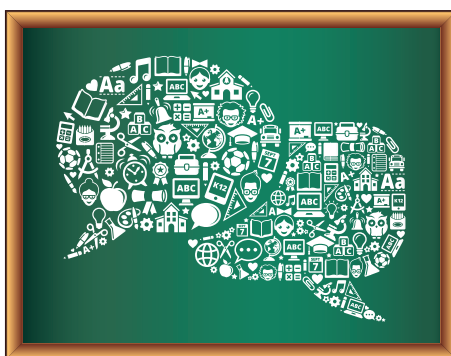
Partnerships, often including visits or visitors, are important because they broaden perspectives and offer new, real-life experiences. Effective practice might include:

- visits and visitors contributing to ongoing learning, including visits to places of political importance such as local Council Chambers or the Scottish Parliament;
- community involvement; and
- the use of local guidelines to ensure balance in the views learners encounter.

Learner voice gives children and young people the opportunity to bring about change and influence the experiences they have. For example, pupil/student/learner councils might use surveys or other methods to find out what people think and then to act on the views expressed. It might also be the context for developing strong and persuasive communication skills. And it can be when children and young people learn to represent one another fairly.

4. Using contemporary events to promote political literacy

Election time has for many years given a real, live opportunity for promoting political literacy. This might be when UK parliamentary elections are taking place or during elections to the Scottish Parliament and local government. Further afield, the context for political literacy is often



heightened and broadened when major social, economic or political issues occur such as, for example, international terrorism. And of course, interest may be stimulated when conflict or the efficacy of the democratic process is the subject of widespread news coverage and debate. Practitioners will continue to make the most of these real contexts for political literacy including, for example, in the run up to the Referendum in 2014 when people in Scotland will vote on whether or not Scotland should become an independent country. The extension of the vote to 16/17 year olds gives a particularly strong context for developing political literacy for that age group, and practitioners are already using their long-standing experience to do so.

Does everyone feel they can explore their own views and those of others in a safe, respectful environment?

Practitioners too learn from the world around them. By planning and providing learning experiences for others, they make important choices about the subjects/issues to be explored and about the approaches used. By taking part in these activities they may well find their own personal views being reinforced, challenged or changed. Practitioners may find themselves in situations where they need to broker opinion or tease out evidence, and they might be asked about their own views. In a politically literate community this is only to be expected and practitioners are well used to knowing how to respond appropriately and fairly in the context of GTCS professional standards². They are conscious that they may well be seen as role models and that young people can be strongly influenced by things they say

² <http://www.gtcs.org.uk/standards/standards.aspx>

In all cases, practitioners will continue to create conditions where reasoned discussion and evidence thrive and where challenge is informed and constructive

or do. As such, they take particular care not to promote any particular political view at the expense of others. They are also well versed in ensuring a balanced approach to exploring political issues by providing a blend of learning experiences over time which is demonstrably impartial. In all cases, practitioners will continue to create conditions where reasoned discussion and evidence thrive and where challenge is informed and constructive.

5. What impact do curriculum areas and subject choices have?

CfE gives all learners the opportunity to gain the skills, knowledge and understanding needed to be politically literate. Some choose to study this area in greater depth than others – they might study for a qualification in modern studies, economics, politics or sociology, for example, or for an award in Scottish studies. And those who don't also need engaging opportunities to develop political literacy. CfE enables this to happen because all young people are entitled to experience all of the EOs up to Third Level, and many of those at Fourth Level. Many of the EOs will be delivered through social studies or through areas such as health and wellbeing and interdisciplinary contexts. In languages, learners might develop a wide range of skills in talking including, for example, the use of appropriate register, as well as using contexts such as media extracts to look into important ideas such as how opinions are formed. In

RME, learners might discuss and reflect upon a range of beliefs and values which underpin political thinking and action. In social studies such as people in society, economy and business, learners might consider political and economic decisions. In mathematics and numeracy they might look at the impact of changes in taxation on prices and take home pay. In technologies, learners might apply ICT skills to research and evaluate information such as through on-line government information services, or indeed engage with social media on a wide range of topics. Learners might consider science from an ethical stance and relate this to choices made in the political world, such as decisions made about cloning, embryonic stem cell research or limits imposed on greenhouse gas emissions to curb climate change. In the expressive arts, they might explore the poster designers of the Russian Revolution or the street art of Banksy, or the social influences on Blues or punk rock, or indeed the rich history of political drama in radio, film and theatre. More broadly, learning experiences outwith the classroom can provide particularly relevant, real-life contexts. These might be in the community, or through outdoor learning, or indeed in assemblies and other gatherings. All of these contexts can help learners to develop their own political values. It is the combination of all of these CfE contexts that ensures everyone can become politically literate. And it is

practitioners and volunteers who work with learners in all contexts who can ensure that political literacy is for all.

Have you considered how to respond when learners ask about your own views?

6. What next?

In taking forward political literacy in CfE, it might be helpful to consider the following questions in addition to those embedded throughout this briefing.

- Does everyone have a clear understanding of the breadth of political literacy in CfE and how it relates to different areas of the curriculum as well as, in particular, to the social subjects?
- Does everyone involved apply local guidelines which are intended to ensure balance and impartiality in learning experiences?
- Does everyone involved have access to the wide range of evidence and perspectives available to them, for example online, and do they explore all of these?
- Do learners and their parents or carers understand how practitioners deliver political literacy and how they ensure impartiality?

Does everyone involved have a clear understanding of where the attributes, skills, knowledge and understanding of political literacy are delivered?

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Report To:	Education & Communities Committee	Date: 21 January 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No: EDUCOM/19/14/DS
Contact Officer:	Dougie Smith, MCMC Development Officer	Contact No: 01475 712820
Subject:	School Leaver Destination Results 2012-13	

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Members with information relating to the Annual release of School Leaver Destination Results, which were made available to the authority on 2nd December 2013.

2.0 SUMMARY

- 2.1 Skills Development Scotland (SDS) supplies information on the destinations of school leavers (SLDR) to the Scottish Government's Education Analytical Services Division. The return is based on a follow up of young people who left school between 1st August 2012 and 31st July 2013.
- 2.2 The exercise was undertaken in September 2013, and is therefore a snapshot of each individual school leaver's status from that time. Status may change and because of this, a further annual follow up is undertaken (scheduled for March 2014) to determine changes to and / or the sustainability of immediate post-school destinations.
- 2.3 In 2011-12's SLDR, 94.8% of young people progressed into positive destinations. This was a significant increase from previous years. The figure for 2013 has also risen from that high percentage, but only by a very small amount, 0.1%. This takes the % of positive destinations for Inverclyde to 94.9% for this year. Details of the latest SLDR results for Inverclyde can be found in **Appendix 1** to this report. This year, the national figure is 91.4%. Inverclyde is therefore 3.5 percentage points higher than the Scottish levels for young people moving from schools into positive destinations. Inverclyde is 4th out of the 32 Scottish Local Authorities for school leavers moving into positive destinations. App 1
- 2.4 Information relating to the **2011-12** SLDR results has been attached as **Appendix 2** to this report, for the purposes of comparisons, along with a summary of the variance between the two years. App 2
- 2.5 The actual number of school leavers this year is exactly the same as last year (861 leavers).
- 2.6 The percentage of school leavers entering Higher Education (HE) is 37.7%. This is 1.2 percentage points higher than the national figure for this measure. Inverclyde has the 10th highest percentage of school leavers moving into HE. Compared to last year, however, the authority has seen a 4.5% decrease in this destination.

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- 2.7 The percentage of leavers entering Further Education (FE) has risen this year by 8.1 percentage points, to 34.8% - this is 7 percentage points higher than the national average (27.8%)
 - 2.8 The percentage of leavers entering employment has also seen a rise, albeit a slight one, of 0.7 percentage points to 16.1%. This is lower than the national figure of 20.4% for this destination.
 - 2.9 The percentage of our young people entering training has fallen this year by 4.3 percentage points to 4.5%. The national figure for this measure is 5%.
 - 2.10 In terms of negative destinations, 4.5% (39) of our school leavers are unemployed but seeking opportunities. This is almost half a percentage point higher than the same figure for last year, but is 2.6 percentage points lower than the national average, which is a welcomed and positive situation. Inverclyde has the 7th lowest percentage of leavers who are “unemployed and seeking” across Scotland.
 - 2.11 As it is important that the young people not only move into positive destinations but also sustain the opportunities that they have secured, the FE young people will be a particular focus of the Follow Up exercise, and all partner agencies will target support and services to the young people currently seeking work.
 - 2.12 It should also be noted that, for the 4th consecutive year, Inverclyde’s SLDR statistics once again show no “unknown” young people. This means that all school leavers are known to SDS, who will continue to track them and provide further support to them. We are the only local authority area in Scotland to have reported no unknowns in all SLDR exercises, and also all SLDR Follow Up Exercises since 2009-10.

3.0 RECOMMENDATION

- 3.1 That the Committee note the contents of this report, which narrate the statistics presented in the appendices.

Albert Henderson

Corporate Director: Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The 2012-13 SLDR exercise reports on our 6 mainstream secondary schools.
- 4.2 Last year, we were able to report that, for the first time, all but one of our Secondary Schools had a minimum of 90% positive destinations. We have maintained this as our position for this year.
- 4.3 Last year, all Inverclyde schools experienced a positive % rise. This year, 2 schools have seen % decreases in their positive destinations. The changes this year range from +3% in Inverclyde Academy to -9% in Port Glasgow High School.
- 4.4 In 2009-10, we bettered the national average for the first time since becoming a “NEET Hotspot” in 2003. (Local level of 89.1% compared to national level of 86.8% - a difference of 2.3%). In 2010-11 we were 0.2% behind the Scottish average. Last year, for overall positive destinations, we were 4.9% above the national average (94.8% compared with 89.9%). This year, we are 3.5 percentage points above the national average (94.9% compared with 91.4%).
- 4.6 From being “ranked” 3rd for positive destinations last year (behind Eilean Siar and East Renfrewshire), we are now 4th, with East Dunbartonshire joining the same authorities ahead of us. The differential between Inverclyde and Eilean Siar is 1.2 percentage points, and the differential between Inverclyde and **both** East Renfrewshire and East Dunbartonshire is 0.9 percentage points.
- 4.7 As in previous years, our successes and improvements in this measure are rooted firmly in successful partnership working and the establishment, then maintenance of relationships and processes that facilitate effective working between partners in support of young people. This year again, support has been sought from and provided by the Community Wardens working in the area. They have played a significant part in early identification of young people and of assisting SDS not only to find everyone, but to draw alongside a number of young people who indicated that they were not yet in positive destinations, and provide them with support needed to help them take up opportunities they were previously unaware of.

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 16+ Learning Choices / Opportunities for All.

6.0 IMPLICATIONS

6.1 Finance

There are no known financial issues.

6.2 Legal

There are no known legal issues

6.3 Human Resources

There are no known HR issues.

6.4 Equalities

There are no known equality issues.

6.5 Repopulation

Promotion of successes and achievements such as this can only assist in the communication of the positive message of Inverclyde as an area of educational excellence and opportunity.

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. The figures presented for SLDR's are, once again, very positive in the context of the current economic climate.

8.0 LIST OF BACKGROUND PAPERS

8.1 Appendix 1 – 2013 SLDR summary for Inverclyde
Appendix 2 – 2012 SLDR summary for Inverclyde (for comparison)



2012/13

Inverclyde Council SLDR 2012/13 (Initial Destination Percentages)

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Pos (%)	Total Other (%)
Inverclyde Council	861	37.7	34.8	4.5	16.1	0.5	1.2	4.5	0.6	0.0	94.9	5.1
Scotland		36.5	27.8	5.0	20.4	0.5	1.3	7.1	1.2	0.3	91.4	8.6
Difference LA to Scotland		1.2	7.0	-0.5	-4.3	0.0	-0.1	-2.6	-0.6	-0.3	3.5	-3.5

Totals may not equal 100% due to rounding

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.

Inverclyde Council SLDR 2012/13 (Initial Destination Figures)

School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unknown	Total Pos	Total Other
Inverclyde Council	861	325	300	39	139	4	10	39	5		817	44

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.



2012/13 v 2011/12 variance

Inverclyde Council Variance SLDR 2012/13 v SLDR 2011/12 (Percentage Point Variance)											
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Pos
Inverclyde Council	0	-4.5	8.1	-4.3	0.7	0.3	-0.2	0.4	-0.6	-	0.1

2011/12

Skills Development Scotland (SDS) supplies information about the destinations of school leavers from publicly funded Secondary Schools and other schools, at an individual level, to the Scottish Government's Education Analytical Services Division. The return is based on a follow up of young people who left school between the 1st August 2011 and the 31st July 2012. The exercise was undertaken during the month of September 2012 and produced a snapshot of destinations as at Monday 15th October 2012.

This data has undergone a matching process between SDS and the Scottish Government to reach agreement about the leavers who are within the scope of the Scottish Government's Initial School Leaver Destination Return. Only leavers from publicly funded mainstream secondary schools are included in the SLDR, therefore, leavers from specialist provision are not within the scope of the tables below.

This year the Scottish Government will not be publishing the results of the initial return until June 2013 therefore SDS agreed to share the results with local authorities prior to this publication.

Inverclyde Council SLDR 2011/12 (Initial Destination Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	% Other
Inverclyde Council	861	42.2%	26.7%	8.8%	15.4%	0.2%	1.4%	4.1%	1.2%	0.0%	94.8%	5.2%
Scotland	50,892	37.3%	26.8%	4.6%	19.8%	0.4%	0.9%	8.4%	1.3%	0.4%	89.9%	10.1%
Comparison of percentages (LA to Scotland)		4.8	0.0	4.2	-4.4	-0.2	0.5	-4.3	-0.2	-0.4	4.9	

Inverclyde Council SLDR 2011/12 (Initial Destination Figures)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Positive	Total Other
Inverclyde Council	861	363	230	76	133	2	12	35	10	-	816	45
Scotland	50,892	19,000	13,614	2,356	10,088	227	458	4,260	674	215	45,743	5,149



2011/12 v 2010/11 variance

Inverclyde Council Variance SLDR 2011/12 v SLDR 2010/11 (Percentage Point Variance)											
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary work	Activity Agreements	Unemployed Seeking	Unemployed not seeking	Not known	Positive
Inverclyde Council	14	5.8	-0.7	0.8	-1.0	0.2	1.2	-5.9	-0.3	0.0	6.4



2010/11

Inverclyde Council SLDR 2010/11 (Initial Destination Percentages)

School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	% Other
Inverclyde Council	847	36.4%	27.4%	8.0%	16.4%	0.0%	0.2%	10.0%	1.5%	0.0%	88.4%	11.6%

Inverclyde Council SLDR 2010/11 (Initial Destination Figures)

School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Positive	Total Other
Inverclyde Council	847	308	232	68	139	-	2	85	13	-	749	98

**INVERCLYDE COUNCIL
EDUCATION AND COMMUNITIES COMMITTEE**

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Councillor Brennan	1
Councillor McColgan	1
Councillor McCabe	1
Councillor Clocherty	1
Councillor Jones	1
Councillor Wilson	1
Councillor Shepherd	1
Councillor Brooks	1
Councillor 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
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Teacher Representative:

Mr Tom Tracey	1
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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
Acting Corporate Director Environment, Regeneration & Resources	1
Head of Legal & Democratic Services	1
Legal Services Manager (Fraser Jarvie)	1
G Murphy, Principal Solicitor	1
S Lang, Legal & Democratic Services	1
Head of Property Assets & Facilities Management	1
Chief Internal Auditor	1
File Copy	1

TOTAL 45

AGENDA AND ALL NON-CONFIDENTIAL PAPERS TO:

Community Councils	10
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TOTAL 10