

Report To: Education & Communities Committee **Date:** 11 March 2014

Report By: Corporate Director Education, Communities & Organisational Development **Report No:** EDUCOM/21/14/KM

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Subject: Education & Communities Performance Report

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee with an update on progress towards the achievement of key objectives as set out in the Education, Communities & Organisational Development Corporate Directorate Improvement Plan (CDIP).
- 1.2 This report focuses on the improvement actions that sit within the Education, Inclusive Education & Culture and Safer Communities Services. The remaining improvement actions that sit within Corporate Policy and Organisational, Development, HR & Communications will be reported separately to the next meeting of the Policy & Resources Committee in a Corporate Services Performance Report.

2.0 SUMMARY

- 2.1 Directorate Plans are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes identified in the Inverclyde Alliance Single Outcome Agreement and Inverclyde Council's Corporate Statement.
- 2.2 The Council's new Corporate Directorate Improvement Plans were approved in May 2013 and cover the period 2013-2016. This is the second report detailing the progress that has been made in delivering the improvement actions within the Education, Communities & Organisational Development CDIP. Full details are provided in appendix 1. Further progress reports will be submitted to every second meeting of this Committee.
- 2.3 An update on the key performance indicators contained within the CDIP is also provided where new performance information is available (appendix 2).
- 2.4 Since May 2013 good progress has been made in implementing the vast majority of the projects and improvement actions contained within the Education, Communities & Organisational Development CDIP 2013/16, including:
 - The review of anti-social behaviour is complete.
 - Ravenscraig Community Sports Hub is fully operational.
 - McLean Museum and Art Gallery achieved accreditation in November 2013.

2.5 There has been slight slippage in the delivery of the following improvement actions :

- Data Protection
- Health and Safety
- Environmental Health and Trading Standards
- Pupils Support
- New Cultural Hub
- Sports Framework
- Teenage Pregnancy
- Housing Repairs Enforcement
- Engagement with Young People

The reasons for this slippage are detailed in Appendix 1

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

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee:

- a. Note that this report reflects the progress made by Education, Inclusive Education & Culture and Safer Communities Services in delivering the key objectives and performance targets as detailed in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan.
- b. That progress in delivering the remaining CDIP improvement actions that sit within Corporate Policy, Organisational Development, HR and Communications will be reported to the next meeting of the Policy and Resources Committee in a Corporate Services Performance Report.
- c. That further progress reports will be submitted to every second meeting of this Committee.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Corporate Directorate Improvement Plan is a Directorate's key improvement planning document which sets out the projects and improvement actions that will be implemented to help the Council deliver the strategic wellbeing outcomes identified within the Single Outcome Agreement and Corporate Statement. These wellbeing outcomes are Safe, Healthy, Achieving, Nurtured, Active, Respected & Responsible and Included (SHANARRI).
- 4.2 The Council's Corporate Directorate Improvement Plans were approved in May 2013 and cover the period 2013-2016. Each CDIP contains a number of improvement actions to be delivered over the next three years.
- 4.3 The CDIP also contains a number of key performance indicators, consisting of a mixture of statutory performance indicators (SPIs) and local service or operations indicators. These indicators provide an important measure of how each service's individual performance contributes to the Council's overall strategic aims. A number of key performance indicators within the CDIP are gathered on an annual basis, whilst other are compiled on a more frequent basis.
- 4.4 This report focuses on the improvement actions that sit within the Education, Inclusive Education & Culture and Safer Communities Services. The remaining improvement actions that sit within Corporate Policy and Organisational, Development, HR & Communications will be reported separately to the next meeting of the Policy & Resources Committee in a Corporate Services Performance Report.

5.0 PROGRESS

- 5.1 Since May 2013 good progress has been made in implementing the vast majority of the projects and improvement actions contained within the Education, Communities & Organisational Development CDIP 2013/16, including:
- The review of anti-social behaviour is complete.
 - Ravenscraig Community Sports Hub is fully operational.
 - McLean Museum and Art Gallery achieved accreditation in November 2013.
- 5.2 There has been slight slippage in the delivery of the following improvement actions. The reasons for this slippage are detailed in Appendix 1:
- Data Protection
 - Health and Safety
 - Environmental Health and Trading Standards
 - Pupils' Support
 - New Cultural Hub
 - Sports Framework
 - Teenage Pregnancy
 - Housing Repairs Enforcement
 - Engagement with Young People
- 5.3 Full details of the progress that has been made as at February 2014 are provided in Appendix 1.

- 5.4 Each improvement action has been designated with a 'BRAG' status, i.e Blue means that the action is complete; Red means that the action has significant slippage; Amber means that the action has slight slippage; Green means that the action is on track. A commentary of performance is also provided where appropriate.
- 5.5 Performance has been recorded and can also be viewed on the Council's electronic performance management system, Inverclyde Performs.
- 5.6 An update on the key performance indicators contained within the CDIP is also provided where new performance information is available (Appendix 2).

6.0 IMPLICATIONS

6.1 Finance
None

Legal

Human Resources
None

Equality & Diversity
None

Repopulation
None

7.0 CONSULTATION

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

8.0 BACKGROUND PAPERS

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

Safe

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Data Protection</u></p> <p>All CCTV installations and deployments controlled by the Council should operate to the same standards, be appropriately specified and maintained and should have a consistent approach and regard for privacy and data protection</p> <p>Develop an overall corporate approach to image retention, maintenance, procurement and use</p>	<p>An overall review of all the Council's installations and deployments of cameras will be carried out in 2013/14 and a set of common standards agreed and implemented by April 2015.</p>	<p>● Slight Slippage</p>	<p>Discussions have commenced and awaiting feedback from data governance group. In the meantime service is consulting with ICT on the long term strategy for the provision of public space CCTV.</p>
<p><u>Tackling Violence & Knife Culture</u></p> <p>Further reduction in the incidences of violence, knife crime and bullying - MVP embedded in all secondary schools</p>	<p>Roll out MVP to other secondary schools</p> <p>Violence Prevention Programmes including No Knives Better Lives developed and sustained.</p> <p>Anti bullying policy fully implemented</p>	<p>● On Track</p> <p>● On Track</p> <p>● On Track</p>	<p>See comment below on Violence Prevention</p> <p>A new steering group has been formed to begin the roll out of this programme to other schools. Margaret Nash leading in close consultation with VRU. Draft policy distributed for consultation.</p>
<p><u>Health Protection / Food Safety</u></p> <p>All businesses where there is a risk to food safety arising from cross contamination will have processes and procedures in place to eliminate or adequately control the risk in line with the guidance.</p>	<p>Fully implement the FSAs Cross Contamination Guidance across businesses in line with programme detailed in the Official Feed and Food Services Plan by March 2015</p>	<p>● On Track</p>	<p>On track for completion mid 2014/15</p>

● Blue – Complete ● Green – On Track ● Amber – Slight Slippage ● Red – Significant Slippage

Appendix 1

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Health & Safety</u></p> <p>The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and those likely to be affected by their actions, both employees and others</p> <p>Enforcement will be consistent with national policies but at the same time will give maximum protection to the community and maximum support to local businesses</p>	<p>Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde. Annual review to ensure it remains consistent with national policy</p>	<p>● Slight Slippage</p>	<p>Information required has now been forthcoming from government & HSE. Currently consulting with business bodies.</p>
<p><u>Anti-social behaviour</u></p> <p>Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances</p> <p>Match resources to community needs</p>	<p>Carry out a full review of anti-social behaviour which will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required.</p> <p>Review to be carried out by April 2014 with recommendations implemented over 2014/15 if approved</p>	<p>● On Track</p>	<p>The Anti-Social Behaviour Strategy identified several key issues which the Community Safety Partnership are progressing in 2014/15. Reconfiguration of services is currently underway within Service.</p>

● Blue – Complete
 ● Green – On Track
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Healthy

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>SHAHRP</u></p> <p>Increase understanding of the impact of alcohol misuse across S2/3</p> <p>Fewer pupils involved in alcohol misuse</p>	<p>Implement a teacher and training pack with young people through guidance and PSE teachers with S2 cohort. First part of the research to be completed by 2014.</p>	<p>● On Track</p>	<p>Research is continuing in three establishments and is in year 2. The three secondaries that are part of the research are continuing to run PSE activities using the SHAHRP materials.</p>
<p><u>Housing Investment</u></p> <p>Adequate funding is available to meet affordable housing needs</p>	<p>SLP project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords</p> <p>Contributions in kind (IC) and new innovative funding proposals (RSLs) will be developed</p> <p>Regular project team meetings and monitoring by HSD</p>	<p>● On Track</p> <p>● On Track</p> <p>● On Track</p>	<p>SLP projects due for completion by March 2015 are currently on track in funding terms. Practical completion is being closely monitored due to potential delays on site</p> <p>Further land disposals to assist the development of affordable housing and innovating funding proposals are being investigated as part of the LHS action plans (on going)</p> <p>Further project team meetings have been arranged for late February with further meetings with HSD and RSLs due in March 2014 to discuss forward planning and new business.</p>
<p><u>Health & Wellbeing of Young People</u></p> <p>Develop a similar facility to IYouthzone for the young people in Port Glasgow</p> <p>Improved outcomes for young people of Port Glasgow</p>	<p>Identify suitable premises</p> <p>Develop funding package for refurbishment and running costs</p> <p>Establish new facility with range of programmes to meet the needs of young people of Port Glasgow</p>	<p>● On Track</p> <p>● On Track</p> <p>● On Track</p>	<p>Potential premises have been identified.</p> <p>Range of funding options being explored.</p> <p>Earliest start date May 2014.</p>

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Achieving

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>External Funding Group</u></p> <p>Establish development sessions for managers to support funding applications.</p> <p>Work in closer partnership with community and voluntary sector</p>	<p>Development group and funding officer to be more proactive in setting up training sessions / events</p>	<p>● Complete</p>	<p>New External Funding Officer in place. Responsibilities for action have transferred to post holder.</p>
<p><u>Literacy</u></p> <p>Literacy Action Plan is in place and able to evidence improved practice and outcomes for literacy across all establishments and sectors</p>	<p>Use of evidence based approaches which lead to key improvements in literacy skills for all</p>	<p>● On Track</p>	<p>Figures to end of December – 409 adults receiving literacies support – 223 living in the top 15% SIMD. Of the 409, 196 received SQA accreditation. Continuing to work in partnership with local agencies to develop and deliver customised literacies support. For example, Trust Employability, Working Links and Action for Children.</p>
<p><u>Learning Communities</u></p> <p>Improve joint planning with partners including schools to create a network of learning communities with increased community use in schools</p>	<p>Pilot learning community in one identified area.</p> <p>Set process in place in line with Education Scotland (HMle) advice and guidance</p>	<p>● On Track</p>	<p>Guidance note has been sent out and shared with partners and school based staff regarding learning community inspections.</p>
<p><u>Employability</u></p> <p>Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across partner providers and partnerships</p>	<p>Implementation and robust evaluation of Inverclyde Youth Employment Action Plan</p> <p>Implementation and robust evaluation of Employability component of Adult Learning and</p>	<p>● On Track</p> <p>● On Track</p>	<p>Action Plan has been revised and submitted to the Alliance Board.</p> <p>A further 103 learners have accessed the work club provision. The Trust Employability number has increased to</p>

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Employment component of Adult Learning and Literacy Action Plan integrated within Working for Growth: Refreshed Employability Framework	Literacy Action Plan integrated within Working for Growth refreshed employability framework.		135 clients receiving literacies support with 64 receiving SQA accreditation
<p><u>Continuous Improvement Team</u></p> <p>Embed core functions of continuous improvement work: professional dialogue, development and pastoral support</p> <p>Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further</p> <p>Consistent approach to self evaluation</p> <p>A shared vision of what excellent self evaluation looks like</p>	<p>Fully implement Continuous Improvement Team guidelines</p> <p>Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities</p> <p>Better partnership working in regard to self evaluation</p>	<p>● Complete</p> <p>● On Track</p> <p>● On Track</p>	<p>A full evaluation of the guidelines has been carried out and changes made as a result.</p> <p>While there has been a slippage in the setting up of learning communities, we have established the sharing of good practice as a standing item on the agenda of all Heads of Establishment meetings.</p> <p>A programme of School Reviews involving members of the Continuous Improvement Team is underway which is designed to validate the outcome of a school's self-evaluation process. In addition, self-evaluation is a standing item on the agenda for all Heads of Establishment meetings.</p>
<p><u>Curriculum for Excellence</u></p> <p>Curriculum for Excellence is being fully and effectively embedded across all educational establishments by confident staff who are delivering all pupil entitlements. providing high quality learning experiences, developing children and young people as Successful Learners, Confident Individuals, Effective Contributors</p>	<p>Work in partnership with Education Scotland to support and develop the confidence of staff to effectively deliver the Curriculum for Excellence across all sectors and establishments</p> <p>Work in partnership with SQA to</p>	<p>● On Track</p> <p>● On Track</p>	<p>Ongoing partnership working with Education Scotland to support teachers with the implementation of Curriculum for Excellence, in particular the implementation of the new National Qualifications.</p> <p>Verifiers for the new National</p>

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	support secondary teachers with delivery of the new National Qualifications		Qualifications have been identified from across our secondary schools and covering a range of subject areas. SQA have delivered training to the verifiers and some have already started to undertake verification duties outwith Inverclyde. SQA continue to update schools with advice and guidance regarding NQ courses.
	Fully embed the principles from the national 'Building the Curriculum' documents to deliver better outcomes for all children and young people	● On Track	The implementation of Curriculum for Excellence is work in progress. Staff in educational establishments and authority staff are working with a range of partners in an effort to ensure the implementation of the advice and principles from the Building the Curriculum documents is smooth and is focussed on improving outcomes for all children and young people.
	Review our interim Senior Phase model involving extensive consultation with all stakeholders	● On Track	A revised Senior Phase Model in terms of the number of courses pupils will undertake in S4 has been agreed by the Education and Communities Committee commencing in August 2015. Other aspects of the wider Senior Phase model are currently being discussed and planned by the Senior Phase Working Group chaired by the Director of Education, Communities and Organisational Development.

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	Providing training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles	● On Track	Advice and training on P7 and S3 profiles has been provided to all schools. However, support is ongoing via QIM/QIO.
<u>Developing Leadership in Teachers</u> Schools and Early Years establishments are supported with the implementation of the recommendations from 'Teaching Scotland's Future' (Donaldson Report)	Take steps to improve leadership capacity across all establishments, including: - Develop a new partnership with University where there is a shared responsibility for key areas of teacher education	● On Track ● On Track	This action is ongoing. A range of approaches are being implemented across the Service to promote leadership development. For example, offering DHTs in primary schools the opportunity to undertake an acting Head Teacher role until the post is advertised and filled on a permanent basis; giving aspiring Head Teachers the opportunity to serve on authority working groups. The work that is currently being undertaken on Professional Update and a revision of our PRD Policy will also promote leadership development. There are 2 pilot projects in Inverclyde with Strathclyde University working with the Clydeview Academy and Port Glasgow High School clusters to develop partnership working. The projects are focussing on new models of support for student teachers which will provide increased opportunities for teachers to be involved in the assessment of student teachers. Inverclyde is also working with 8 other

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	- Review our PRD process to ensure that it needs the needs of all staff and will focus on professional needs	On Track	local authorities with both Glasgow and Strathclyde Universities to develop engagement in lifelong teacher education from Initial Teacher Education to Masters Education. A review of the authority's PRD Policy is now underway as part of our work on Professional Update which will come into effect for all GTCS registered teachers in Inverclyde from August 2014.
<u>Teacher Employment</u> Implement recommendations and advice from national reviews relating to teachers' terms and conditions of service	Working closely with HR and teacher Trade Unions to ensure a smooth implementation of recommendations based on advice received from SNCT Ensure planned changes are focus of work of informal LNCT	● On Track ● On Track	This area of work is ongoing. The main vehicle for this liaison with HR and TUs is through the Informal LNCT meetings which take place every 8 weeks. This is ongoing. The agenda items for the informal LNCT meetings are jointly agreed between the TUs and the Head of Education.
<u>Virtual School</u> Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes These pupils will be regularly tracked and monitored through the ASN monitoring forum	Create a 'virtual school' which will be managed by a 'virtual team' at the centre Identify pupils in out of authority placements Improved tracking and transition planning	● On Track ● On Track ● On Track	Developing a more effective database for supporting this work



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	Better support provided for pupils identified	On Track	Linking more effectively with the Virtual School
<u>New Libraries</u> Improved library facilities in Central Greenock and Inverkip	Full refurbishment of ground floor of Wallace Plan to house Greenock Central Library by end 2014	● On Track	Greenock Central building works ongoing.
	Inclusion of library space within new community centre planned for Inverkip by end 2014	● On Track	Inverkip Community Centre at planning application stage.
<u>Adult Learning Service (libraries)</u> A modern and innovative digital participation hub utilising new technology and wi-fi to get people online with a particular focus on employability	Innovative adult learning delivery and extension of partnerships with organisations such as Job Centre Plus and Skills Development Scotland	● On Track	Ipad and laptop classes delivered. Established links with JCP (making links to our classes and Job clubs drop-ins; welfare reform training for staff) and SDS. Training in New Technologies: staff training in using eReaders, iPads, tablets, MP3 players to provide library services ran Oct 13-Jan 14.
	Development of outreach techniques March 2014	● On Track	29 learners at CLD-run Jobs Club drop-in since January 2013. 29 learners at CLD-run basic IT Jobs Club drop-in started at Central Sep 2013. 47 learners of working age in library's own basic IT classes from March 2013 – January 2014.
<u>Library Services for Young Adults</u>	Development of collection	● On Track	Collection of teenage e-books has been extended and developed. This

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Improved library services for the 12-16 year age group	Increased collaboration with school libraries	● On Track	collection will be promoted through the forthcoming Library Skills course due to be delivered to Lady Alice P7 pupils in April/ May with a view to them soon becoming teenage library members. Steering group meetings scheduled for public/ school library collaboration Book of the Film teenage group planned to begin May 2014.
	Establishment of a teen book club	● On Track	Huge increase in Libraries Facebook page activity, including usage linked to author visits.
	Use of new media to further engage with teens	● On Track	Successful author visit with 60 pupils from St Stephen's and Port Glasgow High School took place in November 2013 to celebrate Book Week Scotland. Author visit scheduled for Central Library with Clydevew Academy visiting to celebrate World Book Day (6 March 2014). Storyteller due to visit young people at Kylemore Children's Home to celebrate World Book Day.
	A programme of author visits	● On Track	
	Involvement of teens in stock selection and planning of activities within libraries	● On Track	Alphabet Soup competition open to 12-16 year olds and discussions ongoing with Port Glasgow High School about library funding a chef demonstration session within the school. Young people from Notre Dame High School due to visit South

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			West Library at end February to participate in My Inverclyde intergenerational activity.
<p><u>Env Health / Trading Standards</u></p> <p>We are able to benchmark the services against those provided by both neighbouring and more comparable Scottish authorities to ensure that the services are performing as well as they can within the financial and structural circumstances they operate under.</p>	<p>Work with APSE and other Scottish Environmental Health and Trading Standards to develop a more meaningful basket of KPIs for these services to allow meaningful benchmarking. Initial KPIs to be agreed by March 2014.</p>	<p>● Slight Slippage</p>	<p>Initial working group meetings have proposed an initial set of KPIs for Environmental Health. These will have to be widely consulted on before adoption. More significant delay in Trading Standards as this is being co-ordinated by Trading Standards Scotland so we do not have an agreed timescale at present.</p>
<p><u>Adult Learning</u></p> <p>All adult learning provision is mapped. Processes are in place to ensure no learner completes a programme without being encouraged to continue their learning</p>	<p>Map all of adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement</p>	<p>● On Track</p>	<p>Provision pathways discussions have begun through the Adult Learning and Literacies Sub Group. The Community Learning and Development Prospectus has been opened up to partner organisations and details of their provision have been added. Further mapping activity will take place in November 2013. Links have been made with Essential Skills Department of West of Scotland College. Learner induction pack is currently being developed to show progression options.</p>

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Nurtured

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Pupil Support</u></p> <p>Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and teaching so that pupils needs are more effectively met</p>	<p>This will be taken forward by the Review Reference group and sub-groups and will include:</p> <p>a. A full audit including a survey and consultation with all stakeholders</p> <p>b. Development of model options based on the proposed direction</p>	<p>● Slight Slippage</p>	
<p><u>Volunteering</u></p> <p>Opportunities for volunteering are co-ordinated and quality assured.</p> <p>Number of opportunities increased.</p> <p>Numbers gaining accreditation for volunteering increased.</p>	<p>Co-ordinate planning for volunteering across establishments, CLD, Youth Employment Action Plan and voluntary sector and identify opportunities for accreditation.</p>	<p>● On Track</p>	<p>We have 22 active volunteers in the literacies provision at the moment, 11 across adult learning, Wider Opportunities for Older People project, 6 active volunteers in ESOL sessions. We have a further 36 volunteers across 18 co-producing community groups who are delivering services for older people. We have 21 new volunteer tutors undertaking the new PDA SALL literacies volunteering qualification at the moment. We are also working towards achieving 'volunteer friendly' status through the volunteer centre at the moment.</p>
<p><u>Strategic Guidance for CLD</u></p> <p>Implementation Plan in place.</p> <p>Progress made in realising outcomes of CLD strategic guidance specifically: (1) improved life chances for people of all ages,</p>	<p>Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups</p> <p>Establish priorities and baseline</p>	<p>● On Track</p>	<p>The CLD Implementation Strategy was agreed by the Alliance Board in December 2013 and by Education & Communities Committee in January 2014.</p>

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including young people in particular, through learning, personal development and active citizenship (2) Stronger, more resilient, supportive, influential and inclusive communities	for measuring progress towards achievement of outcomes		
<u>Children and Young Person's Bill</u> Fully implement GIRFEC model and use of wellbeing outcomes through GIRFEC Champions approach Business processes across the Education, CHCP and partners to support the implementation of the Act A training strategy, both single and multi agency in place Fully implement by 2016 additional extra years hours	Implementation of GIRFEC Consultative approaches adopted Training Strategy delivered	● On Track ● On Track Not yet started	Partnership group are progressing with each area, with officers being close to completion of a draft 'one plan'. GIRFEC champions continue to take work forward in educational establishments. As above This will follow having completed the above actions.
<u>Early Years / Nurturing Collaborative</u> We are delivering tangible improvements in outcomes and reducing inequalities in vulnerable children in Inverclyde	Establishment of the Nurturing Collaborative Engagement in the Early Years Collaborative learning sessions run by the Scottish Government Development of an action plan focused on early intervention	● Complete ● On Track ● On Track	A cross-agency Nurturing Collaborative Group has been established and meets regularly. SG Learning Session 4 took place on 28/29 January and was attended by a number of officers from across Education Services & CHCP A programme manager has been appointed and commenced post on 27

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	and prevention in relation to the EYC 'stretch aims'		January. A key task of the post is to develop an implementation plan which will include how the 5 workstreams will be taken forward locally.
<u>Museum Accreditation</u> Maintain McLean Museum accredited status under the ACE/ MGS scheme	Fulfil the requirements of the ACE/ MGS Scheme in the areas of organisational health; collections; users and their experiences	● Complete	Accreditation achieved November 2013.
<u>New Cultural Hub</u> A new Cultural Hub for Inverclyde. This requires successful Round 1 HLF bid plus development funding for Round 2.	Complete round 1 bid and submit by March 2013. Round 2 bid submitted September 2014	● Slight Slippage	Round 1 bid submitted 30 Nov 2013. Outcome should be known by May 2014.
<u>Archives</u> Improved storage and preservation of, and access to, the Watt Library archives	Development of a better storage facility to protect the archives Use of preservation materials to prolong its life Cataloguing of materials for improved access	● On Track ● On track ● On Track	Installation of new shelves unavailable due to dry rot. Inventoried records have been boxed, had storage locations significantly updated improving access. Preservation and conservation work carried out as necessary through purchase of PD5454 compliant materials. 8880 records catalogued; online finding aids available for historic local government and Parish Council collections. Inventoried records have been boxed, had storage locations significantly updated improving access.




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Appendix 1

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Community Councils</u></p> <p>All community representatives are skilled and confident in meeting the challenges of their changing role</p>	<p>Enhanced programme of training and support for community representatives, including embedding of training in ongoing activities and meetings</p>	<p>● On Track</p>	<p>Series of events arranged for March 2014 to progress this.</p>
<p><u>Young Scot Cards</u></p> <p>Young Scot Card system extended to include Kidz cards for all children aged between 4 and 11 resident or attending school in Inverclyde</p>	<p>Negotiate with Young Scot to introduce Kidzcards in Inverclyde.</p> <p>Establish systems and quality assurance procedures</p>	<p>● On Track</p> <p>● On Track</p>	<p>Discussions with Improvement Service ongoing. Plan for pilot within one primary school from August 2014.</p>





● Blue – Complete
 ● Green – On Track
 ● Amber – Slight Slippage
 ● Red – Significant Slippage

Active

Improvement Action	Performance Measure	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Community Sports Hub</u></p> <p>A minimum of 3 Community Sports Hubs will be established and fully operational in Inverclyde</p>	<p>First hub fully operational by August 2013</p>	<p> Complete</p>	<p>First CSH identified as Parklea CSH. All existing club users identified and invited to initial information meeting at St Stephen's High School. Interested clubs opted to engage in Parklea CSH. Executive management committee & constitution established. Several events and Coach Education days hosted by the Parklea CSH.</p>
	<p>Second hub fully operational by April 2014</p>	<p> Complete</p>	<p>Ravenscraig Community Sports Hub fully operational.</p>
	<p>Third hub fully operational by April 2015</p>	<p> On Track</p>	

 Blue – Complete
  Green – On Track
  Amber – Slight Slippage
  Red – Significant Slippage

Appendix 1

Improvement Action	Performance Measure	BRAG Status (Blue, Red, Amber Green)	Comment
<u>PE Provision</u> 100% of primary schools achieving two periods per week of quality PE	PE co-ordinator recruited by May 2013	 Complete	PE co-ordinator appointed, start date to be confirmed.
	PE Plan implemented	 On Track	Confirmation of national funding extension until June 2016. Local funding level confirmation to follow meeting at end of February. PEPAS officer appointed start date TBC likely to commence planning April 2014.
	Number of schools providing minimum 2 hours PE to be increased by June 2014	 OnTrack	Confirmation of national funding extension until June 2016. Local funding level confirmation to follow meeting at end of February. PEPAS officer appointed start date TBC likely to commence planning April 2014
<u>Sports Framework</u> Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation	Draft for consultation prepared by April 2013 with final Plan reported to Committee and launched in August / September 2013 Annual review of implementation from May 2014	 Slight Slippage	Working groups completed. Final draft to be consulted with internally by Sports Framework Group shortly before launch.




● Blue – Complete
 ● Green – On Track
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 ● Red – Significant Slippage

Respected & Responsible

Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Teenage Pregnancy</u></p> <p>Teenage pregnancy is below national average in target areas</p> <p>Supports in place to continue education if pregnant</p> <p>Effective and meaningful self assessment which informs planning / delivery to successfully support young people</p>	<p>Health and Wellbeing Programme universally available</p>	<p>● Slight Slippage</p>	<p>More work requires to be done with secondary schools to embed the SHRE programme.</p>
<p><u>Housing Repairs Enforcement</u></p> <p>Homeowners take on their responsibilities with the appropriate information and guidance available to them for common properties etc. which assists in leading to reduced levels of disrepair.</p> <p>Minimum formal enforcement role for the Council in the future</p>	<p>Review Housing Enforcement Policy</p> <p>Provide a range of information and signposting via various formats to householders to inform, advise and guide them in attending to matters of disrepair to their property</p>	<p>● Slight Slippage</p> <p>● On Track</p>	<p>Review continues. Report to Committee is planned for the May cycle of committee meetings.</p> <p>Discussion has been held with the Scottish Housing Best Value Network (SHBVN) regarding a proposal to develop a national, online advice & information resource. The availability of contributory funding of £2k from Inverclyde Council has been confirmed to the SHBVN. Other LAs are understood to have confirmed their contributory funding, although not all 32 LAs have, however there difficulties in finding a 'host' body to manage the funding as it has been confirmed that SHBVN are unable to offer this facility.</p>

● Blue – Complete ● Green – On Track ● Amber – Slight Slippage ● Red – Significant Slippage

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Where Do We Want To Be?	How Will We Get There? (improvement action)	BRAG Status (Blue, Red, Amber Green)	Comment
<u>Home Energy Efficiency (private)</u> Better take up of grants by private owners More use of new available measures for 'difficult to treat' houses	Promote grant availability and improved energy efficiency to owners	 On Track	New delivery partner (the Wise Group) appointed and Heeps programme is now underway. New Funding will be available for 2014/15. i Heat project (advocacy, information and advice) due to begin in late February 2014
	Continue to target 'difficult to treat' houses for investment March 2016	 On Track	An area in Greenock has been identified and a promotional campaign has begun to encourage owner participation over this calendar year.
<u>Parking Management & Enforcement</u> Parking is decriminalised and enforcement transferred to Safer and Inclusive Communities	Transfer of enforcement following decriminalisation with fully trained team in place likely to commence in August 2014	 On Track	The Reporter is expected to announce his findings in May 2014. If nothing adverse full implementation will be on time. Back off tender invites will be issued shortly.

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 ● Red – Significant Slippage

Included

Where Do We Want To Be?	How Will We Get There? (Improvement Action)	BRAG Status (Blue, Red, Amber Green)	Comment
<p><u>Equalities</u></p> <p>Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates</p> <p>Service delivery better meets the needs of people with protected characteristics</p>	<p>Continue to provide appropriate guidance and support to Directorates</p> <p>Appoint an equalities officer to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes</p> <p>Increase representation on Corporate Equalities Group to include a wide range of people with protected characteristics</p>	<p>● On Track</p> <p>● Complete</p> <p>● On Track</p>	<p>Advice and guidance is available to all services</p> <p>Officer is now in post.</p> <p>An Equalities Forum has been scoped and planning for an initial meeting underway</p>
<p><u>Welfare Reform Bill</u></p> <p>All educational establishments to have full understanding and be prepared for the potential impact of the Bill.</p> <p>Range of community based learning programmes available to meet needs identified</p>	<p>Continue implementation of Financial Learning component of Financial Inclusion Strategy</p> <p>Liaise with RSLs regarding the impact of Welfare Reform</p>	<p>● On Track</p> <p>● On Track</p>	<p>An input has been provided to head teachers about the impact of Welfare Reform. Actions have emerged from this which will be followed up.</p> <p>RSLs represented on Financial Inclusion Partnership, Support and Connect Bid being submitted by RCH to provide one stop shop for financial advice, RSLs have funded Financial Fitness to work specifically with their clients who are struggling.</p>
<p><u>Engagement with Young People</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in</p>	<p>Incorporate Young Citizens' Panel within the Youth Participation Strategy identified in SOA 6</p>	<p>● Slight Slippage</p>	<p>A Youth Participation Strategy Development Group has been formed and is chaired by the Children's Rights Officer. The group has met 3 times since</p>

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<p>decision making affecting their schools, services for young people and communities</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>			November 2013. Development of the Young Citizens' Panel is uncertain due to a lack of financial resources and other less resources intensive options are being investigated.
<p><u>Communication Friendly Schools</u></p> <p>Signage in and around Port Glasgow Shared Campus will accommodate the communication needs of all learners</p> <p>Learners and adults in the new campus will have access to good quality information relating to the diversity of need across the campus</p> <p>All children and young people will be appropriately prepared for transition to the new campus. Cross campus events will be a regular occurrence and these also involve the local community</p>	An Action Plan will be formulated by the Communication Friendly Working Group based on a needs analysis of the developments required to take forward the aims identified	● Complete	The Action Plan is complete. The next step is the implementation of the actions.
<p><u>LAAC</u></p> <p>Reduce the number of LAAC exclusion</p> <p>Improved attainment for LAAC</p>	Roll out Positive Relationships and Positive Behaviour Policy	● On Track	Policy has been rolled out. Exclusions have been reduced.
<p><u>Museum Services for Young People (16-24)</u></p> <p>Work in partnership with the National Museum of Scotland on a project for this age group entitled 'Scotland Creates' with theme 'A Sense of Place'</p>	Liaise with NMS Project Manager and Steering Group to create exhibitions / event programmes in Greenock by Aug/Sept 2013 and Edinburgh July/December 2014	● Complete	Museum has completed the exhibition phase of the project. Three work experience students worked on it, five volunteers who created all aspects of the show from researching texts to supplying graphics and photographs for the panels

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			and a further two who assisted with some works. Around 25 young people attended presentations about the Clyde Pottery, the subject of the show. Further creative work with Scottish Ballet for around 20 young people is being planned as part of this project and there is further collaboration with National Museums Scotland to come in the second year of the project.
<u>Outreach activities for ethnic minorities</u> Barriers to participation in ESOL and adult learning programmes are overcome	Enhanced programme of outreach and engagement developed and in place	● On Track	Have increased the number of ESOL groups in Inverclyde. Also introduced specialist ESOL support, for example, Citizenship Groups and workplace ESOL within IBM. Working in partnership with the local college and neighbouring local authorities to strengthen referral and progression pathways.

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Appendix 2

The Education, Communities & Organisational Development Directorate has a core set of key performance indicators that help to demonstrate its performance in terms of its strategic and operational objectives. These indicators include Statutory Performance Indicators and Local Performance Indicators. The majority of these indicators are gathered on an annual basis and performance for the year will be reported to Committee following the end of this financial year. Other indicators are gathered on a more frequent basis and the most recent performance information is provided here. The School Leaver Destination Results were published in November 2013 and are included here.

Key Performance Measure	Current Performance	Target 2013/14	Frequency of monitoring	Trend (up or down on previous year)	Analysis of performance
Community Wardens High priority calls - % responded to within 30 minutes	97.6% (financial quarter 3 2013/14)	95%	Quarterly	97.7% (financial quarter 3 2013/14)	Performance is consistently high.
Community Wardens Medium priority call - % responded to within 60minutes	100% (financial quarter 3 2013/14)	95%	Quarterly	100% (financial quarter 3 2012/13)	Performance is consistently high
School Leaver Destination Results (SLDR) positive destinations (extended to include non-mainstream young people)	94.9% (academic year 2012/13)	90%	Annual (published November each year)	Improving – 94.8% (academic year 2011/12)	Inverclyde is amongst the top performing authorities in this area. The national performance figure was 91.4%.