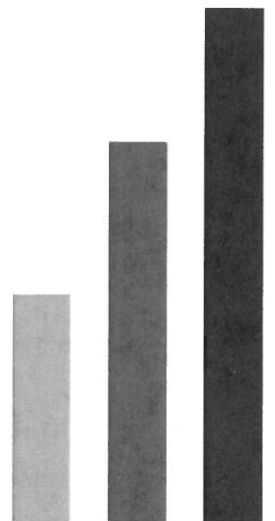


Agenda 2014

Education & Communities Committee

For meeting on:

9	September	2014
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PLEASE NOTE START TIME OF EDUCATION BUSINESS

Ref: SL/AI

Date: 28 August 2014

A meeting of the Education & Communities Committee will be held on Tuesday 9 September 2014 at 3pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4.30pm or following conclusion of the Communities business, whichever is the later.

GERARD MALONE
Head of Legal and Property Services

BUSINESS

1. **Apologies, Substitutions and Declarations of Interest**

COMMUNITIES

PERFORMANCE MANAGEMENT

2. **Communities 2014/15 Revenue Budget Report - Period 3 to 30 June 2014 and Capital Report 2014/16 - 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. **Inverclyde Community Safety Partnership Strategic Assessment – 2014 Update**
Report by Head of Safer & Inclusive Communities

NEW BUSINESS

5. **Local Police & Fire Scrutiny Sub-Committee – Future Meetings**
Report by Acting Corporate Director Environment, Regeneration & Resources
6. **Delegated Authority: Service of Closing Orders under the Housing (Scotland) Act 1987**
Report by Head of Safer & Inclusive Communities
7. **Registration of Private Landlords – Formal Procedure for Refusal or Revocation**
Report by Head of Safer & Inclusive Communities
8. **Inverclyde Anti-Social Behaviour Strategy 2014-18**
Report by Head of Safer & Inclusive Communities

9. **Heritage Lottery Fund Bid**
Report by Corporate Director Education, Communities & Organisational Development

EDUCATION

NEW BUSINESS

10. **Church of Scotland Representation on Education & Communities Committee**
Report by Acting Corporate Director Environment, Regeneration & Resources

PERFORMANCE MANAGEMENT

11. **Education Scotland Report on Glenbrae Children's Centre**
Report by Corporate Director Education, Communities & Organisational Development
12. **Education Scotland Report on St Joseph's Primary School**
Report by Corporate Director Education, Communities & Organisational Development
13. **Education 2014/15 Revenue Budget - Period 3 to 30 June 2014**
Report by Head of Finance and Corporate Director Education, Communities & Organisational Development
14. **Education Capital Programme 2014 – 2016/17 - Progress**
Report by Corporate Director Education, Communities & Organisational Development and Head of Finance
15. **Education and Communities Performance Report**
Report by Head of Inclusive Education, Culture & Corporate Policy

NEW BUSINESS

16. **The Nurturing Collaborative/Getting It Right for Every Child**
Report by Corporate Director Education, Communities & Organisational Development
17. **Inverclyde Children and Young People Health and Wellbeing Survey 2013**
Report by Corporate Director Education, Communities & Organisational Development
18. **School Term Dates – Session 2015/2016**
Report by Head of Education
19. **Additional In-Service Day for Primary Schools**
Report by Corporate Director Education, Communities & Organisational Development
20. **Update on 600 Hours of Early Learning and Child Care**
Report by Corporate Director Education, Communities & Organisational Development

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

Report To:	Education & Communities Committee	Date:	9 September 2014
Report By:	Head of Finance & Corporate Director of Education, Communities & Organisational Development	Report No:	FIN/037/14/JB/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2014/15 Revenue Budget Report- Period 3 to 30 June 2014 & Capital Report 2014/16 - Progress		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2013/14 Revenue Budget final out turn and the 2014/15 Revenue Budget position at Period 3 to 30 June 2014.
- 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. A summary of the slippage for the 2013/14 Capital Programme is also provided.

2.0 SUMMARY

- 2.1 In 2013/14, excluding the planned carry forward of Earmarked Reserves of £2,941,000, there was an underspend of £183,000 against a budget figure of £9,069,000. This equates to 2% of the total budget and was £74,000 less expenditure than reported previously to the May Committee.

The main variances for 2013/14 were –

- (a) Underspend of £28,000 for Libraries & Museum Property Costs, relating to Non Domestic Rates, Gas and Accommodation Charges.
- (b) Underspend of £35,000 for Inverclyde Leisure Management fee due to the early implementation of budget savings.
- (c) Overspend of £369,000 for Waivers for Pitches and Halls which is partially offset by an over recovery of Lets Income of £277,000.
- (d) Underspend of £31,000 for Housing Services, mainly due to delays in filling vacant posts.
- (e) Underspend of £62,000 for Safer Communities Employee Costs due to the early implementation of budget savings and over recovery of turnover savings.
- (f) Underspend of £23,000 for Accommodation charges for Safer Communities office building.
- (g) Underspend of £14,000 for Environmental Health Analytical Services and £12,000 underspend for Emergency Planning Civil Contingencies costs.
- (h) £29,000 over recovery of income for Registration of Private Landlords.

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- 2.2 The total Communities budget for 2014/15 is £8,330,060. A further £2,941,000 brought forward as Earmarked Reserves will be used to fund various Housing and Communities initiatives. The latest projection, excluding Earmarked Reserves, is an underspend of £149,000.
- 2.3 The main variances to highlight for the 2014/15 Revenue Budget are –
- (a) Projected underspend of £25,000 for Libraries Property Costs. There is a projected underspend of £12,000 for water, £7,000 for electricity and £6,000 for gas.
 - (b) Projected underspend of £6,000 for Libraries & Museum Employee Costs due to delays in filling vacant posts.
 - (c) Projected underspend of £40,000 for contribution to the funding of Clyde Muirshiel Regional Park.
 - (d) Projected underspend of £5,000 for Housing Employee Costs due to the over achievement of turnover savings.
 - (e) Projected underspend of £51,000 for Safer Communities Employee Costs mainly due to the early implementation of budget savings.
 - (f) Projected underspend of £12,000 for contribution to Civil Contingency costs.
 - (g) Projected underspend of £10,000 for Scientific Services.
- 2.4 Earmarked Reserves for 2014/15 total £3,495,000 of which £2,000,000 is projected to be spent in the current financial year. To date expenditure of £70,000 (3.5%) has been incurred. The spend to date per profiling was expected to be £63,000, therefore there is no slippage.
- 2.5 The projected spend for the Communities Capital Programme 2014/16 is £10.861m of which £2.688m relates to the current Financial Year. At the end of Period 3 total spend is £0.085m or 6% of the projected total spend for 2014/15. Slippage is currently 43%, mainly due to delays with the Inverkip Community Centre project.
- 2.6 Capital slippage in 2013/14 for the Communities Capital Programme out turned at £924,000 or 39.9% of the total 2013/14 Capital Programme.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the final out turn for 2013/14 and the current projected underspend of £149,000 for the 2014/15 Revenue Budget as at Period 3 to 30 June 2014.
- 3.2 That the Committee note the level of slippage with the 2013/14 Capital Programme and note the progress of the projects forming the Communities Capital Programme 2014/16.

Jan Buchanan
Head of Finance

Patricia Cassidy
Corporate Director Education, Communities & OD

4.0 BACKGROUND

4.1 This report is to advise the Committee of the current position of the 2014/15 Revenue Budget to Period 3, 30 June 2014 and the final out turn for the 2013/14 Revenue Budget. The main issues contributing to the £183,000 underspend for 2013/14 and the projected underspend of £149,000 for 2014/15 are highlighted. The report also highlights capital slippage incurred in 2013/14 and progress with the Communities Capital Programme 2014/16.

5.0 2013/14 OUT TURN

5.1 The final out turn for the Communities 2013/14 Revenue Budget after adjustments for Earmarked Reserves was an underspend of £183,000. The main factors contributing to this underspend in 2013/14 were:

	Revised Budget 2013/14 £000	Out Turn 2013/14 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,508	1,480	(28)	(5)	(23)
Sports & Leisure	1,582	1,594	12	20	(8)
Safer Communities	3,344	3,186	(158)	(118)	(40)
Housing	1,375	1,344	(31)	(25)	(6)
Community Halls	936	958	22	19	3
Grants to Vol Organisations	324	324	0	0	0
TOTAL NET EXPENDITURE	9,069	8,886	(183)	(109)	(58)

The main variances are explained in greater detail below.

Libraries & Museum:

Total underspend £28,000 (1.9%)

This was £23,000 less expenditure than previously reported to the May 2014 Committee. Non Domestic Rates (NDR) underspend was £16,000 with the balance relating to underspends for Gas and Accommodation Charges.

Sports & Leisure:

Total overspend £12,000 (0.8%)

This was £8,000 less expenditure than previously reported to Committee in May 2014. Inverclyde Leisure Management Fee underspent by £35,000 as a result of early implementation of a budget saving.

Waivers for free Under 16 use of pitches overspent by £183,000. This was partially offset by an over recovery of Pitch Lets Income of £130,000. Included within these figures is a Bad Debt Provision of £32,000 for old invoices that are unlikely to be paid.

Safer Communities:

Total underspend £158,000 (4.7%)

This was £40,000 less expenditure than reported to the May 2014 Committee.

Employee Costs underspent by £62,000 due to the early achievement of budget savings, over achievement of turnover savings and an underspend for overtime costs.

Accommodation Charges underspent by £23,000.

Environmental Health Analytical Services underspent by £14,000 and Emergency Planning Civil Contingency costs underspent by £12,000.

Income from Registration of Private Landlords over recovered by £29,000

Housing:

Total underspend £31,000 (2.3%)

This was £6,000 less expenditure than reported to the May 2014 Committee, Employee Costs underspent by £27,000 as a result of delays in filling vacancies.

Community Halls:

Total overspend £22,000 (2.4%)

This was £3,000 more expenditure than reported to the May 2014 Committee.

Waivers for Hall Lets overspent by £186,000. This was partially offset by an over recovery of Lets Income of £147,000.

Community Hubs Supplies underspent by £14,000.

6.0 2014/15 PROJECTION

6.1 The main issues to highlight in relation to projected underspend of £119,000 for the 2014/15 Revenue Budget are :-

Libraries & Museum: Projected Underspend £31,000

Employee Costs are projected to underspend by £6,000 due to delays in filling vacant posts.

Water Costs are projected to underspend by £12,000 based on the Business Stream advanced payment invoice paid in April 2014 which is based on the consumption for 2013/14.

Electricity is projected to underspend by £7,000 and gas projected to underspend by £6,000.

Housing: Projected Underspend £5,000

Employee Costs are projected to underspend by £5,000 as a result of over achievement of turnover savings.

Sports & Leisure: Projected Underspend £40,000

The total budget for Contribution to Clyde Muirshiel Regional Park is £252,400 and the latest projection is an underspend of £40,000 based on projected costs for 2014/15 provided by Renfrewshire Council.

Safer Communities: Projected Underspend £73,000

Employee costs are projected to underspend by £51,000 as a result of the early achievement of budget savings for ASB Intervention Officer and Service Support Team Leader. In addition there is a saving due to the temporary secondment of the Community Safety Team Leader.

Contribution to Civil Contingency Service provided by Renfrewshire Council is projected to underspend by £12,000 and charges from Glasgow City Council for Scientific Services within Environmental Health are projected to underspend by £10,000. This is in line with the final out turn for 2013/14.

7.0 2014/16 CAPITAL POSITION

7.1 Slippage in 2013/14 out turned at 39.9%. Slippage for the Inverkip Community Centre was £239,000 and was mainly due to delays in the planning application as a result of a SEPA assessment and changes to the scope of the project increasing its size. Scheme of Assistance slippage was £634,000 as a result of grants not being fully taken up by householders. Slippage for the Watt Complex Refurbishment was £124,000 as a result of delays with the external funding application. An analysis of the slippage by individual capital project for the Communities Committee is presented in Appendix 4

7.2 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, Refurbishment of the Ravenscraig Sports Barn and funding for new Community Facilities. The projected spend for 2014/16 is £10.861m of which £2.688m relates to the current Financial Year as detailed in Appendix 3. At the end of Period 3 total spend is £0.085m or 6% of the projected total spend for 2014/15. Slippage is currently £1.165m (43%) and is mainly due to delays to the construction of the Inverkip Community Centre.

8.0 EARMARKED RESERVES

8.1 Appendix 4 gives a detailed breakdown of the current earmarked reserves position. Total funding for Earmarked Reserves is £3,495,000 of which £2,000,000 is projected to be spent in 2014/15. The remaining balance of £1,495,000 will be carried forward to 2015/16 and beyond. As at Period 3 the expenditure was £70,000 or 3.5% of the 2014/15 projected spend. The spend to date per profiling was expected to be £63,000 therefore there is no slippage.

9.0 VIREMENTS

9.1 There are no virements this Committee cycle.

10.0 IMPLICATIONS

10.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

10.2 Legal

There are no specific legal implications arising from this report.

10.3 Human Resources

There are no specific human resources implications arising from this report.

10.4 Equalities

There are no equalities issues within this report.

10.5 Repopulation

There are no repopulation issues within this report.

11.0 CONSULTATION

11.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Head of Finance.

12.0 BACKGROUND PAPERS

12.1 There are no background papers for this report.

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 3 : 1st April 2014 - 30th June 2014**

<u>Out Turn</u> <u>2013/14</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2014/15</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-14</u> <u>£000</u>	<u>Projection</u> <u>2014/15</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
	Libraries & Museum						
9	Water	19	19	7	7	(12)	(63.2%)
17	Electricity	31	6	2	24	(7)	(22.6%)
29	Gas	32	7	2	26	(6)	(18.8%)
	Sports & Leisure						
252	Clyde Muirshiel Contribution	252	63	53	212	(40)	(15.9%)
	Safer Communities						
2,823	Employee Costs	3,023	770	747	2,972	(51)	(1.7%)
56	Civil Contingency	69	0	0	57	(12)	(17.4%)
77	Scientific Services	92	23	16	82	(10)	(10.9%)
Total Material Variances						(138)	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2014 - 30th June 2014**

2013/14 Actual £000	Subjective Heading	Approved Budget 2014/15 £000	Revised Budget 2014/15 £000	Projected Out-turn 2014/15 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,297	Employee Costs	4,401	4,407	4,345	(62)	(1.4%)
466	Property Costs	508	508	483	(25)	(4.9%)
1,781	Supplies & Services	1,651	1,648	1,648	0	-
45	Transport Costs	46	46	46	0	-
131	Administration Costs	53	53	53	0	-
2,453	Other Expenditure	2,303	2,326	2,264	(62)	(2.7%)
(1,727)	Income	(635)	(658)	(658)	0	-
7,446	TOTAL NET EXPENDITURE	8,327	8,330	8,181	(149)	(1.8%)
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,327	8,330	8,181	(149)	

2013/14 Actual £000	Objective Heading	Approved Budget 2014/15 £000	Revised Budget 2014/15 £000	Projected Out-turn 2014/15 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,480	Libraries & Museum	1,496	1,499	1,468	(31)	(2.1%)
1,594	Sports & Leisure	1,389	1,389	1,349	(40)	(2.9%)
3,187	Safer Communities	3,457	3,457	3,384	(73)	(2.1%)
(97)	Housing	701	701	696	(5)	(0.7%)
958	Community Halls	953	953	953	0	-
324	Grants to Vol Orgs	331	331	331	0	-
7,446	TOTAL COMMUNITIES	8,327	8,330	8,181	(149)	(1.8%)
	Earmarked Reserves	0	0	0	0	

	Approved Budget 2013/14 £000's	2013/14 Final Position £000's	Slippage from Approved Budget £000's	Slippage from Approved Budget %age	1 Project Cost Reduced £000's	2 Internal Slippage £000's	3 Delay involving 3rd Party £000's	4 Accelerated Projects £000's	5 Minor Slippage	Comments
Communities Committee										
Cultural & Sports										
New Community Facility Broomhill	50	123	73	146.0%				73		
Watt Complex Refurbishment	171	47	(124)	(72.5)%			(124)			Funding application resulted in delays.
Inverkip Community Facility	264	25	(239)	(90.5)%			(239)			Planning application not submitted due to SEPA assessment. In addition a potential benefactor donation offering scope to increase the project size arose during the year.
Housing										
Scheme of Assistance (previously PSHG)	1,833	1,199	(634)	(34.6)%			(634)			slippage is due to authorised grants not being taken up within the financial year.
TOTAL COMMUNITIES COMMITTEE	2,318	1,394	(924)	(39.9)%	0	0	(997)	73	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

Project	Lead Officer/ Responsible Manager	Clf Funding 2013/14 £000	New Funding 2014/15 £000	Total Funding 2014/15 £000	Phased Budget To Period 3 2014/15 £000	Actual To Period 3 2014/15 £000	Projected Spend 2014/15 £000	Amount to be Earmarked for 2015/16 & Beyond £000	Lead Officer Update
Support for Owners	John Arthur	886	554	1,440	0	0	1,403	37	Total Funding 2014/15 £1,440m includes estimated funding of £554k for 2014/15. Projected spend of £1,403m is based on already agreed proposals of £253k (Lower Bow £60k tbc, Midton £61k, Greenock West £7k, Highholm £86k, Eastern View £12k, Davidson Drive £17k tbc and Royal Court £10k) and new proposals of £1,150m (Central Area Roxburgh Phase 1 £404k, Phase 2 £126k, Central Area Environmentals and Door Entry £100k, John Street £85k, Broomhill £425k and RCH Fees £10k).
Renewal of Clune Park	John Arthur	1,590	0	1,590	15	12	310	1,280	Demolition Orders have now been issued for all 430 houses with a period of 6 months to 1 year given to vacate. It is anticipated that there will be a number of appeals against the Demolition Orders and this legal process will commence shortly.
Area Renewal Fund	John Arthur	195	0	195	0	0	100	95	£100k has been committed for Gibshill Community Centre.
Support for Community Facilities	John Arthur	183	0	183	0	6	100	83	£100k has been committed for Gibshill Community Facility. £8k payment made to Reach For Autism.
Expansion of Summer Playschemes	John Arthur	30	0	30	0	2	30	0	Anticipated spend in summer of 2014 includes potential funding for Play4All (£10k).
Grants to Vol Orgs	John Arthur	57	0	57	48	50	57	0	Applications reduced from 3 to 2 rounds per year. B/fwd earmarked for playschemes and to reduce impact of savings. Actual spend due to Round 1 Applications approved at Grants Sub Committee on 29/04/14.
Total		2,941	554	3,495	63	70	2,000	1,495	

Report To:	Education & Communities Committee	Date: 9 September 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/56/14/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 report is to provide the 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 top 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 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 has found that the concrete roofs are in a serious state of disrepair in all the properties in the estate. This Committee at its meetings in March and May agreed to make Demolition Orders on all the flats in the remaining 42 tenements. 3 tenements and a single property are already subject to Demolition Orders.
- 2.5 274 Appeals against the Demolition Orders have been lodged with the Sheriff Court. The Initial hearing for the Appeals has been scheduled for 24 September.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note current progress in respect of the Clune Park Area Regeneration Plan and agree that further progress updates are submitted to future meetings of this Committee.

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 commitments have 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 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 completed a Tolerable Standard assessment in terms of the Housing (Scotland) Act 1987 of all 430 flats by June 2013 which resulted in 132 flats being found to be Below the Tolerable Standard (BTS) and which were subject to Closing or Demolition Orders.

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 Plan is rolled out.

5.5 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 and remove their liability for the demolition costs. The Committee has agreed to grant delegated powers to the Corporate Director Education, Communities & OD to acquire properties that are BTS at nil value.

5.6 An external condition survey was completed in June 2013. This survey found structural cracking which was at a level not previously seen. A structural engineer was instructed to assess this structural problem. He 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 roofs is corroding causing the roof structure 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.

5.7 Letters advising all the owners and residents of the information from the Engineer's report on the condition of their properties have been issued.

- 5.8 Following the presentation of reports on the structural condition of 28 tenements to this Committee on 11 March 2014 and on the 17 other tenements to this Committee on 6 May 2014, it was agreed to make Demolition Orders on 42 tenements in the Clune Park Area. Three tenements and one single property are already the subject of Demolition Orders. The service of the said Demolition Orders was completed at the end of June 2014 with the assistance of Legal and Property Services.
- 5.9 The Council has agreed financial aid to residents who will lose their only home as a result of the service of the Demolition Orders.

6.0 FURTHER ACTION REQUIRED

- 6.1 274 Appeals against the Demolition Orders have been lodged with the Sheriff Court. The Initial hearing for the Appeals has been scheduled for the 24th September. The final decision on the Appeals by the Sheriff will take a number of months.
- 6.2 Progress on actual demolition can only begin when the Appeals process has run its course and after the expiry of the evacuation period to allow residents to vacate their flat. Officers will be monitoring the progress of appeals to ensure that demolition contracts are tendered and progressed as quickly as is practical.
- 6.3 Following an approach by a flat owner, the Council's Legal Service advise that homeowners and tenants may apply within 3 months of the service of the Demolition Order for a "Well Maintained Payment" under the Housing (Scotland) Act 1987 if their property has been vacated as a result of the Order and if their property has been assessed as being well maintained. Officers will submit assessment criteria for approval at the next meeting of the Committee.
- 6.4 The budget impact of the Well Maintained Payments can only be fully determined when we know the number of applications and each property has been assessed. However as the Council is taking the demolition action largely because this housing estate has not been well maintained it is considered that few applications will be successful. An estimated allowance has been included in the updated detailed budget in Appendix 1.

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.	Clune Park Regeneration	2012/15	£2,646,000		
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 Property Services are continuing to provide advice and guidance on the roll out of the Regeneration Plan to ensure that all possible remedies are pursued and that actions are taken in compliance with appropriate legislation. The Regeneration Plan is based upon existing legislation however the Service is reviewing any changes in 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 CONSULTIONS

8.1 Officers from Legal, Property and Finance Services are regularly consulted on this regeneration plan.

9.0 LIST OF BACKGROUND PAPERS

9.1

- 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
- Clune Park Regeneration: Progress Report – E&CC, January 2014. EDUCOM/10/14/DH
- Clune Park Regeneration Plan Update – Structural Conditions Report – E&CC, March 2014. EDUCOM/22/14/DH
- Clune Park Regeneration: Progress Report – E&CC, March 2014. EDUCOM/31/14/DH
- Clune Park Regeneration Plan Update – Structural Conditions Update Report – E&CC, May 2014. EDUCOM/35/14/DH
- Clune Park Regeneration: Progress Report – E&CC, May 2014. EDUCOM/34/14/DH

PROJECT : CLUNE PARK REGENERATION				
1. PROJECT EXPENDITURE PROFILE		1	2	8
	Unit Nos.	Unit Cost	Total	
Homeless Payment	145	£1,500	£217,500	
Disturbance Allowance	145	£500	£72,500	
Sellers Conveyancing Costs	300	£350	£105,000	
Scheme of Assistance	12	£12,500	£150,000	
Power of Wellbeing Aid	13	£10,500	£136,500	
Well maintained Payments	15	£5,000	£75,000	
Staff costs	3	£42,000	£126,000	
Staff costs	0.5	£35,000	£17,500	
Survey costs		£20,000	£20,000	
Pre-demo Surveys	45	£2,000	£90,000	
Pre-demo disconnections	45	£2,000	£90,000	
Demolition (inc. fees and permissions)	14	£80,000	£1,120,000	
Security	45	£1,000	£45,000	
Contingencies (Legal Fees etc)		£381,000	£381,000	
Total Project Expenditure Profile			£2,646,000	
2. Approved Budget			Total	
Total Funding Available			£2,646,000	
No allowance has been made for costs associated with CPO of the cleared plots				

Report To:	Education & Communities Committee	Date: 09 September 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/60/14/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Inverclyde Community Safety Partnership Strategic Assessment- 2014 Update	

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Committee with an update on the annual review of the Inverclyde Community Safety Strategic Assessment 2012-15

2.0 SUMMARY

- 2.1 Since 2008 the Community Safety Partnership has produced 4 Strategic Assessments of Community Safety issues in Inverclyde. These were intelligence led assessments which made several recommendations for community safety in Inverclyde.
- 2.2 While many of the issues and priorities are similar to the previous reports, the 2012-15 Strategic Assessment draws upon a number of data sets reported by the Community Safety Analyst (CSA) located within the police office. The CSA now has access to both Police and Safer Communities data and regular updates provided from the Scottish Fire & Rescue Service. This enables the production of a report which not only highlights the priority themes but also provides an analysis of the specific locations, of who is likely to be causing the issues and when.
- 2.3 In order to prioritise the data within the report, key senior officers from the Partnership meet and discussed the data analysis and agreed to work together to impact on the issues around: Alcohol and Drugs, Anti-Social Behaviour, Violence, Violence against Women and Children Safety in and around Communities.
- 2.4 The Summary report in Appendix 1 concludes the three year cycle with the new 2015/17 Community Safety Strategic Assessment due in April 2015.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee note the contents of the report and the progress made to improve community safety in Inverclyde.

John Arthur
Head Safer & Inclusive Communities

4.0 BACKGROUND

- 4.1 Strategic Assessments replaced the annual progress report to the Scottish Government and include data analysis of community safety issues in a bid to move to a more intelligence led business planning approach. Assessments are reviewed annually allowing the Community Safety Partnership to be more aware of its local priorities and alter its focus as problems in an area change, through daily working between the Community Safety Partners and the monthly multi agency tasking group.
- 4.2 Previous Assessments linked both local and national outcomes and provided an evidence based approach to the Community Safety outcomes; however, either the lack of relevant data or the lack of willingness to share the data from partners hindered the previous Strategic Assessment process.
- 4.3 The aim of this document is to establish an accurate picture of current and emerging trends in the Inverclyde area and compare to national figures and previous statistical trends. The assessment covers aspects of performance and identifies the needs and tactical capabilities of members of the Community Safety Partnership. It is utilised to assist decision making and to help ensure that the Community Safety Partnership makes the best use of resources when targeting identified issues.

5.0 KEY FINDINGS

- 5.1 The Strategic Assessment Summary Report, which is appended to this report, provides an analysis of the priority themes which are impacting on community safety within Inverclyde.

Key findings include:

- Alcohol related hospital discharges and drug related hospital discharges have decreased
- Antisocial behaviour recorded incidents by Inverclyde Council and Police Scotland have reduced
- Recorded violent recorded crime in Inverclyde has steadily decreased from 2009/10-2013/14
- The number of domestic abuse incidents in Inverclyde has increased slightly since 2008/09 to 2012/13
- Primary and Secondary fires in Inverclyde have reduced in 2012/13

6.0 DEVELOPMENTS TO DATE

- 6.1 In 2013 Inverclyde Council and Police Scotland agreed to the co-location of Council and Police staff at Greenock Police Office. Discussions now occur daily to highlight real time issues and task services and agencies to action them. A one year review of this initiative is due in September 2014.
- 6.2 The Inverclyde Antisocial Behaviour Strategy which is subject of a separate report to this Committee seeks to build upon the good work already carried out in the authority area to deal with antisocial behaviour.
- 6.3 There has been a significant review of the multiagency tasking and coordinating arrangements in Inverclyde with meetings focusing on hotspot areas rather than individual issues.

7.0 IMPLICATIONS

7.1 Financial Implications

Costs will be contained within existing service provision

7.2 Legal Implications

None

7.3 Human Resources Implications

All work undertaken within existing service and organisational personnel arrangements.

7.4 Equalities Implications

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

7.5 Repopulation Implications

Continued improvement of community safety will have a positive impact on Inverclyde's image.

8.0 CONSULTATIONS

8.1 A consultation exercise was carried out between November 2013 and February 2014 and opened to members of the public as well as community groups within the Authority Area.

9.0 BACKGROUND PAPERS

9.1 Inverclyde Community Safety Partnership Strategic Assessment 2012-15- E&CC, May 2013. EDUCOM/48/13DH

Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Introduction

This document is an updated and final review of the Inverclyde Community Safety Partnership Strategic Assessment (2012-2015). The vision for the partnership is to keep 'Inverclyde Safer Together' by challenging attitudes and changing cultures around the priorities;

CSP identifies 5 high priorities within Inverclyde

- Alcohol and Drugs
- Antisocial Behaviour
- Violence
- Violence Against Women And Children
- Safety in and around Communities

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

1. Alcohol & Drugs

Over the 2013/14 period Inverclyde Alcohol and Drug Partnership's (ADP) Strategic direction provided a focus on recovery, early intervention and prevention strategies. This work was taken forward in partnership with the wide range of statutory agencies and voluntary organisation to prevent the impact of alcohol and drug misuse in our community.

Reductions in hospital discharges for both drugs and alcohol

Alcohol related hospital discharges for 2012/13 have decreased by 26.78% from 2011/12 and by 38.02% from 2008/09. The rate of discharges with a diagnosis of alcohol misuse is now at 8.44 per 1,000 population. Drug related hospital discharges for 2012/13 have decreased by 31.43% from 2011/12 and by 24.61% from 2008/09. The rate of discharges relating to drug misuse is now 1.77 per 1,000 population.

Narrow reduction in primary fires where drugs/alcohol suspected

The number of primary fires that are suspected to be caused by those under the influence of drugs or alcohol decreased narrowly from 8.1% to 7.4%.

As part of Inverclyde local policing plan Police Scotland have been pursuing serious and organised crime groups to ensure individuals and networks in the sale and supply of drugs are targeted robustly to reduce the availability and harm of illegal drugs in Inverclyde.

2. Antisocial Behaviour

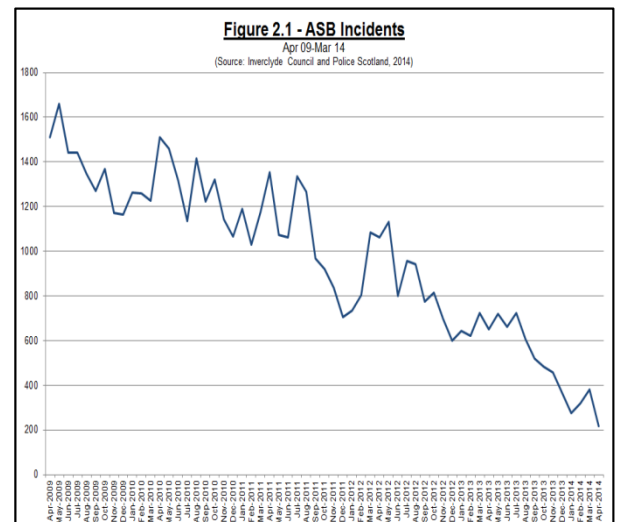
2014/18 ASB Strategy completed

An Inverclyde Antisocial Behaviour Strategy has been completed with the development of an outcomes framework for the period 2014/18. The Community Safety Partnership have agreed to focus on a number of outcomes during 2013/15 around the current antisocial behaviour multiagency tasking and coordinating arrangements - involving and empowering communities to tackle antisocial behaviour and; ensuring antisocial behaviour interventions are appropriate, proportionate and timely.

A public consultation carried out for the 2012/17 Antisocial Behaviour Strategy identified to meet a number of issues, which provided similar percentage returns to the Inverclyde Citizens Panel around respondents concerns.

Continued decreasing levels of recorded antisocial behaviour

During 2013/14 antisocial behaviour was principally located around Greenock Town Centre. The antisocial behaviour incidents reported to Inverclyde council and Police Scotland indicates that antisocial behaviour has steadily been on decline since April 2009 (Figure 2.1).



Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Decline of ASB incidents by 36.9% in 2013/14 from 2012/13

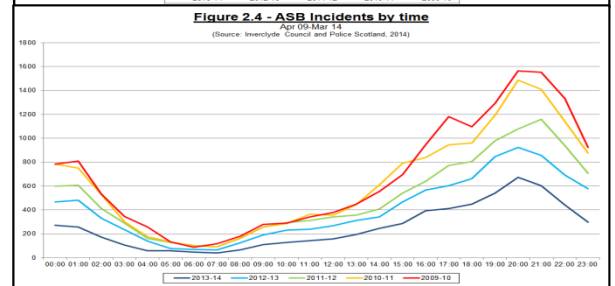
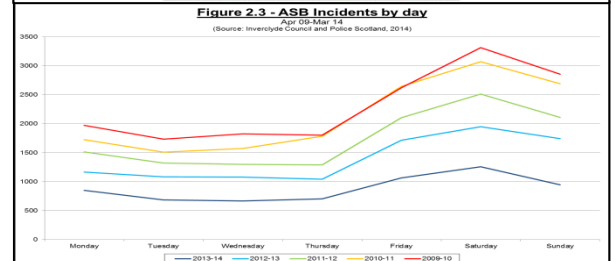
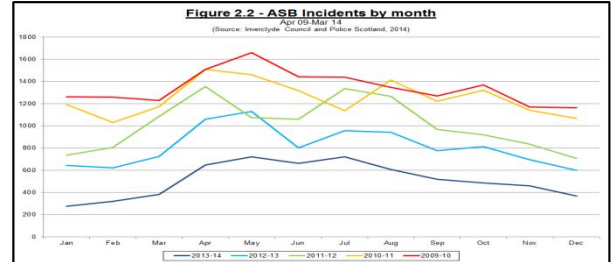
In total there were 6164 combined ASB incidents from 01 April 2013 to 31 March 2014. This was a decline of 36.9% from the previous year and 61.8% from 2009/10. For 2013/14, the most prominent issues were reported to the police as public nuisance, disturbance, damage and nuisance behaviour; and loitering/pestering residents reported to Inverclyde council.

Little ASB seasonal variation. Increased weekend and night time activity

For the past five years there appears to be little season variation in ASB incidents, there is a slight increase in the summer months but not significantly. Incidents are predominantly occurring towards the end of the week, with a peak on Friday and Saturday and from 1600 to 2200.

Pattern continued across multi-member wards. More evening and weekend activity in Inverclyde North

This pattern is similar for all the multi-member ward areas over the past five years. There was more summer seasonal variation, weekend activity and incidents later in the evening in Inverclyde North, but this is perhaps expected given it includes Greenock town centre. In Inverclyde West there was the least seasonal and weekend behaviour, with little signs of a night-time problem.

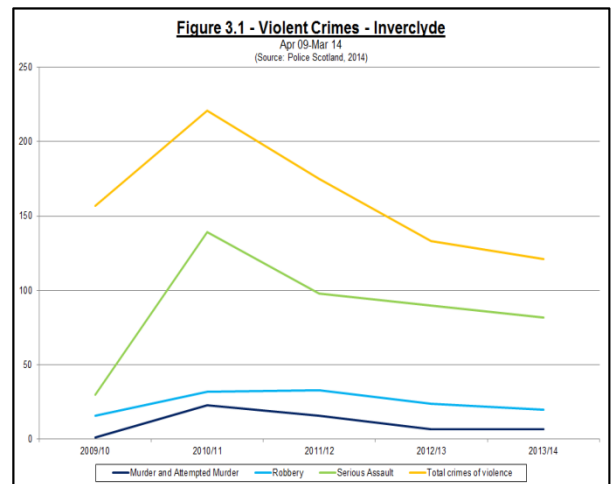


3. Violence Reduction

The Community Safety Partnership continues to support the No Knives Better Lives Campaign (NKBL). Through Inverclyde Community Learning and Development in 2013/14, 9 young people have been trained as peer educators and have delivered sessions to 87 young people. The peer educators were joined by the Cabinet Secretary for Justice to highlight their work. 492 young people attended a local event during summer 2013 with the local work of NKBL promoted, as well as 682 school students attending an event which included a NKBL workshop. 92% of those students said they had heard about the NKBL campaign in Inverclyde.

Violent crimes continued to decline in Inverclyde. Reduction of 9.0% in 2013/14 from 2012/13

Recorded violent recorded crimes in Inverclyde have shown to steadily decrease from 2009/10-2013/14 (Figure 3.1). All different crimes of violence and total crimes of violence decreased in 2013/14 from the previous year, apart from murder and attempted murder which remained the same. The total number was down by 9.0% from 133 to 121. There was a 22.9% decrease in total crimes of violence from the 2009/10.



4. Violence Against Women and Children

The Mentors in Violence Prevention programme is now fully operational within St Stephen High School and Port Glasgow High School with plans to full roll out in Inverclyde by 2016. In addition to this White Ribbon training, Sexual Bullying awareness, Cyber Bullying awareness, the 'Girl Power' programme and 'Crush' Programme have been delivered throughout Inverclyde. Currently all secondary schools are receiving a performance called 'Crush' from Baldy Bane, a play about relationships and young people.

MVP to be rolled out across authority area

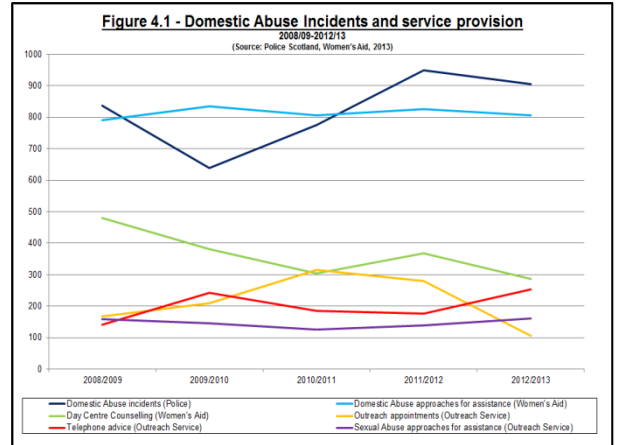
Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Increase in domestic abuse incidents from 2008/09 but decrease in 2012/13 from 2011/12

The number of domestic abuse incidents in Inverclyde has increased slightly from 2008/09 to 2012/13 by 8.3%, although there has been a 4.7% decrease in 2012/13 from 2011/12.

Women seeking support services

At the same time the number of women seeking support services has remained relatively stable, however the number seeking domestic abuse approaches through women's aid has decreased (2.3%), as has day centre counselling (22.2%) and outreach appointments (62.1%). This may be as a result of staffing issues at Women's Aid. The number seeking telephone advice and sexual abuse approaches has increased by 43.8% and 15.1% respectively.

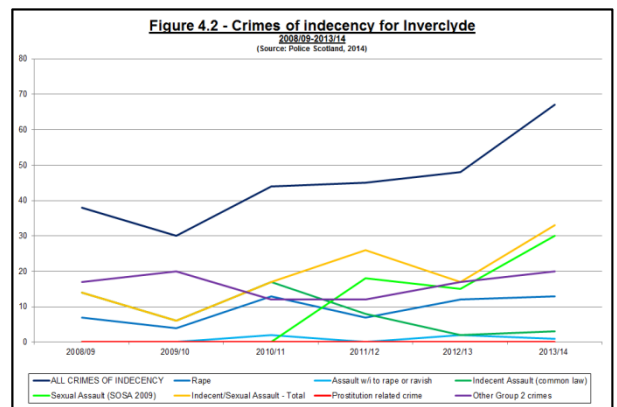


Increase of female victims from last year

Of those victims reporting domestic abuse incidents to the police, 80% are female victims, which was an increase of 5% from last year. The number of male victims did increase from 2010/11 to 2011/12, but declined from 2011/12 to 2012/13. However further analysis will be required to investigate possibilities of counter allegations. There were also a high percentage of repeat offenders (64.7%) and victims (62.5%) in the number of incidents from 2012/13, and additional research will be completed to understand more about persistent offenders and victims.

Increase in sexual related crimes

The high number of incidents reported to the police however do not equate into recorded offences (Figure 4.2). The number of all indecent crimes has increased by 39.6%, from 2012/13 to 2013/14 but this was only 67 total recorded crimes. The greatest increase was in indecent/sexual assault crimes at 94.1%, however this only accounted for 33 crimes in Inverclyde. This rise in sexual related crimes could be due to an increase in confidence in public to report incidents through work Police Scotland are doing in the community and also as a result of increased high profile public cases in the media.



Increase in referrals from Police Scotland to Women's Aid

The number of women referred to Women's Aid by the police increased by 10% from 254 in 2011/12 to 280 in 2012/13, and of these 35% went on to receive support, which is higher than 2011/12 (22%).

The number of children referred to the children's reporter on non-offence (care and protection) increased from 518 to 538. Since 2009/10, there has been a 19.2% increase in cases on non-offence grounds (SCRA, 2013).

Safety in and around Communities

Working with the Community Safety Partnership RoSPA piloted Scotland's Home Safety Equipment Scheme on behalf of the Scottish Government to:

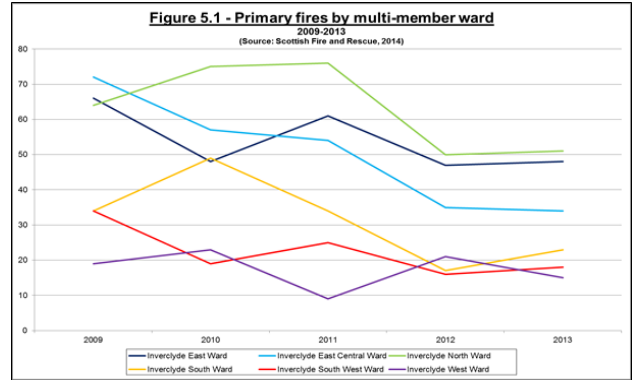
- Help prevent unintentional injury to children in the home.
- Improve parents'/carers' awareness and understanding of child safety issues.
- Increase practitioners' awareness of how to prevent home injuries involving young children.
- Identify and address home safety risks in individual family homes.
- The scheme has brought together partners from across a number of agencies and a final evaluation is due in September 2014.

Home Equipment Scheme piloted in Inverclyde

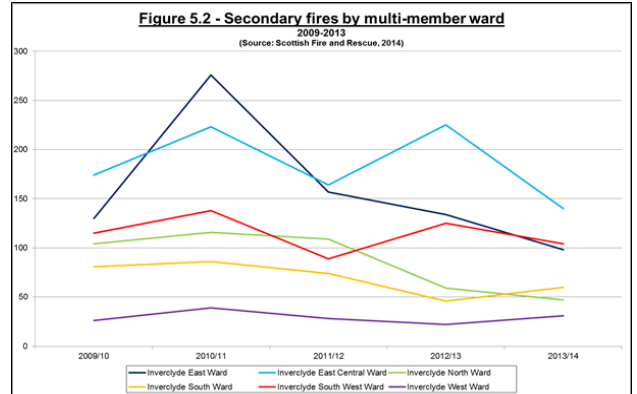
The Community Safety Partnership are supporting the Inverclyde Local Housing Strategy (2011-16) in respect encouraging private and housing association landlords to arrange home fire safety visits as part of new tenancy/settling in arrangements.

Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Over the past five years the number of primary fires has steadily decreased in Inverclyde. In 2013/14 there were 189, which was a slight increase of 1.6% from 2012/13, but there has been a 34.6% decrease since 2009/10. The decrease has been more prominent in some areas of Inverclyde compared to others (Figure 5.1). The percentage of deliberate primary fires for 2013/14 has also declined by 17.02% from 2009/10 and by 5.91% from 2012/13. Inverclyde East and Inverclyde North were the only two areas that had an increase in the percentage of deliberate primary fires, and these two areas account for 52% of all primary fires in Inverclyde.

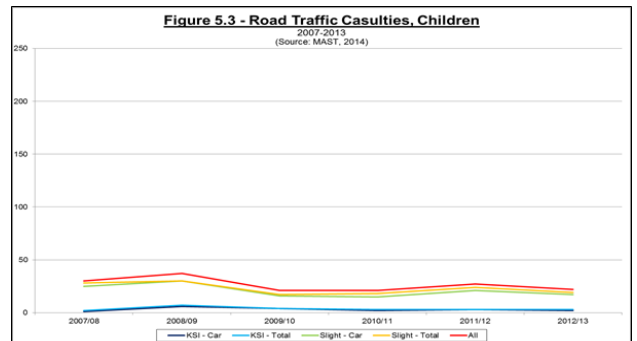


Secondary fires in total have also declined from 2012/13 and over the five year period. For 2013/14, there was a 21.4% decrease to 480 fires from 2012/13 and a 23.8% decrease from 2009/10. Where the majority of secondary fires are found (Inverclyde East Central and Inverclyde South West) there was a decrease from 2012/13 to 2013/14. The percentage of secondary fires that were deliberate declined in all areas of Inverclyde in 2013/14 from the previous year, apart from Inverclyde North. This area had an 11.43% increase but the only accounts for 9.7% of all secondary fires in Inverclyde.

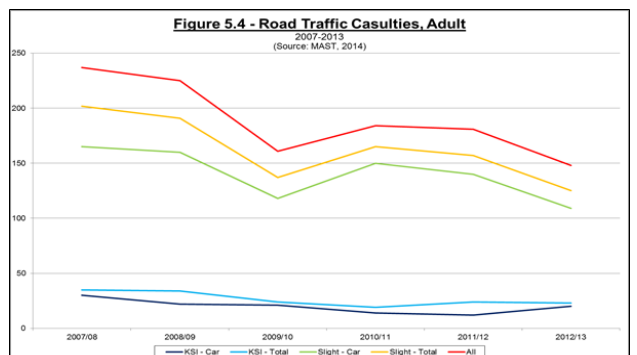


The number of emergency hospital admissions as a result of an unintentional injury within Inverclyde for 2012/13 has declined for both adults (12.96%) and children (11.00%) since 2011/12. The number has also decreased since 2009/10, by 19.61% for adults and 17.30% for children. These reductions are greater than the average for Scotland but the rates per 1,000 are still higher than Scotland's rate. Therefore whilst it is improving there still could be some improvements to be made.

The number of road traffic casualties for adults and children has been steadily declining since 2007/08 (Figures 5.3 and 5.4). The numbers of casualties are small, 26 serious injuries and no deaths for 2012/13. Looking at all crashes in 2012/13, there was a reduction of 12.3% from 2011/12 and 21.6% from the five year average.



Road traffic offences however have generally seen an increase from 2009/10-2013/14. There has been an increase in speeding offences, seat belt offences and driver neglecting traffic directions in 2013/14 from the 5 year average (2008/09-2012/13). These increases do not necessarily mean that there is a problem with road traffic; it could be an indication that Police Scotland are being more vigilant and helping to further improve road safety, as Road Crime is one of 4 priorities in the Inverclyde Local policing plan 2013/14 (Police Scotland, 2013).



Improvements in road safety has also come through road traffic awareness in schools, with an increase in the number of primary school children receiving and passing level 2 on and off road bikeability training. 21 of the 24 primary schools now offer level 2 training and 5 deliver level 2 on road training. This is designed to encourage more active travel to school and reduce the dependency of car use. Walking is still the most commonly used form of transport to get to primary school (39.7%), but this has declined by 5.0% since 2012, whilst at the same time the number of children being driven has increased by 0.9% from 2012.

Decrease in primary fires and deliberate primary fires

Decrease in secondary fires and deliberate secondary fires

Unintentional injuries decreased by 12.96% for adults and 11.00% for children

12.3% reduction in road traffic crashes

Increase in road traffic offences

More bikeability training, but increasingly more travel to school by car

Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Few bogus crimes recorded and decrease in house-breaking and acquisitive crime

From 2013-2014 there were 21 incidents of bogus crimes reported to the police (Source: Police Scotland, 2014). Over the same period there were 8 attempted and 24 fraud-bogus workmen reported crimes recorded by the police. In a lot of cases where a person may report the incident to the police, advice and assistance may only be given and no record provided of an actual incident or crime taking place. The number of recorded crimes and offences relating to total housebreaking and acquisitive crimes has been steadily decreasing. In 2013/14 there was a 16.7% decrease from 2012/13 in all housebreakings and 31.9% reduction from the 5 year average. All crimes and dishonesty declined by 2.2% from 2012/13 and by 18.8% from the five year average.

Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)

Figure 2.1 - ASB Incidents

Apr 09-Mar 14

(Source: Inverclyde Council and Police Scotland, 2014)

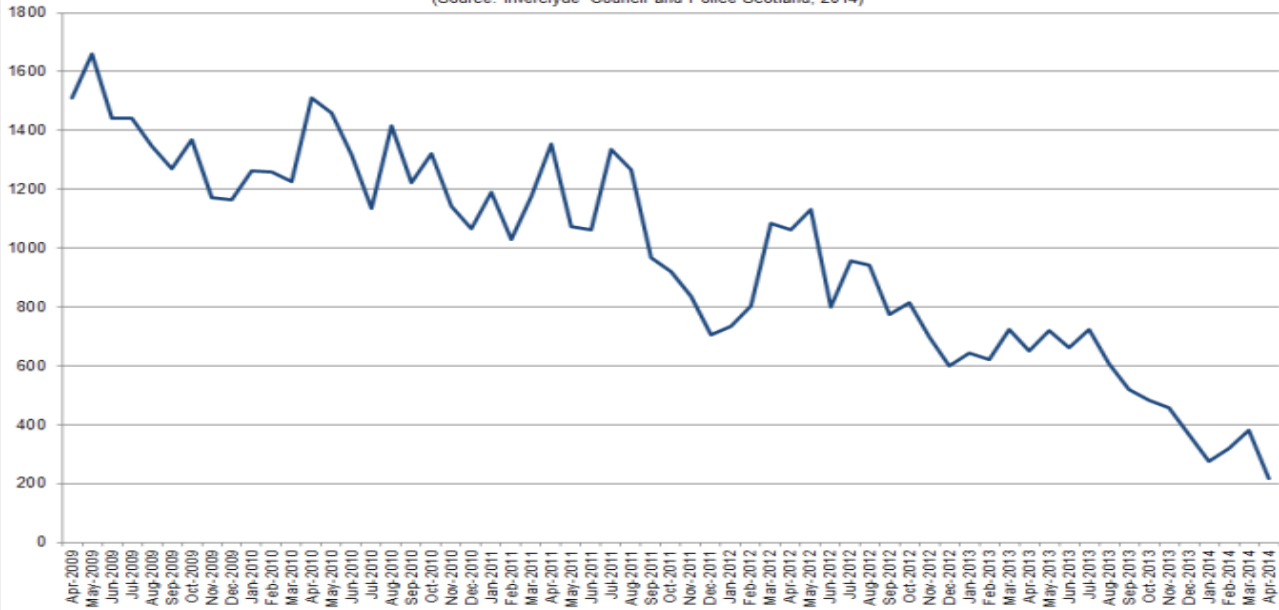


Figure 2.2 - ASB Incidents by month

Apr 09-Mar 14

(Source: Inverclyde Council and Police Scotland, 2014)



Figure 2.3 - ASB Incidents by day

Apr 09-Mar 14

(Source: Inverclyde Council and Police Scotland, 2014)

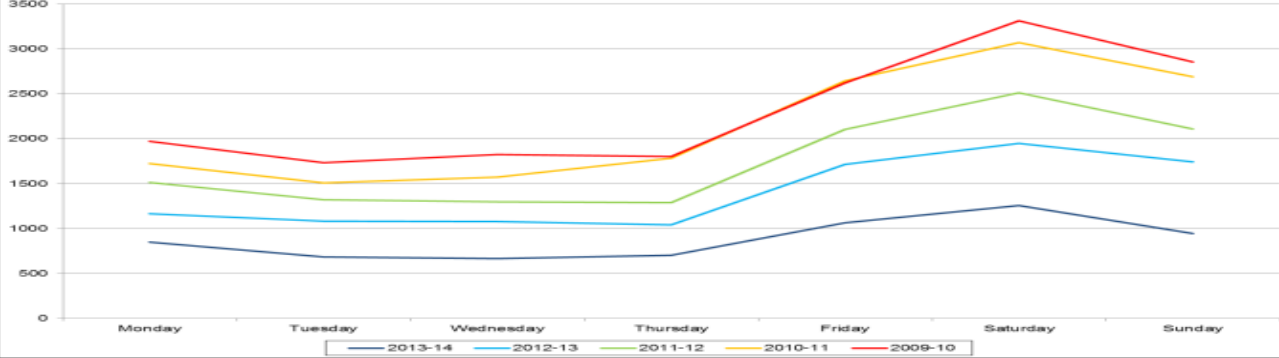
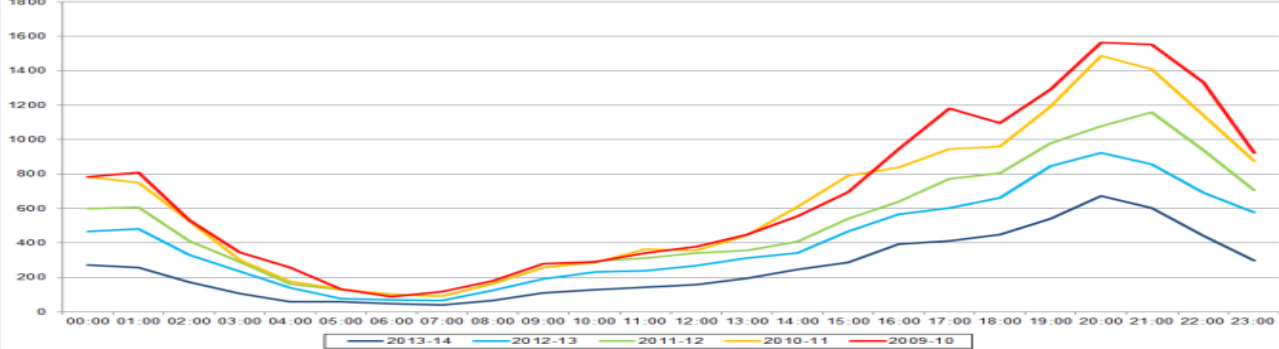


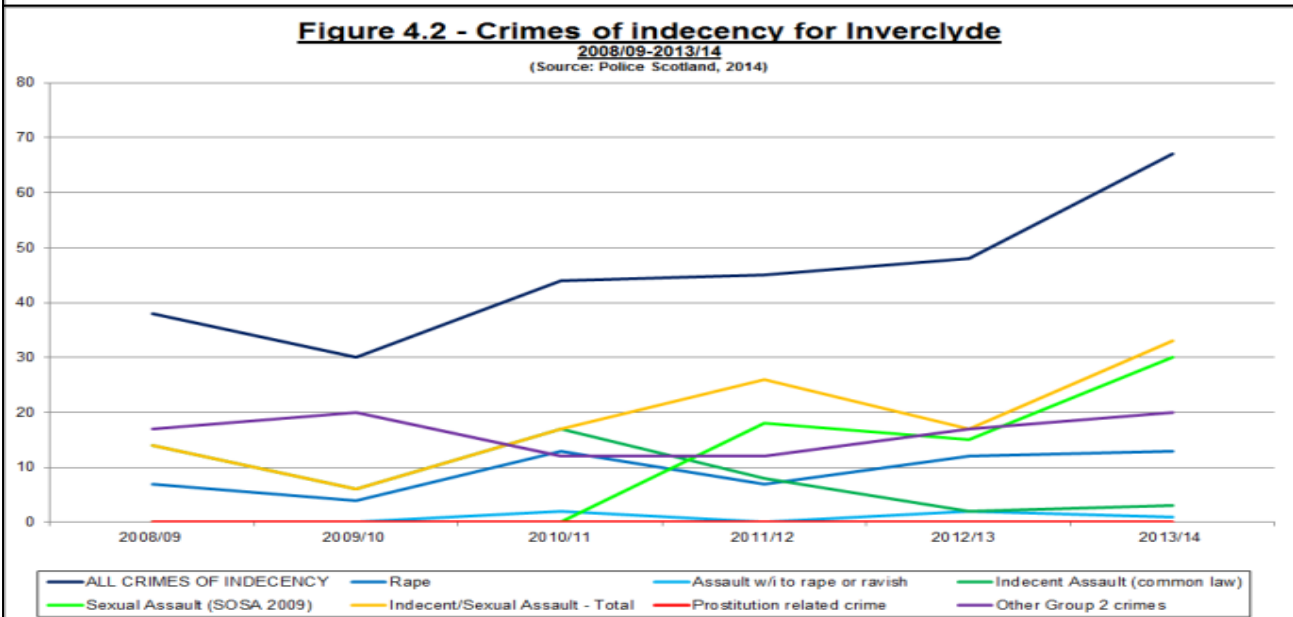
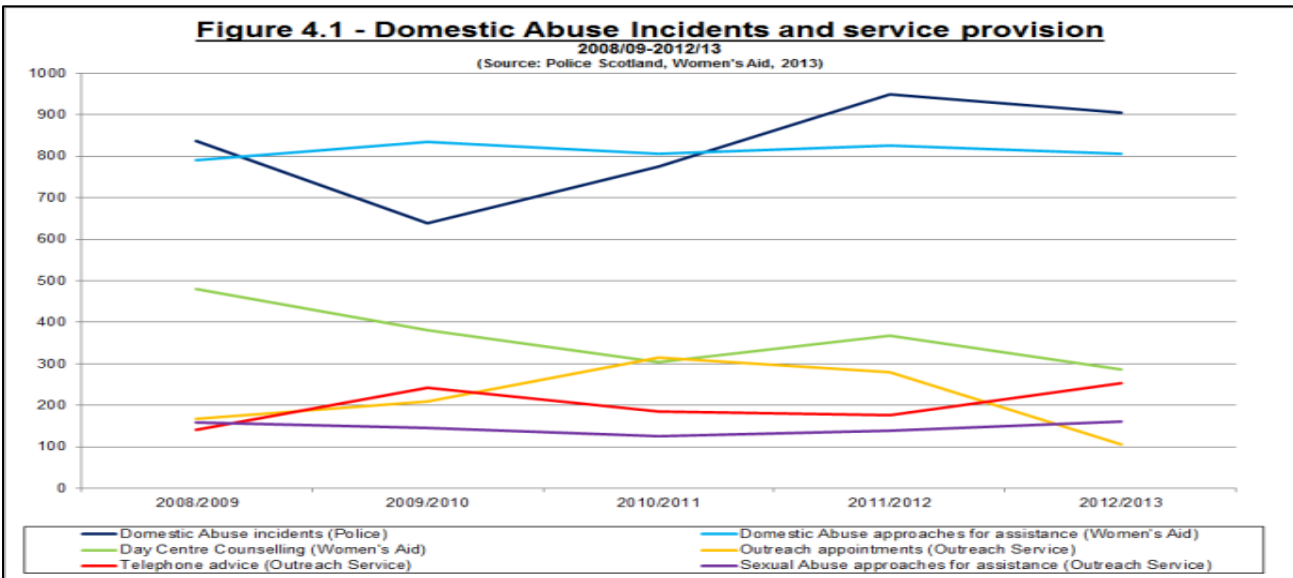
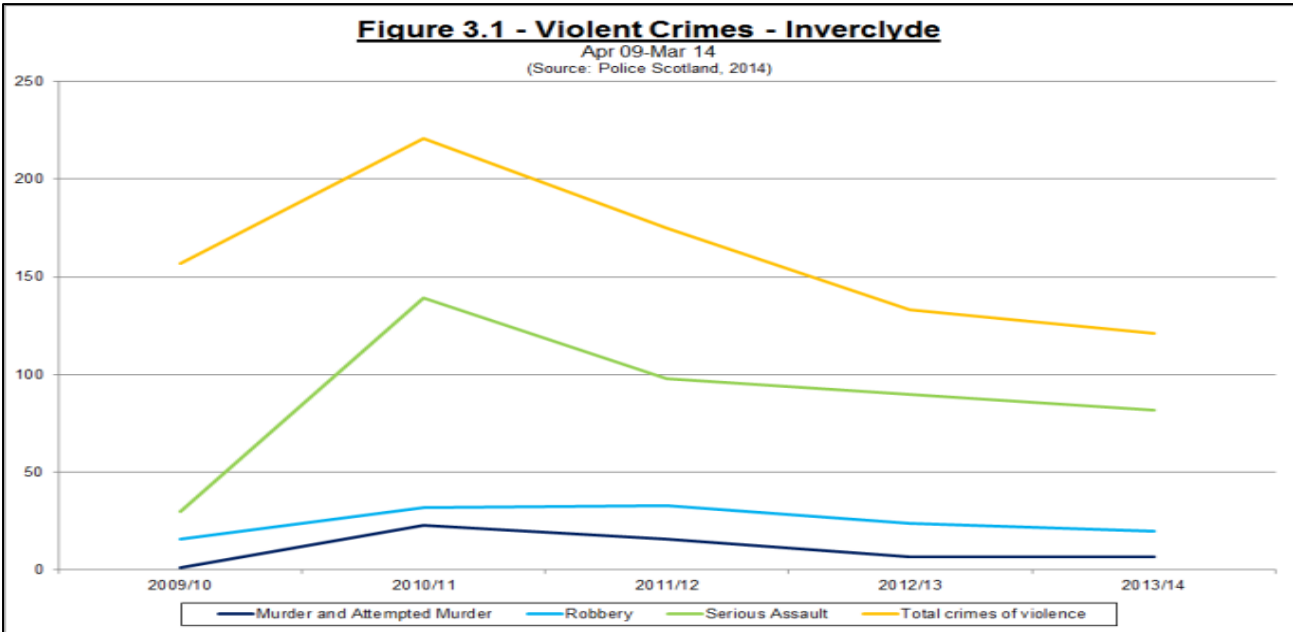
Figure 2.4 - ASB Incidents by time

Apr 09-Mar 14

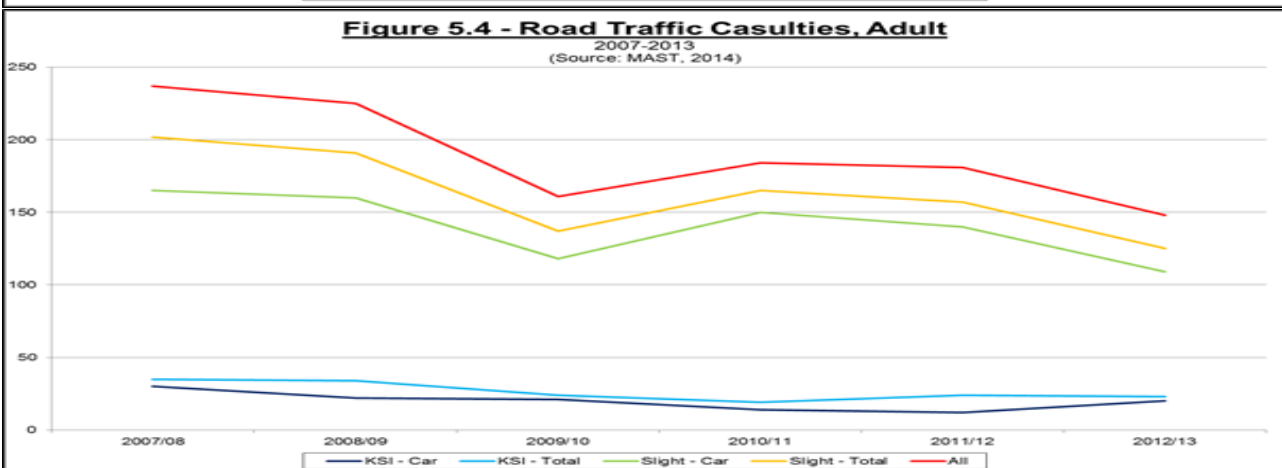
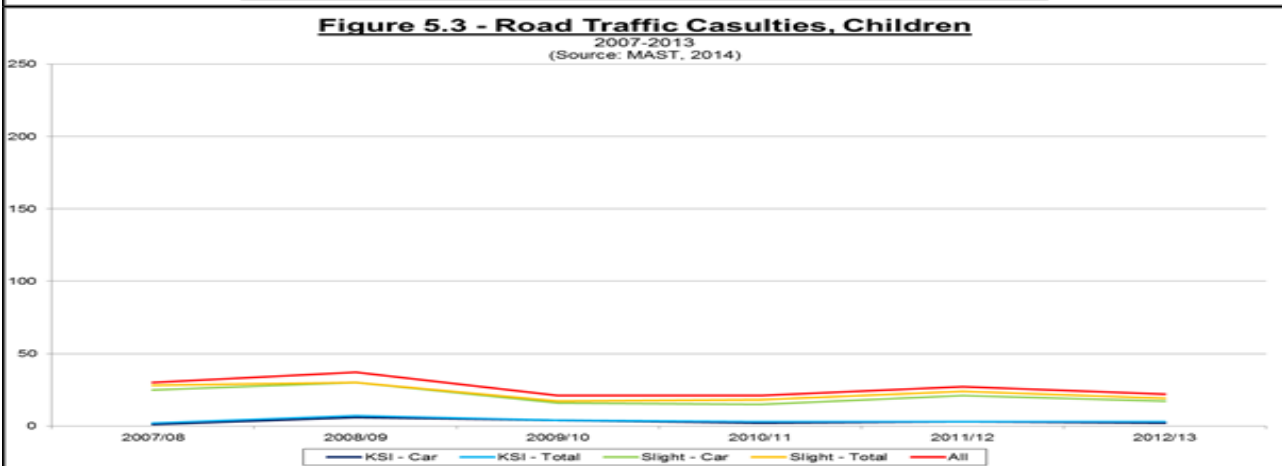
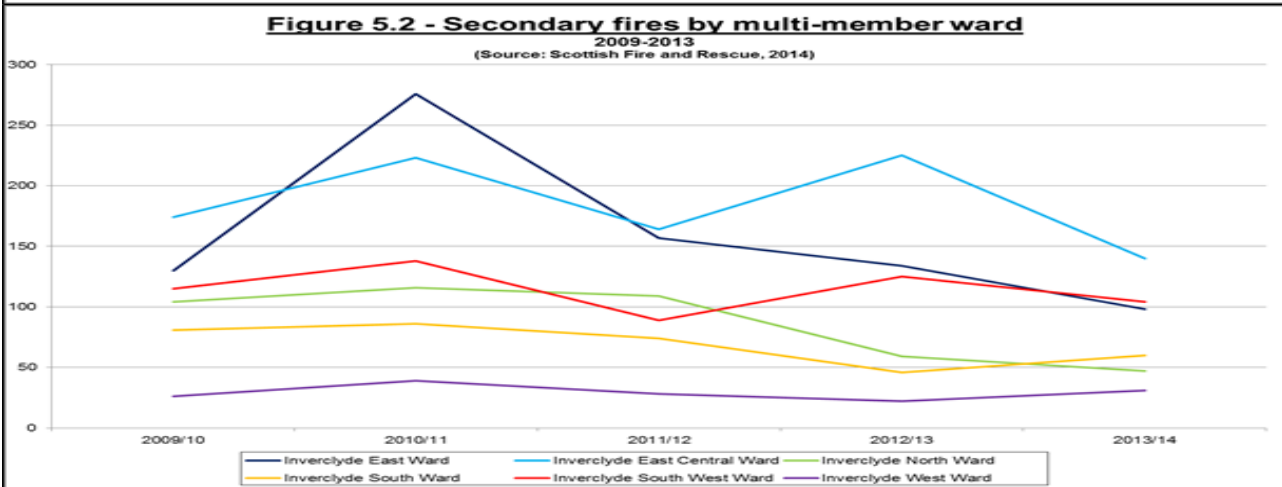
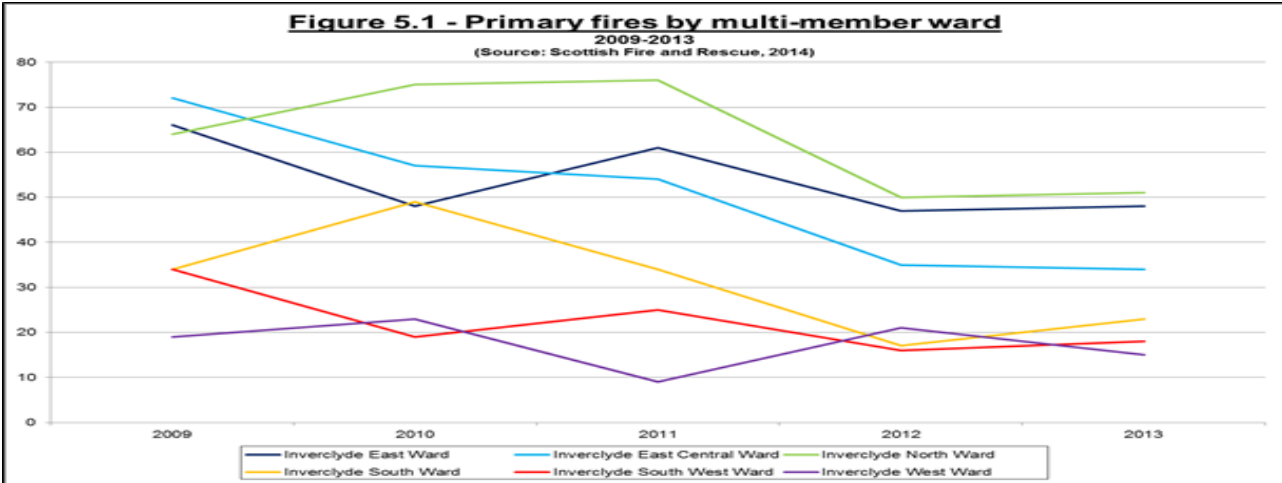
(Source: Inverclyde Council and Police Scotland, 2014)



Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)



Inverclyde Community Safety Partnership Strategic Assessment Update 2014 (Summary Report)



Report To:	Education & Communities Committee	Date:	9 September 2014
Report By:	Acting Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/035/14
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Local Police & Fire Scrutiny Sub-Committee – Future Meetings		

1.0 PURPOSE

- 1.1 The purpose of this report is to request the Committee to agree a schedule of future meetings of the Local Police & Fire Scrutiny Sub-Committee.

2.0 SUMMARY

- 2.1 The Local Police & Fire Scrutiny Sub-Committee was established on 1 April 2013 to carry out the scrutiny of Local Police and Fire Plans.
- 2.2 Since that time, the Sub-Committee has met on four occasions as and when required.
- 2.3 It is now proposed that to assist future planning, the Sub-Committee meet on a quarterly basis on pre-arranged dates.
- 2.4 It is not possible to schedule meetings of the Sub-Committee on the same day as the Education & Communities Committee, its Parent Committee as the Policy & Resources Pre-Agenda meetings are at 1pm on those days and the length of the Committee agenda is such that it would not be practical to hold the Sub-Committee at the conclusion of business.
- 2.5 It is therefore proposed that the Sub-Committee meet at 2.30pm on the day of the Inverclyde Council and that for the forthcoming year, the schedule of meetings be as follows:

Thursday 9 October 2014
Thursday 19 February 2015
Thursday 9 April 2015
Thursday 4 June 2015

3.0 RECOMMENDATION

- 3.1 The Committee is asked to agree to the holding of meetings of the Local Police & Fire Scrutiny Sub-Committee for 2014/15 on the dates outlined above.

Report To:	Education & Communities Committee	Date: 9 September 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/58/14/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Delegated Authority : Service of Closing Orders under the Housing (Scotland) Act 1987	

1.0 PURPOSE

1.1 The purpose of this report is to seek approval for delegated authority to the Corporate Director Education, Communities and Organisational Development to make, serve and revoke Closing Orders in respect of the Housing (Scotland) Act 1987 on properties which fall "below the Tolerable Standard" (hereafter BTS).

2.0 SUMMARY

2.1 Closing Orders provide a legal means to prevent houses which are BTS being used for human habitation, and are normally served following Committee approval.

2.2 The Corporate Director Education, Communities and Organisational Development currently has delegated authority to make Closing Orders in respect of BTS properties in the Clune Park area of Port Glasgow.

2.3 Closing Orders can be a useful tool to support tenants who are living in sub- standard conditions in BTS properties. However Closing Orders can become more effective if they can be served quickly outwith the Committee reporting cycle.

3.0 RECOMMENDATIONS

3.1 That the Corporate Director Education, Communities & Organisational Development be given delegated authority to make, serve and revoke Closing Orders under the Housing (Scotland) Act 1987 in respect of BTS property.

John Arthur
Head of Safer & Inclusive Communities

4.0 BACKGROUND

- 4.1 Section 114 of the Housing (Scotland) Act 1987 gives the Council powers to make a Closing Order in respect of a house, which is part of a building or is a listed building, that is below the Tolerable Standard and unfit for human habitation. The Order prevents the house from being used for human habitation. The vast majority of homes in Inverclyde meet the Tolerable Standard and, apart from very poor housing at Clune Park, in recent years the use of this power by the Council has been rare.
- 4.2 Currently, Closing Orders are made by Committee following upon a report from the Head of Safer & Inclusive Communities. As this process necessarily follows the Committee cycle, it can take many weeks for Closing Orders to be made and served upon property owners. Conversely, where a property owner undertakes works to a property to bring the property to a level where it meets the tolerable standard, the Committee cycle ensures that there is delay in revoking the Order, thus preventing the use of the property for human habitation for a longer period than would otherwise be necessary.
- 4.3 Regrettably there is a developing situation in a small number of privately let properties where the house fails the tolerable standard due to, typically, lack of hot water supply or heating, or due the electrical system being unsafe.
- 4.4 The Council does have powers to enforce the carrying out of appropriate works, however recovering the costs of this work is resource intensive and can be protracted. Failure to comply with an enforcement notice on the part of the Landlord, could jeopardise their registration, however this is also subject to a protracted process and is open to appeal.

5.0 Proposals

- 5.1 In the interests of protecting the health and safety of the tenants living in sub-tolerable housing where the landlord has failed to respond to reasonable requests to address the defects in the house, it is proposed that Closing Orders be used, in exceptional circumstances, to secure the rehousing of the tenants and prevent the further occupation of the property until it is brought up to the tolerable standard.
- 5.2 In order for this approach to be effective, it is important the Closing Orders can be served timeously. It is proposed that delegated authority be granted to the Corporate Director Education, Communities and Organisational Development, having considered a report made by the Head of Safer & Inclusive Communities, to make, serve and revoke Closing Orders under the Housing (Scotland) Act 1987 in respect of BTS property where this is in the best interests of the tenants and to control further occupation until the property is brought up to the tolerable standard.

6.0 IMPLICATIONS

6.1 Financial

Costs will be contained within existing service provision

6.2 Human Resources

Currently being met within existing staffing.

6.3 Legal

None

6.4 **Equalities**

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

6.5 **Repopulation**

None

7.0 **CONSULTIONS**

7.1 Legal and Property Services have been consulted on this proposal.

8.0 **LIST OF BACKGROUND PAPERS**

- 8.1
- Delegated Powers: Service of Closing Orders Under Housing (Scotland) Act 1987 Report – SSCC, January 2009. ECP/SCS/DH/09/015

Report To:	Education & Communities Committee	Date: 09 September 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/57/14/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Registration of Private Landlords – Formal Procedure for Refusal or Revocation	

1.0 PURPOSE

1.1 The purpose of this report is to seek the Committee's approval for proposed amendments to current procedures used to refuse to register a Private Landlord or to remove the Landlord from the Private Landlord Register including on the grounds of not being a fit and proper person.

2.0 SUMMARY

- 2.1 The Antisocial Behaviour etc. (Scotland) Act 2004 introduced the Private Landlord Registration Scheme to Scotland. The scheme has operated since 2006. The scheme placed a legal responsibility on all private residential landlords to register with those Local Authorities where they are actively renting housing.
- 2.2 2,868 landlords have applied to the Council for the Registration of 4,180 properties. 3 landlords have had their Registration refused or removed as a result of breaches of the legislation.
- 2.3 The legislation requires a Landlord or an agent to submit to the Council specific Information on the property and personal details etc. As part of the registration process, applicants must also disclose relevant criminal convictions. Information sharing protocols exist between the Council and Police Scotland to permit background checks to be made on applicants and to ensure that relevant criminal convictions are disclosed.
- 2.4 The legislation lists considerations that the Local Authority must have regard to when considering applications including the criteria for deciding if the Landlord/Agent is a fit and proper person. The criteria for determining whether an individual is to be regarded as a fit and proper person were approved by the Committee in September 2013
- 2.5 It is proposed to amend the procedure for refusing to register Private Landlords or to remove them from the Register including in the event that they fail to meet the fit and proper person test or are deemed to no longer meet the test as the case may be. It is proposed to introduce a Panel of Officers to make this decision as opposed to the current procedure whereby a single Officer takes the decision. Any Landlord/Agent aggrieved by the refusal or removal of their registration can appeal to the Sheriff.

3.0 RECOMMENDATIONS

3.1 That the Committee:

- a) Note current progress with Private Landlord Registration in Inverclyde; and
- b) Approve the procedure for the refusal or revocation of Landlords; and
- c) Approve the Fit and Proper Person test assessment criteria outlined in section 5 of this report

John Arthur
Head of Safer & Inclusive Communities

4.0 BACKGROUND

4.1 Part 8 of the Antisocial Behaviour etc (Scotland) Act 2004 (hereafter “the 2004 Act”) provides that all landlords who are not a local authority or registered social landlord must register with the local authority. Failure to register is a criminal offence.

4.2 Section 84 of the 2004 Act provides that the local authority shall register a landlord where the appropriate information has been submitted, the appropriate fee paid and where it is satisfied that the relevant person (either the landlord or their agent) is a “fit and proper person” to act as a landlord. When considering whether someone is a fit and proper person, Section 85 of the 2004 Act provides that the local authority shall have regard to materials (among other things):-

- showing that the person has committed any offence involving fraud or other dishonesty; violence; drugs ; sexual or firearms offences;
- showing that the person has practised unlawful discrimination in connection with the carrying on of any business;
- showing that the person has contravened any provision of the Letting Code or the law relating to housing or landlord and tenant law;
- relating to any action or failure to act in relation to antisocial behaviour affecting a house which the person lets or manages; or
- relevant to the question of whether the person is a fit and proper person.

4.3 2,868 landlords have applied to the Council for registration of 4,180 properties. Only 3 landlords have had their registration refused or removed as a result of clear breaches of the legislation. Any Landlord/Agent aggrieved by the refusal or removal of their registration can appeal to the Sheriff. In the 3 cases mentioned, appeals were not lodged.

4.4 As part of the registration process, applicants must disclose relevant criminal convictions. Landlords who have fully disclosed relevant convictions have been interviewed and an assessment was made in relation to the interview, the nature of convictions and the age of the convictions before deciding to approve or refuse an application for registration.

4.5 Police Scotland have agreed to be more proactive in sharing information on Landlords’ criminal activities. This is welcomed by the service. Previously, investigation of an applicant was undertaken by the service and Strathclyde Police utilising the information sharing protocols that were in place.

4.6 The legislation lists considerations that the Local Authority must have regard to when deciding if the Landlord/Agent is a fit and proper person. The process and criteria review were approved at the September 2013 meeting of the Committee.

4.7 The Head of Safer & Inclusive Communities is currently the sole arbiter of the Fit & Proper person test for the Council.

5.0 PROPOSALS

5.1 Having regard to the Legislation, Guidance from the Scottish Government and in consideration of experience gained in administrating the registration scheme, it is proposed that the categories of information which will be considered when assessing whether someone is “a fit and proper person” shall be as follows:-

- i. Information from the Police or other relevant source about relevant criminal convictions or activities, particularly in relation to fraud or other dishonesty; violence; drugs; sexual or firearms offences;
- ii. Information from Social Protection Team of Safer & Inclusive Communities Service about failure to address reports about antisocial behaviour by tenants in the private sector;
- iii. Relevant information about housing benefit fraud;
- iv. Information from the Public Health and Housing Team of Safer & Inclusive Communities concerning a view that a landlord has failed to comply with his duties as landlord;
- v. information provided by the Private Rented Housing Panel to the Council and which information will cover the following areas:-
 - a) the making or variation of a Repairing Standard Enforcement Order; [an Order requiring a landlord to carry out such work as is necessary to bring the property up to the standard set out in the Housing (Scotland) Act 2006]
 - b) revocation of a Repairing Standard Enforcement Order; or
 - c) consent to the landlord entering into a tenancy or occupancy arrangement or the grant of a certificate under Section 60 that work required under a Repairing Standard Enforcement Order has been completed and the landlord to whom the notice relates is a person registered by the local authority.
- vi. information about breaches of any Letting Code issued by the Scottish Government.
- vii. Information from all Council services about the continued non-payment of accounts relating to property belonging to the Landlord.

5.2 It is considered that the determination of refusal of applications or consideration of revocations should no longer be a responsibility of the Head of Safer & Inclusive Communities due to other potential conflicts with this post's other housing responsibilities. It is proposed that a small Panel comprising the Corporate Director Education, Communities & Organisational Development and the Head of Legal & Property Services determine in such cases an applicant's status as a Fit and Proper person. Such determinations will have regard to the criteria listed in paragraph 5.1 together with consultations with relevant Council Services, the Police and where relevant other Local Authorities.

5.3 All landlords/Agents who have fully disclosed their convictions and were previously registered will continue to be registered unless there has been a material change to their circumstances. Any material change will result in a review of their Fit and Proper Person

status.

- 5.4 Where appropriate, consideration may be given to landlords who fail the Fit and Proper Person test being permitted to transfer the full management of their rental properties to an accredited property agent. The Council will need to be satisfied that the landlord in question has no direct or active involvement with the operation of that housing rental business.

6.0 IMPLICATIONS

6.1 Financial

There are no significant financial considerations

6.2 Legal

Legal and Property Services have been consulted on the proposals

6.3 Human Resources

There are no significant human resource consideration

6.4 Equalities

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

6.5 Repopulation

Having a good quality private rented housing sector will enhance the area.

7.0 LIST OF BACKGROUND PAPERS

- 7.1
- Antisocial Behaviour etc.(Scotland) Act 2004
 - Registration of Private Landlords – Guidance Note for Local Authorities (April 2009)
 - Registration of Private Landlords – Fit and Proper Person Test Procedure report to the Education & Communities Committee (September 2012)
 - Registration of Private Landlords – Fit and Proper Person Test Procedure Review report to the Education & Communities Committee (September 2013)

Report To:	Education & Communities Committee	Date: 09 September 2014
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/59/14/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Inverclyde Antisocial Behaviour Strategy 2014-18	

1.0 PURPOSE

- 1.1 The purpose of this report is to seek Committee endorsement of the Inverclyde Antisocial Behaviour Strategy 2014-18.

2.0 SUMMARY

- 2.1 The Inverclyde Antisocial Behaviour Strategy 2014-18 follows on from previous local Antisocial Behaviour Strategies and the need for an updated strategy was identified as being a 'high priority' in the 2012-15 Community Safety Partnership Strategic Assessment. A copy of the document is an appendix to this report.

- 2.2 The Inverclyde Antisocial Behaviour Strategy 2014-18 outlines:

- the national context and how it will be implemented in Inverclyde;
- identifies key strategic objectives
- outlines the antisocial behaviour picture in Inverclyde
- an outcome based performance framework as a mechanism for monitoring progress.

- 2.3 The Strategy is underpinned by the National *Promoting Positives Outcome: Working Together to Prevent Antisocial Behaviour in Scotland* and is a framework for working collaboratively with local partners to prevent antisocial behaviour. The strategy has four basic pillars:

Prevention:

- focusing on addressing the causes of the problem through preventative work

Integration

- by working together to achieve shared outcomes

Engagement

- to engage communities in a meaningful way in the development of national and local strategies and keep them informed of progress

Communication

- to communicate better as partners to ensure positive, co-ordinated and evidenced-based messages are shared with the public.

- 2.4 An outcome based framework underpinned by the national strategy has been developed with a number of local actions to respond to antisocial behaviour in Inverclyde.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee endorses the Inverclyde Antisocial Behaviour Strategy 2014-18.

John Arthur
Head of Safer & Inclusive Communities

4.0 BACKGROUND

- 4.1 The Antisocial Behaviour etc. (Scotland) Act 2004 placed a duty on each local authority and Chief Constable to jointly prepare, publish, review and revise a strategy to tackle antisocial behaviour in the authority's area. This is the third antisocial behaviour strategy for Inverclyde and builds upon the significant progress made by the partners to address antisocial behaviour (ASB) in Inverclyde.
- 4.2 This Inverclyde Antisocial Behaviour Strategy 2014 to 2018 represents how agencies work to develop a comprehensive response to tackle ASB in Inverclyde. Solutions for dealing with ASB cannot be achieved by agencies or communities working in isolation. This strategy will support and inform a partnership response to tackle ASB in Inverclyde.
- 4.3 Inverclyde Council and Police Scotland data indicates that there were 6164 combined ASB incidents from 01 April 2013 to 31 March 2014 a decline of 36.9% from the previous year and 61.8% from 2009/10. For 2013/14 the most prominent issues reported to the police include public nuisance, disturbance, damage and nuisance behaviour; and loitering/pestering residents reported to Inverclyde council.
- 4.4 A public consultation for the proposed antisocial behaviour was carried out between November 2013 and February 2014 using an online survey and featuring the same questions as the Citizens Panel. Whilst direction comparisons are difficult due to the sample size, the following issues were raised:
- Fifteen percent of respondents have noticed a reduction of antisocial behaviour in their neighbourhoods.
 - Vandalism, graffiti or other deliberate damage to property and people using or dealing drugs remains a 'very big issue'.
- 4.5 At a service consultation day in 2013 a working group of the Community Safety Partnership and other partners reviewed, discussed and agreed 10 strategic outcomes across the four national strategic pillars.

Prevention:

- Create more choices and chances.
- Appropriate, proportionate and timely interventions

Integration

- Better information sharing
- Better sharing of resources
- Clear shared outcomes

Engagement

- Involving and empowering communities to address ASB
- Partnership working with communities for communities

Communication

- Counter negative stereotypes and promote positive behaviour
- Reassure the public
- Co-ordinate local and national messages.

These strategic outcomes are underpinned by 16 improvement actions as detailed in pages 27 to 37 of the Appendix.

5.0 IMPLICATIONS

5.1 Financial Implications

None

5.2 Legal Implications

None

5.3 Human Resources Implications

All work undertaken within existing service and organisational personnel arrangements.

5.4 Equalities Implications

An equalities impact assessment was undertaken during the preparation of the ASB Strategy, to ensure that the policies it contains will not unreasonably have a negative impact on protected groups.

5.5 Repopulation Implications

Continued reduction on ASB will have a positive impact on Inverclyde's image.

6.0 CONSULTATIONS

- 6.1** A consultation exercise was carried out between November 2013 and February 2014 and opened to members of the public as well as community groups within the Authority Area.

7.0 BACKGROUND PAPERS

- 7.1** Inverclyde Community Safety Partnership Strategic Assessment 2012-15- E&CC, May 2013. EDUCOM/48/13DH

Inverclyde Antisocial Behaviour Strategy 2014-2018

CONTENTS

Section 1- Introduction and Purpose

Section 2- National and Local Context

Section 3- Our approach and Policy Context

Section 4- Outcomes Framework

Appendix 1- Statistics

FOREWORD

This strategy builds on previous antisocial strategies and the Community Safety Partnership Strategic Assessment which identifies antisocial behaviour as a high priority issue. This strategy also is influenced by our Community Planning Partnership vision for Inverclyde which is:

‘Getting it right for every Child, Citizen and Community’

The 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.

Preventative work is carried out on a daily basis involving staff from Inverclyde Council, Police Scotland and our local housing providers focusing on sharing information and deploying joint resources, this is backed up through the multiagency tasking and coordinating arrangements in Inverclyde.

This strategy and the partners who contribute to this strategy are committed to tackling antisocial behaviour through a multiagency framework, a focus on embedding what works and demonstrating good practice to improve outcomes for the people of Inverclyde.

Councillor Terry Loughran

Convenor Education & Communities- Inverclyde Council

FOREWORD

On behalf of Police Scotland I am delighted to introduce the latest Antisocial Behaviour Strategy for Inverclyde which highlights the excellent work already carried out and sets the priorities for all partners over the next four years.

The Inverclyde Policing Plan was published earlier this year and outlined that Violence, Disorder and Antisocial Behaviour remains a priority for the communities in Inverclyde.

There has been a significant reduction in Antisocial Behaviour to date by addressing alcohol fuelled disorder, street drinking offences and targeting hotspot locations through intelligence led action plans. We seek to maintain the reduction in the reports of antisocial behaviour.

Police Scotland cannot achieve our priorities in isolation and we have excellent working relationships with community planning partners in Inverclyde and in terms of antisocial behaviour, we work with those partners on a daily basis.

I look forward to working with partners to continue to reduce antisocial behaviour and working with communities to 'Keep People Safe' throughout Inverclyde.

Chief Superintendent Alan Speirs

Divisional Commander (Renfrewshire and Inverclyde Division)

Executive Summary

- This is the third antisocial behaviour strategy for Inverclyde and builds upon the significant progress made by the partners to address antisocial behaviour in Inverclyde.
- In 2007 the Scottish Government undertook a review of the national antisocial behaviour strategy and in March 2009 the National Antisocial Behaviour Strategy “Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland” was published. This framework encouraged partnerships to review their antisocial behaviour strategies in 2010. From the national strategy a framework was produced outlining how to tackle antisocial behaviour at a national and local level. The framework consists of four strands: Prevention; Integration; Engagement; Communication.
- This strategy represents how agencies work to develop a comprehensive response in relation to antisocial behaviour in Inverclyde. Solutions for dealing with antisocial behaviour cannot be achieved by agencies or communities working in isolation.
- Addressing antisocial behaviour in Inverclyde is closely linked to supporting the achievement of the Scottish Government’s National Outcomes which are translated to a local level through the Inverclyde Single Outcome Agreement (SOA). The antisocial behaviour framework will measure progress with reference to SOA Targets.
- This document identifies a local response to the 10 strategic outcomes as directed by the National Antisocial Behaviour Strategy.

SECTION 1- INTRODUCTION AND PURPOSE

Introduction and purpose of the strategy

This is the third Inverclyde Antisocial Behaviour Strategy and builds upon the previous strategies to help prevent and reduce antisocial behaviour from occurring. Tackling antisocial behaviour remains a high priority of the Inverclyde Community Safety Partnership and its partners.

Whilst solutions for dealing with antisocial behaviour are difficult to achieve by agencies or communities working in isolation, this strategy aims to inform how services and partners working together can better respond to antisocial behaviour.

The key aims of this strategy are to:

- **Prevent and reduce incidences of antisocial behaviour;**
- **Intervene in emerging problems in a manner which is proportionate and timely;**
- **Share information appropriately and timely to inform our decision making processes;**
- **Ensure a consistent approach to tackling antisocial behaviour across Inverclyde through evidence based decision making;**
- **Use the full range of resources and powers available to all partners to address problematic behaviour.**

The strategy:

- Outlines the strategic context within which the document will operate;
- Identifies key strategic objectives
- Outlines the antisocial picture in Inverclyde
- Outlines an outcomes based performance framework as a mechanism for monitoring progress towards its strategic objectives

Definition of Antisocial Behaviour

The Antisocial Behaviour etc. (Scotland) Act 2004 created a statutory duty on local authorities to take the lead in tackling antisocial behaviour. The underlying objective was

that although the local authority would take the lead role, all public sector bodies should contribute to the common purpose of reducing antisocial behaviour.

Section 143 sets out the interpretation of antisocial behaviour for the purposes of the Act (except Parts 7 and 8). The legislation provides that a person engages in antisocial behaviour if they:

- act in a manner that causes or is likely to cause alarm or distress; or
- pursue a course of conduct that causes or is likely to cause alarm or distress to at least one person not of the same household as them.

In this definition “conduct” would include speech; and a course of conduct must involve conduct on at least two occasions.

SECTION 2- NATIONAL AND LOCAL CONTEXT

NATIONAL CONTEXT

National Outcomes

The Scottish Government's National Performance Framework sets out the strategic direction for Scotland. Five strategic objectives have been identified which underpin the work of the Scottish Government. National Outcomes, targets and indicators have been set within a national performance framework to measure progress towards the achievements. The national performance framework consists of 15 outcomes of which 3 are identified as being directly related to antisocial behaviour:

	National Outcome	Reduced ASB - Safer & Stronger	Safer & Stronger -Reduced ASB	Wellbeing Outcome
Key national outcomes	9: We live our lives safe from crime, disorder and danger	Reductions in ASB lead to more people living their lives safe from crime, disorder and danger, through a reduction in disorder and a reduction in likelihood of ASB escalating into criminal behaviour	Increases in community safety can lead to lower ASB because those who are protected from crime, disorder and danger are less likely to get involved in ASB themselves because victims can be more likely to become perpetrators	Safe
	10: We live in well-designed, sustainable places where we are able to access the amenities and services we need	Reductions in ASB can promote sustainability because there is less likely to be damage and decay to property and amenities, and services and amenities are more likely to be utilised and retained	Increases in community safety can lead to lower ASB because well-designed and sustainable communities discourage disorder. Secured by Design ⁷ and environmental engineering ⁸ can help prevent ASB	Active
	11: We have strong, resilient and supportive communities...	Reductions in ASB can promote more resilient, supportive and responsible communities because the associated positive outcomes will encourage more residents to get involved in collective action	Increases in community safety can lead to lower ASB because those in strong, resilient, supportive and responsible communities are less likely to act negatively or unilaterally, neglect problems or tolerate serious ASB	Respected and Included
Other relevant national outcomes	2: better employment opportunities	Reductions in ASB can promote the development of more successful individuals and a more equal society because it can relieve a source of stress and pressure on victims, who are more likely to come from deprived communities. Diversionary activities for potential perpetrators can reduce social exclusion and improve life chances by providing access to education and training and by developing skills, employability and self-esteem	Increases in community safety through reduced poverty can lead to less ASB because a more equal society with higher employment is less likely to generate ASB as people are less likely to be bored or disillusioned and are likely to have more disposable income, enabling access to a greater range of amenities	Nurtured
	3: better educated, more skilled			Achieving
	4: four capacities for young people			Included
	6: we live longer, healthier lives			
	8: improved life-chances for young people and families at risk			Healthy
13: strong, fair and inclusive national identity				
	8: improved life chances for young people and families at risk	Reductions in ASB through diversion and intensive family support can improve the life chances of those at risk by encouraging them to make more constructive use of their time and addressing the	Increases in community safety can lead to a reduction of ASB because stable families with organised daily routines and an	Active

		underlying causes of disruptive behaviour	absence of substance misuse are less likely to cause ASB, which is often borne out of chaotic lifestyles	
	15: our public services are high quality, continually improving, efficient and responsive to local people's needs	Reductions in ASB can lead to improved public service delivery because, as ASB is brought under control, local agencies can be freed up to deal with more serious matters and work more proactively	Increases in community safety can lead to improved public service delivery as agencies are freed up to develop more sophisticated and sustainable approaches and learn from good practice in other areas	

Policy and Strategy Context- Promoting Positive Outcomes

In March 2009 the national antisocial behaviour framework **Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotlandⁱ** was published providing a framework for working collaboratively with national and local partners to prevent antisocial behaviour.

Promoting Positive Outcomes makes four basic pillars:

Prevention:

- focusing on addressing the causes of the problem through preventative work

Integration

- by working together to achieve shared outcomes

Engagement

- to engage communities in a meaningful way in the development of national and local strategies and keep them informed of progress

Communication

- to communicate better as partners to ensure positive, co-ordinated and evidenced-based messages are shared with the public.

The Inverclyde Antisocial Behaviour Strategy is framed around the four pillars, each of which is covered in detail in further sections.

National Antisocial Behaviour Implementation Plan

The National Antisocial Implementation Planⁱⁱ was published in October 2009 and presented three key themes, which brought together the range of national actions, and local recommendations which the framework put forward. The themes are:

Developing and sharing knowledge

- Developing an effective method of gathering information on what is happening nationally and locally.
- Collecting and evaluating evidence on what works in delivering outcomes.

Supporting practitioners, partners and communities

- Providing the foundation and tools to empower, inform and support practitioner activity.
- Developing tools to support and improve community engagement.

Developing and communicating a coherent picture

- Joining across policy areas to ensure a coherent and cohesive approach.
- Promoting and maximising the knowledge and use of available resources
- Providing easy access to knowledge, information and expertise.

The framework recognises that antisocial behaviour cannot be understood or resolved in isolation, and the response to antisocial behaviour both nationally and locally needs to reflect a wider community safety agenda which includes how we tackle more serious criminal behaviour and how we divert and engage young people

The framework also makes clear that it will create the right strategic direction, policy linkages, and local actions necessary to allow prevention to become the focus when tackling antisocial behaviour. This framework cannot on its own resolve all of the deep-seated problems of society, it forms part of a set of national social policy frameworks, which provide a platform for addressing the underlying causes of unacceptable behaviour such as drink, drugs and deprivation. Therefore, linkages are made throughout the framework to the other national social policy frameworks and policies that are focused particularly on addressing these issues.

LOCAL CONTEXT

Governance Arrangements

The Inverclyde Alliance Single Outcome Agreementⁱⁱⁱ is an agreement between the partners of the Inverclyde Alliance and the Scottish Government, designed to improve the prospects of Inverclyde and to secure a better future of Inverclyde's people. The agreed

vision of the Alliance for Inverclyde is “**Getting it Right for Every Child, Citizen and Community**”. The Alliance will work in partnership to create a confident, inclusive Inverclyde with safe, sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

To deliver this vision, the Inverclyde Alliance, has agreed, with its communities, a number of strategic local outcomes:

Single Outcome Agreement Themes
<p>SOA 1 Inverclyde’s population is stable with a good balance of socio-economic groups</p>
<p>SOA 2 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</p>
<p>SOA 3 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.</p>
<p>SOA 4 The health of local people is improved, combating health inequality and promoting healthy lifestyles.</p>
<p>SOA 5 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.</p>
<p>SOA 6 All our young people have the best start in life.</p>
<p>SOA 7 Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations.</p>
<p>SOA 8 Our public services are high quality, continually improving, efficient and responsive to local people’s needs.</p>

The priorities in the Inverclyde Antisocial Behaviour Strategy directly contribute to the delivery of SOA2 “Successful Communities” that:

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.

This outcome involves community safety with a focus on community capacity and community engagement.

The Inverclyde SOA indicators and targets which are closely linked to the antisocial behaviour strategy are:

- An increase in the satisfaction as Inverclyde as a place to live;
- An increase in the satisfaction with neighbourhoods as a place to live;
- A reduction in the overall crimes and offences for Inverclyde;
- A reduction in the percentage of Citizens' Panel respondents who stated that they are 'quite' or 'very' worried about one or more crime issues;
- An increase in the numbers of detections for consuming alcohol in a public place;
- A reduction in the numbers of building fires (dwellings, commercial and industrial and derelict).

The overall strategic responsibility for the Inverclyde Antisocial Behaviour Strategy lies with the Inverclyde Community Safety Partnership which is responsible for coordinating a joint approach to community safety related issues across the authority area. Since 2007 a Community Safety Strategic Assessment has been published identifying high priority themes for the partnership. The 2012 Annual Review, through consultation, identified antisocial behaviour as a 'high priority' theme highlighting the need for a renewed and updated Antisocial Behaviour Strategy. The functions in relation to antisocial behaviour will be coordinated through the Community Safety Partnership Coordinating Group which is overseen by the 'Successful Communities' Outcome Delivery Group.

Link to other local strategies

Inverclyde Council Corporate Plan 2013-2017^{iv}

Inverclyde Council, in partnership with the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for Every Child* framework a step further and has made a commitment to get it right for every citizen and community. The focus is to make Inverclyde a place which nurtures all citizens, ensuring that everyone has the opportunity to have a good quality of life and good mental and physical wellbeing.

Linked to the Inverclyde Council Corporate Plan is the **Inverclyde Council Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2013-16**. The Directorate Plan has identified the changing patterns of antisocial

behaviour and the success of the services put in place since 2005 led to the need for a review of antisocial behaviour and community services due for completion in 2014.

Specifically the Directorate Plan has a number of Key Performance Measures in relation to antisocial behaviour:

- Average response time for domestic noise complaints received throughout the year requiring attendance on site
- Number of complaints of domestic noise received throughout the year dealt with under Part V of Antisocial Behaviour etc. (Scotland) Act 2004
- High priority Community Warden telephone calls responded to within 30 minutes
- Medium priority Community Warden telephone calls responded to within 60 minutes

Police Scotland (Inverclyde) Local Policing Plan 2014-2015

This plan sets out the local policing priorities and objectives for Inverclyde for 2013-2014 and is a statutory requirement of the Police and Fire Reform (Scotland) Act 2012. It is produced as part of a planning process which takes account of the Scottish Governments overarching vision for public services, the Strategic Police Priorities set by Scottish Ministers, the Scottish Police Authorities Strategic Police Plan and the Chief Constable of Scotland's Annual Police Plan.

The local police plan for Inverclyde represents a critical part of the delivery process for the new Police service, demonstrating Police Scotland's commitment to local policing within the national planning framework and enabling them to respond effectively to the concerns of local communities as well as meet and tackle nationwide demands. This local authority plan issued supported by 6 multi member ward community policing plans which respond directly to local needs and demands.

Scottish Fire & Rescue Service's (SFRS) Delivery Plan for Inverclyde

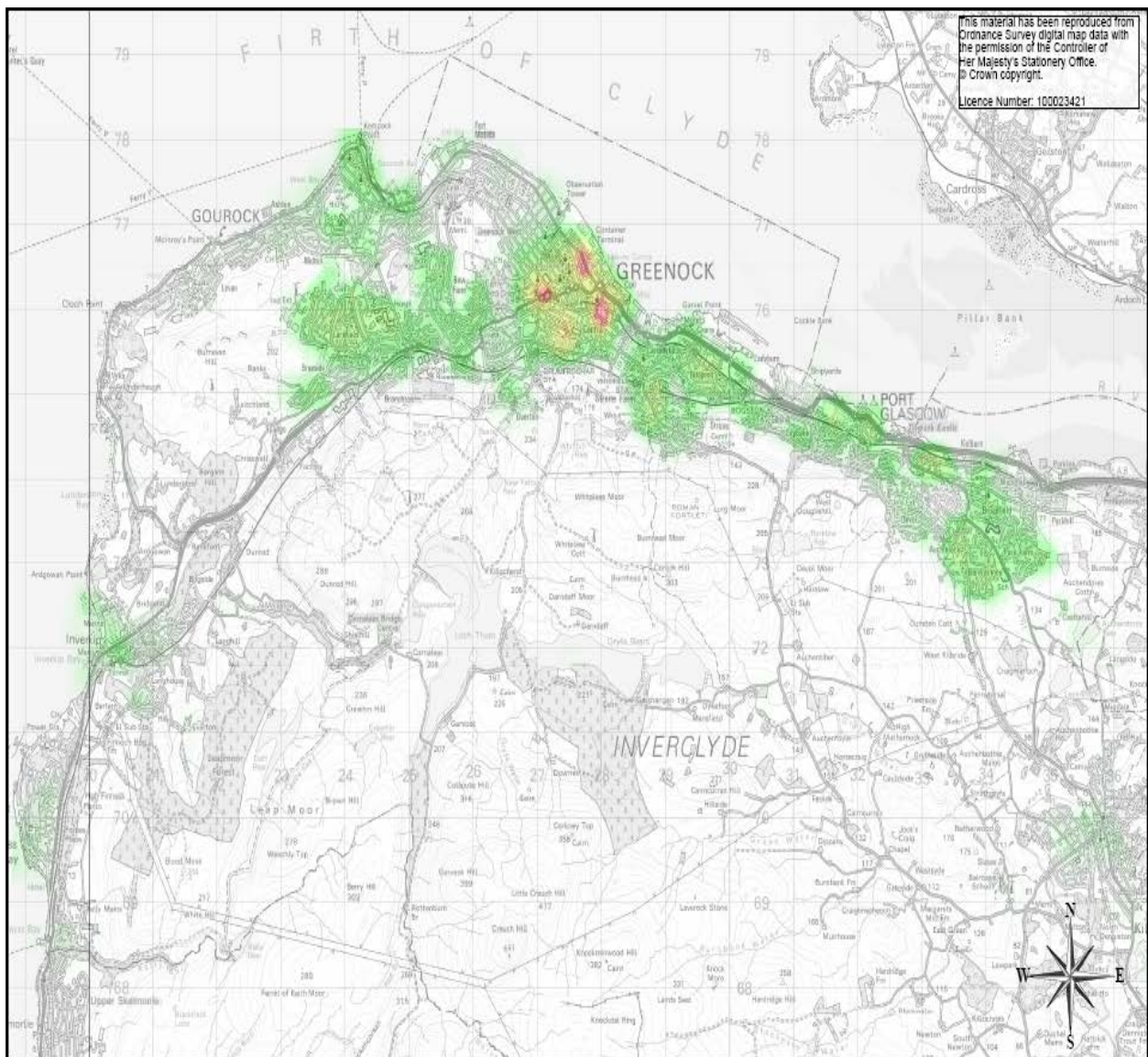
This plan sets out the priorities and objectives for Inverclyde for 2014-2015 and is a statutory requirement of the Police and Fire Reform (Scotland) Act 2012. Locally the plan has 6 priorities; reduction of dwelling fires, reduction of fire casualties and fatalities,

reduction of deliberate fire setting, reduction of fires in other buildings, reduction of road traffic collisions and reduction of unwanted fire signals.

SECTION 3- PROFILE OF ANTISOCIAL BEHAVIOUR IN INVERCLYDE

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

Current Picture



Map 3.1 – ASB Hotspot areas in Inverclyde, 01.04.2013-31.03.14

Source: Inverclyde Council Uniform system (2014) and Police Scotland (2014)

Map 3.1 highlights the areas in Inverclyde where antisocial behaviour was most predominantly concentrated from 2013-14, which is principally located around Greenock Town Centre. The antisocial behaviour incidents include those reported to Inverclyde Council and Police Scotland. The data indicates that antisocial behaviour has steadily been on decline since April 2009 (Figure 3.1).

In total there were 6164 combined incidents from 01 April 2013 to 31 March 2014 (Data tables can be found in Appendix 1). This was a decline of 36.9% from the previous year and 61.8% from 2009/10. For 2013/14 the most prominent issues were reported to the police and include public nuisance, disturbance, damage and nuisance behaviour; and loitering/pestering residents reported to Inverclyde council (Figure 3.2).

For the past five years there appears to be little season variation in ASB incidents (Figure 3.3), there is a slight increase in the summer months but not significantly. Incidents are most frequently occurring towards the end of the week, with a peak on Friday and Saturday (Figure 3.4) and from 1600 to 2200 (Figure 3.5).

This pattern is similar for all the multi-member ward areas over the past five years (Figure 3.6, 3.7 and 3.8). There was more summer seasonal variation, weekend activity and incidents later in the evening in Inverclyde North, but this is perhaps expected given it includes Greenock town centre. In Inverclyde West there was the least seasonal and weekend behaviour, with little signs of a night-time problem.

The wards with the smallest decrease in ASB incidents from 2012/13-2013/14 was Inverclyde South West (-26.0%) and the highest decrease was in Inverclyde West (-45.1%), but this area also had the smallest number of incidents (423). The area where most incidents are reported are in Inverclyde North (1939), accounting for 31.5% of all antisocial behaviour in Inverclyde.

In all multi-member wards public nuisance was the most prevailing issue, accounting for as much as 42.5% of all antisocial behaviour in Inverclyde North and 31.5% in Inverclyde West.

Figure 3.1 - ASB Incidents

Apr 09-Mar 14

(Source: Inverclyde Council and Police Scotland, 2014)

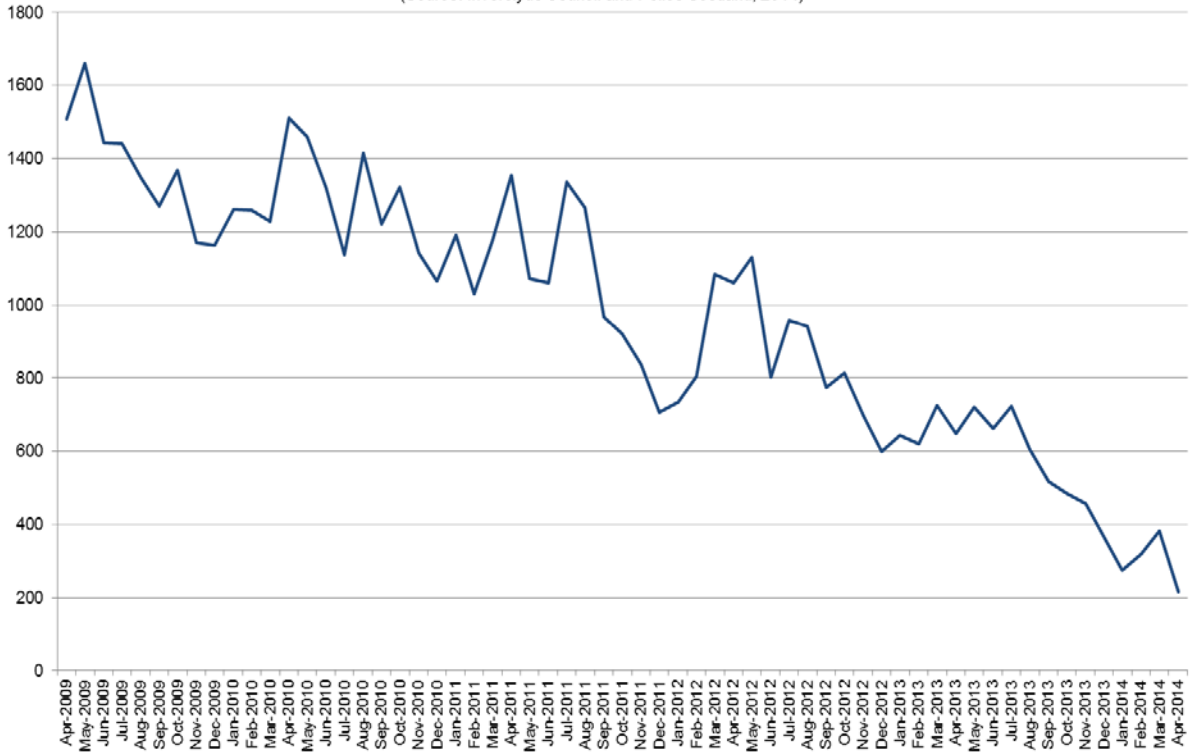
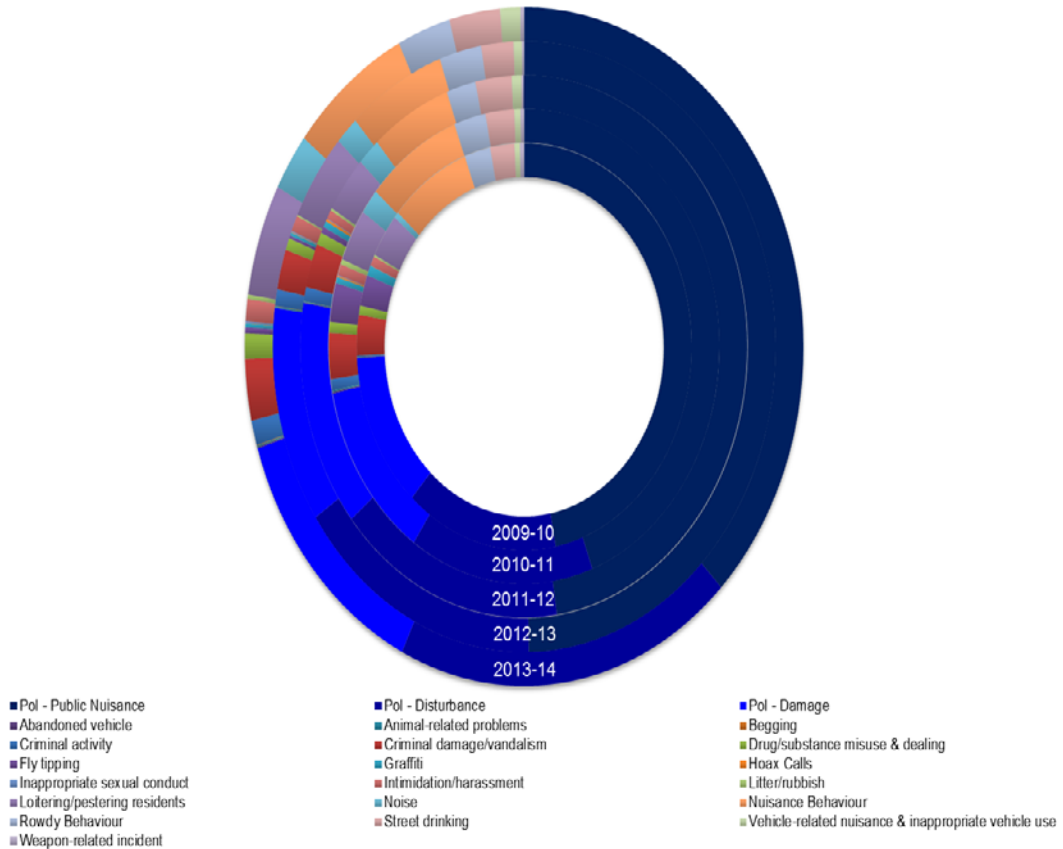


Figure 3.2 - ASB Incidents by category

Apr 09-Mar 14

(Source: Inverclyde Council and Police Scotland, 2014)



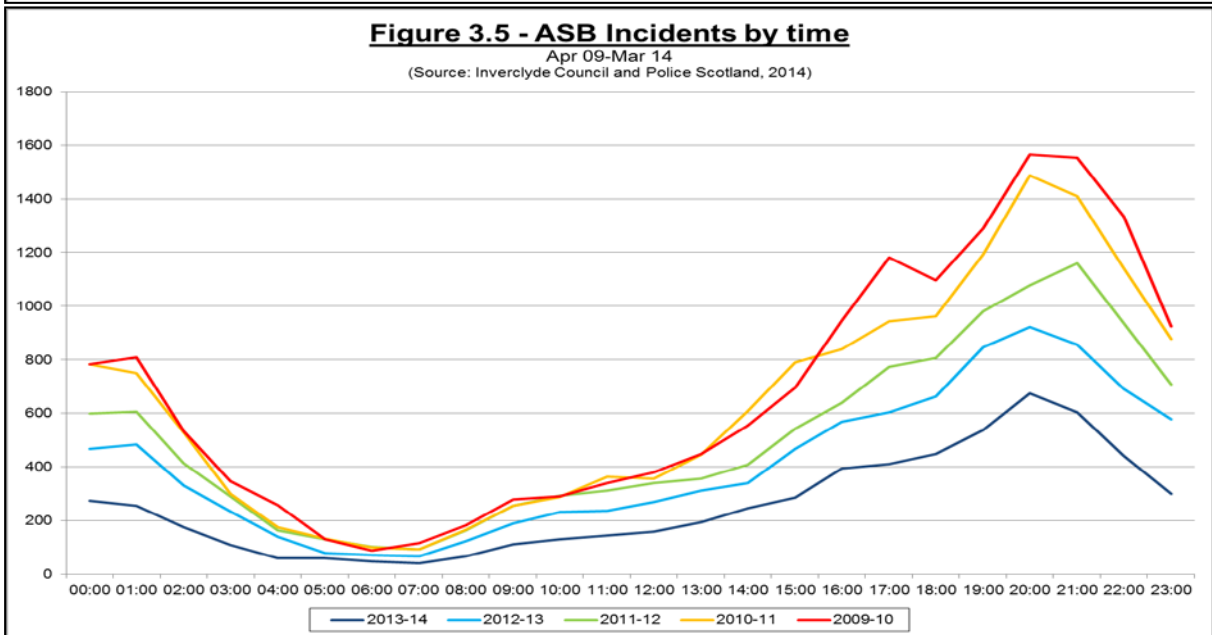
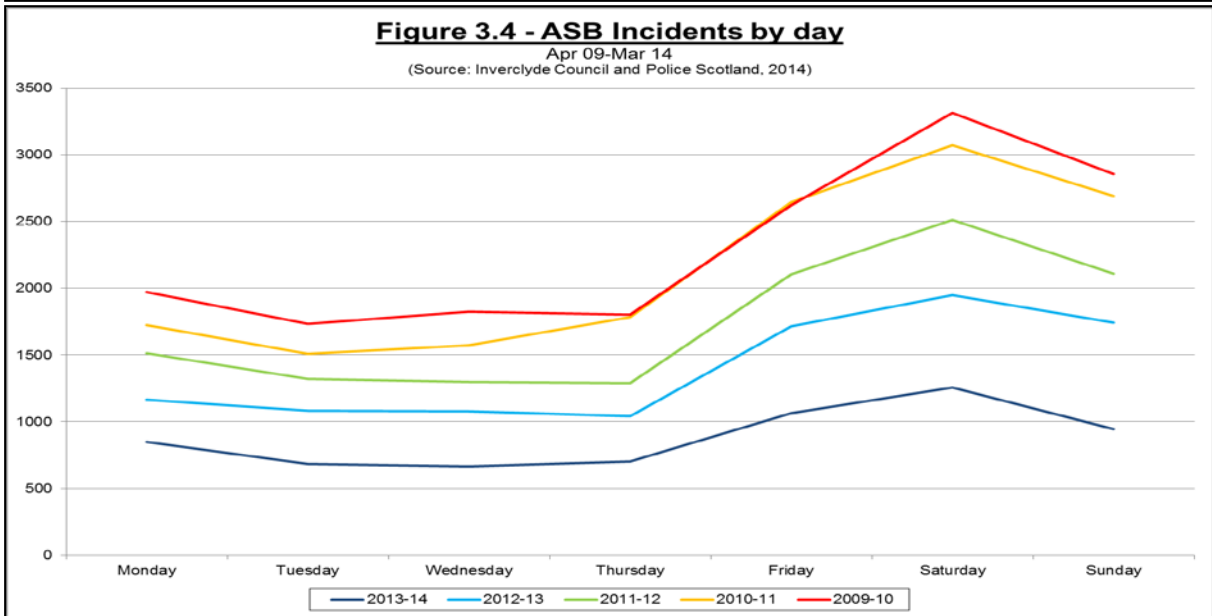
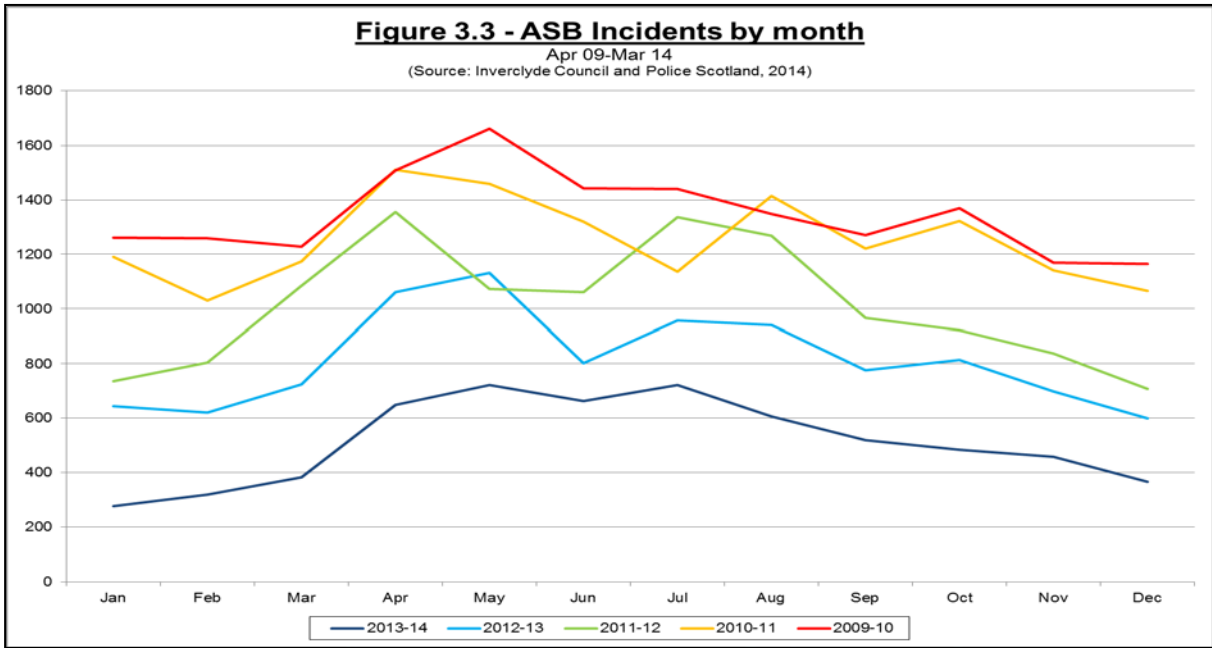


Figure 3.6 - ASB Incidents by month and multi-member ward

Apr 09-Mar 14
(Source: Inverclyde Council and Police Scotland, 2014)

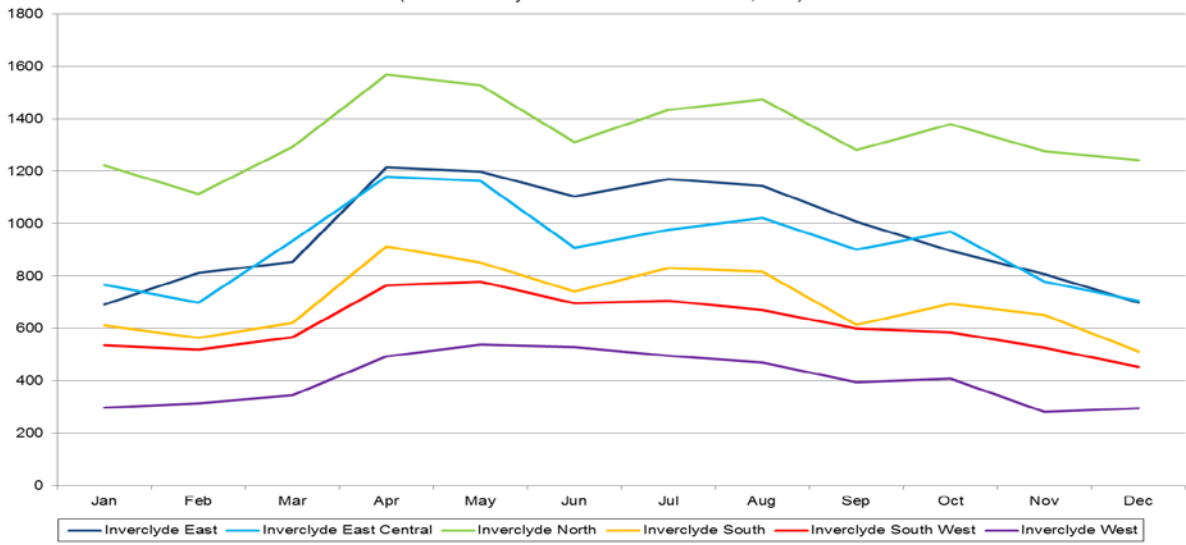


Figure 3.7 - ASB Incidents by day and multi-member ward

Apr 09-Mar 14
(Source: Inverclyde Council and Police Scotland, 2014)

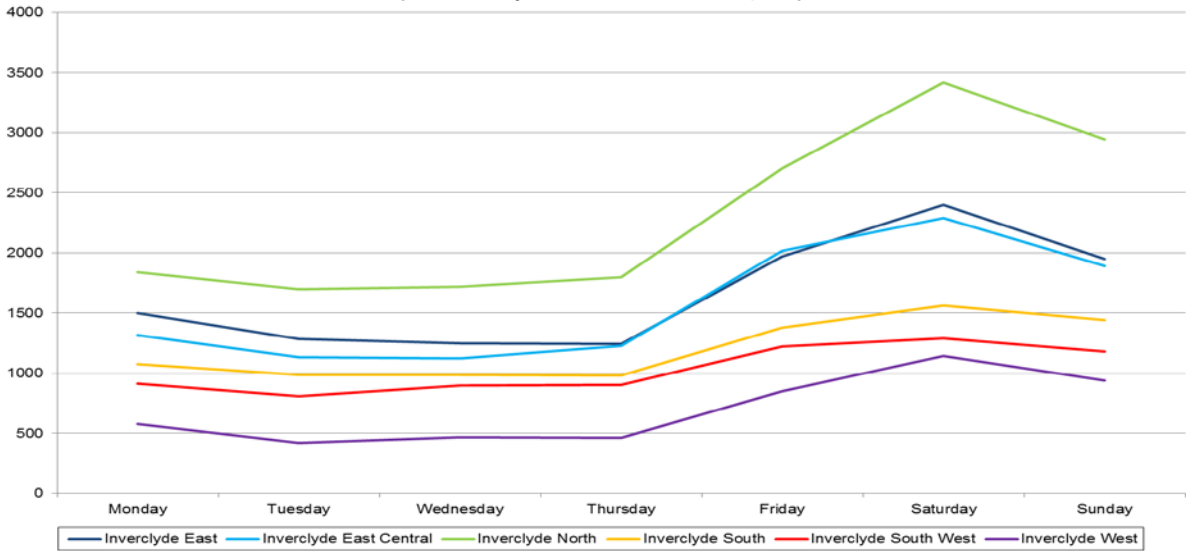
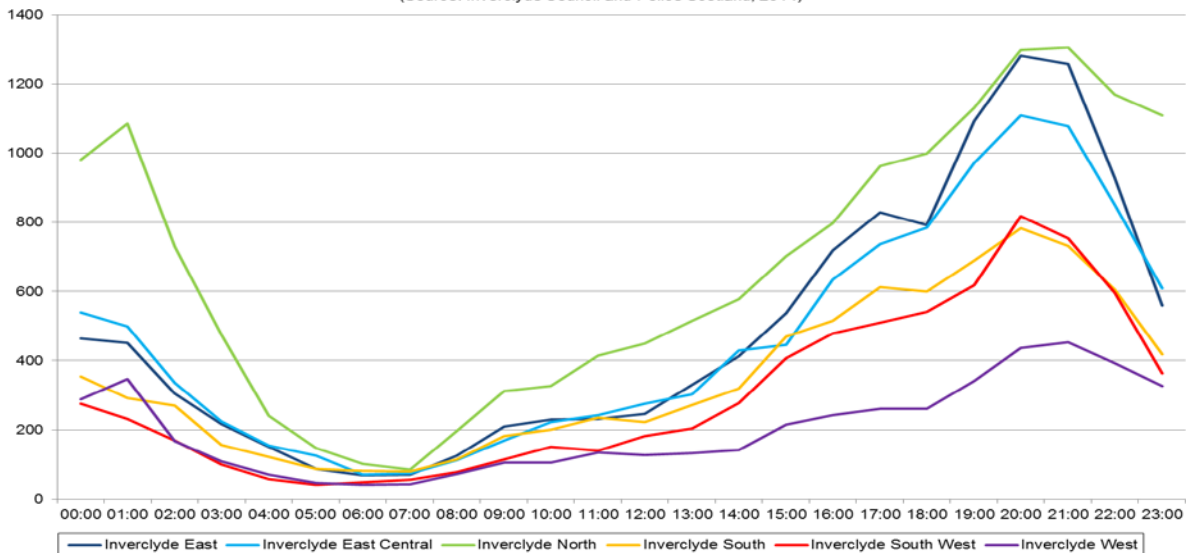


Figure 3.8 - ASB Incidents by time and multi-member ward

Apr 09-Mar 14
(Source: Inverclyde Council and Police Scotland, 2014)



A public consultation for the proposed antisocial behaviour was carried out between November 2013 and February 2014 using an online survey and featuring the same questions as the Citizens Panel. Whilst direction comparisons are difficult due to the sample size, the following issues were raised:

- Fifteen percent of respondents noted a reduction of antisocial behaviour in their neighbourhood, against ten percent in the 2011 Citizens Panel. A further fifty-three percent of respondents had not noticed a reduction against thirty two percent in the 2011 Citizens Panel.
- Vandalism, graffiti or other deliberate damage to property and people using or dealing drugs remains a 'very big issue' similar to the 2011 Citizens Panel.
- In the consultation there has been a slight increase in the knowledge of the antisocial behaviour helpline compared to the 2011 Citizens Panel.

The public perception of antisocial behaviour

In a recent study "Inverclyde Depopulation Study" Inverclyde was not perceived as a particularly safe place to live by some local people. The focus group in regards to this study raised concerns about issues of drug and alcohol abuse, violent crime and antisocial behaviour. This is backed up by the Inverclyde Citizens' Panel which frequently highlights crime being a key issue that needed tackled, and the high number of people who are 'very' or 'quite' worried about crime in Inverclyde.

In December 2011 the Inverclyde Council Citizens' Panel Autumn 2011 noted that 10% percent of respondents said that they have noticed a reduction in anti-social behaviour in their neighbourhood in the last 12 months. A further 32% said that they had noticed no reduction in anti-social behaviour and 60% said that anti-social behaviour is not an issue in their neighbourhood.

Respondents were asked to look at 11 different issues and to state how much of an issue these are in their neighbourhood. In the 2011 survey the most common issues was rubbish or litter lying around (35%) stating that it was a very or fairly big issue and a further 36% stating that it was a minor issue. This is followed by people using or dealing drugs (20%), and vandalism, graffiti or other deliberate damage to property (16%).

Police Scotland regularly undertake consultation exercises in each of the 6 multi member wards. Each Policing plan identifies priorities within each ward area which cites 'Drunk or Disorderly' behaviour in the top 4 priorities for each ward. 'Drunk or Disorderly' behaviour includes public drinking, youth disorder, vandalism and graffiti.

Public Consultation and Community Group Consultation

In order to support the strategy a consultation exercise was carried out between November 2013 and February 2014 asking members of the public and local community groups to respond to the strategy. In respect of the public consultation several of the questions mirrored the community safety questions that are asked in the Inverclyde Citizens Panel. 58 responses were provided. Whilst direct comparisons cannot be made between the consultation questions and the Citizens Panel the following observations were made:

Statistically there has been an increase in people noting a reduction in antisocial behaviour in their area over the past year. There was also an increase in people noting that antisocial behaviour had not reduced.

There has been an increase of awareness of the antisocial behaviour helpline with an exact split of awareness.

Similarly to previous Citizens Panels rubbish or litter lying around and people using or dealing drugs remains a very big issue in individual neighbourhoods. The next Inverclyde Citizens Panel with community safety questions is due for release in spring 2014 which will inform the update plan.

In respect of the group consultation 8 community groups responded. In the first instance the group representative was asked to consider the same questions as asked to members of the public. Similarly to the public consultation and previous Citizens Panels rubbish or litter lying around remains a very big issue for community groups.

Note on Statistics

Whilst the statistics provided by the various agencies in this section are as robust as they can be, it is important that they should be treated with a degree of caution.

In the first instance statistics have been provided by a number of agencies and therefore incidences of antisocial behaviour could have been reported to a number of agencies simultaneously, conversely not all occurrences of antisocial behaviour are reported to Inverclyde Council, Police Scotland or the Registered Social Landlords.

There should also be a note on certain reported incidents. Higher rates of reported antisocial behaviour in certain areas may reflect the physical conditions that make those behaviours most likely, e.g. street drinking and urinating in public may be more likely to occur in the town centre areas. Similarly high levels of disorder in an area may be a reflection of where young people congregate, rather than evidence of more common antisocial behaviour. Further, it is also possible that apparently higher levels of youth disorder may reflect places where residents are most anxious about young people congregating and therefore more likely to report 'youth causing annoyance' to Inverclyde Council and the Police. It is also worthy of note that Community Wardens may report more incidences of antisocial behaviour in areas compared to others due to being previous hotspots. These notes aside, the ward level comparisons have been provided to illustrate variations in antisocial behaviour across Inverclyde.

SECTION 4- OUR APPROACH AND POLICY CONTEXT

The purpose of this section is to outline the approach and actions partners will take address to antisocial behaviour in Inverclyde. At a service consultation day in May 2013 a working group of the Community Safety Partnership and other partners reviewed, discussed and agreed the following improvement actions. The improvement actions outline the priorities for the CSP.

Each pillar is set out with 2 distinct approaches. Firstly, a consideration for the Scottish Government Promoting Positive Outcomes Strategy followed by an understanding of what we will achieve in Inverclyde.

PILLAR 1: PREVENTION

The national framework identified 2 strategic aims which underpin the prevention pillar.

Strategic Aim 1.1- Create More Choices and Chances

A greater focus, politically, strategically and operationally should be placed on education, prevention and early intervention by developing resilience and creating more choices and chances for all, with the aim of diverting people away from being involved in antisocial behaviour and from other behaviours likely to increase the risk of being involved in antisocial behaviour, such as alcohol and drug misuse. Antisocial behaviour is most likely to occur in areas which suffer from multiple deprivation. Therefore, providing targeted opportunities and improved accessibility in education, employment and training, as well as in sport, culture and other "diversionary activities", will improve the life chances of both potential perpetrators and victims and provide sustainable reductions in the level of antisocial behaviour in our communities.

Strategic Aim 1.2- Appropriate, proportionate and timely interventions

All approaches to tackling antisocial behaviour, and particularly enforcement action, need to be appropriate, proportionate and timely, relative to the circumstances presented to local agencies at any specific time. In order to achieve sustainability, enforcement is dependent on support and education measures, introduced in tandem, which are tailored

to meet the needs of both individuals and communities, with the aim of preventing future antisocial and providing long-term solutions.

PILLAR 2: INTEGRATION

The national framework identified 3 strategic aims which underpin the integration pillar.

Information Sharing

The sharing of information is essential to the successful delivery of the strategy. Information will be shared under the Data Protection Act 2004 and the Antisocial Behaviour etc. (Scotland) Act 2004, for the prevention of antisocial behaviour. An information sharing protocol between Inverclyde Council, Police Scotland and local housing providers currently exists in respect to tackling antisocial behaviour and Inverclyde Council are currently reviewing their procedures under the Public Records (Scotland) Act and its requirement for a Records Management Plan.

The Protocol outlines:

- In what circumstances can information be shared
- The types of information that can be shared
- How information is shared.

The sharing of information between Inverclyde Council and the local Registered Social Landlords is also applicable.

Strategic Aim 2.1- Better Information Sharing

Integrated services require the effective sharing of information and intelligence which allows policy implementation and intervention to take place on an evidence and intelligence-led basis.

Strategic Aim 2.2- Better Sharing of Resources

Integrated services require the flexible and effective use of staffing, finance and property free from the constraints and limitations imposed by organisational and bureaucratic boundaries.

Strategic Aim 2.3- Clear Shared Outcomes

Integrated services require commitment to the achievement of agreed and common outcomes across all partner agencies and stakeholders.

PILLAR 3: ENGAGEMENT

The national framework identified 2 strategic aims which underpin the engagement pillar.

Strategic Aim 3.1- Involving and empowering communities to address antisocial behaviour

To create a safer and stronger Scotland we need to ensure that community engagement (in relation to the antisocial behaviour agenda) is carried out consistently and to the highest possible standard, to enable communities to be effectively involved and empowered at an early stage. This is vital because, when local people are actively engaged in tackling issues within their community, they can be empowered to help realise their community's potential.

This can be achieved through earlier involvement in the planning of services to tackle antisocial behaviour, continuous involvement in the identification of local problems and the opportunity to participate and influence local decision-making through local capacity building. These activities within Community Planning Partnerships (CPPs) should be overseen by local elected members with a designated remit to ensure all community groups engage, particularly young people, victims, antisocial behaviour offenders and other "hard-to-reach" groups.

Strategic Aim 3.2- Partnership working with communities for communities

Effective multi-agency action at a local community level is the key to ensuring that a broad range of approaches can be deployed against antisocial behaviour issues. These should have an emphasis on early intervention and prevention through community participation, mediation and reassurance activities. This is instead of resorting to enforcement measures as a first course of action that do not always resolve underlying problems or can be more costly.

It is vital that CPPs engage local communities and deliver sustainable local solutions to local problems. These solutions should be informed by effective community engagement to ensure responses are appropriate and proportionate based on accurate information

from communities. Therefore, all communities should be actively engaged by partner agencies through easily accessible means of community dialogue. Communities should feel a sense that their participation is welcome and that their concerns are taken seriously and acted upon. The outcomes of any action should be reported back to them

PILLAR 4: COMMUNICATION

The national framework identified 3 strategic aims which underpin the engagement pillar.

Strategic Aim 4.1- Counter Negative Stereotypes and Promote Positive Role-models

National marketing campaigns should be focused on encouraging more balanced, evidenced-based reporting on antisocial behaviour with a particular emphasis on responsible reporting on young people's involvement. Raising the profile and involvement of role-models in people's lives will offer opportunities for young people and adults alike who are involved or at risk of being involved in antisocial behaviour to realise their potential and become more responsible citizens.

Strategic Aim 4.2- Reassure the public

National organisations and local agencies must engage meaningfully with the public to improve their understanding of issues that affect people's quality of life and sense of security. By working in partnership with local communities and communicating more regularly and effectively with them, public confidence in the effectiveness of local agencies tackling antisocial behaviour will build and the fear of crime and disorder will reduce.

Strategic Aim 4.3- Coordinate local and national communications

National marketing campaigns need to be coordinated with local media and communication strategies. This will ensure a consistent message in respect of national and local priorities is given to communities, sufficient capacity can be made available locally to meet any increased demand for services and members of the public will become increasingly aware of their responsibilities in tackling antisocial behaviour and how to access the services they need.

CLOSING STATEMENT

In November 2013 the Inverclyde Community Safety Partnership identified five main actions in proceeding with the outcomes of the Antisocial Behaviour Strategy:

- The recreation of the Inverclyde Juvenile Intervention Group
- A review of agency responses to ensure that interventions are appropriate, proportionate and timely
- A review of the current document ‘Sharing of Information to tackle Antisocial Behaviour’ i.e. the Information Sharing Protocol and associated issues
- To review the Antisocial Behaviour Multi Agency Tasking and Coordinating Group arrangements
- How to involve and empower communities to address antisocial behaviour

These actions are due to be completed in 2014/15.

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB01 (P)	Create more choices and chances	Range of services and interventions for young people through Community Learning and Development (CLD) Team	Improved coordination, pathways and outcomes of individuals 'loosing no-one'	Joint planning of services, pathways and processes. Services will agree to work together for an agreed and shared aim, to improve outcomes for individuals.	Joint Plans/Interagency plans Improved relations between "young people" and other members of the community, joint community building.	Inverclyde Youth Work Sub Group	Within exciting resources	SOA 2 Safe, Achieving, Respected and responsible. MSC2
ASB02 (P)	Create more choices and chances	The Establishment of an Early and Effective Intervention Group (EEIG) for young offenders has resulted in young people who have not committed a crime but concerns regarding their welfare/safety not managed.	The reintroduction of a Juvenile Intervention Group (JIG) ensuring positive outcomes for all young people where concerns noted for their welfare/safety Improve the tolerance level of members of the community in respect of antisocial behaviour	Services will pull resources including staff, technology and data to create processes that everyone agrees with and will benefit individuals, their families and their communities. Improved coordination, pathways and outcomes of individuals 'loosing no-one'	A review of the JIG to take place after 6 months. An initial increase in Contacts Cards in Year 1 and Year 2 with a reduction from Year 3 A reduction in referrals to the EEIG	Inverclyde Early and Effective Intervention Group Inverclyde Community Safety Partnership Coordinating Group	Within exciting resources	SOA2 Safe, Respected, Responsible MSC2 MLC4 MLC9

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB03 (P)	Appropriate, proportionate and timely interventions	Targeted interventions to stop people becoming further involved in antisocial behaviour may only seek to stop the behaviour and may negatively impact on promoting positive outcomes.	Improved interventions with a balance of restricting antisocial behaviour and increasing support from other agencies, ensuring that SHANARRI principles are met	Continue to develop opportunities and pathways for young people who need service interventions.	People who commit Anti-Social Behaviour and are identified by communities or services receive a range of timely services suitable to their needs and interventions that will improve their chances of having a positive outcome. The outcome for the individual should be monitored to ensure that the intervention worked.	The CSP Coordinating Group will establish a short term working group to consider these options.	Within exciting resources Cost may occur when new pathways have to be piloted/trialled.	SOA 2 Safe, Achieving, Respected and responsible. MSC2
ASB04 (P)	Appropriate, proportionate and timely interventions	Agreed and monitored interventions at the earliest possible moment when communities start to notice problems/minor issues and report these to the relevant services.	A process or system where people can discuss their issues before it escalates to more serious ASB/criminal behaviour	Improve Communication to appropriate services, open both verbal dialogue and information sharing processes for individuals who require interventions.	People who commit Anti-Social Behaviour and are identified by communities or services receive a range of timely services suitable to their needs and interventions that will improve their chances of having a positive outcome. The outcome for the individual should be monitored to ensure that the intervention worked.	Community Engagement and Capacity Building Network	Within exciting resources	SOA2 MSC2

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB05 (I)	Better information sharing	The creation of Police Scotland has highlighted the need for an up to date version of the Antisocial Behaviour Information Sharing Protocol (ASB ISP)	An ASB ISP to be updated with additional partners signed to the Protocol	A working group to be established to review the ASB ISP and to identify likely new partners	A completed ASB ISP.	Inverclyde Community Safety Partnership/Short Term Working Group	Within exciting resources	SOA 2 Safe, Achieving, Respected and responsible.
ASB06 (I)	Better information sharing	Mixed approaches from agencies in respect of information sharing data sharing requests	A coordinated approach to information sharing data requests	Discussions to be held in conjunction is ASB005	A completed ASB ISP.	Inverclyde Community Safety Partnership/ASB005 Short Term Working Group	Within exciting resources	SOA2 Safe, Achieving
ASB07 (I)	Better sharing of resources	A Partnership Room was created in 2012 comprising of Inverclyde Council and Police Scotland staff		A review of The Partnership Room in conjunction with external agency Other services not currently involved share information and resources with the Partnership Room ASB005/006/007are completed	1 year review to be carried out by September 2014	Inverclyde Community Safety Partnership	Within exciting resources	SOA2 Safe, Healthy, Responsible, Included

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB08 (I)	Better sharing of resources	The Antisocial Behaviour Multi-Agency Tasking and Coordinating Group currently operates as a driver to reduce antisocial behaviour. Analytical input has recently been introduced into the MAT&C group	The antisocial behaviour multiagency tasking and coordinating group adopts the principles of the National Intelligence Model	A Terms of Reference is complete A review of the current MAT&C arrangements ASB005 and ASB 007 are completed	The current MAT&C process is much more streamlined in respect of problematic antisocial behaviour	ASB MAT&C	Within exciting resources	SOA 2 Safe, Achieving, Respected and responsible. MSC1 MSC2
ASB09 (I)	Better sharing of resources	MAT&C could be better informed by issues raised by communities	Information gleaned from network events and community days inform the MAT&C tasking processes.	Task MAT&C with dealing with issues raised by communities which public sector agencies have a role to sort out	Community days and weeks of actions take place. A wider range of partners are involved including the Prison. Satisfaction levels with neighbourhoods rise.	Inverclyde Community Safety Partnership and MAT&C	Within exciting resources	SOA2 SCAP Safe, Achieving, Respected and responsible.
ASB10 (I)	Clear Shared Outcomes	Outcomes agreed at Community Planning and Community Safety partnerships using evidence based report (Strategic Assessment)	All partners have clear understanding of the evidence provided by analysed information and the Strategic Assessment	Training staff on effective methods of gathering and interpreting data. Training staff on effective methods of how to use evidence to produce outcomes. Encouraging services to agree the outcome of the evidence and ensure that everyone is clear and understands the shared outcome.		Inverclyde Community Safety Partnership	Within exciting resources .	SOA 2 SOA8 Safe, Achieving, Respected and responsible.

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB11 (E)	Involving and empowering communities to address antisocial behaviour Partnership Working for communities and with communities	Many communities/individuals are not involved in the delivery of their own outcomes	There are more projects/ support available for communities to support their own capacity building	Use the 'Empowered Active Greenock East Residents' (EAGER) project as proof of concept for involving communities in developing own services/ outcomes	More initiatives are in place which get communities involved in developing services and co-production outcomes	Inverclyde Community Safety Partnership supported by Community Engagement and Capacity Building Network (CECBN)	Within exciting resources	SOA2 SCAP Safe, Healthy, Responsible, Included
ASB12 (E)	Involving and empowering communities to address antisocial behaviour Partnership Working with communities for communities	Communities views are not effectively fed into the development of services and the prioritisation of work. Communities are not as involved in the improvement of their own areas as they should be.	Partners use feedback from communities to inform 'community weeks of action'	Partners to get involved with CVS geographic networks to listen to issues, identify where they can deliver, and where they can support communities to deliver	Community Profiles feature statistics as well as community issues and concerns and are used to direct service delivery and action	Inverclyde Community Safety Partnership led by Partnership Room and CECBN	Within exciting resources	SOA 2 SCAP Safe, Achieving, Respected and responsible.

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB13 (C)	Counter negative stereotypes and promote positive role-models	A belief that mainly young people commit ASB in the area	An opportunity to set the record straight and work with young people to create more choices and chances	Working with communities and local media		Community Engagement and Capacity Building Network	Within exciting resources	Safe, Respected
ASB14 (C)	Counter negative stereotypes and promote positive role-models	A fear of crime highlighted in the Inverclyde Citizens Panel	Partners use feedback from communities to inform 'community weeks of action'	Partners to get involved with CVS geographic networks to listen to issues, identify where they can deliver, and where they can support communities to deliver	Community Profiles feature statistics as well as community issues and concerns and are used to direct service delivery and action	Inverclyde Community Safety Partnership led by Partnership Room and CECBN	Within exciting resources	SOA 2 SCAP Safe, Achieving, Respected and responsible.

Ref No:	Area of Activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Community Plan/SOA, SHANARRI and Manifesto reference
ASB15 (C)	Reassure the public	The 2011 Citizens Panel reports that some respondents have not noticed a ASB reduction in local neighbourhood	For the question “ Thinking about your local neighbourhood, have you noticed a reduction in anti-social behaviour in the last 12 months? ”, there will be an increase in people reporting there has been an increase	Completion of ASB007 Completion of ASB008 Completion of ASB0009 An agreement on how partners communicate real and potential ASB issues to the public	For the question “ Thinking about your local neighbourhood, have you noticed a reduction in anti-social behaviour in the last 12 months? ”, there will be a positive increase in people noticing a reduction in antisocial behaviour.	Inverclyde Community Safety Partnership MAT&C		
ASB16 (C)	Coordinate national and local campaigns	Frequently campaigns from SG and other organisations are not linked or coordinated with local information.	Inverclyde links activities together as a partnership and with national campaigns.	Communicate which campaigns are running in advance. Open up discussion with partners to see how they link with other service aims/objectives.		Inverclyde Community Safety Partnership MAT&C	Contained within existing costs. However additional funding may be available from Scottish Government/National Groups.	LO2 LO8 Safe, Included

SECTION 4- OUTCOMES FRAMEWORK (INVERCLYDE COUNCIL)

Indicator (noting frequency/type/source)	2013/14	2014/15	2015/16	'Progress' target/s to 2014/18 (where available)	'End' target/s & timescale/s or direction of travel
<p>Percentage of Citizens' Panel respondents who stated they are 'very satisfied' or 'fairly satisfied' with Inverclyde as a place to live</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	72% Citizens Panel 2011	72% Citizens Panel 2014		Increase satisfaction to 74%	Increase satisfaction with Inverclyde as a place to live
<p>Percentage of Citizens' Panel respondents who stated they are 'very satisfied' or 'fairly satisfied' with their neighbourhood as a place to live (links to national indicator 28)</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	84% Citizens Panel 2011	85% Citizens Panel 2014		Maintain satisfaction at 87%	Increase in proportion of people who rate their satisfaction as very or fairly in their neighbourhood as a place to live.
<p>Percentage of Citizens' Panel respondents who stated that specific behaviours are a very big issue</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	72% Citizens Panel 2011	61% Citizens Panel 2014	NA	No more than 72% of Citizens Panel respondents to say that behaviours are a very big issue	Maintain reduction
<p>Percentage of Citizens' Panel respondents who stated that they are very likely to be the victim of crime</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	36% Citizens Panel 2011	22% Citizens Panel 2014			Maintain reduction
<p>Percentage of Citizens' Panel respondents who stated they have noticed a reduction in vandalism in their communities in the previous 12 months.</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	12% Citizens Panel 2011	14% Citizens Panel 2014			Increase percentage of respondents noting 'yes'
<p>Percentage of Citizens' Panel respondents who state that vandalism is not an issue in their neighbourhood in the previous 12 months.</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	60% Citizens Panel 2011	62% Citizens Panel 2014			Increase percentage of respondents noting 'not an issues in my neighbourhood'

Indicator (noting frequency/type/source)	2013/14	2014/15	2015/16	'Progress' target/s to 2014/18 (where available)	'End' target/s & timescale/s or direction of travel
<p>Percentage of Citizens' Panel respondents who stated they have noticed a reduction in antisocial behaviour in the previous 12 months.</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	10% Citizens Panel 2011	13% Citizens Panel 2014			Increase percentage of respondents noting a reduction of antisocial behaviour in the last 12 months
<p>Percentage of Citizens' Panel respondents who stated that antisocial behaviour is not an issue in their neighbourhood in the previous 12 months.</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	58% Citizens Panel 2011	57% Citizens Panel 2014			Increase percentage of respondents noting a reduction of antisocial behaviour in the last 12 months
<p>Percentage of Citizens' Panel respondents who stated they are aware of a free phone numbers to report antisocial behaviour</p> <p>Source: Citizens' Panel/Winter 2007 survey/Inverclyde Council.</p> <p>Sample Size: 1000 Inverclyde Residents</p>	44% Citizens Panel 2011	43% Citizens Panel Spring 2014			Increase awareness of members of the public who are aware of the free phone number to report antisocial behaviour
<p>'High Priority' Community Warden Calls responded to within 30 minutes</p> <p>Inverclyde Council Safer & Inclusive Communities/Education & Communities Directorate Plan</p>	100% Inverclyde Performs				Maintain above 95.0%
<p>'Medium Priority' Community Warden Calls responded to within 60 minutes</p> <p>Inverclyde Council Safer & Inclusive Communities/Education & Communities Directorate Plan</p>	97.0% Inverclyde Performs				Maintain above 95.0%
<p>Number of reported incidents of antisocial behaviour by members of the public to Community Warden Service</p>	1251				Numbers from 2009/10 continue to fall. Maintain average.

APPENDIX 1- STATISTICS

**Table AP1.1 – Antisocial behaviour by type of incidents, 01.04.2009-31.03.2014
(Source: Inverclyde Council and Police Scotland, 2014)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	N	%	N	%	N	%	N	%	N	%
Public Nuisance	7574	47.0%	6644	44.3%	5785	47.6%	4854	49.7%	2314	37.5%
Disturbance	2373	14.7%	2280	15.2%	1992	16.4%	1549	15.9%	1212	19.7%
Damage	2001	12.4%	1840	12.3%	1644	13.5%	1118	11.4%	799	13.0%
Police incidents	11948	74.1%	10764	71.8%	9421	77.6%	7521	77.0%	4325	70.2%
Abandoned vehicle	7	0.0%	14	0.1%	5	0.0%	1	0.0%	4	0.1%
Animal-related problems	6	0.0%	13	0.1%	6	0.0%	8	0.1%	4	0.1%
Begging	0	0.0%		0.0%	1	0.0%	2	0.0%	2	0.0%
Criminal activity	17	0.1%	114	0.8%	104	0.9%	86	0.9%	73	1.2%
Criminal damage/vandalism	519	3.2%	471	3.1%	320	2.6%	208	2.1%	179	2.9%
Drug/substance misuse & dealing	118	0.7%	113	0.8%	89	0.7%	62	0.6%	75	1.2%
Fly tipping	398	2.5%	396	2.6%	46	0.4%	16	0.2%	17	0.3%
Graffiti	128	0.8%	61	0.4%	46	0.4%	16	0.2%	11	0.2%
Hoax Calls	1	0.0%	15	0.1%	17	0.1%	3	0.0%	1	0.0%
Inappropriate sexual conduct	3	0.0%	7	0.0%	5	0.0%	6	0.1%	6	0.1%
Intimidation/harassment	124	0.8%	115	0.8%	66	0.5%	82	0.8%	65	1.1%
Litter/rubbish	24	0.1%	53	0.4%	18	0.1%	8	0.1%	13	0.2%
Loitering/pestering residents	564	3.5%	538	3.6%	415	3.4%	455	4.7%	329	5.3%
Noise	78	0.5%	259	1.7%	201	1.7%	147	1.5%	169	2.7%
Nuisance Behaviour	1260	7.8%	1187	7.9%	707	5.8%	613	6.3%	435	7.1%
Rowdy Behaviour	402	2.5%	391	2.6%	257	2.1%	263	2.7%	190	3.1%
Street drinking	375	2.3%	355	2.4%	318	2.6%	202	2.1%	181	2.9%
Vehicle-related nuisance & inappropriate vehicle use	87	0.5%	79	0.5%	85	0.7%	52	0.5%	72	1.2%
Weapon-related incident	63	0.4%	43	0.3%	20	0.2%	14	0.1%	13	0.2%
IC Incidents	4174	25.9%	4224	28.2%	2726	22.4%	2244	23.0%	1839	29.8%
Total	16122		14988		12147		9765		6164	

Table AP1.2 – Antisocial behaviour incidents by Multi-member ward, 01.04.2009-31.03.2014 (Source: Inverclyde Council and Police Scotland, 2014)

	2009-10	2010-11	2011-12	2012-13	2013-14
Inverclyde East	3603	3137	2382	1558	914
Inverclyde East Central	2946	2543	2372	1962	1173
Inverclyde North	3806	3950	3366	3052	1939
Inverclyde South	2151	2152	1769	1389	950
Inverclyde South West	2165	1936	1310	1034	765
Inverclyde West	1449	1268	947	770	423

Total	16120	14986	12146	9765	6164
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Table AP1.3 – Antisocial behaviour by incident type and Multi-member ward, 01.04.2009-31.03.2014 (Source: Inverclyde Council and Police Scotland, 2014)

	2009-10		2010-11		2011-12		2012-13		2013-14	
	N	%	N	%	N	%			N	%
INVERCLYDE EAST	3603		3137		2382		1558		1000	
Public Nuisance	1498	41.6%	1170	37.3%	1043	43.8%	760	48.8%	298	29.8%
Disturbance	411	11.4%	423	13.5%	354	14.9%	203	13.0%	181	18.1%
Damage	353	9.8%	347	11.1%	298	12.5%	154	9.9%	93	9.3%
Police incidents	2262	62.8%	1940	61.8%	1695	71.2%	1117	71.7%	572	57.2%
Abandoned vehicle	2	0.1%	5	0.2%	2	0.1%		0.0%		0.0%
Animal-related problems		0.0%	3	0.1%	2	0.1%	1	0.1%		0.0%
Begging		0.0%		0.0%		0.0%		0.0%		0.0%
Criminal activity	2	0.1%	32	1.0%	34	1.4%	34	2.2%	20	2.0%
Criminal damage/vandalism	110	3.1%	102	3.3%	80	3.4%	45	2.9%	32	3.2%
Drug/substance misuse & dealing	56	1.6%	51	1.6%	26	1.1%	9	0.6%	16	1.6%
Fly tipping	90	2.5%	63	2.0%	19	0.8%	4	0.3%	5	0.5%
Graffiti	23	0.6%	26	0.8%	9	0.4%	2	0.1%	1	0.1%
Hoax Calls	1	0.0%	8	0.3%		0.0%		0.0%		0.0%
Inappropriate sexual conduct	1	0.0%		0.0%		0.0%		0.0%	1	0.1%
Intimidation/harassment	45	1.2%	50	1.6%	12	0.5%	22	1.4%	12	1.2%
Litter/rubbish	5	0.1%	7	0.2%	4	0.2%	2	0.1%	1	0.1%
Loitering/pestering residents	230	6.4%	167	5.3%	94	3.9%	57	3.7%	46	4.6%
Noise	18	0.5%	55	1.8%	49	2.1%	25	1.6%	37	3.7%
Nuisance Behaviour	432	12.0%	386	12.3%	208	8.7%	153	9.8%	92	9.2%
Rowdy Behaviour	162	4.5%	124	4.0%	48	2.0%	35	2.2%	30	3.0%
Street drinking	122	3.4%	90	2.9%	83	3.5%	34	2.2%	20	2.0%
Vehicle-related nuisance & inappropriate vehicle use	24	0.7%	14	0.4%	13	0.5%	15	1.0%	28	2.8%
Weapon-related incident	18	0.5%	14	0.4%	4	0.2%	3	0.2%	1	0.1%
IC Incidents	1341	37.2%	1197	38.2%	687	28.8%	441	28.3%	428	42.8%
INVERCLYDE EAST CENTRAL	2946		2543		2372		1962		1312	
Public Nuisance	1464	49.7%	1132	44.5%	1143	48.2%	931	47.5%	431	32.9%
Disturbance	424	14.4%	386	15.2%	355	15.0%	312	15.9%	241	18.4%
Damage	360	12.2%	278	10.9%	294	12.4%	229	11.7%	143	10.9%
Police incidents	2248	76.3%	1796	70.6%	1792	75.5%	1472	75.0%	815	62.1%
Abandoned vehicle	1	0.0%	1	0.0%		0.0%		0.0%	1	0.1%
Animal-related problems	1	0.0%	3	0.1%		0.0%	3	0.2%	1	0.1%
Begging		0.0%		0.0%		0.0%		0.0%	1	0.1%
Criminal activity	6	0.2%	26	1.0%	21	0.9%	17	0.9%	16	1.2%
Criminal damage/vandalism	101	3.4%	77	3.0%	60	2.5%	47	2.4%	27	2.1%
Drug/substance misuse & dealing	27	0.9%	22	0.9%	26	1.1%	14	0.7%	14	1.1%
Fly tipping	70	2.4%	81	3.2%	9	0.4%	2	0.1%	4	0.3%
Graffiti	22	0.7%	5	0.2%	6	0.3%	3	0.2%	1	0.1%

Hoax Calls		0.0%	2	0.1%		0.0%	2	0.1%		0.0%
Inappropriate sexual conduct	1	0.0%	1	0.0%		0.0%	4	0.2%		0.0%
Intimidation/harassment	28	1.0%	23	0.9%	19	0.8%	14	0.7%	15	1.1%
Litter/rubbish	3	0.1%	13	0.5%	1	0.0%		0.0%	3	0.2%
Loitering/pestering residents	84	2.9%	98	3.9%	94	4.0%	87	4.4%	63	4.8%
Noise	20	0.7%	50	2.0%	33	1.4%	38	1.9%	36	2.7%
Nuisance Behaviour	171	5.8%	171	6.7%	153	6.5%	145	7.4%	84	6.4%
Rowdy Behaviour	64	2.2%	72	2.8%	74	3.1%	51	2.6%	29	2.2%
Street drinking	73	2.5%	89	3.5%	60	2.5%	50	2.5%	43	3.3%
Vehicle-related nuisance & inappropriate vehicle use	12	0.4%	6	0.2%	18	0.8%	8	0.4%	16	1.2%
Weapon-related incident	14	0.5%	7	0.3%	6	0.3%	5	0.3%	4	0.3%
IC Incidents	698	23.7%	747	29.4%	580	24.5%	490	25.0%	497	37.9%
INVERCLYDE NORTH	3806		3950		3366		3052		2129	
Public Nuisance	2052	53.9%	1994	50.5%	1658	49.3%	1578	51.7%	824	42.5%
Disturbance	837	22.0%	791	20.0%	769	22.8%	622	20.4%	451	23.3%
Damage	428	11.2%	493	12.5%	466	13.8%	322	10.6%	194	10.0%
Police incidents	3317	87.2%	3278	83.0%	2893	85.9%	2522	82.6%	1469	75.8%
Abandoned vehicle		0.0%	2	0.1%		0.0%		0.0%	2	0.1%
Animal-related problems	3	0.1%		0.0%	1	0.0%	1	0.0%	2	0.1%
Begging		0.0%		0.0%		0.0%	2	0.1%	1	0.1%
Criminal activity	1	0.0%	14	0.4%	15	0.4%	10	0.3%	20	1.0%
Criminal damage/vandalism	51	1.3%	61	1.5%	46	1.4%	37	1.2%	32	1.7%
Drug/substance misuse & dealing	11	0.3%	25	0.6%	21	0.6%	27	0.9%	29	1.5%
Fly tipping	44	1.2%	59	1.5%	7	0.2%	4	0.1%	3	0.2%
Graffiti	15	0.4%	12	0.3%	19	0.6%	8	0.3%	7	0.4%
Hoax Calls		0.0%	5	0.1%	3	0.1%		0.0%		0.0%
Inappropriate sexual conduct	1	0.0%	1	0.0%		0.0%	1	0.0%	1	0.1%
Intimidation/harassment	20	0.5%	11	0.3%	11	0.3%	11	0.4%	23	1.2%
Litter/rubbish	4	0.1%	10	0.3%	4	0.1%	3	0.1%	5	0.3%
Loitering/pestering residents	61	1.6%	101	2.6%	73	2.2%	144	4.7%	91	4.7%
Noise	15	0.4%	81	2.1%	67	2.0%	54	1.8%	60	3.1%
Nuisance Behaviour	149	3.9%	165	4.2%	75	2.2%	54	1.8%	68	3.5%
Rowdy Behaviour	55	1.4%	72	1.8%	58	1.7%	92	3.0%	64	3.3%
Street drinking	47	1.2%	37	0.9%	46	1.4%	62	2.0%	40	2.1%
Vehicle-related nuisance & inappropriate vehicle use	6	0.2%	11	0.3%	22	0.7%	19	0.6%	18	0.9%
Weapon-related incident	6	0.2%	5	0.1%	5	0.1%	1	0.0%	4	0.2%
IC Incidents	489	12.8%	672	17.0%	473	14.1%	530	17.4%	660	34.0%
INVERCLYDE SOUTH	2151		2152		1769		1389		1132	
Public Nuisance	937	43.6%	927	43.1%	889	50.3%	702	50.5%	333	29.4%
Disturbance	292	13.6%	286	13.3%	251	14.2%	199	14.3%	161	14.2%
Damage	304	14.1%	319	14.8%	295	16.7%	198	14.3%	188	16.6%
Police incidents	1533	71.3%	1532	71.2%	1435	81.1%	1099	79.1%	682	60.2%
Abandoned vehicle		0.0%	1	0.0%	1	0.1%		0.0%	1	0.1%
Animal-related problems	1	0.0%	4	0.2%	1	0.1%		0.0%		0.0%

Begging		0.0%		0.0%	1	0.1%		0.0%		0.0%
Criminal activity	2	0.1%	17	0.8%	8	0.5%	11	0.8%	7	0.6%
Criminal damage/vandalism	93	4.3%	124	5.8%	51	2.9%	30	2.2%	34	3.0%
Drug/substance misuse & dealing	9	0.4%	7	0.3%	8	0.5%	9	0.6%	9	0.8%
Fly tipping	118	5.5%	99	4.6%	5	0.3%	5	0.4%	1	0.1%
Graffiti	15	0.7%	3	0.1%	4	0.2%	2	0.1%	1	0.1%
Hoax Calls		0.0%		0.0%	14	0.8%	1	0.1%	1	0.1%
Inappropriate sexual conduct		0.0%	2	0.1%	3	0.2%		0.0%		0.0%
Intimidation/harassment	12	0.6%	16	0.7%	12	0.7%	10	0.7%	5	0.4%
Litter/rubbish	2	0.1%	6	0.3%		0.0%	1	0.1%	3	0.3%
Loitering/pestering residents	82	3.8%	67	3.1%	52	2.9%	63	4.5%	58	5.1%
Noise	13	0.6%	28	1.3%	22	1.2%	17	1.2%	18	1.6%
Nuisance Behaviour	155	7.2%	133	6.2%	94	5.3%	92	6.6%	69	6.1%
Rowdy Behaviour	39	1.8%	46	2.1%	24	1.4%	35	2.5%	30	2.7%
Street drinking	45	2.1%	25	1.2%	24	1.4%	12	0.9%	22	1.9%
Vehicle-related nuisance & inappropriate vehicle use	24	1.1%	32	1.5%	8	0.5%	1	0.1%	8	0.7%
Weapon-related incident	8	0.4%	10	0.5%	2	0.1%	1	0.1%	1	0.1%
IC Incidents	618	28.7%	620	28.8%	334	18.9%	290	20.9%	450	39.8%
INVERCLYDE SOUTH WEST	2165		1936		1310		1034		864	
Public Nuisance	896	41.4%	764	39.5%	565	43.1%	458	44.3%	270	31.3%
Disturbance	229	10.6%	217	11.2%	146	11.1%	101	9.8%	87	10.1%
Damage	337	15.6%	221	11.4%	166	12.7%	116	11.2%	102	11.8%
Police incidents	1462	67.5%	1202	62.1%	877	66.9%	675	65.3%	459	53.1%
Abandoned vehicle	4	0.2%	5	0.3%	1	0.1%		0.0%		0.0%
Animal-related problems	1	0.0%	3	0.2%	2	0.2%	2	0.2%	1	0.1%
Begging		0.0%		0.0%		0.0%		0.0%		0.0%
Criminal activity	2	0.1%	18	0.9%	18	1.4%	14	1.4%	7	0.8%
Criminal damage/vandalism	97	4.5%	72	3.7%	52	4.0%	32	3.1%	46	5.3%
Drug/substance misuse & dealing	8	0.4%	2	0.1%	5	0.4%	2	0.2%	6	0.7%
Fly tipping	59	2.7%	70	3.6%	5	0.4%		0.0%	3	0.3%
Graffiti	29	1.3%	11	0.6%	7	0.5%	1	0.1%	1	0.1%
Hoax Calls		0.0%		0.0%		0.0%		0.0%		0.0%
Inappropriate sexual conduct		0.0%	1	0.1%	2	0.2%	1	0.1%	4	0.5%
Intimidation/harassment	15	0.7%	14	0.7%	8	0.6%	19	1.8%	5	0.6%
Litter/rubbish	7	0.3%	12	0.6%	5	0.4%	2	0.2%	1	0.1%
Loitering/pestering residents	67	3.1%	73	3.8%	47	3.6%	70	6.8%	52	6.0%
Noise	4	0.2%	25	1.3%	20	1.5%	6	0.6%	8	0.9%
Nuisance Behaviour	288	13.3%	296	15.3%	155	11.8%	157	15.2%	102	11.8%
Rowdy Behaviour	45	2.1%	43	2.2%	22	1.7%	27	2.6%	27	3.1%
Street drinking	43	2.0%	73	3.8%	64	4.9%	18	1.7%	39	4.5%
Vehicle-related nuisance & inappropriate vehicle use	20	0.9%	11	0.6%	18	1.4%	4	0.4%	1	0.1%
Weapon-related incident	14	0.6%	5	0.3%	2	0.2%	4	0.4%	3	0.3%
IC Incidents	703	32.5%	734	37.9%	433	33.1%	359	34.7%	405	46.9%

INVERCLYDE WEST	1449		1268		947		770		501	
Public Nuisance	726	50.1%	657	51.8%	486	51.3%	425	55.2%	158	31.5%
Disturbance	180	12.4%	177	14.0%	117	12.4%	112	14.5%	91	18.2%
Damage	218	15.0%	181	14.3%	125	13.2%	99	12.9%	79	15.8%
Police incidents	1124	77.6%	1015	80.0%	728	76.9%	636	82.6%	328	65.5%
Abandoned vehicle		0.0%		0.0%	1	0.1%	1	0.1%		0.0%
Animal-related problems		0.0%		0.0%		0.0%	1	0.1%		0.0%
Begging		0.0%		0.0%		0.0%		0.0%		0.0%
Criminal activity	4	0.3%	7	0.6%	8	0.8%		0.0%	3	0.6%
Criminal damage/vandalism	67	4.6%	35	2.8%	31	3.3%	17	2.2%	8	1.6%
Drug/substance misuse & dealing	7	0.5%	6	0.5%	3	0.3%	1	0.1%	1	0.2%
Fly tipping	17	1.2%	24	1.9%	1	0.1%	1	0.1%	1	0.2%
Graffiti	24	1.7%	4	0.3%	1	0.1%		0.0%		0.0%
Hoax Calls		0.0%		0.0%		0.0%		0.0%		0.0%
Inappropriate sexual conduct		0.0%	2	0.2%		0.0%		0.0%		0.0%
Intimidation/harassment	4	0.3%	1	0.1%	4	0.4%	6	0.8%	5	1.0%
Litter/rubbish	3	0.2%	5	0.4%	4	0.4%		0.0%		0.0%
Loitering/pestering residents	40	2.8%	32	2.5%	55	5.8%	34	4.4%	19	3.8%
Noise	8	0.6%	20	1.6%	10	1.1%	7	0.9%	10	2.0%
Nuisance Behaviour	65	4.5%	35	2.8%	22	2.3%	12	1.6%	20	4.0%
Rowdy Behaviour	37	2.6%	34	2.7%	31	3.3%	23	3.0%	10	2.0%
Street drinking	45	3.1%	41	3.2%	41	4.3%	26	3.4%	17	3.4%
Vehicle-related nuisance & inappropriate vehicle use	1	0.1%	5	0.4%	6	0.6%	5	0.6%	1	0.2%
Weapon-related incident	3	0.2%	2	0.2%	1	0.1%		0.0%		0.0%
IC Incidents	325	22.4%	253	20.0%	219	23.1%	134	17.4%	173	34.5%

ⁱ [Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland \(Scottish Government:2009\)](#)

ⁱⁱ [National Antisocial Behaviour Implementation Plan](#)

ⁱⁱⁱ [Inverclyde Single Outcome Agreement 2013-2017: Inverclyde Together](#)

^{iv} [Inverclyde Council Corporate Statement 2013-17](#)

Report To:	Education & Communities Committee	Date:	9 September 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/63/14/AE
Contact Officer:	Angela Edwards	Contact No:	712828
Subject:	Heritage Lottery Fund Bid		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the progress that has been made to date with the submission of a Round 1 bid to the Heritage Lottery Fund for partnership funding. This funding was to refurbish, extend and improve the building and services available at the McLean Museum and Watt Library .
- 1.2 The report seeks Committee approval to develop a new options appraisal related to this bid.

2.0 SUMMARY

- 2.1 A bid for £7m was entered to Heritage Lottery Fund (round 1) in the major batch category, the total cost of the project being £14m. The bid centred around the redesign and major refurbishment of the McLean Museum and Watt Library. Prior to submission the Council had been informed that often bids do not succeed at round 1 application stage.
- 2.2 The bid was unsuccessful, as bids for this batch of funding at the higher bidding rate are always competitive. Inverclyde had achieved well to be invited to enter this level of bidding.
- 2.3 Feedback on the unsuccessful bid was generally positive and Inverclyde has been encouraged to re-submit a fresh bid at a lower rate. This is not the case for all submitted bids

3.0 RECOMMENDATIONS

- 3.1 That Members note the unsuccessful HLF bid and approve the development of updated options, which will include the opportunity to submit a new bid at the lower level of grant funding (up to £5m). A paper will be brought back to the Committee in November with options and recommendations.

Angela Edwards
Head of Inclusive Education, Culture & Corporate Policy

4.0 BACKGROUND

- 4.1 At the request of the Committee, officers had developed proposals for a project which both refurbished the Watt complex and added significantly to the regeneration of the area through activities including learning, employment, volunteer and training opportunities, an improved tourism offer and enhancement in terms of social capital. HLF staff advised that the project, as proposed, was sufficiently transformational to attract HLF investment at the 'major batch' level of over £5m, and the project sought HLF funding of £7m, the total cost of the project being £14m.

5.0 CURRENT POSITION

- 5.1 The bid submitted was unsuccessful. It is useful to note that demand for funds means HLF cannot support every good application that achieves the outcomes of the programme. Their Board of Trustees had to take decisions on more projects than the available budget would allow and Inverclyde Council's application was rejected due to insufficient funds. Most projects at a similar level take a number of years to come to fruition and obtain grant assistance. It is very common to have a first 'Round 1' bid rejected. The process at that level (£5m+) is highly competitive and Inverclyde was bidding against projects from all over the UK, some from other local authorities and some from national museums and significant institutions etc.
- 5.2 There were 17 projects, totalling around £179m bidding for a funding pot of £50m (6 were successful in achieving funding). The pot available was not even able to fund every project classed as 'high priority' because it was so oversubscribed. The Board welcomed the Council's financial commitment (£4m) to the project. The Board would welcome a re-application at a later date (this is not the case for all projects submitted).
- 5.3 The Board noted that this project aimed to conserve and safeguard the A-listed buildings, as well as the nationally and internationally important collections, the local history archive and the rare book collection. They were also impressed by Inverclyde's ambition to provide a greatly improved service for new and existing users. Additionally, they acknowledged that the project offered the potential to better explore the industrial, maritime, built and cultural heritage of an area of high deprivation.

6.0 IMPLICATIONS

Finance

- 6.1 A alternative funding bid will require significant changes to the first paper which was already restricted by the state of the current building. This has led to part of the money being allocated to building works.

Legal

- 6.2 There are no legal issues. The Watt Trust will be kept informed of progress at the next full Council meeting.

Human Resources

- 6.3 In moving forward greater consideration should be given to staffing models for the new service.

Equalities

- 6.4 There are no equalities issues. The new build will ensure disability access.

Repopulation

- 6.5 The project offers an unique opportunity to invest significantly into one of Inverclyde's best regarded heritage assets. It will also create learning, tourism, employment, volunteer and training opportunities, and boost the local economy. As such, it would be a key addition to the range of measures Inverclyde Council is taking to regenerate, and repopulate, the local area.

7.0 CONSULTATIONS

- 7.1 Full consultation took place during project development for the first round bid. Jura Consultants undertook a robust consultation with all stakeholders.

8.0 CONCLUSIONS

- 8.1 Officers are currently gathering feedback and considering options for going forward and will present these to Members in November. Any decision to re-apply would be taken by Committee later in the year.

The Committee is asked to note the unsuccessful bid and approve further consideration of the future options available .

9.0 BACKGROUND PAPERS

- 9.1 None

Report To: Education & Communities Committee **Date:** 9 September 2014

Report By: Acting Corporate Director Environment, Regeneration & Resources **Report No:** SL/LP/024/14

Contact Officer: Sharon Lang **Contact No:** 01475 712112

Subject: Church of Scotland Representation on Education & Communities Committee

1.0 PURPOSE

1.1 The purpose of this report is to advise of Rev Andrew MacLean's resignation as the Church of Scotland representative on the Education & Communities Committee.

2.0 SUMMARY

2.1 In terms of the Local Government etc. (Scotland) Act 1994, an Education Authority which appoints a Committee shall include three persons who are not members of the Education Authority and are as follows:

- (a) One representative of the Church of Scotland;
- (b) One representative of the Roman Catholic Church; and
- (c) One person in the selection of whom the Authority shall have regard (taking account of the representation of the churches under paragraphs (a) and (b) above) to the comparative strength within their area of all the churches and denominational bodies having constituted charges or other regularly appointed places of worship.

2.2 Following Rev MacLean's resignation, confirmation has now been received from the Church of Scotland's Education Committee of the nomination of Mr Tom Macdougall in his place.

3.0 RECOMMENDATION

3.1 The Committee is asked to note the nomination by the Church of Scotland of Mr Tom Macdougall as its representative on the Education & Communities Committee following the resignation of Rev Andrew MacLean

Sharon Lang
Legal & Property Services

Report To: Education & Communities Committee
Date: 09 September 2014

Report By: Corporate Director Education, Communities & Organisational Development
Report No: EDUCOM/54/14/PC

Contact Officer: Patricia Cassidy
Contact No: 01475 712761

Subject: Education Scotland Report on Glenbrae 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 Glenbrae Children's Centre.

2.0 SUMMARY

- 2.1 Glenbrae Children's Centre has received a very good report from Education Scotland. The report was produced on 22 July 2014. Members should note that nine indicators of quality were evaluated as 'very good'.

3.0 RECOMMENDATION

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

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Glenbrae Children's Centre was inspected by Education Scotland in April 2014. 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 22 July 2014. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 Glenbrae 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 nine aspects of the work of the Nursery to be 'very good'.

4.6 The report lists five particular strengths of the Nursery:

- The inclusive and nurturing environment that shows great care and respect for all children and parents
- Confident, happy and settled children who are making effective progress in their learning
- The leadership of the head of centre in empowering staff and developing a highly effective team
- Staff commitment to self-evaluation and continuing professional development to improve the work of the nursery
- The work with partners to secure quality outcomes for children

4.7 The reports lists one area for improvement:

- Develop further children's involvement in their own learning and their awareness of themselves as learners

22 July 2014

Dear Parent/Carer

**Glenbrae 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 partnership with parents and other agencies and literacy across learning. 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?

Across the nursery children learn and achieve very well. Children under three are actively involved in high quality play experiences. They confidently explore their environment and are beginning to make independent choices in a variety of play spaces both indoors and out. The majority are learning to share toys, take turns and make friendships with other children. On arrival at nursery, almost all children aged three to five are confidently making decisions about what they want to learn. They plan this during discussion with staff at the start of the nursery session. Children like to contribute to their profile book and are proud to share the contents with others. Staff and children work together on some of the topics by recording children's interests in a floor book, for example the arrival of the pandas at Edinburgh Zoo. More regular use of this approach will enable children to discuss and see their learning more clearly. Children are developing independence skills when getting ready to play outdoors at the local forest or in the nursery garden. They help staff to risk assess the outdoor areas. Children are becoming increasingly aware of environmental issues such as recycling, composting and growing plants.

Overall, children are making very good progress in early language and mathematics. Children show an enthusiasm for books, songs and rhyme. Older children are learning about the story of 'Goldilocks and the Three Bears' during story grammar sessions. They listen very well to instructions and take part in conversations about

how the story develops. Children who participate are gaining an understanding of words such as, 'author and illustrator'. They very enthusiastically have a go at writing stories themselves. Children use these skills in a variety of different play situations. They also enjoy writing their name when they register each day and writing words for displays. Almost all children have a very good understanding of early mathematics concepts, including shape, position and measure. They designed and created a model from recycled materials with some able to discuss the different shapes used. A few children could count using larger numbers. Children now need to be encouraged to investigate with numbers and money in real life contexts to provide them with more challenges.

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

Staff are very kind, caring and nurturing in their interactions and relationships with the children. Parents report that they value the high level of care staff provide for their children. Staff are skilled in supporting individual learning and development needs. They provide learning environments which are stimulating and encourage children to make choices and decisions in their play. Staff regularly observe and record how children play and learn and use this information effectively to help them plan high quality learning experiences. Those children who require additional support to their learning are well supported with additional planning and input from other professionals. Staff working with children under three use local and national guidance very well. Staff working with children aged three to five years use Curriculum for Excellence confidently to help them plan and record children's learning. They are currently working on new planning materials as part of an Inverclyde Council development. Staff communicate very effectively with each other to ensure that children benefit from a curriculum that supports children's needs and interests. Children would benefit from even more depth and challenge in learning. This will help them become more independent learners and allow them to set their own learning goals. Children and parents receive very good support from staff. Parents are encouraged to participate in curriculum workshops and stay and play days which successfully support their children's education. Transition arrangements are very effective.

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

The head of centre leads the skilled staff team very effectively. They work very well together to provide the very best quality of provision for children and parents. Staff support the continued improvement of the nursery by taking part in the monitoring of playroom practice. The senior management team have developed a self-evaluation process that is impacting positively on the quality of children's learning. Parents are consulted about improvements that can be made and they receive clear and timely feedback. Children's views could be more regularly sought to inform further improvements. Staff are fully involved in taking forward improvement plan priorities. They have benefited from these opportunities, particularly those activities which develop their leadership qualities and skills. The nursery is well placed to continue to improve, given the strong teamwork and enthusiasm of the staff and head of centre.

During the previous Care Inspectorate inspection, the centre had no requirements and one recommendation. From these one recommendation has been met. As a result of this inspection, there are no requirements and no recommendations.

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

- The inclusive and nurturing environment that shows great care and respect for all children and parents.
- Confident, happy and settled children who are making effective progress in their learning.
- The leadership of the head of centre in empowering staff and developing a highly effective team.
- Staff commitment to self-evaluation and continuing professional development to improve the work of the nursery.
- The work with partners to secure quality outcomes for children.

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.

- Develop further children's involvement in their own learning and their awareness of themselves as learners.

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.

Judith Thomas
HM Inspector

Jane Macleod
Care Inspectorate Officer

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/GlenbraeChildrensCentreGreenockInverclyde.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 e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for **Glenbrae Children's Centre**

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

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

The curriculum	very good
Improvement through self-evaluation	very good

Here are the Care Inspectorate's gradings for **Glenbrae Children's Centre**

Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation. All recommendations have since been addressed.

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, : http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenbraeChildrensCentreGreenockInverclyde.asp>.

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489

Report To: Education & Communities Committee
Date: 09 September 2014

Report By: Corporate Director Education, Communities and Organisational Development
Report No: EDUCOM/55/14/PC

Contact Officer: Patricia Cassidy
Contact No: 01475 712761

Subject: Education Scotland Report on St Joseph's Primary School

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland external evaluation of St Joseph's Primary School.

2.0 SUMMARY

- 2.1 St Joseph's Primary School has received a good report from Education Scotland. Members should note that in the indicators of quality two aspects of the school were judged to be 'very good' and three aspects as 'good'. The report was produced on 29 April 2014.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Communities Committee approve the report on St Joseph's Primary School.

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 St Joseph's Primary School was inspected by Education Scotland in February 2014. The inspection covered key aspects of the work of the school at all stages, identified key strengths and main points for action using the following six-point scale:

- | | | |
|---|---|--|
| 6 | - | Excellent – outstanding, sector leading |
| 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 school was raising achievement for all pupils, achievement in national examinations, the school's processes for self-evaluation and innovation, the school's capacity for improvement.

4.3 The report was published on 29 April 2014. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 St Joseph's Primary School is inspected under the evaluation framework "How Good Is Our School 3?"

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

4.6 The report lists four particular strengths of the school:

- The leadership of the headteacher in securing significant improvements in the school.
- Responsible and motivated children who are proud of their school and are making very good progress in their learning.
- The strong teamwork and commitment of staff to providing a safe and stimulating place for children to learn.
- Strong partnerships with the local and wider community.

4.7 The reports lists two areas for improvement:

- Continue to develop approaches to tracking children's progress to ensure appropriate pace and challenge for all.
- Continue to develop the curriculum in line with national guidance.

29 April 2014

Dear Parent/Carer

**St Joseph's Primary School
Inverclyde Council**

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

How well do children learn and achieve?

Children enjoy learning and are very proud of their school. They benefit from the strong Catholic values which underpin the school's work. They respond positively to the various active approaches to learning in classes and across the life of the school. They work very effectively, both individually and cooperatively in pairs and teams. Almost all children demonstrate a responsible and independent attitude to learning. Children value greatly the wide range of interesting learning experiences at school. They talk confidently and enthusiastically about their learning. Older children are able to explain what they need to do to improve their work. Teachers have recently introduced 'learning journeys' which are supporting children to reflect on and take more responsibility for their learning. Children are developing a strong understanding of global citizenship and support international charities very well. Commendably, working in close partnership with the local parish community, children have raised a significant amount of money to fund the cost of building a kitchen for a school in Malawi. Children talk very proudly about this achievement. Children readily take on a range of leadership roles, such as in the school council, the health committee, as 'reading buddies' to younger children and as Junior Road Safety Officers. As a result, children are developing very important skills for life, learning and work.

Children are making very good progress across their learning. From the early stages, children have opportunities to work together in cooperative groups and, as a result, they listen well and talk confidently to each other. Across the school, children are making very good progress in their reading. By the upper stages, most are able to analyse texts well. Children enjoy reading. The majority of children can talk about their favourite authors. The school has recently taken positive and successful steps to support and motivate those children who are not making enough progress with

reading. The whole-school approach to improving writing is having a positive impact on children's writing skills. Children write very well for a range of relevant, current and motivating purposes, frequently linked effectively to topic work or to the life and work of the school. At P7, children work in pairs to write play-scripts about complex social issues such as tackling sectarianism and racism. In mathematics, most children across the school are confident in their mental and written calculations. In the best examples, children apply their skills in real-life contexts, for example, organising the weekly 'toast club' and regular Fairtrade Café. Children would benefit from more opportunities to use information and communication technology to extend their understanding of displaying information in graphs and charts. The school promotes children's health and wellbeing very well through a range of programmes and interesting activities. For example, as part of the school's plans to celebrate the 2014 Commonwealth Games, all children are participating in their own 'baton relay race' by running a mile each week and charting their progress on a map. Older children show a keen interest in ballroom dancing and their local history by their enthusiastic participation in the local community arts projects, 'Are ye dancing?' and 'Are ye asking?'.

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

Staff have created a very supportive and caring ethos across the school. They give high priority to meeting children's personal and learning needs. They provide sensitive support to those children who may require it. Overall, most lessons are set at the right level of challenge for children. However, in a few classes, children would benefit from a brisker pace of learning. We have asked the school to review the size of groups in some of the classes in order to ensure the needs of all children are fully met. Support staff provide children with helpful assistance in classes to learn alongside their classmates. The school works well with a broad range of professionals to help children who may require additional support with their learning. Across the school, children benefit from a well-planned and motivating curriculum. Staff are working well together to develop programmes and topics in line with Curriculum for Excellence. In the last three years, staff have reviewed and made significant improvements to their approaches to learning and teaching, and give children stimulating experiences through relevant, real-life contexts for learning. Children's ideas and interests help inform their learning. For example, at P2, children's keen interest in 'superheroes' is providing a stimulating context for them to develop their writing skills. Staff work hard to make relevant links across different areas of the curriculum. The school has fostered positive relationships with a range of partners to enhance children's learning including health professionals and a local community arts group. Staff recognise that they now need to develop approaches to outdoor learning. There are very good arrangements in place to ensure a smooth transition is made for children moving from P7 to St Columba's High School. Commendably, P1 teachers are very proactive in seeking information about pre-school children's achievements and progress in learning so that they can build on children's learning as soon as they begin P1.

How well does the school improve the quality of its work?

The school has a clear plan in place which is helping to bring about improvements in its work. The headteacher has a very clear vision for the school and this is having a significant and positive impact. He has high expectations of children and staff. His

well-judged focus on improving approaches to learning and teaching has greatly improved children's experiences. His inclusive and enthusiastic approach has secured strong support from parents and the wider community. Staff are developing positive approaches to involving parents more fully in their children's learning. Recently, a group of parents joined their children in class to make models as part of their learning about the Vikings and castles. There is a strong sense of teamwork across the school and this has supported staff to respond positively to the brisk pace of change. Most staff take on opportunities for leadership roles and their skills and enthusiasm are used to very good effect to secure school improvements. Opportunities for staff to work with colleagues in local schools are helping to improve their approaches to assessing children's progress. The school has identified the need to continue to improve its arrangements for tracking and monitoring children's progress to ensure they all achieve as highly as possible, and has made plans to address this aspect of its work. The newly-appointed acting deputy headteacher provides very good support to the staff and headteacher. The school also values and benefits from the helpful support it receives from Inverclyde Council.

This inspection found the following key strengths.

- The leadership of the headteacher in securing significant improvements in the school.
- Responsible and motivated children who are proud of their school and are making very good progress in their learning.
- The strong teamwork and commitment of staff to providing a safe and stimulating place for children to learn.
- Strong partnerships with the local and wider community.

We discussed with staff and Inverclyde Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop approaches to tracking children's progress to ensure appropriate pace and challenge for all.
- Continue to develop the curriculum in line with national guidance.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school'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 its arrangements for reporting to parents on the quality of education, Inverclyde Council will inform parents about the school's progress.

Jackie Maley
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/primsec/StJosephsPrimarySchoolInverclyde.asp>

If you would like to receive this letter 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 e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Joseph's Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

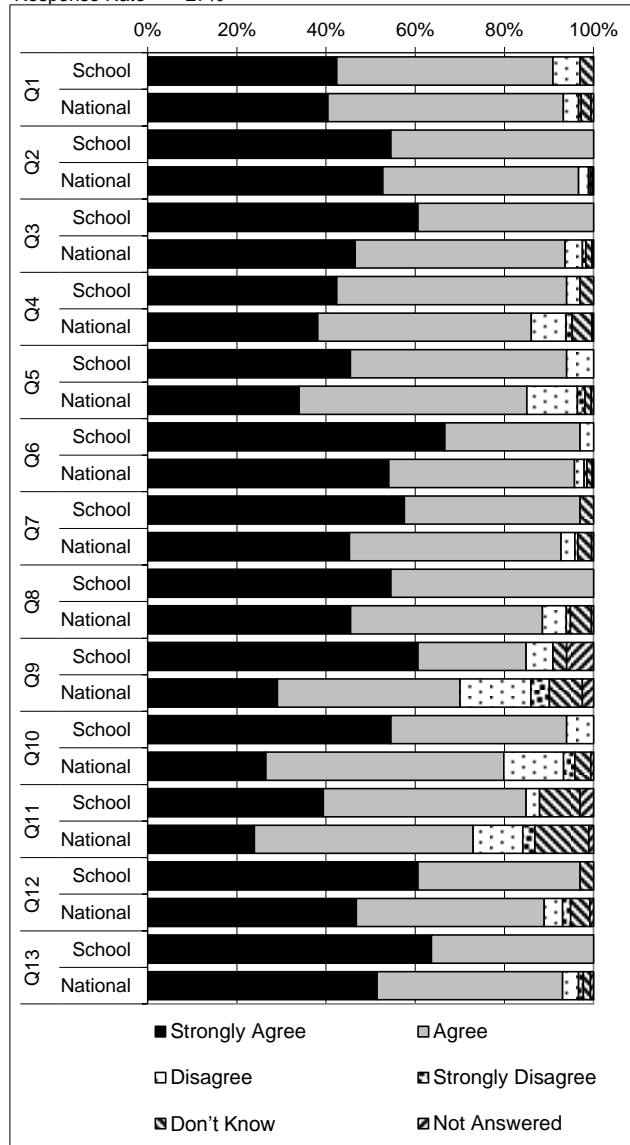
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StJosephsPrimarySchoolInverclyde.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf. Please note that the term "adequate" in the document has been replaced with "satisfactory".

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name St Joseph's Primary School
 SEED Number 8641927
 Quest. Issued 121
 Quest. Input 33
 Response Rate 27%

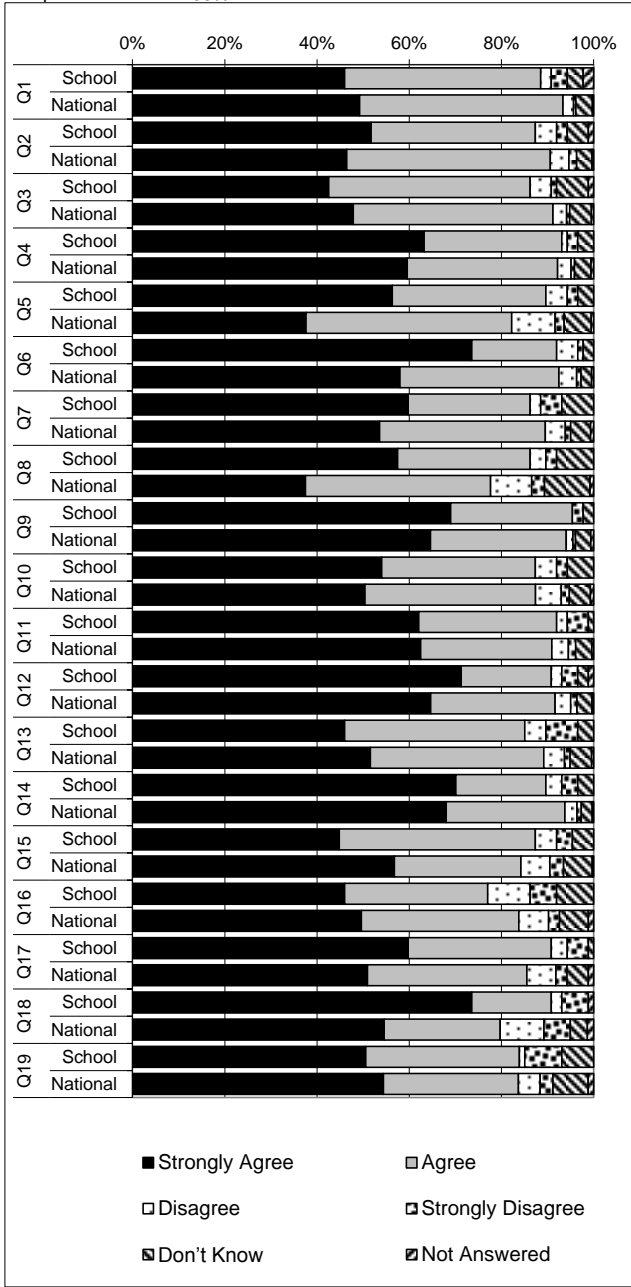


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	School	42%	48%	6%	0%	3%	0%	91%	6%
Q1	National	55%	45%	0%	0%	0%	0%	100%	0%
Q2	School	61%	39%	0%	0%	0%	0%	100%	0%
Q2	National	42%	52%	3%	0%	3%	0%	94%	3%
Q3	School	45%	48%	6%	0%	0%	0%	94%	6%
Q3	National	67%	30%	3%	0%	0%	0%	97%	3%
Q4	School	58%	39%	0%	0%	3%	0%	97%	0%
Q4	National	55%	45%	0%	0%	0%	0%	100%	0%
Q5	School	61%	24%	6%	0%	3%	6%	85%	6%
Q5	National	55%	39%	6%	0%	0%	0%	94%	6%
Q6	School	39%	45%	3%	0%	9%	3%	85%	3%
Q6	National	61%	36%	0%	0%	3%	0%	97%	0%
Q7	School	64%	36%	0%	0%	0%	0%	100%	0%
Q7	National								
Q8	School								
Q8	National								
Q9	School								
Q9	National								
Q10	School								
Q10	National								
Q11	School								
Q11	National								
Q12	School								
Q12	National								
Q13	School								
Q13	National								

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name St Joseph's Primary School
 SEED Number 8641927
 Quest. Issued 87
 Quest. Input 87
 Response Rate 100%

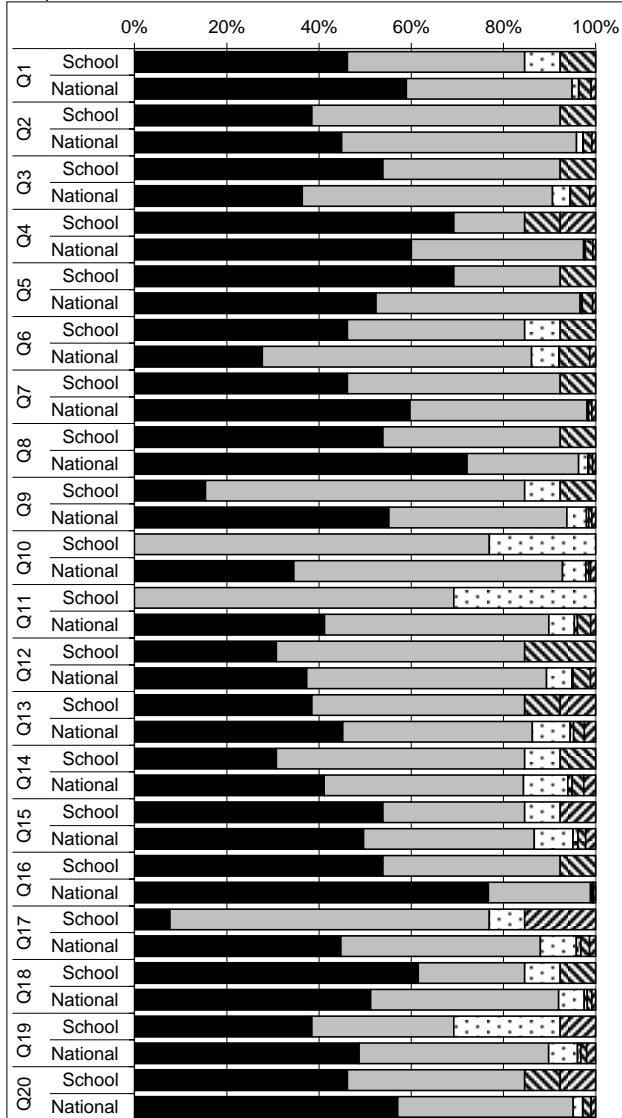


	Percentage %						Strongly Agree & Agree	Disagree & Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered		
Q1 The school is helping me to become more confident.	46%	43%	2%	3%	3%	2%	89%	6%
Q2 I enjoy learning at school.	52%	36%	5%	2%	5%	1%	87%	7%
Q3 I am getting along well with my school work.	43%	44%	5%	1%	7%	1%	86%	6%
Q4 Staff encourage me to do the best I can.	63%	30%	1%	2%	3%	0%	93%	3%
Q5 Staff talk to me regularly about how to improve my learning.	56%	33%	5%	2%	3%	0%	90%	7%
Q6 I get help when I need it.	74%	18%	5%	1%	2%	0%	92%	6%
Q7 Staff listen to me and pay attention to what I say.	60%	26%	2%	5%	7%	0%	86%	7%
Q8 I have a say in making the way we learn in school better.	57%	29%	3%	2%	8%	0%	86%	6%
Q9 Staff expect me to take responsibility for my own work in class.	69%	26%	0%	2%	2%	0%	95%	2%
Q10 Staff and pupils treat me fairly and with respect.	54%	33%	5%	2%	6%	0%	87%	7%
Q11 I feel safe and cared for in school.	62%	30%	2%	5%	1%	0%	92%	7%
Q12 I have adults in school I can speak to if I am upset or worried about something.	71%	20%	2%	3%	2%	1%	91%	6%
Q13 I find it easy to talk to staff and they set a good example.	46%	39%	5%	7%	3%	0%	85%	11%
Q14 Staff make sure that pupils behave well.	70%	20%	3%	3%	3%	0%	90%	7%
Q15 Staff are good at dealing with bullying behaviour.	45%	43%	5%	3%	5%	0%	87%	8%
Q16 The pupil council is good at getting improvements made in the school.	46%	31%	9%	6%	8%	0%	77%	15%
Q17 The school encourages me to make healthy-food choices.	60%	31%	3%	5%	1%	0%	91%	8%
Q18 I take part in out-of-class activities and school clubs.	74%	17%	2%	6%	0%	1%	91%	8%
Q19 I know what out-of-school activities and youth groups are available in my local area.	51%	33%	1%	8%	7%	0%	84%	9%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name St Joseph's Primary School
 SEED Number 8641927
 Quest. Issued 20
 Quest. Input 13
 Response Rate 65%



■ Strongly Agree □ Agree
 □ Disagree ■ Strongly Disagree
 ■ Don't Know ■ Not Answered

		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	46%	38%	8%	0%	8%	0%	85%	8%
Q2	All pupils are given activities which meet their learning needs.	38%	54%	0%	0%	8%	0%	92%	0%
Q3	Pupils are involved in setting learning targets.	54%	38%	0%	0%	8%	0%	92%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	69%	15%	0%	0%	8%	8%	85%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	69%	23%	0%	0%	8%	0%	92%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	46%	38%	8%	0%	8%	0%	85%	8%
Q7	Pupils take an active part in their learning.	46%	46%	0%	0%	8%	0%	92%	0%
Q8	Staff treat all pupils equally.	54%	38%	0%	0%	8%	0%	92%	0%
Q9	Staff and pupils respect each other.	15%	69%	8%	0%	8%	0%	85%	8%
Q10	The pupils are well behaved.	0%	77%	23%	0%	0%	0%	77%	23%
Q11	Support for pupils with additional support needs is effective.	0%	69%	31%	0%	0%	0%	69%	31%
Q12	Parents are fully involved in the school and their children's learning.	31%	54%	0%	0%	15%	0%	85%	0%
Q13	I have been actively involved in developing the school's vision and values.	38%	46%	0%	0%	8%	8%	85%	0%
Q14	I am actively involved in setting priorities to improve the school.	31%	54%	8%	0%	8%	0%	85%	8%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	54%	31%	8%	0%	0%	8%	85%	8%
Q16	I am aware of the school's procedures for protecting children.	54%	38%	0%	0%	8%	0%	92%	0%
Q17	Leadership at all levels is effective.	8%	69%	8%	0%	0%	15%	77%	8%
Q18	Staff communicate effectively with each other.	62%	23%	8%	0%	8%	0%	85%	8%
Q19	I have good opportunities to take part in continuing professional development.	38%	31%	23%	0%	0%	8%	69%	23%
Q20	Staff across the school share good practice.	46%	38%	0%	0%	8%	8%	85%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Report To:	Education & Communities Committee	Date:	9 September 2014
Report By:	Head of Finance & Corporate Director Education, Communities & Organisational Development	Report No:	FIN/038/14/JB/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2014/15 Revenue Budget-Period 3 to 30 June 2014		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2013/14 final out-turn and the 2014/15 Revenue Budget position as at Period 3 to 30 June 2014.

2.0 SUMMARY

- 2.1 In 2013/14, excluding the carry forward of Earmarked Reserves of £4,038,000, primarily for the School Estates Management Plan, there was an underspend of £83,000 against a budget figure of £71,984,560. This equates to 0.12% of the total budget and was £2,000 less expenditure than reported to Committee in May 2014.

The main variances for 2013/14 were –

- (a) Employee Costs underspend £88,000, mainly due to the early achievement of budget savings within Early Years Education.
- (b) Underspend of £207,000 for Property Costs made up of £71,000 underspend for utilities, £50,000 underspend for Heating Oil, £25,000 underspend for Biomass, £32,000 underspend for Janitors and Cleaning and £21,000 underspend for Non Domestic Rates.
- (c) £20,000 overspend for Catering Charges, mainly due to increased charges for kitchen equipment maintenance.
- (d) £22,000 overspend for IT Charges, mainly due to internet line costs for schools.
- (e) £11,000 underspend for Primary 6 Outdoor Education trips.
- (f) £142,000 overspend for Transport made up of £28,000 underspend for school bus contract, £52,000 overspend for SPT ASN contracts, £40,000 overspend for Consortium & PE travel and £78,000 overspend for Internal Transport provision.
- (g) £68,000 overspend for ASN Support due to provision of Stepwell Cook School (£22,000) and ASN External Placements (£44,000)
- (h) £11,000 overspend for School Clothing Grants.
- (i) £20,000 underspend for Early Years Partner Providers.
- (j) £27,000 underspend for Hospital Tuition.

2.2 The total Education budget for 2014/15 is £72,426,710. The School Estate Management Plan accounts for £14,160,000 of the total Education budget. The latest projection is an overspend of £189,000.

2.3 The main reasons for the 2014/15 overspend are –

- (a) Projected overspend of £67,000 for Employee Costs. Teachers are projected to overspend by £124,000 mainly due to additional ASN Teachers being required at Craigmarnoch. Non Teachers are projected to underspend by £57,000 due to the early achievement of budget savings and delays in filling posts at Craigmarnoch.
- (b) Projected underspend of £20,000 for Janitors.
- (c) Projected overspend of £52,000 for Water. The Majority of this relates to St Ninian's Primary School where there was a burst pipe.
- (d) Projected underspend of £17,000 for Utilities (Electricity £30,000 overspend and Gas £47,000 underspend)
- (e) Projected overspend of £20,000 for IT Recharges
- (f) Projected overspend of £10,000 for ASN Transport.
- (g) Projected overspend of £10,000 for Breakfast Club Supplies following roll out to all Primary Schools.
- (h) Projected underspend of £10,000 for Hospital Tuition.
- (i) Projected shortfall of £50,000 for Income from Other Local Authorities for Special Schools.

2.4 Earmarked Reserves for 2014/15, excluding those for Asset Plans and Strategic Funds, total £681,000 of which £352,000 is projected to be spent in the current financial year. To date expenditure of £34,000 (9.7%) has been incurred. The spend to date per profiling was expected to be £35,000, therefore there is no significant slippage.

3.0 RECOMMENDATION

3.1 That the Committee note the final out turn for 2013/14 and the current projected overspend of £189,000 for the Education Revenue budget as at Period 3 to 30 June 2014.

3.2 That the Committee note the Corporate Director Education, Communities & OD, in conjunction with Finance Services, will continue to review the budget and ensure action is taken to bring the projected overspend of £189,000 back within budget.

Jan Buchanan
Head of Finance

Patricia Cassidy
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 2014/15 Revenue Budget as well as the 2013/14 final out turn and to highlight the main issues contributing to the £83,000 underspend in 2013/14 and the projected overspend of £189,000 for 2014/15.

5.0 2013/14 OUT TURN

5.1 The underspend for 2013/14, after adjustments for Reserves, was £83,000. The main factors contributing to the underspend were:

	Revised Budget 2013/14	Out Turn 2013/14	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	135	155	20	13	7
Education Services	59,631	59,519	(112)	(173)	61
Inclusive Education	9,884	9,937	53	79	(26)
Safer Inclusive Communities	1,836	1,792	(44)	0	(44)
TOTAL NET EXPENDITURE	71,984	71,901	(83)	(81)	(2)

The main variances are explained in greater detail below.

Employee Costs:

Total underspend for Employee Costs was £88,000 (0.2%)

The underspend was mainly due to the early achievement of budget savings within Early Years Education and the over achievement of turnover savings.

Property Costs:

Total underspend for Property Costs was £207,000 (1.2%)

£71,000 underspend for utilities was mainly due to lower gas consumption as a result of a milder winter.

£50,000 underspend for heating oil was due to lower than expected consumption in the winter months at the former St Columba's High School building in Inverkip Road.

£25,000 underspend for biomass fuel at Port Glasgow Community Campus due to the building only being occupied for part of the year.

£32,000 underspend for contract janitors and cleaning across Education buildings.

£21,000 underspend for Non Domestic Rates (NDR) due to back dated credits for Empty Relief and Rateable Value appeals. This underspend was in addition to a saving of £317,000 for Education NDR appeals recorded against a Corporate Saving reported to the Policy & Resources Committee.

Supplies and Services:

Total overspend for Supplies and Services was £33,000 (0.9%)

£20,000 overspend for Catering, mostly due to repairs and maintenance of kitchen equipment. Costs have increased by 82% since the previous year and include work required as result of changes to Environmental Health legislation.

£22,000 overspend for IT Recharges, mainly due to school internet connections and maintenance contracts.

£11,000 underspend for Primary 6 Outdoor Education trips, mainly due to a reduction in numbers taking part.

Transport Costs:

Total overspend for Transport Costs was £142,000 (2.7%)

£28,000 underspend for SPT School Bus Contract which partially offset an overspend of £52,000 for SPT ASN Transport provision.

£40,000 overspend for Pupil Consortium & PE Travel

£78,000 overspend for Internal Transport charges for ASN, £64,000 of which related to drivers costs.

Other Expenditure:

Total overspend for Other Expenditure was £34,000 (0.9%)

£22,000 overspend for ASN Support due to provision of Stepwell Cook School.

£46,000 overspend for ASN Placements due to higher than expected number of placements as a result of extended transition period for moving young people back in to Inverclyde.

£11,000 overspend for Clothing Grants.

£20,000 underspend for Early Years Partner Providers due to a decrease in placements.

£27,000 underspend for Hospital Tuition due to a reduction in numbers in hospital.

6.0 2014/15 PROJECTION

6.1 The main issues to highlight in relation to the 2014/15 projected overspend of £189,000 are:

Employee Costs:

The total budget for employee costs is £50,987,890 and the latest projection is an overspend of £67,000. Teachers are projected to overspend by £124,000 as a result of additional ASN Teachers required to support the school roll at Craigmarnock.

Non Teachers are projected to underspend by £57,000 due to the early achievement of budget savings within Early Years and the delay in filling posts at Craigmarnock.

Electricity :

The budget for electricity is £689,380 and the latest projection is an overspend of £30,000. This relates to higher than expected consumption in school buildings.

Gas:

The budget for gas is £697,030 and the latest projection, based on the same level of consumption as 2013/14, is an underspend of £47,000.

Water:

The budget for water is £254,560 and the latest projection is an overspend of £52,000. The majority of this relates to a burst pipe at St Ninian's Primary School. The burst has now been located and fixed.

Janitors:

The latest projection for janitors is an underspend of £20,000. This is in line with the final out turn for 2013/14.

Education IT Charges :

The latest projection is an overspend of £20,000 and is mainly due to the cost of internet data lines for schools. The overspend is in line with the 2013/14 final out turn.

ASN Transport :

The latest projection is an overspend of £10,000. This relates to the cost of transporting children to placements outwith Inverclyde.

Hospital Tuition :

The latest projection for Hospital Tuition costs is an underspend of £10,000. This is due to fewer children being in hospital than budgeted for.

Breakfast Clubs Provisions :

The budget for Breakfast Clubs Provisions is £15,230 and the latest projection is an overspend of £10,000. Additional costs are being incurred following the roll out of the clubs to seventeen Primary Schools.

Special Schools – Income from Other Local Authorities :

The latest projection is a shortfall in income of £50,000. The number of children placed in Inverclyde by other Local Authorities continues to decline year on year as, like Inverclyde, these Councils have a policy to educate their children locally where possible.

7.0 EARMARKED RESERVES

- 7.1 Earmarked Reserves excluding those for Asset Plans and Strategic Funds total £681,000, of which £352,000 is projected to be spent in 2014/15. Spend to date at the end of Period 3 is £34,000 or 9.7% of the projected spend for this Financial Year. Spend to date per profiling was expected to be £35,000 so there is no significant slippage.

8.0 VIREMENTS

- 8.1 There are no virements this Committee cycle

9.0 IMPLICATIONS

9.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

9.2 Legal

There are no specific legal implications arising from this report

9.3 Human Resources

There are no specific human resources implications arising from this report.

9.4 Equalities

There are no equalities issues with this report.

9.5 Repopulation

There are no repopulation issues with this report.

10.0 CONSULTATION

10.1 The paper has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Head of Finance.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 3 : 1st April 2014 - 30th June 2014**

<u>Out Turn</u> <u>2013/14</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2014/15</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-14</u> <u>£000</u>	<u>Projection</u> <u>2014/15</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
36,760	Employee Costs - Teachers	36,035	9,193	9,153	36,175	140	0.4%
13,989	Employee Costs - Non Teachers	14,953	3,611	3,607	14,896	(57)	(0.4%)
798	Electricity	689	172	27	719	30	4.4%
712	Gas	697	174	12	650	(47)	(6.7%)
248	Water	255	255	333	307	52	20.4%
1,054	Janitors	1,109	277	233	1,089	(20)	(1.8%)
220	Education IT Charges	220	55	90	240	20	9.1%
621	ASN Transport	555	139	2	565	10	1.8%
13	Hospital Tuition	40	10	0	30	(10)	(25.0%)
21	Breakfast Club Provisions	15	4	4	25	10	66.7%
(218)	Special Schools Income OLA	(293)	0	0	(243)	50	(17.1%)
Total Material Variances						178	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2014 - 30th June 2014**

2013/14 Actual £000	Subjective Heading	Approved Budget 2014/15 £000	Revised Budget 2014/15 £000	Projected Out-turn 2014/15 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
36,760	Employee Costs - Teachers	36,155	36,035	36,159	124	0.3%
13,989	Employee Costs - Non Teachers	14,691	14,953	14,896	(57)	(0.4%)
13,201	Property Costs	7,214	7,509	7,539	30	0.4%
3,665	Supplies & Services	3,632	3,677	3,697	20	0.5%
2,686	Transport Costs	2,345	2,350	2,360	10	0.4%
407	Administration Costs	450	456	456	0	-
3,837	Other Expenditure	17,532	17,787	17,799	12	0.1%
(3,142)	Income	(2,648)	(3,171)	(3,121)	50	(1.6%)
71,403	TOTAL NET EXPENDITURE	79,371	79,596	79,785	189	0.2%
	Earmarked Reserves	0	(2,559)	(2,559)	0	
	Loan Charges / DMR	0	(4,610)	(4,610)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	79,371	72,427	72,616	189	

2013/14 Actual £000	Objective Heading	Approved Budget 2014/15 £000	Revised Budget 2014/15 £000	Projected Out-turn 2014/15 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
155	Corporate Director	137	137	137	0	-
52,251	Education	53,671	53,868	53,939	71	0.1%
7,268	School Estate Management Plan	14,160	14,160	14,160	0	-
59,519	TOTAL EDUCATION SERVICES	67,831	68,028	68,099	71	0.1%
8,441	ASN	8,048	8,076	8,222	146	1.8%
1,496	Other Inclusive Education	1,498	1,508	1,489	(19)	(1.3%)
9,937	TOTAL INCLUSIVE EDUCATION	9,546	9,584	9,711	127	1.3%
1,590	Community Learning & Development	1,609	1,609	1,600	(9)	(0.6%)
202	Other Safer & Inclusive	248	238	238	0	-
1,792	TOTAL SAFER & INCLUSIVE	1,857	1,847	1,838	(9)	(0.5%)
71,403	TOTAL EDUCATION COMMITTEE	79,371	79,596	79,785	189	0.2%
	Earmarked Reserves	0	(2,559)	(2,559)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/f Funding 2013/14</u>	<u>New Funding 2014/15</u>	<u>Total Funding 2014/15</u>	<u>Phased Budget To Period 3 2014/15</u>	<u>Actual To Period 3 2014/15</u>	<u>Projected Spend 2014/15</u>	<u>Amount to be Earmarked for 2015/16 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Creative Scotland Match Funding	Angela Edwards	200	0	200	0	0	100	100	Funding for years 2 and 3 of 3 year funding agreement.
Port Glasgow I Youth Zone	John Arthur	288	0	288	0	0	71	217	Funding will allow I-Youth Zone centres to be run in Gourock and Port Glasgow for 2 years. Both premises anticipated to open by end of 2014.
Early Years Change Fund	Angela Edwards	43	43	86	20	19	74	12	Funding for 2 posts until March 2015.
1+2 Languages	Wilma Bain	33	74	107	15	15	107	0	Principal Teacher in post from 01/04/14. Additional funding of £74k for 2014/15 now confirmed by Scottish Government.
Total		564	117	681	35	34	352	329	

Report To:	Education & Communities Committee	Date:	9 September 2014
Report By:	Corporate Director Education, Communities & Organisational Development and Head of Finance	Report	EDUCOM/70/14/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2014 – 2016/17 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. A summary of the out turn for the 2013/14 Capital programme is also provided.

2.0 SUMMARY

2.1 This report advises the 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 2014-2016/17.

2.3 Overall the Committee is projecting to contain the costs of the 2014-16/17 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.

2.5 The Education Capital programme out turned with spend £410,000 or 1.94% above the total 2013/14 phased spend i.e. there was no slippage within Education.

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 the final out turn for 2013/14 and the good performance in delivering the 2013/14 Capital programme.

3.3 That the Committee approve the issue of tenders for the St John's Primary School Refurbishment & Extension project, and grant delegated authority to the Head of Legal & Property Services to accept the most economically advantageous tender provided the cost is within the budget allocation for the project.

- 3.4 That the Committee approve the investigation of advancement of the St Francis Primary School External Works project from 2015/16 to potentially absorb slippage elsewhere in the 2014/15 Capital Programme.

Patricia Cassidy
Corporate Director Education,
Communities &
Organisational Development
15th August 2014

Jan Buchanan
Head of Finance
15th August 2014

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 14 years. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2017.

5.0 ARDGOWAN PRIMARY SCHOOL REFURBISHMENT

- 5.1 Works commenced on site on 14th April to complete 13th April 2015. Downtakings, partial demolition and stripping out are complete with the new steel frame for the extension erected and secondary steelwork progressing. New floors internally are progressing well. Contractors progress photos are updated regularly on the project website: <http://www.ardgowanprimaryrefurbishment.co.uk/>
- During the partial stripping of the roof it became evident that there was a lack of underfelt throughout and this has led to more extensive works than originally anticipated. Additional re-pointing works were also identified following a detailed survey from the recently completed full scaffold. The project is currently reporting within budget however it should be noted that additional works required to the roof and external walls utilised the majority of the project contingency. The Contractor is currently reporting 1 week behind internally with roofing and external walls elements also behind due to the more extensive scope of works. The Contractor hopes to recover this time across the remainder of the programme. Transfer back to the completed facility is still planned to follow on after the Easter 2015 holiday period.

6.0 ST JOHN'S PRIMARY SCHOOL REFURBISHMENT

- 6.1 The December 2013 Education & Communities Committee approved the alteration of the project scope to include a nursery class extension with supplementary funding being available in connection with the implementation of the new Children and Young People Bill. The project is progressing to tender issue stage although it is currently being reported behind programme. Additional resources have been employed via Technical Services with a revised estimated tender issue date of September. The January 2014 Education & Communities approved a report recommending use of the former St Stephen's High School building for decant as an alternative to the former Highlanders Academy building as originally planned. Work within the former St Stephen's High School building is complete and arrangements are in place to allow decant of St John's to the former St Stephen's in August, with 3 exceptional closure days granted immediately after the school summer holidays to allow final preparation for the new term. Asbestos removal works have been scheduled for August within the existing building. The current anticipated programme for the main refurbishment and extension project, based on tenders being issued in September, should allow a site start in November and maintain an August 2015 completion. It should be noted that this is subject to tender issue, evaluation of returns and the tenders being returned within budget. The estimated cost of the project is £2.653M which includes the original capital allocation, a proportion of the Children & Young People 2014/15 grant allocation in respect of the nursery class extension, and a proportion of the £1.1M primary school MUGA allocation as all elements are being taken forward in a single contract. Permission to issue tenders and approval for delegated authority to accept the most economically advantageous tender is required.

7.0 ST PATRICK'S PRIMARY SCHOOL

7.1 The March 2014 Education & Communities Committee approved the progression of a new build for St Patrick's. The project is being progressed via hub West Scotland Ltd. and a project information pack has been prepared and submitted by the Client Services Team. Meetings have commenced and continue with hub West Scotland. Stakeholder consultation has commenced through the Client Services Team. Survey works have been undertaken within the existing school building and grounds over the summer holiday period. The procurement of the various design consultants is underway. The Client Services Team also met, and have further meetings scheduled with, the Scottish Futures Trust to discuss the progress on the reference project, the cost metrics and the current trend in construction inflation. It should be noted that the current Building Cost Information Service (BCIS) forecast for the next 6-12 months indicates that tender prices are likely to outstrip general inflation. This may impact the affordability model for St Patrick's and will be monitored closely throughout the design stages. The target programme remains as previously reported with anticipated construction start in summer 2015 to complete by October 2016.

8.0 KILMACOLM PRIMARY SCHOOL REFURBISHMENT

8.1 The Kilmacolm PS project has been advanced to Jul 15 – Jul 16 from Jul 22 – Jul 23 as part of the acceleration of the Primary School programme. The original proposals involve the use of temporary modular accommodation on site and phased refurbishment. Initial discussions have taken place with the School on the likely scope of the project. Further detailed consideration of the logistics of the project has been undertaken and the likely phasing required. The project is now being scoped by hub West Scotland for progression due to resource issues within Technical Services. The Client Services Team have issued an information pack to hub West Scotland for progression. Some initial survey work was undertaken over the summer holiday period. A consultation paper outlining the options for progressing the project in terms of decant has been prepared to allow discussion with the school and Parent Partnership at their next meeting in August. Thereafter it is planned that the paper will be posted to all parents and a public (parents) meeting held within the school to obtain feedback and inform the final decant option with an update paper to the November Committee. The target programme remains as previously reported with anticipated construction start in summer 2015 to complete by October 2016.

9.0 PRIMARY SCHOOL BLAES PITCH UPGRADING

9.1 Funding for the above was allocated in 2014/15 to address upgrading of 3 primary schools with blaes pitches. An update on each is included below:

- Whinhill PS MUGA – the project is substantially complete with minor works outstanding only.
- St Ninian's PS MUGA - tenders have been issued and will be returned at the end of August. Planning and building warrant submissions have been made and are in progress. Anticipated start September/October. It should be noted that due the limitations on laying polymeric surfacing between September-March in the West of Scotland it is likely that final completion will not be possible until late March/early April subject to a suitable weather window.
- It is recommended that the progression of Kilmacolm PS pitch/MUGA be considered as part of the main refurbishment project. It is intended that an update paper will be submitted to the November Committee upon completion of the consultation outlined in 8.1 above.

10.0 PRIMARY SCHOOL Multi-Use Games Areas (MUGA's)

10.1 As part of the Council's recent budget setting exercise £1.1M funding for the above was allocated subject to confirmation of the 2015/16 flat cash settlement which was subsequently confirmed at the May Policy & Resources Committee. Technical Services have commenced initial services investigation and topographical / ground investigation surveys. The initial survey work indicates that 7 of the 8 sites are feasible with the only site that may present difficulty being Inverkip PS due to existing services and limited space within the school grounds. As noted in 9.1 above polymeric surfacing and artificial turf are not recommended to be laid in the West of Scotland between the months of September and March, it should be possible to construct 90% of any MUGAs progressed in the current financial year leaving the final top coat to be laid in a suitable weather window. It is anticipated that a package of work will be ready to proceed to tender by November and therefore an update report requesting permission to issue tenders will be submitted to the November Committee.

11.0 EARLY YEARS PROJECTS

11.1 A separate update report on the implementation of 600 hours of Early Learning and Childcare, providing information on the resource requirements and financial implications of the increases in entitlement, appears later on the agenda for this Committee. The report deals with action taken for session 2014/15, further development for 2014/15 and possible developments for 2015/16. Four projects have been commissioned to date with three taken forward over the 2014 summer holiday period:

- Minor adaptations to Kings Oak nursery (completed summer 2014).
- Minor adaptations to Lady Alice PS nursery to extend provision for 3 and 4 year olds (completed summer 2014).
- Creation of a 40 place provision for 2-3 year olds within Gibshill Children's Centre (completed summer 2014).
- Development of new nursery class provision within St John's PS as part of major refurbishment project (tender issue awaited).

Further projects with indicative timescales are listed within the separate report. The Client Services Team are currently working with the Early Years Manager to develop an Early Years Estate Management Plan which brings together the investment required in connection with new legislation with the current capital funding allowances for refurbishment.

12.0 POSSIBLE ADVANCEMENT OF 2015/16 PLANNED EXPENDITURE

12.1 No slippage is currently being reported, however as noted in the text of 6.1 above the St John's Primary School refurbishment and extension project is slightly behind programme and it is likely that there will be some slippage as a result. It should also be noted that a significant proportion of the 2014/15 Children & Young People grant allocation is set against St John's Nursery so any slippage on the main project will impact on that allowance also. It is requested that the Committee approve the investigation of advancing planned 2015/16 expenditure in respect of the proposed external works project within St Francis Primary School. The SEMP model currently has an allocation of £405K to address upgrading of the external areas as this element was not addressed as part of the refurbishment project carried out and completed in 2004. The current outline programme has this project being carried out largely over summer 2015 but it should be possible to advance some of this work accepting that as the works are external, progression will be weather dependent. It is recommended that this be investigated and spend advanced if possible to assist addressing potential slippage in the current 2014/15 programme.

13.0 IMPLICATIONS

Finance

13.1 The approved budget for 2014/15 is £8.431M. The expenditure at 31st July 2014 is £1.049M from a budget of £21.117M. This is expenditure of 12.44% of the budget after 33.33% of the year. No slippage is currently being reported, however as noted in the text of 12.1 above, the St John's Primary School refurbishment and extension project is slightly behind programme and it is likely that there will be some slippage as a result.

13.2 The 2013/14 programme out turned at 1.94% greater spend than phased budget i.e. there was no slippage within Education. An analysis of the slippage/spend by individual capital project for the Education Committee is presented in Appendix 2.

13.3 The current budget position reflects the following:

- October/November 2013 review of the School Estate Funding model.
- Policy & Resources Committee decision of 4th February 2014 to return £500K of unallocated contingency to the overall programme.
- Council budget meeting of 20th February 2014 allocating £1.1M to provide small Multi-Use Games Areas within 8nr Primary Schools with no current provision.

The current budget is £31.8M, made up of £27.046M SEMP Supported Borrowing, £1.930M Non-SEMP Supported Borrowing and £2.824M Prudential Borrowing. The Current Projection is £31.8M.

13.4	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
	Total School Estate	29,870	29,870	-
	Total Non School Estate	1,930	1,930	-
	Total	31,800	31,800	-

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

Legal

13.6 There are no legal issues.

Human Resources

13.7 There are no human resources issues.

Equalities

13.8 There are no equalities issues.

Repopulation

13.9 There are no repopulation issues.

14.0 CONSULTATION

- 14.1 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.
- 14.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

15.0 LIST OF BACKGROUND PAPERS

- 15.1 Education Capital Programme Technical Progress Reports August 2014. (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 31/3/14	Approved Budget 2014/15	Revised Est. 2014/15	Actual to 31/07/14	Est 2015/16	Est 2016/17	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP - Capital Programme Projects											
Demolish Greenock Academy	164	71	0	0	0	91	2	0	Sep-15	-	Nov-15
Demolish St Stephens HS	558	3	0	0	0	147	408	0	Dec-15	-	Jun-16
Demolish Lilybank	89	3	121	86	5	0	0	0	Jul-14	-	Oct-14
Ardgowan PS - Refurbishment	5,326	561	3,134	3,134	744	1,631	0	0	Apr-14	Apr-15	Apr-15
St Patrick's PS - Refurbishment	5,342	0	215	215	6	2,417	2,572	138	Jul-15	-	Oct-16
St John's PS - Refurbishment	2,215	38	1,059	1,059	29	1,064	54	0	Oct-14	-	Aug-15
Kilmacolm PS - Refurbishment	3,655	0	145	145	0	1,869	1,541	100	Jul-15	-	Oct-16
Early Years (C&YPB - 600Hrs)	835	0	413	413	3	422	0	0			
Lifecycle Fund	2,005	0	487	487	0	601	917	0			
Balance of Contingency	344	0	59	94	0	50	100	100			
Future Projects *	6,587	0	19	19	0	377	243	5,948			
Complete on site	426	0	426	426	0	0	0	0			
Non Prudentially Funded SEMP	27,546	676	6,078	6,078	787	8,669	5,837	6,286			
SEMP-Prudentially Funded Projects											
Capital Project Contribution - Ardgowan PS	500	0	0	0	0	500	0	0			
Complete on site	1,824	0	1,824	1,824	147	0	0	0			
	2,324	0	1,824	1,824	147	500	0	0			
TOTAL SEMP CAPITAL	29,870	676	7,902	7,902	934	9,169	5,837	6,286			
Non-SEMP Capital Programme Projects											
Whinhill/Kilmacolm/St. Ninians PS - Blaes Pitch Upgrading	830	31	529	529	115	270	0	0	Apr-14	-	Mar-16
Primary School MUGA's - Various	1,100	0	0	0	0	1,100	0	0	Apr-14	-	Mar-16
	1,930	31	529	529	115	1,370	0	0			
TOTAL non-SEMP CAPITAL	1,930	31	529	529	115	1,370	0	0			
TOTAL ALL CAPITAL PROJECTS	31,800	707	8,431	8,431	1,049	10,539	5,837	6,286			

* The Future Projects allowance includes expenditure on projects within the reporting period only. The SEMP model includes allowances for the future refurbishment of Moorfoot PS, St Mary's PS, Lady Alice PS, St Ninian's PS and works to Gourrock PS.

Report To: Education and Communities Committee

Date: 9 September 2014

Report By: Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy

Report No: EDUCOM/71/14/KB

Contact: Miriam McKenna, Corporate Policy and Partnership Manager

Contact No: 01475 712042

Subject: Education and Communities Performance Report

1. PURPOSE

- 1.1 The purpose of this report is to update Committee on the achievement of key objectives in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2013/16 (CDIP).
- 1.2 The report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services.

2. SUMMARY

- 2.1 This is third progress report on the implementation of the Education, Communities and Organisational Development CDIP 2013/16. Details are provided in the Appendices.
- 2.2 The current status of improvement actions is:

APPENDIX 1
APPENDIX 2

blue – complete	red – significant slippage	amber – slight slippage	green – on track
19	0	13	52.

3. RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
 - a. notes the progress made in implementing the Education, Communities and Organisational Development CDIP 2013/16; and
 - b. agrees to consider the fourth progress report at its meeting on 20 January 2015.

Angela Edwards
Head of Inclusive Education, Culture and Corporate Policy

4. BACKGROUND

- 4.1 Corporate Directorate Improvement 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 in the Single Outcome Agreement 2013/16 and the Council's Corporate Statement 2013/17, as well as the well-being outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible (SHANARRI).
- 4.2 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services. The CDIP's improvement actions that sit within the Corporate Policy and Organisational Development, Human Resources and Communications Services will be included in the Corporate Services Performance Report submitted to the Policy and Resources Committee on 23 September 2014.
- 4.3 The Education, Communities and Organisational Development CDIP 2013/16 was approved by the Education and Communities Committee in 2013 and refreshed in 2014.
- 4.4 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:
blue – complete; red – significant slippage; amber – slight slippage; green – on track.
- 4.5 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on most indicators is gathered annually and performance will be reported to Committee at the appropriate time; information on two indicators is compiled quarterly and the details are attached as Appendix 2.

Min Ref
E&C Cttee
7.5.13
Para 363

5. PROGRESS

- 5.1 This is the third progress report on the CDIP's improvement actions. The last report on delivering the CDIP's improvement actions was approved by the Education and Communities Committee in March 2014. The current status of the CDIP's improvement plan is as follows:

Min Ref
E&C Cttee
11.3.14

blue – complete	red – significant slippage	amber – slight slippage	green – on track
19	0	13	52.

- 5.2 During the last six months, good progress has been made in delivering most of the improvement actions, examples of which include:
- tackling violence and knife crime - several secondary schools are now involved in the Mentors in Violence Prevention Programme
 - health and well-being of young people - funding has been identified for facilities for young people in Port Glasgow and Gourock with a proposed opening date of December 2014
 - home energy efficiency (private) - the iHEAT energy efficiency advocacy project is progressing well. Additional funding has been secured to install practical measures during 2014/15.
 - Curriculum for Excellence - the attainment results were positive for S4 pupils during the first year of the new National Qualifications
 - developing leadership in teachers - some schools worked in partnership with Strathclyde University during 2013/14 and this partnership will be further

developed during the new session with the aim of sharing responsibility for key areas of teacher education

- adult learning service in libraries - during Summer 2014, Glasgow University delivered classes in the South West Library as part of a pilot project
- engagement with young people - a Youth Participation Strategy is currently being developed with the aim of providing local young people with opportunities to be involved in decisions about services for them, as well as their schools and community.

5.3 There has been slight slippage with a number of improvement actions, including the following:

- data protection (CCTV installations and deployment of cameras)
- development of a new Health and Safety Strategy and Enforcement Policy
- putting the National Literacy Action Plan in place across all establishments and sectors
- implementation of the Youth Employment Action Plan
- benchmarking of Environmental Health/Trading Standards
- introduction of Young Scot cards for children 4-11 years old
- implementation of the PE Plan.

5.4 Appendix 1 details the present status of the improvement actions, together with a commentary from the appropriate Service.

6. IMPLICATIONS

6.1 There are no direct financial implications arising from this report.

Financial implications – one-off costs:

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

Financial implications - annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

6.2 Human Resources: There are no direct human resources implications arising from this report.

6.3 Legal: There are no direct legal implications arising from this report

6.4 Equalities: There are no direct equalities implications arising from this report.

6.5 Repopulation: Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for the citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

7. CONSULTATION

7.1 Updates on progress with the CDIP's implementation have been provided by the lead

officers of each improvement action.

8. BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development CDIP 2013/16.

9. CONCLUSION

9.1 The third progress report on actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services sections of the CDIP 2013/16 is presented for Committee's approval with the recommendation that the fourth report is submitted to the Education and Communities Committee's meeting on 20 January 2015.

Education and Communities Performance Report – August 2014

Safe				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<p><u>Data protection</u></p> <p>All CCTV installations and deployment 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>●</p>	<p>slight slippage</p>	<p>This is being covered as part of the data governance work stream. Officers from Safer and Inclusive Communities will contribute to standard setting. Work on procurement is currently affected by uncertainties around the future transmission costs for public space CCTV.</p>
<p><u>Tackling violence and knife culture</u></p> <p>Further reduction in the incidences of violence, knife crime and bullying</p>	<p>Roll out MVP to other secondary schools</p>	<p>●</p>	<p>on track</p>	<p>Steering group taking forward work in St Columba's Secondary School. Action plan available. Three secondary schools now involved.</p>
<p>Mentors in Violence Prevention (MVP) embedded in all secondary schools</p>	<p>Violence Prevention Programmes including No Knives Better Lives developed and sustained</p>	<p>●</p>	<p>on track</p>	<p>A new school is now implementing the MVP.</p>
	<p>Anti-bullying policy fully implemented</p>	<p>●</p>	<p>on track</p>	<p>The policy has been revised based on consultation and will be implemented in 2014/15.</p>

Safe				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Health protection/food safety</u> All businesses where there is a risk to food safety arising from cross-contamination will have processes and procedures in place to eliminate or adequately control the risk in line with the guidance	Fully implement the FSA's Cross-Contamination Guidance across businesses in line with the programme detailed in the Official Feed and Food Services Plan by March 2015	●	complete	Programme complete. Now working on backlog of lower risk inspections
<u>Health and safety</u> 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	Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde	●	slight slippage	Some consultation has taken place with business groups and the current review of the implementation of the National Local Authority Enforcement Code on Health and Safety will be used to inform the final Strategy.
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	Annual review to ensure it remains consistent with national policy	●	slight slippage	Currently reviewing the impact of the initial phase of the National Local Authority Enforcement Code on Health and Safety.
<u>Anti-social behaviour</u> Anti-social behaviour and community safety services are aligned with current needs and	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	●	on track	The Anti-Social Behaviour Strategy is to be progressed through Education and Communities Committee for formal approval in the first

Safe				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
are able to quickly react to changing circumstances Match resources to community needs	required. Review to be carried out by April 2014 with recommendations implemented over 2014/15, if approved.			Committee of the session. The Service, along with Police Scotland, is currently introducing new style reports to be made available to community councils to help identify community concerns and meet current needs. The Service is to introduce a new tasking system for the Community Wardens by October 2014. Focus to shift to anti-social behaviour priorities as indicated in the Anti-Social Behaviour Strategy during quarters 3 and 4.

Healthy				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>School Health and Alcohol Reduction Project (SHAHRP)</u> Increase understanding of the impact of alcohol misuse across	Implement a teacher training pack with young people through guidance and PSE teachers with S2 cohort. First part of the research to be completed by	●	on track	Research is continuing in our secondary schools, both in the test secondaries and also the control schools.

Healthy				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
S2/3 Fewer pupils involved in alcohol misuse	2014.			
<u>Housing investment</u> Adequate funding is available to meet affordable housing needs	SLP project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords	●	on track	The SLP projects due for completion in March 2015 are currently on track with site starts on 3 projects and a further 2 due to commence shortly; contract progress will be closely monitored through regular Programme Meetings with RSLs and HSD, and through regular liaison with RSL partners.
	Contributions in-kind (IC) and new innovative funding proposals (RSLs) will be developed	●	on track	Land with potential for affordable housing development has been identified as part of the Local Development Plan process; discussion with RSLs on projects for inclusion in the SHIP 2015/20 is on-going. A Strategic Land Use Group is to be established to agree IC contributions in-kind to future RSL developments.
	Regular project team meetings and monitoring by HSD	●	on track	Regular Programme Meetings are held with HSD and RSLs to ensure delivery of SLP projects by March 2015; liaison with RSLs and HSD on forthcoming SHIP

Healthy				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
				2015/20 is ongoing as part of regular monitoring and forward planning process. Future projects currently under development for inclusion in new SHIP.
<u>Health and well-being of young people</u> Develop a similar facility to IYouthzone for young people in Port Glasgow and Gourrock Improved outcomes for young people of Port Glasgow and Gourrock	Identify suitable premises	●	on track	Report to September 2014 Committee identifying premises and proposing start dates in December 2014.
	Develop funding package for refurbishment and running costs	●	on track	Earmarked Reserves being utilised to open premises. Other funding options being explored.
	Establish new facility with a range of programmes to meet the needs of young people of Port Glasgow and Gourrock	●	on track	Earmarked Reserves funding for Gourrock and Port Glasgow facilities - plans in place with a view to opening both facilities in December 2014.

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>External Funding Group</u> Establish development sessions	Development group and funding officer to be more proactive in setting up training	●	complete	

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
for managers to support funding applications Work in closer partnership with the community and voluntary sector	sessions/events			
<u>Literacy</u> National Literacy Action Plan is in place and able to evidence improved practice and outcomes for literacy across all establishments and sectors	Use of evidence-based approaches which lead to key improvements in literacy skills for all	●	slight slippage	An example of an evidence-based approach is the Reciprocal Teaching initiative which has been trialled in one Inverclyde primary school, together with one school in Renfrewshire Council and one in West Dunbartonshire Council. Assessment scores showed increases in comprehension and in higher order literacy skills. This approach will now be rolled-out across all primary schools.
<u>Learning communities</u> Improve joint planning with partners including schools to create a network of learning communities with increased community use in schools	Pilot learning community in one identified area. Set process in place in line with Education Scotland (HMle) advice and guidance.	●	slight slippage	Meetings to progress this have taken place with senior officers and with the head teachers at the Port Glasgow Community Campus. Discussion is scheduled to take place at the extended SMT meeting on 18 August 2014.

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Employability</u> Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across partner providers and partnerships Employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth: Refreshed Employability Framework	Implementation and robust evaluation of Inverclyde Youth Employment Action Plan	●	slight slippage	Awaiting clarification of submission for amendments to the Youth Employment Action Plan.
	Implementation and robust evaluation of employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth refreshed employability framework	●	on track	Figures will be reported in the next quarter.
<u>Continuous Improvement Team</u> Embed core functions of continuous improvement work: professional dialogue, development and pastoral support Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further	Fully implement Continuous Improvement Team guidelines	●	complete	
	Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities	●	on track	On-going self-evaluation of the effectiveness of the Team has taken place.


Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<p>Consistent approach to self-evaluation</p> <p>A shared vision of what excellent self-evaluation looks like</p>	Better partnership working regarding self-evaluation	●	on track	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. Self-evaluation is also a standing item on the agenda for all Heads of Establishment meetings.
<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>	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	●	on track	All schools have been given an additional in-service day during session 2014/15 to reflect on the implementation of the Curriculum for Excellence. Inverclyde schools will have this additional in-service day in October 2014.
	Work in partnership with the SQA to support secondary teachers with delivery of the new National Qualifications	●	on track	This is first year of the new National Qualifications for S4 pupils and the attainment results to date have been positive. Secondary schools are preparing for implementation of the new Higher Grade courses with some departments presenting the new Higher course this session and some deferring until session 2015/16.


Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
	Fully embed the principles from the national 'Building the Curriculum' documents to deliver better outcomes for all children and young people	●	on track	This is a focus of reflection on the implementation of the Curriculum for Excellence at school and authority levels.
	Review our interim Senior Phase Model involving extensive consultation with all stakeholders	●	complete	Our revised Senior Phase Model will see S4 pupils studying 6 National Qualifications from August 2015 with option choices taking place at the end of S3.
	Providing training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles	●	complete	Training and advice has been provided and all P7 and S3 pupils are using profiles.
<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	●	on track	The SMT is continuing to look at ways to improve leadership capacity across all establishments.
	Develop a new partnership with the university where there is a shared responsibility for key areas of teacher education	●	on track	Some Inverclyde schools worked in partnership with Strathclyde University during session 2013/14 and will continue to develop this partnership in session 2014/15. Other schools will be working in partnership with Glasgow University.

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
	Review our PRD process to ensure that it needs the needs of all staff and will focus on professional needs	●	complete	Professional update begins from August 2014. All teaching staff are aware of the requirements.
<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 the SNCT	●	complete	This area of work is on-going and is a particular focus during the annual school staffing exercise.
	Ensure planned changes are the focus of work of informal LNCT	●	complete	The informal LNCT will continue to meet every 6-8 weeks.
<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	●	complete	
	Identify pupils in out-of-authority placements	●	on track	We know all pupils but SDS have not been able to show this information from S4 onwards on the datahub.
	Improved tracking and transition planning	●	slight slippage	We are working with the Educational Psychological service to ensure all external pupils have the appropriate support when returning.
	Better support provided for pupils identified	●	on track	Developing and improving support.

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<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	The Greenock Centre Library is due to open in the Wallace Place building by November 2014.
	Inclusion of library space within new community centre planned for Inverkip (by 2015/16)	●	on track	Confirmation of library space in the new Inverkip community centre is still to be decided.
<u>Adult learning service</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	Training being organised for Job Centre Plus staff to take place in September 2014.
	Development of outreach techniques	●	on track	University of Glasgow has delivered classes in Summer 2014 in the South West Library as part of a pilot project. Existing partnerships have also been strengthened with new classes organised with Inverclyde Council on Disability.
New action: <u>Library services for young people, learners and readers</u> Build on and extend success of Bookbug in Inverclyde	Detailed information for this improvement action is available in the Inverclyde Libraries Service Plan 2014/15			New action

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<p>More engagement with the 12-15 age group</p> <p>More and better school/group visits focussing on information literacy and the Curriculum for Excellence</p> <p>Build links with partners to improve the range of classes available</p> <p>Further development and promotion of the e-Library and training of staff</p>				
<p><u>Environmental 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>	●	slight slippage	<p>Agreed KPIs will now be trialled by all Scottish Environmental Health departments following the consultation phase. No clear picture on the Trading Standards position as yet however.</p>

Achieving				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Adult learning</u> All adult learning provision is mapped Processes are in place to ensure no learner completes a programme without being encouraged to continue their learning	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement		on track	Figures will be reported in the next quarter.

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Pupil support</u> Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and teaching so that pupils' needs are more effectively met	This will be taken forward by the Review Reference Group and sub-groups and will include: a. a full audit including a survey and consultation with all stakeholders b. development of model options based on the proposed direction		on track	A steering group has been formed. An action plan is in place with sub-groups taking responsibility for key areas.

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<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, the Youth Employment Action Plan and voluntary sector and identify opportunities for accreditation</p>	●	on track	<p>Survey developed to identify deployment of volunteers and new opportunities for volunteer placements.</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:</p> <p>a. improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship</p> <p>b. Stronger, more resilient, supportive, influential and inclusive communities</p>	<p>Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups</p> <p>Establish priorities and baseline for measuring progress towards achievement of outcomes</p>	●	on track	<p>CLD Strategic Implementation Group has been convened (October 2014). Funding has been secured to 'co-produce' a 3-year plan for CLD.</p>

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<p><u>Children and Young People (Scotland) Act 2012</u></p> <p>Fully implement GIRFEC model and use of well-being outcomes through GIRFEC champions approach</p> <p>Business processes across the Education, CHCP and partners to support the implementation of the Act</p> <p>A training strategy, both single and multi-agency, is in place</p> <p>Fully implement by 2016 additional extra years hours</p>	Implementation of GIRFEC	●	on track	Children's plan is in draft form ready for consultation. GIRFEC champions continue to take work forward in schools. Staged intervention framework has been revised to reflect GIRFEC principles.
	Training strategy delivered	not yet started		A training programme to implement the Children and Young People (Scotland) Act 2012 will be devised and implemented during the 2014/15 session.
<p><u>Early Years/Nurturing Collaborative</u></p> <p>We are delivering tangible improvements in outcomes and reducing inequalities in vulnerable children in Inverclyde</p>	Establishment of the Nurturing Collaborative	●	complete	
	Engagement in the Early Years Collaborative (EYC) learning sessions run by the Scottish Government	●	on track	22 officers attended learning session 4 at the SECC. 6 officers are trained in the EYC improvement model. A further 10 officers from the Implementation Team will attend one day of

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
				training.
	Development of an action plan focused on early intervention and prevention in relation to the EYC 'stretch aims'	●	on track	An EYC Implementation Team has been established and an action plan developed. 12 tests of change are underway.
<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	
<u>New cultural hub for Inverclyde</u> This requires successful Round 1 HLF bid, plus development funding for Round 2. If the bid is unsuccessful, an alternative plan must be put in place.	Complete Round 1 bid and submit by March 2013. Round 2 bid submitted by September 2014.	●	complete	Round 1 bid unsuccessful. Alternative plan being developed.
New action: <u>Archives</u> Improved collections management Improved access and inclusion Improved management policies	Further cataloguing of records	●	on track	Cataloguing of historic records has risen to 10,600 records.
	Increasing finding aids available on-line	●	on track	A finding aid for the Burgh of Greenock Archival Collection has been added on-line. The Burgh of Port Glasgow and Burgh of Gourock finding aids have been updated.

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
and procedures Better community engagement and learning opportunities	Conducting at least 3 class visits within the Watt Museum	●	on track	Two class visits have taken place with a third planned for September/October 2014.
	Creation of a disaster plan and other management policies	●	on track	Access and security policies are in draft format. A disaster plan is being created in co-operation with the McLean Museum.
	Take part in the McLean Museum's World War 1 commemorations and involvement in Greenock Philosophical Society's bid for Heritage Lottery Funding to digitise archives	●	on track	We contributed to the World War 1 commemorations through two volunteer projects: Greenock Council and Gourock Council volunteer databases. We are in discussion with the Greenock Philosophical Society regarding a proposed bid.
<u>Community councils</u> All community representatives are skilled and confident in meeting the challenges of their changing role	Enhanced programme of training and support for community representatives, including embedding of training in on-going activities and meetings	●	on track	March 2014 events identified the need to create a Forum of Community Councils and Associations and other actions to enhance community engagement. Implementation plans developed at strategic and operational level.
<u>Young Scot cards</u> Young Scot card system extended to include Kidzcards for all children aged between 4 and	Negotiate with Young Scot to introduce Kidzcards in Inverclyde	●	slight slippage	Discussions with the Improvement Service still on-going. Plans for pilot on hold.
	Establish systems and quality assurance procedures	●	on track	Annual audit to take place on 25 August 2014.

Nurtured				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
11 resident or attending school in Inverclyde	Develop Young Scot to be part of the Cashless Catering System	●	slight slippage	Under discussion following review activities.

Active				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Community sports hubs</u> A minimum of 3 community sports hubs will be established and fully operational in Inverclyde	First hub fully operational by August 2013	●	complete	
	Second hub fully operational by April 2014	●	complete	
	Third hub fully operational by April 2015	●	on track	Hub now in set-up phase. Will be fully operational by March 2015.
<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 Plan implemented	●	slight slippage	Officer in post from May 2014 following delays to appointment caused by difficulties in confirming on-going funding from Education Scotland. Planning on-going.

Active				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
	Number of schools providing minimum 2 hours PE to be increased by June 2014	●	on track	Still some schools where physical constraints are limiting progress. Position improving however.
<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	●	slight slippage	Sports Framework approved by Committee. Final design and launch delayed by Glasgow 2014. Launch imminent.
	Annual review of implementation from May 2014			

Respected and responsible				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Teenage pregnancy</u> Teenage pregnancy is below national average in target areas Supports in place to continue education if pregnant Effective and meaningful self-assessment which informs	Health and Well-being Programme universally available Produce a teenage pregnancy strategy	●	on track	This action is on-going.



Respected and responsible				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
planning/delivery to successfully support young people				
<u>Housing repairs enforcement</u> 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 Minimum formal enforcement role for the Council in the future	Review Housing Enforcement Policy	●	on track	Significant progress has been made with the review of the Housing Enforcement Policy. It has been agreed to provide a report to Education and Communities Committee on 4 November 2014.
	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	●	on track	The project has been publicised via SHBVN and ALACHO and is now hosted by the RIAS. Organisations will have the opportunity to subscribe to the site allowing their users to access information. Inverclyde has agreed to this. An update on the project will be given from ALACHO at the next meeting of the SHBVN on 20 August 2014.
<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 leaflet publicising grant availability widely distributed across Inverclyde and budget for 2014/15 agreed with delivery partners including Inverclyde Care and Repair. i.HEAT energy efficiency advocacy project progressing well and additional funding secured for practical

Respected and responsible				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
				measures to assist householders in 2014/15.
	Continue to target 'difficult to treat' houses for investment	●	on track	Phase 1 of Central Greenock area HEEPS:ABS programme progressing well and Phase 2 scheduled for Autumn 2014; funding for 2014/15 notified by Scottish Government and major HEEPS projects agreed with RSLs in addition to continuing targeted improvement of 'difficult to treat' houses based on areas with highest SIMD scores.
<u>Parking management and enforcement</u> Parking is decriminalised and enforcement transferred to the Safer and Inclusive Communities Service	Transfer of enforcement following decriminalisation with fully-trained team in place, likely to commence in August 2014	●	slight slippage	Implementation likely to be October 2014. Currently recruiting enforcement staff.

Included				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Corporate Equalities Group</u> Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates Service delivery better meets the needs of people with protected characteristics	Continue to provide appropriate guidance and support to Directorates	●	on track	Practical advice is provided to Directorates regarding Equality Impact Assessments, policy and training.
	Appoint an Equalities Officer to progress the Council's commitment to equalities consistently across all Services to ensure better outcomes	●	complete	
	Increase representation on the Corporate Equalities Group to include a wide range of people with protected characteristics	●	on track	Work is underway to develop an Equalities Sub-Group for the Community Planning Partnership with invited representations from community groups.
<u>Welfare Reform Bill</u> All educational establishments to have full understanding and be prepared for the potential impact of the Bill Range of community-based learning programmes available to meet needs identified	Continue implementation of financial learning component of Financial Inclusion Strategy	●	on track	Every secondary school's guidance team has been visited by the Financial Inclusion Partnership to outline the consequences of the Welfare Reform Bill and the roles of schools regarding it.
	Liaise with Registered Social Landlords regarding the impact of Welfare Reform	●	complete	A Financial Inclusion Partnership Officer was appointed in June 2014 to co-ordinate liaison with RSLs on Welfare Reform issues including advice and information for RSLs and their tenants; the post is funded by River Clyde Homes as part of their wider

Included				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
				<p>action programme.</p> <p>IC is a member of the Welfare Reform Service established by the Scottish Housing Best Value Network in 2013 and local RSLs take part in the West of Scotland Forum hosted by the Service to keep social landlords and their tenants up-to-date with the impact of Welfare Reform changes etc.</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 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>	<p>Incorporate Young Citizens' Panel within the Youth Participation Strategy identified in SOA 6</p>	<p>●</p>	<p>on track</p>	<p>The Youth Participation Strategy Development Group is meeting and developing the Youth Participation Strategy. This action is captured in the Best Start in Life Outcome Delivery Plan.</p>

Included				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<p><u>Communication-friendly schools</u></p> <p>Signage in and around the 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 will also involve the local community</p>	<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</p>	<p>●</p>	<p>complete</p>	
<p><u>Looked-after and accommodated children (LAAC)</u></p> <p>Reduce the number of LAAC exclusions</p> <p>Improved attainment for LAAC</p>	<p>Roll out Positive Relationships and Positive Behaviour Policy</p> <p>Proportionate visits to specific educational establishments by Head of Service and Principal Education Psychologist are planned to continue to highlight LAAC</p>	<p>●</p>	<p>on track</p>	<p>Visits in diary based on proportionate approach: schools showing significant increase/decrease.</p>

Included				
Where do we want to be?	How will we get there?	Status August 2014		Commentary August 2014
<u>Museum services for young people (16-24)</u> Work in partnership with the National Museum of Scotland (NMS) on a project for this age group entitled 'Scotland Creates' with the theme 'A Sense of Place'	Liaise with the NMS Project Manager and Steering Group to create exhibitions/event programmes in Greenock by August/September 2013 and in Edinburgh by July/December 2014		complete	
<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	Figures will be reported next quarter.

15 August 2014

Education and Communities Performance Report – August 2014

The Education, Communities and Organisational Development Directorate's key performance indicators help to demonstrate performance in terms of strategic and operational objectives.

These indicators include statutory performance indicators and local performance indicators. Information on most indicators is gathered annually and performance will be reported to Committee at the appropriate time.

Information on the following indicators is compiled quarterly:

Key performance measure	Target 2013/14 %	Current performance %	Previous performance %	Commentary
Community Wardens High priority calls - % responded to within 30 minutes	95	96.8 (last quarter, 2013/14)	97.6 (3rd quarter 2013/14)	Performance is consistently high
Community Wardens Medium priority calls - % responded to within 60 minutes	95	100 (last quarter, 2013/14)	100 (3rd quarter 2013/14)	Maximum performance maintained

14 August 2014

Report To:	Education and Communities Committee	Date:	9 September 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/62/14/AE
Contact Officer:	Angela Edwards	Contact No:	01475 712818
Subject:	The Nurturing Collaborative /Getting it Right for Every Child		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Committee with an update on the local implementation of the Scottish Government's Early Years Collaborative (EYC) and Getting It Right for Every Child (GIRFEC) and how this work is being taken forward locally.

2.0 SUMMARY

- 2.1 The Scottish Government's ambition for early years is:

'To make Scotland the best place in the world to grow up in by improving outcomes and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.'

The work of GIRFEC and the implementation of the Children and Young People Act support the implementation of the Early Years Collaborative.

- 2.2 Through the Early Years Collaborative the Government has established five 'stretch aims' and several 'key change' areas which it believes will help to achieve this ambition. In Inverclyde we have incorporated these into existing workstreams to ensure all aspects of EYC and GIRFEC support our vision to create a Nurturing Inverclyde.
- 2.3 During 2013/14 Community Planning Partners (CPPs) across Scotland embarked on improvement interventions to address issues identified to meet local need.
- 2.4 The Inverclyde Alliance is committed to providing integrated services for families that are child centred and rooted in the principles of GIRFEC and the United Nations Convention on the Rights of the Child (UNCRC). In parallel, the objective of the EYC is to speed up the process by which the principles, set out in GIRFEC and the Early Years Framework (2008), are put into practical action. All local authorities are mandated to take these two areas of work forward. As an authority, Inverclyde is merging these to become our 'Nurturing Collaborative' project.
- 2.5 A number of members of the 'Nurturing Collaborative' have attended the four, two-day Scottish Government Early Years Collaborative learning events in 2013/14. In addition 5 members have attended the two-day "Improvement Model Bootcamp" training. The GIRFEC agenda is being taken forward by the GIRFEC West partnership group and by local GIRFEC Champions throughout our educational establishments.

- 2.6 To progress the work of the Nurturing Collaborative, Inverclyde Alliance has employed a Programme Manager and a Data/Research Officer until March 2015 using Early Years Change funding and some additional funding available from the GIRFEC West of Scotland steering group.
- 2.7 The key priorities for the Programme Manager and Data Officer will be: establish a local implementation group; promote and implement the Early Years Collaborative Improvement Model; ensure that services for families and children are considering the improvement work that they are undertaking and that this has a positive impact on children and their families.
- 2.8 At the same time, managers across the Council, both within the CHCP and Education Services, have continued to progress the changes required in preparation for the implementation of the Children and Young People's Act. This has involved collaborating extensively with other Local Authorities and with the Greater Glasgow and Clyde Health Board to look at the best ways of aligning GIRFEC developments across boards and local authorities.
- 2.9 In order to drive progress and further raise the profile of early years in Inverclyde, a corporate champion has been identified. (Patricia Cassidy).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:

Note the progress of the Early Years Collaborative and GIRFEC nationally, and the establishment of a Nurturing Collaborative locally.

Angela Edwards
Head of Inclusive Education, Culture & Corporate Policy

4.0 BACKGROUND

4.1 Partners across Local Authorities, the NHS and Scottish Government have agreed that the overarching ambition of the work of the Early Years Collaborative is *“to make Scotland the best place in the world to grow up in, by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.”*

4.2 The Inverclyde Alliance is committed to providing integrated services for families that are child centred and rooted in the principles of GIRFEC and UNCRC. In parallel, the objective of the Early Years Collaborative (EYC) is to speed up the conversion of the high level principles, which the Scottish Government set out in GIRFEC and the Early Years Framework, into practical action. Its work will seek to:

- Deliver tangible improvement in outcomes and reduce inequalities for Scotland’s vulnerable children.
- Put Scotland squarely on course to shift the balance of public services towards early intervention and prevention by 2016 and sustain this change to 2018 and beyond.

4.3 The EYC aims to help organisations close the gap between evidence of costs and outcomes of current and desired practice, between what we know works and what we do, by:

- Creating a structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements.
- Supporting the application of improvement methodology to bridge the gap between what we know works and what we do.

4.4 The Government has established five stretch aims and more focused Key Change themes. The stretch aims are:

1. To ensure that women experience positive pregnancies which result in the birth of more healthy babies as evidenced by a reduction of 15% in the rates of stillbirths (from 4.9 per 1,000 births in 2010 to 4.3 per 1,000 births in 2015) and infant mortality (from 3.7 per 1,000 live births in 2010 to 3.1 per 1,000 live births in 2015).
2. To ensure that 85% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time of the child’s 27-30 month child health review, by end-2016.
3. To ensure that 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017.
4. To ensure that 90% of all children within each Community Planning Partnership area will have reached all the expected developmental milestones and learning outcomes by the end of Primary 4, by end-2021.
5. To provide the Leadership System to support quality improvement across the Early Years Collaborative.

The Key Change area priorities for Scotland are:

1. Early support for pregnancy and beyond (previously early intervention in maternity Services) including stillbirth review process and smoking cessation- delivering

interventions in pregnancy reliably

2. Attachment and child development
 3. Continuity of care in transitions between services
 4. 27-30 month Child Health review
 5. Family Engagement to Support Early Learning
 6. Addressing Child Poverty – income maximisation achieved for families that require it
 7. Developing parenting skills to meet parents' needs where and when they need it (including nutrition)
 8. Workstream 4 (from start of primary school to P4)
- 4.5 To accelerate change in Early Years outcomes the Government has set up the Early Years Collaborative (EYC), which brings together practitioners from a number of relevant agencies across Scotland to share best practice, learn from each other and to learn about the Improvement Model's 'Plan, Do Study, Act' (PDSA) methodology that is recommended when developing Early Years practice.
- 4.6 The work expected of CPPs in relation to both the EYC and implementation of GIRFEC is considerable in terms of expected impact on the fundamental changes in public service delivery. As an authority, Inverclyde is maximising its resources and avoiding duplication by merging these to become our 'Nurturing Collaborative' project. We are seeking to extend the strong strategic fit across all partners delivering service in the Early Years sector by developing excellent mechanisms for tracking the wellbeing of children in Inverclyde and evaluating interventions using the PDSA Improvement Model methodology recommended by EYC. (Appendix 1).
- 4.7 The Best Start In Life Outcome Delivery Group has taken on the Leadership Role and between Corporate Policy and the CHC, a number of officers will continue to support the Programme Manager and Data Officer to deliver training and information on the Improvement Model.
- 4.8 In addition to the above, we have continued in our preparation and planning for the implementation of the Children and Young People Act (2014). As part of the process, officers from Education Services and CHCP have been linking with officers from Councils served by the Greater Glasgow and Clyde Health Board to look at the best ways of aligning GIRFEC developments across the health board with developments within individual Local Authorities. A GIRFEC implementation timeline has been devised across the Local Authorities in order to monitor progress. A page on the Council's website has been set up which provides updates and information regarding GIRFEC. <http://www.inverclyde.gov.uk/education-and-learning/getting-it-right-for-every-child/champions/>
- 4.9 Senior Managers have been filmed by the Early Years Collaborative to share more widely the integrated approach to this work in Inverclyde. Recent school inspections have exemplified our authority approach to GIRFEC as good practice. It is proposed that Inverclyde should offer to present at a future EYC learning session in 2014 to highlight our early years improvement work and in particular to showcase our Nurturing Inverclyde approach to Early Years.

5.0 IMPLICATIONS

The work will continue to progress and further updates will be provided in due course.

- 5.1 **Legal:** There are no legal implications.

Finance: There are no immediate financial implications on delivering the Inverclyde Nurturing Collaborative, Early Years agenda; however, within the next 5-10 years there may be an impact on the number of children who attend nursery places if the stretch aims are achieved. There may also be a long term financial impact on early years services to ensure that all children have the same standard of service and resources. Research illustrates that investment in early years also provides a higher return on investment in later life.

<http://www.scotland.gov.uk/Resource/Doc/920/0107869.pdf>

Personnel: As a result of additional funding a new temporary post of Early Years Programme Manager and a new temporary post of Early Years Data and Research Officer have been established until March 2015. The work of both officers will set up a sustainable model for the future based on existing capacity.

Equality and Diversity: It is anticipated that applying the theory and improvement science model which is advocated by the Nurturing Collaborative - Early Years will universally improve outcomes for babies, children and families. More specifically there will be service delivery aimed at reducing both social and health inequalities thus improving life outcomes for all families.

Repopulation: Improving outcomes for all children will allow the Inverclyde Alliance to promote the area as the best place in Scotland for children to grow up.

6.0 LIST OF BACKGROUND PAPERS

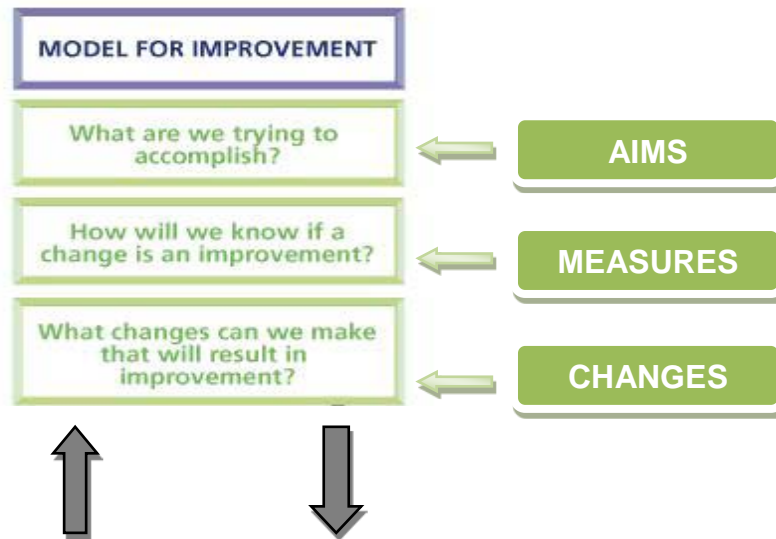
6.1 Detailed information about the national Early Years Collaborative can be found at:

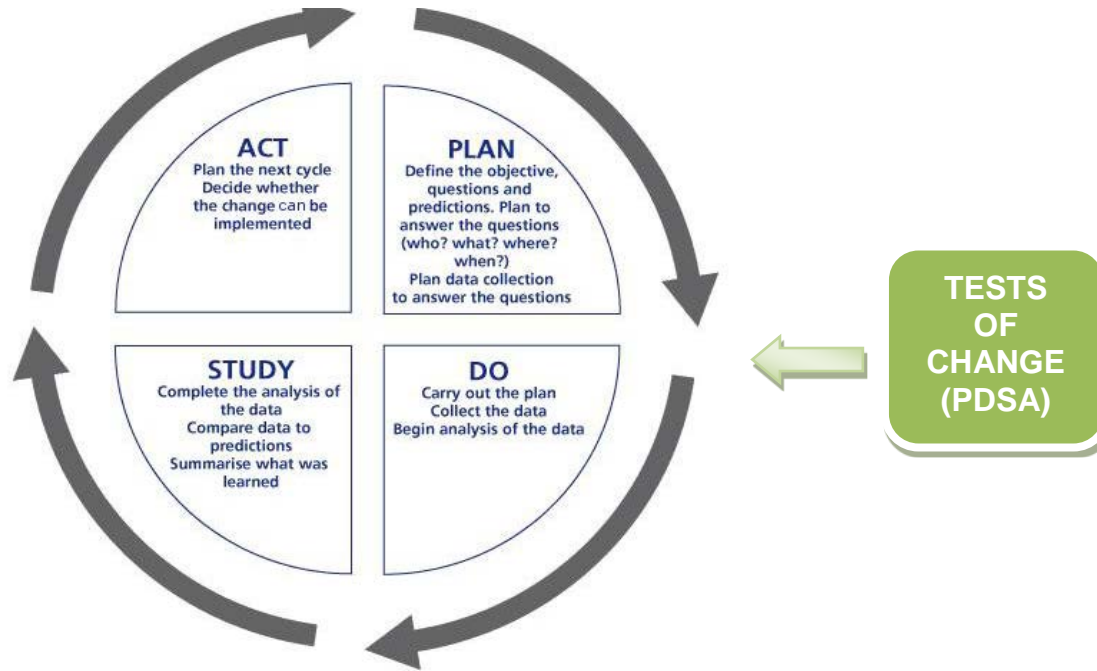
[http://www.eycollaborative.co.uk/
#bestplacetogrowup](http://www.eycollaborative.co.uk/#bestplacetogrowup)

Appendix One

The Model for Improvement

The Model for Improvement combines three fundamental questions which form the basis for improvement (see diagram below) with a process for testing change ideas (PDSA cycle).





The **PDSA cycle** can be used to turn ideas into action and connect action to learning. To be considered a PDSA cycle, four aspects of the activity should be easily identifiable:

- Plan:** The learning opportunity, test, implementation was planned, including the questions to be answered; the predictions of the answers to questions and plan for data collection
- Do:** The Plan was attempted; observations are made and recorded, including things that were not part of the Plan
- Study:** Time was set aside to compare the data with the predictions and study the results
- Act:** Action was rationally based on what was learned

Report To:	Education & Communities Committee	Date:	9 Sept 2014
Report By:	Patricia Cassidy Corporate Director Education, Communities & OD	Report No:	EDUCOM/61/14/AE
Contact Officer:	Angela Edwards Head of Inclusive Education, Culture & Corporate Policy	Contact No:	01475 712850
Subject:	Inverclyde Children and Young People Health and Well-being Survey 2013		

1.0 PURPOSE

1.1 The purpose of this report is to –

- a) outline the methodological approaches employed to carry out the research undertaken in all Inverclyde secondary schools.
- b) provide an initial report with a summary of the findings and key indicators
- c) provide suggested directions of travel indicated by the findings and aligned outcomes.

2.0 SUMMARY

2.1 All schools in Inverclyde became Health Promoting Schools in 2007. This accreditation was valuable and a real measure of success in Health & Well-being (H&WB) for our establishments. However, the sustainability of H&WB beyond merely the accreditation for an award has been even more vital since that time. It has become increasingly important that, both in terms of curricular delivery and the ethos/values of our schools, H&WB truly is embraced as the 'Responsibility of All'. Through the Community Planning Partnership, a piece of research was commissioned in 2013 to gather an up-to-date evidence base, directly expressing the views of children and young people from our secondary schools, around their own health and well-being.

2.2 Education Services, in collaboration with Inverclyde CHCP, NHS Greater Glasgow & Clyde (Public Health Resource Unit) commissioned Traci Leven Research to carry out the fieldwork and report writing.

2.3 This is the first survey of its kind in Inverclyde and provides useful baseline data for future surveys, which will monitor progress and trends for key health and well-being indicators. It is expected that the survey findings will help to inform priorities for action among key planning partners at Community Planning level and in individual schools. In addition, the data reported will allow for comparative investigations to be made with Glasgow City and Renfrewshire, where similar surveys have been completed. Some of the data can also be correlated with other national surveys, such as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

2.4 The survey was a proactive means of engaging with the young people who took part, which ensures they have a voice and are able to influence future service delivery that will be based on their needs, attitudes and behaviours, through this self-reporting.

2.5 Of particular note is the achieved sample total of 3,606 complete questionnaires. The 2013-14 census roll of the secondary school population was 4,362. Thus the achieved sample is approximately 83% of the secondary roll. This is an

unprecedented return, for which everyone who was involved in the research should be acknowledged.

3.0 RECOMMENDATIONS

- 3.1 The Education & Communities Committee notes this report and approves the publication of the research findings, including further circulation to the wider locality planning structures, such as SOA4, SOA6 and Inverclyde Alliance Board.
- 3.2 The Education & Communities Committee agrees to the further work required, in the analysis of the findings, through engaging with the young people, schools and their communities plus partner agencies to take forward agreed and appropriate actions.
- 3.3 The Education & Communities Committee gives approval to the continuing work required in the dissemination of the research findings, in partnership with Inverclyde CHCP.
- 3.4 It is proposed that the Education & Communities Committee accepts an invitation to be an integral part of the ongoing work and developments and agree to actively participate in the seminars/ summits mentioned in 5.2.
- 3.5 The Education & Communities Committee agrees to receive a further report, including a detailed analysis of the findings, in comparison to other data sources such as the surveys of neighbouring authorities, SALSUS and the WHO's Health Behaviours In School Age Children Survey, and be kept apprised of developments

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

Methodology:

- 4.1 The aim of the research was to gather the views of secondary school young people regarding their health and well-being. Moreover, the outcomes of the research were to be used to assess progress in health and well-being and be used to inform the work of Education, the CHCP, other Community Planning Partners and individual schools.
- 4.2 In the developing stages of the project, a range of key stakeholders and partners were invited to a number of meetings, in order to ensure full consultation of the questionnaire. The commitment from partners cannot be underestimated and is a true reflection of the locality's efforts to work collaboratively.
- 4.3 With regard to point 4.2 above and to respond to these aims, a structured, self-completion questionnaire was developed and approved by the stakeholder group mentioned in 4.1. It explored the issues concerned with:
- Demographics including age, gender, deprivation category (using postcode as a proxy measure), ethnicity, feeder primary, carer or guardian with whom pupils have main residence.
 - Mental health, self-esteem, worry.
 - Bullying, racism, accidents, illness and disability.
 - Oral health, diet, exercise and travel.
 - Smoking, alcohol, drugs.
 - Awareness and use of health services, youth clubs etc.
 - Social and anti-social behaviour, carer status and future hopes.
- 4.4 In the development of the structured questionnaire, a 24-page booklet as a paper version was developed. Concurrently, an online version using SurveyMonkey was created and reflected the paper version, with modifications to suit completing online (e.g. where the paper questionnaire stated 'please write in', the online version instructed 'please type in'). On the same theme, two paper versions were developed - one for S1-S2 pupils and one for S3-S6 pupils. The versions were the same but with three additional questions for S3-S6 pupils on sexual relationships. The online version automatically generated these three questions for S3-S6 pupils. The two paper versions were printed on different coloured paper (green for S1-S2 and white for S3-S6 pupils).
- 4.5 To provide validation and reliability to the research, a pilot questionnaire was undertaken (September 2013) at one of the Inverclyde mainstream secondary schools with a mix of pupils across all year groups and chosen to represent a mix of boys and girls and a mix of abilities. This resulted in a number of questions which required minor amendments to instructions/questions/response options to ensure clarity for pupils. Final versions of the questionnaire were developed in light of these findings.
- 4.6 To augment the methodology and data collection processes, the following was implemented:
- **Liaison with Schools:** the lead researcher met with the head teacher and/or other designated staff member(s) at the school to discuss arrangements and logistics for the survey at each school. These discussions centred on suitable dates/times to suit each of the schools; survey method(s); means of grouping pupils; pupil support required; timetabling; letters to parents and contact details for key school staff for further liaison.
 - **School-Specific Arrangements:** fieldwork took place between 7th October and 28th November 2013 and differed slightly, based on the individual requirements of each of the schools.
 - **Pupil Instructions and Information:** for both online and paper surveys, all pupils were given an information note which included an explanation of the purpose of the survey and how data would be used, assurances that participation was voluntary and data would be anonymous. Pupils were given contact information in case of further query or support. Before beginning

the survey, pupils were also given verbal instructions by the researcher.

- **Pupil Support:** all schools were offered the option of the researchers providing one-to-one support and/or small supported groups for pupils with learning support needs. However, all mainstream schools opted to have all pupils included in class groups to complete the survey, with support provided by the researcher or learning/behaviour support staff as required.

4.7 In terms of the report analysis that was completed, following data cleaning processes and removal of incomplete responses (n=42), the achieved sample was a total of 3,606 complete questionnaires. The most recently available estimate of the secondary school roll across Inverclyde is 4,362. Thus the achieved sample is approximately 83% of the known school roll.

4.8 The Analysis was conducted in two stages:

1. Compute basic frequencies for each question in the questionnaire.
2. Establish whether there were significant differences between groups for three key independent variables (using the 99% confidence level; $p < 0.01$).

The three key independent variables used for analysis are shown below together with the number and percentage of pupils in each group:

Key Variables	Description	Numbers and (%):		
Stage	Lower school (S1-S2)/Middle school/(S3-S4)/ Upper School (S3-S4)	Lower school:	1,364	37.8%
		Middle school:	1,290	35.8%
		Upper school:	952	26.4%
		Total:	3,606	100.0%
Gender	Boys/Girls	Boys:	1,786	49.5%
		Girls:	1,819	50.5%
		Total:	3,605	100.0%

4.9 Summary Findings

The following summary provides information on topic results of the findings and key indicators. Where possible, comparisons with the latest Glasgow Schools Survey (2010) and the latest Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), also 2010, have been noted.

4.9.1 Diet (Key Indicators):

70% ate breakfast

33% met the target for fruit/veg consumption

29% bought lunch from a shop/van

44% ate sweets/chocolate twice or more per day

- 70% of pupils said that they ate breakfast on the morning of the survey. This varied across schools, with the proportion of pupils who had eaten breakfast ranging from 63% to 74% across the six mainstream schools. In Glasgow, This compares with a figure of 74% for Glasgow pupils in 2010.
- One in eight (12%) did not eat any fruit or vegetables. A third (33%) met the target of consuming five or more portions of fruit and/or vegetables per day. The proportion who met this target ranged from 25% to 39% across mainstream schools. 35% of the pupils in Glasgow's schools achieved the "5 a day" target.
- During the previous lunchtime, 38% of pupils had a school lunch, 29% bought lunch from a shop/van, 24% had taken a packed lunch and 3% went home for lunch. Six percent of pupils said they did not have any lunch. Patterns of lunchtime practices varied considerably. For example in mainstream schools, the proportion of pupils who bought lunch from a shop/van ranged from 13% to 48%.
- Pupils were also asked how many times in the previous day they had consumed sweets/chocolate, chips/fried potatoes and diet fizzy drinks. 79% had eaten crisps/sweets (and 44% had done so twice or more), 52% had eaten chips/fried potatoes and 54% had

consumed diet fizzy drinks.

4.9.2

▪ **Physical Activity (Key Indicators):**

35% met the target for physical activity
82% took part in sports clubs at least once a week
34% used active travel for the journey to school

- Just over a third (35%) of pupils met the target of taking 60 minutes or more of physical activity on five or more days per week. This is very similar to the Glasgow figure, which was 36%. Three in five (58%) were active, but not enough to meet the target. A further 7% were not active at all. The proportion who met the target for physical activity ranged from 29% to 40% across the six mainstream schools.
- Four in five (82%) pupils said they took part in sports/activity clubs at least once a week. Again, this is broadly similar to Glasgow's figures, where weekly participation levels were reported at 81%.
- A third (34%) of pupils used active travel methods (walking/cycling/skating) for their journey to school, 41% used public transport and 25% used private personal transport. This varied considerably across mainstream schools, with the proportion using active travel ranging from 23% to 53%. The Glasgow percentage for Active Travel to School was 48%.

4.9.3

▪ **Drugs (Key Indicators):**

9% had ever used drugs
8% had used drugs in the last year

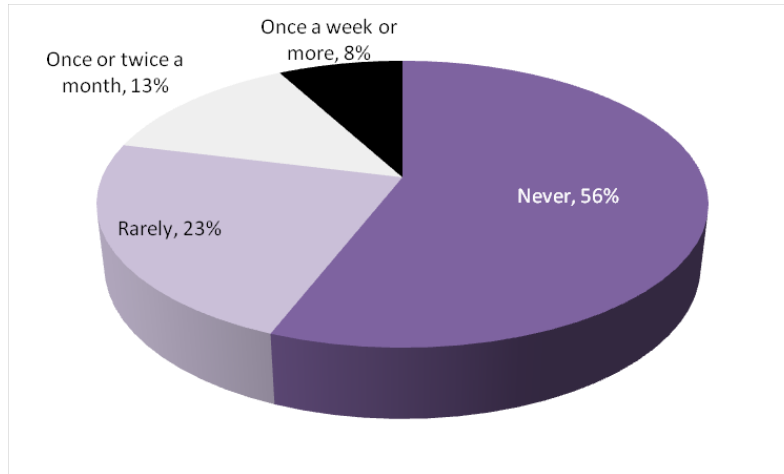
- One in 11 pupils (9%) said that they had ever used drugs or legal highs. This ranged from 7% to 12% across the mainstream schools. The 9% figure for Inverclyde is exactly the same overall percentage as the Glasgow survey; however the 2010 SALSUS figure for this question (in Inverclyde) was 12%. The national figure from SALSUS was 13%.
- Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year. Overall, of those who had ever used drugs, 97% had used at least one of the listed drugs in the last year. This equates to 8% of all pupils. (9% equivalent response from the SALSUS survey). The most commonly used drug was cannabis (89%) followed by ecstasy (15%) and cocaine (14%). The order of drugs used are mirrored by Glasgow's findings and also the SALSUS figures for Inverclyde and nationally.

4.9.4

Alcohol (Key Indicator):

44% ever drank alcohol

- More than half (56%) of pupils said that they never drank alcohol. The figure from Glasgow for this question was 61% and the 2010 SALSUS figure for Inverclyde was 44%. Eight percent of pupils said that they drank alcohol once a week or more. (7% Glasgow, 3% SALSUS – Inverclyde)

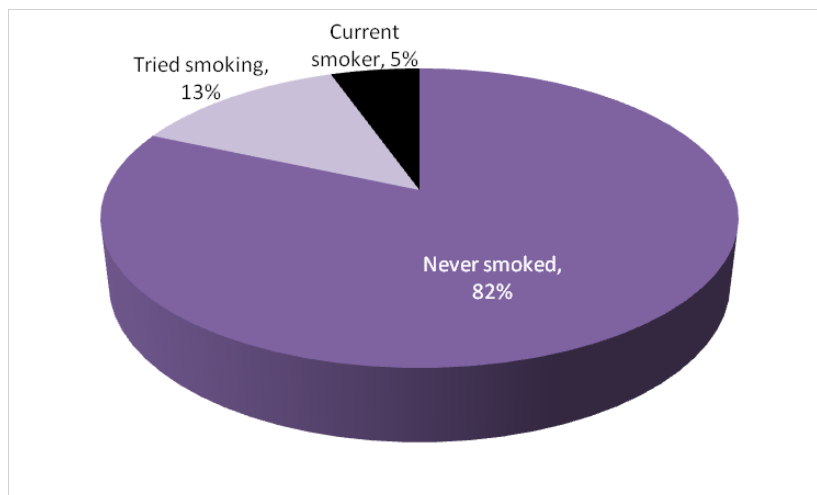


4.9.5

Smoking (Key Indicators):

5% were current smokers

- Four in five pupils (82%) said they had never tried smoking. In Glasgow, this figure was 75%. From SALSUS in 2010, the Inverclyde figure was 74% and the national total was 67%.
- One in 20 (5%) were current smokers. (8% for Glasgow, 6% from SALSUS 2010 for Inverclyde and 8% from SALSUS nationally. The proportion of current smokers ranged from 3% to 8% across mainstream schools.



Environmental Tobacco (Key Indicators):

42% lived with a smoker

78% were ever exposed to environmental tobacco

- Two in five (42%) pupils said that someone else smoked at their home. In Glasgow, this figure was 57%.
- All pupils were asked how often they have to breathe in second hand smoke. Seven percent said this happened every day; 14% said 'often'; 56% said 'rarely' and 22% said 'never'. Thus, overall 78% were ever exposed to environmental tobacco. The proportion of pupils ever exposed ranged from 71% to 85% across mainstream schools. The

equivalent percentage from the Glasgow survey was 74%.

- 4.9.6 ▪ **Oral Health (Key Indicators):**
85% met the target for teeth brushing
85% visited the dentist within last 6 months
- More than four in five (85%) pupils met the target of brushing their teeth twice or more per day. In Glasgow, the response was 80%. Just 1% had not brushed their teeth at all on the previous day. The proportion who met the target ranged from 79% to 88% across mainstream schools.
 - Of those who knew, 99% were registered with a dentist. (97% in Glasgow) Of those who could remember, 85% had visited the dentist within the last six months and 97% had done so within the last year.
- 4.9.7 ▪ **Sleep (Key Indicator):**
55% got 8+ hours sleep per night
- Just over half (55%) of pupils said that they got at least eight hours sleep the previous night. The mean response was 7.61 hours. The proportion who met the target of getting eight or more hours sleep per night ranged from 44% to 61% across the mainstream schools. The response for this question in Glasgow was 69%.
- 4.9.8 ▪ **Illness and Disability (Key Indicator):**
10% had a limiting illness or disability
- One in three (34%) pupils has at least one physical illness or disability. The most commonly reported conditions were asthma (reported by 16% of all pupils) and eczema/psoriasis/skin condition (10%). One in five (19%) pupils had at least one mental health problem, emotional illness or learning disability. The most common was dyslexia which was reported by 11% of all pupils.
 - One in ten pupils (10%) had an illness or disability that limits what they can do.
- 4.9.9 ▪ **Young Carers (Key Indicator):**
14% were carers for family members
- One in five (22%) pupils had someone in their family household with a disability, long-term illness, drug/alcohol problem or mental health issue. Among these pupils, 62% said that they looked after or cared for their family member. Thus, overall, 14% of pupils were carers for someone in their household. The equivalent figure for Glasgow was 17%. The proportion of pupils who were young carers ranged from 8% to 18% across mainstream schools.
- 4.9.10 ▪ **Relationships and Sexual Health (Key Indicators):**
89% had someone to talk to about relationships/sexual health
22% of S3-S6 pupils had been sexually active in past month
- Nine in ten (89%) pupils said there was someone they could talk to about relationships, sexual health, etc. The most common people they could talk to were parents/carers (60%) and friends (55%). In Glasgow, the overall percentage was 89% also, with parents being the most common response (61%), followed, similarly by friends (52%).
 - Among S3-S6 pupils, half (49%) said that a parent/carer had talked to them about sexual health and relationship issues. Just over one in five (22%) S3-S6 pupils had been sexually active in the past month. Among these, 58% said they always used contraception/protection.
- 4.9.11 ▪ **Bullying (Key Indicators):**

20% had been bullied in the last year
 14% admitted to bullying others at school

- Sixteen percent of pupils said they had been bullied at school in the last year, 6% had been bullied somewhere else and 6% had been bullied online. Overall, one in five (20%) pupils had been bullied anywhere in the last year. The equivalent overall figure for Glasgow was 15%. Across mainstream schools, the proportion of pupils who had been bullied anywhere in the last year ranged from 14% to 29%.
- Among those who had been bullied, 57% had reported the bullying to school staff. Where bullying had been reported, just over half (53%) of pupils said it made the situation better.
- One in seven (14%) pupils admitted to having been a bully at their school in the last year. This ranged from 11% to 20% across all mainstream schools, and the Glasgow figure was 20%.

4.9.12 ■ **Post-School Aspirations (Key Indicator):**

72% would like to go to further education after school

- Of those who were able to say, 72% of pupils said they would like to go to further education after school, 23% said they would like to go into employment and 5% said something else.
- One in five (20%) said they would like to live in Inverclyde as an adult while 45% said they would not and 35% said they did not know.

4.9.13 ■ **Key Gender Differences**

- The table, detailed overleaf, and taking into consideration the indicators reported in the preceding sections, the following showed significant differences for local boys and girls.

Indicators Where Girls Compared More Favourably to Boys:	Indicators Where Boys Compared More Favourably to Girls:
<p>Compared to boys, girls were:</p> <ul style="list-style-type: none"> ○ Less likely to get lunch from a shop/van (18% girls; 39% boys) ○ More likely to meet the target for teeth brushing (90% girls; 79% boys) ○ Less likely to have ever taken drugs (7% girls; 12% boys) ○ More likely to have someone to talk to about relationships/sexual health (93% girls; 85% boys) - including being more likely to talk to a parent/carer (63% girls; 57% boys) or a friend (63% girls; 46% boys) ○ More likely to say a parent/carer had talked to them about sexual health/relationships (57% girls; 40% boys) ○ Less likely to have bullied others in the last year (12% girls; 17% boys) ○ More likely to want to go to further education after school (80% girls; 64% boys) 	<p>Compared to girls, boys were:</p> <ul style="list-style-type: none"> ○ More likely to eat breakfast (76% boys; 67% girls) ○ More likely to eat lunch (96% boys; 91% girls) ○ More likely to meet the target for physical activity (42% boys; 28% girls) ○ Less likely to have eczema/psoriasis/skin condition (5% boys; 14% girls) ○ Less likely to have a limiting illness or disability (9% boys; 11% girls) ○ Less likely to have a household family member with a disability, long-term illness, drug/alcohol problem or mental health issue (20% boys; 24% girls) ○ Less likely to have been bullied in the last year (15% boys; 24% girls)

4.10 Summary

4.10.1 The survey has provided illuminating findings about the health and lifestyles of the secondary school aged population in Inverclyde, including indicators relating to national targets and recommendations. These include the findings that:

- Overall only a third of pupils consumed the recommended amount of fruit/vegetables, and only a quarter of upper school pupils did so.
- Just over a third of pupils met the target for physical activity levels. Again only a quarter of upper school pupils met the target. Girls were less likely than boys to be achieving the recommended levels for physical activity.
- Just over half of pupils (55%) got the recommended eight hours or more of sleep per night and only two in five upper school pupils did so.
- Most pupils (85%) met the target for brushing their teeth twice or more per day and also most (85%) had visited a dentist within the last six months.

The survey also highlighted key findings for smoking, alcohol and drugs:

- Although only a small minority of pupils (5%) were smokers, 42% of pupils lived with a smoker and overall more than three in four pupils were ever exposed to environmental smoke.
- While overall 44% of pupils said they ever drank alcohol, this rose considerably with age, from 19% of lower school pupils to 71% of upper school pupils. Most alcohol consumption was occasional or infrequent, but a small minority (8%) of pupils drank alcohol once a week or more.
- Overall, one in eleven pupils had ever tried drugs, although this rose from 2% among lower school pupils to 16% among upper school pupils.

One in five pupils responded that they had been bullied in the last year.

5.0 PROPOSALS

5.1 It is proposed that the Education & Communities Committee notes the contents of this report and approves the publication of the research findings.

5.2 In light of the findings and concurrent with the actions identified in 3.2 (above), the Education & Communities Committee agrees to further engagement with the young people, schools and their communities plus partner agencies to take forward agreed and appropriate actions. This will be carried out in discussion with the schools and partners, through seminars/summits.

5.3 It is proposed that the Education & Communities Committee accept an invitation to be an integral part of the ongoing work and developments and agree to actively participate in the seminars/summits mentioned in 5.2.

5.4 The Education & Communities Committee agree to receive a further report, including a detailed analysis of the findings, in comparison to other data sources such as the surveys of neighbouring authorities, SALSUS and the WHO's Health Behaviours In School Age Children Survey, and be kept apprised of developments

5.5 It is proposed that the Education & Communities Committee approves the further circulation of the report findings to the wider locality planning structures, such as SOA4, SOA6 and Inverclyde Alliance Board.

6.0 IMPLICATIONS

6.1 Legal: None at the time of this report

6.2 None at the time of this report. Spend was contained within budget commitments for 2013/14.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

6.3 Personnel: None at this time of this report.

6.4 Equalities: There are no foreseen negative equalities implications. There are key actions in the recommendation that have been designed to impact favourably on people with protected characteristics, and to address the inequalities that persist in Inverclyde.

6.5 Repopulation: None at this time of this report, however, within the full report there is data gathered that will be shared with the SOA1 Outcome Delivery Group.

7.0 CONSULTATION

7.1 A series of meetings have been held in the development of the project with associated strategic planning structures, such as SOA4 and SOA6.

7.2 Stakeholder meetings have been convened in the development of the structured questionnaire.

7.3 A pilot questionnaire was undertaken (September 2013) at one of the secondary schools, in order to test and consult on the survey. This was conducted with a mix of pupils across all year groups with a mix of boys and girls and a mix of abilities.

8.0 LIST OF BACKGROUND PAPERS

8.1 A copy of the Procurement information is available on request.

8.2 The full local authority report, once approved by the CHCP Sub-Committee, is available on request.

Report To: Education & Communities
Committee

Date: 9 September 2014

Report By: Head of Education

Report No: EDUCOM/65/14/WB

Contact Officer: Wilma Bain

Contact No: 01475 712824

Subject: School Term Dates – Session 2015 / 2016

1.0 PURPOSE

- 1.1 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2015/16.

2.0 SUMMARY

- 2.1 The intention of this report is to set out the school term dates.
- 2.2 The teachers' working year consists of 195 days. 190 days coincide with the school year for pupils and the remaining 5 days are set for the purpose of teacher in-service days.
- 2.3 The proposed term dates take account of the term dates set (or being planned) by Glasgow and Renfrewshire Councils.
- 2.4 Consultation has taken place with HR and the Trade Unions on the proposed term dates and in-service days with no adverse comments received.

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to approve the term dates for 2015/16 as set out in appendix 1.

Patricia Cassidy
Corporate Director : Education, Communities and Organisational Development

Education Services (DRAFT)

Term	School Term Dates, In-Service Days & Local Holidays - Session 2015/2016		Holiday Total	Working Days (Teachers)
First	In-Service Day In-Service Day Pupils Return Close Local Holiday Re-Open Close October Break In-Service Day Pupils Return Close	Thursday, 13 August 2015 Friday, 14 August 2015 Monday, 17 August 2015 Friday, 04 September 2015 Monday, 07 September 2015 Tuesday, 08 September 2015 Friday, 09 October 2015 Monday, 12 October 2015 to Friday 16 October 2015 (inclusive) Monday, 19 October 2015 Tuesday, 20 October 2015 Friday, 18 December 2015	6	86
Second	Re-Open Close Mid-Term Mid-Term In-Service Day Pupils Return Good Friday Easter Monday Close	Monday, 4 January 2016 Friday, 05 February 2016 Monday, 08 February 2016 Tuesday, 09 February 2016 Wednesday, 10 February 2016 Thursday, 11 February 2016 Friday, 25 March 2016 Monday, 28 March 2016 Friday, 01 April 2016	(20) 14	(147) 61
Third	Spring Holiday Monday Spring Break Re- Open May Day Close Local Holiday Local Holiday In-Service Day Pupils Return Close	Monday 11 April 2016 (tbc) Monday, 04 April 2016 to Monday, 18 April 2016 (tbc) Tuesday, 19 April 2016 Monday, 02 May 2016 Thursday, 26 May 2016 Friday, 27 May 2016 Monday, 30 May 2016 Tuesday, 31 May 2016 Wednesday, 01 June 2016 Tuesday, 28 June 2016	(34) 14	(195) 48

Report To: Education and Communities Committee **Date:** 9 September 2014

Report By: Corporate Director Education, Communities and Organisational Development, Report No: EDUCOM/66/14/WB

Contact Officer: Wilma Bain (Head of Education) **Contact No:** 01475 712824

Subject: Additional In-Service Day for Primary Schools

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee members with information regarding an additional in-service day during session 2014/15 for primary schools (including ASN schools) which was announced by the Scottish Government in June 2014.
- 1.2 The purpose of the additional in-service day is to provide an opportunity for primary teachers to reflect on the implementation of Curriculum for Excellence (CfE) and to further embed CfE approaches.

2.0 SUMMARY

- 2.1 This extra in-service day for primary teachers follows the announcement by The Scottish Government in February 2014 of an additional in-service day for secondary schools during session 2014/15 to support preparation for the new National Qualifications.
- 2.2 Following consultation with secondary Head Teachers, Tuesday 21 October 2014 was agreed as the date for the extra in-service day for secondary schools. It would make sense to select the same date for primary schools. This date has been approved by the Scottish Government for both primary and secondary schools in Inverclyde.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the additional in-service day on Tuesday 21 October 2014 for primary and secondary schools.
- 3.2 The Education and Communities Committee is asked to approve the extension of the in-service to include early years' establishments where the delivery of Curriculum for Excellence begins for children aged 3 years.

Patricia Cassidy
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 *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 through the development of skills for learning, skills for life and skills for work.

The implementation of Curriculum for Excellence continues to be a key priority in the Improvement Plan of each early years' establishment, and primary, secondary and ASN school in Inverclyde.

5.0 PROPOSALS

- 5.1 It would be beneficial for early years' staff to have the opportunity to reflect on the implementation of Curriculum for Excellence either as a staff group within their early years' establishment, or as a cluster group with colleagues from associated primary schools. It is, therefore, proposed to extend the additional in-service day to include early years' establishments.

6.0 ADDITIONAL IN-SERVICE DAY

- 6.1 Regulation 5 of the Schools General (Scotland) Regulations 1975, as amended, requires schools to be open for a minimum of 190 days in a school year. However, section 133 (4) of the Education (Scotland) Act 1980 (the 1980 Act) allows Scottish Ministers, on application, to modify this regulation providing they are satisfied that it would be unreasonable for regulation 5 to apply, or to apply without modification. As a result, local authorities were asked to apply for such dispensation to allow schools to close for the extra in-service day.
- 6.2 An application to firstly close secondary schools on Tuesday 21 October 2014 to provide an additional in-service day to reflect on the implementation of Curriculum for Excellence was approved by the Scottish Government. A subsequent application for an additional in-service day for primary schools on Tuesday 21 October 2014 was also approved.
- 6.3 Head Teachers have been asked to inform their parents/carers about the additional in-service day planned for Tuesday 21 October 2014.

7.0 IMPLICATIONS

- 7.1 There are no direct financial costs associated with the information provided in this paper.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

7.2 Legal

There are no legal implications. Dispensation from Regulation 5 of the Schools General (Scotland) Regulations 1975 has been approved by the Scottish Government.

7.3 Personnel

There are no personnel implications.

7.4 Equalities

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

7.5 Repopulation

N/A

8.0 CONSULTATIONS

8.1 Secondary Head Teachers were consulted on an appropriate date for the additional in-service day and were asked to inform parents/carers.

8.2 It is appropriate to align the additional in-service day for primary schools with that already approved for secondary schools.

9.0 IMPLICATIONS

9.1 Additional in-service days have implications for pupils, parents/carers and teachers. Aligning the additional in-service day for primary schools with that for secondary schools will minimise disruption for parents/carers. The same rationale will be applied if approval is granted to extend the additional in-service day on 21 October 2014 to include early years' establishments.

10.0 BACKGROUND PAPERS

N/A

Report To:	Education and Communities Committee	Date: 9 September 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No: EDUCOM/67/14/LW
Contact Officer:	Linda Wilkie	Contact No: 01475 712812
Subject:	Update on 600 hours of Early Learning and Childcare	

1.0 PURPOSE

- 1.1 The purpose of this report is to
- i. provide an update on the implementation of 600 hours of Early Learning and Childcare for session 2014 / 15.
 - ii. Identify further development for 2014 / 15 and possible developments for 2015 / 16
 - iii. provide information on the resource requirements and financial implications of the increase in entitlement.

2.0 SUMMARY

- 2.1 The report details the Scottish Government's plans to increase the entitlement of nursery provision from 475 to 600 hours from August 2014.
- 2.2 It outlines the delivery plan for session 2014 /15. All children aged 3 and 4 will receive 600 hours of Early Learning and Childcare from August 2014 within Local Authority or Partner establishments. All looked after children will be offered a package of care personal to their needs from August 2014. All 2 year old children from workless households will be able to access provision from September 2014.
- 2.3 A further increase in children eligible for provision is planned for 2015 / 16. The report outlines the development required to meet this target.
- 2.4 The report details the capital and revenue implications of this development. All proposals within the report can be contained within allocated funds.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- note the progress made for 2014 / 15
 - agree the financial commitments as detailed in the report
 - note that a further report will be submitted to the Education and Communities Committee in November 2014.

Patricia Cassidy
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Children and Young People Act states the Government's intention to improve access to high quality, flexible and integrated early learning and childcare.
- 4.2 For session 2014 / 15
- all children aged 3 and 4 will be entitled to a minimum provision of 600 hours of Early Learning and Childcare.
 - all looked after 2 year olds will be entitled to a minimum provision of 600 hours of Early Learning and Childcare.
 - 2 year old children in workless households will be entitled to 600 hours of Early Learning and Childcare.
 - this will be extended to all two year old children from families eligible for free school meals. The Scottish Government announced in January 2014 its intention to offer.
- 4.3 The provision for children aged 2 from workless households was passed through secondary legislation and was approved by the Scottish Parliament on 19 May 2014. The Order specified 1 August as the appointed day when the provisions come into force. Scottish Ministers agreed with COSLA that the Order in relation to the appointed start date be withdrawn and be replaced with an amended Order with an appointed day of 31 October 2014. The Order stated that where possible the provision should be made available in August 2014.
- 4.4 For session 2015 / 16
- Early Learning and Childcare for children aged 3 and 4 will be delivered in a flexible way to meet the needs of parents in employment, education and training.
 - Provision for 2 year old will be extended to include all two year old children from families eligible for free school meals.
- 4.5 Separate reports have been submitted to Committee previously on 600 hour developments for 2 year olds and 3 and 4 year olds. This report provides information on developments for both age groups and supplements previous information.

5.0 DELIVERY PLAN 2014 / 15

- 5.1 All children aged 3 and 4 will receive 600 hours of Early Learning and Childcare from August 2014 within Local Authority or Partner establishments. All Children Centres / Family Centres / Nursery Schools will provide flexible provision. Flexible places will be offered in Wemyss Bay Nursery Class as a pilot development.
- 5.2 All looked after children will be offered a package of care personal to their needs from August 2014. This package will be determined at a core group and recorded in the child's plan. An Early Years Development Officer will be responsible for identifying appropriate resources. A referral pathway has been established to ensure that all eligible children are referred from Social Work to Education Services.
- 5.4 The provision for 2 year olds has been increased in Bluebird Family Centre, Larkfield Children's Centre, Rainbow Family Centre and Wellpark Children's Centre and will be available from August 2014. A new provision has been established in Gibshill Children's Centre and will be available in September 2014. Additional provision has been sourced with 9 childminders in Kilmacolm, East Greenock, Gourrock and Wemyss Bay and will be available in August 2014.
- 5.5 A recruitment exercise to date has been successful with 55 new staff recruited. This has had an impact on the availability of quality supply staff and on staffing levels in Private Providers. The impact will continue to be monitored.
- 5.6 The admissions policy has been amended to reflect the changes to entitlement as detailed in the Children and Young People Act 2014. New application forms and referrals forms have been developed.
- 5.7 The Family Information Service website has been updated to include the Scottish Government's publicity materials on the increase of entitlement. Information has been distributed locally.

6.0 FURTHER DEVELOPMENT FOR 2014 / 15

- 6.1 As children aged 2 – 3 years are now entitled to Early Learning and Childcare and therefore have an entitlement to 'access to a teacher'. This means that additional teachers will be required to support establishments with provision for children under 3. It is therefore proposed to create 2 additional teacher posts. It is not clear at this stage if Daycarers will require support from a teacher. If this is a requirement an additional teacher post would be required.
- 6.2 The demands at the centre to plan and implement this initiative have been substantial. The remit of the Early Years GIRFEC Development Officer has been amended to support the implementation of Early Learning and Childcare. This post is temporary and currently funded until March 2015. It is proposed that this post is extended and offered on a fixed term basis for 2 years to support the implementation and further development of this initiative.
- 6.3 Daycarers who are providing places for children from workless households will need to be supported and monitored in terms of quality and governance. This remit can be included in the post described at section 6.2.
- 6.4 To allow for further flexibility, support parental choice and fund cross boundary placements an additional 30 commissioned places are required.
- 6.5 Funding has been allocated from the Scottish Government to expand and develop the early learning and childcare workforce. It can contribute to training and development opportunities for existing and new staff. Initial plans include:
- Sourcing and in-house qualification allowing support workers to register with Scottish Social Services Council
 - Delivering a training programme including National Certificate units in child development, play and positive behaviour for support workers and daycarers.
 - Sourcing food hygiene and first aid certificated courses for all new staff.
 - Delivering training for staff working with children aged 2 -3 years.
 - Purchasing training packs for staff development.
 - Masterclass in play for Senior Managers.

Discussion will also take place with colleagues in Economic Development regarding opportunities to expand the early learning and childcare workforce.

7.0 DEVELOPMENTS FOR 2015 / 16

- 7.1 Approximately 92 additional places for 2 year olds from households eligible for free school meals will be required for 2015 / 16. The Scottish Government has not yet provided details of wards / cohorts of this group.
- 7.2 It is proposed to conduct an audit of Early Years Provision across local authority, private and 3rd sector to identify potential developments. This audit would take place in September / October 2014 with the outcome reported to Committee in November 2014.
- 7.3 It is likely that the West end of Greenock will remain a challenge as there is no capacity within Local Authority or Partner Early Years Establishments. There is one 3rd sector provider and one private provider. Kelly St. Children's Centre could be extended to include a provision for 2 year olds but there is no physical capacity within their current accommodation.
- 7.4 Further develop flexibility of provision in line with the Children and Young People Act. This will include:
- further flexibility in Children / Family Centres for children aged 3 – 4 years.
 - An evaluation of the findings of the pilot at Wemyss Bay Nursery Class and a roll-out to other nursery classes if appropriate.
- 7.5 Further develop the role of family support workers in the delivery of integrated packages of care for looked after 2 year olds.
- 7.6 Under section 50 (1) (b) of the Children and Young People Act, education authorities must consult with parents of children under school age every 2 years about how they make early learning and childcare

available. Under section 50 (1) (c) of the Act education authorities must have regard to the views expressed in the consultations and publish a delivery plan. This consultation will take place in April 2015.

7.7 Similarly the education authority has a responsibility under the Act to consult and publish a delivery plan for out of school care. This consultation will also take place in April 2015.

8.0 FINANCIAL IMPLICATIONS

8.1 Revenue Funding

The Scottish Government has confirmed the national funding for this initiative. Inverclyde Council's share of this funding is estimated at:

	Part Year 2014 / 15	Full Year 2015 / 16
2 year olds	£275,657	£808,593
3 and 4 year olds	£709,000	£1,063,350
TOTAL	£984,657	£1,871,943

Commitments to date including this report are summarised below:

Committed Expenditure	Part Year 2014/15	Full Year 2015/16
Committee report (EDUCOM/28/14/LW)	£551,320	£818,590
Committee report (EDUCOM/52/14/LW)	£339,055	£573,100
Current report	£63,300	£190,300
TOTAL	£953,375	£1,581,990
Balance unallocated at present	£31,282	£289,953

8.2 The delivery plan as outlined in section 6 of this report requires additional resources for 2014 /15:

Proposed Spend	Detail	Cost (part year)	Cost (full year)
Teachers	2 x Posts (October 2014)	20,000	80,000
Commissioned Places	30 places (October 2014)	33,000	62,000
Clerical and admin support	Additional hours for 8 establishments (October 2014)	7,300	14,600
Application / referral form	Development and print of new forms	3,000	
	TOTAL	63,300	156,600

The delivery plan as outlined in section 6 of this report requires additional resources for 2015 /16:

Proposed Spend	Detail	Cost (part year)	Cost (full year)
Early Years Development Officer	1 x Post	N/A	33,700
	TOTAL		£33,700

8.3 Further spend for 2015 / 16 will be identified as detailed at section 7 of this report.

8.4 Workforce Development Funding

	Part Year 2014 / 15
Workforce Development	£64,320

This funding will be committed to deliver the training and development opportunities as detailed at 6.5 of this report.

8.5 The costs specified within this report will be met from the revenue funding allocation from the Scottish Government. There is no shortfall in funding as reported to Committee in May 2014.

8.6 Capital Funding

The Scottish Government has confirmed national funding for this initiative. Inverclyde Council's share of this funding is:

	2014 / 15	2015 / 16	2016 / 17
2 year olds	£625,609	Not confirmed	Not confirmed
3 and 4 year olds	£413,000	£421,830	Not confirmed
TOTAL	£1,038,609		

8.7 The following table identifies the remodelling / refurbishment required across the early years estate. It includes the developments required for the implementation of 600 hours.

Establishment	Development	Timescale			Comment
		2014 / 15	2015 / 16	2016 / 17	
Binnie St. Children's Centre	Remodelling to introduce provision for 2 – 3 year olds				Development and timescale to be confirmed
Bluebird Family Centre	Remodelling and refurbishment			✓	
Gibshill Children's Centre	Create a 40 place provision for 2 – 3 year olds	✓			
Glenbrae Children's Centre	Remodelling and refurbishment			✓	
Hillend Children's Centre	Remodelling and refurbishment			✓	
Kelly St. Children's Centre / St Mary's Campus					Development and timescale to be confirmed
King's Oak Nursery Class	Minor adaptations to wc /changing area	✓			
Lady Alice Nursery Class	Minor adaptations to extend provision for 3 and 4 year olds.	✓			
Larkfield Children's Centre	Remodelling and refurbishment		✓		
Moorfoot Nursery Class					Will be developed as part of school refurbishment circa 2017 / 18
Rainbow Family Centre	Minor adaptation to wc /changing area to increase 2 - 3 provision by 10 places.		✓		
St. John's Nursery Class	Development of new nursery class provision		✓		
Wellpark Children's	Minor adaptation to wc				

Centre	/changing area to increase 2 - 3 provision by 10 places.		✓		
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The Client Services Team is currently developing a programme of work for these projects. The costs of these projects is anticipated to be met from the capital funding allocation from the Scottish Government and funding already identified in the School Estates Management Plan subject to more detailed feasibility study.

8.8 Due to the late allocation of the funding from the Scottish Government an element of the 2014 / 15 may be required to be carried over to 2015 / 16.

8.9 An Early Years Estate Management Plan is being developed and will be submitted to Committee in due course.

9.0 LEGAL IMPLICATIONS

9.1 Implementation of the proposals contained in this report will ensure Inverclyde Council meets the legislative requirements of the Children and Young People Act with regard to the implementation of 600 hours.

10.0 PERSONNEL IMPLICATIONS

10.1 Additional staff has been appointed to deliver the increase in entitlement.

11.0 EQUALITIES IMPLICATIONS

11.1 There are no known equalities implications.

12.0 REPOPULATION

12.1 There are no known repopulation implications.

13.0 CONCLUSIONS

13.1 Inverclyde Council is in a position to meet the legislative requirements as of August 2014.

13.2 The developments required for August 2015 are challenging and continue to be investigated. A further report will be submitted to Committee in November 2014.

14.0 BACKGROUND PAPERS

14.1 Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance

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Councillor Wilson	1
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Councillor Brooks	1
Councillor McEleny	1
Councillor Campbell-Sturgess	1
All other Members (for information only)	9

Church Members

Mr Tom Macdougall	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:

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Corporate Communications & Public Affairs	1
Corporate Director Community Health & Care Partnership	1
Corporate Director Education, Communities & Organisational Development	1
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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
Head of Finance	2
Acting Corporate Director Environment, Regeneration & Resources	1
Head of Legal & Property Services	1
Legal Services Manager (Fraser Jarvie)	1
G Murphy, Principal Solicitor	1
S Lang, Legal & Property Services	1
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