

Report To: Education and Communities Committee
Date: 20 January 2015

Report By: Patricia Cassidy, Corporate Director, Education, Communities and Organisational Development
Report No: EDUCOM/10/15/KB

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Subject: Education and Communities Directorate Performance Report

1. PURPOSE

- 1.1 The purpose of this report is to update the 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.
- 1.3 The CDIP's improvement actions that sit within the Corporate Policy and Organisational, Development, Human Resources and Communications Services will be reported to the Policy and Resources Committee on 3 February 2015 in the Corporate Services Performance Report.

2. SUMMARY

- 2.1 This is the fourth 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 the CDIP's improvement actions, together with the status at the last report, is as follows:

APPENDIX 1
APPENDIX 2

Status	blue – complete	red – significant slippage	amber – slight slippage	green – on track
Current	21	3	7	55
September 2014	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 fifth progress report at its meeting on 5 May 2015.

Patricia Cassidy
Corporate Director Education, Communities and Organisational Development

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 3 February 2015.
- 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 indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

Min Ref
E&C Cttee
7.5.13
Para 363

5. PROGRESS

- 5.1 This is the fourth 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 September 2014. The current status of the CDIP's improvement actions, together with the status at the last report, is as follows:

Min Ref
E&C Cttee
9.9.14
Para 544

Status	blue – complete	red – significant slippage	amber – slight slippage	green – on track
Current	21	3	7	55
September 2014	19	0	13	52.

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

- 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 - 100 people attended a Mentors in Violence Prevention (MVP) development day on 5 December 2014. Representatives from local services also delivered workshops to help pupils develop their skills when delivering the MVP programme to younger pupils in their schools
 - developing leadership in teachers - a number of opportunities have been created with the aim of improving leadership capacity across all educational establishments

- new libraries - the Greenock Central Library is due to open in its new location at Wallace Place in January 2015
- Community Learning and Development (CLD) - a 3-year implementation plan has been developed and agreed by the CLD Strategic Implementation Group
- early years/nurturing collaborative - 22 officers attended the fourth early years collaborative learning event and highlighted the good work that is happening in Inverclyde
- Gourock community sports hub - the hub is fully operational and the first coach education sessions have been delivered
- PE plan – the plan is complete and has been approved. Implementation has now started.

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

- data protection (CCTV installations and deployment of cameras) - discussions have taken place and feedback is awaited from the data governance group. A number of Council Services are consulting on the long-term strategy for the provision of public space CCTV
- development of a new Health and Safety Strategy and Enforcement Policy for Inverclyde - the plan is to submit the Policy to the Education and Communities Committee on 10 March 2015
- Inverclyde Youth Employment Activity Plan - the updated document will be submitted to the Community Planning Partnership and the Inverclyde Regeneration and Employment Group
- sports framework - the framework will now be formally launched and the first meeting of the implementation group convened.

5.4 There has been significant slippage with three improvement actions:

Housing investment: Adequate funding is available to meet affordable housing needs

Sub action a) Strategic Local Programme (SLP) project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords (RSLs)

The slippage is largely due to unforeseen difficulties on site with one SLP project which will now not commence until 2015/16. Another project has commenced but will not be completed until October 2015.

Sub action c) Regular project team meetings and monitoring by the Housing Supply Division (HSD)

Regular programme meetings continue to be held with the HSD and RSLs. However, there is significant slippage in the 2012/15 programme. Liaison with RSLs and the HSD on the forthcoming Strategic Housing Investment Plan (SHIP) 2015/20 is ongoing as part of the regular monitoring and forward planning process. The SHIP 2015/20 will be submitted to the Education and Communities Committee on 20 January 2015.

Young Scot cards: Young Scot card system extended to include Kidzcards for all children aged between 4 and 11 resident or attending school in Inverclyde

Sub action a) Negotiate with Young Scot to introduce Kidzcards in Inverclyde

The Kidzcards are available for use. However, because the system requires to be updated, the pilot will not begin until later in 2015.

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 fourth 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 fifth report is submitted to the Education and Communities Committee's meeting on 5 May 2015.





Education and Communities Performance Report – January 2015

Safe				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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>amber - slight slippage</p>	<p>Discussions have commenced and we are awaiting feedback from the data governance group. In the meantime, the Safer and Inclusive Communities Service is consulting with ICT Services on the long-term strategy for the provision of 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>Mentors in Violence Prevention (MVP) embedded in all secondary schools</p>	<p>Roll out MVP to other secondary schools</p>	<p>●</p>	<p>green - on track</p>	<p>The MVP development day on 5 December 2014 was attended by 100 MVP mentors from Port Glasgow, St Stephen's and St Columba's High Schools. The event was arranged within the <i>16 Days of Activism to Eliminate Violence Against Women</i> initiative to raise awareness of the campaign. Also in attendance were a number of local services</p>

Safe				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
				who delivered short workshops to pupils to assist them in developing their skills to deliver the MVP programme to younger pupils in their schools.
	Violence Prevention Programmes including No Knives Better Lives developed and sustained	●	green - on track	Violence reduction continues to be a high priority for the Community Safety Partnership. The community safety campaign <i>No Knives Better Lives</i> , sponsored by the Scottish Government, has commenced. The Safer and Inclusive Communities Service, along with other community safety partners, has started a public resilience/reassurance programme in central Greenock. The MVP programme in our schools continues.
	Anti-bullying policy fully implemented	●	amber – slight slippage	The policy is currently with chief officers for final approval and will be complete soon.
<u>Health protection/food safety</u> All businesses where there is a risk to food safety arising from cross-contamination will have	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	●	blue - complete	

Safe				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
processes and procedures in place to eliminate or adequately control the risk in line with the guidance	March 2015			
<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	●	amber - slight slippage	The plan is to submit an enforcement strategy to the Education and Communities Committee meeting on 10 March 2015.
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	●	amber - slight slippage	A new enforcement strategy is being developed with the intention of presenting it to the Education and Communities Committee on 10 March 2015.
<u>Anti-social behaviour</u> Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances	Carry out a full review of anti-social behaviour which will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required. Review to be carried out by April 2014 with recommendations implemented	●	green - on track	A review of anti-social behaviour has been completed and the new Anti-Social Behaviour Strategy 2014/18 was approved by the Education and Communities Committee on 9 September 2014. It will now be submitted to the Inverclyde Alliance for approval.

Safe				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
Match resources to community needs	over 2014/15, if approved.			Implementation of the Strategy continues.

Healthy				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<u>School Health and Alcohol Reduction Project (SHAHRP)</u> Increase understanding of the impact of alcohol misuse across S2/3 Fewer pupils involved in alcohol misuse	Implement a teacher training pack with young people through guidance and personal and social education (PSE) teachers with S2 cohort. First part of the research to be completed by 2014.		green - on track	Research is continuing in 3 establishments and is in year 2. The 3 secondaries that are part of the research are continuing to run PSE activities using the SHAHRP materials. The research is still in progress
<u>Housing investment</u> Adequate funding is available to meet affordable housing needs	Strategic Local Programme (SLP) project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords		red - significant slippage	The slippage is largely due to unforeseen difficulties on site with one SLP project which will now not commence until 2015/16. Another project has commenced but will not be completed until October 2015.
	Contributions in-kind (IC) and new innovative funding proposals (RSLs) will be developed		green - on track	A strategic sites group has been established and direction given in relation to proposed affordable housing sites. A new planning policy for affordable homes has been established through the recently-approved Local Development Plan 2014.
	Regular project team meetings and monitoring by HSD		red - significant	Regular programme meetings continue to be held with the HSD

Healthy				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
			slippage	and RSLs. However, there is significant slippage in the 2012/15 programme. Liaison with RSLs and the HSD on the forthcoming Strategic Housing Investment Plan (SHIP) 2015/20 is ongoing as part of the regular monitoring and forward planning process. The SHIP 2015/20 will be submitted to the Education and Communities Committee meeting on 20 January 2015.
<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	●	green - on track	A report on the development of IYouthzones was approved by the Education and Communities Committee on 4 November 2014. Facilities will be established in in the former Gamble Nursery, King Street, Gourrock and the former library building, Dubbs Place, Port Glasgow.
	Develop funding package for refurbishment and running costs	●	green - on track	A co-production contract with CVS is being used to help young people prepare funding applications.
	Establish new facility with a range of programmes to meet the needs of young people of Port Glasgow and Gourrock	●	green - on track	The facility in Port Glasgow will open in January 2015. The Gourrock venue will open at a later date.

Achieving				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<u>External Funding Group</u> Establish development sessions for managers to support funding applications Work in closer partnership with the community and voluntary sector	Development group and funding officer to be more proactive in setting up training sessions/events	●	blue - complete	
<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	●	green - on track	The Reciprocal Teaching initiative is being trialled in every primary school and some establishments may include it in their future planning cycles.
<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.	●	green - on track	Learning communities will form the basis of Community Learning and Development's 3 year plan. Proposals are being developed for submission to the Education and Communities Committee on 10 March 2015.

Achieving				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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 Activity Plan	●	amber - slight slippage	The updated Plan will be submitted to the Community Planning Partnership and the Inverclyde Regeneration and Employment Group.
	Implementation and robust evaluation of employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth refreshed employability framework	●	green - on track	Will report in June 2015.
<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	●	blue - complete	
	Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities	●	green - on track	There is on-going self-evaluation of the effectiveness of the Continuous Improvement Team.

Achieving				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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	●	green - on track	A programme of school reviews involving members of the Continuous Improvement Team is embedded 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	●	green - on track	Our partnership working with Education Scotland is ongoing. We have a new Education Scotland Link Officer who will be meeting regularly with senior Education staff and will also be seeking opportunities to visit Inverclyde schools in the near future.
	Work in partnership with the SQA to support secondary teachers with delivery of the new National Qualifications	●	green - on track	Some subject networks (including the sciences, mathematics and English) have had support from the Scottish Qualifications Authority in presenting the new qualifications.
	Fully embed the principles from the national 'Building the Curriculum' documents to deliver better outcomes for all children and young people	●	green - on track	Reflection on success to date with the implementation of Curriculum for Excellence continues at establishment and authority levels. Education Scotland's

Achieving				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
				<i>Increased Expectations</i> paper has been shared with all Heads of Establishment and will be a focus for professional dialogue at future Heads of Establishment meetings.
	Review our interim Senior Phase Model involving extensive consultation with all stakeholders	●	blue - complete	All S4 pupils are studying for 8 national qualifications; S5 and S6 pupils are studying for 5 qualifications.
	Providing training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles	●	blue - complete	
<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	●	green - on track	There are examples of leadership development opportunities that have been made available to existing school managers. For example, we have seconded a deputy head teacher to Education Headquarters as a SEEMIS Development Officer until February 2015. We have also provided leadership development opportunities for head teachers by asking them to cover head teacher absences in other

Achieving				
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				schools; this has provided some depute head teachers with the opportunity to take on an acting head teacher role for an interim period.
	Develop a new partnership with the university where there is a shared responsibility for key areas of teacher education	●	green - on track	Clydeview Academy and Port Glasgow High School and their cluster primary schools are involved in the Strathclyde partnership arrangements. This is the second year and evaluations are currently being gathered. Anecdotal evidence shows a high level of satisfaction from students and teachers. This partnership includes joint observations, post observation discussions and joint assessment. The secondary tutor has also been modelling practice for students.
	Review our PRD process to ensure that it meets the needs of all staff and will focus on professional needs	●	blue - complete	
<u>Teacher employment</u> Implement recommendations and advice from national reviews	Working closely with HR and teacher trade unions to ensure a smooth implementation of recommendations based on	●	blue - complete	

Achieving				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
relating to teachers' terms and conditions of service	advice received from the SNCT			
	Ensure planned changes are the focus of work of informal LNCT	●	blue - complete	
<u>GTC (General Teaching Council) Requirements</u> Clear guidelines and procedures in place to support teachers within the GTC's requirement for professional update	Set up working group to produce guidance material to support teachers with professional update process	●	green - on track	From August 2014, engagement in the professional update process is a requirement of all teachers fully registered with the GTC for Scotland. Teachers in Inverclyde are being supported to engage in the process through a range of guidance and advice documents which were produced by an authority working group last session. These documents can be accessed via the Glow website, Icon and school staff shared sites. In addition, there is a wealth of information on the GTC for Scotland website (www.gtcs.org.uk) for teachers (promoted and unpromoted) and this is updated on a regular basis. After the October 2015 break, the professional review and development programme for all Inverclyde head teachers will

Achieving				
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				begin.
<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	●	blue - complete	
	Identify pupils in out-of-authority placements	●	green - on track	Awaiting developments of the datahub to support our virtual school.
	Improved tracking and transition planning	●	amber - slight slippage	We are working with partners to progress this.
	Better support provided for pupils identified	●	green - on track	We are continuing to develop support for pupils.
<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	●	green - on track	The Greenock Central Library is due to open in the Wallace Place building in January 2015.
	Inclusion of library space within new community centre planned for Inverkip (by 2015/16)	●	green - on track	A planning application is to be submitted.
<u>Adult learning service</u> A modern and innovative digital participation hub utilising new	Innovative adult learning delivery and extension of partnerships with organisations such as Job Centre Plus and Skills	●	green - on track	Classes are taking place at libraries (Android classes at the Central; iPad classes at the Central, Kilmacolm, Inverkip and

Achieving				
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technology and wi-fi to get people online with a particular focus on employability	Development Scotland			Wemyss Bay; European Computer Driving Licence at the Central). CLD classes are also taking place in libraries (basic laptop and basic computing at the Central; basic laptop at Gourock; basic computing at Kilmacolm; and basic mobile 'phone at the South West branch). Job clubs have also been run at the Central Library. Six college classes (ranging from basic computing to intermediate 1 and 2) took place across four branches from August to September 2014 with six more arranged for December 2014 to March 2015.
	Development of outreach techniques	●	green - on track	We are currently working in partnership with Inverclyde Council on Disability to plan outreach sessions for learners with visual impairments. We are also working with CLD to deliver digital skills at Branchton Community Centre as well as the Six Book Challenge to adult literacies learners (visiting individual sessions).

Achieving				
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<p><u>Library services for young people, learners and readers</u></p> <p>Build on and extend success of Bookbug in Inverclyde</p> <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>Detailed information for this improvement action is available in the Inverclyde Libraries Service Plan 2014/15</p>	<p>●</p>	<p>green - on track</p>	<p>The Bookbug Borrowers' Club will launch in 2 Inverclyde libraries in early 2015 to link attendance at Bookbug sessions with an increase in library book borrowing. Libraries will host Bookbug Pirate Parties for invited early years establishments by the end of March 2015 to develop the impact of the Bookbug Pirate Pack gifting initiative. Library staff have delivered Bookbug Sessions to young parents and promoted library membership through the Six Book Challenge in partnership with IYouthzone. Fifty 12-15 year olds recently attended two author sessions in libraries. 75 pupils from 2 Inverclyde primaries participated in 4-week information literacy courses directly linked to Curriculum for Excellence outcomes. There has been an increase in visits to schools to promote libraries and library membership.</p>

Achieving				
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<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 Association for Public Service Excellence and other Scottish Environmental Health and Trading Standards to develop a more meaningful basket of KPIs for these services to allow meaningful benchmarking. Initial KPIs to be agreed by March 2014.</p>	<p>●</p>	<p>green - on track</p>	<p>The environmental health key performance indicators have been agreed and the first benchmarking report issued. However, there is still an issue with trading standards benchmarking.</p>
<p><u>Adult learning</u></p> <p>All adult learning provision is mapped</p> <p>Processes are in place to ensure no learner completes a programme without being encouraged to continue their learning</p>	<p>Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement</p>	<p>●</p>	<p>green - on track</p>	<p>Figures will be reported in June 2015.</p>

Nurtured				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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	●	green - on track	A meeting with representatives from support services has taken place. Education Scotland personnel have provided input and advice on models from a national perspective.
<u>Volunteering</u> Opportunities for volunteering are co-ordinated and quality-assured Number of opportunities increased Numbers gaining accreditation for volunteering increased	Co-ordinate planning for volunteering across establishments, CLD, the Youth Employment Action Plan and voluntary sector and identify opportunities for accreditation	●	green - on track	A survey has been circulated to heads of establishments and service managers. We are awaiting further responses prior to carrying out collation and analysis of the results.
<u>Strategic guidance for Community Learning and Development (CLD)</u> Implementation Plan in place. Progress made in realising outcomes of CLD strategic	Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups Establish priorities and baseline	●	green - on track	The CLD Strategic Implementation Group has agreed a programme for delivering a 3-year plan in line with regulations.






Nurtured				
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<p>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>for measuring progress towards achievement of outcomes</p>			
<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>Implementation of GIRFEC</p>	●	<p>green - on track</p>	<p>A core team of social work, health and education service managers are progressing the plans for ensuring that culture systems and practice related to the implementation of the GIRFEC aspects of the Children and Young People (Scotland) Act 2012 for August 2016.</p> <p>A GIRFEC steering group has been set up with from representatives the SOA 6 Best Start in Life outcome delivery group. The first meeting will take place in January 2015.</p>

Nurtured				
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Fully implement by 2016 additional extra years hours				Thereafter, GIRFEC implementation sub-groups will be set up with representation across the partnership to develop the detail regarding single planning processes, named person service and learning and development.
	Training strategy delivered	●	green - on track	A training programme to implement the Children and Young People (Scotland) Act 2012 will be devised and implemented during the 2014/15 session.
<u>Early Years/Nurturing Collaborative</u>	Establishment of the Nurturing Collaborative	●	blue - complete	
We are delivering tangible improvements in outcomes and reducing inequalities in vulnerable children in Inverclyde	Engagement in the Early Years Collaborative (EYC) learning sessions run by the Scottish Government	●	green - on track	22 officers attended EYC learning session 4 in October 2014. At the event, officers from Inverclyde spoke at three sessions and on the main stage at the SECC, highlighting the good work that is taking place locally.

Nurtured				
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	Development of an action plan focused on early intervention and prevention in relation to the EYC 'stretch aims'	●	green - on track	23 projects have been identified, the majority of which are at the discussion stage. 7 projects have a project charter.
<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	●	blue - 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.	●	green - on track	We are examining our options and will report to the Education and Communities Committee early in 2015.
<u>Archives</u> Improved collections management	Further cataloguing of records	●	green - on track	We have increased our cataloguing of archival records to 10,850 records.
Improved access and inclusion Improved management policies	Increasing finding aids available on-line	●	green - on track	Findings have all been updated and now include all historic burghs and parish councils, including the Burgh of Greenock.

Nurtured				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
and procedures Better community engagement and learning opportunities	Conducting at least 3 class visits within the Watt Museum	●	green - on track	10 school visits have taken place at the Watt Library.
	Creation of a disaster plan and other management policies	●	green - on track	A disaster plan, access policy and security policy have been created.
	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	●	green - on track	We contributed to the World War 1 commemorations through the creation of World War 1 burgh databases and volunteer programmes. The Greenock Philosophical Society Heritage Lottery Fund bid may not proceed as they are currently looking at alternative means to secure funding.
<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	●	green - on track	A series of cluster meetings took place in November 2014 to take forward recommendations from the committee report.
<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	●	red - significant slippage	The Kidzcards are available for use. However, because the system requires to be updated, the pilot will not begin until later in 2015.

Nurtured				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
11 resident or attending school in Inverclyde	Establish systems and quality assurance procedures	●	green - on track	A recent external audit highlighted good practice.
	Develop Young Scot to be part of the Cashless Catering System	●	green - on track	We are continuing to use the cards as part of the Cashless Catering System in secondary schools.


Active				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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		blue - complete	
	Second hub fully operational by April 2014		blue - complete	
	Third hub fully operational by April 2015		blue - complete	The Gourrock Community Sports Hub is fully operational. A constitution has been devised and a committee elected. A development plan has also been agreed and is being implemented. The first community sports hub coach education sessions are also complete.
<u>PE provision</u> 100% of primary schools achieving two periods per week of quality PE	PE Co-ordinator recruited by May 2013		blue - complete	
	PE Plan implemented		green - on track	A strategic meeting took place in September 2014 with Education Scotland, sportscotland and the Corporate Director, Education, Communities and Organisational Development. A PE implementation plan has been completed and approved. Budget and spend is also complete and has been approved. The PE implementation plan has

Active				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
				commenced with a completion date of June 2016. PE champions have been identified in every school. We have also identified 6 primary schools that we will initially work with to reduce the amount of schools not meeting the 2 hours of quality PE per week target.
	Number of schools providing minimum 2 hours PE to be increased by June 2014	●	green - on track	Five primary schools are not achieving the 2 hours of quality PE per week target. We have identified 2 schools to work until February 2015 when the Scottish Healthy Living Survey is conducted. By February 2015, we plan to reduce the number of schools not meeting the target from 5 to 3. The PE implementation plan is in place to address the remainder of the primary schools.
<u>Sports Framework</u> Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation.	Draft for consultation prepared by April 2013 with final Plan reported to Committee and launched in August/September 2013 Annual review of implementation from May 2014	●	amber - slight slippage	The delay was caused by uncertainty over the sportscotland strategic plan; this issue has now been resolved. We will formally launch the Framework and convene the first meeting of implementation group this

Active				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
				quarter.

Respected and responsible				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<p><u>Teenage pregnancy</u></p> <p>Teenage pregnancy is below national average in target areas</p> <p>Supports in place to continue education if pregnant</p> <p>Effective and meaningful self-assessment which informs planning/delivery to successfully support young people</p>	<p>Health and Well-being Programme universally available</p> <p>Produce a teenage pregnancy strategy</p>	<p>●</p>	<p>amber - slight slippage</p>	<p>There has been slight slippage in developing a teenage pregnancy strategy.</p>
<p><u>Housing repairs enforcement</u></p> <p>Homeowners take on their responsibilities with the appropriate information and guidance available to them for common properties etc which assists in leading to reduced levels of disrepair</p> <p>Minimum formal enforcement role for the Council in the future</p>	<p>Review Housing Enforcement Policy</p>	<p>●</p>	<p>blue - complete</p>	<p>The new Private Sector Housing - Repair and Maintenance Strategy was approved at the Education and Communities Committee meeting in November 2014.</p>
	<p>Provide a range of information and signposting via various formats to householders to inform, advise and guide them in attending to matters of disrepair to their property</p>	<p>●</p>	<p>green - on track</p>	<p>The proposed layout of the web-based information service has been outlined. Financial support is being sought from other partners including the Scottish Government and private property agents.</p>

Respected and responsible				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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	●	green - on track	The tendering process is complete and the delivery partner (The Wise Group) re-appointed. Approximately 340 homes have recently received energy efficient measures from the 2013/14 funding. The Scottish Government has awarded significant funding to Inverclyde for 2014/15 and the new insulation programme has commenced.
	Continue to target 'difficult to treat' houses for investment	●	green - on track	Phase 1 of the central Greenock Home Energy Efficiency Programme (HEEPS) for Scotland Area-Based Scheme is complete. Phase 2 has started; funding for 2014/15 has been awarded by the Scottish Government. Major HEEPS projects have been agreed with registered social landlords. We are continuing with the targeted improvement of 'difficult to treat' houses based on areas with the highest SIMD scores.

Respected and responsible				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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		blue - complete	The enforcement staff are now operational.

Included				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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	●	green - on track	Organisational competence is increasing.
	Appoint an Equalities Officer to progress the Council's commitment to equalities consistently across all Services to ensure better outcomes	●	blue - complete	
	Increase representation on the Corporate Equalities Group to include a wide range of people with protected characteristics	●	green - on track	Work on developing a community planning partnership sub-group is well underway. Details will be submitted to a future meeting of Single Outcome Agreement Programme Board.
<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 the financial learning component of the Financial Inclusion Strategy	●	green - on track	The Scottish Qualifications Authority's <i>Personal Finance Award</i> course is being piloted with S5 and S6 pupils in St Columba's High School.
	Liaise with Registered Social Landlords regarding the impact of Welfare Reform	●	blue - complete	

Included				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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>green - on track</p>	<p>On-going development is taking place via the Youth Participation Strategy Development Group. Additionally, an Inverclyde Alliance conference will be held in March 2015 which will involve young people from the secondary schools who will plan, present and facilitate at the event. The conference follows on from the Health and Well-Being Survey which was conducted in secondary schools in Inverclyde and will highlight what young people in the area have developed in response to the results from the Survey.</p>

Included				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
<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>blue - 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>green - on track</p>	<p>Visits are in progress on a proportionate basis.</p> <p>Also, in partnership with the Improvement Service, the Council is leading on a benchmarking initiative on the subject of looked-after children which aims to assess performance and deliver</p>

Included				
Where do we want to be?	How will we get there?	Status November 2014-January 2015		Commentary November 2014-January 2015
				improvements across 8 family councils.
<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	●	blue - 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	●	green - on track	Figures will be reported in June 2015.

19 December 2014

Education and Communities Performance Report - January 2015

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 reported to Committee at the appropriate time.

Key performance measure	Relevance	Target 2014/15	2014/15 performance	2013/14 performance	2012/13 performance	Commentary on change between 2012/13 and 2013/14
Community Wardens: <ul style="list-style-type: none"> • high priority calls - % responded to within 30 minutes • medium priority calls - % responded to within 60 minutes 	Demonstrates the response times of the Community Warden service	95%	Quarter 1: 95.3% Quarter 2: 95.4%	96.45%	95.97%	Performance is consistently high
		95%	Quarter 1: 97% Quarter 2: 100%	100%	100%	Maximum performance maintained
Library visits: number of actual and virtual visits per 1,000 population	Demonstrates the use of Inverclyde's libraries	4,182	details are compiled annually	4,873	4,462	The number of library visits increased by more than 9%
Library issues: number per 1,000 population	Demonstrates the number of items issued from	2,897	details are compiled annually	2,759	2,702	There was a slight increase in the number of library

Key performance measure	Relevance	Target 2014/15	2014/15 performance	2013/14 performance	2012/13 performance	Commentary on change between 2012/13 and 2013/14
	Inverclyde's libraries					issues
Computer facilities in libraries: number of users per 1,000 population	Demonstrates the use of computer facilities in libraries	125	details are compiled annually	119	94	The number of people using computer facilities in libraries increased by 26%
Adult learners in libraries	Demonstrates the number of adult learners attending classes in libraries	2,564	details are compiled annually	2,442	1,277	Adult learners in libraries increased by 91%
McLean Museum: <ul style="list-style-type: none"> number of visits in person per 1,000 population number of visits to/use of Council-funded or part-funded museums per 1,000 population 		504	details are compiled annually	501	486	There has been an increase in both these indicators: 3% and 11% respectively
		811	details are compiled annually	808	721	