Inverclyde
council

Report To:	**Education and Communities Committee**	**Date:**	**05 May 2015**
Report By:	**Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy**	**Report No:**	**EDUCOM/49/15/KB**
Contact Officer:	**Karen Barclay, Corporate Policy Officer**	**Contact No:**	**01475 712065**
Subject:	**Education and Communities Directorate Performance Report**		

1.0 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.

2.0 SUMMARY

2.1 This is the fifth progress report on the implementation of the Education, Communities and Organisational Development CDIP 2013/16. Details are provided in the Appendices.

Appendix 1
Appendix 2

2.2 The current status of the CDIP's improvement actions, together with the status at the last report, is:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
Current	33	0	5	49
January 2015	21	3	7	55.

3.0 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 sixth progress report at the first meeting of the Committee following the Summer 2015 recess.

Patricia Cassidy
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 CDIPs 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 next Corporate Services Performance Report which will be submitted to the Policy and Resources Committee on 19 May 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.

5.0 PROGRESS

5.1 This is the fifth progress report on the delivering of the CDIP's improvement actions. The last report was approved by the Education and Communities Committee in January 2015. The current status of the CDIP's improvement actions, together with the status at the last report, is:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
Current	33	0	5	49
January 2015	21	3	7	55

5.2 The status of the improvement actions, grouped under the well-being outcomes, is:

Well-being outcome	blue - complete	red - significant slippage	amber - slight slippage	green - on track
Safe	4	0	1	3
Healthy	3	0	0	4
Achieving	12	0	0	18
Nurtured	4	0	2	13
Active	5	0	1	1
Respected and Responsible	2	0	1	3
Included	3	0	0	7
Totals	33	0	5	49

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

5.3 During the last four months, good progress has been made in delivering most of the improvement actions, examples of which include:

- the Health and Safety Enforcement Policy was approved by the Education and Communities Committee on 10 March 2015
- the IYouthzone in Port Glasgow was officially opened on 23 March 2015
- delivery of the anti-social behaviour action plan is underway.

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

- data protection (CCTV installations and deployment of cameras) - a report will be submitted to the Corporate Management Team regarding options for public space CCTV
- a small number of primary schools are not achieving the target of providing a minimum of 2 hours PE per week
- the proposed approach to taking forward a Teenage Pregnancy Strategy will be presented to the Sexual Health Implementation Group on 21 April 2015.

6.0 IMPLICATIONS

6.1 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 current and potential citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

7.0 CONSULTATION

7.1 Updates on progress with the CDIP's implementation have been provided by the lead officer of each improvement action.

8.0 BACKGROUND PAPERS

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

9.0 CONCLUSION

9.1 The fifth 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 sixth report is submitted to the Education and Communities Committee's first meeting following the Summer 2015 recess.

Education and Communities Directorate Performance Report - May 2015

<table>
<tr><td colspan="5" align="center">Safe</td></tr>
<tr>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th colspan="2">Status
February 2015-May 2015</th>
<th>Commentary
February 2015-May 2015</th>
</tr>
<tr>
<td>Data protection

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

Develop an overall corporate approach to image retention, maintenance, procurement and use</td>
<td>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</td>
<td align="center">🟠</td>
<td>amber - slight slippage</td>
<td>A report will be submitted to the Corporate Management Team regarding options for public space CCTV. The review will cover much wider use of CCTV and budget decisions.</td>
</tr>
<tr>
<td rowspan="2">Tackling violence and knife culture

Further reduction in the incidences of violence, knife crime and bullying

Mentors in Violence Prevention (MVP) embedded in all secondary schools</td>
<td>Roll out MVP to other secondary schools</td>
<td align="center">🟢</td>
<td>green - on track</td>
<td rowspan="2">The MVP programme in our schools continues. More than 100 pupils have completed the programme and their achievements were recognised at a ceremony on 26 March 2015.

The draft 2015/18 Community Safety Partnership Strategic Assessment reinforces the significant work around a violence reduction agenda in Inverclyde.</td>
</tr>
<tr>
<td>Violence Prevention Programmes including No Knives Better Lives developed and sustained</td>
<td align="center">🟢</td>
<td>green - on track</td>
</tr>
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Safe				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
				The Partnership supported the recent *No Knives Better Lives* 'One Life Ends' media campaign including pavement stencils in key locations across the authority and during 2015/16 seeks to work with targeted groups of individuals who are at risk of violent offending. A public reassurance initiative will be rolled out in 2 areas in central Greenock during Quarter 1 of 2015/16.
	Anti-bullying policy fully implemented	🟢	green - on track	The anti-bullying policy is being embedded into the *Positive Relations, Positive Behaviour Policy* which sets out strategies for use within the Education Service to bring about positive behaviour changes through support, strategies and understanding, within a calm, controlled environment.
Health protection/food safety All businesses where there is a risk to food safety arising from cross-contamination will have processes and procedures in	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	🔵	blue - complete	

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Safe				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
place to eliminate or adequately control the risk in line with the guidance				
Health and safety The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and those likely to be affected by their actions, both employees and others Enforcement will be consistent with national policies but at the same time will give maximum protection to the community and maximum support to local businesses	Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde	🔵	blue - complete	The Enforcement Policy was agreed by the Education and Communities Committee on 10 March 2015.
	Annual review to ensure it remains consistent with national policy	🔵	blue - complete	The Enforcement Policy was agreed by the Education and Communities Committee on 10 March 2015.
Anti-social behaviour (ASB) Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances Match resources to community	Carry out a full review of anti-social behaviour which will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required. Review to be carried out by April 2014 with recommendations implemented over 2014/15, if approved.	🔵	blue - complete	Delivery of the action plan is underway.

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Safe				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
needs				

Healthy				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
School Health and Alcohol Reduction Project (SHAHRP) 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 PSE teachers with S2 cohort. First part of the research to be completed by 2014.	🟢	green - on track	The research is about to conclude and thereafter there will be feedback from the university regarding the outcome. As yet, there is no timescale for the final report.
Housing investment 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 (RSLs)	🔵	blue - complete	The available funding to Inverclyde which increased due to the delay in 2 projects has been largely used to acquire affordable housing land banks in 4 areas. Two housing projects are complete, one is under

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Healthy			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 2015**
			construction and the other should commence later in 2015.
	Contributions in-kind (IC) and new innovative funding proposals (RSLs) will be developed	🟢 green - on track	4 former school sites have been transferred at affordable housing value from the Council to RSLs for affordable housing. The first funding has been received from the Affordable Housing Fund.
	Regular project team meetings and monitoring by Housing Supply Division (HSD)	🔵 blue - complete	Regular programme meetings are being held with the HSD and RSLs. However, there is significant slippage in the 2012/15 programme. Any underspend has been largely used to acquire affordable housing land banks in 4 areas; liaison with RSLs and the HSD on the Strategic Housing Investment Plan (SHIP) 2015/20 is ongoing as part of the regular monitoring and forward planning process. The SHIP 2015/20 was approved by the Education and Communities Committee on 20 January 2015.
<u>Health and well-being of young people</u> Develop a similar facility to IYouth	Identify suitable premises	🟢 green - on track	The IYouthzone in Port Glasgow opened on 23 March 2015. The Gourock premises are undergoing works to facilitate disabled

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Healthy				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
for young people in Port Glasgow and Gourock				access.
Improved outcomes for young people of Port Glasgow and Gourock	Develop funding package for refurbishment and running costs	🟢	green - on track	Efforts continue to be made to secure external funding to sustain the Greenock IYouthzone beyond the period of Lottery funding.
	Establish new facility with a range of programmes to meet the needs of young people of Port Glasgow and Gourock	🔵	blue - complete	The new IYouth Zone facility in Port Glasgow was officially opened on 23 March 2015.

Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 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 | |

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Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
Literacy 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 will be rolled out to schools in the 'Attainment Challenge'.
Learning communities Improve joint planning with partners including schools to create a network of learning communities with increased community use in schools	Pilot learning community in one identified area. Set process in place in line with Education Scotland (HMIe) advice and guidance.	🟢	green - on track	The 3 year plan for Community Learning and Development is currently being finalised for approval.
Employability Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across partner providers and	Implementation and robust evaluation of Inverclyde Youth Employment Activity Plan	🟢	green - on track	We are updating the Plan on a quarterly basis and investigating alternative options to integrate this work.

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Achieving			
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**	**Commentary** **February 2015-May 2015**
partnerships Employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth: Refreshed Employability Framework	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	Figures will be reported in June 2015.
Continuous Improvement Team Embed core functions of continuous improvement work: professional dialogue, development and pastoral support	Fully implement Continuous Improvement Team guidelines	🔵 blue - complete	
Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further	Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities	🔵 blue - complete	Approaches are now embedded in the Continuous Improvement Team.
Consistent approach to self-evaluation A shared vision of what excellent self-evaluation looks like	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.
Curriculum for Excellence Curriculum for Excellence is being	Work in partnership with Education Scotland to support and develop the confidence of	🟢 green - on track	Our partnership working with Education Scotland is ongoing. Our Education Scotland Link

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Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
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	staff to effectively deliver the Curriculum for Excellence across all sectors and establishments			Officer continues to meet regularly with senior Education staff.
	Work in partnership with the Scottish Qualifications Authority (SQA) to support secondary teachers with delivery of the new National Qualifications	🟢	green - on track	Some subject networks (including the sciences, mathematics and English) continue to have support from the Scottish Qualifications Authority.
	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 the Curriculum for Excellence continues at establishment and authority levels. Education Scotland's *Increased Expectations* paper continues to be a focus of discussion at self-evaluation visits.
	Review our interim Senior Phase Model involving extensive consultation with all stakeholders	🔵	blue - complete	
	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	

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Achieving			
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**	**Commentary** **February 2015-May 2015**
<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 instance, the primary and secondary depute head teacher network: 13 teachers are undertaking Masters level certificated courses.
	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 continue to be involved in the Strathclyde partnership arrangements. St Columba's, Notre Dame and St Stephen's High Schools and their cluster primary schools are now involved in similar partnership arrangements with the University of Glasgow.
	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	

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Achieving				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 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	
General Teaching Council (GTC) Requirements Clear guidelines and procedures in place to support teachers within the GTC's requirement for professional update	Set up a working group to produce guidance material to support teachers with the professional update process	🔵	blue - complete	Clear guidance and procedures are in place.
Virtual school Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes These pupils will be regularly tracked and monitored through the ASN monitoring forum	Create a 'virtual school' which will be managed by a 'virtual team' at the centre	🔵	blue - complete	
	Identify pupils in out-of-authority placements	🟢	green - on track	We are developing a database to monitor and support young people.
	Improved tracking and transition planning	🟢	green - on track	Work is ongoing in light of the Children and Young People (Scotland) Act 2014 which comes into effect in 2016.
	Better support provided for pupils identified	🟢	green - on track	We are improving use of the datahub and the virtual school with SEEMIS (the education management information system)

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Achieving				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
				to achieve this improvement action.
<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	🔵	blue - complete	The Greenock Central Library opened in the Wallace Place building on 29 January 2015.
	Inclusion of library space within new community centre planned for Inverkip (by 2015/16)	🟢	green - on track	Public consultation meetings have taken place to discuss the new Inverkip community centre which includes proposals for a new library within it.
<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	🟢	green - on track	Classes on a number of subjects are taking place at various libraries including android drop-in classes at the Central and iPad classes at the Central, Kilmacolm and Inverkip and Wemyss Bay. Job Clubs are held in Port Glasgow and at the Central Library, together with CV drop-in support at the Central, as well as new English Speakers of Other Languages classes. Classes covering topics such as basic computing and intermediate

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Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
				1 and 2 took place in 4 branches between January and March 2015.
	Development of outreach techniques	🟢	green - on track	We are continuing to work in partnership with Inverclyde Council on Disability to plan outreach sessions for learners with visual impairments. We are working with the Future Skills project to provide a venue and PCs for basic computing learners. Basic computing sessions were delivered to service users at the Hillend Day Centre in February 2015.
<u>Library services for young people, learners and readers</u> Build on and extend success of Bookbug in Inverclyde More engagement with the 12-15 age group	Detailed information for this improvement action is available in the Inverclyde Libraries Service Plan 2014/15	🟢	green - on track	The Bookbug Borrowers' Club was launched in February 2015. Storytelling training, which was extended to include Early Years partners, took place in March 2015. Bookbug Pirate Parties also took place in March this year. Inverclyde Libraries are represented on the Early Years

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Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
More and better school/group visits focussing on information literacy and the Curriculum for Excellence Build links with partners to improve the range of classes available Further development and promotion of the e-Library and training of staff				Collaborative Implementation Team. There is ongoing work with IYouthzone to deliver and promote Bookbug sessions with young parents.
<u>Environmental Health/Trading Standards</u> We are able to benchmark the services against those provided by both neighbouring and more comparable Scottish authorities to ensure that the services are performing as well as they can within the financial and structural circumstances they operate under	Work with Association for Public Service Excellence (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.	🔵	blue - complete	Environmental health benchmarking is complete with amendments agreed for APSE for 2014/15 data collection. Trading Standards benchmarking is a live issue but it is not currently in our power to deliver. Discussions are ongoing with the Society of Chief Officers of Trading Standards in Scotland and Trading Standards in Scotland.
<u>Adult learning</u> All adult learning provision is mapped	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued	🟢	green - on track	Figures will be reported in June 2015.

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Achieving				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
Processes are in place to ensure no learner completes a programme without being encouraged to continue their learning	engagement			

Nurtured				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 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 support service review process is underway with representation from range of stakeholders with a clear plan on how it will be taken forward.

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Nurtured				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
<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	🟠	amber - slight slippage	Further responses are awaited to the survey which was circulated to heads of establishments and service managers.
<u>Strategic guidance for Community Learning and Development (CLD)</u> Implementation Plan in place. Progress made in realising outcomes of CLD strategic guidance, specifically: a. improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship b. Stronger, more resilient, supportive, influential and	Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups Establish priorities and baseline for measuring progress towards achievement of outcomes	🟢	green - on track	The co-produced 3 year plan is being progressed.

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Nurtured				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
inclusive communities				
<u>Children and Young People (Scotland) Act 2014</u> Fully implement the Getting it right for every child (GIRFEC) model and use of well-being outcomes through GIRFEC champions approach Business processes across the Education, CHCP and partners to support the implementation of the Act A training strategy, both single and multi-agency, is in place Fully implement by 2016 additional extra years hours	Implementation of GIRFEC	🟢	green - on track	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. The GIRFEC steering group continues to meet.
	Training strategy delivered	🟢	green - on track	A training programme to implement the Children and Young People (Scotland) Act 2012 will be devised and implemented.
<u>Early Years/Nurturing Collaborative</u>	Establishment of the Nurturing Collaborative	🔵	blue - complete	

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Nurtured			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 2015**
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	24 officers attended the Scottish Government learning sessions on 4/5 March 2015; some were new to the EYC and enjoyed the learning experience. Inverclyde was represented in delivering workshop sessions. Additionally, an Inverclyde project was filmed and shown on the main stage for evidencing improvement. Inverclyde's storyboard was also highlighted on the main stage as an example to other community planning partnerships. The Scottish Government assisted in facilitating two boot camp sessions in January and February this year; 36 people received one day's training on using the Model for Improvement to enhance their areas of work for children and families.
	Development of an action plan focused on early intervention and prevention in relation to the EYC 'stretch aims'	🟢 green - on track	26 projects have been identified: 2 concerning child poverty; 15 concerning family engagement; one about attachment and child development; 7 around transitions of care; and one regarding the 27-month assessment process. 16

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Nurtured				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
				initiatives have project charters, 8 are currently collecting data and 5 projects have been abandoned.
Museum accreditation Maintain McLean Museum accredited status under the Arts Council England/Museums Galleries Scotland (ACE/MGS) scheme	Fulfil the requirements of the ACE/MGS Scheme in the areas of organisational health; collections; users and their experiences	🔵	blue - complete	
New cultural hub for Inverclyde This requires successful Round 1 Heritage Lottery Fund 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 investigating alternative bid options.
Archives Improved collections management Improved access and inclusion Improved management policies	Further cataloguing of records	🟢	green - on track	The process of cataloguing records is ongoing.
	Increasing finding aids available on-line	🔵	blue - complete	
	Conducting at least 3 class visits within the Watt Museum	🟢	green - on track	Class visits are finished with the launch of *All Aboard* app which was a Scottish Library and

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Nurtured				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
and procedures Better community engagement and learning opportunities				Information Council-funded project.
	Creation of a disaster plan and other management policies	🔵	blue - complete	
	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	🟠	amber - slight slippage	Our involvement in the World War 1 commemorations is ongoing. The Greenock Philosophical Society has decided not to submit a bid to the Heritage Lottery Fund. The Society is pursuing alternative funding sources.
Community councils All community representatives are skilled and confident in meeting the challenges of their changing role	Enhanced programme of training and support for community representatives, including embedding of training in on-going activities and meetings	🟢	green - on track	A second series of cluster meetings took place in February 2015. Work is ongoing to create a forum of community councils and associations.
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	Negotiate with Young Scot to introduce Kidzcards in Inverclyde	🟢	green - on track	The Safer and Inclusive Communities Service has progressed its tasks associated with this improvement action.
	Establish systems and quality assurance procedures	🟢	green - on track	All local quality assurance systems are in place. An external audit which took place last year highlighted good practice.

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Nurtured			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 2015**
	Develop Young Scot to be part of the Cashless Catering System	🟢 green - on track	The Safer and Inclusive Communities Service has progressed its tasks associated with this improvement action.

Active			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 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	
<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	The PE implementation plan is in progress and on track. The

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Active			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 2015**
			National Programme has been extended to June 2016, therefore the target for this improvement action should change from June 2015 to June 2016 to reflect the extension of the Programme.
	Number of schools providing minimum 2 hours PE to be increased by June 2014	🟠 amber - slight slippage	4 primary schools are not achieving the target of 2 hours PE. St Ninian's and St Mary's Primary Schools were the 2 targeted schools to move from not achieving 2 hours of PE to achieving 2 hours of PE by February 2015; this was completed. However, St Andrew's Primary School dropped from achieving to not achieving because they have not implemented the recommended timetable change. We reported that 4 primaries are not achieving the target in the February 2015 Scottish Healthy Living Survey. The target for May 2015 is to reduce from 4 to 2 the number of schools that are not achieving the target on the assumption that Ardgowan Primary School moves

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Active				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
				into its new building in May 2015. 100% of secondary schools are still achieving the target.
Sports Framework Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation.	Draft for consultation prepared by April 2013 with final Plan reported to Committee and launched in August/September 2013 Annual review of implementation from May 2014	🔵	blue - complete	The first meeting of the implementation group took place in March 2015. Additional publicity around the Framework was on the agenda.

Respected and responsible				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
Teenage pregnancy Teenage pregnancy is below national average in target areas Supports in place to continue education if pregnant	Health and Well-being Programme universally available Produce a teenage pregnancy strategy	🟠	amber - slight slippage	The proposed approach to taking forward a Teenage Pregnancy Strategy will be presented to the Sexual Health Implementation Group on 21 April 2015.

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Respected and responsible				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
Effective and meaningful self-assessment which informs planning/delivery to successfully support young people				
Housing repairs enforcement 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	🔵	blue - complete	
	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	🟢	green - on track	5 year funding has been agreed by partner councils to fund a website and information resource. This is being developed by the Scottish Housing Best Value Network. A timetable for implementation is awaited.
Home energy efficiency (private) Better take-up of grants by private owners More use of new available measures for 'difficult to treat' houses	Promote grant availability and improved energy efficiency to owners	🟢	green - on track	Leaflets on Inverclyde's advocacy information and advice service, the Home Energy Advice Team, i.HEAT, have been distributed. The Council's website has been updated to reflect the latest information, including a new page for home energy efficiency measures incorporating links to the widely advertised Home Energy Scotland initiative, funded

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<table>
<tr><th colspan="5">Respected and responsible</th></tr>
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<th>Where do we want to be?</th>
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February 2015-May 2015</th>
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<td>by the Scottish Government and delivered by the Energy Saving Trust. Approximately 476 people have received energy efficiency measures since 2013/14. Funding from the Scottish Government for 2015/16 is to be confirmed.</td>
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<td>Continue to target 'difficult to treat' houses for investment</td>
<td>🟢</td>
<td>green - on track</td>
<td>The central area 2014/15 Home Energy Efficiency Programme Scotland (HEEPS) area-based scheme is now complete; programmes in John Street and Balfour Street are on site and due for completion in mid-May 2015. A loft insulation programme throughout Inverclyde is due to commence at the end of April 2015. A programme in Bardrainney and a pilot programme in Bow Road are due to start in mid-May 2015; both are due for completion by September 2015. Funding has been allocated for a project in Broomhill which is being managed by River Clyde Homes.</td>
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Respected and responsible			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 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	

Included			
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**	**Commentary February 2015-May 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	🟢 green - on track	Recruitment is underway to replace the previous post holder.
	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 underway.

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Included				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
Welfare Reform Bill All educational establishments to have full understanding and be prepared for the potential impact of the Bill Range of community-based learning programmes available to meet needs identified	Continue implementation of the financial learning component of the Financial Inclusion Strategy	🟢	green - on track	The pilot of the Scottish Qualifications Authority's *Personal Finance Award* course has been successfully completed by S5 and S6 pupils in St Columba's High School; feedback has been positive from both pupils and teaching staff. Additionally, the pupils have produced a leaflet for distribution to their peers in the School.
	Liaise with Registered Social Landlords regarding the impact of Welfare Reform	🔵	blue - complete	
Engagement with young people 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	Incorporate Young Citizens' Panel within the Youth Participation Strategy identified in SOA 6	🟢	green - on track	The "#ClydeConversations" event was held on 25 March 2015. The initiative was led by pupils from each secondary school, with content designed and developed by them. The event included a series of workshops to address particular issues raised by young

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Included				
Where do we want to be?	**How will we get there?**	**Status February 2015-May 2015**		**Commentary February 2015-May 2015**
Young people's voices are heard and their issues taken into consideration in service development and delivery				people. Community planning partners and a wide range of organisations were also present to identify what they can offer young people to improve their health and well-being.
Communication-friendly school Signage in and around the Port Glasgow Shared Campus will accommodate the communication needs of all learners Learners and adults in the new Campus will have access to good quality information relating to the diversity of need across the Campus All children and young people will be appropriately prepared for transition to the new Campus. Cross-Campus events will be a regular occurrence and these will also involve the local community	An action plan will be formulated by the Communication-Friendly Working Group based on a needs analysis of the developments required to take forward the aims identified	🔵	blue - complete	
Looked-after and accommodated children (LAAC)	Roll out Positive Relationships and Positive Behaviour Policy	🟢	green - on track	Visits are continuing on a proportionate basis to educational establishments.

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Included				
Where do we want to be?	**How will we get there?**	**Status** **February 2015-May 2015**		**Commentary** **February 2015-May 2015**
Reduce the number of LAAC exclusions Improved attainment for LAAC	Proportionate visits to specific educational establishments by Head of Service and Principal Education Psychologist are planned to continue to highlight LAAC			
<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 English for Speakers of Other Languages 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.

<u>10 April 2015</u>

Performance Indicators

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. Full year figures for 2013/14 are detailed in the undernoted table, together with 2012/13 comparator information. Where available, Quarter 1, 2 and 3 details for 2014/15 are also shown below.

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: • high priority calls - % responded to within 30 minutes	Demonstrates the response times of the Community Warden service	95%	Quarter 1: 95.3% Quarter 2: 95.4% Quarter 3: 95.5%	96.45%	95.97%	Performance is consistently high
• medium priority calls - % responded to within 60 minutes		95%	Quarter 1: 97% Quarter 2: 100% Quarter 3: 100%	100%	100%	Maximum performance maintained
Library visits: number of actual and virtual visits per 1,000	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%

Performance Indicators

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
population						
Library issues: number per 1,000 population	Demonstrates the number of items issued from Inverclyde's libraries	2,897	details are compiled annually	2,759	2,702	There was a slight increase in the number of library 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: • number of visits in person per 1,000 population • number of visits to/use of Council-funded or part-		 504 811	 details are compiled annually details are compiled annually	 501 808	 486 721	There has been an increase in both these indicators: 3% and 11% respectively

Performance Indicators

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
funded museums per 1,000 population						
School Leaver Destination Results: • positive destinations (includes non-mainstream young people)	Measures the proportion of school leavers (from publicly-funded schools in Inverclyde) into positive and sustained destinations (further education, higher education, employment or training)	95%	this figure will be available in December 2015	94% (academic year figure)	94.9% (academic year figure)	There was a slight reduction (0.9%) in the % of pupils who entered a positive destination after leaving school. However, Inverclyde remains one of the best performing local authorities in Scotland for this area of work. Also, our 2013/14 figure remains above the Scottish average which has been increasing year-on-year as authorities become better at assisting their school leavers into positive destinations.

9 April 2015