
Report To:	Education and Communities Committee	Date:	8 September 2015
Report By:	Head of Inclusive Education, Culture & Corporate Policy	Report No:	EDUCOM/62/15/KB
Contact Officer:	Karen Barclay, Corporate Policy Officer	Contact No:	01475 712065
Subject:	Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2013/16 - Annual Review 2015		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek the Committee's approval of the 2015 refresh of the Education, Communities and Organisational Development Corporate Directorate Improvement Plan (CDIP) 2013/16.

2.0 SUMMARY

- 2.1 The refreshed CDIP 2013/16 is attached as Appendices 1 and 2. The main changes to the original Plan are:

APPENDICES
1-2

- an updated introductory section, together with updates to the national and local context and the policy and legislative framework sections;
- the addition of new improvement actions including ones around the themes of service reviews, attainment, self-evaluation and employee engagement;
- an update of the completed improvement actions section;
- the insertion of financial information for 2015/16; and
- updated performance information for the Directorate.

- 2.2 During Summer 2015, a review was conducted of the CDIP 2013/16 which considered progress made to date, the continued relevance or otherwise of improvement actions and any significant changes or challenges faced by the Directorate since the original Plan was last reviewed in 2014.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- a. approves the refreshed Education, Communities and Organisational Development CDIP 2013/16; and
 - b. agrees that progress reports on the Directorate's performance indicators and implementation of the CDIP's improvement actions are submitted to every second meeting of the appropriate Committee.

Head of Inclusive Education, Culture & Corporate Policy

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 2013/17 and the Council's Corporate Statement 2013/17, as well as the wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.2 The original Education, Communities and Organisational Development (ECOD) CDIP 2013/16 was approved by the Policy and Resources Committee in 2013. At that time, it was remitted to the Corporate Director to refresh and present the Plan to Committee on an annual basis; this report fulfils that remit.
- 4.3 The ECOD CDIP 2013/16 contains improvement actions to be delivered during the life of the Plan. It 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.
- 4.4 Reports on progress with delivery of the Plan's improvement actions are submitted to every second meeting of the appropriate Committee. The most recent progress reports were considered in May 2015 by the Education and Communities Committee and the Policy and Resources Committee. Following approval of the refreshed ECOD CDIP 2013/16, it is proposed to continue submitting progress reports to the appropriate Committee.

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5.0 EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CORPORATE DIRECTORATE IMPROVEMENT PLAN 2013/16 - ANNUAL REVIEW 2015

- 5.1 During Summer 2015, the Directorate conducted a review of the CDIP, the purpose of which was to:
- take account of new national or local influences and challenges that have impacted or will impact on the Directorate;
 - consider progress made since the last review in 2014 and update improvement actions, as appropriate; and
 - consider progress made towards the achievement of performance indicator targets.
- 5.2 The review of the ECOD CDIP 2013/16 produced the document which is attached as Appendices 1-2. The main changes to the original Plan are:
- a. Introduction
This section has been updated to reflect changes to other parts of the Plan, together with the interim management structure, pending the appointment of the Corporate Director, Education, Communities and Organisational Development.
- b. National and local context; policy and legislative framework
This section has been updated to reflect changes to the context within which the Directorate operates, for example, the introduction of the Raising Attainment for All Programme 2015.
- c. New improvement action
There are a number of new improvement actions:

- updating of service reviews in line with Audit Scotland's report *Options appraisal - are you getting it right?*;
- the development of new CDIPs which require to be in place from 1 April 2016;
- local delivery of the Scottish Attainment Challenge which aims to improve literacy and numeracy in six Inverclyde primary schools;
- the conducting of a *Public Service Improvement Framework* assessment in the Safer and Inclusive Communities Service;
- locality planning - The Community Empowerment (Scotland) Act;
- development of a new Single Outcome Agreement from 2017 onwards;
- community justice transition to community planning; and
- Local Government Benchmarking Framework Family Groups.

d. Completed improvement actions

Twenty-eight improvement actions have been fully delivered since 2013, examples of which include:

- conducting the Health and Wellbeing Survey in all secondary schools;
- establishing the Early Years Collaborative;
- completion of the first phase of the School Health and Alcohol Reduction Project;
- the establishment of three community sports hubs;
- conducting a full review of anti-social behaviour;
- the opening of an IYouth Zone facility in Port Glasgow in March 2015;
- the establishment of a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes;
- the opening of the Greenock Central Library in the Wallace Place building in January 2015;
- the parking management and enforcement strategy has been in place since October 2014;
- self-evaluation guidance has been developed and distributed throughout the Council, complemented by training for Council Services; and
- HR21 has been rolled out to the following Services: Education, Environmental and Commercial, and Legal and Property, as well as the Health and Social Care Partnership.

e. Financial information 2015/16

Financial information for the period 2015/16 is included in Appendix 1.

f. Performance information

Performance indicator information for the last four years is included in Appendix 1, together with data sources and targets for 2014/15, as appropriate.

6.0 PERFORMANCE INDICATORS PERFORMANCE

6.1 The Directorate's performance section comprises indicators, covering the following broad themes: community safety; human resources; libraries; adult learning; and the education of children.

6.2 Progress made towards the achievement of performance indicator targets will be included in the first progress reports submitted to the appropriate Committee following approval of the refreshed ECOD CDIP 2013/16.

7.0 IMPLICATIONS

7.1 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

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

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

7.4 Equalities: The ECOD is committed to ensuring equality of opportunity in everything that it does. The Head of Education chairs the Corporate Equality Group which takes the lead in ensuring the Council meets its obligations under The Equality Act 2010.

7.5 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.

8.0 CONSULTATION

8.1 The appropriate ECOD officers were consulted on the 2015 review of the ECOD CDIP 2013/16.

9.0 CONCLUSION

9.1 A review of the ECOD CDIP 2013/16 was conducted during Summer 2015 and the refreshed Plan is presented for the Committee's approval with the suggestion that progress reports on the Directorate's performance indicators and implementation of the CDIP's improvement actions are submitted thereafter to every second meeting of the appropriate Committee.

Education, Communities and Organisational Development

Corporate Directorate Improvement Plan 2013/16

Annual Refresh - Summer 2015



This document can be made available in other languages, large print, and audio format upon request.

Arabic

هذه الوثيقة متاحة أيضا بلغات أخرى والأحرف الطباعية الكبيرة وبطريقة سمعية عند الطلب.

Cantonese

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Gaelic

Tha an sgrìobhainn seo cuideachd ri fhaotainn ann an cànanan eile, clò nas motha agus air teip ma tha sibh ga iarraidh.

Hindi

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

Mandarin

本文件也可应要求，制作成其它语文或特大字体版本，也可制作成录音带。

Polish

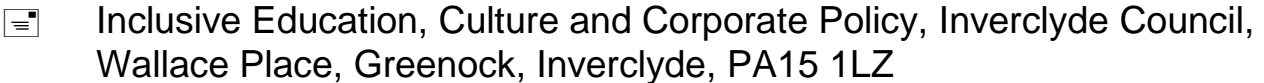
Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formie audio.


Punjabi

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

Urdu

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔



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Table of contents	Page
1. Introduction by Acting Corporate Directors	4
2. Strategic Overview	
2.1 Purpose and scope of the Directorate	6
2.2 National and local context	7
2.3 Customer focus	9
2.4 Equality	10
2.5 Sustainability of the environment	11
2.6 Risk management	12
2.7 Competitiveness	12
2.8 Corporate improvement groups	13
3. Summary of Resources	15
4. Self-Evaluation and Improvement Plan	16
5. Appendix 1: Education, Communities and Organisational Development Improvement Plan	
5.1 Corporate Improvement Actions	18
5.2 Cross-Directorate Improvement Actions	30
5.3 Service Improvement Actions	41
5.4 Completed Improvement Actions 2013/15	56
6. Education, Communities and Organisational Development Performance Information	67
7. Appendix 2: Risk register	75
8. Appendix 3: Budget Work Plan 2015/17	82

1. Introduction by the Acting Corporate Director, Communities and Organisational Development and the Acting Corporate Director, Education

On behalf of the Education, Communities and Organisational Development (ECOD) Directorate, we are pleased to present our refreshed Corporate Directorate Improvement Plan (CDIP). This is the final year of the 2013/16 Plan which was approved in May 2013. We carried out a comprehensive review of the original Plan during Summer 2015 to ensure that our improvement actions and performance information are still relevant to delivering the Council's wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

The CDIP is an integral part of the Council's Strategic Planning and Performance Management Framework. It assists in shaping the strategic direction for the Directorate and outlines key programmes, actions and improvements which we have delivered during the past two years and will deliver in 2015/16.

As a Directorate, our activities are clearly focussed around the concept of a *Nurturing Inverclyde*. This approach is based on the development of early intervention and preventative spend projects through partnership working. We aim to make Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to enjoy a good quality of life with good mental and physical wellbeing. Our approach puts the child, citizen and community at the centre of service delivery. The improvement actions in this Plan are linked to the SHANARRI wellbeing outcomes which will help to deliver all the Single Outcome Agreement 2013/17 (SOA) Outcomes, and, in particular:

- Outcome 2 - Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life;
- Outcome 6 - A nurturing Inverclyde gives all our children and young people the best possible start in life; and
- Outcome 8 - Our public services are high quality, continually improving, efficient and responsive to local people's needs.

Our CDIP has been developed using robust self-evaluation. The Directorate's four Services have taken into consideration a wide range of data, stakeholder views and reviewed how the services we deliver work to achieve the eight wellbeing outcomes. Each aspect of our Plan reflects national and local priorities and is focussed on improving the quality of our services and the lives of local children, citizens and communities.

Some of the key improvements which had already been agreed to be implemented during the course of the original Plan include:

- the ongoing development of the SOA 2013/17 in relation to preventative and early intervention work and the identification of the resources available across partner organisations;
- further development of the Council's commitment to equalities consistently in Council Services to ensure better outcomes for people with protected characteristics;
- embedding the principles and techniques of good self-evaluation across Council Services;
- progressing the work of the *Nurturing Collaborative* to help deliver tangible improvements in outcomes and reduce inequalities for vulnerable children;
- the full implementation of the Curriculum for Excellence across all sectors and establishments;
- the improvement of library and museum facilities in Inverclyde;
- the Scottish Attainment Challenge; and
- Raising Attainment for All.

One of our greatest challenges in the coming year is to continue to deliver high quality services to our customers in extremely challenging financial circumstances. We are committed to adopting a solution-focussed and *can do* attitude to our work. We will continue to develop and promote robust self-evaluation both within our own Directorate and across the Council, in order to enhance current good practice and continuously develop and improve as a local authority.

Other challenges facing the Directorate during the next year include:

- a reduction in employees and pressure on service delivery levels;
- implementation of major new legislation such as The Children and Young People (Scotland) Act 2014 and The Community Empowerment (Scotland) Act 2015;
- a reducing population;
- areas with significant levels of deprivation;
- limited economic opportunities;
- a growing elderly population;
- legislative changes in employment law, health and safety and pensions;
- changes in the National Terms and Conditions for Local Government employees;
- labour market issues, particularly supply teacher shortages; and
- school re-provisioning and education service changes.

Next year, we will develop a new CDIP to run from April 2016 to ensure that the Directorate is clear in what it wants to achieve from 2016 to 2019 and how it will continue to drive improvement across Services.

Through this Plan, we hope to support and challenge our employees to improve the quality of the services we provide. We look forward to building on the progress that has been achieved from 2013 and continuing to make further achievements during the final year of the original Plan.

John Arthur, Acting Corporate Director, Communities and Organisational Development

Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy

2. Strategic Overview

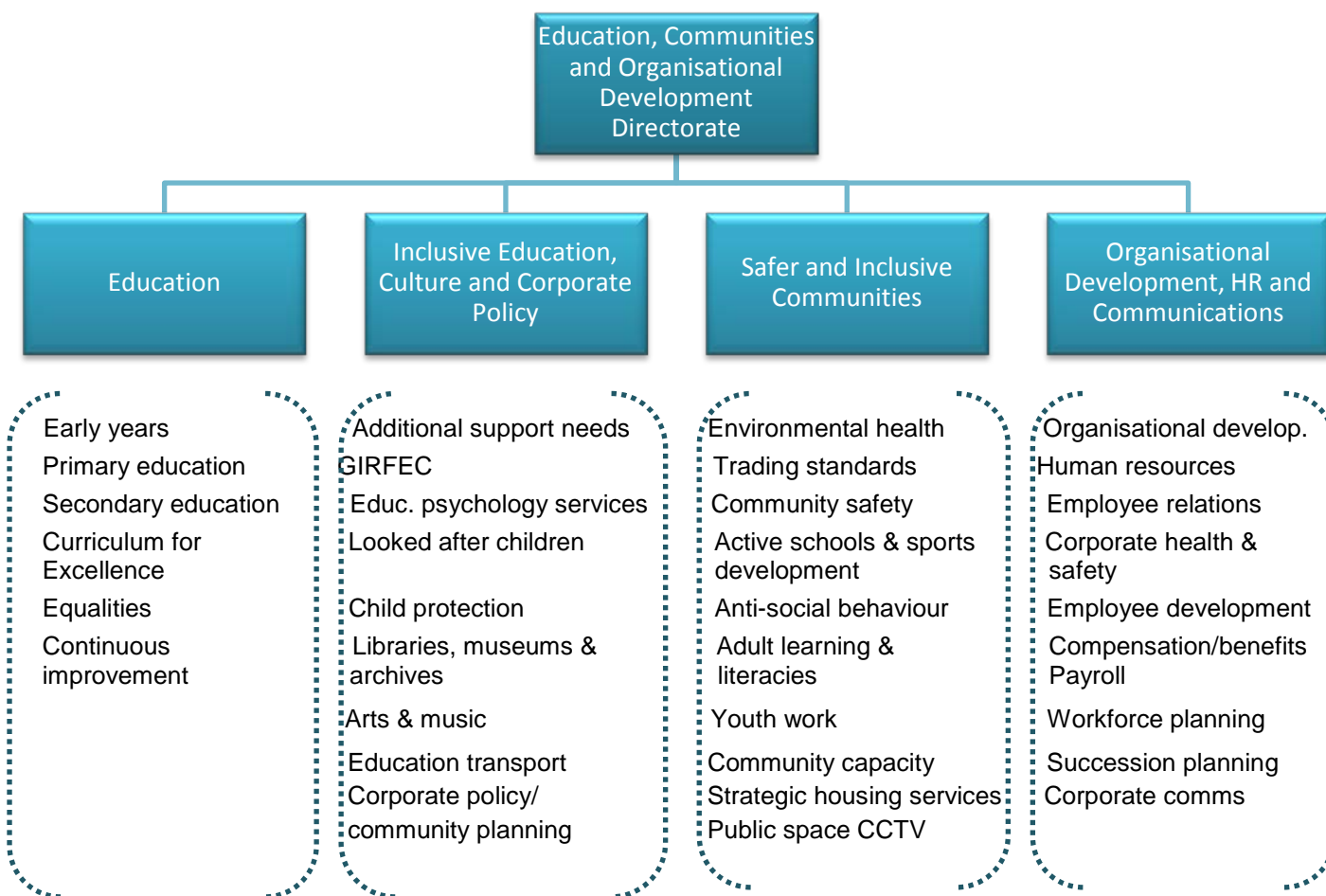
2.1 Purpose and scope of the Directorate

The primary roles of the Directorate are to:

- provide education, culture and lifelong learning;
- support safer and inclusive communities; and
- provide the corporate back office functions of human resources, organisational development, communications, corporate policy and partnership working.

These services all sit within the Council’s vision of a *Nurturing Inverclyde* where we are **Getting it Right for Every Child, Citizen and Community**, working towards the achievement of the wellbeing outcomes, where all our children, citizens and communities are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The Directorate comprises four services. The Directorate’s management structure is:



2.2 National and local context

New legislation emerging from the Scottish and UK Governments will directly impact on the nature of the services that the Directorate provides over the next year. New legislation that will come into effect during the life of the Plan includes:

- The Children and Young People (Scotland) Act 2014
- The Community Empowerment (Scotland) Act
- legislative changes in employment law, health and safety and pensions
- changes in the National Terms and Conditions for Local Government employees
- The Welfare Reform Act 2012
- The Education (Scotland) Bill.
- The Community Justice (Scotland) Bill.

Public Sector Reform

This is a time of unprecedented transformation for public services in Scotland with major reforms being undertaken by the Scottish Government in local government, health, social care and uniformed services. Public services face serious challenges ahead with the demand for services set to increase dramatically over the medium term, while public spending becomes further constrained. This means that the Council will, in effect, have to achieve more with less.

To manage this, a shift in focus is required towards early intervention, reducing costs and improving performance. This is a challenging agenda for the Council and the Directorate has a key role to play in helping the Council get it right by providing support for parents and young children at the early stages of a child's life; helping children and young people to achieve in education and move onto employment; providing further learning and training opportunities; tackling anti-social behaviour at an early stage and improving our other prevention work.

In addition to the above, the Directorate operates and delivers services within a diverse policy and legislative framework which is detailed below:

All Services in the Directorate

- The Equality Act 2010
- A Curriculum for Excellence
- The Community Empowerment (Scotland) Act
- The Requirements for Community Learning and Development (Scotland) Regulations 2013
- The Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- The Children and Young People (Scotland) Act 2014
- The Mental Health Strategy for Scotland 2012/15
- Working for Growth: A Refreshed Employability Framework for Scotland 2012

Education Services

Inclusive Education, Culture and Corporate Policy Service

- Her Majesty's Inspectorate of Education reports
- The Standards in Scotland's Schools etc Act 2000
- The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009
- The Scottish Schools (Parental Involvement) Act 2006
- The Public Libraries Quality Improvement Matrix
- Creative Scotland
- Children and Young People's (Scotland) Act 2014; Getting it Right for Every Child (GIRFEC)
- Integrated Children's Services Planning (the source of most Early Years reporting)
- Scotland's Digital Future: A Strategy for Scotland
- The Public Libraries and Museums Act 1964

- Audit Scotland: Managing Performance - Are you getting it right?
- The Local Government in Scotland Act 2003
- The Early Years Collaborative
- The Raising Attainment for All Programme 2015

Safer and Inclusive Communities Service

- Implementation of the Inverclyde Local Housing Strategy 2011/16
- Development of Scottish Government Safer Communities Policies
- Scottish Government: The Effectiveness of Public Space CCTV Review
- The Housing (Scotland) Act 2014
- Licensing of Houses in Multiple Occupation: Statutory Guidance for Scottish Local Authorities 2012
- Implementation of the Food Standards Agency's E.coli O157: Control of Cross-Contamination Guidance
- Implementation of the Scottish National Road Safety Targets 2011/20
- Changes to local government responsibilities for health and safety at work
- Working and Learning Together to Build Strong Communities: Guidance for Community Learning and Development
- The National Youth Work Strategy 2014/19
- Literacy Action Plan 2010: An Action Plan to Improve Literacy in Scotland
- Reaching Higher: Building on the Success of Sport 21 (2007)
- Happy, Safe and Achieving their Potential: A Standard of Support for Children and Young People in Scottish Schools 2004
- Strategic Guidance for Community Planning Partnerships: Community Learning and Development 2012
- The Requirements for Community Learning and Development (Scotland) Regulations 2013

Organisational Development, Human Resources and Communications Service


- National Joint Council for Local Government Services: National Agreement for Pay and Conditions of Service
- The General Teaching Council for Scotland National Terms and Conditions
- The Employment Rights Act 1996
- The Employment Relations Act 2004
- Her Majesty's Revenue and Customs: Real Time Information
- Pensions Auto Enrolment
- The Parental Leave (EU Directive) Regulations 2013
- Inverclyde Council's Work Life Balance Policy 2014
- Shared Parental Leave and Statutory Shared Parental Pay from 5 April 2015
- Maternity Leave and Pay to be extended
- Review of The Working Time Regulations 1998 (Working Time Directive)
- TUPE Changes 2014
- Health and Safety at Work etc Act 1974 (and subordinate regulations)
- The Management of Health and Safety at Work Regulations 1999
- The Fire (Scotland) Act 2005
- The Fire Safety (Scotland) Regulations 2006
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Manual Handling Operations Regulations 1992
- The Provision and Use of Work Equipment Regulations 1998
- The Control of Substances Hazardous to Health Regulations 2002
- The Health and Safety (Display Screen Equipment) Regulations 1992
- The Control of Asbestos Regulations 2012


Regulatory and evaluative bodies

- Education Scotland
- The Care Inspectorate
- The Public Libraries Quality Improvement Matrix
- Food Standards Scotland
- The Health and Safety Executive
- The Scottish Government Housing and Regeneration Directorate
- Sport Scotland.

2.3 Customer focus

The Directorate's customer base is varied and wide. It includes all Inverclyde's children and their parents, those living in communities served by the Community Wardens as well as communities supported by community work. It also extends to people with an interest in libraries, culture and the arts, those that are seeking employment with the Council and also the media. In addition, the Directorate provides support to colleagues in the Council through the functions of Corporate Policy and Organisational Development, Human Resources and Corporate Communications.

Corporate customer engagement takes place through our  [Citizens' Panel](#) which the Inclusive Education, Culture and Corporate Policy Service has responsibility for. Two Citizens' Panel surveys are carried out each year, the results of which are reported to the Council's Policy and Resources Committee and can be found on the Council's website. Newsletters are also sent to Citizens' Panel members to let them know how their comments have been taken on board. Council Services use customer engagement as an essential tool to measure satisfaction with their service and the feedback received is used to improve service delivery. Other forms of customer engagement carried out by the Directorate during the past three years include:

- food hygiene inspections of business premises under a new cross-contamination inspection regime (ongoing)
- an end of programme evaluation for all Community Learning and Development participants (ongoing)
- a survey of young people to ascertain the need for a town centre youth facility
- a survey of employee new starts and leavers (ongoing)
- feedback forms issued to all delegates attending corporate training courses (ongoing)
- online survey of applicants and the wider public using the national recruitment portal  [My Job Scotland](#) (ongoing)
- a Health and Wellbeing Survey 2013 in all secondary schools in Inverclyde, in partnership with the Health and Social Care Partnership (HSCP)
- the Survey was followed up with a Health and Wellbeing Conference for young people (#Clyde Conversations) in 2015
- the 2014 Budget Consultation process.

Between now and March 2016, we plan to engage with our stakeholders in the following ways:

- a new Employee Survey will be carried out in Autumn 2015
- Budget Consultation 2015/17 process
- School Transport Policy.

We also carry out formal and informal engagement with customers through pupil councils, parent councils and community groups, as well as ongoing engagement with individuals through the Community Wardens' service.

The educational psychology service (EPS) engaged in a Validated Self-Evaluation Activity (VSE) in partnership with the Education Authority, key local authority partners/stakeholders and HM Inspectors, Education Scotland. The themes reflect the Scottish Government's national priorities and relate to the

contributions made by the EPS to raising attainment, addressing disadvantage and supporting and implementing *Getting it Right for Every Child*. The evaluative activity enabled the EPS to evidence the impact and outcomes of early intervention and prevention across the full range of its service delivery.

Additional stakeholder services that we engage with include other public sector organisations and the voluntary sector through community planning and the development of the Single Outcome Agreement 2013/17. The Community Planning Partnership includes the Third Sector Interface which is the medium through which the Partnership engages with the voluntary sector.

Additionally, through community planning, community engagement is co-ordinated through the Community Engagement and Capacity Building Network. The Network engages with a wide variety of audiences around the local SOA Outcomes and other topic areas, as required.

2.4 Equality

The ECOD Directorate is committed to ensuring equality of opportunity in everything that it does. The Head of Education chairs the Corporate Equality Group, which takes the lead in ensuring the Council meets its duties under The Equality Act 2010.


Services carry out equality impact analysis (EIA) on new or significantly changing policies, strategies and procedures, as well as on budget savings. EIAs completed or planned by the Directorate include:

Completed

- Pay Model/Equal Pay
- Stress Policy
- Conditions of Service
- Single Outcome Agreement 2013/17
- Inverclyde Libraries Service Plan 2014/15
- Inverclyde's Sexual Health Action Plan
- Inverclyde Sports Framework
- The Watt Library Complex Heritage Lottery Fund bid

Planned

- McLean Museum Service Plan
- Schools Transport Review
- Equality and Diversity at Work
- Supporting Attendance Policy
- Infection Control Policy
- Conditions of Service
- Respect and Dignity at Work
- 3 Year Plan for Community Learning and Development.

The Council also has a series of Equality Outcomes and every Service in the Directorate will continue to work towards the achievement of these during the next year. Details of the Council's Equality Outcomes can be viewed here  [Equality and Diversity](#).

The Council's overarching Equality Outcomes are:

1. through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities and levels of hate crime are reduced
2. Council employees and Elected Members are able to respond confidently and appropriately to the needs of service users and colleagues who have protected characteristics

3. increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics
4. all Services consistently gather and analyse information on their service users by protected characteristics, where appropriate, which is used to inform improvement planning.

In section 5 of this Plan, there are a number of improvement actions of particular relevance to delivery of the Council's duties under The Equality Act 2010. These have been gathered into the Council's Equality Outcomes document (which can be viewed via the above web link) to show how each service area is working to deliver the general and specific equality duties and work with people with protected characteristics.

The performance management of this document will help the Council to monitor how it is performing towards the achievement of its Equality Outcomes.

2.5 Sustainability of the environment

The Directorate supports implementation of the Council's flagship *Green Charter* environmental policy which aims to reduce energy and waste and promote the sustainable use of resources in the Council and across our community. For example, employees are encouraged to use the recycling facilities provided in Council premises or participate in our *Cycle to Work* scheme. The scheme is a Government-approved salary sacrifice initiative which allows staff to hire a bike and accessories to a value of £1,000 for the purpose of cycling to work (or for part of the journey). The project assists employees to reduce journey costs, traffic congestion and pollution; it also helps to support performance of one of our sustainable development performance indicators i.e. *to reduce CO₂ emissions within the scope of influence of the local authority*, also known as our *area-wide emissions*.

The Directorate's Services are encouraged to help the Council reduce its carbon emissions which in turn supports delivery of the Council's Carbon Management Plan 2011/16. Employees are provided with information to help them reduce their energy consumption in the office, for example, by switching off monitors when not using PCs; turning lights off; buying recycled paper; restricting the use of colour printing; considering the environment before printing any documents and turning taps off after use.

Our educational establishments also have a critical role to play in the implementation of our corporate *Green Charter* environmental policy by promoting sustainable development and environmental sustainability. It is vital that young people gain an early understanding of key environmental issues and become aware of ways they can make a difference through their personal actions. Our *Schools Green Charter* initiative therefore seeks to reduce the environmental impact of Inverclyde's educational establishments and help promote a culture of environmental sustainability by educating young people on the subject of sustainability. Every school in Inverclyde has signed up to the *Green Charter* with a view to taking actions to reduce their environmental impact and achieve the *Eco Schools Green Flag* award.

The delivery of our School Estate Management Plan aims to ensure that all Inverclyde schools are replaced or fully modernised by 2027. Mindful of research into the positive impact of good environmental conditions on pupil attainment, the designs for our new schools place a strong emphasis on natural ventilation, high levels of natural day light and appropriate temperature control, together with energy and carbon reduction measures.

To promote energy efficiency in our communities, the Directorate works in partnership with Home Energy Scotland (HES), the Inverclyde Home Energy Advice Team (iHEAT) and the Home Energy Efficiency Programme (HEEPS).

HES provides information about heating and insulating homes, saving energy and cutting costs. i.HEAT offers a free and impartial home visit service, as well as advice on all aspects of home energy use, including how to reduce energy bills. The Council also promotes grant availability and improved energy efficiency to owners through the HEEPS programme. To find out more about these services, visit [Home Energy Efficiency Services](#).

2.6 Risk management

The key risks that the Directorate faces include:

- financial - financial pressures are affecting all public sector agencies and the Directorate needs to closely monitor budgets to ensure service delivery remains efficient, effective and value for money;
- reputation - potential for lack of buy-in and support for local government benchmarking projects and equality and diversity outcomes could lead to non-compliance with legislation or adverse external criticism resulting in a negative impact on the Council's reputation;
- legal and regulatory - potential for lack of support and buy-in could lead to non-compliance with legislation particularly regarding The Equality Act 2010, the forthcoming Community Empowerment (Scotland) Act and the Statutory Performance Indicators Direction 2014; and
- operational and business continuity - potential for lack of consistency regarding definitions of competitiveness, possible inconsistencies in the roll-out of corporate systems and the potential for failure to implement policies and procedures could all have detrimental impacts on operational and business continuity.

The detailed risk management plan is attached at as Appendix 2.

2.7 Competitiveness

As part of the requirement to demonstrate best value, the ECOD Directorate sets out its approach to the competitiveness agenda as part of this CDIP.

Competitiveness is a complex area and not simply an issue of delivering services for the least cost. In the public sector, competitiveness can perhaps be better described as *challenge* and *improvement* as this is what the Directorate requires to do to drive continuous improvement and best value.

The Audit Scotland *Best Value Toolkit 2010: Challenge and improvement* sets out the following definitions:

Challenge

- The organisation has a proven record of adjusting its services as a result of internal or external challenge, achieved with an improvement of services.
- The organisation can justify that its delivery methods, whether in-house or otherwise, offer best value, within the context of its wider objectives.
- As part of its strategic approach to procurement and commissioning it undertakes objective options appraisal to explore and optimise a wide range of contract or partnership options. The organisation understands the impact of its activities on the local economy, and makes decisions based on clear policy objectives.

Improvement

- The organisation continually challenges and improves its performance. It has reviewed, or has plans to review, its services to ensure best value - an improvement programme is in place which takes account of customer and staff feedback and is readily available to citizens. It assigns responsibility, accountability and resources appropriately following improvement reviews.
- It uses the 'four Cs' (Consult, Compare, Challenge, Compete) effectively in reviewing services. Reviews are timely and the council can demonstrate improved outcomes and value for money as a result. Improvements are targeted in line with priorities, and performance indicators and satisfaction measures in reviewed areas are satisfactory or improving.

- It can demonstrate impact through improved service, or governance outcomes, and monitors and regularly reviews the quality and progress of its improvement activity.

Our self-evaluation guidance *Are we Getting it Right for Every Child, Citizen and Community?* supports the Directorate to carry out more robust self-evaluation, using data from a variety of sources which informs the development of improvement actions, including those set out in section 5 of this Plan. A variety of processes are used to gather the data which informs ongoing self-evaluation across the Council and is used to develop and adapt services to better meet the needs of customers.

The benchmarking information derived from the Improvement Service's Local Government Benchmarking Framework (LGBF) will also inform areas where the Directorate will focus attention and carry out further detailed internal analysis, in addition to learning from better performing councils.

The Council is currently involved in a number of LGBF benchmarking family groups around the topics of street sweeping, equalities, museums and human resources. The Acting Corporate Director, Education, also chairs the Looked After Children Family Group 4. The family group process is used to assess performance, learn from good practice, highlight the Council's own good practice to other authorities and deliver improvement across the councils who make up the groups.

In addition to the LGBF family groups, a number of the Directorate's service areas already participate in well-established benchmarking activity such as:

- environmental health via the Association for Public Service Excellence, with future development of trading standards
- health and safety
- HR policy
- Education Services benchmarking across local and national networks
- educational psychology benchmark with neighbouring services (Argyll and Bute, West Dunbartonshire, Renfrewshire, North Ayrshire)
- through the Scottish Attainment Challenge 2015 initiative, we will benchmark with the other six authorities involved
- for school attainment, virtual comparison is now possible through the INSIGHT ICT system; comparisons can be made at authority level, school level and wider achievement.

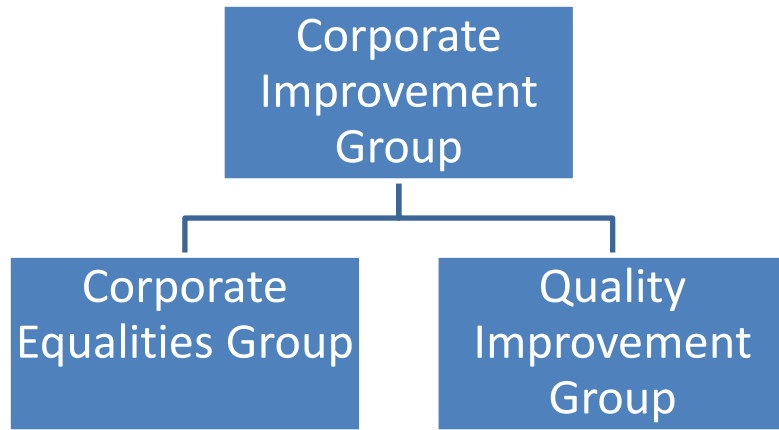
2.8 Corporate improvement groups

The Acting Corporate Director, Communities and Organisational Development and the Acting Corporate Director, Education have responsibility for a Corporate Improvement Group. This Group has two sub-groups covering equality and diversity and performance and improvement.

The Corporate Equality Group is chaired by the Head of Education and takes the lead on ensuring the Council meets its duties under The Equality Act 2010.

The Corporate Quality Improvement Group is chaired by the Head of Inclusive Education, Culture and Corporate Policy and covers Best Value 2, performance management, strategic planning, competitiveness and continuous improvement.

The current structure of the corporate improvement groups is:



3. Summary of Resources

The Directorate's budget for 2015/16 is outlined below

Expenditure and FTE numbers

Resource Statement: Education and Communities

Service	2013/14			2014/15			2015/16		
	Gross Exp	Net Exp	FTE	Gross Exp	Net Exp	FTE	Gross Exp	Net Exp	FTE
	£000's	£000's	-	£000's	£000's	-	£000's	£000's	-
Director	- 134	134	1	- 134	134	1	- 134	134	1
Education	- 67,843	66,441	1005.51	- 67,355	65,923	994.81	- 67,032	65,570	989.61
Inclusive Education, Culture	11763	10713	304.44	11492	10434	302.94	11355	10288	302.94
Safer & Inclusive Communities	9,741	8,960	93.94	9,442	8,659	93.74	9,217	8,432	89.14
Education & Communities Committee Total	89481	86248	1404.89	88423	85150	1392.49	87738	84424	1382.69
Organisational Development & Human Resources	2,010	1,920	41.6	1,963	1,873	40.6	1,841	1,751	39.1
Corporate Policy	174	174	3	173	173	3	173	173	3
Policy & Resources Committee Total	2184	2094	44.6	2136	2046	43.6	2014	1924	42.1
Education and Communities Directorate Total	91665	88342	1449.49	90559	87196	1436.09	89752	86348	1424.79

4. Self-Evaluation and Improvement Plan

An Improvement Plan for the Directorate was approved in May 2013 and is subject to annual review. The purpose of the review carried out in Summer 2015 was to:

- assess what had been achieved in the two years since the original Plan was approved and update the document accordingly;
- consider any new challenges facing the Directorate;
- identify any new areas for improvement to be taken forward by the Directorate in 2015/16; and
- consider the progress that has been made towards achieving the targets set for the key performance indicators.

The refreshed Improvement Plan for the Directorate is attached at section 5. It has been developed based on robust self-evaluation using both formal (such as external audit) and informal self-evaluation techniques (such as service self-assessment).

New improvement actions have been added around:

- service reviews
- Corporate Directorate Improvement Plans
- closing the attainment gap - links to deprivation
- self-evaluation - Safer and Inclusive Communities Service
- Employee Survey 2015.

Improvement actions that have been completed in 2013/15 have been extracted from the original Plan and are included at section 5.4.

5. Education, Communities and Organisational Development Improvement Plan

Corporate Improvement Actions

5.1 Corporate Improvement Actions

These actions have implications for the whole Council, not just the Education, Communities and Organisational Development Directorate

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CA2	<p>Performance</p> <p>Corporate Improvement Group</p>	<p><u>Corporate Equalities Group</u></p> <p>Through the work of a Corporate Equalities Group, guidance and support is being given to all Directorates regarding new legislative requirements arising from The Equality Act 2010</p>	<p>Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates</p> <p>Service delivery better meets the needs of people with protected characteristics</p>	<p>Appoint a new Equalities Officer to replace previous post holder</p> <p>Increase representation on the Corporate Equalities Group to include a wider range of people with protected characteristics</p> <p>Through the work of the Equalities Officer, continue to provide appropriate advice, guidance and support to Council Services</p> <p>Timescale: March 2016</p>	<p>Council staff understand how they should engage with customers and colleagues with protected characteristics</p> <p>Specific Duties are met within required legislative timelines</p> <p>There is increased, targeted engagement with, and representation from, groups of service users who have protected characteristics</p> <p>Monitoring is in place across Services to identify whether there are any barriers to accessing services for people with protected characteristics</p>	Ruth Binks		<p>SOA2 SOA8</p> <p>Included Respected Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CA3	Performance Corporate Improvement Group	<u>Competitiveness</u> Benchmarking and market testing is undertaken by a variety of Council Services, but no corporate definition or process is in place regarding competitiveness	Effective processes are in place to ensure challenge and improvement These are used consistently across Council Services	Enhancement of self-evaluation guidance and processes regarding competitiveness and challenge Timescale: December 2015	Self-evaluation guidance has more emphasis on competitiveness and challenge CDIPs better reflect competitiveness Benchmarking taking place across Council Services where efficiencies can be generated and best practice learned from	Angela Edwards	No resource implications	SOA8
CA6	Corporate Policy and Partnership Team	<u>Public Performance Reporting (PPR)</u> Performance information is currently available to the public on the Council's website, however, PPR is not as accessible and co-ordinated as it could be Information on performance is not communicated internally across Council Services	PPR is easily accessible to members of the public All Services play a role in making performance information accessible Employees are more informed about how the Council is performing as an organisation	Improve information on the Council's website from all Services Timescale: March 2016 Provide information in different formats Work with libraries to assess demand and facilitate access via the website to members of the public Timescale: March 2016 Utilise InView as means of providing	Information is available on the Council's website InView features performance articles Employees receive information in a format that is understandable to them	Angela Edwards	Costs associated with providing information in different formats	SOA8 Achieving but also contributes to Responsible and Included

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
				<p>performance information to all households</p> <p>Timescale: ongoing</p> <p>Provide information in different ways to ensure it is meaningful to employees at all levels of the organisation</p> <p>Timescale: ongoing</p>				
CA7	Corporate Policy and Partnership Team	<p><u>Inverclyde Performs</u></p> <p>Inverclyde Performs is accessible to all Services to monitor and manage performance</p> <p>Further work is required to ensure the system is utilised as a performance management tool to its full capacity</p>	<p>Inverclyde Performs is used:</p> <ul style="list-style-type: none"> - to record and report all performance across the Council - for both performance management and ongoing self-evaluation by managers, officers and Elected Members 	<p>Further training for Inverclyde Performs users</p> <p>Timescale: December 2013 with ongoing training thereafter</p> <p>Work with DMTs and EMTs to establish training needs and develop a training plan</p> <p>Timescale: March 2016</p> <p>Work with Services to identify which plans, strategies and projects should be developed on Inverclyde Performs</p>	<p>All relevant performance information entered onto the system</p> <p>Inverclyde Performs is actively used by DMTs during meetings to monitor and manage performance</p>	Angela Edwards	Costs met from the existing budget for Inverclyde Performs	<p>SOA8</p> <p>Achieving Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
				Timescale: March 2016				
CA8	Corporate Policy and Partnership Team	<p><u>Single Outcome Agreement (SOA)</u></p> <p>The Scottish Government released new SOA guidance which all partners need to respond to.</p> <p>Currently there is no process in place to pool resources across the Community Planning Partnership (CPP)</p>	The new, revised SOA is available with new approaches developed to meet Scottish Government expectations, including preventative and early intervention work and policy and resources across the CPP	<p>Sub-groups set up to deal with resource development and measurement</p> <p>Timescale: March 2016</p>	Pooling of partner resources to deliver projects and early interventions	Angela Edwards	No cost implications	<p>All SOA Outcomes</p> <p>Contributes to all Wellbeing Outcomes</p>
CA9	<p>Safer and Inclusive Communities</p> <p>Health protection</p> <p>Community safety and wellbeing</p> <p>Public space CCTV/ Community</p>	<p><u>Data protection</u></p> <p>The Council makes use of CCTV for a number of purposes. These include community safety and crime prevention and building security and staff safety.</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	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	<p>Review completed</p> <p>Findings of review implemented</p> <p><i>May 2015 update: A report will be submitted to the CMT regarding options for public space CCTV. The review will cover much wider use of CCTV and budget</i></p>	John Arthur	<p>Costs of review contained within current budgets</p> <p>Any costs likely to arise from the implementation of the review will be reported to committee</p>	<p>SOA2</p> <p>SOA8</p> <p>Safe Respected Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
	<p>Wardens Service/ASIST</p> <p>Corporate partners including Education Services and Legal and Property Services</p>		<p>protection</p> <p>Develop an overall corporate approach to image retention, maintenance, procurement and use</p>		<i>decisions.</i>			
CA10	All Services	<p><u>Environmental awareness</u></p> <p>Low levels of staff awareness of the Council's environmental agenda</p>	<p>Improved employee environmental awareness and understanding of the aims and objectives of the Council's Carbon Management Plan 2011/16 and corporate Green Charter</p>	<p>We will provide staff with information to encourage them to positively change their environmental behaviour</p>	<p>Increased awareness of the Council's corporate environmental agenda and positive changes in staff behaviour to support it</p> <p>Reduction in gas electricity and water consumption</p> <p>Reduction in business mileage</p> <p>Increase in recycling rates and a reduction in waste sent to landfill</p> <p>Number of staff that have received</p>	All		<p>SOA7</p> <p>Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
					information or training			
CA11	SOA6 Outcome Delivery Group	<p><u>Teenage pregnancy</u></p> <p>The number of teenage pregnancies is reducing however the number of under 16s in deprived areas is higher than those in less deprived areas</p> <p>Self-evaluation work has been carried out</p>	<p>Teenage pregnancy is below national average in target areas</p> <p>Supports are 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>The Health and Wellbeing programme is universally available</p> <p>A teenage pregnancy strategy is produced</p> <p>Timescale: to be agreed</p>	<p>Holistic approach to addressing this issue, drawing support and activity from a number of local agencies</p> <p>Base lining and self-evaluation for work will be carried out using the NHS Self-Assessment Tool produced for local authorities and their partners</p>	Ruth Binks/ John Arthur		<p>SOA6</p> <p>Nurtured Respected Responsible</p>
CA13	Community Learning and Development and the Corporate Policy and Partnership Team	<p><u>Community engagement</u></p> <p>Communities of geography and of interest are involved in the design and delivery of services but there is scope for this to be better joined up across Directorates and the Inverclyde Alliance</p>	<p>Activity on community engagement is properly planned, resourced and integrated across Directorates/ community planning partners</p> <p>The quality and impact of community engagement is measured and reported on</p>	<p>Build on findings and proposals emanating from a series of workshops/events held March 2014</p> <p>Create a cross-Directorate planning group with links to the Community Engagement/ Community Capacity Building Network</p>	<p>The quality and impact of community engagement is measured and reported on</p>	Angela Edwards/ John Arthur	Within existing resources	<p>SOA2</p> <p>Included</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		The impact of community engagement is not monitored						
CA14	All	<p><u>Budget Work Plan 2015/17</u></p> <p>A number of Services are to be reviewed as part of the budget-setting process for 2015/17</p>	All service reviews have taken place and results fed into budget decision-making going forward	Progress with the 14 (out of 26) service reviews set out in the Budget Work Plan 2015/17		John Arthur/Angela Edwards/Ruth Binks		SOA2 SOA8 Included
CA15	All	<p><u>The Welfare Reform Act 2012</u></p> <p>The financial literacy, ICT and learning needs of adults assessed. Access to IT is mapped. Training for support workers is undertaken. Planning is underway in the context of the Financial Inclusion Strategy.</p> <p>Universal Credit will be introduced in October 2015.</p>	<p>All educational establishments have a full understanding of and are prepared for the potential impact of the Act</p> <p>A range of community-based learning programmes are available to meet identified needs</p>	<p>Continued implementation of the financial learning component of the Financial Inclusion Strategy</p> <p>Liaise with registered social landlords regarding the impacts of Welfare Reform</p> <p>Timescale: to be agreed</p>	<p>Able to meet demand for learning support</p> <p>All Services are aware of the impact of Welfare Reform on the delivery of their services</p> <p>Implement anti-poverty work actions across the Council</p> <p>Implement the actions in the Financial Inclusion Partnership Plan</p>	Ruth Binks/ Angela Edwards/John Arthur		SOA2 SOA6 Nurtured

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CA16	Safer and Inclusive Communities Community Learning and Development	<u>Young Scot Cards</u> Young Scot cards are available to all secondary school pupils Cards can be used for free swimming, cashless catering, shop discounts, school trips, saving money, award points	System extended to include Kidzcards for children aged between 4 and 11 resident or attending school in Inverclyde	Negotiate with Young Scot to introduce Kidzcards in Inverclyde Establish systems and quality assurance procedures Develop Young Scot to be part of the cashless catering system Timescale: to be agreed	Cards in place	John Arthur		SOA6 Respected Responsible
CA17	Corporate Policy and Partnership	<u>New action: Service reviews</u> There is existing service review guidance but it requires to be updated in line with Audit Scotland's Report <i>Options appraisal – are you getting it right?</i>	An improved and common approach is taken to service review and options appraisal across the authority	Develop service review guidance, working with Services to ensure it meets the needs of service areas Timescale: March 2016	Service review guidance, including options appraisal, is available for Services to use	Angela Edwards	Within existing resources	SOA 8
CA18	Corporate Policy and Partnership	<u>New action: Corporate Directorate Improvement Plans (CDIPs)</u> The CDIPs will come to the end of	New CDIPs are in place for each Directorate for commencement on 1 April 2016 A HSCP plan is in place which meets	Develop guidance for Directorates Timescale: September 2016 Carry out a series of event to roll out the	CDIPs are completed for all Directorates Timescale: March 2016	Angela Edwards/all Directorates	Within existing resources	SOA 8 All Wellbeing Outcomes

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		<p>their planning period in March 2016</p> <p>There are new arrangements for the Health and Social Care Partnership (HSCP) regarding the development of a strategic plan</p>	<p>the expectations of the Health Board, Inverclyde Council and the Scottish Government</p>	<p>new guidance and support Services to develop new Plans</p> <p>Timescale: September/October 2015</p>				
CA19	Corporate Policy and Partnership	<p><u>New action: The Community Empower (Scotland) Act</u></p> <p>There is a new requirement in the forthcoming Community Empower (Scotland) Act for local authorities/ Community Planning Partners (CPP) to take a locality planning approach to tackling inequalities</p> <p>Inverclyde Alliance the HSCP have agreed what the localities are for Inverclyde</p>	<p>There are locality profiles for the agreed localities across Inverclyde, mapping assets and issues</p> <p>Services/CPP partners use these profiles to plan service delivery, targeting inequalities and working to reduce them</p>	<p>Bring the improving data analysis group together to gather information around the agreed localities</p> <p>Publish locality profiles for access by Council Services and communities</p> <p>Develop Locality Plans for Port Glasgow, Greenock East and Central and Greenock South and South West.</p> <p>Timescale: September 2016</p>	<p>Locality plans are available for Port Glasgow, Greenock East and Central and Greenock South and South West.</p>	Angela Edwards	Within existing resources	

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CA20	Corporate Policy and Partnership	<p><u>New action: Single Outcome Agreement (SOA) 2017 onwards</u></p> <p>The current SOA is coming to the end of its planning period and a new document will require to be drafted for 2017 onwards</p> <p>The Community Empowerment (Scotland) Act has implications for the SOA, for example, locality planning and tackling inequalities</p>	<p>Community engagement has taken place to help develop the new SOA and to assess whether the current outcomes are appropriate</p>	<p>Carry out a strategic assessment to inform the new SOA, including engagement with communities</p> <p>Use locality profiles to inform development of the SOA</p> <p>Timescale: March 2017</p>		Angela Edwards	Within existing resources	All SOA and Wellbeing Outcomes
CA21	Corporate Policy and Partnership	<p><u>New action: Community justice transition to community planning</u></p> <p>The Community Justice Bill has been introduced to</p>	<p>Arrangements are in place in Inverclyde for Community Justice.</p> <p>The CPP is ready to fulfil a scrutiny and improvement role around community</p>	<p>Follow any regulations and guidance to come from Scottish Parliament regarding the Community Justice Bill when it is enacted.</p> <p>Corporate Police and partnership will work</p>	<p>Local Community Justice Outcome Improvement Plan in place.</p> <p>Capacity building training has taken place with CPP partners.</p>	Angela Edwards	Three year transition funding from Scottish Government will fund a post within the HSCP to support this	

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		parliament. There is an expectation that Community Justice Authorities will now come under Community Planning, with responsibilities devolved to all 32 CPP areas.	justice.	closely with Criminal Justice Social Work and other relevant partners to develop a local approach to community justice.			work.	
CA22	Corporate Policy and Partnership	<p><u>New action: Local Government Benchmarking Framework Family Groups</u></p> <p>A number of family groups have been established by the Improvement Services on themes including looked after children, museums, equalities, street cleaning and human resources</p>	We have benefitted from participating in the Family Groups, for instance, by sharing examples of best practice and continuous improvement	By participating in the Family Groups, as resources allow	Continuous improvement is achieved across the themes of the Family Groups	All appropriate Council Services	Within existing resources	SOA 6 Wellbeing Outcomes, as appropriate

Cross-Directorate Improvement Actions

5.2 Cross-Directorate Improvement Actions

These actions will be implemented by more than one service in the Education, Communities and Organisational Development Directorate

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CD1	Cross-Directorate	<p><u>PE Provision</u></p> <p>100% of secondary schools are providing a minimum of 3 periods of PE per week. 80% of primary schools are meeting the target of 2 periods of PE per week.</p>	<p>100% of primary schools achieving two periods per week of quality PE</p>	<p>PE plan implemented</p> <p>Number of schools providing minimum 2 hours PE to be increased</p> <p>Timescale: June 2015</p>	<p>All schools in Inverclyde will have at least two periods of quality PE per week</p> <p>Improved levels of fitness in school children</p> <p>Achievement of the Curriculum for Excellence's health and wellbeing experiences and outcomes</p>	John Arthur/ Ruth Binks	<p>Funding for PE Co-ordinator from Sport Scotland/ Education Scotland</p> <p>Any additional costs required to make achieving the target possible will be reported to committee</p>	<p>SOA4 SOA6</p> <p>Healthy Achieving Active</p>
CD2	Cross-Directorate	<p><u>Tackling violence and knife culture</u></p> <p>Initiatives to tackle violence and the culture of knife carrying have contributed to a reduction in incidents. However, violence and bullying, including cyberbullying remain a concern for our young people.</p>	<p>Further reduction in the incidents of violence, knife crime and bullying</p> <p>The Mentors in Violence Prevention (MVP) Programme is embedded in all secondary schools</p>	<p>Roll-out of the MVP Programme to other secondary schools</p> <p>Violence prevention programmes including <i>No Knives Better Lives</i> are developed and sustained</p> <p>The anti-bullying policy is fully implemented</p> <p>This work will be planned and monitored</p>	<p>Reduction in incidence of knife crime, bullying and gender-based violence</p> <p>Increase in the number of young people using privacy settings on social networks</p> <p>Longitudinal research shows evidence of</p>	John Arthur/ Angela Edwards	<p>Staff costs to be contained within budget</p> <p>Cost of residential training events in schools</p> <p>6 x £1,000 x 3 years</p>	<p>SOA6</p> <p>Healthy Safe</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		Mentors in Violence Prevention (MVP) delivered in 2 secondary schools		on behalf of the Directorate by the Inverclyde Community Safety Partnership Timescale: ongoing depending on interest of educational establishments	changing attitudes			
CD3	Cross-Directorate	<u>Volunteering</u> There are a range of opportunities for volunteering in schools and the community Scope to improve co-ordination and the number/quality of opportunities and increase associated opportunities for accreditation	Opportunities for volunteering are co-ordinated and quality assured The number of opportunities is increased The numbers gaining accreditation for volunteering are increased	Co-ordinate planning for volunteering across establishments, CLD, the Youth Employment Activity Plan and the voluntary sector Identify opportunities for accreditation Timescale: to be agreed	Increased number of volunteering opportunities Increase number of people achieving accreditation through volunteering Stronger partnership with CVS Inverclyde is evident	Ruth Binks/ John Arthur	No resource implications	SOA2 SOA6 Achieving Nurtured Respected Responsible
CD4	Cross-Directorate	<u>Literacy</u> Evidence of good practice and improved literacy outcomes from early years to adulthood	The 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 (Links to ED8: Scottish Attainment Challenge/Raising Attainment for All) Timescale: to be agreed	Improved self-evaluation practice Continuous Improvement Team Leads assess progress Improved outcomes for literacy in the context of the Curriculum for	John Arthur/ Ruth Binks	Training costs	SOA6 Achieving Nurtured Included

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
					<p>Excellence's broad general education</p> <p>Increased participation in youth and adult literacies programmes</p> <p>Increased numbers achieving core skills accreditation</p> <p>Improved literacy attainment levels</p>			
CD5	Cross-Directorate	<p><u>Strategic Guidance for Community Learning and Development (CLD)</u></p> <p>The Directorate has a lead role in the development of the implementation plan for Strategic Guidance for CLD, which includes taking forward elements of the Community Empowerment (Scotland) Act as well as compliance with the statutory instrument for CLD.</p>	<p>Implementation plan in place</p> <p>Progress made in realising the outcomes of the CLD Strategic Guidance, specifically: improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and stronger, more resilient, supportive, influential and inclusive communities</p>	<p>Develop an implementation plan using the process agreed at the Education and Communities Committee, with an emphasis on involvement with SOA Outcome Delivery Groups</p> <p>Establish priorities and a baseline for measuring progress towards achievement</p> <p>Timescale: to be agreed</p>	<p>Implementation plan developed</p> <p>Improvements agreed against outcome indicators</p>	John Arthur		<p>SOA2</p> <p>Included Respected Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
CD6	Cross-Directorate	<p><u>Learning communities</u></p> <p>Some mapping and planning is already undertaken around Her Majesty's Inspectorate (HMIe) of Education's delineated learning communities. However, community use of schools is not fully developed and there is scope for this to be better co-ordinated.</p>	<p>Improve joint planning with partners including schools to create a network of learning communities with increased community use of schools</p>	<p>Pilot learning community in one identified area</p> <p>Set a process in place in line with HMIe advice and guidance</p> <p>Timescale: to be agreed</p>	<p>Self-evaluation against Education Scotland Advice Note 2 and new quality illustrations for CLD</p>	John Arthur/ Ruth Binks		<p>SOA2</p> <p>Achieving Healthy Respected Responsible</p>
CD7	Cross-Directorate	<p><u>Employability</u></p> <p>There is evidence of good practice and provision to support young people and adults to attain and sustain employment. However, there is scope for the quality of provision to be improved and for better co-ordination of activities.</p> <p>The Youth Employment Activity Plan is under review nationally.</p> <p>Developing the Young</p>	<p>Youth Employment Activity Plan implemented and able to evidence improved practice and outcomes for employability across providers and partnerships</p> <p>The employability component of the Adult Learning and Literacy Action Plan is integrated within the Scottish Government's document <i>Working for Growth: A Refreshed Employability</i></p>	<p>Implementation and robust evaluation of the Inverclyde Youth Employment Activity Plan</p> <p>Implementation and robust evaluation of the employability component of the Adult Learning and Literacy Action Plan, integrated within the <i>Working for Growth: A Refreshed Employability Framework for Scotland 2012</i></p> <p>Timescale: to be agreed</p>	<p>Improved outcomes for young people participating in employability programmes: positive destinations; accreditation and literacy</p> <p>Improved outcomes for adults participating in employability programmes: positive destinations; accreditation and literacy</p> <p>Increase in the number of adults gaining qualifications</p>	Ruth Binks/ John Arthur		<p>SOA 3 SOA6</p> <p>Achieving Included</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		Workforce – Scotland’s Youth Employment Strategy was published in December 2014 by the Scottish Government.	<i>Framework for Scotland 2012</i>		for the first time Deliver on <i>Developing the Young Workforce: Scotland’s Youth Employment Strategy 2014</i>			
CD8	Cross-Directorate	<p><u>Children and Young People (Scotland) Act 2014</u></p> <p>Definition and assessment of ‘wellbeing’ and the provisions for a ‘Named Person’ service and a ‘child’s plan’ scheduled to be introduced in August 2016</p> <p>GIRFEC Champions have been established in every educational establishment with bi-annual updates as part of the dissemination</p> <p>Two main work streams across Education Services and the HSCP have been established to progress the ‘Named Person’ service and</p>	<p>Fully implement the GIRFEC model and the use of wellbeing outcomes through the GIRFEC Champions approach</p> <p>Business processes across Education Services, the HSCP and partners to support implementation of the Act</p> <p>Guidance on the ‘Named Person’ service and the Single Planning Process across Education Services and the HSCP in place</p> <p>A training strategy, both single and multi-agency, is in place</p>	<p>Implementation of GIRFEC</p> <p>Consultative approaches adopted</p> <p>Training strategy delivered, both single and multi-agency</p> <p>Multi-agency implementation, tutoring and awareness-raising</p> <p>SEEMIS training in relation to the Child’s Plan for all primary and secondary staff, as appropriate</p> <p>Timescale: by August 2016</p>	<p>A consistent approach is in place in terms of planning the Inverclyde Delivery Model - GIRFEC Pathway</p> <p>Business processes and paperwork to support will be in place</p>	Angela Edwards/Ruth Binks		<p>SOA6</p> <p>Contributes to all Wellbeing Outcomes</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		the Single Planning Process	Fully implemented by 2016 SEEMIS Child's Plan for single agency in place in primary and secondary schools					
CD 10	Cross-Directorate	<u>Early Years Collaborative (EYC)/ Nurturing Collaborative</u> Inverclyde Nurturing Collaborative – Early Years was established in February 2014. A programme manager is in post until March 2016. A number of improvement projects and tests for change are underway. The nurturing collaborative has presented on work locally at Scottish Government (SG) EYC learning sessions.	We are delivering tangible improvements in outcomes and reducing inequalities for vulnerable children in Inverclyde	Engagement in the EYC learning sessions run by the SG Development of an action plan focussed on early intervention and prevention in relation to the EYC 'stretch aims' Timescale: March 2015 Learning sessions are ongoing as and when arranged by the SG	Better maternal health Numbers of vulnerable parents/ parents-to-be who participate in parenting classes with positive outcomes Children receive the support they need to develop and reach their full potential Progress towards the achievement of the 'stretch aims'.	Angela Edwards/ Sharon McAlees	Early Years Change Fund resource of £47,000	SOA6 Nurtured
CD 11	Cross-Directorate	<u>Continuous Improvement Team</u> A Continuous Improvement Team has been established as a result of the	Embed the core functions of professional dialogue, development and pastoral support in continuous	Implement plans to further develop and share an understanding of excellent practice across establishments and learning	Consistent approaches to continuous improvement and self-evaluation are adopted across all educational	Ruth Binks		SOA6 SOA8 Achieving

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		voluntary self-evaluation report to ensure that services fully implement the <i>Getting it Right for Every Child</i> concept	improvement work Ensure a more collective approach to continuous improvement and to further improving outcomes for all learners Consistent approach to self-evaluation A shared vision of what excellent self-evaluation looks like	communities Better partnership working regarding self-evaluation Timescale: 2015	establishments New guidance is embedded into practice Better outcomes are achieved for children and young people Consistently positive outcomes are achieved in inspections Inspections highlight joint planning and self-evaluation Planning and evaluation are in place across all establishments Timescale: 2015			
CD 12	Cross-Directorate	<u>Curriculum for Excellence (CfE)</u> Schools, early years establishments and learning communities are currently implementing CfE The end of session 2014/15 saw the	The CfE is being fully and effectively implemented across education establishments by confident staff who are delivering all pupil entitlements, providing high quality learning experiences, developing children	Work in partnership with Education Scotland to support and develop the confidence of staff to effectively deliver the CfE across all sectors and establishments Work in partnership with the Scottish	HMIe inspection reports, school review reports, school standards and quality reports, SQA results and pupil achievements provide evidence of children and young people demonstrating that	Ruth Binks/ John Arthur		SOA6 Achieving but also contributes to all other wellbeing outcomes

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		<p>second year of delivering the new national qualifications and the first year for the option of delivering the new Higher</p> <p>In 2015/16, all schools are required to deliver the new Higher</p> <p>In 2015/16, all schools will deliver the new Senior Phase Model of the option of 6 subjects in S4</p>	<p>and young people as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, and improving outcomes for children and young people in their care</p> <p>Services are planning in partnership</p>	<p>Qualifications Authority (SQA) to support secondary teachers with continued delivery of the National Qualifications and input on the Higher and new Advanced Higher</p> <p>Fully embed the principles from Education Scotland's national <i>Building the Curriculum</i> documents to deliver better outcomes for all children and young people</p> <p>Implement the new Senior Phase Model</p> <p>Continue to monitor the quality and the use of P7 and S3 profiles in schools</p> <p>Timescale: Ongoing</p>	<p>they are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors</p>			
CD 14	Cross-Directorate	<p><u>Engagement with young people</u></p> <p>A range of opportunities exists for young people to become active citizens</p>	<p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision making affecting their schools, services for</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the Health and Well Being</p>	<p>Increased opportunities for young people to participate</p> <p>Increased numbers of young people</p>	<p>John Arthur/ Angela Edwards/ Ruth Binks/ Sharon McAlees</p>		<p>SOA6</p> <p>Included Respected Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		<p>in relation to their schools, services for young people and community. However, there is scope for strengthening links and for the impact of these activities to be enhanced.</p> <p>Chaired by the Children's Rights and Information Officer, a group has been established to develop an Inverclyde Youth Participation Strategy. Membership of the Group comprises representation from Council Services, the HSCP and partner organisations.</p>	<p>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>Survey conducted in secondary schools in 2014 and at the #Clyde Conversations follow-up event in March 2015</p> <p>Timescale: to be agreed</p>	<p>participating</p> <p>Decisions influenced by young people</p>			
CD 15	Cross-Directorate	<p><u>New action: Scottish Attainment Challenge</u></p> <p>The current levels of literacy and numeracy in the 6 primary schools involved in Phase 1 are: for literacy 65.5% and for numeracy 61.2% of Primary 1 pupils making appropriate progress</p>	<p>Improvements in the 2015/16 baseline figures for literacy and numeracy of 1% annually with the aim of giving all primary school-age pupils the best start in life</p> <p>Improvements in the 2015/16 baseline figures for attendance of 0.3%</p>	<p>Improvement plans are developed by the primary schools</p> <p>By coaching, mentoring and increased parental involvement in their children's education</p> <p>By implementing new techniques in teaching numeracy and literacy</p>	<p>Improvements in the 2015/16 baseline figures for literacy and numeracy</p> <p>Primary school-age children are given the best start in life</p> <p>Scottish Government funding of £711,670 is fully allocated and spent</p>	Ruth Binks/Head Teachers of the primary schools	Scottish Government funding of £591,670 and £120,000	SOA6 All wellbeing outcomes

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		<p>The current level of attendance in the 6 primary schools involved in Phase 1 is 93.7%</p> <p>The 2014/15 Primary 1 school exclusion rate is zero per 1,000 pupils and for Primary 2 pupils is 2.5 per 1,000 pupils</p>	<p>annually</p> <p>Maintain Primary 1 exclusions at zero per 1,000 pupils and reduce Primary 2 exclusions annually by 0.5%</p>	<p>such as reciprocal reading</p> <p>Schools involved in Phase 1 in 2015/16 are All Saints, King's Oak, Newark, St Francis', Aileymill and St Andrew's (Primary 1 and 2 pupils)</p> <p>Schools involved in Phase 2 in 2016/17 will be Whinhill, St Joseph's and St Michael's (Primary 2 pupils)</p> <p>Schools involved in Phase 3 in 2017/18 will be St Patrick's, Lady Alice and St John's (subsequent year groups)</p> <p>Timescale: 2015/16-2017/18</p>				

Service Improvement Actions

5.3 Service Improvement Actions

These actions will be carried out by specific services in the Directorate

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
Education								
ED1	Education	<p><u>Developing leadership in teachers</u></p> <p>We are currently implementing the CfE across all educational establishments. This transformational change sees schools (including early years establishments) and teachers as co-creators of the curriculum. It is critically dependent on the quality of leadership at all levels and on the ability of teachers to respond to the opportunities it offers.</p> <p>There is a need to ensure we target resources at improving teacher quality.</p>	Schools and early years establishments are supported with the implementation of the recommendations from <i>Teaching Scotland's Future 2010</i> (the Donaldson Report)	<p>Take steps to improve leadership capacity across all establishments</p> <p>Develop a new partnership with a University where there is shared responsibility for key areas of teacher education</p> <p>Review our professional review and development (PRD) process to ensure it meets the needs of all staff and will focus on professional needs</p> <p>Timescale: to be agreed</p>	<p>Number of staff with formal leadership qualifications</p> <p>Range of continuing professional development opportunities for teachers and participation rates</p> <p>Training for those carrying out and participating in the PRD process</p> <p>Feedback from staff regarding the impact of the PRD process on teacher</p>	Ruth Binks/ Barbara McQuarrie		SOA6 Achieving

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
					confidence			
ED2		<p><u>Professional update</u></p> <p>The General Teaching Council for Scotland (GTC) sets out timescales on how teachers are to maintain their GTC status</p> <p>All teachers are required to engage in the professional update process, the aims of which are: 'to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning (GTC for Scotland)</p>	% baseline of teachers who have undertaken professional update in 2015?	<p>Ensure teachers are maintaining their GTC status using professional update</p> <p>Timescale: ongoing</p>	% improvement on the number of teachers who have undertaken the 5-yearly professional update since 2015	Ruth Binks/ All teachers		<p>SOA6</p> <p>Achieving</p>
Inclusive Education, Culture and Corporate Policy								
IECCP1	Inclusive Education, Culture and Corporate Policy	<p><u>Pupil Support</u></p> <p>A range of support is in place to support pupils but this needs to be effectively structured</p>	Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and	This will be taken forward by the Review Reference group and sub groups. This will include:	Pupil support re-organised and reflects outcomes or review	Angela Edwards		<p>SOA6</p> <p>Achieving Nurtured Included</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
			teaching so that pupils needs are more effectively met	- a full audit including a survey and consultation with all stakeholders - development of model options base on the proposed direction Timescale: to be agreed				
IECCP2	Inclusive Education/ Educational psychology services	<u>Looked after and accommodated children (LAAC)</u> Looked after and accommodated children have higher exclusion rates and a lower rate of attainment, compared to their peers A cross-agency Strategic Leadership Development Group (SLDG) focusing on improving outcomes for looked after young people is in its second year. The Group developed an action plan and is progressing key areas. Regular progress updates at the Heads of Establishments meetings are provided by members of the SLDG.	Reduce the number of exclusions Improved attainment for LAAC	Roll out the <i>Positive Relationships and Positive Behaviour Policy</i> Proportionate visits to specific educational establishments by the Head of Service and Principal Educational Psychologist are planned to continue to highlight LAAC Timescale: ongoing	Tight monitoring of exclusion and attainment figures for children and young people who are looked after and accommodated will provide evidence of impact	Angela Edwards		SOA6 Achieving Included Nurtured

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
IECCP6	Libraries, Museum Archives	<p><u>New libraries</u></p> <p>Greenock Central: the library opened in its new Wallace Place location in January 2015</p> <p>Inverkip: public consultation meetings have taken place to discuss the new Inverkip community centre which includes proposals for a new library within it</p>	Improved library facilities in Central Greenock and Inverkip	<p>Full refurbishment of ground floor of Wallace Place to house Greenock Central Library</p> <p>Inclusion of library space within new community centre planned for Inverkip</p> <p>Timescale: 2015/16</p>	<p>Refurbishment plans will be available</p> <p>Plans for the new library in community centre will be available</p>	<p>Legal and Property Services</p> <p>Angela Edwards</p>		<p>SOA8</p> <p>Achieving</p> <p>Also contributes to Safe</p>
IECCP7	Libraries, Museum and Archives	<p><u>Adult learning service</u></p> <p>Computing classes all delivered on desktop PCs and most attendees are age 60+</p>	A modern and innovative digital participation hub utilising new technology and Wi-Fi to get people online with a particular focus on employability	<p>Innovative adult learning delivery and extension of partnerships with organisations such as Job Centre Plus (JCP) and Skills Development Scotland (SDS)</p> <p>Development of outreach techniques</p> <p>Timescale: by 31 March 2014</p>	<p>Formal partnerships established with JCP and SDS</p> <p>200 people take part in some basic IT or employability based learning with at least 50% of these being working age</p>	Angela Edwards	To be funded through Libraries revenue budget, plus external funding bids, where appropriate	<p>SOA3</p> <p>SOA8</p> <p>Achieving</p>
IECCP8	Libraries, Museum and Archives	<p><u>Improving library services for young adults (12-16 years)</u></p> <p>Library services for children are</p>	<p>Build on and extend the success of <i>Bookbug</i> in Inverclyde</p> <p>More engagement with the 12-15 age group</p>	<p>Detailed information is available in Inverclyde Libraries Service Plan 2014/15</p> <p>Timescale: March</p>	<p>Positive feedback from parents/carers</p> <p>5% increase in library users</p>	Angela Edwards		<p>SOA6</p> <p>SOA8</p> <p>Achieving</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		comprehensive and of an excellent standard. Our services for older young people are not so well developed.	<p>More and better school/group visits focussing on information literacy and the CfE</p> <p>Build links with partners to improve the range of classes available</p> <p>Further development and promotion of eLibrary and training of staff</p>	2015	<p>aged 12-15 years</p> <p>10% increase in primary class visits</p> <p>Achieve number of learners target of 1,300</p> <p>At least 10% increase in issues of eBooks, eAudio and eMagazines</p>			
IECCP 10	Libraries, Museum and Archives	<p><u>New cultural hub for Inverclyde</u></p> <p>The Watt Complex is in need of a complete refurbishment and modernisation. A Round 1 bid was submitted on 30 November 2013 to the Heritage Lottery Fund (HLF) with the outcome due in May 2014.</p>	<p>Successful Round 1 HLF bid, plus development funding for Round 2</p> <p>If the bid is unsuccessful, an alternative plan must be put in place</p>	<p>Outcome of Round 1 bid due in May 2014</p> <p>If the bid is unsuccessful, an alternative plan, to be devised by the end of 2014</p> <p>Timescale: December 2014</p>	<p>Round 1 bid successful or alternatively contingency plans in place</p> <p>Alternative plans, if required, should be in place by December 2014</p> <p>Public engagement on the proposed project is underway</p>	Angela Edwards	<p>£3 million committed in the 2012/15 Capital Programme</p> <p>Further c. £3-4 million being sought in partnership funding</p>	<p>SOA2 SOA3 SOA6 SOA8</p> <p>Nurtured</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
IECCP 11	Libraries, Museum and Archives	<p><u>Archives</u></p> <p>Semi-organised archive with some cataloguing and management policies in place</p>	<p>Improved collections management</p> <p>Improved access and inclusion</p> <p>Improved management policies and procedures</p> <p>Better community engagement and learning opportunities</p>	<p>Further cataloguing of further records</p> <p>Increasing finding aids available online</p> <p>Conducting at least 3 class visits in the Watt Library;</p> <p>Creation of disaster plan and other management policies</p> <p>Take part in the McLean Museum's World War 1 commemorations</p> <p>Involvement in the Greenock Philosophical Society's bid to the Heritage Lottery Fund to digitise archives</p> <p>Timescale: by March 2015</p>	<p>1,000 more catalogue records</p> <p>2 further finding aids</p> <p>3 class visits</p> <p>Disaster plan created</p> <p>Contribution to World War 1 commemorations</p> <p>Greenock Philosophical Society Heritage Lottery Fund bid submitted</p>	Angela Edwards		<p>SOA8</p> <p>Nurtured Achieving Safe</p>
IECCP 13	Libraries, Museums and Archives	<p><u>School libraries</u></p> <p>School libraries are based in secondary schools and are standalone services, managed by individual schools. A link between school libraries, and</p>	<p>Secondary school libraries to work more closely together to share expertise and resources</p> <p>More involvement of public libraries in</p>	<p>Set up steering group to look at the issues and make recommendations by December 2014</p> <p>Timescale: December 2014</p>	<p>Steering group will have met and recommendations produced</p> <p>Action plan will</p>	<p>Angela Edwards</p> <p>Steering Group</p>		<p>SOA6</p> <p>Nurtured</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		provision for primary schools, is made by the Education Resource Service but this will be discontinued by April 2015. There is no link or joint working between school and public libraries.	primary schools Closer working between public and school libraries with potential eventually for an integrated service providing efficient, joined up library services for the young people of Inverclyde		be in place			
Safer and Inclusive Communities								
SIC7	Safer and Inclusive Communities Community Safety and Wellbeing Public Health and Housing	<u>Housing repairs enforcement</u> The current enforcement policy has led to an unsustainable demand on the Service through formal enforcement actions Too many home owners are not accepting responsibility to repair their homes	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 future	Review the Housing Enforcement Policy 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 Timescale: to be agreed	Increase in the number of information enquiries as opposed to demand for legislative intervention.	John Arthur	Existing budget Scheme of assistance	SOA2 SOA8 Healthy Respected Responsible

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
SIC8	<p>Safer and Inclusive Communities</p> <p>Community Safety and Wellbeing</p> <p>Housing Strategy</p>	<p><u>Housing investment</u></p> <p>There is an ongoing reduction in Housing Investment Support in the Strategic Local Programme (SLP) 2012/15 approved by Scottish Government Housing Supply Division (HSD). This has an impact on new build refurbishment programmes</p>	<p>Adequate funding is available to meet affordable housing needs</p> <p>This action will be taken forward as part of the SOA Repopulation Outcome Delivery Group</p>	<p>SLP completed by 31 March 2015 to be achieved in partnership with registered social landlords (RSLs)</p> <p>Contributions in kind from Inverclyde Council and new and innovative funding proposals from RSLs will be developed</p> <p>Regular project team meetings and monitoring by the HSD will ensure the March 2015 timescale is met</p> <p>Timescale: March 2015</p>	<p>HSD approval of new, innovative, or alternative funding schemes</p>	John Arthur	<p>c. £6 million (funded from the Scottish Government HSD Affordable Housing Supply Programme)</p> <p>Progress will depend on the identification of other funding streams</p>	<p>SOA1 SOA2 SOA4 SOA7</p> <p>Healthy Responsible</p>
SIC9	<p>Safer and Inclusive Communities</p> <p>Community Safety and Wellbeing</p> <p>Housing Strategy</p>	<p><u>Home energy efficiency - private homes</u></p> <p>There is a need to improve home energy efficiency</p> <p>Privately owned housing proving more difficult to improve</p> <p>IC successfully sourced funds for improvement measures</p>	<p>Better take up of grants by private owners</p> <p>More use of new available measures for 'difficult to treat' houses</p>	<p>Promote grant availability and improved energy efficiency to owners</p> <p>Continue to target 'difficult to treat' houses for investment</p> <p>Timescale: March 2016</p>	<p>Grant take up increases and more homes become energy efficient</p> <p>Rise in the number of 'difficult to treat' houses receiving appropriate works and becoming</p>	John Arthur	<p>c. £0.9 million (Green Deal funding)* 2012/15</p> <p>* funded by the Scottish Government and energy suppliers</p>	<p>SOA2 SOA4 SOA7</p> <p>Healthy Respected Responsible</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
					energy efficient Overall increase in energy efficiency across all private tenures			
SIC12	Safer and Inclusive Communities CLD	<u>Adult learning</u> A range of high quality learning opportunities are available for adults, however, pathways which keep learners engaged across service and partner programmes are not well-developed	All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement Timescale: to be agreed	Mapping of provision completed Process agreed and implemented	John Arthur		SOA3 SOA4 SOA6 Achieving
SIC13	Safer and Inclusive Communities CLD	<u>Outreach activities for ethnic minorities</u> CLD is the main provider of English for Speakers of Other Languages (ESOL) and undertakes outreach activities to engage learners from minority ethnic communities in all adult learning and family learning programmes. However, there is scope to undertake further activity to overcome the	Barriers to participation in ESOL and adult learning programmes are overcome	Enhanced programme of outreach and engagement developed and in place Timescale: to be agreed	Increase in number of members of minority ethnic communities participating in ESOL and adult learning Increase in accredited learning for members of minority ethnic communities	John Arthur		SOA3 SOA4 SOA6 Included Achieving

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		barriers to participation experienced by members of minority ethnic communities.						
SIC14	Safer and Inclusive Communities CLD	<u>Community councils</u> Provision for supporting and promoting community councils and residents' associations is well established. However, current and planned changes to their roles create additional demands and challenges for community representatives.	All community representatives are skilled and confident in meeting the challenges of their changing role	By providing an enhanced programme of training and support for community representatives, including embedding of training in ongoing activities and meetings Timescale: to be agreed	Each community council is at full strength in term of numbers Community representatives report improvements in their skills and confidence to undertake their roles	John Arthur		SOA2 Respected Responsible
SIC 15	Safer and Inclusive Communities Corporate Policy and Partnership Team	<u>New action: Self-evaluation - Safer and Inclusive Communities Service</u>	Self-evaluation is embedded into the Safer and Inclusive Communities Service's everyday performance and management and planning processes	By conducting a Public Service Improvement Framework (PSIF) assessment for the Service and devising an action plan by X By implementing the action plan during 201X/X	Inception meeting has taken place by X PSIF assessment has been conducted by X Action plan devised by X Action plan implemented by X	John Arthur		SOA8 Achieving

Organisational Development, HR and Communications

ODHRC 1	OD, HR and Comms	<p><u>HR21 development</u></p> <p>The self-service element is currently being used in a number of Council Services, for example, HR, Finance, Legal and Property, Planning</p>	<p>The maximum number of employees are able to use HR21 to manage their personal information requests for leave, and employee development information etc</p> <p>Sickness absence recording and statistics are drawn from Chris 21</p> <p>Pensions auto-enrolment</p> <p>Real Time information for Her Majesty's Revenues and Customs</p>	<p>Software installation, process review to ensure compliance, liaison with the Pensions Regulator, the Strathclyde Pension Fund Office and the Scottish Public Pensions Agency</p> <p>Timescale: May 2013</p> <p>Roll out HR21 version 3 upgrade to allow equalities information to be updated</p> <p>Timescale: May 2014 onwards</p>	<p>HR21 self-service accessed by as many employees as practicable</p> <p>Increased use of management statistics for annual leave, equalities and the LGBF performance indicators compiled through Chris 21</p> <p>Skills data base available</p> <p>New starts auto enrolled, where eligible</p>	Barbara McQuarrie	Dependent upon system development	SOA8 Achieving
ODHRC 3	OD, HR and Comms	<p><u>Absence management</u></p> <p>The Council's 2014/15 absence rate is 11.1 days</p>	<p>Reduce the absence rate across the Council to below 9 days per annum</p> <p>Consider standardised reporting to align with the SOLACE indicators - complete</p>	<p>Continuation of automation of processes (links to ODHRC1)</p> <p>New HR interventions/ pilots to assist management and reduce absence level</p> <p>Report to CMT and the</p>	<p>Meeting or bettering the 9 days per annum target</p> <p>Improve on current SOLACE ranking</p> <p>Move to</p>	Barbara McQuarrie		SOA8 Healthy Nurturing

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
				Policy and Resources Committee on the standardisation of KPIs by April 2014 - complete Timescale: ongoing	standardised reporting based on days lost per FTE - complete			
ODHRC 4	OD, HR and Comms	<u>Gender equality</u> % of female employees in top 5% of earners The 2014/15 figure is 50.6%	% of female employees in the top 5% of earners is increased	Monitor application of Council's equal opportunities policies by Services Link with the Corporate Equalities Officer to include as part of overall Equality Strategy for the Council (links to action CA2) Timescale: to be agreed	Top 5% of earners who are female, measured through annual benchmarking return is improved	Allan Wilson		SOA8 Included Achieving
ODHRC 5	OD, HR and Comms	<u>Workforce Development Plan (WDP)</u> Implementation of the Workforce Development Plan 2013/16: theme1: Organisational Development - Planning for the Future theme 2: Leadership, Succession Planning and	The actions of each theme of the WDP have been delivered as included in the report to the Policy and Committee in March 2013	By carrying out the work identified in the 4 themes Timescale: as identified in the report to Committee	By annually reporting on the progress of the WDP to the Policy and Resources Committee	Allan Wilson		SOA8 Achieving Nurtured

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
		<p>Skills Development - Employees are our most valuable resource</p> <p>theme 3: Employer of Choice - Continuous Improvement</p> <p>theme 4: Grading and pay - equality and performance</p>						
ODHRC 6	OD, HR and Comms	<p><u>Policy development</u></p> <p>A number of corporate policies have been updated and placed on Icon</p>	Remaining corporate policies to be updated and brought into line with current legislation, case law and guidance/good practice	<p>Identify priority policies based on legislative need, risk to the Council and information gaps ie health and safety policies, Legionella, HR policies, discipline, family friendly</p> <p>Timescale: to be agreed</p>	Policies updated	Barbara McQuarrie		<p>SOA8</p> <p>Achieving</p>
ODHRC 7	OD, HR and Comms	<p><u>Corporate communications strategy (CCS)</u></p> <p>A corporate communications strategy is to be developed</p>	To have an agreed CCS	<p>Development of a CCS, working with Council Services and the CMT</p> <p>Timescale: June 2014</p>	<p>CCS in place, and better communication taking place across the Council</p> <p>Employee Survey results indicate employees feel communication</p>	George Barbour		<p>SOA8</p> <p>Achieving Nurturing</p>

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
					has improved			
ODHRC 9	OD, HR and Comms	<u>Website</u> The current website has not been reviewed for a number of years and sits low on the annual Society of Information Technology Management survey of UK council websites	Review and design a new Council website including online services	Review the content of the website via a cross-Directorate content review team Draft a new design and agree with CMT Timescale: January 2014	New look website launched with new content (the new website was launched on 26 May 2015)	George Barbour		SOA1 SOA8 Achieving
ODHRC 12	OD, HR and Comms	<u>Events</u> Ongoing series of events held throughout the year	Reviews to be carried out on certain events - Fireworks, Gourrock Highland Games and the Christmas lights switch-on events Improved events listing on the website	Cross-Service events group to be set up and to report to the CMT (link to the Website improvement action – ODHRC9) Timescale: June 2014	Events delivered on time and to budget New events listing on the Council website	George Barbour		SOA1 SOA8 Achieving
ODHRC 13	HR, OD and Communications	<u>New action: Employee Survey 2015</u> Employee Survey devised and circulated to all employees	Newsletter on the 2012 headline results issued to staff Employee Survey 2015 circulated throughout the Council An improvement on the 32% return rate from the 2010 Survey	By circulating a newsletter on the results of the 2010 Employee Survey Launching the 2015 Survey Report on the results devised for DMT, CMT and the Policy and	Newsletter circulated by Autumn 2015 Survey issued in Autumn 2015	S. McNab	£X	SOA8 Respected Included

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	SOA and Wellbeing Outcome
			An improvement on the performance of the two statutory performance measures included in the Survey	Resources Committee Newsletter on the 2015 headline results issued to staff Devising an improvement plan in response to feedback provided by employees				

5.4 Completed Improvement Actions 2013/15

During 2013/15 a number of improvement actions, i.e those that appear in the 'How will we get there?' column, were completed. These have been extracted from the improvement plan (above) and are noted below. Some improvement actions, such as the Corporate Equalities Group and the Nurturing Collaborative, continue to appear in the Improvement Plan for 2015/16. This is because there are further improvements in relation to these areas that the Directorate wishes to progress over the next year.

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
CA1	Performance Corporate Improvement Group	<p><u>External Funding Group</u></p> <p>An External Funding Group has been established and an external funding officer post has been agreed</p> <p>Number of funding applications agreed 2012/13</p> <p><i>This remit for this Group now lies within the Environment, Regeneration and Resources Directorate</i></p>	<p>Establish development sessions for managers to support funding applications</p> <p>Work in closer partnership with community and voluntary sector</p>	Development group and Funding Officer to be more proactive in setting up training sessions/events	<p>Increased number of successful bids to external funds</p> <p>Development sessions well attended</p>
CA2 (in part)	Performance Corporate Improvement Group	<p><u>Corporate Equalities Group</u></p> <p>Through the work of a Corporate Equalities Group, guidance and support is being given to all Directorates regarding new legislative requirements arising from the Equality Act 2010</p>	<p>Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates</p> <p>Service delivery better meets the needs of people with protected characteristics</p>	Appoint an Equalities Officer to progress the Council's commitment to Equalities consistently across all Services to ensure better outcomes	Equalities Officer appointed
CA4 (in part)	Corporate Policy and Partnership Team	<p><u>Self-evaluation</u></p> <p>Some Services within the Council can demonstrate</p>	Self-evaluation is embedded into everyday performance management and planning processes	Training rolled out across Services and guidance distributed across the Council	All CDIPs are based on robust evidence obtained from self-evaluation

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		robust self-evaluation. This needs to be developed and good practice shared and rolled out across all Services.			All new plans/strategies are based on self-evaluation DMTs use Inverclyde Performs for ongoing self-evaluation
CA5	Corporate Policy and Partnership Team	<u>Strategic Planning and Performance Management Framework (SPPMF)</u> A new SPPMF has been agreed by the Council. Further work is required to ensure there is consistency in the understanding of both the SPPMF and wellbeing outcomes across the Council and its partners.	All employees are aware of the Council's vision, outcomes and values and these are embedded in service planning Integration of the wellbeing outcomes across all planning and performance management in the Council and Inverclyde Alliance partners	Make information readily accessible on Icon Develop information packs Provide further training sessions Provision of drop-in sessions to support Services in the development of plans and strategies (ongoing)	All strategies and plans refer to the GIRFECC vision and wellbeing outcomes Planning and performance management supports the delivery of the outcomes
CA8 (in part)	Corporate Policy and Partnership Team	<u>Single Outcome Agreement</u> The Scottish Government released new SOA guidance which all partners need to respond to. Currently there is no process in place to pool resources across partnership.	New revised SOA available with new approaches developed to meet Scottish Government expectations, including preventative and early intervention work and policy and resources across partnership	Hold workshops with all partners	The SOA 2013/17 has been published Scottish Government support the SOA 2013/17
CA12	SOA6 Outcome Delivery Group	<u>Health and wellbeing school survey</u> Fieldwork for the survey has been carried out with an 83% response rate across Inverclyde secondary schools.	Communicate information fully to schools in the first instance Engage with young people through a series of school summits to consider their responses and appropriate actions required across community planning partners	Schools will be fully appraised of information and will be actively engaged in addressing issues or development needs arising from the Survey Young people will be involved in ongoing	The results of the survey have been followed up in all Inverclyde secondary schools. In addition, a one day Community Planning event took place to focus on the survey results using an asset based approach. 250 people attended the Health and Wellbeing

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		We have now commissioned work at school and authority level to report on findings.	<p>as a result of these</p> <p>Use this information as a strong dataset as evidence base for improvement planning across the Community Planning Partnership</p> <p>Be in a position to re-commission a follow-up survey in 3-4 years' time</p> <p>Discussions with head teachers and senior management teams</p> <p>School summits organised with support from NHS GGC and Glasgow City Council, involving school communities and partner organisations</p> <p>Feedback relevant information to strategic and operational groups across the CPP</p> <p>Begin discussions for 2016/17</p>	<p>discussion and action planning with regard to their survey responses</p> <p>Groups are planning delivery and support based on the findings of the survey</p>	Conference for young people (#Clyde Conversations) which took place in March 2015 with a recall event held in June 2015.
CD1 (in part)	Cross-Directorate	<p><u>PE Provision</u></p> <p>100% of secondary schools are providing a minimum of 3 periods of PE per week but only 67% of primary schools are achieving 2 periods per week</p>	100% of primary schools achieving two periods per week of quality PE	PE co-ordinator recruited by May 2013	<p>All schools in Inverclyde will have at least two periods of quality PE per week</p> <p>Improved levels of fitness in school children</p> <p>Achievement of health and wellbeing experiences and outcomes</p>

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
CD10 (in part)	Cross-Directorate	<p><u>Early Years Collaborative/ Nurturing Collaborative</u></p> <p>The Scottish Government has introduced an Early Years Collaborative to drive improvement, with a focus on early intervention and prevention</p>	We are delivering tangible improvements in outcomes and reducing inequalities for vulnerable children in Inverclyde	Establishment of the Nurturing Collaborative	Nurturing Collaborative established
CD15	Cross-Directorate	<p><u>General Teaching Council (GTC) requirements</u></p> <p>No clear guidelines and procedures in place to support teachers within the GTC's requirement for professional update</p>	Clear guidelines and procedures are in place	Set up a working group to produce guidance material to support teachers with professional update process	Number of teachers who successfully complete the update process on a 5 yearly basis
ED2	Education	<p><u>Teacher employment</u></p> <p>In November 2010, a national review (McCormac Review) was commissioned, the remit of which was to assess the current arrangements for teacher employment in Scotland</p> <p>As many of the recommendations made in the report of the McCormac review relate directly to teachers' 'terms and conditions of employment', they will require to be remitted to the Scottish</p>	Implement recommendations and advice from national reviews relating to teachers' terms and conditions of service	<p>Working closely with HR and teacher trade unions to ensure a smooth implementation of recommendations based on advice received from the SNCT</p> <p>Ensure planned changes are focus of work of informal Local Negotiating Committee for Teachers (LNCT)</p>	Feedback from HR, head teachers and informal LNCT meetings

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		Negotiating Committee for Teachers (SNCT) for negotiations between local authorities, the Scottish Government and teacher trade unions			
IECCP2	Inclusive Education, Culture and Corporate Policy	<p><u>Virtual school</u></p> <p>Inverclyde has no 'unknowns' in terms of positive school destinations</p> <p>The tracking of progress for a few pupils can be difficult</p>	<p>Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes</p> <p>These pupils will be regularly tracked and monitored through the additional support needs monitoring forum.</p>	<p>Create a 'virtual school' which will be managed by a 'virtual team' at the centre</p> <p>This requires identification of pupils in out of authority placements</p> <p>Improved tracking and transition planning</p> <p>Better support provided for pupils identified</p>	<p>'Virtual school' established</p> <p>Better outcomes for specific group of pupils</p> <p>Better positive post school destinations</p> <p>Sustained positive destinations</p>
IECCP3	Inclusive Education, Culture and Corporate Policy/ Educational psychology services	<p><u>School Health and Alcohol Reduction Project (SHAHRP)</u></p> <p>The 3 year School Health and Alcohol Harm Reduction Research has just been completed. The research is aimed at finding out the impact of an educational package for secondary pupils which aims to tackle alcohol misuse amongst young people.</p> <p>External evaluation by the University of Liverpool</p>	<p>Increase understanding of the impact of alcohol misuse across S2/3 pupils</p> <p>Fewer pupils involved in alcohol misuse</p>	<p>The implementation of a teaching and training pack with young people through guidance and personal and social education teachers with the S2 cohort. First part of the research to be completed by 2015.</p> <p>Timescale: complete</p>	<p>Reduced negative incidents of young people involved with alcohol</p> <p>Greater awareness across young people of how to reduce harm caused by alcohol misuse</p> <p>Positive evaluation of the Project by schools</p>

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		The first phase of the research is complete and is in the process of write-up			
IECCP3	Inclusive Education/ Educational psychology services	<p><u>Communication-friendly schools</u></p> <p>A single campus is being constructed that will house St Stephen's High School and Port Glasgow High School</p> <p>An array of different communication approaches are at present used across these schools to meet the needs of learners</p> <p>A cross agency (the Health and Social Care Partnership, architects, Education employees) Communication Friendly Working Group has been established to assist in this process</p>	<p>Signage in and around the new 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</p> <p>Cross campus events will be a regular occurrence and these will also involve the local community</p>	The Communication Friendly Working Group has conducted a needs analysis of the developments required to take the aims identified forward. It has analysed the findings and used this exercise to formulate an action plan.	<p>Signage will be in place across the campus that meets the communication needs of all learners</p> <p>Staff and young people will have access to good quality information about the array of additional support needs across the campus</p> <p>Children and young people will have taken part in a transition exercise, which will be monitored by the Communication Friendly Working Group</p> <p>School staff will report to the Communication Friendly Working Group regarding cross campus events and community involvement</p>
IECCP9	Libraries, Museum and Archives	<p><u>Retain Museum accreditation</u></p> <p>The McLean Museum is accredited under the Arts Council England/Museum Galleries Scotland Scheme</p>	Maintain accredited status under the Scheme	Fulfil the requirements of the ACE/MGS Scheme in the areas of organisational health; collections; and users and their experiences	<p>Create and use appropriate procedural frameworks and policies</p> <p>Take action to enable the Museum to meet the required standard</p> <p>Make a successful application to</p>

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
					MGS for accreditation renewal Museum is accredited under the scheme - in July 2015, the Museum retained its four star attraction status which is Visit Scotland's quality mark.
IECCP12	Libraries, Museum and Archives	<u>Museum services for young people (16-24 years)</u> The Museum does not currently engage well with the 16-24 age group	Work in partnership with the National Museum of Scotland (NMS) on a project for this age group entitled <i>Scotland Creates</i> with theme <i>A Sense of Place</i>	Liaise with the NMS Project Manager and Steering Group to create an exhibition/events programme	Presentation of exhibition/events to reach at least 100 young people aged 16-24 along with work placements for 4 young people and publicity for project via social media
SIC1	Safer and Inclusive Communities	<u>Health protection/food safety</u> The Food Standards Agency (FSA) has issued guidance on cross-contamination which the Council has a duty to roll out to businesses to protect the health of residents and safeguard the Council against the risk from failure to do so	All businesses where there is a risk to food safety arising from cross-contamination will have processes and procedures in place to eliminate or adequately control the risk in line with the guidance	Fully implement the FSA's cross-contamination guidance across businesses in line with the programme detailed in the Official Feed and Food Service Plan	All premises subject to the guidance will have received inspections focussed on cross-contamination in accordance the timetable set out in the enforcement policy
SIC2	Safer and Inclusive Communities Health Protection/Community Safety and Wellbeing Environmental Health and Trading Standards	<u>Environmental health/trading standards (EH/TS)</u> Current performance measures in EH/TS are inadequate to enable the service to adequately benchmark the quality and value for money of EH/TS services against those provided by comparable	We will be 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	Working with APSE and other Scottish EH/TS services to develop a more meaningful basket of key performance indicators (KPIs) for these services to allow meaningful benchmarking Initial KPIs will be agreed to allow us to measure the	Performance and value can be measured accurately both against all Scottish LAs but more specifically against those LAs most accurately resembling Inverclyde

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		Scottish authorities		effectiveness and value for money of the service against all other Scottish local authorities (LAs)	
SIC3	<p>Safer and Inclusive Communities</p> <p>Health Protection</p> <p>Environment and Safety</p>	<p><u>Health and safety</u></p> <p>The constantly changing national policy on the enforcement of the Health and Safety at Work Act 1974, together with a decline in consistent engagement from the Health and Safety Executive, has led to a situation where enforcement priorities have become reactive rather than based upon a consistent agreed policy</p>	<p>The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and to those likely to be affected by their actions, both employees and others</p> <p>Enforcement will be consistent with national policies but at the same time will give maximum protection to the community and maximum support to local businesses</p>	<p>Develop a new health and safety strategy and enforcement policy for Inverclyde</p> <p>Annual review to ensure it remains consistent with national policy</p> <p>Timescale: ongoing 2014/15</p>	<p>Health and safety at work strategy and enforcement policy approved and in place</p> <p>Strategy implemented and staff confident in its delivery</p>
SIC4	<p>Safer and Inclusive Communities</p> <p>Health Protection/Community Safety and Wellbeing</p> <p>Community Safety/Community Wardens Service/Problem Solving Unit/ASIST/CCTV update</p>	<p><u>Anti-social behaviour</u></p> <p>Changing patterns of anti-social behaviour and the success of the services put in place since 2005, and in particular in the last year to 18 months, has led to the need for the alignment of services with the changing needs of the community</p>	<p>Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances</p> <p>Match resources to community needs</p>	<p>A full review of anti-social behaviour and community safety services to be carried out</p> <p>The review will cover strategy and partnership working; a reassessment of priorities; and any reconfiguration of services required</p> <p>The majority of the recommendations of the review will be implemented in 2014/15, if approved</p>	<p>Review completed and recommendations implemented</p> <p>Improved community feedback in relation to feeling safe in local neighbourhoods</p>

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
SIC5	<p>Safer and Inclusive Communities</p> <p>Health Protection</p> <p>Active Schools and Sports Development</p>	<p><u>Community sports hub</u></p> <p>Currently establishing the first community sports hub at Parklea</p> <p>Initial consultation just begun on a second hub</p>	<p>A minimum of 3 Community Sports Hubs will be established and fully operational in Inverclyde</p>	<p>First hub fully operational</p> <p>Second Hub fully operational</p> <p>Third hub fully operational</p>	<p>Community sports hubs developed and in use</p> <p>More residents using community sports hubs</p>
SIC6	<p>Safer and Inclusive Communities</p> <p>Health Protection</p> <p>Active Schools and Sports Development</p>	<p><u>Sports framework</u></p> <p>Currently in the process of developing a sports framework for Inverclyde with partners</p>	<p>Sports framework will be drafted, consulted on and finalised</p> <p>Group established to monitor implementation</p>	<p>Draft for consultation</p> <p>Final plan reported to committee and launched</p> <p>Annual review of implementation</p>	<p>Annual report of sports framework made to committee</p>
SIC10	<p>Safer and Inclusive Communities</p> <p>Community Safety and Wellbeing</p> <p>Environment and enforcement</p>	<p><u>Parking management and enforcement</u></p> <p>The removal of traffic wardens by Police Scotland has led to significant parking issues in Greenock town centre in particular</p> <p>Temporary funding has been put in place to address the problem in the short term</p>	<p>Parking is decriminalised and enforcement transferred to the Safer and Inclusive Communities Service</p>	<p>Transfer of enforcement following decriminalisation with fully trained team in place</p>	<p>Parking offences in the town centres are significantly reduced</p> <p>Positive impact on local retail economy</p>
SIC11	<p>Safer and Inclusive Communities</p> <p>CLD</p>	<p><u>Health and wellbeing of young people</u></p> <p>IYouthzone facility is providing a range of health and wellbeing activities and improving outcomes for</p>	<p>Similar facilities available for young people in Port Glasgow and Gourrock</p> <p>Improved outcomes for young people across Inverclyde</p>	<p>Identify suitable premises</p> <p>Develop funding package for refurbishment and running costs</p> <p>Establish new facility with a</p>	<p>Premises identified</p> <p>Funding bid developed</p> <p>The IYouthzone in Port Glasgow opened in March 2015.</p>

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
		young people in the centre of Greenock. Large numbers of young people are travelling from Port Glasgow to use facility.		range of programmes to meet needs of the young people of Port Glasgow	
ODHRC2	OD and HR	<u>Recruitment portal</u> Portal available and in use across the Council	Recruitment portal to be upgraded On/Grasp software	Training/e-learning/development of new recruitment Handbook for Managers Move to Talent Link by January 2014 - Luminesse changing technology centrally	Improved portal functionality recording, selection and reporting including statistical analysis for equality purposes.
ODHRC8	Corporate Communications	<u>Social media</u> Limited use of social media in Education and Libraries and by Corporate Communications	Use of social media as a co-ordinated means of communication and customer contact across the organisation	Creation of social media guidelines for use across the Council and schools	Launch of social media guidelines across the Council
ODHRC10	Corporate Communications	<u>Press and media</u> Support committees and pre-agenda meetings Respond to press and media enquires Provide 24/7 emergency press and media cover	Review media relations protocol	Write draft media relations protocol and issue to CMT and senior Elected Members Carry out media training events for key Council staff	Media toolkit agreed and issued to key Council staff Media training events delivered to key Council staff
ODHRC11	Corporate Communications	<u>InView</u> InView delivered twice per year and published online	Design and layout reviewed Frequency of publication reviewed	Reader survey to be created to assess readership views of InView	InView design and layout updated in line with the readership survey results

Ref no	Area of Directorate activity	Where are we now? (2015 position)	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?
ODHR C13	Corporate Communications	<u>Public Information Notices (PINs) portal</u> Public notices published online	Council public notices published online	Redevelopment of the Council website and PINs published on the portal	Improvement service training arranged for key Council employees and public notices published online through the national PINs portal

6. Education, Communities and Organisational Development Performance Information

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
<p>Community Wardens:</p> <ul style="list-style-type: none"> high priority calls - % responded to within 30 minutes (SPI 063aK) medium priority calls - % responded to within 60 minutes (SPI 063bK) <p>source: Uniform database; Inverclyde Performs</p>	97.2	95.97	96.45	95.9	95	90	not applicable
<p>Corporate absence rate¹: sickness absence rate in days for all employees (SPI 009bS)</p> <p>sources: Local Government Benchmarking Framework (LGBF) Annual Return; Inverclyde Performs</p>	10.9	10.7	11.9	11.1	9	6	
<p>% of Performance appraisals completed (KPI 04)</p> <p>source: Inverclyde Performs</p>	70	37	79	83	75	65	
<p>Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b)</p>	47.6	47	49.3	50.6	54.3	47	

¹ the target for this indicator was changed in April 2014 from a % sickness absence to number of days lost

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
sources: LGBF Annual Return; Inverclyde Performs							
Number of library visits per 1,000 population (SPI 038aS) source: SPYDUS Libraries Management System; Inverclyde Performs	4,178	4,462	4,873	5,003	4,182	4,000	
Number of library issues per 1,000 population (SPI 038bK) source: SPYDUS Libraries Management System; Inverclyde Performs	2,936	2,702	2,759	2,474	2,897	2,752	
Computer facilities in libraries: number of users per 1,000 population (SPI 039K) source: Netloan Booking System; Inverclyde Performs	85	94	119	158	130	110	
Number of adult learners in Inverclyde libraries (SPI 040K) source: Inverclyde Performs	1,213	1,277	2,442	2,819	2,564	2,436	
Number of visits to/usages of council-funded or part funded museums per 1,000 population (SPI 037aS) source: Libraries and Museums Records; Inverclyde Performs	715	721	808	908	811	736	


Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
% of employees that understand how their work contributes to the Council's aims (SPI 012K) source: Employee Survey	50 (2010 figure)	83 (2012 figure)	not available	next survey due Autumn 2015	88	83	not currently benchmarked
% of schools meeting the Scottish Government's targets for levels of quality PE per week: <ul style="list-style-type: none"> • primary - 3 periods • secondary - X periods (KPI 15) source: Inverclyde Performs	67	75	80	90	80		
% of Children walking or cycling to school (KPI 16) source: Inverclyde Performs	43.4 (2011 figure)	41 (2012 figure)	40 (2013 figure)		42 (2014 target)	39.9	
Number of adult learners achieving core skills qualifications (KPI 17) source: Inverclyde Performs	169	266	196	281	206	196	
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	555	557	562	562	590	561	

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
Number of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] levels 6-10) (KPI 19) source: Inverclyde Performs	19	16	23	18			
Number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training) (KPI 20) source: Inverclyde Performs	25	31	32	35			
Rate of teenage pregnancy (under 16 years old) in Inverclyde (KPI 23) source: http://www.isdscotland.org	6.2 (2009/11)	4.6 (2010/12)	5.3 (2011/13)				
Number of young pregnant women/young mothers supported to remain in education/training/employment (KPI 24) source: Inverclyde Performs	new indicator for 2013/14		2	1	100% of young pregnant women/ young mothers	n/a	
% of Schools/early years establishments receiving positive inspection reports (SPI 051K) source: http://www.hmie.gov.uk/	100	100	100	100	100	95	

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
Attainment - S4:							
<ul style="list-style-type: none"> % of pupils reaching SCQF Level 3 in English and mathematics by the end of S4 (SPI 052aiK) 	97	97	97	no longer available			no longer available
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 3 by the end of S4 (SPI 052biK) 	95	97	93	90.2	98	90	no longer available
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 5 by the end of S4 (SPI 052ciK) 	33	35	36	37.8	38	30	available Feb 2016
source:							
Attainment - S5:							
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 6 by the end of S5 (SPI 052diK) 	48	45	49	52.1	48		available Feb 2016
<ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 (SPI 052giK) 	26	25	26	30	26		available Feb 2016
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S5 (SPI 052fiK) 	13	10	12	11.8	12		available Feb 2016

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
source:							
Attainment - S6: <ul style="list-style-type: none"> • % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 (SPI 052giK) • % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 (SPI 052hiK) • % of pupils achieving one pass at SCQF Level 7 by the end of S6 	37	38	36.5	38.1	39		available Feb 2016
	24	26	23	25.9	27		available Feb 2016
	17	18	13	17.9	19		available Feb 2016
source:							
Attainment - looked after children: <ul style="list-style-type: none"> • % who achieved at least one qualification at SCQF Level 3 or better in the current diet of examinations (SPI 054aK) • % who achieved SCQF Level 3 or better in English or mathematics by the end of S4 (SPI 054bK) 	59.2	61.9	93	88.6	66.9		available Feb 2016
	72.3	86.8	65	61.4	91.8	65	available Feb 2016
source:							

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
% Attendance rates:							
<ul style="list-style-type: none"> primary schools (SPI 050aiK) 	96	95	95	94.6	95	90	
<ul style="list-style-type: none"> secondary schools (SPI 050biK) 	93	92	92	91	92		
<ul style="list-style-type: none"> additional support needs schools (SPI 050ciK) 	94	93	92	91.6			
<ul style="list-style-type: none"> looked after children 							
source: Inverclyde Performs							
Exclusion rate per 1,000 pupils:							
<ul style="list-style-type: none"> primary 	5.5	5.3	3.5	1.3	no targets set		
<ul style="list-style-type: none"> secondary 	43.3	40.5	35.4	22.6			
<ul style="list-style-type: none"> additional support needs 	80.7	19.5	51.3	68.7			
<ul style="list-style-type: none"> looked after children – primary 	53.6	66.2	52.4	60.6			
<ul style="list-style-type: none"> looked after children – secondary 	262.1	405.9		232.3			
<ul style="list-style-type: none"> looked after children - additional support needs (KPI 48) 	409.1	76.9		352.9			
<ul style="list-style-type: none"> non-looked after children - 		3.8					

Key performance measures	Performance				Target 2014/15	Lower limit/ alarm	2014/15 Rank/national average
	2011/12	2012/13	2013/14	2014/15			
primary <ul style="list-style-type: none"> • non-looked after children - secondary • non-looked after children - additional support needs source: Inverclyde Performs		32.2					
School Leaver Destination Results: % of schools leavers into positive and sustained destinations (includes non-mainstream young people) source:  Destinations of Leavers from Scottish Schools	94.8	94.9	94	96	not applicable as a new national indicator is currently being developed		

7. Appendix 2: Risk register

Corporate Directorate Improvement Plan: Education, Communities and Organisational Development			Risk Status as at 31/7/15 for 2015/2016 Activity						
Risk category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)									
Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
CA2 Corporate Equalities Group	1	R/LR	<i>Improvement action is not supported at an operational level resulting in non-compliance with legislation. Factors of this risk include: lack of support/buy-in from Services; failure to provide adequate level of guidance and support to Directorates</i>	3	2	2	6.0	R. Binks	<p>The Corporate Equalities Group will continue to provide guidance and support to Directorates</p> <p>The Equalities Officer vacancy will be filled to progress the Council's commitment to equalities consistently across Services to ensure better outcomes</p> <p>Representation on the Corporate Equalities Group will be increased to include a wider range of people with protected characteristics</p>
CA3 Competitiveness	2	F/OC	<i>There is no corporate definition of competitiveness and therefore Services may be carrying out benchmarking and market testing in an inconsistent manner</i>	3	3	2	9.0	A. Edwards	<p>Self-evaluation guidance will be enhanced regarding competitiveness and challenge. This will include the definition of competitiveness and the process to be followed by Services.</p>

**Corporate Directorate Improvement
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Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
CA13 Performance indicators	3	LR/R	<i>Fail to fully integrate the LGBF indicators into the performance management framework resulting in adverse external criticism. Factors of this risk include: lack of support/buy in from Services; baseline figures are not consistent across all relevant indicators; do not take account of benchmarking or best practice with other local authorities; indicators are not evidenced by robust management information.</i>	3	3	1	9.0	A. Edwards	Indicators will be input to Inverclyde Performs and Services will be requested to contribute to the development of the approach to reporting and benchmarking of the indicators Issues will be escalated as appropriate to CMT
CA14 HR21 Self Service	4	F/OC	<i>Fail to roll out HR21 to as many Services as reasonably practicable resulting in inconsistent processes and/or duplicate information sets being used to manage corporate HR information. Factors of this risk include; adequate resources are not available to project manage the roll out; Services do not engage in the exercise; inefficiencies are not identified and removed.</i>	2	3	3	6.0	S. McNab	Project plan will be put in place to manage requirements and ensure resources are in place including financial and people. This will require a training plan for staff. Engagement will require to take place with corporate communications and key Services

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Organisational Development**

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CD1 Increase PE provision in primary schools	5	F	<i>Insufficient people or financial resources resulting in target of 100% across all schools not being achieved. Factors of this risk include: PE plan is not implemented; unable to recruit PE co-ordinator; additional costs are not obtainable.</i>	3	2	2	6.0	R. Binks/ M. McNab	PE Co-ordinator recruited in March 2013. Funding for the post made available from SportsScotland/Education Scotland PE plan has been developed and implementation of the plan will be monitored on an ongoing basis
SIC10 Housing investment	6	F/R	<i>Fail to manage the impact of an ongoing reduction in housing investment support resulting in new build and refurbishment programmes being delayed or not able to be implemented. Factors of this risk include: project management is not effective; funding proposals are not developed or are not adequate; lack of buy in from registered social landlords.</i>	3	2	2	6.0	J. Arthur	SLP Project has a completion date of 31 March 2015 Contributions in kind (IC) and new, innovative funding proposals (registered social landlords) will be developed Regular project team meetings will be held and monitored by HSD. Issues will be escalated on a timely basis.

**Corporate Directorate Improvement
Plan: Education, Communities and
Organisational Development**

**Risk Status as at 31/7/15 for
2015/2016 Activity**

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Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
ED14 Looked after and accommodated children (LAAC)	7	R/OC	<i>Failure to implement policies and procedures impacts on the ability to achieve targets of reducing number of exclusions and improved attainment for LAAC. Factors of this risk include: schools are not appropriately engaged; lack of buy in from parents/carers/pupils.</i>	3	3	1	9.0	R. Binks/ A. Edwards	The Positive Relationships and Positive Behaviour Policy has been rolled-out. Engagement will require to take place with parents/carers/pupils, as appropriate.
CA8 Single Outcome Agreement	8	R/OC	<i>Lack of buy in from key partners for aspects of the strategic or business or service plan which would threaten the achievement of key Service objectives.</i>	3	4	1	12.0	A. Edwards	Additional legislation, buy-in via programmes such as funding sharing etc to embed the Nurturing Inverclyde approach. Identify new partners and identify and assess alternative delivery models with the view of moving towards a co-production model.

Risk category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)

Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
ED1 Developing leadership in teachers	9	OC	<i>Insufficient capacity threatens the Service's ability to meet customer demands. Inability to attract or retain appropriately skilled people threatens the Service's ability to deliver core services. Factors of this risk relate to general staff capacity, additional support needs implications /minimum staffing levels important, HR implications – for example, no time for training as management cannot be released from duties for training as they are often having to teach due to ongoing supply teacher issues.</i>	3.5	4.5	1	15.8	R. Binks	<p>Seek recognition of understanding of Education Service needs with HR, for example, HR to learn about service needs and operational demands/constraints. Look into setting up a service level agreement. It would be useful for the Service to have clarification of roles for HR and the Service, who does what and when.</p> <p>A dedicated resource of education-trained HR staff with continuous professional development for HR staff on certain issues e.g. teaching staff terms and conditions, meet the team, named person contacts, dedicated per specialism.</p> <p>Change focus of heads of establishments meetings so questions can be asked or tabled prior to meeting with response from HR.</p>

Corporate Directorate Improvement Plan: Education, Communities and Organisational Development	Risk Status as at 31/7/15 for 2015/2016 Activity
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Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
SIC2 Environmental health/trading standards	10	L/R/OC	<i>There is a risk associated with the level of service provision with the trading standards team currently operating at a minimum statutory level.</i>	2.5	4	3	10.0	J. Arthur	The Safer and Inclusive Communities Service will continue to work with APSE to improve benchmarking in this area. All statutory responsibilities covered.
ODHRC5 Workforce development plan	11	OC	<i>There is a risk associated with increasing workload which places ever increasing demands on multiple service resources where there are overlapping workloads. There has not been assessment/prioritisation done prior to cuts/re-organisation and therefore no assessment has been carried out of the possible effects of cuts in one resource have on relationship with others. This risk is ongoing with ever decreasing workforce. Corporate health and safety training will no longer be provided by the Health and Safety (H&S) Team. H&S advisors embedded within the Services will be centralised.</i>	4	5	1	20.0	S. McNab	Key projects have been identified as part of the Service contribution to the Directorate Plan. Progress is monitored via team meetings, DMT meetings and reported on to the Policy and Resources Committee. H&S are changing the way they work due to the decreased staffing level. A report has been presented to the Corporate H&S Committee outlining the key areas of H&S where there will be service reduction.

**Corporate Directorate Improvement
Plan: Education, Communities and
Organisational Development**

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Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
ODHRC5 Workforce development plan	12	L/R/OC	<i>There is a risk that our current job evaluation process increasingly falls foul of equality legislation and that, over time, the diligent approach to job evaluation becomes compromised by a loss of focus and influence of external factor, for example, Scottish Social Services Council registration. In addition, the existing scheme is being reviewed by COSLA and any changes will need to be considered and time taken to understand it before implementation.</i>	3.5	3	1	10.5	S. McNab	Review of the on-line job evaluation process with a view to replacing with the computer-based system before the COSLA review, due to equality issues
ODHRC6 Policy development	13	L/R/OC	<i>There is a risk associated with changes to the way H&D is delivered in the Council. This affects revisions to policy, guidance, training and advice because of lack of resources. The reduction in staff by one in 2014 reduced the general capability, specifically reactive capability.</i>	3.5	4	1	14.0	S. McNab	A plan to review policies has been developed. Development and review of policies is on track. Violence and Lone Working and Managing Contractors Policies have been ratified. The use of guidance in place of formal policy is being used where necessary to ensure that information is available in the interim.