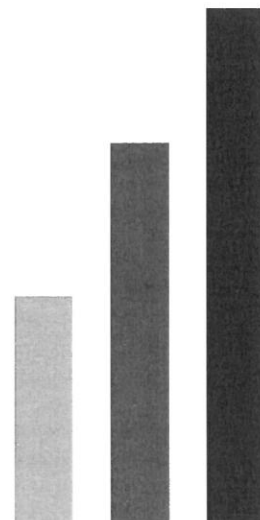


# Agenda 2015

# Education & Communities Committee

For meeting on:

8	September	2015
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**PLEASE NOTE START TIME OF MEETING**

**A meeting of the Education & Communities Committee will be held on Tuesday 8 September 2015 at 2pm within the Municipal Buildings, Greenock.**

**Please note that consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.**

GERARD MALONE  
Head of Legal and Property Services

**BUSINESS**

1. <b>Apologies, Substitutions and Declarations of Interest</b>	<b>Page</b>
<b><u>COMMUNITIES</u></b>	
<b>PERFORMANCE MANAGEMENT</b>	
2. <b>Communities 2015/16 Revenue Budget Report – Period 3 to 30 June 2015</b> Report by Chief Financial Officer, Head of Safer & Inclusive Communities and Head of Inclusive Education, Culture & Corporate Policy	<b>p</b>
3. <b>Communities Capital Programme 2015-2018</b> Report by Head of Safer & Inclusive Communities and Chief Financial Officer	<b>p</b>
4. <b>Clune Park Regeneration Plan Progress Report</b> Report by Head of Safer & Inclusive Communities	<b>p</b>
<b>NEW BUSINESS</b>	
5. <b>Shelter Scotland’s “Making Renting Right” Campaign – Notice of Motion by Councillor McCabe</b> Report by Corporate Director Environment, Regeneration & Resources	<b>p</b>
6. <b>Grants to Voluntary Organisations: Proposals for the Disbursement of Unallocated Funds</b> Report by Head of Safer & Inclusive Communities	<b>p</b>
7. <b>International Women’s Day</b> Report by Head of Safer & Inclusive Communities	<b>p</b>

8.	<b>Loan of Painting from McLean Museum</b> Report by Head of Inclusive Education, Culture & Corporate Policy	p
9.	<b>Items for Noting – Communities</b> Report by Head of Safer & Inclusive Communities	p
<b><u>EDUCATION</u></b>		
<b>PERFORMANCE MANAGEMENT</b>		
10.	<b>Education Scotland Validated Self-Evaluation Report on Inverclyde Educational Psychology Services</b> Report by Head of Inclusive Education, Culture & Corporate Policy	p
11.	<b>Education 2015/16 Revenue Budget – Period 3 to 30 June 2015</b> Report by Chief Financial Officer, Head of Education, Head of Inclusive Education, Culture & Corporate Policy and Head of Safer & Inclusive Communities	p
12.	<b>Education Capital Programme 2015 – 2018 - Progress</b> Report by Head of Education and Chief Financial Officer	p
13.	<b>Education, Communities &amp; Organisational Development Corporate Directorate Improvement Plan 2013/16 – Annual Review 2015</b> Report by Head of Inclusive Education, Culture & Corporate Policy	p
<b>NEW BUSINESS</b>		
14.	<b>School Estate 2015 Core Fact Submission</b> Report by Head of Education	p
15.	<b>Multi-Use Games Area Provision – Gourock and Moorfoot Primary Schools</b> Report by Head of Education	p
16.	<b>School Term Dates – Session 2016/17</b> Report by Head of Education	p
17.	<b>School Transport Policy Review Update – Equality in Provision of School Transport for Inverclyde Schools</b> Report by Head of Inclusive Education, Culture & Corporate Policy	p
18.	<b>Reinstatement/Replacement of the Retaining Wall at Ardgowan Primary School – Use of Powers Delegated to the Chief Executive</b> Report by Head of Education	p
19.	<b>Appointment of Members to the Education Appeal Committee</b> Report by Corporate Director Environment, Regeneration & Resources	p
<b>The documentation relative to the following items has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in the paragraphs of Part I of Schedule 7(A) of the Act as are set opposite each item.</b>		
19(a)	<b>Education Appeal Committee - Appendix</b> Appendix providing information on proposed appointees to the Education Appeal Committee	<b>Para 6</b> p

20.	<b>Use of Powers Delegated to the Chief Executive – Award of Contracts for the Provision of Transport for Children with Additional Support and Medical Needs for 2015/16, 2016/17 and 2017/18</b> Report by Head of Inclusive Education, Culture & Corporate Policy advising of the use of powers delegated to the Chief Executive to accept tenders for the above	<b>Paras 6 &amp; 8</b>	<b>p</b>
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Enquiries to - **Sharon Lang** - Tel 01475 712112

**Report To:** Education & Communities Committee  
**Date:** 8 September 2015

**Report By:** Chief Financial Officer, Head of Safer & Inclusive Communities, Head of Inclusive Education, Culture & Corporate Policy  
**Report No:** FIN/73/15/AP/IC

**Contact Officer:** Iain Cameron  
**Contact No:** 01475 712832

**Subject:** Communities 2015/16 Revenue Budget Report- Period 3 to 30 June 2015

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## 1.0 PURPOSE

- 1.1 To advise Committee of the 2014/15 Revenue Budget final out turn and the 2015/16 Revenue Budget position at Period 3 to 30 June 2015.

## 2.0 SUMMARY

- 2.1 In 2014/15, excluding Earmarked Reserves, there was an underspend of £386,000 against a budget figure of £8,324,000. This equates to 4.6% of the total budget and was £128,000 less expenditure than reported previously to the May Committee.

The main variances for 2014/15 were –

- (a) Underspend of £31,000 for Libraries & Museum Employee Costs due to the over achievement of Turnover Savings and lower than expected sickness cover.
- (b) Underspend of £27,000 for Libraries & Museum Property Costs, mostly relating to Janitor savings.
- (c) Underspend of £35,000 for contribution to Clyde Muirshiel Regional Park.
- (d) Overspend of £15,000 for Bad Debt Provision relating to Pitch Lets.
- (e) Overspend of £44,000 relating to Waivers granted for Pitches and Hall Lets.
- (f) Underspend of £125,000 for Safer Communities Employee Costs mainly due to vacancies and the early achievement of planned budget savings.
- (g) Underspend of £25,000 for Environmental Health Sampling.
- (h) Underspend of £13,000 for Civil Contingency Service.
- (i) £89,000 over recovery of Income for Pitches and Hall Lets.
- (j) £29,000 over recovery of income for Registration of Private Landlords.

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- 2.2 The total Communities budget for 2015/16 excluding Earmarked Reserves, is currently £8,293,100. The latest projection is an underspend of £70,000.
- 2.3 The main variances to highlight for the 2015/16 Revenue Budget are –
- (a) Projected underspend of £50,000 for Safer Communities Employee Costs due to turnover savings as a result of delays in filling a number of vacant posts.
  - (b) Projected underspend of £17,000 for Housing Employee Costs due to a combination of a Policy Officer post being vacant for several months then replaced by a lower grade employee.
- 2.4 Earmarked Reserves for 2015/16 total £3,552,000 of which £1,610,000 is projected to be spent in the current financial year. To date expenditure of £21,000 (1.3%) has been incurred. The spend to date per profiling was expected to be £21,000 so there is no slippage to report.

### **3.0 RECOMMENDATIONS**

- 3.1 That the Committee note the final out turn for 2014/15 and the current projected underspend of £70,000 for the 2015/16 Revenue Budget as at Period 3 to 30 June 2015.

Alan Puckrin  
Chief Financial Officer

John Arthur  
Head of Safer & Inclusive Communities

Angela Edwards  
Head of Inclusive Education, Culture & Corporate Policy

#### 4.0 BACKGROUND

4.1 The purpose of this report is to advise Committee of the current position of the 2015/16 Revenue Budget as well as the 2014/15 final out turn and to highlight the main variances contributing to the £386,000 underspend in 2014/15 and the projected underspend of £70,000 for 2015/16.

#### 5.0 2014/15 OUT TURN

5.1 The final out turn for the Communities 2014/15 Revenue Budget, after adjustments for Earmarked Reserves, was an underspend of £386,000. The main factors contributing to this underspend in 2014/15 were:

	Revised Budget 2014/15 £000	Out Turn 2014/15 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,462	1,422	(40)	(48)	8
Sports & Leisure	1,527	1,505	(22)	(35)	13
Safer Communities	3,286	3,069	(217)	(170)	(47)
Housing	760	750	(10)	(5)	(5)
Community Halls	947	893	(54)	0	(54)
Grants to Vol Organisations	342	299	(43)	0	(43)
<b>TOTAL NET EXPENDITURE</b>	<b>8,324</b>	<b>7,938</b>	<b>(386)</b>	<b>(258)</b>	<b>(128)</b>

The main variances are explained in greater detail below.

##### Libraries & Museum:

Total underspend £40,000 (2.7%)

This was £8,000 more expenditure than previously reported to the May 2015 Committee. Employee costs underspent by £31,000 due to the over achievement of Turnover Savings and sickness cover being lower than expected.

Property Costs underspent by £27,000 mainly due to an underspend for Janitors.

##### Sports & Leisure:

Total underspend £22,000 (1.4%)

This was £13,000 more expenditure than previously reported to Committee in May 2015. Contribution to Clyde Muirshiel Regional Park underspent by £35,000. This was the Inverclyde Council share of planned savings from operating costs. An overspend of £15,000 resulted from a Bad Debt Provision for Pitch Lets. An overspend of £16,000 for Waivers granted to under 16 Sports Teams was offset by an over recovery of £20,000 for Lets Income

#### Safer Communities:

Total underspend £217,000 (6.6%)

This was £47,000 less expenditure than reported to the May 2015 Committee. Employee Costs underspent by £125,000 due to the early achievement of budget savings, over achievement of turnover savings and an underspend for overtime costs. Environmental Health Analytical Services underspent by £25,000 and Emergency Planning Civil Contingency costs underspent by £13,000. Income from Registration of Private Landlords over recovered by £29,000

#### Housing:

Total underspend £10,000 (1.3%)

This was £5,000 less expenditure than reported to the May 2015 Committee, The majority of the underspend related to Employee Costs due to the over achievement of Turnover Savings.

#### Community Halls:

Total underspend £54,000 ( 5.7%)

This was £54,000 less expenditure than reported to the May 2015 Committee. Waivers for Hall Lets overspent by £28,000 and was offset by an over recovery of Lets Income of £69,000. Community Hubs Supplies underspent by £13,000.

#### Grants to Voluntary Organisations:

Total underspend £43,000 (12.6%)

Total payments of £356,000 were made to various Voluntary Organisations in 2014/15 resulting in an underspend of £43,000 against the budget of £399,000.

## **6.0 2015/16 PROJECTION**

- 6.1 The current Communities budget for 2015/16 is £8,293,100. This is a decrease of £48,170 from the approved Revenue Budget. Appendix 1 provides details of the virements responsible for this reduction.
- 6.2 The main variances to highlight in relation to the projected underspend of £70,000 for the 2015/16 Revenue Budget are :-

#### Safer Communities: Projected Underspend £53,000

Employee Costs are projected to underspend by £50,000 due to delays in filling a number of vacant posts and not back filling 2 posts within Environmental Health who are on maternity leave.

The Civil Contingency budget of £58,970 is projected to underspend by £3,000 based on the latest information provided by Renfrewshire Council..



## Housing: Projected Underspend £17,000

Employee Costs are projected to underspend by £17,000. This is due to a combination of a Housing Policy Officer post being vacant for several months and then replaced by an employee at a lower grade.

### **7.0 EARMARKED RESERVES**

7.1 Total funding for Earmarked Reserves is £3,552,000 of which £1,610,000 is projected to be spent in 2015/16. The remaining balance of £1,942,000 will be carried forward to 2016/17 and beyond. As at Period 3, the expenditure was £21,000 or 1.3% of the 2015/16 projected spend. The spend to date per profiling was expected to be £21,000 therefore there is no slippage. Appendix 4 gives a detailed breakdown of the current Earmarked Reserve position.

### **8.0 VIREMENTS**

8.1 The £50,000 virement shown in Appendix 1 of this report is a movement between the Communities and Education sections of this Committee. The virement was approved by Inverclyde Council on 29 January 2015 as part of the funding package for The Beacon.

### **9.0 IMPLICATIONS**

#### **9.1 Finance**

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

#### One off Costs

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

#### Annually Recurring Costs / (Savings)

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

#### **9.2 Legal**

There are no specific legal implications arising from this report.

#### **9.3 Human Resources**

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

#### **9.4 Equalities**

There are no equalities issues within this report.

#### **9.5 Repopulation**

There are no repopulation issues within this report.

## **10.0 CONSULTATION**

10.1 The paper has been jointly prepared by the Chief Financial Officer, the Corporate Director Health & Social Care Partnership and the Corporate Director Environment, Regeneration & Resources.

## **11.0 BACKGROUND PAPERS**

11.1 There are no background papers for this report.

**Communities Budget Movement - 2015/16****Period 3: 1st April - 30th June 2015**

Service	Approved Budget	Movements			Revised Budget	
	2015/16 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2015/16 £000
Libraries & Museum	1,446					1,446
Sport & Leisure	1,783					1,783
Safer Communities	3,236			2		3,238
Housing	619					619
Community Halls	965					965
Grants to Voluntary Organisations	292		(50)			242
Totals	<u>8,341</u>	<u>0</u>	<u>(50)</u>	<u>2</u>	<u>0</u>	<u>8,293</u>

**Supplementary Budget Detail**

£000

External ResourcesInternal Resources

Internal Transport Redistribution

2

Savings/Reductions2

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 3 : 1st April 2015 - 30th June 2015**

<u>Out Turn</u> <u>2014/15</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2015/16</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-15</u> <u>£000</u>	<u>Projection</u> <u>2015/16</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
2,727	<b>Safer Communities</b> Employee Costs	2,834	714	696	2,784	(50)	(1.8%)
256	<b>Housing</b> Employee Costs	156	39	41	139	(17)	(10.9%)
<b>Total Material Variances</b>						<b>(67)</b>	

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2015 - 30th June 2015**

2014/15 Actual £000	Subjective Heading	Approved Budget 2015/16 £000	Revised Budget 2015/16 £000	Projected Out-turn 2015/16 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,243	Employee Costs	4,148	4,148	4,081	(67)	(1.6%)
459	Property Costs	654	654	654	0	-
1,713	Supplies & Services	1,715	1,715	1,715	0	-
45	Transport Costs	36	38	38	0	-
99	Administration Costs	63	63	63	0	-
4,598	Other Expenditure	2,223	2,173	2,170	(3)	(0.1%)
(3,225)	Income	(498)	(498)	(498)	0	-
7,932	TOTAL NET EXPENDITURE	8,341	8,293	8,223	(70)	(0.8%)
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,341	8,293	8,223	(70)	

2014/15 Actual £000	Objective Heading	Approved Budget 2015/16 £000	Revised Budget 2015/16 £000	Projected Out-turn 2015/16 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,421	Libraries & Museum	1,446	1,446	1,446	0	-
1,504	Sports & Leisure	1,783	1,783	1,783	0	-
3,066	Safer Communities	3,236	3,238	3,185	(53)	(1.6%)
750	Housing	619	619	602	(17)	(2.7%)
892	Community Halls	965	965	965	0	-
299	Grants to Vol Orgs	292	242	242	0	-
7,932	TOTAL COMMUNITIES	8,341	8,293	8,223	(70)	(0.8%)
	Earmarked Reserves	0	0	0	0	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2015/16</u>	<u>Phased Budget To Period 3 2015/16</u>	<u>Actual To Period 3 2015/16</u>	<u>Projected Spend 2015/16</u>	<u>Amount to be Earmarked for 2016/17 &amp; Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Support for Owners	John Arthur	1,250	0	0	1,250	0	New funding of £537k is the RTB receipts due from RCH for 2014/15.
Renewal of Clune Park	John Arthur	1,901	12	12	98	1,803	Appeals process for Demolition Orders is still on going with last Court appearance June 24. A total of 37 Appeals have now been dismissed leaving 213. A total of 204 have now paid deposits to continue the process. Projected costs for 2015/16 related to a seconded employee and legal fees associated with the Appeals.
Support for Community Facilities	John Arthur	163	9	9	163	0	YTD spend relates to final payment for construction of Gibshill Community Centre. It's anticipated that the remaining funding will be committed before year end.
Investment Fund for Council Owned Bowling Clubs	John Arthur	169	0	0	30	139	Will be used to fund replacement toilets at Lady Alice Bowling Club. Contractor expected to be on site Spring 2016. Expenditure in 2015/16 relates to site investigations and fees.
Expansion of Summer Playschemes	John Arthur	29	0	0	29	0	Funding for summer playschemes including Play4All. Funding should be fully spent this financial year. New funding of £12k was approved by P&R Executive Sub Committee to allow IL to maintain prices at £2.50 per session.
Ravenscraig Sports Barn	John Arthur	40	0	0	40	0	Funding will be paid monthly to IL once new Ravenscraig facility is closed for works.
<b>Total</b>		<b>3,552</b>	<b>21</b>	<b>21</b>	<b>1,610</b>	<b>1,942</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Safer &amp; Inclusive Communities and Chief Financial Officer</b>	<b>Report No:</b>	<b>EDUCOM/76/15/JA</b>
<b>Contact Officer:</b>	<b>John Arthur</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Communities Capital Programme 2015 to 2018</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Communities Capital Programme and to highlight the overall financial position.

## **2.0 SUMMARY**

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall the Committee is projecting to contain the costs of the 2015-2018 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 3 years of the current programme together with a projected allocation for future years.

## **3.0 RECOMMENDATIONS**

- 3.1 That the Committee note the progress with the specific projects as detailed in Appendix 1.

John Arthur  
Head of Safer & Inclusive  
Communities.

Alan Puckrin  
Chief Financial Officer

## **4.0 BACKGROUND**

4.1 This report shows the current position of the approved Communities Capital Programme.

## **5.0 HOUSING SCHEME OF ASSISTANCE (SOA)**

5.1 The Scheme of Assistance provides statutory housing assistance for the improvement and repair of private sector housing within Inverclyde. There is a 3-strand approach to delivery, namely Advice & Information, Practical Assistance and Financial Assistance. In order to meet the objectives of the Local Housing Strategy, repairs and improvements for the following areas are given priority – work to meet needs of disabled persons, houses which fail the tolerable standard, tackling fuel poverty, replacement of lead drinking water pipes and communal Scottish Housing Quality Standard works. Funding for SOA in the period 2015 to 2018 is £3.673m with £0.807m projected to be spent in this Financial Year.

## **6.0 WATT COMPLEX REFURBISHMENT**

6.1 A bid for £7m was entered to the Heritage Lottery Fund Round 1, the total cost of the project being £14m. The bid centered around the redesign and refurbishment of the McLean Museum and Watt Library. The bid was unsuccessful although the Council was invited to re-submit a fresh bid at a lower rate. The alternative bid will require significant changes to the first bid which was already restricted by the state of the current building. The current Council funding for this project is £4.0m, part of which will now be allocated to essential building work required this financial year.

Following a Timber Survey, it has been noted that several areas within the McLean Museum/Watt Library are affected by dry rot and will require remedial works. These works are primarily to eradicate the building of all dry rot, halt the further spread, and make the affected areas safe. The works will be carried out in 4 areas, the Store adjacent to the Burns Room (Watt Library), the Curator's Office on the first floor (McLean Museum), the office below the Curator's Office on the ground floor (McLean Museum) and the East entrance porch on the ground floor (Watt Library). In all of these areas the joists and lintels are affected by dry rot and will require removal and reinstatement of finishes to the required specifications from Historic Scotland.

There has been a delay in carrying out this work, intended for 2014/15, due to the need for planning permission and additional specifications from Historic Scotland. The estimated cost for this work has increased from £80k to £99k.

Consultants have been engaged to review the scheme and prepare proposals for optimising external funding from the Heritage Lottery Fund. In tandem with this, officers are also considering the scope of works required to carry out the essential works to the Watt Complex.

## **7.0 INVERKIP COMMUNITY FACILITY & LIBRARY FITOUT**

7.1 Construction of a new Community Facility for Inverkip was approved at the September 2011 Regeneration Committee. Tenders were received in June 2015. Due to the challenging ground conditions, and the specific requirements of SEPA for drainage works, the lowest tender was £400k over budget. The P&R Executive Sub-Committee of 18 June 2015 agreed to increase the overall budget for the project to £2.161 million to allow acceptance of the tender.



Considerable work has been undertaken to develop the building design and progress a solution for the discharge of surface water to the satisfaction of the Scottish Environmental Protection Agency (SEPA). It is anticipated that the construction phase will now begin in Financial Year 2015/16 following delays with the planning process as a result of the surface water drainage issues.

Planning permission was obtained on 8 February 2015 and Building Warrants were approved in August 2015.

The land acquisition issues, which have also been problematic, are anticipated to be resolved by end of August 2015, which will allow the acceptance of the lowest tender. This will delay the start on site date to Autumn 2015. The projected spend for 2015/16 is £0.901m, with the balance of funds being spent in 2016/17.

## **8.0 WOODHALL COMMUNITY FACILITY**

- 8.1 The purpose of this project was to build a Multi-Use Games Area (MUGA) and a small tenants' hall at a vacant site in Parkhill Square, Port Glasgow. A budget of £0.4m has been allocated to the project. The Woodhall Tenants' and Residents' Association have been successful in obtaining lottery funding for the MUGA.

After further discussion, the group have now completed the process of forming a limited company to allow them to draw down the lottery award and instruct the works for the construction of the MUGA through the Council. Further discussions with the group are required regarding the final use of the remaining budget within the area.

Tenders were issued for the MUGA project, however unanticipated issues with the land acquisition from River Clyde Homes, prevented the acceptance of the lowest tender within the required timescale. The project will be re-tendered once the land acquisition issue is resolved. The Lottery Fund are aware of the situation and have indicated that the funding for this project will be held pending that resolution.

## **9.0 NEW COMMUNITY FACILITY BROOMHILL**

- 9.1 The Environment & Regeneration Committee of January 2013 approved in principle that the site of the former Mearns Centre and the adjoining blaes pitch at Nile Street Greenock would be made available to Inverclyde Action on Mental Health (IAMH) to develop a joint Social Enterprise / Community Facility. A planning application has been submitted and the former Mearns Centre building has now been demolished with site clearance work underway. A budget of £1.050m is allocated for the Inverclyde Council contribution to this project and it is anticipated that the main construction phase will begin in 2015/16.
- 9.2 IAMH have been successful in their bid to the Big Lottery, and the Scottish Government has confirmed the award of Regeneration Capital Grant to the Council to support his project. The Environment and Regeneration Committee at their meeting of 5 March 2015 approved the recommendation to transfer the ground/ agree a 99 year lease at Mearns Street/ Nile Street in support of the project.
- 9.3 IAMH are proceeding to tender with an anticipated start on site of June 2015 and practical completion by June 2016.
- 9.4 At its meeting of 10 March, 2015 the Committee agreed the provision of funding to IAMH in support of the capital costs of this project. Since then it has come to light that, in order to maximise recovery of VAT, this award is required to be made direct to the wholly owned trading subsidiary of IAMH, In-Work Enterprises Ltd, rather than through IAMH. Members were asked to confirm the award of the relevant capital funds to In-Work Enterprises Ltd.

Officers are concluding a funding agreement which, in tandem with the relevant lease conditions, protects the Council's investment and other interests in this project.

The conveyancing issues at this site have proved to be particularly difficult and officers have been working with IAMH solicitors to achieve a resolution that is satisfactory to both parties and, importantly, is acceptable to the Lottery Fund in terms of their funding commitment. As a result, tenders have not been issued by IAMH and the project work plan is being reviewed. A further verbal update will be available at Committee on 8 September.

Due to the phasing of Regeneration Capital Grant Funds committed to this project, it is anticipated that spend from the Council's capital budget will be £101k in 2015/16 with the balance being spent in 2016/17.

## **10.0 RAVENSCRAIG SPORTS BARN**

- 10.1 A budget of £0.6m has been allocated to fund the redevelopment of the Ravenscraig Sports Barn building. Inverclyde Leisure (IL) have recently concluded a public consultation exercise regarding future use of the building and their proposals will be presented to the Council in due course.

Members have agreed the provision of loan facilities to IL to provide a total budget of £1.2million for the refurbishment of the building, extension of the gym area and fit out of the 'clip and climb' area. IL have appointed a development partner, design team and contractors and it is anticipated that the first phase of the project (the affordable gym) will be completed by January 2016, with the climbing facility completion by end of March 2016.

It is anticipated that the full budget for this project will be drawn down in 2015/16.

## **11.0 BIRKMYRE PARK PITCH IMPROVEMENTS.**

- 11.1 As a result of a budget decision for 2015/17, an additional £150,000 has been added to the allocation for Birkmyre Park pitch improvements and £150,000 has been agreed to support the new Mountain Bike track at Rankin Park, which was approved by the Committee in May 2015.

Legal and Property Services have commissioned a specialist design team to examine the potential for improving the pitches at Birkmyre Park (in view of the significant cost of simply draining the existing pitches) and an outline scheme has been discussed with Sports Scotland. A report on these proposals will be considered by the CMT and the Members Budget Working Group before formal recommendations are presented for the Committee's consideration.

## **12.0 MOUNTAIN BIKE TRACK, RANKIN PARK**

- 12.2 Committee approved funding of £150k in support of a successful bid to Sports Scotland's 'Active Places' fund at the meeting in May 2015. The full budget for the project is £250 (inclusive of grant). Tenders have been issued for this project and it is anticipated that works will be complete on site by the end of 2015/16.

## **13.0 IMPLICATIONS**

### **Finance**

- 13.1 The approved budget for 2015/18 is £12.384m. The expenditure at 14 August, 2015 is £239k or 11.35% of the revised projected expenditure (£2.104million) for 2015/16.
- 13.2 The current budget (15/18) of £12.384 is made up of £3.673 for the Scheme of Assistance

(SOA) and £8.711m for Cultural & Sports projects. Please refer to Appendix 1 for details of expenditure by project.

### **Legal**

13.3 There are no legal issues.

### **Human Resources**

13.4 There are no human resources issues.

### **Equalities**

13.5 There are no equalities issues.

### **Repopulation**

13.6 There are no repopulation issues.

## **14.0 CONSULTATION**

14.1 The report has been jointly prepared by the Head of Safer & Inclusive Communities and the Chief Financial Officer.

## **15.0 LIST OF BACKGROUND PAPERS**

15.1 Communities Capital Programme Technical Progress Reports August 2014. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

COMMUNITIES CAPITAL REPORT

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	Status
	Est Total Cost	Actual to 31/3/15	Approved Budget 2015/16	Revised Est 2015/16	Actual to 14/08/15	Est 2016/17	Est 2017/18	Future Years	Start Date	Original Completion Date	Current Completion Date	
	£000	£000	£000	£000	£000	£000	£000					
<b>Housing</b>												
Scheme of Assistance	3,673	0	807	807	170	2,033	833					Ongoing
	3,673	0	807	807	170	2,033	833	0				
<b>Cultural &amp; Sports</b>												
Watt Complex Refurbishment	4,000	127	152	152	0	1,500	2,221					Ongoing
Inverkip Community Facility & Library Fit Out	2,161	144	901	901	28	1,116	0					Ongoing
Community Facilities Investment Woodhall	400	0	100	100	0	300	0					Ongoing
New Community Facility Broomhill	1,050	197	53	101	0	752	0					Ongoing
Ravensraig Sports Barn	600	0	400	600	41	0	0					Ongoing
Contribution to Birkmyre Park Pitch Improvements	250	0	0	0	0	250	0					Ongoing
Rankin Park Mountain Bike Track	250	0	0	250	0	0	0					Ongoing
	8,711	468	1,606	2,104	69	3,918	2,221	0				
<b>Communities Total</b>	12,384	468	2,413	2,911	239	5,951	3,054	0				

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b> 8 <sup>th</sup> September 2015
<b>Report By:</b>	<b>Head of Safer &amp; Inclusive Communities</b>	<b>Report No:</b> EDUCOM/61/15/DH
<b>Contact Officer:</b>	<b>Drew Hall</b>	<b>Contact No:</b> 01475 714272
<b>Subject:</b>	<b>Clune Park Regeneration Plan Progress Report</b>	

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee with an update on the proposed regeneration of the Clune Park area of Port Glasgow.

## 2.0 SUMMARY

- 2.1 The Regeneration Plan for the Clune Park Area was approved by the Safe, Sustainable Communities Committee in May 2011. The Housing Supply Division (HSD) is supportive of the approach taken by the Council but is unable to provide additional funding to the plan other than general housing investment to provide housing re-provisioning off site.
- 2.2 The Regeneration Plan features prominently in the approved Inverclyde Local Housing Strategy 2011-2016 (the LHS) and is the top priority in the approved Strategic Housing Investment Plan 2015-2020 (the SHIP).
- 2.3 The SHIP programme informs the Strategic Local Programme (SLP) for the Inverclyde Council area. The current SLP includes developments at Lower Mary Street and at Woodhall, Port Glasgow which are now both under development to provide re-provisioning of 46 and 16 housing units respectively.
- 2.4 A structural survey has found that the concrete roofs are in a serious state of disrepair in all the properties in the estate. This Committee at its meetings in March and May 2014 agreed to make Demolition Orders on all the flats in the remaining 42 tenements. 3 tenements and a single property are already subject to Demolition Orders.
- 2.5 274 Appeals, now reduced to 213 Appeals, against the Demolition Orders have been lodged with the Sheriff Court. The initial hearing for the Appeals was held on 24<sup>th</sup> September was continued on several further occasions to the latest on 31<sup>st</sup> July . The hearing has been again continued until 25<sup>th</sup> September .

## 3.0 RECOMMENDATIONS

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

**John Arthur**  
**Head of Safer & Inclusive Communities**

## **4.0 BACKGROUND**

4.1 The Clune Park Area Regeneration Plan brings together all of the people-related and property-related issues that must be addressed in order to regenerate the area. The plan has been refined and developed in the light of the results of the Private Sector House Condition Survey (PSHCS) carried out in 2011 and of the Personal Housing Plans PHP visits that have been completed to date. The revised plan was submitted to Scottish Government officials in November 2011, as requested, and a written response was finally received in July 2012. Political and financial commitments have been given by Inverclyde Council to the approved Regeneration Plan.

## **5.0 ACTION TO DATE**

5.1 The Regeneration Plan proposes to rehouse existing residents off-site resulting in the separation of people and property. Discussions have been held between Inverclyde Council, HSD officials and Registered Social Landlords to determine which projects in the SHIP programme are to be undertaken. This has informed the SLP for the Inverclyde Council area. The clear priority given to the Clune Park area in the LHS and in the SHIP has helped secure the regeneration of the area through the allocation of Affordable Housing Supply Programme funding to the SLP over the next three years. The SLP approved by Committee includes developments at Lower Mary Street and at Woodhall, Port Glasgow to provide reprovisioning of 46 and 16 housing units respectively to assist with rehousing the Clune Park residents. Work has commenced on both sites. It is likely that the first houses at Lower Mary Street will be ready for occupation next month.

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

5.3 The Council has been successful in defending appeals against Demolition Orders for 2 tenement blocks. A third appeal has been withdrawn by the appellant who has agreed to transfer ownership of their 4 flats in the tenement to the Council

5.4 A Communications Strategy designed to ensure that the local populace and everyone with an interest in the Clune Park area are kept informed of developments is in place. A full explanation of the strategy as set out in the Regeneration Plan has been given to private landlords who own and manage properties in the Clune Park area and they will be kept apprised of progress as the Plan is rolled out.

5.5 A number of owners have approached the Council to transfer ownership of their properties which are subject to Closing or Demolition Orders at nil value and remove their liability for the demolition costs. The Committee has agreed to grant delegated powers to the Corporate Director Education, Communities & OD to acquire properties that are BTS at nil value.

5.6 An external condition survey was completed in June 2013. This survey found structural cracking which was at a level not previously seen. A structural engineer was instructed to assess this structural problem. He reported that the cracking is caused by the deterioration of a fundamental element in the construction of the flat roofs of all blocks within this estate. The steel in the reinforced concrete roofs is corroding causing the roof structure to expand, which in turn is placing stresses on the wall heads causing structural cracking. This is a progressive fault which will ultimately result in structural failure.

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

advised.

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

## **6.0 FURTHER ACTION REQUIRED**

- 6.1 274 Appeals against the Demolition Orders have been lodged with the Sheriff Court and the number of Appeals has now reduced to 213. The procedural hearing for the Appeals was first held on 24<sup>th</sup> September 2014. The Sheriff has continued the procedural hearing on a number of occasions to allow for further information from both the appellants and the Council to be lodged. The last continuation was on 31<sup>st</sup> July when the number of appeals was finalised at 213.
- 6.2 The Council and Appellants' Solicitors are agreed that 6 flats in 4 tenements will be the subject of a proof hearing. The matter has been continued until 25<sup>th</sup> September when it is hoped that a date for the proof hearing will be set.
- 6.3 Progress on complete demolition of the area can only begin when the Appeals process has run its course and after the expiry of the evacuation period to allow residents to vacate their flat. Officers will be monitoring progress of appeals to ensure that demolition contracts are tendered and progressed as quickly as is practical. Officers are also exploring the possibility of demolishing the tenements currently subject to active Demolition Orders

## **7.0 IMPLICATIONS**

### **7.1 Strategic**

The progression of the regeneration of Clune Park, through the Strategic Housing Investment Plan 2015-2020 and the SLP, will make a valuable contribution to several strategic aims and objectives as set out in the:

- Inverclyde Alliance Single Outcome Agreement;
- Community Plan; and
- Inverclyde Local Housing Strategy 2011-2016.

### **7.2 Financial**

The Council's current financial commitment to the Clune Park Area Regeneration Plan is as follows:

## Financial Implications - One off Costs

<b>Cost Centre</b>	<b>Budget Heading</b>	<b>Budget Year</b>	<b>Proposed Spend</b>	<b>Virement From</b>	<b>Other Comments</b>
Clune Park Regen.	Clune Park Regeneration	2015/16	£1,901,000		EMR
Scheme of Assistance	Regeneration enabling	2015/16	£261,000		estimate
Council Tax	Affordable Housing – 2 <sup>nd</sup> homes income	2015/16	£90,000		estimate
TOTAL			<b>£2,232,000</b>		estimate

**Note:** in addition to the above the Council has also approved £1million prudential borrowing for this project.

## Financial Implications - Annually Recurring Costs/ (Savings)

<b>Cost Centre</b>	<b>Budget Heading</b>	<b>With Effect from</b>	<b>Annual Net Impact</b>	<b>Virement From (if applicable)</b>	<b>Other Comments</b>
N/A					

### 7.3 Human Resources

Currently being met within existing and temporary staffing.

### 7.4 Legal

Legal and Property Services are continuing to provide advice and guidance on the roll out of the Regeneration Plan to ensure that all possible remedies are pursued and that actions are taken in compliance with appropriate legislation. The Regeneration Plan is based upon existing legislation however the Service is reviewing any changes in legislation.

### 7.5 Equalities

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

### 7.6 Repopulation

This plan is intended to help remove an area of housing blight in Inverclyde and therefore improve the overall area.



## 8.0 CONSULTIONS

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

## 9.0 LIST OF BACKGROUND PAPERS

- 9.1
- Robert Street Area - Housing Options Study: June 2006
  - Robert Street Area – Housing Options Study, Environment & Regeneration Committee, January 2007. ECP/HOU/BB07MSB/010
  - Robert Street Area – Regeneration Strategy Steering Group Update, SSCC, June 2007. ECP/HOU07WR/032
  - Robert Street Area – Regeneration Strategy Steering Group Update, SSCC 25 October 2007. ECP/HOU/WR07/046
  - Clune Park Regeneration: Progress Report – SSCC, March 2011. ECP/Plan/WR10/008
  - Clune Park – Proposed Regeneration Plan – Special SSCC May 2011. SCS/64/11/AH/DH
  - Clune Park Regeneration: Progress Report – SSCC, August 2011. SCS/65/11/AH/DH
  - Clune Park Regeneration: Progress Report – SSCC, January 2012. SCS/85/12/AH/DH
  - Clune Park Regeneration: Progress Report – SSCC, March 2012. SCS/94/12/AH/DH
  - Clune Park Regeneration: Progress Report – E&CC, June 2012. EDUCOM/01/12/AH/DH
  - Affordable Housing Investment – Strategic Local Plan – E&CC, September 2012. EDUCOM/16/12/AH/DH
  - Clune Park Regeneration: Progress Report – E&CC, September 2012. EDUCOM/18/12/AH/DH
  - Clune Park Regeneration: Progress Report – E&CC, October 2012. EDUCOM/38/12/AH/DH
  - Clune Park Regeneration: Progress Report – E&CC, January 2013. EDUCOM/01/13/DH
  - Clune Park Regeneration: Progress Report – E&CC, March 2013. EDUCOM/32/13/DH
  - Clune Park Regeneration: Progress Report – E&CC, May 2013. EDUCOM/47/13/DH
  - Clune Park Regeneration: Progress Report – E&CC, September 2013. EDUCOM/61/13/DH
  - Clune Park Regeneration: Review Report – E&CC, November 2013. EDUCOM/78/13/DH
  - Clune Park Regeneration: Progress Report – E&CC, January 2014. EDUCOM/10/14/DH
  - Clune Park Regeneration Plan Update – Structural Conditions Report – E&CC, March 2014. EDUCOM/22/14/DH
  - Clune Park Regeneration: Progress Report – E&CC, March 2014. EDUCOM/31/14/DH
  - Clune Park Regeneration Plan Update – Structural Conditions Update Report – E&CC, May 2014. EDUCOM/35/14/DH
  - Clune Park Regeneration: Progress Report – E&CC, May 2014. EDUCOM/34/14/DH
  - Clune Park Regeneration: Progress Report – E&CC, September 2014. EDUCOM/56/14/DH
  - Clune Park Regeneration: Progress Report – E&CC, November 2014.

- EDUCOM/74/14/DH
- Clune Park Regeneration: Progress Report – E&CC, January 2015.  
EDUCOM/01/15/DH
  - Clune Park Regeneration: Progress Report – E&CC, March 2015.  
EDUCOM/22/15/DH
  - Clune Park Regeneration: Progress Report – E&CC, May 2015.  
EDUCOM/38/15/DH

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Corporate Director Environment, Regeneration &amp; Resources</b>	<b>Report No:</b>	<b>SL/LP/109/15</b>
<b>Contact Officer:</b>	<b>Sharon Lang</b>	<b>Contact No:</b>	<b>01475 712112</b>
<b>Subject:</b>	<b>Shelter Scotland's 'Making Renting Right' Campaign – Notice of Motion by Councillor McCabe</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to advise the Committee of the receipt of a Notice of Motion by Councillor McCabe, countersigned by Councillor Clocherty, submitted in terms of Standing Order 22.
- 1.2 The Notice of Motion is in the following terms:

“Inverclyde Council welcomes Shelter Scotland’s ‘Make Renting Right’ campaign and supports its call for reform of the private rented sector (14% of households in Inverclyde live in private rented sector accommodation, slightly higher than the Scottish average of 13%) and, in particular, reforms to provide tenants with greater security of tenure creating stability for people wanting to make rented housing their home, predictable rents for tenants and landlords, with no more than once a year rent increases and a fair system for sorting out renting problems.”

## **2.0 RECOMMENDATION**

- 2.1 The Committee is asked to consider the Notice of Motion.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Safer &amp; Inclusive Communities</b>	<b>Report No:</b>	<b>EDUCOM/63/15/MP</b>
<b>Contact Officer:</b>	<b>Maggie Paterson</b>	<b>Contact No:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Grants to Voluntary Organisations: Proposals for the disbursement of unallocated funds</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to provide recommendations for approval for the disbursement of the remaining Grants to Voluntary Organisations budget for 2015-2016.

## 2.0 SUMMARY

- 2.1 The budget for the Grants to Voluntary Organisations Fund for 2015-2016 is £231,430. From this amount £192,161 has been set aside to support the second year of funding for the 3 year grants awarded in the financial year 2014-2015. This left £39,269 available for Round 1 in 2014-2015.
- 2.2 At their meeting to consider Round 1 applications on 25 June, the Grants Sub-Committee approved grant awards to the to the value of £37,099. Leaving a balance of £2,170 not yet allocated.
- 2.3 The Grants Sub-Committee agreed that 'a report be submitted to a future meeting of the Education & Communities Committee on proposals for the disbursement of any unallocated sums within the Grants to Voluntary Organisations Budget for 2015-2016'. Officers were requested to assess applications which had been received too late for consideration in Round 1 and to bring forward recommendations to the Convener of the Grants Sub-Committee.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approve the proposed disbursement of unallocated GTVO funding as outlined in Section 5 below.

**John Arthur, Head of Safer & Inclusive Communities**

## 4.0 BACKGROUND

- 4.1 The budget for the Grants to Voluntary Organisations Fund for 2015-2016 is £231,430. From this amount £192,161 was been set aside to support the second year of funding for the 3 year grants awarded in the financial year 2014-2015. This left £39,269 available for Round 1 in 2014-2015.
- 4.2 At their meeting to consider Round 1 applications on 25 June, the Grants Sub-Committee approved grant awards to the value of £37,099, leaving a balance of £2,170 not yet allocated.
- 4.3 Given the small balance remaining, the Grants Sub-Committee agreed that 'a report be submitted to a future meeting of the Education & Communities Committee on proposals for the disbursement of any unallocated sums within the Grants to Voluntary Organisations Budget for 2015-2016'. Officers were requested to assess applications which had been received too late for consideration in Round 1 and to bring forward recommendations to the Grants Sub-Committee Convener.
- 4.4 The applications listed in Section 5 below were assessed by officers and recommendations agreed with the Grants Sub-Committee Convener.

## 5.0 PROPOSALS

- 5.1 It is proposed that the following awards be made:

<b>Organisation</b>	<b>Request</b>	<b>Recommendation</b>
Inverkip Community Association	£2,000 website, marketing, study visits	£600 towards website (conditional)
Greenock and District Angling Club	£1,500 for building work	£500 towards running costs
Justice for the Silenced	£660 for project launch	reject
Greenock United	£7,000 for minibus	reject
Newark Angling Club	£500 for running costs	£500
Kilmacolm Horticultural Society	£650 for website	£500 towards running costs
<b>Total</b>		<b>£2,100</b>

## 6.0 IMPLICATIONS

- 6.1 **Finance**

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
009700006005 007900006100	Grants to Vol Orgs	15-16	£2,100		

Annually Recurring Costs/ (Savings)

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

**Legal**

6.2 N/A

**Human Resources**

6.3 N/A

**Equalities**

6.4 N/A

**Repopulation**

6.5 N/A

**7.0 CONSULTATIONS**

7.1 N/A

**8.0 LIST OF BACKGROUND PAPERS**

8.1 N/A

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Safer &amp; Inclusive Communities</b>	<b>Report No:</b>	<b>EDUCOM/65/15/MP</b>
<b>Contact Officer:</b>	<b>Maggie Paterson</b>	<b>Contact No:</b>	<b>01475715450</b>
<b>Subject:</b>	<b>International Women's Day</b>		

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## 1.0 PURPOSE

1.1 The purpose of this report is to:

- advise Committee of action taken to recognise formally and mark International Women's Day on 8 March 2015; and
- seek approval for proposed activities developed in support of International Women's Day in future years.

## 2.0 SUMMARY

2.1 At their meeting on 19 February 2015, Inverclyde Council decided that:

- 2.2
- The Council agree to recognise formally and mark International Women's Day on 8 March 2015 by the flying of the International Women's Day flag, through appropriate action by the Council's Senior Management Team to celebrate the economic, social and political achievements of women locally and nationally and also by making this an annual event; and
  - That a report be submitted to the appropriate Committee on proposed activities which can be developed in support of International Women's Day in future years.

2.3 A series of events took place to celebrate International Women's Day on 8 March 2015. These are summarised below. At these events and through follow-up discussions with participants, proposals have been developed for activities to celebrate International Women's Day in future years. These are outlined at Section 5 below.

## 3.0 RECOMMENDATIONS

3.1 It is recommended that:

3.2 The Committee notes the activities put in place to celebrate International Women's Day on 8 March 2015; and

3.3 The Committee approves the proposals developed for activities to celebrate International Women's Day in future years, specifically:

- Establish an International Women's Day Planning Group
- Continue and expand activities involving school pupils
- Support women in the community to form a group to take forward issues identified
- Bring forward costed proposals for the expansion of activities.

## **4.0 BACKGROUND**

4.1 Following the agreement by Full Council to recognise formally and mark International Women's Day 2015, a number of activities were developed and delivered. These are summarised below.

### **4.2 Celebrating women's achievements**

Throughout the academic session 2014-15, leading up to International Women's Day on 8<sup>th</sup> March, Inverclyde's 6 secondary schools were engaged in projects researching and celebrating influential (mainly local) women. The projects involved mainly S2 and S3 pupils, and were co-ordinated by the English Departments in the schools. Each school selected a woman / women, and then researched the contribution they had made in their chosen fields. The research papers, interviews, artwork and DVDs produced by the pupils were then exhibited in the McLean Museum at an event held on the afternoon of Friday 6<sup>th</sup> March.

The event was attended by 60 pupils from the 6 local secondary schools, as well as a further 30 adults: Elected Members, teachers, representatives from the council and other partner organisations and members of the public including a number of the women selected by the pupils as their research subjects.

Margaret McEleny, Palma Allan, Polly Beck, Janice Hendrie and local author Cathy McPhail joined the pupils. Councillor Vaughan Jones spoke of the importance of International Women's Day and paid tribute to the work undertaken by the pupils. Cathy McPhail addressed the young people on the theme of Setting Their Sights High.

The afternoon was supported by colleagues in River Clyde Homes who were partners in the planning and organisation of the event. The work of the pupils remained in the museum, continuing the marking of International Women's Day and the work of our pupils, for a further week.

### **4.3 Enterprise Education**

With support from Enterprise Education staff, pupils from S5 at Port Glasgow High made purple ribbons which were sold at International Women's Day events, raising £26 for Women's Aid in Inverclyde.

### **4.4 'Make it Happen' Event for local women**

On Friday 6 March, 58 local women met in Greenock Town Hall to celebrate women's achievements and discuss how to 'Make it Happen' in keeping with the theme for International Women's Day 2015. Guest speaker from the 50:50 campaign, Johann Lamont MSP, set the scene, followed by workshops to discuss the following:

What are the issues for local women in our community?  
What would you like to see change/develop?  
How are we going to make this happen/developing women's voices?  
What's next for local women?

A 'marketplace' offering information on a range of local services for women was also available.

The event was organised and facilitated by CLD Service Community Work staff. The full findings from the workshops were written up and forwarded on to all participants. A summary of the findings and a breakdown of participants is provided at Annexe 1 below.



## **5.0 PROPOSALS**

### **5.1 Planning Group**

Officers and organisations involved in the above events agreed it would be valuable to establish a planning group to identify and co-ordinate activities to celebrate International Women's Day as well as to support the implementation of ideas and initiatives arising from the Day. The group would be led by the Education, Communities and OD Directorate and membership is likely to include:

- CLD Service
- Education Services
- Inverclyde Health & Social Care Partnership
- Libraries & Museums
- River Clyde Homes
- Safer Communities
- Third Sector representation.

### **5.2 Activities in schools**

Following on the success of activities in 2015 involving school pupils, it is proposed that this would be continued and expanded in subsequent years. The Planning Group would play a key role in supporting and developing these activities.

### **5.3 Women in the Community**

Many of the women who attended the 'Make it Happen' event expressed an interest in continuing to meet throughout the year to take forward action on the issues they had identified. It is proposed that support and capacity building for this group is included within CLD Service Community Work Staff work planning.

### **5.4 Funding the expansion of activities**

The costs associated with activities in 2015 were subsumed within Service budgets. River Clyde Homes contributed funding for the catering for the event at the McLean Museum. However, if the Committee wishes to expand the scale of activities on the day, additional dedicated funding may be required. It is proposed that the Planning Group bring forward costed proposals to the November Committee.

## **6.0 IMPLICATIONS**

### **Finance**

6.1 None within this report.

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

**Legal**

6.2 None

**Human Resources**

6.3 None

**Equalities**

6.4 A key focus of International Women's Day and associated activities is tackling the inequalities experienced by women.

**Repopulation**

6.5 None

**7.0 CONSULTATIONS**

7.1 The 'Make it Happen' event provided an opportunity to consult local women on taking forward planning for International Women's Day in Inverclyde.

**8.0 LIST OF BACKGROUND PAPERS**

8.1 Not applicable.

## Annexe 1

### Summary of Discussions at 'Make it Happen' Event

#### What are the issues for local women in our local community?

- Unequal pay
- Gender stereotyping
- Affordable childcare
- Violence against women

#### What would you like to see change/develop?

- Women better represented in decision making, management and local and national government
- Encouragement for women to take up non-traditional careers
- Employers take more responsibility for the provision of childcare

#### How are we going to make this happen/developing women's voices?

- Promote awareness of legal rights
- Provide strong role models for girls and young women
- Lobby for change in funding and provision of childcare
- Tackle the culture and stigma of violence against women

#### What's next for local women?

- More events bringing local women together to celebrate success and tackle issues
- Women supporting women to campaign and lobby for change – establish steering group
- Identify role models
- Instil confidence in future generations of women

#### Participants by organisation

Community Members	17
River Clyde Homes	9
Inverclyde Health and Social Care Partnership staff and carers	8
West College Scotland	1
Inverclyde Carers Centre	6
Inverclyde Council	8
Young People	3
Your Voice	1
Inverclyde Council on Disability	5
<b>TOTAL</b>	<b>58</b>

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Inclusive Education, Culture &amp; Corporate Policy</b>	<b>Report No:</b>	<b>EDUCOM/74/15/GB</b>
<b>Contact Officer:</b>	<b>Geraldine Bergin, Acting Libraries Museum and Archives Manager</b>	<b>Contact No:</b>	<b>01475 712347</b>
<b>Subject:</b>	<b>Loan of Painting from McLean Museum</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform Committee that there has been a request for the loan of a painting from the McLean Museum and Art Gallery (the James Watt Trust).

## **2.0 SUMMARY**

- 2.1 The request comes from the University of St Andrews. The University of St Andrews is planning a major exhibition on the work of the Recording Scotland Project. It will be held at The Gateway Galleries, University of St Andrews, from 5 September, 2015 until 6 December, 2015.
- 2.2 The University of St Andrews wishes to borrow an oil painting by Margaret Wright (1884-1957) entitled 'The Strutted Close, Clydeside 1941'.
- 2.3 The University of St Andrews will be responsible for the collection and return of the work and will arrange all transport, insurance and handling. The exhibition will be curated by the Museum Collections Unit, University of St Andrews. The University of St Andrews has security arrangements in place and the work will be covered by the University's insurers.

## **3.0 RECOMMENDATIONS**

- 3.1 That the Committee approves the request outlined above for the loan of the painting to The University of St Andrews from August, 2015 until December, January, 2015 subject to matters of transport, security and insurance being arranged to the satisfaction of the Libraries Manager.

## 4.0 BACKGROUND

- 4.1 The 'Recording Scotland' exhibition will feature works from the University's Recording Scotland Collection that consists of over 100 artworks. This collection was created as part of the Recording Scotland project, which was initiated by the Pilgrim Trust and was designed to produce employment for artists during the Second World War, and create a permanent pictorial record of a Scotland thought to be at risk from bombs and growing industrialisation. Scenes range from castles, churches and the Clyde docks to village streets, fishing ports and cityscapes of Edinburgh and Glasgow. Margaret Wright is one of the artists represented in the collection, alongside works by artists including James Wright, David Foggie, Alan Ian Ronald, Stewart Carmichael, John Guthrie Spence Smith, Charles Oppenheimer and Samuel Peploe.
- 4.2 It is proposed that the loan of this work to the exhibition by the McLean Museum will promote the quality and extent of the holdings of paintings in the collection and encourage visits to the institution and increase awareness across Scotland of the important role of the arts in Inverclyde.

## 5.0 IMPLICATIONS

### 5.1 Finance: No implications

Financial Implications – One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments

Financial Implications – Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments

### 5.2 Human Resources:

The preparation for the loan of the work will be carried out by staff of the McLean Museum.

### 5.3 Legal:

No legal implications.

### 5.4 Equalities:

No equalities implications.

**5.5 Repopulation:**

No repopulation implications.

**6.0 CONSULTATIONS**

6.1 N/A

**7.0 BACKGROUND PAPERS**

7.1 N/A

## The Painting



*The Strutted Close, Clydeside 1941*

Oil on canvas  
91.3 x 71.7 cm

by  
Margaret Wright (1884-1957)

*Margaret Isobel Wright Bequest 1957*

Margaret Isobel Wright was the daughter of Thomas Wright, a stationer and printer in Ayr and his wife Jessie McWilliam. Her older brothers were the artist James Wright RSW and Waugh Wright, a violinist and composer. She studied at Glasgow School of Art from 1902 until 1908 and continued her studies in France.

In 1921 she married Dugald Campbell, ships steward, later chief steward of the P.S. Caledonia, and lived at Gourrock. During the summer months his ship was berthed overnight at the Holy Loch and she would take a house there. She painted watercolours of the west coast, harbours and children. George Henry and artists of the Glasgow School particularly influenced her work.

She participated in the 'Recording Scotland' project during the 1940s. The project was designed to produce work for artists in Scotland during the World War II and at the same time to create a lasting record of the Scottish landscape at risk of destruction from enemy action and future industrialisation. She exhibited at the Royal Scottish Academy (35 times) and the Royal Glasgow Institute (76 times), amongst other venues.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Safer &amp; Inclusive Communities</b>	<b>Report No:</b>	<b>EDUCOM/75/15/MM</b>
<b>Contact Officer:</b>	<b>Martin McNab</b>	<b>Contact No:</b>	<b>4246</b>
<b>Subject:</b>	<b>Items for Noting - Communities</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to keep the Committee apprised of matters which fall within its remit for information purposes.

## 2.0 FSS Audit of Inverclyde Council

- 2.1 Food Standards Scotland (FSS), the public sector food body for Scotland, launched on 01 April 2015, taking over the responsibilities previously carried out in Scotland by the Food Standards Agency (FSA), including the remit to oversee Local Authority food law enforcement activities to ensure appropriate local services are in place.
- 2.2 In June 2015 FSS carried out a core audit of Inverclyde Council's implementation of official controls on the hygiene of foodstuffs in food business establishments and the application of the Food Hygiene Information Scheme. The last audit of the service was in August 2011. Inverclyde Council's Food Service is delivered by the Food & Health Team of Safer & Inclusive Communities.
- 2.3 The ensuing audit report is attached at Appendix 1. As can be seen from the report there were no areas of concern or recommendations arising from the audit. Following audit checks and interviews the auditors were satisfied that "it was evident...that Officers were taking a graduated approach to enforcement and actively worked with businesses to achieve compliance" (Para 3.2.1). Auditors further found that "Officers were....knowledgeable about the premises, the authority's policies and procedures, the relevant legislation and had the confidence of the Food Business Operator" (Para 3.2.11). These audit findings confirmed that officers were working in accordance with the Food Safety Enforcement Policy approved by Committee in March 2015.

## 3.0 Official Food Controls Service Plan 2015/16

- 3.1 The Framework Agreement on Official Feed and Food Controls by Local Authorities requires Local Authorities to produce service plans for the carrying out of those functions. The plan for 2015-16 was unfortunately not complete in time for the May Committee but is attached as Appendix 2.
- 3.2 The plan follows a common format and must cover certain areas of service delivery. The attached plan was however checked as part of the audit referred to in 2.0 above and was found to be satisfactory.
- 3.3 The framework agreement does not require the plan to have formal committee approval but it is appropriate to bring it to members' attention.



#### **4.0 Outdoor Education – School Consultation**

- 4.1 The Education & Communities Committee of 5 May 2015 approved in principle the use of the outdoor education budget for the development of curricular & non-curricular mountain biking at the new facility at Rankin Park from 2016 onwards.
- 4.2 The committee further requested a consultation with primary schools on their views on this and agreed to remit any funding implications to Policy & Resources Committee.
- 4.3 The results of the consultation are contained at Appendix 3. Responses were received from 18/20 primary schools in Inverclyde. As can be seen from the consultation 11 schools were in favour of the proposals, 4 unsure and 3 against. Closer reading of the comments however reveals that 8 schools were unequivocally in favour of the move to mountain bike provision, 6 favoured a mix of mountain biking and traditional trips, 1 was unsure and 3 favoured traditional trips.
- 4.4 In line with the decision of the committee therefore a report will be submitted to the September Policy & Resources Committee seeking funding from 2016/17 onwards for the continuation of funding for residential trips.

#### **5.0 Local Housing Strategy**

- 5.1 The Committee has been previously advised that a future report would be presented for the Committee to consider extending the current Local Housing Strategy which is due to end on 31<sup>st</sup> March 2016 by a further 3 years to bring it in line with the Local Development Plan. This was subject to obtaining the agreement of the Scottish Government.
- 5.2 The Scottish Government have now responded to our consultation and have advised that although they are sympathetic to our request they cannot endorse the proposed extension as these Strategies should only have a 5 year life and there is a risk that our Strategy would become out of date.
- 5.3 The Service accepts the Scottish Government response. The Service will develop a replacement during the latter half of 2016 with a proposed launch date of early 2017 for the new 5 year Strategy.

#### **6.0 A 3 year plan for co-ordination of community learning and development in Inverclyde**

- 6.1 On 11 August 2015, the Policy and Resources Committee approved the above plan. This ensured the Council's compliance with Regulation 4 of the 'Requirements for Community Learning and Development (Scotland) Regulations 2013' which stipulate that each local authority should 'consult on and publish plans every three years containing specified information on the provision of CLD by both the local authority and its partners. The first plan should be in place not later than 1 September 2015'.
- 6.2 Progress reports on the implementation of the plan will be brought to the Education & Communities Committee.
- 6.3 The purpose of the plan

The purpose of the 3 year plan for co-ordinating CLD in Inverclyde 2015-2018 is to maximise the contribution of CLD to achieving the outcomes of the Inverclyde Alliance Single Outcome Agreement by:

- Co-ordinating provision of CLD in the broadest sense, essentially all learning and development that takes place in the community, other than vocational training and programmes delivered by teachers in school and by further education lecturers
- Integrating planning for CLD within community planning, adding value to existing

planning and evaluation.

#### 6.4 Outcomes of the plan

##### Outcome 1 The needs of individuals and communities for CLD are met

This will be achieved by:

- improving the way we co-ordinate the assessment of needs and strengths in our communities and the identification of unmet need
- knowing and understanding our communities
- building on the strengths of our communities, working together to improve life chances and the quality of community life.

##### Outcome 2 The impact of CLD in Inverclyde is maximised through effective planning and co-ordination

This will be achieved by:

- ensuring that all CLD provision is mapped to Inverclyde Life and that everyone knows how to access the programmes and support they need
- creating learning and development pathways and supporting people along them
- clearly delineating how and where CLD is planned and co-ordinated within our community planning infrastructure.

Copies of the full plan will be available at the meeting .

#### **7.0 CLD Service Annual Report 2014-2015**

7.1 The CLD Service has developed a new annual reporting format designed to provide a vehicle for:

- collating and reviewing the findings of our self-evaluation activities
- reflecting on and celebrating the achievements and impacts of the Service
- informing stakeholders and participants of the range and impact of the work of the Service.

7.2 The following summarises highlights from the report.

##### An excellent year for the CLD Service

- report on the inspection of the learning community surrounding Clydeview Academy
- success on the national stage

##### Skills for life – supporting people to acquire the knowledge, skills and confidence necessary for them to play an active and productive role in their personal, community, family and working lives

###### *Adult learning*

- 868 learners participated in health and well-being programmes
- 146 learners participated in digital skills programmes and 447 in programmes combining digital skills with financial support
- 473 learners participated in employability programmes and community based work clubs
- 100 families participated in parenting and family learning programmes supported by the CLD Service

###### *Adult literacies*

- 563 participants in adult literacies – 75% of whom were unemployed at the point of registration, 50% of whom live within the most deprived 15% of communities in Scotland
- 281 learners received accreditation in 345 certificated units
- Customised programmes developed and co-delivered with – Action for Children-Moving On, MCMC, Jobcentre+ Greenock, HMP Greenock, IBM, Jericho Society, Working Links, Inverclyde Royal Hospital and St Columba’s High School.

Strong, successful communities – supporting and building community capacity

*Community work*

- 46 community groups involving 484 community members supported by the team
- Well-attended ‘cluster groups’ brought together Community Councils, community associations and voluntary organisations to discuss areas of common interest and concern within communities across Gourock, Greenock and Port Glasgow.
- A successful International Women’s Day event where 58 local women discussed the issues facing local women and shared ideas for taking forward plans to tackle them.

*Outreach and volunteering*

- 42 adults volunteer in a range of programmes across adult learning and literacies
- Support for 5 community hubs and surrounding geographical areas: Auchmountain Halls, Clune Park, Paton Street, Branchton Community Centre and Larkfield Youth Connections.
- 760 door to door listening surveys carried out across the community, including 218 surveys carried out in the Gibshill area
- 228 family needs assessments carried out
- 624 adult guidance sessions delivered
- 10 awareness raising events carried out at community and partner events
- 37 awareness raising sessions carried out in geographical areas in local venues and with key partner organisations

Our young people

*Youth Work*

- IYouthzone Greenock now has over 400 members and the newly opened IYouthzone Port Glasgow has already achieved over 100 members
- Over 30 LGBT young people supported by the service – activities have included Pride March and a blood donation campaign
- Successful new initiatives including – mother and toddler group, SQA volunteering award, pilot involving all 3 year pupils from St Columba’s and Stephen’s High Schools in the Duke of Edinburgh Bronze Award

Copies of the full report will be available at the meeting.

**8.0 IMPLICATIONS**

**Finance**

8.1 N/A

Financial Implications:

One off Costs

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

Annually Recurring Costs/ (Savings)

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

**Legal**

8.2 N/A

**Human Resources**

8.3 N/A

**Equalities**

8.4 N/A

**Repopulation**

8.5 N/A

**9.0 CONSULTATIONS**

9.1 N/A

**10.0 LIST OF BACKGROUND PAPERS**

10.1 N/A

## **Food Standards Scotland**

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# **Report on the Core Audit of Local Authority Official Controls in relation to Regulation (EC) No 852/2004 on the Hygiene of Foodstuffs in Food Business Establishments and the Application of the Food Hygiene Information Scheme**

**Inverclyde Council**

**16 - 18 June 2015**

## Foreword

Audits of Local Authorities food law enforcement services are part of Food Standards Scotland arrangements to improve consumer protection and confidence in relation to food and feed. These arrangements recognise that the enforcement of UK food law relating to food safety, hygiene, composition, labelling, imported food and feeding stuffs is largely the responsibility of Local Authorities. These Local Authority regulatory functions are principally delivered through Environmental Health and Trading Standards Services. The Food Standards Scotland website contains enforcement activity data for all UK local authorities and can be found at:

**[www.foodstandards.gov.scot/food-safety-standards/regulation-and-enforcement-food-laws-scotland/audit-and-monitoring#la](http://www.foodstandards.gov.scot/food-safety-standards/regulation-and-enforcement-food-laws-scotland/audit-and-monitoring#la)**

The attached audit report examines the Local Authority's Food Law Enforcement Service. The assessment includes the local arrangements in place for Officer training, competency and authorisation, inspections of food businesses and internal monitoring. The audit scope was detailed in the audit brief issued to all Local Authorities under reference ENF/S/14/016 on 21 May 2014. The main aim of the audit scheme is to maintain and improve consumer protection and confidence by ensuring that Local Authorities are providing an effective food law enforcement service. This audit was developed to gain assurance that Local Authority food hygiene law enforcement service systems and arrangements are effective in supporting food business compliance, and that local enforcement is managed and delivered effectively.

The Audit scheme also provides the opportunity to identify and disseminate good practice and provide information to inform Food Standards Scotland policy on food safety, standards and feeding stuffs. Parallel Local Authority audit schemes are implemented by the Food Standards Agency's offices in all of the countries comprising the UK.

Specifically, this audit aimed to establish that:

- The organisation and management structure of the Local Authority is capable of delivering the requirements of the Food Law Code of Practice;
- Internal Local Authority service monitoring arrangements and documented procedures are consistent, appropriate, effective and comply with internal policies and procedures, and that corrective actions are implemented to ensure that interventions are carried out competently;
- Local Authority interventions and assessment of food safety management systems based on HACCP principles at food business premises monitor, support and increase food law compliance and are timely, appropriate, risk-based and effectively managed;
- Local Authority food business and enforcement records, including those in relation to food safety management systems based on HACCP principles, are sufficiently detailed, accurate, up to date and effectively managed;
- The Local Authority ensures consistency in implementation and operation of the Food Hygiene Information Scheme (FHIS). The aim is to ensure that where food business establishments are rated under FHIS and where consumers see FHIS branding, they

can be confident that the local authority is operating the FHIS as the Food Standards Scotland (FSS) intends.

Food Standards Scotland audits assess Local Authorities' conformance against the Food Law Enforcement Standard ("The Standard"), the 5<sup>th</sup> revision of which was published in April 2010 by the Food Standards Agency as part of the Framework Agreement on Official Feed and Food Controls by Local Authorities and is available on the Food Standards Agency's website at: <http://www.food.gov.uk/multimedia/pdfs/enforcement/frameworkagreementno5.pdf>

It should be acknowledged that there will be considerable diversity in the way and manner in which Local Authorities may provide their food enforcement services reflecting local needs and priorities.

For assistance, a glossary of technical terms used within this audit report can be found at Annexe C.

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## 1.0 Introduction

- 1.1 This report records the results of an audit at Inverclyde Council with regard to food hygiene enforcement, under relevant headings of The Standard in The Framework Agreement on Official Feed and Food Controls by Local Authorities. The audit focused on the Authority's arrangements for the management of food premises inspections, enforcement activities and implementation of the Food Hygiene Information Scheme. The report has been made available on the Food Standards Scotland website at: [www.foodstandards.gov.scot/food-safety-standards/regulation-and-enforcement-food-laws-scotland/audit-and-monitoring#la](http://www.foodstandards.gov.scot/food-safety-standards/regulation-and-enforcement-food-laws-scotland/audit-and-monitoring#la)

### Reason for the Audit

- 1.2 The power to set standards, monitor and audit Local Authority food law enforcement services was conferred on Food Standards Scotland by Sections 3 and 25 of the Food (Scotland) Act 2015 and Regulation 7 of The Official Feed and Food Controls (Scotland) Regulations 2009. This audit of Inverclyde Council was undertaken under section 25 (1-3) of the Act, and Regulation 7(4) of the Regulations as part of the Food Standards Scotland audit programme.
- 1.3 The last audit of Inverclyde Council's Food Service by the Agency took place in August 2011. The previous audit to that was in January 2008.

### Scope of the Audit

- 1.4 The audit covered the Local Authority services for the delivery of official controls in relation to Regulation (EC) No 852/2004 on the hygiene of foodstuffs. In particular:
- The Service Plan, associated reviews and management of variances;
  - The review of all documented policies and procedures for enforcement activities;
  - The delivery of official controls for the intervention programme associated with the Regulation;
  - The means by which the Local Authority ensures that Officers are competent to effectively assess food safety management systems based on HACCP principles;
  - The implementation and effectiveness of intervention activities including the assessment of food safety management systems based on HACCP principles at food business premises;
  - The maintenance and management of appropriate records in relation to enforcement activity at food businesses;
  - The scoring of premises and the allocation of an outcome for the Food Hygiene Information Scheme;
  - Internal monitoring arrangements.
- 1.5 The audit examined Inverclyde Council's arrangements for official controls in relation to Regulation (EC) No 852/2004 on the Hygiene of Foodstuffs. The audit included verification visits to food businesses to assess the effectiveness of the official controls implemented by the Local Authority at the food business premises and, more specifically, the checks carried out by the Authority's

Officers to verify Food Business Operator (FBO) compliance with legislative requirements. The scope of the audit also included an assessment of the Authority's overall organisation and management, and the internal monitoring of other related food hygiene law enforcement activities.

- 1.6 The audit examined key food hygiene law enforcement systems and arrangements to determine that they were effective in supporting business compliance, and that local enforcement was managed and delivered effectively. The on-site element of the audit took place at the Authority's offices at 40 West Stewart Street, Greenock.

## **Background**

- 1.7 Inverclyde Council's Safer & Inclusive Communities Service have the aim in relation to Food Control to work with local businesses in as open and transparent a manner as possible in order to help them where necessary, improve the safety of food and level of compliance with relevant legislation in line with the service's Food Safety & Standards Enforcement Policy. All enforcement will be in line with the principles of Better Regulation and will aim to adhere to the Scottish Regulators' Strategic Code of Practice. The authority will also respond efficiently to complaints about food quality, food premises, food labelling or food composition, originating from premises or purchases made within Inverclyde.

- 1.8 The Council's approach to the enforcement of Food Safety Law is informed by the following principles:

Proportionality - Enforcement action relates to the risks to the public, to the seriousness of any breach and to any actual or potential harm arising from a breach of the law.

Targeting - The regulatory activities of the Council are directed primarily on those whose activities give rise to the most serious risks or where the hazards are least well controlled. As such the Council maintains a risk based inspection programme in line with the requirements of the Food Law Code of Practice.

Consistency - Taking a similar approach in similar circumstances to achieve similar ends. This is not the same as uniformity and requires the exercise of professional judgement and discretion by inspectors.

Transparency - Helping Food Business Operators to understand what is expected of them and what they should expect from the Council as an enforcing authority. It also means making clear to FBOs not only what they have to do, but, where this is relevant, what they don't. This means distinguishing between statutory requirements and advice or guidance about what is good practice but not compulsory.

Public transparency also requires that the Council shall publicise successful enforcement actions such as prosecutions.

## 1.9 Formal Approaches

A decision to initiate a formal approach will be taken having regard to all relevant matters including:

- Any reasons offered by the proprietor for the failure to comply;
- Confidence in the Food Business Operator (FBO) to respond to an informal approach;

Whether requiring training may be a positive way forward;

- Risk(s) to public health associated with non-compliance
- Whether there has been a history of general non-compliance with food hygiene legislation.

1.10 The completed official controls as detailed in the Local Authority Enforcement monitoring Systems (LAEMS) returns for 2013-14 were as follows:

	Totals
Total Premises at 31 Mar 2014	681
Inspections and audits	305
Verification and surveillance	302
Sampling visits	2
Advice and education	26
Information/intelligence gathering	0
Total premises subject to official control	306

1.11 The Premises profile for Inverclyde Council in those returns were as follows:

	Total
Premise Rating - A	24
Premise Rating - B	66
Premise Rating - C	329
Premise Rating - D	68
Premise Rating - E	181
Premise Rating - Unrated	13
Outside programme	0
Totals	681

1.12 The Council's Food and Health Team within Safer Communities is responsible for delivering all aspects of food safety and standards within Inverclyde. A Team Leader manages two Environmental Health Officers, a Food Safety officer, a Senior Trading Standards Officer and a Trading Standards officer.

1.13 The Service Plan states that the authority has formal Home Authority arrangements with two businesses based in the area. Informal arrangements however exist with a number of other businesses and the authority would always seek to respond to all enforcing authority questions on food produced and labelled within Inverclyde in line with its Enforcement Policy.

- 1.14 The current Service Plan shows that the major items of financial allocation for Official Food Controls to be Staffing £114 750 and Sampling at £43 000. It is expected that there will be no growth expected in 2015/16 beyond any salary costs

## 2.0 Executive Summary

- 2.1 The Authority had developed and implemented an Official Food Controls Service Plans for 2015/16. The format and content of this is in accordance with the Service Planning Guidance in the Framework Agreement. The Service Plan is to be approved by the appropriate committee at the next meeting.
- 2.2 The Authority had developed a series of documented policies and operational procedures relating to many areas of their food law enforcement responsibilities. These documents were available to all Officers in electronic format on a central directory.
- 2.3 The authorisation format and supporting authorisation documents were generally satisfactory. Authorisation documents were available and were being used by Officers.
- 2.4 Individual Officer training needs were identified as part of their annual performance development plan. Officers were subject to regular reviews of performance and accompanied enforcement activities. Training records contained evidence that each Officer had completed a minimum 10 hours relevant training in the last year
- 2.5 The procedures and documentation provided for inspections were being appropriately and consistently reviewed and completed. Officers were clear on the Authority's procedure for conducting inspections and adhered to the Authority's Enforcement Policy and inspection procedures.
- 2.6 File checks of five general food hygiene premises confirmed that in all cases the Authority were completing detailed inspections, including the assessment of cross contamination risks and Hazard Analysis and Critical Control Points (HACCP) based food safety management systems. The Authority had completed the Scottish Food Enforcement Liaison Committee Cross Contamination strategy and had reverted to the use of the committees "Trigger Values"
- 2.7 Clearly worded reports and letters confirming the main findings from inspections were being provided. The information retained within the premises files provided sufficient evidence to support the basis for Officers' enforcement decisions and the Food Hygiene Information Scheme (FHIS) rating given.
- 2.8 Officers were taking a graduated approach to enforcement and actively worked with businesses to achieve compliance. The information reviewed relating to a series of Notices identified that the enforcement decisions reached were appropriate to the contraventions identified.
- 2.9 The Authority was routinely and consistently monitoring many aspects of food law enforcement work. Records of internal monitoring activities were available.

### 3.0 Audit Findings

#### 3.1 Organisation and Management

##### *Service Planning*

3.1.1 The Authority has an official Food Controls Service Plan in place for 2015/2016 which is comprehensive and generally drafted in line with the Service Planning Guidance in the Framework Agreement This plan has yet to be suitably approved by the Authority but this is expected to be done for September. There is to be a suitable review of service delivery with a report to committee via the Directorate Plan in the form of a separate report

3.1.2 The Authority follow the inspection risk system contained within Annex 5 of the Food Law Code of Practice Scotland and followed the Scottish Food Enforcement Liaison Committee's (SFELC) Implementation strategy for the FSA cross-contamination guidance. This falls within the alternative enforcement arrangements stipulated in the guidance, of concentrating on high risk premises and having a 3 year exemption from doing low risk premises.

3.1.3 The aims of the Inverclyde Council's Safer & Inclusive Communities Service in relation to Food Control include:

- Following the completion of the implementation of the SFELC Implementation strategy for the FSA cross-contamination guidance in 2014 to return to a risk based inspection programme in 2015/16 in line with the requirements of the 2014 Food Law Code of Practice. The programme will include the continued phased re-integration of premises not inspected whilst the focus of the inspection programme was on cross contamination.
- To work with local businesses in as open and transparent a manner as possible in order to help them where necessary, improve the safety of food and level of compliance with relevant legislation in line with the service's Food Safety & Standards Enforcement Policy. All enforcement will be in line with the principles of Better Regulation and will aim to adhere to the Scottish Regulators' Strategic Code of Practice.

The re-integration of missed premises falls within the alternative enforcement arrangements stipulated in the guidance, of concentrating on high risk premises and having a 3 year exemption from doing low risk premises.

3.1.4 The Official Food Control Service Plan details the food hygiene inspection programme for 2014-2015 and 2015-2016 as:

<b>Risk rating</b>	<b>2014-2015 Numbers</b>	<b>2015-2016 Numbers</b>
Category A	29x2	5x2
Category B	70	71
Category C	156	142
Category D	39	32
Missed C & D		44
Category E	9	3

Unrated	63	
Total	366	297

The Food Law Code of Practice (Scotland) details that the food hygiene minimum intervention frequencies are:

<b>Risk rating</b>	<b>Frequency of inspection (at least every)</b>
Category A	6 months
Category B	12 months
Category C	18 months
Category D	24 months
Category E	A programme of Alternative Enforcement Strategies or interventions every three years

- 3.1.5 It is noted that the missed inspections in the programme are as a result of the implementation of the SFELC Cross Contamination Guidelines.
- 3.1.6 Glasgow Scientific Services (GSS) provide analytical and microbiological services in addition to being the appointed food examiner for Inverclyde Council. There is a letter of appointment from Glasgow Scientific Services dated July 2014 which quotes the 1990 rather than the 2013 legislation for food which has been suitably amended.
- 3.1.7 The Service Plan states that the authority has formal Home Authority arrangements with two businesses based in the area. Informal arrangements however exist with a number of other businesses and the authority would always seek to respond to all enforcing authority questions on food produced and labelled within Inverclyde in line with its Enforcement Policy.
- 3.1.8 Currently the Food Safety Service at Inverclyde District Council is suitably resourced in terms of budget, Senior Environmental Health Officer Managers and their position within the Council. The service has a suitably qualified Food Safety Officer who assists with the delivery of food sampling activities among other duties. All of these elements are critical to the current high level of performance.

### ***Enforcement Policy***

- 3.1.9 The Authority has an updated 2015/16 Food Safety Enforcement Policy that replaces one that was aimed specifically at the implementation of the Scottish Enforcement Liaison Committee's Cross Contamination Strategy. There is also an effective food safety enforcement procedure in place.
- 3.1.10 Inverclyde Council initially operate a graduated and educative approach. With a presumption against formal enforcement as an initial outcome in most situations, it recognises that it should be occasionally be considered in circumstances where businesses consistently fail to respond to informal attempts to secure compliance and/or where there are risks to food safety.

Officers were found to be ensuring that enforcement action is reasonable, proportionate, risk-based and consistent with good practice.

Where the contravention appears to relate to a deliberate act to mislead and or defraud consumers and/or other business operators and is considered to be a criminal offence, the graduated approach will not be applied and the default position will be to consider submitting a report to the Procurator Fiscal.

- 3.1.11 The Enforcement Policy has an Appendix which covers the service of formal notices, seizure detention and surrender procedures, prosecutions, the withdrawal / suspension of approval and the service of notices and their follow up.

### ***Documented Policies and Procedures***

- 3.1.12 The Authority has a set of policies and procedures that comply with the requirements of the Framework Agreement. The procedures are easily understood and some have recently been updated.
- 3.1.13 Procedures are in place for officer authorisation, internal monitoring and many areas of enforcement, e.g. food alerts and food incidents, programmed food hygiene inspections, Article 5 of Regulation EC No 852/2004, food complaints, reports to the Procurator Fiscal, food sampling and an NHS Greater Glasgow and Clyde Response to notifications
- 3.1.14 A comprehensive aide memoire and a food safety verification and surveillance record (yellow sheet) are in place for Officers to use to record findings of inspections.
- 3.1.15 An electronic document control system is in place and all policies and procedures are managed by the Lead Food Officer. Officers have access to the current versions from the shared drive. Procedures are updated to reflect legislative or other changes.

### ***Authorisation and Training Files***

- 3.1.16 The Authority had developed and implemented a documented procedure for the Authorisation of Officers. Authorisation documents were readily available and those that were checked were very detailed and the procedure document is exceptionally clear and comprehensive.

#### ***Good Practice***

The Authority have developed and implemented a simple, effective and very clear system of authorisation.



- 3.1.17 General and specific training had been undertaken by most Officers in many subjects including enforcement, the Campden BRI delivered five day Hazard Analysis Critical Control Point (HACCP) course and the subsequent two day validation and verification course. It would be good practice to have the few officers who have not yet completed these, do so when the courses become available
- 3.1.18 Audit checks confirmed that all Officers' qualifications were available, that copies of relevant qualification certificates had been retained by the Authority and were current. Both general and specific training had been undertaken by officers in many subjects.
- 3.1.19 Individual Officer training needs were identified annually as part of the annual performance review and development plan. All training records examined contained evidence of a minimum 10 hours relevant training in the last year based on the principles of continuing professional development.

### ***Database and Monitoring Returns***

- 3.1.20 Checks of the database were found to show that premises were being inspected at the correct frequencies. It was also noted the Authority had returned to using the Scottish Food Enforcement Liaison Committee (SFELC) trigger values at the end of the Cross Contamination Strategy. This resulted in those premises that were not broadly compliant with the legislation having a further inspection programmed within three months.

The Authority had 681 premises reported through LAEMS for 2013-214. All high risk inspections had been completed. There were a small amount of low risk interventions outstanding. This issue should not have an effect on the authorities annual LAEMS return as it is a correct implementation of the cross contamination guidance.

## **3.2 Enforcement**

- 3.2.1 It was evident from audit checks and interviews that Officers were taking a graduated approach to enforcement and actively worked with businesses to achieve compliance.

### ***Food Premises Inspections***

- 3.2.2 The Authority was implementing an effective risk based food premises intervention programme. Revisits were being carried out where premises inspected did not comply with the requirements of legislation. The re-introduction of the SFELC trigger values has brought forward inspection frequencies for those premises not found to be broadly compliant. These secondary inspections are when an officer gives a score of 15 or more in either of the compliance elements of the inspection rating schemes, acting as the trigger for a secondary inspection to be scheduled.

***Premises Files including Inspection Reports and Records***

- 3.2.3 The Authority has an electronic system for record keeping. The system is capable of providing information required by Food Standards Scotland and appropriate security and backup systems appear to be in place to minimise the risk of corruption or loss of data.
- 3.2.4 File checks of five files of recent food interventions were found in the most part to be comprehensive and detailed. From the files examined, inspection frequencies were in accordance with the Food Law Code of Practice. Appropriate aide memoires and a food safety verification and surveillance record were used as required and were suitably completed. Risk ratings had been correctly applied and inspections had been carried out by suitably qualified Officers. The files contained evidence of appropriate enforcement actions.
- 3.2.5 Food Business Operators were provided with a letter after the inspection, confirming the main findings from the inspection. The Food Safety Inspection form was being used to gather information on the operation of the business relevant to hazards, risks, management effectiveness and compliance with relevant legislation. The Pre-requisites for safe operating practices were also being collected and recorded, The programmed Food Hygiene Inspections procedure also refers to two other supplementary sources of information collection, these are aide memoires on cross contamination and on Article 5 (of Regulation (EC) No. 852/2004). The aide memoire included a requirement for a brief sketch of the layout of the premises to be part of the record.
- 3.2.6 Letters were clearly worded and included schedules which clearly and consistently differentiated between legal requirements and recommendations of good practice. The contraventions identified clearly stated the measures required to secure compliance. The timescales for the required works to be completed to resolve legal contraventions were however only given in general terms of "by the time of next inspection" These timescales should be made specific to each of the items requiring attention. Revisits were made to premises where necessary to ensure that required works had been completed.

***Verification Visits to Food Premises***

- 3.2.7 During the audit, verification visits were undertaken to two higher risk premises. These were to a home which served vulnerable groups and a local butcher. The Authorised Officers who had carried out the recent programmed inspections accompanied the auditors on the verification visits. The main objective of each visit was to assess the effectiveness of the Authority's assessment of the Food Business Operators (FBO's) compliance with the food law requirements of Regulation (EC) No 852/2004.
- 3.2.8 Interviews were held with the individual Officers before the verification visits took place to confirm the contents of the file records and to explain the format and objectives of the visit. It also gave the Officers the opportunity to explain the inspection process, i.e. the preparatory work carried out prior to an inspection and the general process while on site, which included a

preliminary interview with the FBO, the general hygiene checks to verify compliance with the structure and hygiene practice requirements and checks carried out to verify compliance with HACCP based procedures and the decision process for the Food Hygiene Information Scheme outcome.

- 3.2.9 Both visits confirmed that checks carried out by Officers were detailed, thorough and had adequately assessed business compliance with structure and hygiene practice. Officers had assessed cross contamination and HACCP compliance during the inspection and had commented where appropriate. The inspection aide-memoire used at the visits detailed that CookSafe and Butcher Safe were being used where appropriate and that records and other appropriate documents had been examined by the Officer.
- 3.2.10 In both visits, Officers had been found to have correctly assessed the premises in terms of the Food Hygiene Information Scheme and had correctly assessed one premises as a Pass and one as an Improvement Required.
- 3.2.11 Officers were found to be knowledgeable about the premises, the authority's policies and procedures, the relevant legislation and had the confidence of the Food Business Operator.

### ***Notices and Prosecutions***

- 3.2.12 Five Hygiene Improvement Notices were selected for examination along with three Remedial Action Notices. At the time of audit there had been no referrals to the Procurator Fiscal within a reasonable timescale, so older files were not examined and there were no Regulation 27 notices to check at the time of audit.
- 3.2.13 The notice format followed that required in the Code of Practice and the wording of those available for audit were correctly drafted and had evidence of service recorded with two Officers carrying out the function. The matters arising that required a notice had been suitably identified. Follow up visits and letters had been completed and were in accordance with the practice guide

### ***Seizure, Detention and Voluntary Surrender of Food***

- 3.2.14 At the time of audit the Authority had not recently been required to take formal action, no documentation was examined.

### ***Food Sampling***

- 3.2.15 There is a documented sampling policy and the Authority have a Food Safety Officer to manage, organise and conduct the sampling programme. Samples are taken with a local focus on high risk premises. Three samples were selected and checked. Each sample had been taken by an appropriate Officer. The results were all on file and the appropriate action had been taken on receipt of the results.

### ***Alternative Enforcement Strategies***

- 3.2.16 The Authority was not implementing an alternative enforcement strategy at the time of audit.

## **3.3 Investigations and Promotion**

### ***Food Related Infectious Disease Notifications and Investigation***

- 3.3.1 The Authority receives occasional notifications of food related Infectious diseases from Greater Glasgow and Clyde Health Board. There has been some recent occasions where the quality of data passed to the authority was considered as being poorly detailed and it is understood that this is to be discussed soon with the six Local Authorities within the Health Board Area. It was noted that the Health Board do not inform the Authority of notifications of campylobacter. Two recent notifications were selected and reviewed and in each case an appropriate investigation had taken place. Food Standards Scotland are to consider the impact of these developments.

### ***Food Alerts, Incidents and Rapid Alert System for Feed and Food (RASFF)***

- 3.3.2 Notification of alerts, incidents or a RASFF are received by Inverclyde Council from Food Standards Scotland. There is a Food Alerts procedure managed by the Team Leader which includes initiation of an alert within the authority.
- 3.3.3 One Food Alert for Action was reviewed and was found to have been documented in accordance with the Procedure.

### ***Food Hygiene Information Scheme (FHIS)***

- 3.3.4 Food Standards Scotland, in partnership with local authorities, operates the FHIS in Scotland. The scheme encourages businesses to improve hygiene standards. The overarching aim is to reduce the incidence of foodborne illness and is designed to give straightforward information to the general public about how each food outlet fared at its last food hygiene inspection carried out by its local authority.

### ***Inspection Outcomes of the Scheme***

- 3.3.5 Food hygiene inspections aim to measure food establishments against compliance criteria. Regular inspections are already carried out as part of routine enforcement duties and the outcome of inspections is that an establishment is deemed to be broadly compliant or not.
- 3.3.6 The inspection outcomes of the Food Hygiene Information Scheme should reflect compliance and should be visible at the establishment, on the Local Authority web site and also on [www.foodstandards.gov.scot](http://www.foodstandards.gov.scot). The authority uploads information to the Food Standards Scotland web-site on a weekly basis.

***The key features of the scheme***

- 3.3.7 The scheme is voluntary and provides transparency of enforcement inspection outcomes which are shown in simple and clear terms. The assessment of compliance for the purposes of the scheme is significantly different from assessment of risk-rating undertaken following programmed inspections. This ensures that there is no conflict between these assessments, which are designed to serve different purposes.
- 3.3.8 The Authority has a procedure for FHIS Food Safety Inspections & issue of certificates which details the purpose, inspection procedure and post inspection procedure. The scheme rating is confirmed in the letter sent after the programmed inspection.
- 3.3.9 Five file checks were undertaken in connection with the Food Hygiene Information Scheme. Four of the premises were passes and one was improvement required. The appropriate pass certificates had been issued to the premises concerned. The authority do not issue improvement required certificates. The improvement required premises was subject to a re-visit and was then issued a pass. The Authority does notify businesses of the appeal mechanism for an improvement required certificate. Officer opinion was that Food Business Operators were not overly enthusiastic about the scheme in its present format.

All premises had been correctly selected for the Scheme and had been correctly scored for the appropriate award. Where premises had gone from Improvement Required to a Pass, as a result of a further visit, the risk rating of the premises had not been altered, which is correct and in line with the FHIS guidance.

**3.4 Internal Monitoring**

- 3.4.1 Comprehensive and detailed monitoring of both quantity and quality of work was being regularly completed and recorded. Using older versions of Food Standards Scotland Checklists the scope was very comprehensive. Officers were informed of the outcomes of the monitoring and were able to discuss these with the Team Leader.
- 3.4.2 Quantitative monitoring checks are carried out by the production of monthly work programmes from the electronic database which officers update and return. There are regular documented team meetings where Officer discuss issues relevant to enforcement consistency.

Auditors: Graham Forbes  
Kevin McMunn

Food Standards Scotland  
Audit Branch

**ANNEXE A****Action Plan for Inverclyde Council**

Audit date: 16-18 June 2015

TO ADDRESS (RECOMMENDATION INCLUDING STANDARD PARAGRAPH)	BY (DATE)	PLANNED IMPROVEMENTS	ACTION TAKEN TO DATE
There were no recommendations from this audit			

Audit File Closed 04 August 2015

## **ANNEXE B**

### *(1) Examination of Local Authority policies and procedures*

The following Local Authority policies, procedures and linked documents were examined before and during the audit:

- Official Food Controls Service Plan 2015/16
- Food Safety and Health & Safety Enforcement Policies report to Education and Communities Committee 10 March 2015
- Food Safety & Standards Enforcement policy
- Programmed Food Hygiene Inspections
- Food Safety Inspection check list
- Food Safety Inspection Form
- Glasgow Scientific Services reporting of statutory samples letter of 9 July 2014
- Officer Authorisation – Documented procedure
- Food Sampling – Documented procedure Version 12/05/15
- Food alerts and food incidents – Documented Procedure
- Food Complaints – Documented Procedures 12/05/15
- Standard letter template
- Internal Monitoring – Documented procedure
- Internal monitoring form – Cross contamination inspections
- Internal Monitoring form (General)
- Cross Contamination Inspection aide memoire
- Food Team meeting minutes 21 August 2014, 5<sup>th</sup> February and 1<sup>st</sup> April 2015
- Food Sampling programme 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2016 and 2014-15
- System Administration Guide to Uni-form V7.6
- NHS Greater Glasgow and Clyde Standard Operating procedure “Response to Notifications”
- NHS Greater Glasgow and Clyde Outbreak Control Plan (Updated April 2012)

### *(2) Officer interviews*

The following Officers were interviewed:

- Audit Liaison Officer
- Authorised Officers who carried out the most recent inspection at the two premises selected for a verification visit.

Opinions and views raised during Officer interviews remain confidential and are not referred to directly within the report.

### *(3) On-site verification visits*

A verification visit was made with the Authority’s Officers to two local food businesses. The purpose of the visit was to verify the outcome of the last inspection carried out by the Local Authority and to assess the extent to which enforcement activities and decisions met the requirements of relevant legislation, the Food Law Code of Practice

(Scotland) and other official guidance, having particular specific regard to Local Authority checks on FBO compliance with Regulation (EC) No 852/2004 and the Food Hygiene Information Scheme.



## ANNEXE C

### Glossary

Audit	Audit means a systematic and independent examination to determine whether activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.
Authorised Officer	A suitably qualified Officer who is authorised by the Local Authority to act on its behalf in, for example, the enforcement of legislation.
E. coli	<i>Escherichia coli</i> microorganism, the presence of which is used as an indicator of faecal contamination of food or water. <i>E. coli</i> 0157:H7 is a serious food borne pathogen.
Food Law Code of Practice (Scotland)	of Government Codes of Practice issued under Section 40 of the Food Safety Act 1990, Regulation 24 of the Food Hygiene (Scotland) Regulations 2006 and Regulation 6 of the Official Feed and Food Controls (Scotland) Regulations 2009, as guidance to Local Authorities on the enforcement of food legislation.
Food hygiene	The legal requirements covering the safety and wholesomeness of food.
Food Standards Scotland	<p>FSS is the public sector food body for Scotland and was established by the Food (Scotland) Act 2015 as a non-ministerial office, part of the Scottish Administration, alongside, but separate from, the Scottish Government.</p> <p>FSS develops policies, provides policy advice to others, and protects consumers through delivery of a robust regulatory and enforcement strategy.</p> <p>See more at: <a href="http://www.foodstandards.gov.scot/">http://www.foodstandards.gov.scot/</a></p>
Framework Agreement	<p>The Framework Agreement consists of:</p> <ul style="list-style-type: none"><li>• Chapter One Service Planning Guidance</li><li>• Chapter Two The Standard</li><li>• Chapter Three Monitoring of Local Authorities</li><li>• Chapter Four Audit Scheme for Local Authorities</li></ul> <p>The <b>Standard</b> sets out the Food Standards Scotland's expectations on the planning and delivery of food law enforcement.</p> <p>The <b>Monitoring Scheme</b> requires Local Authorities to submit an annual return to Food Standards Scotland on</p>

their food enforcement activities i.e. numbers of inspections, samples and prosecutions.

Under the **Audit Scheme** Food Standards Scotland will be conducting audits of the food law enforcement services of Local Authorities against the criteria set out in The Standard.

Full Time Equivalents (FTE)	A figure which represents that part of an individual Officer's time available to a particular role or set of duties. It reflects the fact that individuals may work part-time, or may have other responsibilities within the organisation not related to food enforcement.
HACCP / FSMS	Hazard Analysis and Critical Control Point – a food safety management system (FSMS) used within food businesses to identify points in the production process where it is critical for food safety that the control measure is carried out correctly, thereby eliminating or reducing the hazard to a safe level.
LAEMS	Local Authority Enforcement Monitoring System is an electronic System used by local authorities to report their food law enforcement activities to Food Standards Scotland.
Member forum	A local authority forum at which Council Members discuss and make decisions on food law enforcement services.
Risk rating	A system that rates food premises according to risk and determines how frequently those premises should be inspected. For example, high risk premises should be inspected at least every 6 months.
Service Plan	A document produced by a Local Authority setting out their plans on providing and delivering a food service to the local community.

**Inverclyde Council Official Food Controls Service Plan 2015/16**1. Service Aims and Objectives

1.1 Aims and Objectives	<p>The aims of the Inverclyde Council's Safer &amp; Inclusive Communities Service in relation to Food Control are</p> <ul style="list-style-type: none"><li>• Following the completion of the implementation of the FSA's cross contamination guidance in 2014 to return to a risk based inspection programme in 2015/16 in line with the requirements of the 2014 Food Law Code of Practice. The programme will include the continued phased re-integration of premises not inspected whilst the focus of the inspection programme was on cross contamination.</li><li>• To work with local businesses in as open and transparent a manner as possible in order to help them where necessary, improve the safety of food and level of compliance with relevant legislation in line with the service's Food Safety &amp; Standards Enforcement Policy. All enforcement will be in line with the principles of Better Regulation and will aim to adhere to the Scottish Regulators' Strategic Code of Practice.</li><li>• To respond efficiently to complaints about food quality, food premises, food labelling or food composition, originating from premises or purchases made within Inverclyde.</li><li>• To play a full role in the West of Scotland Food Liaison Group and to co-operate in full with the Scottish Food Enforcement Liaison Committee, Food Standards Scotland and The Royal Environmental Health Institute of Scotland to improve consistency and best practice in the role of food enforcement among Scottish local authorities.</li><li>• To continue to provide advice and guidance on all food safety matters to the businesses of Inverclyde.</li></ul>
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<p>1.2 Links to corporate objectives and plans</p>	<p>In carrying out the above effectively the service will contribute to the following wellbeing outcomes for Inverclyde's Citizens from the Inverclyde Alliance's Single Outcome Agreement 2012-17</p> <p><b>Safe</b>            Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.</p> <p><b>Healthy</b>        Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.</p>
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## 2. Background

<p>2.1 Profile of the Local Authority</p>	<p>Inverclyde covers an area of 61 square miles stretching along the south bank of the estuary of the River Clyde. Inverclyde is one of the smaller local authorities in Scotland. The main towns of Greenock, Port Glasgow and Gourock sit on the Firth of Clyde. The towns provide a marked contrast to the coastal settlements of Inverkip and Wemyss Bay, which lie to the south west of the area, and the villages of Kilmacolm and Quarrier's Village which are located further inland.</p> <p>Demographic trends have shown a marked decrease in population in recent years with the majority of those leaving being young. Overall this is likely to result in a far higher proportion of over 60s in the population in the future. Inverclyde also has substantial areas of deprivation.</p> <p>In the 2012 Scottish Index of Multiple Deprivation 14 (12.7%) of Inverclyde's 110 datazones were in the 5% most deprived datazones in Scotland. Of the seven SIMD domains (Income, Employment, Health, Education, Housing, Access and Crime) rankings for Health and Employment were worst.</p>
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<p>2.2 Organisational Structure</p>	<p>A full Council Structure is attached as Appendix 1. Specifically however the food service is part of the Food &amp; Health Team with responsibilities as follows:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Corporate Director Education, Communities and Organisational Development – Patricia Cassidy</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Head of Safer &amp; Inclusive Communities – John Arthur (Head of Food Service)</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Health Protection Manager – Martin McNab</p> </div> <p style="text-align: center;">↕</p> <div style="border: 1px solid black; padding: 5px;"> <p>Food &amp; Health Team leader – Michael Lapsley (Lead Officer Food Safety &amp; Standards)</p> </div> <p>As can be seen from the above Safer &amp; Inclusive Communities is part of the Education, Communities &amp; Organisational Development Directorate reporting to the Education &amp; Communities Committee.</p>
<p>2.3 Scope of the Feed and Food Service</p>	<p>The Food and Health Team within Safer Communities is responsible for delivering all aspects of Food Safety and Standards enforcement within Inverclyde. The team also has responsibility for Trading Standards (including Animal Feed), Port Health, Infectious Disease Control, Animal Health and Private Water Supplies.</p> <p>The Food &amp; Health Team consists of a Team Leader, two Environmental Health Officers (both also working with the Environment &amp; Safety Team), a Food Safety Officer, a Senior Trading Standards Officer and a Trading Standards Officer.</p> <p>With the exception of the Trading Standards staff all are involved in Food Safety and Standards enforcement. The TSOs are involved in feed enforcement. One other EHO from another team contributes approximately 10% of her time to food enforcement.</p>

<p>2.4 Demands on the Feed and Food Service</p>	<p>Within Inverclyde at 1st April 2015 there were 667 food premises of various types and sizes over which it has enforcement responsibility.</p> <p>This includes 2 premises approved under product specific legislation giving each of these businesses a unique Approval Number. Both are involved in meat products production with one producing meat preparations.</p> <p>Of the 667 premises by classification on 1 April 2015 there are 3 primary producers, 16 manufacturers/packers, 9 distributors, 159 retailers, 154 restaurants &amp; caterers, 108 caring establishments, 13 hotels/guest-houses, 23 mobile food units, 79 pubs/clubs, 71 take-aways and 32 schools/colleges.</p> <p>The food service is delivered from 40 West Stewart Street in Greenock and operates during normal working hours Monday to Friday. In the event of a food related emergency senior members of Safer &amp; Inclusive Communities' staff are contactable out of hours. Contact numbers are available to both Food Standards Scotland and Greater Glasgow &amp; Clyde Health Board.</p> <p>There are no significant additional external factors impacting on the service. The percentage of business owners whose first language is not English is no greater than average. The number of manufacturers is small and, although Greenock has a busy port, at present no food or feed is imported.</p> <p>Possibly the most significant factor which could affect the authority's ability to deliver its food and feed control programme is the relatively small size of the service. This means that a large outbreak or event could have a disproportionate effect on the service. There is an agreement between the authorities constituting the West of Scotland Resilience Partnership to provide mutual aid however which should mitigate the effects of any such event.</p>
<p>2.5 Regulation Policy</p>	<p>The Food Service currently operates in line with a Food Safety Enforcement Policy to ensure that compliance with food law is achieved in a proportionate, transparent and consistent manner. The Enforcement Policy was revised in 2015 following the completion of the service's programme of enforcement of the FSA's Cross Contamination Guidance.</p>

### 3. Service Delivery

3.1 Interventions at Food and Feeding stuffs establishments	Programmed Food Hygiene interventions for 2015-16: <table border="1"><thead><tr><th>Risk Rating</th><th>Count</th></tr></thead><tbody><tr><td>A</td><td>5</td></tr><tr><td>B</td><td>71</td></tr><tr><td>C</td><td>142</td></tr><tr><td>D</td><td>32</td></tr><tr><td>E</td><td>3</td></tr><tr><td>Missed C's and D's</td><td>44</td></tr><tr><td><b>Grand Total</b></td><td><b>297</b></td></tr></tbody></table>	Risk Rating	Count	A	5	B	71	C	142	D	32	E	3	Missed C's and D's	44	<b>Grand Total</b>	<b>297</b>
	Risk Rating	Count															
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B	71																
C	142																
D	32																
E	3																
Missed C's and D's	44																
<b>Grand Total</b>	<b>297</b>																
Food Hygiene Interventions Completed 2014-15 <table border="1"><thead><tr><th>Risk Rating</th><th>Count</th></tr></thead><tbody><tr><td>Unrated</td><td>63</td></tr><tr><td>A</td><td>29</td></tr><tr><td>B</td><td>70</td></tr><tr><td>C</td><td>156</td></tr><tr><td>D</td><td>39</td></tr><tr><td>E</td><td>9</td></tr><tr><td><b>Grand Total</b></td><td><b>366</b></td></tr></tbody></table>	Risk Rating	Count	Unrated	63	A	29	B	70	C	156	D	39	E	9	<b>Grand Total</b>	<b>366</b>	
Risk Rating	Count																
Unrated	63																
A	29																
B	70																
C	156																
D	39																
E	9																
<b>Grand Total</b>	<b>366</b>																

Programmed Food Standards Interventions 2015/16

<b>Risk Rating</b>	<b>Count</b>
A	5
B	5
C	53
<b>Grand Total</b>	<b>63</b>

Food Standards Interventions Completed 2014-15

<b>Risk Rating</b>	<b>Count</b>
Unrated	67
A	3
B	64
C	152
<b>Grand Total</b>	<b>286</b>

n.b. the programme for 20115/16 is a significant underestimate as there will be a substantial number of missed inspections to be picked up as part of the general inspection backlog.

3.2 Feed and Food Complaints

The food service deals with a varying number and type of food complaints from both members of the public about locally purchased food and from other enforcement authorities regarding locally produced food.

All complaints are handled in line with our documented policy and are thoroughly investigated. The majority of complaints do not result in formal action; however they maybe referred to the procurator fiscal in accordance with the Enforcement Policy.

Last year the service dealt with 54 complaints of which 43 related to the hygiene of food premises.



<p>3.3 Home Authority Principle and Primary Authority Scheme</p>	<p>At present Inverclyde Council has formal Home Authority agreements with two businesses based in the area. Informal arrangements however exist with a number of other businesses and we would always seek to respond to all enforcing authority questions on food produced and labelled within Inverclyde in accordance with our enforcement policy.</p>
<p>3.4 Advice to Business</p>	<p>The food service is proactive in advising businesses in the course of normal contacts. It is also happy to visit sites of proposed businesses on request to advise on layout and structural finishes. The service operates an open door policy and is happy to advise on any food related matters including labelling.</p>
<p>3.5 Feed and Food Sampling</p>	<p>Inverclyde participates in sampling programmes instituted by a number of bodies, such as the West of Scotland Food Liaison Group.</p> <p>All of the analysis is carried out by Glasgow Scientific Services which is a NAMAS accredited laboratory.</p> <p>Inverclyde has a documented policy for sampling. An annual sampling programme is produced as part of the policy.</p> <p>The chemical samples included food samples, food complaints and radiation samples. Sampling is carried out to monitor food poisoning incidents, complaints, manufacturing processes and general hygiene trends. It is strongly based on locally produced foods.</p> <p>Although Inverclyde has a major port in the Greenock Ocean Terminal, at the time of writing there is no food imported to the UK through the port. Were this to change a significant amount of our sampling effort would be redirected to address this.</p> <p>In 2014/15 approx 70 food samples were taken for bacteriological quality and 135 for composition.</p>
<p>3.6 Control and Investigation of Outbreaks and Food</p>	<p>The Food Section liaises with Greater Glasgow &amp; Clyde Health Board through the Consultant in Public Health Medicine in the investigation of food poisoning incidents within Inverclyde. A protocol is in place dealing with the investigation of isolates. In case of a major outbreak an outbreak control plan is in</p>

<p>Related Infectious Disease</p>	<p>place.</p> <p>A major outbreak of food poisoning would inevitably have a long term impact on the day to day work of the section given the relatively low staff numbers. Mutual aid agreements with other authorities in the West of Scotland Resilience Partnership should mitigate the effects of this.</p>
<p>3.7 Feed/Food Safety Incidents</p>	<p>Inverclyde is part of an electronic alert system operated by Food Standards Scotland. Contact can be made with the Head of Service or Service Managers on a 24 hour basis. The Food Section is committed to fully implement the Code of Practice with regard to food safety incidents. Incoming Food Alerts are automatically cascaded to all members of the team.</p>
<p>3.8 Liaison with Other Organisations</p>	<p>To ensure that enforcement action taken by Inverclyde's Food Section is consistent with those of neighbouring authorities, the Food Section is involved with the following organisations; the West of Scotland Food Liaison Group which represents 13 of Scotland's 32 authorities and includes representatives from Glasgow Scientific Services, through the liaison group with the Scottish Food Enforcement Liaison Committee (SFELC) and Food Standards Scotland.</p> <p>There is close Liaison with Greater Glasgow &amp; Clyde Health Board and the other authorities in its area at the Public Health (Health Protection) Liaison Working Group. This group include representatives from Animal Health, SEPA, Scottish water and Health Protection Scotland.</p>
<p>3.9 Feed and Food Safety and Standards promotional work, and other non-official controls interventions</p>	<p>Over 2014/15 there was no capacity to carry out promotional work primarily owing to the conclusion of the Cross Contamination Strategy and the associated backlog of work.</p>

#### 4. Resources

4.1 Financial Allocation	<p>Staffing Costs for 2015-16 - £114750</p> <p>Travel &amp; Subsistence - £1500 (estimated)</p> <p>IT – Food &amp; Feed enforcement's share of annual licence fees is estimated at £2,000 per annum.</p> <p>Sampling – Overall the Service spent approximately £67000 on sampling in 2014/15 of which approximately 65% or £43000 was spent on food sampling. In 2015/16 £91000 is budgeted for sampling for the service as a whole.</p> <p>Other costs including property costs, printing etc. estimated at £10000.</p> <p>No growth is expected in 2015/16 beyond any increase in salary costs so the estimated cost of the service in 2015/16 is approximately £173000 (assuming 1% salary cost increase).</p>
4.2 Staffing Allocation	<p>At the time of writing there are a total of 2.5 qualified FTEs working in Food. These are made up of a proportion of the working time of 5 staff in total. Of those 5, 3 are authorised at the highest level (to serve EPN/HEPN etc) and 2 at a medium level (service of IN/HIN/RAN etc).</p> <p>A further 0.2 FTE contribute to the service as support staff/management.</p>
4.3 Staff Development Plan	<p>All staff members attend external events for CPD as far as availability allows. Being a relatively small service, staff CPD in food &amp; feed enforcement can largely be gained through a combination of FSS low cost training events and internal staff development e.g. consistency exercises. Full records are kept of staff training and these are reviewed regularly to ensure that staff with a need to attend particular courses (e.g. FSS HACCP auditing etc.) are identified and given preference when places become available.</p>

## 5. Quality Assessment

5.1 Quality assessment and internal monitoring	The Food Section currently has a system for monitoring the quality of food hygiene inspection. These are reviewed on a regular basis to take account of any changes in external factors, e.g. Code of Practice requirements. As a small authority, the use of a formal quality system is considered to require a disproportionate amount of officer time and expense to achieve any benefit.
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## 6. Review

6.1 Review against the Service Plan	It is our intention to review service delivery and report on performance to committee on the 2015/16 Service Plan either via the directorate plan or via a separate report.
6.2 Identification of any Variation from the Service Plan	The Team Leader Food and Health will identify any variance from the plan and identify the reasons e.g. large food poisoning outbreak or national food crisis.
6.3 Areas of Improvement	Where a review of the service plan highlights an area for improvement this will be incorporated in the plan for the following year.

Appendix 3 – Primary Head Teachers’ Consultation May 2015

18/20 schools responded

1.	Yes	No
Did you use the budget downloaded to you in 2014/15 for Outdoor Education?	18	0*

\*nb one school carried forward to current term

2.	Subsidising P6 residential trip	Subsidising P7 residential trip	Other	Details if Other:
If yes to 1. above what was the budget used for?	12*	3*	4	2 Day non-residential trip to Inverclyde Sports Centre (Largs). Full day of outdoor education activities at Castle Semple. Visit to Xscape (2).

\*nb one school used the budget to subsidise both P6 and P7 trips

3.	Used for purposes other than outdoor education	Budget not spent but carried forward	Other	Details if Other:
If no to 1. above what was the budget used for?	N/A	N/A	N/A	

4.	Yes	No	Unsure	Comments:
<p>Would you be in favour of outdoor education being delivered through a mountain bike programme at the new Rankin Park facility?</p>	11	3	4	<p><b>Yes</b> - If there were also other opportunities as not all would be able /want to participate in this type of activity.</p> <p><b>Yes</b> - Good to keep our options open. May appeal to a number of pupils.</p> <p><b>Yes</b> - Sounds a good facility – would ensure consistency for all pupils.</p> <p><b>No</b>- Would prefer budget to be used towards outdoor residential experiences.</p> <p><b>No</b> - Outdoor residential trip provides the opportunity for many different activities and an away from home experience.</p> <p><b>Yes</b> – If fully funded including transport? Better from parents point of view if all schools the same.</p> <p><b>Yes</b> – Would still like to have opportunities for residential experiences.</p> <p><b>Yes</b> – Obviously the cost of transport would have to be built into this.</p> <p><b>Unsure</b> – We would prefer to have the budget to use for another P6 trip next year. We would also be interested in using the facility if that was an additional option.</p> <p><b>Unsure</b> – Not at the expense of funds for a residential. Absolutely yes if it didn't affect this.</p> <p><b>Yes</b> – If fully funded resourced and staffed.</p> <p><b>No</b> – Could be better used on a school by school basis. Greatly helps our pupils to access Outdoor Education especially those who would struggle financially.</p> <p><b>Unsure</b> – I have concerns about the residual budget being put towards this and not having the facility to subsidise an outdoor residential experience. If it was an either/or choice I would opt to maintain the residential experience.</p> <p><b>Yes</b>- This could form part of our outdoor Education programme with other elements. Transport costs are prohibitive.</p> <p><b>Unsure</b> – I think it is important that children are offered a wide variety of outdoor opportunities. Cycling is just one and not all children would identify it as their favourite.</p>

<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>08 September 2015</b>
<b>Report By:</b>	<b>Head of Inclusive Education, Culture &amp; Corporate Policy</b>	<b>Report No:</b>	<b>EDUCOM/60/15/AE</b>
<b>Contact Officer:</b>	<b>Angela Edwards</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland Validated Self-Evaluation report on Inverclyde Educational Psychology Services</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland external validated self-evaluation (VSE) review of Inverclyde Educational Psychology Services (IEPS).

## **2.0 SUMMARY**

- 2.1 IEPS has received a very positive report from Education Scotland. Members should note that all areas of the service's self-evaluation were validated and inspectors had high levels of confidence in the impact the service makes to improving outcomes. The report was produced on 10<sup>th</sup> July 2015

## **3.0 RECOMMENDATION**

- 3.1 It is recommended that the Education & Communities Committee note the report on Inverclyde Educational Psychology Services.

**Angela Edwards**  
**Head of Inclusive Education, Culture & Corporate Policy**

## 4.0 BACKGROUND

- 4.1 Inverclyde Educational Psychology Services was inspected through the validated self-evaluation process by Education Scotland in May 2015. The inspection covered key aspects of the work of the service through scrutinising IEPS's own self-evaluation and jointly identifying key strengths and areas for improvement.
- 4.2 Education Scotland evaluated the service's processes for self-evaluation, innovation and the capacity for improvement.
- 4.3 The report was published on 10th July 2015.
- 4.4 The report indicates the following agreed key strengths:
- the impact of the service on developing a nurturing environment within Inverclyde's school and establishments
  - the effectiveness of solution-oriented approaches in improving outcomes for children and young people
  - strong leadership of and within the service at different levels
  - the very good progress which had been made since the last inspection around strategic, operational management and robust improvement planning.
- 4.5 The report indicates the following areas for further improvement, identified by both the service and inspectors.
- continue to develop robust data gathering and analysis informed by psychological theory and methodologies
  - extend current self-evaluation processes to include collaborative and action enquiry methodologies and to build capacity within and outside the service in these approaches

The report also indicated a confidence in the IEPS capacity for continuous improvement.

## 5.0 IMPLICATIONS

### 5.1 Finance

#### Financial Implications:

##### One off Costs

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

##### Annually Recurring Costs/ (Savings)

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

### 5.2 Legal

N/A



### 5.3 Human Resources

N/A

### 5.4 Equalities

Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### 5.5 Repopulation

N/A

## 6.0 CONSULTATIONS

6.1 N/A

## 7.0 BACKGROUND PAPERS

7.1 VSE Education Scotland Inspection Report

# Validated self-evaluation

**Inverclyde Council Educational  
Psychology Services**

July 2015

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## 1. What is validated self-evaluation in Educational Psychology Services?

Validated self-evaluation (VSE) is an evaluative activity which supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively. It involves a partnership between the Education Authority, EPS and HM Inspectors, Education Scotland. In EPS the VSE focuses on two key themes:

- Learning and Teaching.
- Partnership Working.

The themes reflect the Scottish Government's national priorities and relate to the contributions made by EPS to raising attainment, addressing disadvantage and supporting and implementing, *Getting it Right For Every Child*. Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the core themes, services can choose a further one to reflect their own context. An additional area may relate to the core themes or reflect other quality indicators which impact on the service's ability to improve outcomes for its stakeholders. For example, leadership, or the delivery of the five Currie (2002) functions of consultation and advice, assessment, intervention, professional development and research and development.

## 2. What was validated self-evaluation in Inverclyde Council Educational Psychology Service?

Inverclyde Educational Psychology Service's (IEPS) vision is to:

*"Improve the impact of the educational psychology service on the outcomes for all<sup>1</sup> children and young people in Inverclyde by adopting and developing a universal and inclusive service delivery model.  
The activities of the service are clearly focused around the concept of a 'Nurturing Inverclyde', and explicitly linked with this corporate vision"*

As part of the VSE, IEPS chose to look at two specific areas which they had identified from their self-evaluation as significant contributions to the service and authority vision. These were:

- the impact of the service on developing a nurturing environment within Inverclyde's schools and establishments, and
- the effectiveness of solution-oriented approaches in improving outcomes for children and young people when used in multi-agency meetings.

A range of positive behaviour strategies such as restorative approaches, nurturing, and attunement strategies had been supported by IEPS to help develop more nurturing learning environments in Inverclyde's schools and establishments. The service now wanted to look more closely at the impact and outcomes which had been achieved as a

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<sup>1</sup> All children attending local authority provision and/or those provisions within which the Local Authority has placed children or young people.

result of their interventions. The timing was good as the Education Authority was about to review its Positive Relationships, Positive Behaviour (PRPB) Strategy. The outcomes from the VSE would therefore contribute towards the review. The solution-oriented approach was linked indirectly to the PRPB strategy and dove-tailed with the staged intervention model underpinned by *Getting it Right For Every Child*. The approach was at an early stage of development and the service was keen to use the VSE to direct future developments and roll out to partners, schools and others.

In planning for the VSE, IEPS developed a self-evaluation approach which would allow them to evaluate their interventions at each of the three levels of service delivery outlined by Currie (2002)<sup>2</sup>. The approach allowed each of the themed groups to investigate the impact and outcomes of nurturing and solution-oriented approaches at individual case, school/establishment and authority levels of service delivery. The evidence gathered at case level helped to inform the questions and issues to be explored at school/establishment level which helped to inform the evaluative activities at the education authority level. The process would enable the themed groups to triangulate the impact evidence at each stage in the process.

The themed groups comprised of partners from across services in Inverclyde Council, for example, quality improvement officers, social work managers, community learning and development partners, primary and secondary headteachers and others. All of the Educational Psychologists (EP) were involved in one of the two themed groups which were chaired by a promoted member of IEPS staff.

Each themed group used the same evaluative model to engage in professional dialogue with focus groups at each of the three levels of service delivery. They were asked to focus discussions around three questions:

- Where are we now?
- How do we know?
- What do we need to do next?

The Service Improvement Plan used similar questions to inform improvement planning and to report on progress and was therefore concordant with IEPS approach to self-evaluation. At the end of each activity, individual themed groups spent time reflecting on the evidence gathered under each self-evaluation question and then shared their findings across both themes. In this way all of the themed group members were able to see emerging strengths and areas for further development across and within each theme and in relation to their overall self-evaluation processes.

### **3. What did HM Inspectors learn about the quality of self-evaluation in Inverclyde Council Educational Psychology Service?**

HM Inspectors were confident about the positive contribution and value added by IEPS to the Education Authority's improvement targets. There were clear synergies across the service's improvement targets and that of the Education Authority and council. It

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<sup>2</sup> Currie (2002), Review of Provision of Educational Psychology Services in Scotland. Scottish Executive.

became increasingly clear that improvements in outcomes such as attendance, exclusions and reductions in out-of-authority placements were improving as a result of the collaborative working across services. IEPS played a significant role in enabling such improvements, working well with partners and enabling more effective partnership working. As the week progressed, partners involved in each of the themed groups became increasingly challenging, asking for more specific impact and outcome data. There was strong evidence during the week of EPs commitment to self-evaluation and an appreciation of the value that robust evaluative data can make to improving outcomes. Both themed groups identified the need to continue to build on the solid foundation of data gathering and analysis by developing an action enquiry approach. In particular, the professional discussion at the end of each activity highlighted, that the service could make a greater contribution to the measurement of impact using their knowledge of psychology to inform the development of appropriate measurement tools. For example, the groups found that parents, children, and young people involved in solution-oriented meetings reported more engagement in the meeting. By applying their knowledge of psychology the service would be able to provide more direct measures of outcomes expected as a result of increased engagement than that obtained from self-reports, questionnaires, focus groups and other more subjective data. HM Inspectors agreed that the self-evaluation approach applied by the service during VSE provided a robust methodology for focused self-evaluation in the future.

#### **4. What does the Educational Psychology Service plan to do next?**

The service identified a number of strengths and areas for development within each of the two themed areas. These can be found on the IEPS website.

<http://www.inverclyde.gov.uk/education-and-learning/inverclyde-educational-psychology-service>.

The service also agreed on the following next steps to improve their self-evaluation processes further.

- Continue to develop robust data gathering and analysis informed by psychological theory and research methodologies.
- Extend current self-evaluation processes to include collaborative and action enquiry methodologies and to build capacity within and outwith the service in these approaches.
- Continue to ensure that impact evidence is appropriately triangulated to provide greater confidence in, and reliability of the data used to answer the three self-evaluation questions: Where are we now? How do we know? and What do we need to do next?

#### **5. What is Inverclyde Council Educational Psychology Service's capacity for improvement?**

HM Inspectors have confidence in IEPS capacity for continuous improvement. The service has made very good progress in strategic and operational management and improvement planning since their last HM Inspectorate of Education Inspection. Partnership working is very good and the service now articulates very well across all council departments. Distributive leadership within the service is strong, and all staff

contribute very effectively to improvement planning and service delivery. Authority and Inverclyde Psychological Service managers demonstrated effective leadership providing a clear vision for continued improvement.

**Dr Laura-Ann Currie**  
**HM Inspector**  
**10 July 2015**

Further information about the EPS VSE reports and self-evaluation can be found on the service's website <http://www.inverclyde.gov.uk/education-and-learning/inverclyde-educational-psychology-service>

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Chief Financial Officer, Head of Education, Head of Inclusive Education, Culture &amp; Corporate Policy, Head of Safer &amp; Inclusive Communities</b>	<b>Report No:</b>	<b>FIN/74/15/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Education 2015/16 Revenue Budget-Period 3 to 30 June 2015</b>		

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## 1.0 PURPOSE

- 1.1 To advise Committee of the 2014/15 final out-turn and the 2015/16 Revenue Budget position as at Period 3 to 30 June 2015.

## 2.0 SUMMARY

- 2.1 In 2014/15, excluding the carry forward of Earmarked Reserves of £5,545,000, primarily for the School Estates Management Plan and Primary Schools Multi Use Games Areas (MUGAs), there was an underspend of £910,000 against a budget figure of £73,097,000. This equates to 1.2% of the total budget and was £87,000 less expenditure than reported to Committee in May 2015.

The main variances for 2014/15 were –

- (a) Employee Costs underspend £236,000. An overspend of £33,000 for Teachers was offset by an underspend of £269,000 for Non Teachers, mainly within Early Years Education where a number of Nurseries were not operating at full capacity.
- (b) Underspend of £132,000 for Property Costs mainly made up of £20,000 underspend for Non Domestic Rates (NDR), £50,000 underspend for Utilities, £33,000 underspend for Biomass, £32,000 underspend for Janitors.
- (c) £28,000 overspend for Transport mainly made up of £53,000 overspend for Pupil Consortium Travel, £51,000 underspend for ASN External ASN Transport and £37,000 overspend for Internal Transport provision.
- (d) £25,000 underspend for ASN Placements, £12,000 underspend for Hospital Tuition and £19,000 underspend for ASN Resources.
- (e) £407,000 underspend for Children & Young People (Scotland) Act 2014 funding for 600 hours free nursery provision.
- (f) £16,000 underspend for Community Learning & Development resources.
- (g) £16,000 underspend for 1+2 Languages Resources.
- (h) £23,000 underspend for Early Years Education Partner Providers.

- 
- (i) £16,000 shortfall in income from Other Local Authorities for places in Inverclyde Special Schools.
  - (j) £78,000 over recovery of School Meals Income.

2.2 The total Education budget for 2015/16, excluding planned carry forward for Earmarked Reserves, is £75,119,000. The School Estate Management Plan accounts for £14,572,300 of the total Education budget. The latest projection is an underspend of £236,000.

2.3 The main reasons for the 2015/16 underspend are –

- (a) Projected overspend of £241,000 for Teachers. The projected Teacher numbers for the new academic year in August 2015 are 10.4fte more than budget. 3.6fte Teachers are required due to successful placing request appeals, 2.8fte due to increased roll within ASN Schools and Units, 2.0fte due to surplus Head and Depute Head teachers and 2.0fte due to unachieved budget saving required for the School Estate Management Plan (SEMP) A report on the additional Teachers is being prepared for the Corporate Management Team and an update will be provided to the next Committee.
- (b) Projected underspend of £246,000 for Non Teacher Employees. The majority of the underspend relates to vacant posts within Early Years Education. A number of nurseries continue to operate at less than their Care Commission registration capacity, similar to the position reported in 2014/15. In addition, St John's Nursery Port Glasgow, budgeted to open in August 2015, has now been delayed until January 2016 resulting in an underspend of the Children & Young People (Scotland) Act 2014 funding allocated to Employee Costs. The remainder of the CYPB budget allocated to resources and non-recurring Legislative expenditure will be fully spent in 2015/16. £200,000 of this budget will be removed as a budget saving in 2016/17.
- (c) Projected overspend of £69,000 for Water. The majority of this relates to Property Drainage charges at the two PPP Secondary Schools. Following an investigation of the onsite drainage system by Scottish Water it has been established that neither building qualifies for a discount. Officers of the Council are hopeful that modifications can be carried out and the costs recovered, at which point the projection will be updated.
- (d) Projected underspend of £230,000 for Utilities (Electricity £60,000 underspend and Gas £170,000 underspend.) A Corporate review of Utilities budgets will be undertaken and reflected in the next Committee report.
- (e) Projected underspend of £17,000 for Non Domestic Rates (NDR) mainly as a result of St John's Primary School being vacant during refurbishment.
- (f) Projected overspend of £12,000 for IT Recharges.
- (g) Projected over recovery of School Meal Income of £65,000.

2.4 Earmarked Reserves for 2015/16, excluding those for Asset Plans and Strategic Funds, total £2,465,000 of which £1,911,000 is projected to be spent in the current financial year. To date expenditure of £21,000 (1.1%) has been incurred. The spend to date per profiling was expected to be £21,000, therefore there is no slippage.

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### **3.0 RECOMMENDATION**

- 3.1 That the Committee note the final out turn for 2014/15.
- 3.2 That the Committee note the current projected underspend of £236,000 for the Education Revenue budget as at Period 3 to 30 June 2015.
- 3.3 That the Committee note the proposed £67,000 Modernisation Earmarked Reserve to be created from the P1-P3 Free School Meals funding, subject to a report to the Policy & Resources Committee.

Alan Puckrin  
Chief Financial Officer

Ruth Binks  
Head of Education

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

John Arthur,  
Head of Safer & Inclusive Communities

## 4.0 BACKGROUND

4.1 The purpose of this report is to advise Committee of the current position of the 2015/16 Revenue Budget as well as the 2014/15 final out turn and to highlight the main issues contributing to the £910,000 underspend in 2014/15 and the projected underspend of £236,000 for 2015/16.

## 5.0 2014/15 OUT TURN

5.1 The underspend for 2014/15, after adjustments for Reserves, was £910,000. The main factors contributing to the underspend were:

	Revised Budget 2014/15	Out Turn 2014/15	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	137	150	13	10	3
Education Services	61,546	60,836	(710)	(829)	119
Inclusive Education	9,587	9,452	(135)	11	(146)
Safer Inclusive Communities	1,827	1,749	(78)	(15)	(63)
TOTAL NET EXPENDITURE	73,097	72,187	(910)	(81)	(87)

The main variances are explained in greater detail below.

### Employee Costs:

Total underspend for Employee Costs was £236,000 (0.5%)

The underspend was mainly due to Early Years Education where a staffing budget is provided based on their Care Commission registration capacity. A number of Nurseries were operating at a level below this capacity resulting in an underspend. There were additional underspends in Early Years as a result of efficiencies in the introduction of the Children & Young Peoples Bill 600 Hours free nursery provision.

### Property Costs:

Total underspend for Property Costs was £132,000 (0.8%)

£20,000 underspend for Non-Domestic Rates (NDR) mainly due to Community Learning & Development building being funded from I-Youth Zone Greenock Big Lottery Fund Grant.

£114,000 overspend for Water was due to higher than anticipated property drainage charges and higher consumption in schools.

£31,000 underspend for Electricity due to lower than expected consumption partly due to the operation of the wind turbine at Inverclyde Academy.

£133,000 underspend for Gas due to lower consumption as a result of the milder than expected winter.

£33,000 underspend for biomass fuel at Port Glasgow Community Campus due to system only operating for part of the year.

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

### Supplies and Services:

Total overspend for Supplies and Services was £8,000 (0.2%)

This was mainly due to an overspend on Education IT Re-Charges.

### Transport Costs:

Total overspend for Transport Costs was £28,000 (1.1%)

£53,000 overspend for Pupil Consortium Travel (transportation between schools for curriculum subjects)

£51,000 underspend for SPT ASN Transport provision and a £32,000 overspend for internal Council ASN Transport provision.

### Other Expenditure:

Total underspend for Other Expenditure was £495,000 (10.4%)

£407,000 underspend on implementation of Children & Young People (Scotland) Act 2014 600 hours free nursery provision. Service was fully implemented using fewer resources than anticipated and should be noted that a saving of £200,000 has already been taken from this funding from 2016/17 onwards.

£25,000 underspend for ASN Placements due to fewer than expected placements.

£16,000 underspend for Community Learning & Development resources.

£16,000 underspend on 1+2 Languages resources.

£23,000 underspend for Early Years Partner Providers due to a decrease in placements.

£12,000 underspend for Hospital Tuition due to a reduction in numbers in hospital.

### Income:

Total over recovery of Income was £89,000 (2.9%)

£78,000 over recovery of school meal income due to uptake being higher than expected.

The budget for School Meal Income was reduced due to the loss of income from the implementation of Free School Meals for all P1 to P3 children. However, the overall income from meals has remained at historical levels overall.

## **6.0 2015/16 PROJECTION**

6.1 The total Education budget for 2015/16, excluding planned carry forward for Earmarked Reserves, is currently £75,119,000. This is an increase of £1,144,000 from the approved budget. Appendix 1 gives details of the budget movement responsible for this increase.

6.2 The main issues to highlight in relation to the 2015/16 projected underspend of £236,000 are:

### Employee Costs: Teachers

The total budget for Teachers Employee Costs is £36,694,000 and the latest projection is an overspend of £241,000. Projected teacher numbers for the new academic year in August 2015 are 10.4fte more than budget. 3.6fte Teachers are required due to successful placing request appeals, 2.8fte due to increased roll within ASN Schools and Units, 2.0fte due to surplus Head and Depute Head Teacher and 2.0fte due to unachieved budget saving required for the School Estate Management Plan (SEMP) A report on the additional Teacher numbers is being prepared for the Corporate Management Team and an update will be provided to the next Committee.

It should be noted that this projection does not include Inverclyde's share of the £10 million Scottish Government funding for maintaining Teacher numbers and Teacher / Pupil ratios. Following the School Census in September 2015 and confirmation of the level of funding for Inverclyde, the projection will be updated accordingly.

## Employee Costs: Non Teachers

The total budget for Non Teacher Employee Costs is £15,901,000 and the latest projection is an underspend of £246,000. The majority of the underspend relates to vacant posts within Early Years Education. A number of nurseries continue to operate at less than their Care Commission registration capacity and the opening of St John's Nursery Port Glasgow, budgeted to open in August 2015 has now been delayed until January 2016. In addition to Early Years Education, there is a saving within Inclusive Education due to a seconded 1fte post being backfilled on a 0.6fte basis.

## Water

The Water budget for 2015/16 is £247,120 and the latest projection is an overspend of £69,000. The majority of the overspend relates to property drainage charges for Clydeview Academy and Notre Dame High School. Following site visits by Scottish Water to investigate the drainage systems at the schools, it was determined that neither school qualifies for a property drainage discount which is built in to the budget. Officers are in discussion with the PPP Schools Facilities Management provider and it is hoped physical changes can be made to the drainage system to allow qualification for the discount and recovery of costs. An update will be provided to the next Committee and the projection adjusted accordingly.

## Utilities

Utilities budget for 2015/16 is £1,420,200 (Electricity £756,000 and Gas £664,200)

Latest projection is an underspend of £230,000 – underspend of £60,000 for Electricity and underspend of £170,000 for Gas. The projected underspend for electricity is partly due to the operation of the Inverclyde Academy wind turbine reducing consumption by approximately 12% compared to the budgeted consumption. The projected underspend for gas is in line with the out turn for the previous year and is dependent on similar winter weather for this year.

A Corporate review of Utilities budgets will be undertaken and an update provided to the next Committee.

## Non Domestic Rates (NDR)

The budget for Non Domestic Rates (NDR) is £3,246,290 and the latest projection is an underspend of £17,000. The majority of the underspend relates to empty relief for St John's Primary School during refurbishment.

## IT Charges

The 2015/16 budget for IT Charges is £190,670 and the latest projection is an overspend of £12,000. This budget is used to fund the cost of internet data lines to schools and charges from Education Scotland for desktop PC software licences. The projected out turn is in line with the previous year's expenditure.

## P1-P3 Free School Meals Funding

Free School Meals for all P1 to P3 pupils was introduced in January 2015 with all costs being fully funded by the Scottish Government. Total funding for 2015/16 is £703,000. Following the allocation of amounts to fund the increased number of meals being provided and the loss of school meals income, there was a balance of £185,000 remaining. The majority of this funding will be used to implement cashless catering in seventeen Primary Schools that do not currently have this function. The latest projection anticipates that this work can be completed for £118,000. The remaining budget of £67,000, subject to a report to the Policy & Resources Committee, will be used to create a Modernisation Earmarked Reserve at the end of 2015/16.

## Children & Young People (Scotland) Act 2014 Resources

A budget of £345,000 is available for resources required for the implementation of 600 hours free nursery provision required by the Children & Young People (Scotland) Act 2014. A report to the Education & Communities Committee in May 2015 highlighted the use of £150,000 of funding for one-off Legislative Training expenditure and unallocated funding of £50,000 for 2015/16. Since then, £11,000 has been used to fund additional cleaning required at nurseries as a result of the increase in children numbers. The remaining £39,000 has been unallocated to the new St John's Nursery for the purchase of equipment and resources. It should be noted that this £200,000 allocated to non-recurring expenditure has been removed as a budget saving from 2016/17.

## School Meal Income

The total budget for School Meal Income is £831,860 and the latest projection is an over recovery of income of £65,000. The projected income for 2015/16 is £157,000 less than the out turn for 2014/15 due to the full year impact of lost income due to all P1 to P3 children receiving free school meals. The reduction in income is fully funded by the Scottish Government.

Appendices 2 and 3 provide more details on the projected variances.

## **7.0 EARMARKED RESERVES**

7.1 Earmarked Reserves excluding those for Asset Plans and Strategic Funds total £2,465,000, of which £1,911,000 is projected to be spent in 2015/16. Spend to date at the end of Period 3 is £21,000 or 1.1% of the projected spend for this Financial Year. Spend to date per profiling was expected to be £21,000 so there is no slippage to report. Appendix 4 provides more details of the individual Earmarked Reserves.

## **8.0 VIREMENTS**

8.1 The £50,000 virement shown in Appendix 1 of this report is a movement between the Communities and Education sections of this Committee. The virement was approved by Inverclyde Council on 29 January 2015 as part of the funding package for The Beacon.

## **9.0 IMPLICATIONS**

### **9.1 Finance**

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

#### One off Costs

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

#### Annually Recurring Costs / (Savings)

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

**9.2 Legal**

There are no specific legal implications arising from this report

**9.3 Human Resources**

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

**9.4 Equalities**

There are no equalities issues with this report.

**9.5 Repopulation**

There are no repopulation issues with this report.

**10.0 CONSULTATION**

10.1 The paper has been jointly prepared by the Chief Financial Officer; the Corporate Director Health & Social Care Partnership and the Corporate Director Environment, Regeneration & Resources.

**11.0 BACKGROUND PAPERS**

11.1 There are no background papers for this report.



**Education Budget Movement - 2015/16****Period 3: 1st April - 30th June 2015**

Service	Approved Budget	Movements			Revised Budget	
	2015/16 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2015/16 £000
Corporate Director	137					137
Education	69,776		50	988	(7,349)	63,465
Inclusive Education	9,569			107		9,676
Safer & Inclusive Communities	1,842			(1)		1,841
<b>Totals</b>	<b>81,324</b>	<b>0</b>	<b>50</b>	<b>1,094</b>	<b>(7,349)</b>	<b>75,119</b>

**Supplementary Budget Detail**

£000

External ResourcesRaising Attainment Funding  
1+2 Language Grant591  
104Internal ResourcesInternal Transport Re-allocation  
Teachers Pension Funding(1)  
400Savings/Reductions

1,094

**EDUCATION****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 3 : 1st April 2015 - 30th June 2015**

<u>Out Turn</u> <u>2014/15</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2015/16</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-15</u> <u>£000</u>	<u>Projection</u> <u>2015/16</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
36,506	Employee Costs - Teachers	36,694	8,954	8,978	36,935	241	0.7%
14,728	Employee Costs - Non Teachers	15,901	3,909	3,791	15,655	(246)	(1.5%)
3,148	Non Domestic Rates	3,246	3,246	3,233	3,229	(17)	(0.5%)
372	Water	247	62	39	316	69	27.9%
702	Electricity	756	143	0	696	(60)	(7.9%)
546	Gas	664	131	89	494	(170)	(25.6%)
199	IT Charges	191	48	102	203	12	6.3%
(1,054)	School Meal Income	(832)	(169)	(134)	(897)	(65)	7.8%
<b>Total Material Variances</b>						<b>(236)</b>	

**EDUCATION****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2015 - 30th June 2015**

2014/15 Actual £000	Subjective Heading	Approved Budget 2015/16 £000	Revised Budget 2015/16 £000	Projected Out-turn 2015/16 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
36,506	Employee Costs - Teachers	35,825	36,694	36,935	241	0.7%
14,728	Employee Costs - Non Teachers	15,424	15,901	15,655	(246)	(1.5%)
13,707	Property Costs	7,602	7,602	7,424	(178)	(2.3%)
3,678	Supplies & Services	3,865	3,845	3,860	15	0.4%
2,615	Transport Costs	2,384	2,395	2,395	0	-
416	Administration Costs	442	440	440	0	-
3,726	Other Expenditure	18,138	18,250	18,247	(3)	(0.0%)
(3,189)	Income	(2,356)	(2,659)	(2,724)	(65)	2.4%
72,187	TOTAL NET EXPENDITURE	81,324	82,468	82,232	(236)	(0.3%)
	Earmarked Reserves	0	(2,621)	(2,621)	0	
	Loan Charges / DMR	0	(4,728)	(4,728)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	81,324	75,119	74,883	(236)	

2014/15 Actual £000	Objective Heading	Approved Budget 2015/16 £000	Revised Budget 2015/16 £000	Projected Out-turn 2015/16 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
146	Corporate Director	137	137	129	(8)	(5.8%)
53,950	Education	55,204	56,242	56,050	(192)	(0.3%)
6,886	School Estate Management Plan	14,572	14,572	14,572	0	-
60,836	TOTAL EDUCATION SERVICES	69,776	70,814	70,622	(192)	(0.3%)
8,040	ASN	8,185	8,243	8,243	0	-
1,413	Other Inclusive Education	1,384	1,433	1,409	(24)	(1.7%)
9,453	TOTAL INCLUSIVE EDUCATION	9,569	9,676	9,652	(24)	(0.2%)
1,573	Community Learning & Development	1,612	1,610	1,599	(11)	(0.7%)
179	Other Safer & Inclusive	230	231	230	(1)	(0.4%)
1,752	TOTAL SAFER & INCLUSIVE	1,842	1,841	1,829	(12)	(0.7%)
72,187	TOTAL EDUCATION COMMITTEE	81,324	82,468	82,232	(236)	(0.3%)
	Earmarked Reserves	0	(2,621)	(2,621)	0	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Education &amp; Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2015/16</u>	<u>Phased Budget To Period 3 2015/16</u>	<u>Actual To Period 3 2015/16</u>	<u>Projected Spend 2015/16</u>	<u>Amount to be Earmarked for 2016/17 &amp; Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Creative Scotland Match Funding	Angela Edwards	200	0	0	100	100	Year 2 of 3 funding for The Beacon Place Partnership match funding. First £50k for 2015/16 will be paid in P4.
Beacon Contract and Core Funding	Angela Edwards	1,950	0	0	1,675	275	Funding agreed by Inverclyde Council in January 2015. Expected that the majority of the payment will be made in Period 7.
Funding for I Youth Zone Port Glasgow & Gourock	John Arthur	271	7	8	92	179	Port Glasgow I-Youth Zone is fully operational and Gourock I-Youth Zone will open later in 2015. YTD costs are staff costs for the Port Glasgow facility
Early Years Change Fund	Angela Edwards	34	14	13	34	0	Will fund Early Years Collaborative Programme Manager for until November 2015. After this date the post will be funded until March 2016 by CYPB.
Beacon Arts Development Post Funding	Angela Edwards	10	0	0	10	0	Funding for final year of Arts Development post.
<b>Total</b>		<b>2,465</b>	<b>21</b>	<b>21</b>	<b>1,911</b>	<b>554</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Education and Chief Financial Officer</b>	<b>Report</b>	<b>EDUCOM/66/15/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Education Capital Programme 2015 – 2018 Progress</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

## 2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the November 2014 Committee and covers the period 2015/18.
- 2.3 Overall the Committee is projecting to contain the costs of the 2015/18 Capital Programme within available budgets.
- 2.4 Expenditure at 31<sup>th</sup> July is 34.57% of 2015/16 approved budget. No slippage is being reported.
- 2.5 Appendix 1 contains details of the projected spend and phasings for the Capital Programme over the 3 years of the current programme.
- 2.6 Officers are finalising an Early Years Estate Management Plan and this is indicating that extra resources will be needed to fully deliver the requirements.

## 3.0 RECOMMENDATIONS

- 3.1 That the Committee note the progress on the specific projects detailed in Appendix 1.
- 3.2 That the Committee approve delegated authority to the Head of Legal and Property Services to agree, execute and deliver the Design and Build Development Agreement for the Kilmacolm Primary School project as detailed in 8.2 below provided the cost is within the budget allocation for the project.

## **4.0 BACKGROUND**

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the allocation of resources approved by the Committee at the meeting of 4<sup>th</sup> November 2014.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The remainder of the programme runs for more than 12 years. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2018.

## **5.0 ARDGOWAN PRIMARY SCHOOL REFURBISHMENT**

- 5.1 Works commenced on site on 14<sup>th</sup> April 2014 to complete 13<sup>th</sup> April 2015. As previously reported to Committee the project had experienced delay and a revised handover date of Sunday 17<sup>th</sup> May had been set that would have seen the school operational on Thursday 21<sup>st</sup> May 2015. As members will be aware, the project was further delayed due to the partial collapse of an existing retaining wall on site. A separate report confirming use of powers delegated to the Chief Executive to progress the necessary reinstatement of the wall is included on the agenda of this Committee and includes further detail on the issue. All stakeholders were informed of the further delay and exceptional closure days were revised and agreed via the Scottish Government as Monday 17<sup>th</sup>, Tuesday 18<sup>th</sup> and Wednesday 19<sup>th</sup> August with first day of operation Thursday 20<sup>th</sup> August 2015. The works have now been completed and the school is operational with occupation having taken place on the dates above.

## **6.0 ST JOHN'S PRIMARY SCHOOL REFURBISHMENT**

- 6.1 Works commenced on site on 1<sup>st</sup> December to complete 10<sup>th</sup> August 2015. The project has experienced delay on site with two further communications issued to stakeholders providing an update and revised dates for completion in the period since the last Committee. The delay is predominantly due to poor weather conditions and the particularly poor summer experienced in 2015. This has impacted progress of a number of trades including the groundworks and superstructure early in the contract for the extensions, and the external insulation render in the later stages. The impact of delay to the external insulation render affected the ability to remove perimeter scaffolding which has subsequently impacted on the finishing trades and external works. Revised exceptional closure days have been agreed via the Scottish Government as Monday 28<sup>th</sup>, Tuesday 29<sup>th</sup> and Wednesday 30<sup>th</sup> September with first day of operation planned Thursday 1<sup>st</sup> October 2015.

## **7.0 ST PATRICK'S PRIMARY SCHOOL**

- 7.1 The March 2014 Education & Communities Committee approved the progression of a new build for St Patrick's. The procurement of the project is being progressed via hub West Scotland Ltd. and is being managed by the Client Services Team. In the period since the previous Committee there has been further update and communication to stakeholders in relation to the impact of the delay on the Ardgowan Primary School project. The planned decant of St Patrick's PS to the former Sacred Heart building in June was delayed to August, with revised exceptional closure days agreed via the Scottish Government as Monday 17<sup>th</sup>, Tuesday 18<sup>th</sup> and Wednesday 19<sup>th</sup> August and

first day of operation in the decant facility Thursday 20<sup>th</sup> August 2015. The transfer has taken place and the school is now operating from the decant facility. The construction project achieved financial close on Monday 3<sup>rd</sup> August with possession of the site by the main contractor on Monday 10<sup>th</sup> August. The Contractor is now progressing soft strip and preparations for demolition of the existing building which should be substantially completed by the end of September. Groundworks for the new building will follow thereafter. The programme was re-worked in conjunction with the main contractor to account for the delay in handing over the existing building and remains as previously reported with anticipated completion in October 2016 and transfer to the new facility after the October holiday period.

## **8.0 KILMACOLM PRIMARY SCHOOL REFURBISHMENT**

8.1 The Kilmacolm Primary School project has been advanced as part of the acceleration of the Primary School programme. The original proposals involved the use of temporary modular accommodation on site and phased refurbishment. The November 2014 Committee approved the decant strategy for the project following the outcome of a parental consultation exercise. The enabling works project for provision of temporary modular accommodation within the school grounds to serve the Nursery Class during the construction works is progressing with foundations and service connections substantially complete. The units will be put in position over the September holiday period with final internal works following on and the unit completed in advance of the planned decant in October. The procurement of the main project is being progressed via hub West Scotland Ltd. and is being managed by the Client Services Team. Regular meetings continue with hub West Scotland as the project is progressed through the hub stages. Further survey work within the existing building and grounds was undertaken over the summer holiday period to inform the detail design. The Architectural Stage E proposals are currently being progressed with detailed planning application now approved. The target programme remains as previously reported with anticipated construction start in October 2015 to complete by October 2016 subject to approval of 8.2 below.

8.2 As outlined above the Kilmacolm PS project is currently progressing towards completion of hub stage 2 and is progressing through market testing towards financial close. Approval to sign up as participants in hub West Scotland was obtained at the Policy and Resources Committee of March 2013. Following that approval the Council signed the Territory Partnering Agreement (TPA) and the Participants Agreement. Following approval to progress the Kilmacolm project through the hub delivery model the project has been progressing through the stages and regular updates have been provided to Committee. The current programme for the project now requires Committee approval to move to financial close on the project and enter into a Design and Build Development Agreement with hub West Scotland Ltd. (and related documents) for the design and construction of the refurbishment of Kilmacolm Primary School. The Committee is requested to:

- Approve the execution, delivery and performance of the Design and Build Development Agreement with hub West Scotland Ltd. (and any documents incidental and/or relative thereto) in respect of the Kilmacolm Primary School Project; and
- Grant delegated authority to the Head of Legal and Property Services to agree, execute and deliver the Design and Build Development Agreement (and any documents incidental and/or relative thereto) in respect of this project.

## **9.0 PRIMARY SCHOOL BLAES PITCH UPGRADING**

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

- Whinhill PS MUGA – works completed summer 2014, now operational.
- St Ninian's PS MUGA – works complete as of 14<sup>th</sup> August 2015, now operational.
- Kilmacolm PS Pitch/MUGA – being taken forward as part of the main refurbishment project covered in 8.0 above.

## **10.0 PRIMARY SCHOOL MULTI-USE GAMES AREAS (MUGAs)**

10.1 Funding for the above was allocated as part of the Council's budget setting exercise early in 2014. The St John's PS MUGA is included in the main contract covered in 6.1 above. The remaining seven Primary School MUGAs have been progressed although slightly behind programme due to the poor weather experienced over the summer holiday period. Final snagging and line markings are being addressed with handover planned by the end of W/C 17<sup>th</sup> August.

10.2 Following the report to the March Committee and the verbal update provided on the projected underspend within the MUGA budget due to the competitive tender returns, the Committee requested that a report be prepared on options for MUGA provision at Gourrock and Moorfoot Primary Schools. Feasibility work has now been undertaken and a separate report is included on the agenda of this Committee.

## **11.0 DEMOLITION WORKS**

11.1 Former Greenock Academy – works were initially delayed on site due to discovery of additional areas of asbestos within some areas of the building which have now been removed. During the final stages of demolition however, 1m deep random rubble fill was encountered beneath the concrete floor slab at the South end of the site with a localised area of this fill suspected to be contaminated with asbestos cement debris. The final testing of the material is awaited but, should it be confirmed as asbestos containing material, all rubble in this localised area (potentially some 800 cubic metres) will have to be removed from site and dealt with as contaminated waste. Initial indications are that the asbestos and rubble are the remnants of a previous building on site (likely including an asbestos cement roof) which has been demolished and used as fill beneath the new floor slab. No site investigation or asbestos survey would have detected this. It is estimated that the costs associated with removal of the contaminated material could extend to circa £420K. Additional funding has been sought as part of the use of free reserves and this was considered initially by the Corporate Management Team and then by the Members Budget Working Group with a view to final approval at the September Members Budget Working Group and thereafter by the September Policy & Resources Committee.

11.2 Former St Stephen's HS – following the November 2014 Committee approval for the use of the building as decant accommodation for Kilmacolm PS during its refurbishment, the demolition is now scheduled for early 2017. Partial stripping out and securing works in the areas of the building not planned for temporary use have now been completed.



## **12.0 EARLY YEARS PROJECTS**

12.1 Following the update reports to Committee on the implementation of 600 hours of Early Learning and Childcare, the Client Services Team have worked in conjunction with the Early Years Service to develop a prioritised list of 2015/16 projects. The list of projects is as previously reported with updates on current position included below:

- Binnie Street Children's Centre – Remodelling to introduce provision for 2-3 years olds. Works were taken forward during the summer holiday period and are now substantially completed.
- Larkfield Children's Centre – Remodelling and refurbishment to comply with new legislation. Works commenced on site in August to complete October 2015. The Service was temporarily decanted to the former Garvel Deaf Centre building and within one of the modular units at the former Sacred Heart PS decant facility where it will operate from for the period of the works.
- Rainbow Family Centre – Minor adaptations to increase 2-3 year olds provision. Works were taken forward and completed during the Easter 2015 holiday period.
- Wellpark Children's Centre – Minor adaptations to increase 2-3 year olds provision. Works were taken forward during the summer holiday period and are now complete.

12.2 The Client Services Team in conjunction with the Early Years Service and Technical Services have progressed feasibility studies on the works required across the Early Years Estate in connection with new legislation, extended/additional provision, and the current capital funding allowances for refurbishment. A separate report is included on the agenda of this Committee and provides an updated position on the investment strategy for the Early Years estate.

## **13.0 ST FRANCIS PRIMARY SCHOOL EXTERNAL WORK**

13.1 The SEMP model contains an allocation to address upgrading of the external areas at St Francis Primary School as this element was not addressed as part of the refurbishment project carried out and completed in 2004. The May Committee approved the issue of tenders which were issued and returned within budget. The works commenced on site in June and were substantially completed by 14<sup>th</sup> August. Some further drainage attenuation and lighting upgrade work is planned to follow over the next month or so to complete the works and this will be co-ordinated with the school and scheduled for holiday periods or non-school hours as far as practicable.

## **14.0 IMPLICATIONS**

### **Finance**

14.1 The expenditure at 13<sup>th</sup> August 2015 is £2.247m from a budget of £6.5m. This is expenditure of 34.57% of the approved budget after 33.33% of the year. No slippage is currently being reported. Following review of the current projects and the likely spend profiles revised profiles are being reported on the following:

- Greenock Academy Demolition – minor increased spend in the current year due to cost increase for issues note in 11.1 above.

- Ardgowan PS Refurbishment & Extension – increased spend in the current year due to retaining wall works noted in 5.1 above.
- St Francis PS External Works – decreased spend in the current year due to tenders returned under budget (balance returned to contingency in future years).
- Primary School MUGAs – decreased spend in the current year due to projected underspend as noted in 10.0 above. Potentially could be recovered if projects noted in 10.2 are approved for progression.

14.3 The current budget position reflects the following:

- November 2014 review of the School Estate Funding model.
- Grant funding received in respect of implementation of the Children & Young People Bill (further £595K added as November announcement for 2015/16) and Free School Meals (£60K added as November announcement).

The current budget is £33.883m, made up of £30.180m SEMP Supported Borrowing, £1.930m Non-SEMP Supported Borrowing and £1.773m Prudential Borrowing. The Current Projection is £33.883m.

14.4	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
	Total School Estate	31,953	31,953	-
	Total Non School Estate	1,930	1,930	-
	<b>Total</b>	<b>33,883</b>	<b>33,883</b>	-

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

#### **Legal**

14.6 There are no legal issues.

#### **Human Resources**

14.7 There are no human resources issues.

#### **Equalities**

14.8 Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES (see attached appendix)
<input checked="" type="checkbox"/>	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. See below.

Individual projects consider DDA issues as part of the development of the detailed

designs and Building Standards approval (where required). There are no equalities issues.

### **Repopulation**

- 14.9 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

### **15.0 CONSULTATION**

- 15.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.
- 15.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

### **16.0 LIST OF BACKGROUND PAPERS**

- 16.1 Education Capital Programme Technical Progress Reports August 2015. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

CAPITAL REPORT APPENDIX 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11
	Est Total Cost	Actual to 31/3/15	Approved Budget 2015/16	Revised Est. 2015/16	Actual to 13/08/15	Est. 2016/17	Est. 2017/18	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000			
<b>SEMP Projects</b>											
Demolish Greenock Academy	326	221	71	95	37	10	0	0	Jan-15	-	Aug-15
Demolish St Stephens HS	500	3	0	0	0	209	288	0	Jan-17	-	Jun-17
Ardgowan PS - Refurbishment & Extension	6,176	5,443	333	674	674	59	0	0	Apr-14	Apr-15	Aug-15
St Patrick's PS - New Build	7,012	123	1,975	1,975	358	4,714	200	0	Aug-15	-	Oct-16
St John's PS - Refurbishment & Extension	2,796	869	1,675	1,675	882	252	0	0	Dec-14	-	Sep-15
Kilmacolm PS - Refurbishment	4,270	56	958	958	2	3,156	100	0	Oct-15	-	Oct-16
Early Years (C&YPB - 600Hrs + 2Yr Olds)	1,431	124	314	314	26	993	0	0	Apr-14	-	Mar-17
Early Years Establishments - Refurbishment	1,331	0	0	0	0	1,264	67	0	Apr-16	-	Mar-17
St Francis PS - External Works	240	11	327	162	21	67	0	0	Jun-15	-	Aug-15
Free School Meals Capital Grant	60	0	60	60	10	0	0	0	Apr-15	-	Mar-16
Lifecycle Fund	2,848	378	210	210	19	1,132	1,128	0	Apr-14	-	Mar-18
Balance of Contingency	271	0	65	48	0	158	65	0			
Future Projects *	4,610	0	0	0	0	166	1,748	2,696			
Complete on site	585	0	0	0	0	585	0	0			
<b>TOTAL SEMP</b>	<b>32,456</b>	<b>7,228</b>	<b>5,988</b>	<b>6,171</b>	<b>2,029</b>	<b>12,765</b>	<b>3,596</b>	<b>2,696</b>			
<b>Non-SEMP Projects</b>											
Whinhill/St Ninians PS - MUGA/Blaes Pitch Upgrades	625	504	26	81	0	40	0	0	Apr-14	-	Aug-15
Primary School MUGA's - Various	802	49	486	248	218	505	0	0	Apr-14	-	Apr-16
<b>TOTAL non-SEMP</b>	<b>1,427</b>	<b>553</b>	<b>512</b>	<b>329</b>	<b>218</b>	<b>545</b>	<b>0</b>	<b>0</b>			
<b>TOTAL ALL PROJECTS</b>	<b>33,883</b>	<b>7,781</b>	<b>6,500</b>	<b>6,500</b>	<b>2,247</b>	<b>13,310</b>	<b>3,596</b>	<b>2,696</b>			

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

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

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## 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

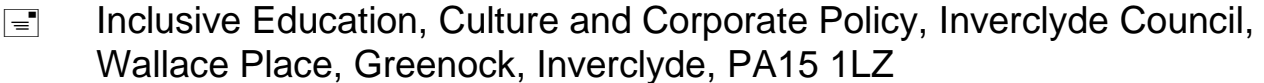
Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formie audio.


## 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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# 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

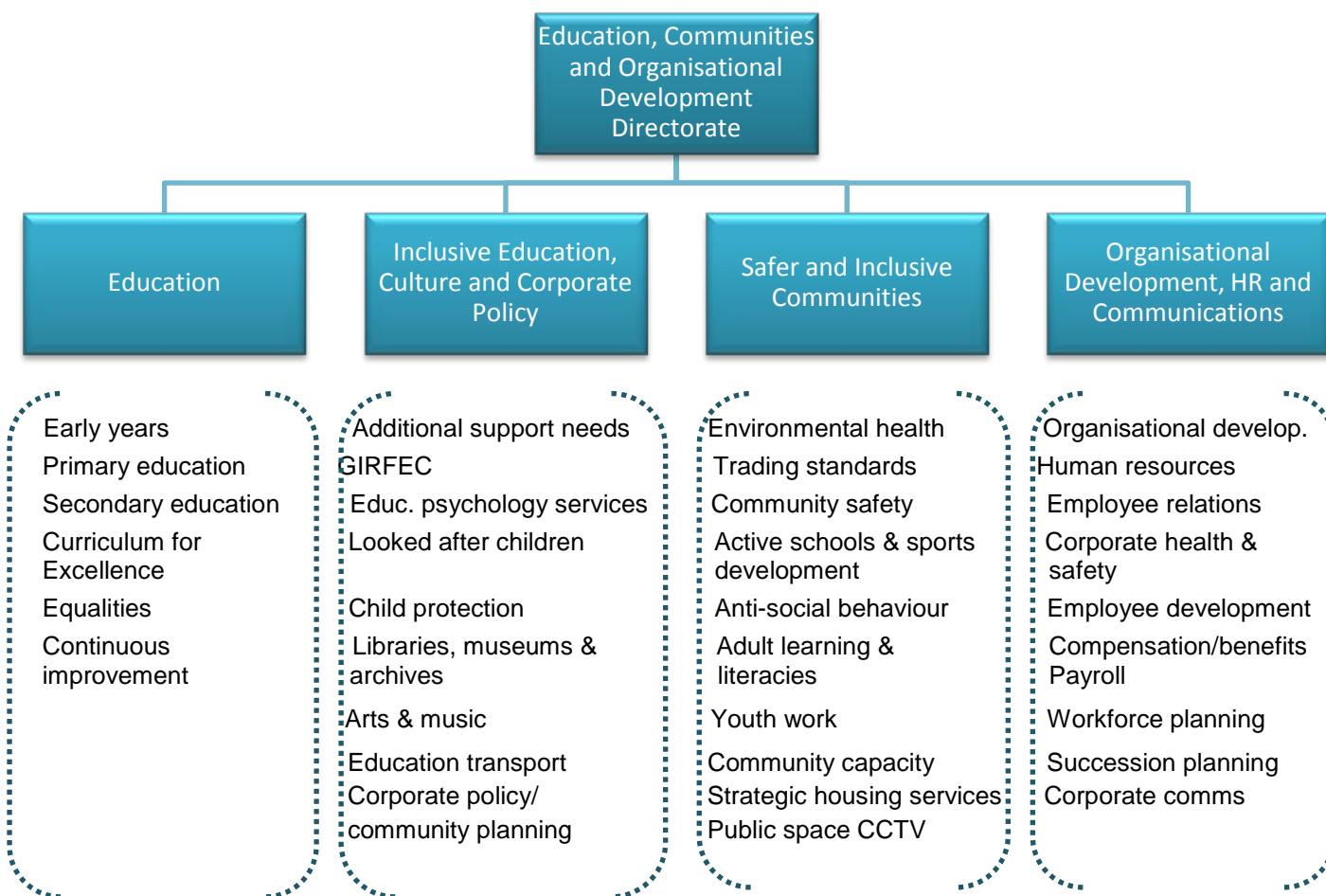
### 2.1 Purpose and scope of the Directorate

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 CO<sub>2</sub> 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.

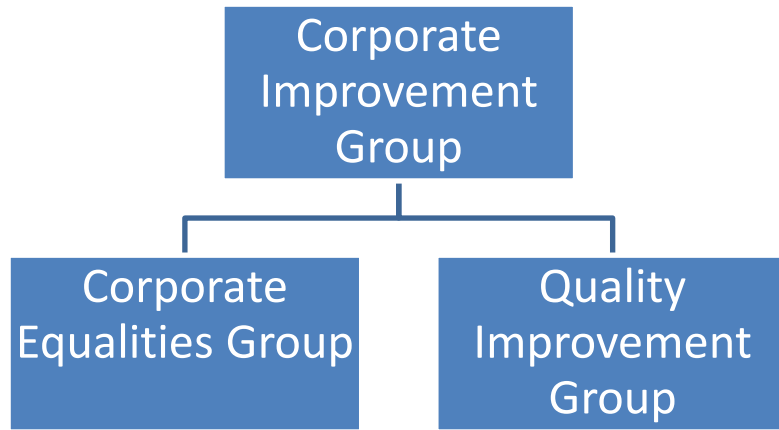
## 2.8 Corporate improvement groups

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
<b>Education &amp; Communities Committee Total</b>	<b>89481</b>	<b>86248</b>	<b>1404.89</b>	<b>88423</b>	<b>85150</b>	<b>1392.49</b>	<b>87738</b>	<b>84424</b>	<b>1382.69</b>
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
<b>Policy &amp; Resources Committee Total</b>	<b>2184</b>	<b>2094</b>	<b>44.6</b>	<b>2136</b>	<b>2046</b>	<b>43.6</b>	<b>2014</b>	<b>1924</b>	<b>42.1</b>
<b>Education and Communities Directorate Total</b>	<b>91665</b>	<b>88342</b>	<b>1449.49</b>	<b>90559</b>	<b>87196</b>	<b>1436.09</b>	<b>89752</b>	<b>86348</b>	<b>1424.79</b>

## 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><b>Performance</b></p> <p><b>Corporate Improvement Group</b></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	<b>Performance</b>  <b>Corporate Improvement Group</b>	<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	<b>Corporate Policy and Partnership Team</b>	<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	<b>Corporate Policy and Partnership Team</b>	<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"> <li>- to record and report all performance across the Council</li> <li>- for both performance management and ongoing self-evaluation by managers, officers and Elected Members</li> </ul>	<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 is 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	<b>Corporate Policy and Partnership Team</b>	<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><b>Safer and Inclusive Communities</b></p> <p><b>Health protection</b></p> <p><b>Community safety and wellbeing</b></p> <p><b>Public space CCTV/ Community</b></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><b>Wardens Service/ASIST</b></p> <p><b>Corporate partners including Education Services and Legal and Property Services</b></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	<b>SOA6 Outcome Delivery Group</b>	<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	<b>Community Learning and Development and the Corporate Policy and Partnership Team</b>	<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	<b>Safer and Inclusive Communities</b>  <b>Community Learning and Development</b>	<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	<b>Corporate Policy and Partnership</b>	<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	<b>Corporate Policy and Partnership</b>	<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>	Community engagement has taken place to help develop the new SOA and to assess whether the current outcomes are appropriate	<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			
<b>CD3</b>	<b>Cross-Directorate</b>	<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
<b>CD4</b>	<b>Cross-Directorate</b>	<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>			
<b>CD8</b>	<b>Cross-Directorate</b>	<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		SOA6  Contributes to 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
		the Single Planning Process	Fully implemented by 2016  SEEMIS Child's Plan for single agency in place in primary and secondary schools					
<b>CD 10</b>	<b>Cross-Directorate</b>	<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
<b>CD 11</b>	<b>Cross-Directorate</b>	<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			
<b>CD 12</b>	<b>Cross-Directorate</b>	<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>			
<b>CD 14</b>	<b>Cross-Directorate</b>	<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>			
<b>CD 15</b>	<b>Cross-Directorate</b>	<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

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>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
<b>Education</b>								
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			
<b>ED2</b>		<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>
<b>Inclusive Education, Culture and Corporate Policy</b>								
<b>IECCP1</b>	<b>Inclusive Education, Culture and Corporate Policy</b>	<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	<b>Inclusive Education/ Educational psychology services</b>	<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>			
<b>IECCP 10</b>	<b>Libraries, Museum and Archives</b>	<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			
<b>Safer and Inclusive Communities</b>								
<b>SIC7</b>	<b>Safer and Inclusive Communities</b>  <b>Community Safety and Wellbeing</b>  <b>Public Health and Housing</b>	<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><b>Safer and Inclusive Communities</b></p> <p><b>Community Safety and Wellbeing</b></p> <p><b>Housing Strategy</b></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><b>Safer and Inclusive Communities</b></p> <p><b>Community Safety and Wellbeing</b></p> <p><b>Housing Strategy</b></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	<b>Safer and Inclusive Communities</b>  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	<b>Safer and Inclusive Communities</b>  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.						
<b>SIC14</b>	<b>Safer and Inclusive Communities</b>  <b>CLD</b>	<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
<b>SIC 15</b>	<b>Safer and Inclusive Communities</b>  <b>Corporate Policy and Partnership Team</b>	<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

<b>ODHRC 1</b>	<b>OD, HR and Comms</b>	<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
<b>ODHRC 3</b>	<b>OD, HR and Comms</b>	<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			
<b>ODHRC 4</b>	<b>OD, HR and Comms</b>	<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
<b>ODHRC 5</b>	<b>OD, HR and Comms</b>	<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>						
<b>ODHRC 6</b>	<b>OD, HR and Comms</b>	<p><u>Policy development</u></p> <p>A number of corporate policies have been updated and placed on Icon</p>	<p>Remaining corporate policies to be updated and brought into line with current legislation, case law and guidance/good practice</p>	<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>	<p>Policies updated</p>	<p>Barbara McQuarrie</p>		<p>SOA8</p> <p>Achieving</p>
<b>ODHRC 7</b>	<b>OD, HR and Comms</b>	<p><u>Corporate communications strategy (CCS)</u></p> <p>A corporate communications strategy is to be developed</p>	<p>To have an agreed CCS</p>	<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>	<p>George Barbour</p>		<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			
<b>ODHRC 9</b>	<b>OD, HR and Comms</b>	<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
<b>ODHRC 12</b>	<b>OD, HR and Comms</b>	<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
<b>ODHRC 13</b>	<b>HR, OD and Communications</b>	<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	<b>Performance Corporate Improvement Group</b>	<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)	<b>Performance Corporate Improvement Group</b>	<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)	<b>Corporate Policy and Partnership Team</b>	<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	<b>Corporate Policy and Partnership Team</b>	<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)	<b>Corporate Policy and Partnership Team</b>	<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	<b>SOA6 Outcome Delivery Group</b>	<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?
		<p>We have now commissioned work at school and authority level to report on findings.</p>	<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>	<p>Conference for young people (#Clyde Conversations) which took place in March 2015 with a recall event held in June 2015.</p>
<b>CD1 (in part)</b>	<b>Cross-Directorate</b>	<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>	<p>100% of primary schools achieving two periods per week of quality PE</p>	<p>PE co-ordinator recruited by May 2013</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 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	<b>Inclusive Education, Culture and Corporate Policy</b>	<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	<b>Inclusive Education, Culture and Corporate Policy/ Educational psychology services</b>	<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	<b>Inclusive Education/ Educational psychology services</b>	<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	<b>Libraries, Museum and Archives</b>	<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	<b>Libraries, Museum and Archives</b>	<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	<b>Safer and Inclusive Communities</b>	<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	<b>Safer and Inclusive Communities</b>  <b>Health Protection/Community Safety and Wellbeing</b>  <b>Environmental Health and Trading Standards</b>	<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><b>Safer and Inclusive Communities</b></p> <p><b>Health Protection</b></p> <p><b>Environment and Safety</b></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><b>Safer and Inclusive Communities</b></p> <p><b>Health Protection/Community Safety and Wellbeing</b></p> <p><b>Community Safety/Community Wardens Service/Problem Solving Unit/ASIST/CCTV update</b></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><b>Safer and Inclusive Communities</b></p> <p><b>Health Protection</b></p> <p><b>Active Schools and Sports Development</b></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><b>Safer and Inclusive Communities</b></p> <p><b>Health Protection</b></p> <p><b>Active Schools and Sports Development</b></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><b>Safer and Inclusive Communities</b></p> <p><b>Community Safety and Wellbeing</b></p> <p><b>Environment and enforcement</b></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><b>Safer and Inclusive Communities</b></p> <p><b>CLD</b></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?
<b>ODHR C13</b>	<b>Corporate Communications</b>	<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"> <li>high priority calls - % responded to within 30 minutes (SPI 063aK)</li> <li>medium priority calls - % responded to within 60 minutes (SPI 063bK)</li> </ul> <p>source: Uniform database; Inverclyde Performs</p>	97.2	95.97	96.45	95.9	95	90	not applicable
<p>Corporate absence rate<sup>1</sup>: 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	

<sup>1</sup> 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"> <li>• primary - 3 periods</li> <li>• secondary - X periods (KPI 15)</li> </ul> source: Inverclyde Performs	67	75	80	90	80		
	100	100	100	100	100		
% 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: <a href="http://www.isdscotland.org">http://www.isdscotland.org</a>	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: <a href="http://www.hmie.gov.uk/">http://www.hmie.gov.uk/</a>	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"> <li>% of pupils reaching SCQF Level 3 in English and mathematics by the end of S4 (SPI 052aiK)</li> </ul>	97	97	97	no longer available			no longer available
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 3 by the end of S4 (SPI 052biK)</li> </ul>	95	97	93	90.2	98	90	no longer available
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 5 by the end of S4 (SPI 052ciK)</li> </ul>	33	35	36	37.8	38	30	available Feb 2016
source:							
Attainment - S5:							
<ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 6 by the end of S5 (SPI 052diK)</li> </ul>	48	45	49	52.1	48		available Feb 2016
<ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S5 (SPI 052giK)</li> </ul>	26	25	26	30	26		available Feb 2016
<ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S5 (SPI 052fiK)</li> </ul>	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:							
<b>Attainment - S6:</b> <ul style="list-style-type: none"> <li>• % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 (SPI 052giK)</li> <li>• % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 (SPI 052hiK)</li> <li>• % of pupils achieving one pass at SCQF Level 7 by the end of S6</li> </ul>	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:							
<b>Attainment - looked after children:</b> <ul style="list-style-type: none"> <li>• % who achieved at least one qualification at SCQF Level 3 or better in the current diet of examinations (SPI 054aK)</li> <li>• % who achieved SCQF Level 3 or better in English or mathematics by the end of S4 (SPI 054bK)</li> </ul>	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"> <li>primary schools (SPI 050aiK)</li> </ul>	96	95	95	94.6	95	90	
<ul style="list-style-type: none"> <li>secondary schools (SPI 050biK)</li> </ul>	93	92	92	91	92		
<ul style="list-style-type: none"> <li>additional support needs schools (SPI 050ciK)</li> </ul>	94	93	92	91.6			
<ul style="list-style-type: none"> <li>looked after children</li> </ul>							
source: Inverclyde Performs							
Exclusion rate per 1,000 pupils:							
<ul style="list-style-type: none"> <li>primary</li> </ul>	5.5	5.3	3.5	1.3	no targets set		
<ul style="list-style-type: none"> <li>secondary</li> </ul>	43.3	40.5	35.4	22.6			
<ul style="list-style-type: none"> <li>additional support needs</li> </ul>	80.7	19.5	51.3	68.7			
<ul style="list-style-type: none"> <li>looked after children – primary</li> </ul>	53.6	66.2	52.4	60.6			
<ul style="list-style-type: none"> <li>looked after children – secondary</li> </ul>	262.1	405.9		232.3			
<ul style="list-style-type: none"> <li>looked after children - additional support needs (KPI 48)</li> </ul>	409.1	76.9		352.9			
<ul style="list-style-type: none"> <li>non-looked after children -</li> </ul>		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"> <li>• non-looked after children - secondary</li> <li>• non-looked after children - additional support needs</li> </ul> source: Inverclyde Performs		32.2					
School Leaver Destination Results: % of schools leavers into positive and sustained destinations (includes non-mainstream young people) source:  <a href="#">Destinations of Leavers from Scottish Schools</a>	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>

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Organisational Development**

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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
<b>CA13</b> 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
<b>CA14</b> 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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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
<b>CD1</b> 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
<b>SIC10</b> 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.

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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
<b>ED14</b> 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.
<b>CA8</b> 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>

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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
<b>SIC2</b> 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.
<b>ODHRC5</b> 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&amp;S) Team. H&amp;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  
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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&amp;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.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report</b>	<b>EDUCOM/68/15/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>School Estate 2015 Core Facts Submission</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to provide an update on the School Estate and the Core Facts return for 2015.

## **2.0 SUMMARY**

- 2.1 The Council is required to submit a return on the School Estate Core Facts annually. This details the condition, suitability and sufficiency ratings for the School Estate. It also captures data on capital and other expenditure on the school estate within the previous year. The return was submitted to the Scottish Government on the 15<sup>th</sup> May 2015.

## **3.0 RECOMMENDATIONS**

- 3.1 The Committee is asked to note the contents of this report.

Ruth Binks  
Head of Education

## 4.0 BACKGROUND

4.1 A Core Facts return on the state of the School Estate is submitted annually to the Scottish Government; the 2015 return was submitted on 15<sup>th</sup> May.

The definition of Condition and Suitability ratings from Scottish Government guidance is noted in the tables below:

### Condition

Rating	Description	Definition	Score
A	Good	Performing well and operating efficiently	> 85%
B	Satisfactory	Performing adequately but showing minor deterioration	61 – 85%
C	Poor	Showing major defects and/or not operating adequately	40-60%
D	Bad	Economic life expired and/or risk of failure	< 40%

### Suitability

Rating	Description	Definition
A	Good	Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
B	Satisfactory	Performing adequately but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
C	Poor	Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
D	Bad	Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school)

4.2 The Core Facts data is compiled from the following:

- Condition is based on the full Condition Surveys carried out by Watts Group PLC throughout April 2014 updated by Property Services to reflect works carried out in the period since the previous Core Facts submission.
- Suitability is based on suitability surveys carried out by the School Estate Team in conjunction with Head Teachers of each establishment. Suitability was included for the first time in 2010 and is based on guidance issued by the Scottish Government in 2008. These are also reviewed and updated by Property Services to reflect works carried out in the period since the previous Core Facts submission.
- Sufficiency is based on the census roll data and individual working capacity calculations for all schools.

4.3 Since the 2014 Core Facts return the School Estate programme has continued to progress although no major projects achieved completion in the period up to May 2015. The projects below were in the construction phase at the time of the 2015 submission:

- Ardgowan Primary School Refurbishment & Extension was originally programmed to complete in April 2015 but experienced delay on site as previously reported to Committee. The works are now complete with the school in occupation since Thursday 20<sup>th</sup> August 2015.
- St John's Primary School Refurbishment & Extension was originally programmed to complete in August 2015 but has experienced delay on site. The current handover date is anticipated as 28<sup>th</sup> September with the first day of full operation planned Thursday 1<sup>st</sup> October 2015.

## 5.0 CORE FACTS RETURN 2014

5.1 Details of current Condition and Suitability are given in the tables below.

Special Schools	Condition	Suitability
Craigmarloch School (Port Glasgow Community Campus)	A	A
Lomond View Academy	A	A
Garvel School	B	B

Secondary Schools	Condition	Suitability
Clydeview Academy	A	A
Inverclyde Academy	A	A
Notre Dame High School	A	A
St Columba's High School	A	A
St Stephen's High School/Port Glasgow HS (Port Glasgow Community Campus)	A	A

<b>Primary Schools</b>	<b>Condition</b>	<b>Suitability</b>
Aileymill Primary School	A	A
All Saints' Primary School	A	A
Ardgowan Primary School <sup>1</sup>	B	C
Gourock Primary School	B	B
Inverkip Primary School	B	B
Kilmacolm Primary School	C	B
King's Oak Primary School	B	A
Lady Alice Primary School	B	B
Moorfoot Primary School	B	B
Newark Primary School	A	A
St Andrew's Primary School	A	A
St Francis' Primary School	B	B
St John's Primary School <sup>2</sup>	B	C
St Joseph's Primary School	B	B
St Mary's Primary School	B	B
St Michael's Primary School	B	A
St Ninian's Primary School	B	B
St Patrick's Primary School	C	B
Wemyss Bay Primary School	B	A
Whinhill Primary School	A	A

- 5.2 One of the prime objectives of the School Estate Strategy at National level is to have all schools as Category A or B for Condition. Inverclyde currently has all of its Special and Secondary Schools in Category A/B and 90% of Primary Schools also in Category A/B. The remaining Primary Schools with C ratings are planned to be addressed over the next 18 months via the committed projects noted in 6.1 below. The focus will then be on refurbishing the remaining schools which are already in satisfactory condition (lower end of B scale) which have yet to have a major refurbishment. This will also generally result in an improvement in the suitability ratings.

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<sup>1</sup> Ardgowan PS was in decant accommodation (former Sacred Heart PS decant facility) at the time of the 2015 Core Facts return. Ratings above reflect the condition and suitability of that property.

<sup>2</sup> St John's PS was/is in decant accommodation (former St Stephen's HS decant facility) at the time of the 2015 Core Facts return. Ratings above reflect the condition and suitability of that property.

- 5.3 The continuing programme of new build and comprehensive refurbishment has seen a significant improvement in the condition of the school estate since the initial School Estate Management Plan position in 2004. The table below compares the 2015 Core Facts data with the 2004 position.

Condition	2004	2015	Overall change
Secondary A	0	5	+5
Secondary B	1	0	-1
Secondary C	7	0	-7
Secondary D	0	0	-
	<b>8</b>	<b>5</b>	<b>-3</b>
Primary A	1	5	+4
Primary B	5	13	+8
Primary C	21	2	-19
Primary D	0	0	-
	<b>27</b>	<b>20</b>	<b>-7</b>
Special A	0	2	+2
Special B	1	1	-
Special C	3	0	-3
Special D	0	0	-
	<b>4</b>	<b>3</b>	<b>-1</b>

Suitability*	2010	2015	Overall Change
Secondary A	1	5	+4
Secondary B	0	0	-
Secondary C	6	0	-6
Secondary D	0	0	-
	<b>7</b>	<b>5</b>	<b>-2</b>
Primary A	6	8	+2
Primary B	10	10	-
Primary C	6	2	-4
Primary D	0	0	-
	<b>22</b>	<b>20</b>	<b>-2</b>
Special A	0	2	+2
Special B	0	1	+1
Special C	4	0	-4
Special D	0	0	-
	<b>4</b>	<b>3</b>	<b>-1</b>

\*Suitability Core Fact first collected 2010.

- 5.4 The Council has invested in excess of £250m on its school estate over the last 11 years (circa £270m accounting for current committed projects in progress). Significant progress has been made since 2004, particularly in reducing the number of Condition C/D rated schools from 7 Secondary Schools to 0 Secondary Schools and from 21 Primary Schools to 2 Primary Schools. Progress has also been made in the Special (ASN) sector with all schools now A/B rated. In terms of suitability there has also been significant progress made although the majority of improvements earlier in the programme are not fully captured above as the Suitability Core Fact has only been collected since 2010. By that time the Council had already carried out a significant number of projects which had significantly improved the suitability of a number of schools across the estate.

## **6.0 LOOK AHEAD 2015/16 & BEYOND**

6.1 Between May 2015 and October 2016 significant further progress will be made on the School Estate via the committed projects below:

- Ardgowan Primary School Refurbishment & Extension – complete as of August 2015.
- St. John's Primary School Refurbishment & Extension – completion programmed for September 2015.
- St. Patrick's Primary School New Build – Works commenced on site in August 2015 and are programmed for completion in October 2016.
- Kilmacolm Primary School Refurbishment – Works programmed to commence in October 2015 to complete in October 2016.
- Substantial investment in Multi-Use Games Areas (MUGAs) and upgrading of blaes pitches has been taken forward across the estate with the majority complete by August 2015.

6.2 The current School Estate Management Plan and Funding Model includes allowances for the four schools yet to receive a comprehensive refurbishment (Lady Alice PS, Moorfoot PS, St Mary's PS and St Ninian's PS) and also includes an allowance for extending Gourrock PS to provide an additional gym/assembly hall. All of these projects are in future years with the order of priority subject to a review of current condition, suitability and sufficiency. The next primary school to be refurbished will be taken forward in summer 2017 to Autumn 2018 in line with the availability of the decant facility (former Sacred Heart PS) which will remain in use by St Patrick's PS until October 2016.

## **7.0 IMPLICATIONS**

### **Finance**

7.1 There are no financial issues.

### **Legal**

7.2 There are no legal issues.

### **Human Resources**

7.3 There are no human resources issues.

### **Equalities**

7.4 There are no equalities issues.

### **Repopulation**

7.5 The School Estate Strategy has been, and continues to be, one of the Council's key areas of investment in support of the aim of repopulating and promoting Inverclyde as the place of choice to live, work and spend leisure time. The significant investment in the School Estate is not only a catalyst for regeneration but also contributes towards improving Inverclyde for the people who live here and assists in attracting people to relocate and settle here, knowing their children will receive a first class education in the best possible school accommodation.

## **8.0 CONSULTATION**

- 8.1 There are no financial implications in this report and therefore the Chief Financial Officer has not been consulted.
- 8.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.
- 8.3 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

## **9.0 LIST OF BACKGROUND PAPERS**

- 9.1 Inverclyde Council Core Facts Return 2015
- Watts Group PLC 2014 Condition Survey Reports
- Inverclyde Council Suitability Surveys
- Condition Core Fact Guidance – Scottish Government 2007
- Suitability Core Fact Guidance – Scottish Government 2008



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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report</b>	<b>EDUCOM/69/15/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Multi-Use Games Area Provision Gourock and Moorfoot Primary Schools</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of the report is to address the action raised by the March Committee which requested that a report be submitted to the Committee as soon as possible on options for providing MUGA provision for both Gourock and Moorfoot Primary Schools utilising the underspend in the MUGA allocation within the Capital Programme.

## **2.0 SUMMARY**

- 2.1 The existing grass pitches at Gourock and Moorfoot Primary Schools are in reasonable condition but, as in common with other grass surfaces in the area, their availability is limited by weather conditions and there are localised ground condition issues at both sites. A feasibility study has been taken forward to consider the provision of a polymeric multi-use games area at both sites addressing any local issues. The schemes have been scoped with a view to funding the projects from the current projected underspend within the MUGA budget in the Education Capital programme and as such the proposals have been scaled to align with the available funding.

## **3.0 RECOMMENDATIONS**

- 3.1 That the Committee note the report on the possible options for MUGA provision at Gourock and Moorfoot Primary Schools.
- 3.2 That, subject to Committee approval of the proposals, it be agreed to progress the projects utilising the underspend in the MUGA allocation within the Capital Programme.

Ruth Binks  
Head of Education

## 4.0 BACKGROUND

- 4.1 Following representations received from the Gourrock Primary School Parent Council, the Policy and Resources Committee requested a report be submitted to the Education & Communities Committee on the use and condition of the grass pitch used by Gourrock Primary School. A report was submitted to the January 2015 Committee. It was noted within that report that similar representations had been received from the Parent Council of Moorfoot Primary School in respect of upgrading the grass pitch at that facility.
- 4.2 The Education Capital Programme includes an allowance of £1.1M to address provision of small multi-use games areas (MUGAs) within eight Primary Schools to be taken forward during 2014-2016. This funding was made available from reserves following the 2014 budget setting process. Funding in the amount of £830K was also made available from the 2013 budget setting exercise to address the upgrading of three existing blaes pitches within operational Primary Schools. Both of these allocations prioritised schools where there was either no outdoor sports provision or where that provision was/is of a type/condition that requires upgrading. Schools with existing MUGAs or grass pitches were not considered for replacement / upgrading.
- 4.3 To date, two of the blaes pitch replacements have been completed (Whinhill & St Ninian's) with the Kilmacolm blaes pitch replacement to be taken forward with the main refurbishment contract commencing in October this year. The provision of eight small primary school MUGAs has been progressed with seven at an advanced stage or complete (at date of this report) and one (at St John's PS) programmed to complete by the end of September with the main refurbishment project. There is currently a £400K projected underspend on the budget allowance which was verbally reported to the March 2015 Committee and confirmed within the May Committee Capital Programme progress report.

## 5.0 GOUROCK PRIMARY SCHOOL GRASS PITCH

- 5.1 Detailed information on the use and condition of the grass pitch at Gourrock Primary School was provided in the report to the January 2015 Committee. A summary has been provided in the sections below including site specific issues considered as part of the feasibility study.
- 5.2 **Public Use:** The pitch is not locked and is available to the general public. No letting data or recorded use out of hours is available, however from the groups consulted there is general knowledge of the type of community use the pitch receives which includes football training, informal cricket and general play.

**Feasibility Proposals:** The pitch would remain open to the public. The proposed MUGA has a type 4 polymeric surface with overall dimensions of 38 x 32. A section of grass approx. 18m x 45m would remain at the public park end which could be used for the activities noted above such as cricket etc. that would not be able to be played on a polymeric or other all-weather artificial surface.

- 5.3 **Condition:** The Council's Environmental Services section were consulted in respect of the condition of the pitch and the current maintenance arrangements. The grass pitch is mown on the same frequency as the rest of the park which is routinely once per fortnight but with an extra cut during periods of lush growth in spring or late summer. The pitch is not routinely marked/lined out as a formal pitch. It has been added to the Grounds Maintenance verti-draining programme and received its first maintenance visit in early September 2014 with a further visit in February 2015 (verti-draining visit

frequency = twice per annum).

**Feasibility Proposals:** The upgrading would include improved drainage of the area of the new polymeric MUGA and also improved drainage in the remaining grassed area. The grass could receive the same maintenance as noted above with the all-weather surface only requiring an annual weedkill and power wash. It should be noted that a typical polymeric surface lifecycle profile indicates re-texturing is required after circa 6 years and resurfacing after circa 15 years.

- 5.4 **Availability:** Both the School and the Active Schools Co-ordinator made reference to the limitations of the pitch in respect of weather. This is not uncommon and affects all grass pitches/facilities. Environmental Services confirmed that the availability of other nearby facilities such as those at Battery Park and George Road are also affected due to the adverse weather experienced over recent months and years. The topography of the park contributes to the drainage issues. The pitch has been formed at a lower level to allow access from Davidson Drive, with the parkland along the length sloping up towards Broomberry Drive. Water shedding from the park onto the pitch contributes to the time taken for water to drain through the surface and limits the availability particularly in the winter months.

**Feasibility Proposals:** The proposed polymeric all-weather surface is best suited for general play, football, netball, basketball etc.. It is not suitable for uses such as rugby, golf, cricket and orienteering etc.. The retention of an area of grass, although limited by weather, allows other activities to take place that would not be possible on the artificial surface. The proposals therefore cater for most activities between the two areas with the ability to utilise the surfaces more regularly in most weathers through drainage improvements and provision of all-weather surfacing.

- 5.5 **Legal Position:** The land forming the park and on which the school and pitch have been constructed is under a Feu contract from Major Duncan Darroch recorded 1913. The deed states that the land is a gift in memory of his father to the inhabitants of Gourock to be used as a "Public Park and Pleasure and Recreation Grounds". There are title restrictions stating that it is to be used in all time coming for those purposes. This falls into the category of Common Good and is the reason why the existing pitch is left unlocked and available for general community use. A waiver was obtained circa 1998 to allow construction of the school.

**Feasibility Proposals:** The alterations would be restricted to within the existing fenced boundary to avoid the need for further legal agreements or impact on existing rights of way within the park. Public access would also be maintained i.e. left open for general use. The development of the existing grass pitch to form a Multi-Use Games Area (MUGA) would not conflict in terms of the Common Good title restrictions as the use would still be deemed as park/recreation ground, however as previously noted, the facility would have to be left open to the general public and would not be able to be used to generate income through Inverclyde Leisure in the same way that other school pitches/MUGAs are.

- 5.6 **Future SEMP Project:** The School Estate Management Plan currently includes an allowance for a gym/assembly hall extension to Gourock Primary School with associated changing and toilets. This allocation is currently in future years however any alteration/development has to consider the anticipated future plans for the school.

**Feasibility Proposals:** The pitch is being developed within the fenced boundary of the existing grass pitch and will not impact future plans. An initial feasibility study of the future extension to the school indicates that there is limited scope to extend due to the unique shape of the existing building. It is possible however to extend out from the existing exit to the South West although this will involve diversion of an existing methane gas pipe which runs through the school site from the adjacent quarry. It is not

yet clear as to whether or not a further waiver of the existing title conditions will be required for the hall extension as this will be dependent on the final proposed location and any potential impact on parkland currently out with the fenced school boundary.

- 5.7 **Neighbours/Consultation:** Initial discussions with the Planning Service indicate that a Planning application would not be required as the value of the works is below the development threshold and there are no floodlights proposed as part of the works. Given the proximity of housing on Davidson Drive floodlighting would likely have been the main area of concern. Discussions are also on-going with Roads Design / Scottish Water with respect to the proposed drainage solution. Initial indications were that there were no culverts in the area necessitating that the drainage will have to be connected to the Scottish Water system and attenuation provided. Further investigation however indicates that there may be a culvert in the vicinity and detailed survey work will be undertaken over the next week or so via the Council's drainage term contractor to establish this. The proposals meantime allow for attenuation although it should be noted that should this be the only option then there remains a risk that additional work may be required pending formal response/approval by Scottish Water.

## 6.0 MOORFOOT PRIMARY SCHOOL GRASS PITCH

- 6.1 The grass pitch at Moorfoot Primary School is predominantly used by the school with no community use noted. The sections below cover site specific issues considered as part of the feasibility study.
- 6.2 **Community Use:** The pitch is within the grounds of Moorfoot Primary School and although is technically available for booking via the Inverclyde Leisure booking facility, is currently not used by the community. This is likely to be attributed to a number of reasons; the condition of the pitch is reasonable but due to its location can become waterlogged with water shedding from the hills behind the school contributing to poor availability. There are also a number of other community and school pitches in the vicinity (George Road (3G & Grass), St Columba's (3G), Battery Park (3G & Grass), and most recently St Ninian's (Polymeric)).

**Feasibility Proposals:** The proposed MUGA has a type 4 polymeric surface with overall dimensions of 45 x 32. Areas of grass would remain at both ends which could be used for other activities that would not be able to be played on a polymeric or other all-weather artificial surface. The new facility could be made available for the community through the Inverclyde Leisure booking facility although use would be limited to summer months as no floodlighting is proposed as part of the works.

- 6.3 **Condition:** The Council's Environmental Services section carry out routine maintenance of the pitch which is mown on the same frequency as the rest of the school grounds. The pitch is not routinely marked/lined out as a formal pitch. It has been added to the Grounds Maintenance verti-draining programme and received its first maintenance visit in early September 2014 with a further visit in February 2015 (verti-draining visit frequency = twice per annum). Drainage improvement works were taken forward in summer 2013 which improved the condition of the pitch however poor ground conditions and the water shedding onto the pitch from the hills behind the school continue to impact overall condition and availability.

**Feasibility Proposals:** The upgrading would include improved drainage of the area of the new polymeric MUGA and also raising of the pitch area to minimise the impact of water from the hill behind. The grass would receive the same maintenance as noted above with the all-weather surface only requiring an annual weedkill and power wash. As outlined in 5.3 above it should be noted that a typical polymeric surface lifecycle profile indicates re-texturing is required after circa 6 years and resurfacing after circa 15 years.

6.4 **Availability:** The pitch has the same limitations in respect of use in inclement weather as outlined in 5.4 above. The topography of the school grounds and the inherently poor ground conditions contribute to the drainage issues as previously noted. Water shedding from the hills onto and through the pitch contributes to the time taken for water to drain through the surface and limits the availability particularly in the winter months.

**Feasibility Proposals:** The proposed polymeric all-weather surface would be constructed by raising the overall levels via stone infill below to assist with the current issues. The proposals therefore would provide a facility which could be utilised more regularly in most weathers through drainage improvements and provision of all-weather surfacing.

6.5 **Future SEMP Project:** The School Estate Management Plan currently includes an allowance for comprehensive refurbishment of Moorfoot Primary School. This allocation is currently in future years however any alteration/development will require to consider the anticipated future plans for the school.

**Feasibility Proposals:** The pitch is being developed within the area of the existing grass pitch which was to be retained and will not impact future plans.

6.6 **Neighbours/Consultation:** Initial discussions with the Planning Service indicate that a Planning application would not be required as the value of the works is below the development threshold and there are no floodlights proposed as part of the works. The site is fairly isolated with neighbouring property along the Northern boundary only. There are long standing issues with drainage in the area which has on occasion impacted some of the neighbouring property. It is likely that the neighbours would welcome any development that would improve the drainage in the area. The Moorfoot site benefits from the ability to take surface water into an adjacent water course and as such no issues in respect of drainage proposal approvals are anticipated.

## 7.0 IMPLICATIONS

### Finance

7.1 The Education & Communities Capital programme includes an allowance of £1.1M for 8 primary school multi-use games areas and £830K for upgrading of 3 grass pitches within primary schools. There is no current allowance for works to Gourrock Primary School grass pitch or Moorfoot Primary School grass pitch.

7.2 The May 2015 Capital Programme Progress report confirmed that circa £410K remained unallocated from the original £1.1m budget. The updated projection accounting for latest projections on the committed contracts is £400K.

7.3 The feasibility studies for the MUGA provision at Gourrock and Moorfoot Primary Schools were scaled to suit the available budget. The tables below provides an indication of the capital implications of taking forward projects to upgrade the existing grass pitches at Gourrock and Moorfoot Primary Schools (subject to taking forward a competitive tendering exercise). It should be noted that there will be an impact on the existing SEMP lifecycle budget in future years with the additional of a further two all-weather facilities.

## Estimated Cost of Gourock PS & Moorfoot PS MUGAs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Capital	Non SEMP MUGA	2015/17	£200K	n/a	Estimate
Capital	Non SEMP MUGA	2015/17	£200K	n/a	Estimate
			£400K		

### Legal

7.4 There are no legal issues.

### Human Resources

7.5 There are no human resources issues.

### Equalities

7.6 There are no equalities issues.

### Repopulation

7.7 There are no repopulation issues.

## 8.0 CONSULTATION

8.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.

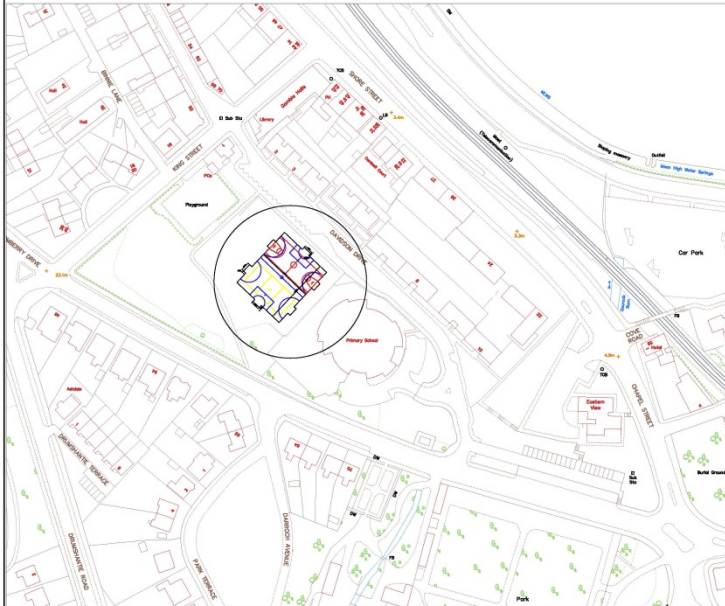
8.2 The Head of Legal and Property Services was consulted in respect of the potential legal issues in connection with any proposed further development of Darroch Park.

## 9.0 LIST OF BACKGROUND PAPERS

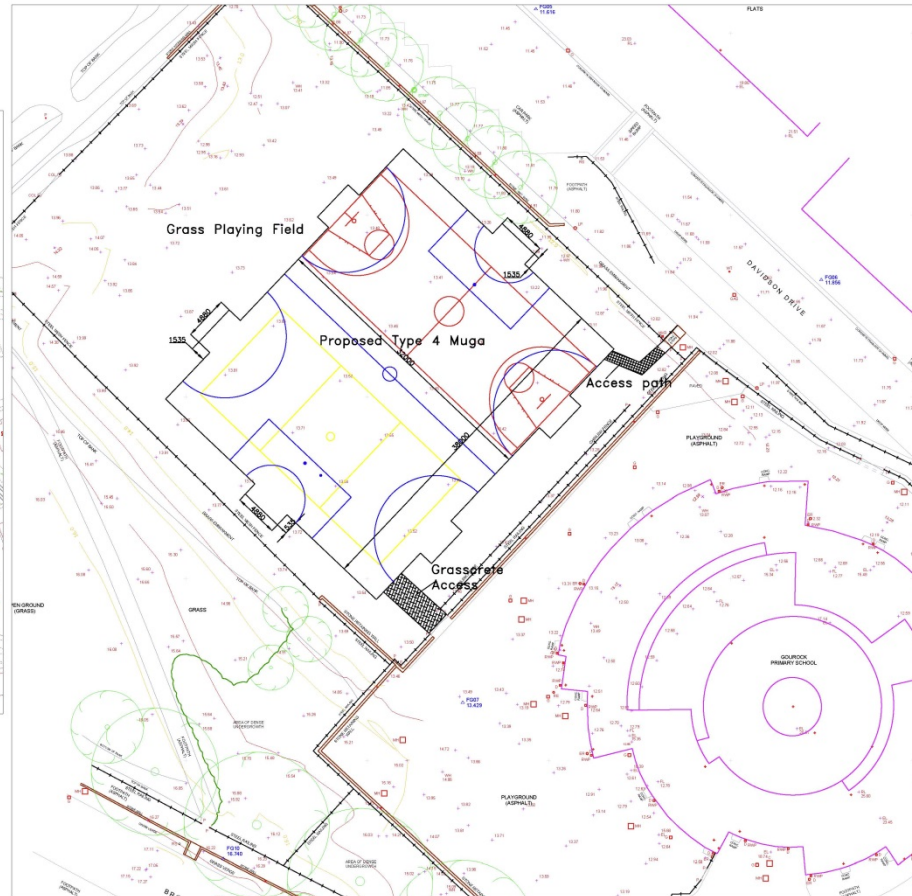
9.1 MUGA feasibility studies and budget cost estimates (Technical Services) – July 2015  
Pitch & MUGA Lifecycle Analysis – July/August 2014



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Multi Use Games  
 Location Plan  
 1:1250



Multi Use Games  
 Layout Plan  
 1:250

**NOTES**

The Multi Use Games Area will be fully fenced and the surface will be a Type 4 MUGA polymeric.

REV	Description	Date

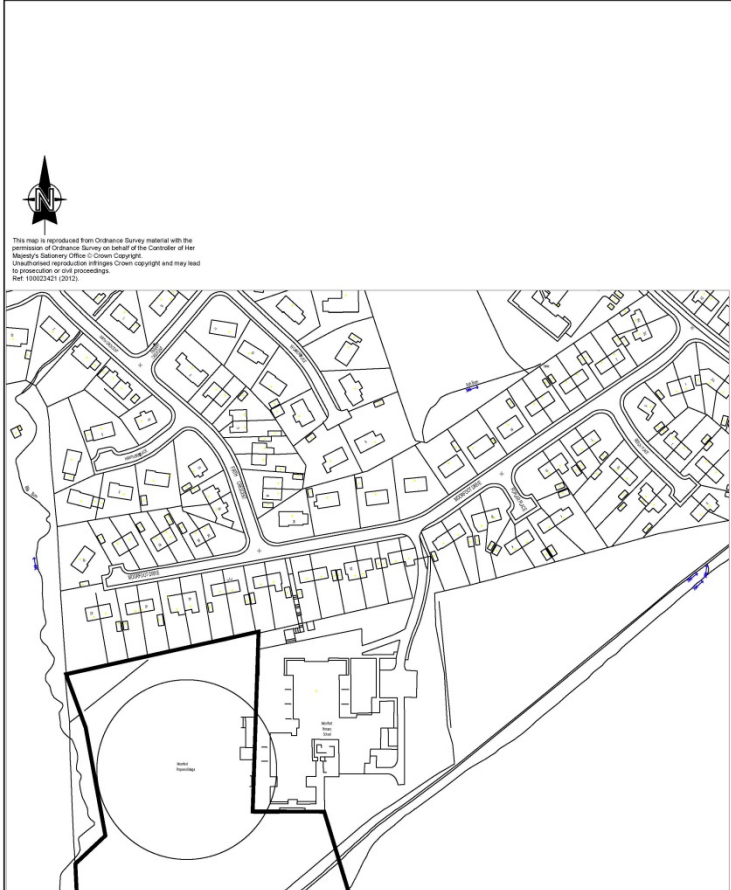
**Inverclyde council**  
 REGENERATION AND ENVIRONMENT  
 Grand Malton  
 Head of Legal & Property Services  
 1 Aberfoyle Road,  
 Gourock,  
 PA11 2EB

JOB  
**Gourock PS  
 Davidson Drive  
 Gourock**

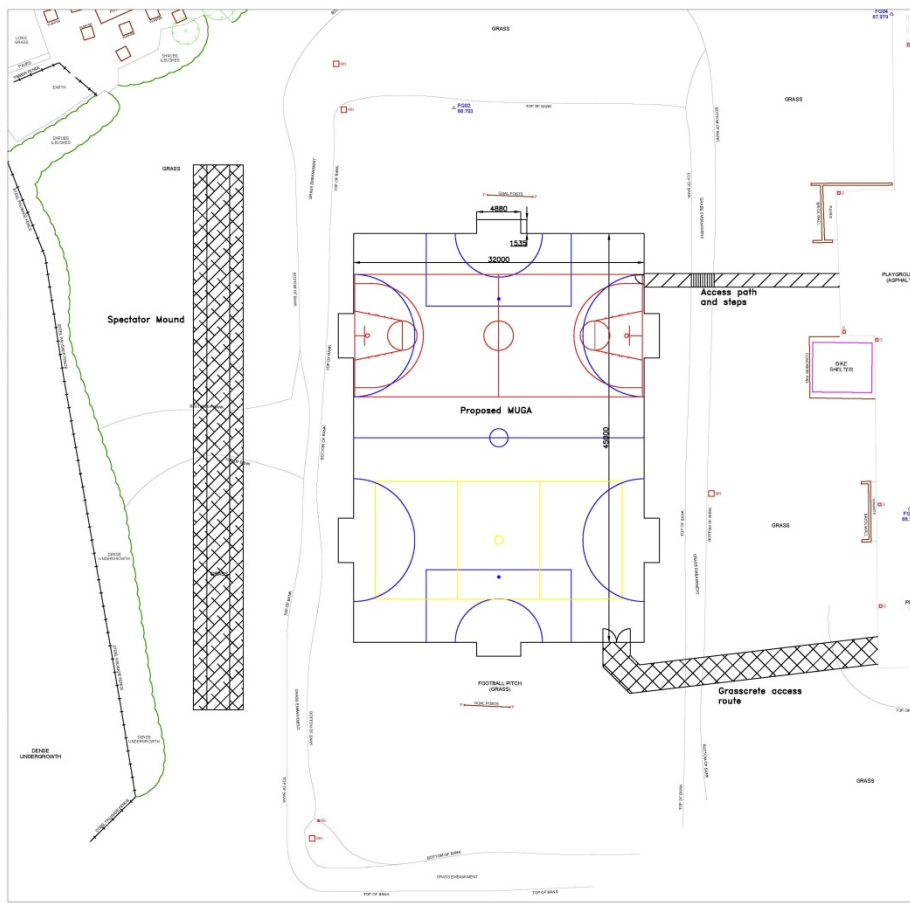
DWG. No.	REV.
15 031 700	

DWG. TITLE  
**MUGA Location  
 /Layout**

Drawn TJ	Scale As Shown
Checked	
Date 25/06/15	



Multi Use Games  
Location Plan  
1:1250



Multi Use Games  
Layout Plan  
1:250

**NOTES**

The Multi Use Games Area will be fully fenced and the surface will be a Type 4 MUGA polymeric.

REV	Description	Date

**Inverclyde council**  
REGENERATION AND ENVIRONMENT  
Gerald Malone  
Head of Legal & Property Services

1 Aberclyde Road,  
Greenside,  
PA15 3QB

JOB  
Moorfoot PS  
Moorfoot Drive  
Gourock

DWG. No.	REV.
15 030 700	

DWG. TITLE  
MUGA Location  
/Layout

Drawn TJ  
Checked  
Date 05/06/15

Scale  
As Shown



**Report To:** Education & Communities  
Committee

**Date:** 8 September 2015

**Report By:** Head of Education

**Report No:**  
EDUCOM/71/15/LC

**Contact Officer:** Ruth Binks

**Contact No:** 01475 712824

**Subject:** School Term Dates – Session 2016 / 2017

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to seek the approval of the Committee for setting the school term dates for the session 2016/17.

## **2.0 SUMMARY**

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

## **3.0 RECOMMENDATIONS**

- 3.1 The Committee is asked to approve the term dates for 2016/17 as set out in appendix 1.

**Ruth Binks**  
Head of Education

## Education Services

Term	School Term Dates, In-Service Days & Local Holidays - Session 2016/2017		Holiday Total	Working Days (Teachers)
First	In-Service Day In-Service Day Pupils Return  Close <b>Local Holiday</b> Re-Open  Close <b>October Break</b> In-Service Day Pupils Return  Close	Monday, 15 August 2016 Tuesday, 16 August 2016 Wednesday, 17 August 2016  Friday, 02 September 2016 <b>Monday, 05 September 2016</b> Tuesday, 06 September 2016  Friday, 14 October 2016 <b>Monday, 17 October 2016 to Friday 21 October 2016 (inclusive)</b> Monday, 24 October 2016 Tuesday, 25 October 2016  Tuesday, 20 December 2016	6	86
Second	Re-Open  Close <b>Mid-Term</b> <b>Mid-Term</b> In-Service Day Pupils Return  Close	Thursday, 5 January 2017  Friday, 03 February 2017 <b>Monday, 06 February 2017</b> <b>Tuesday, 07 February 2017</b> <b>Wednesday, 08 February 2017</b> <b>Thursday, 09 February 2017</b>  Friday, 31 March 2017	(19) 13	(147) 60
Third	<b>Spring Holiday Monday</b>  Good Friday Easter Monday  <b>Spring Break</b>  Re- Open  <b>May Day</b>  Close <b>Local Holiday</b> <b>Local Holiday</b> In-Service Day Pupils Return  Close	<b>TBC</b>  Friday, 14 April 2017 Monday, 17 April 2017  <b>Monday, 03 April 2017 to Tuesday, 18 April 2017 (inclusive)</b>  Wednesday, 19 April 2017  <b>Monday, 01 May 2017</b>  Thursday, 25 May 2017 <b>Friday, 26 May 2017</b> <b>Monday, 29 May 2017</b> <b>Tuesday, 30 May 2017</b> <b>Wednesday, 31 May 2017</b>  Thursday, 29 June 2017	(34) 15	(195) 49

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy</b>	<b>Report No:</b>	<b>EDUCOM/73/15/AE</b>
<b>Contact Officer:</b>	<b>Angela Edwards</b>	<b>Contact No:</b>	<b>01475 712828</b>
<b>Subject:</b>	<b>Schools Transport Policy Review Update – Equality in Provision of Schools Transport for Inverclyde schools</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to update the Education and Communities Committee on progress with officers' work on the Schools Transport Policy Review. The Education & Communities Committee decided in March 2014 to continue with interim transport arrangements for St Columba's High School. The interim arrangements are to continue until appropriate options can be developed and finalised to ensure equality in the provision of free schools transport within Inverclyde.
- 1.2 This report outlines options for Education and Communities Committee discussion and recommends approval of officers' recommendations.

## **2.0 SUMMARY**

- 2.1 Inverclyde Council presently operates an enhanced transport policy. Secondary-aged children who live more than 2 miles from their local school receive free transport and primary aged children who live more than 1 mile away from their local school receive free transport ("2/1") This exceeds the provision by most Scottish local authorities and lies well within the statutory requirements of the Education (Scotland) Act 1980 for secondary and primary pupils of 3 miles and 2 miles, respectively ("3/2").
- 2.2 In Scotland, 19 Councils provide free transport at the statutory requirements. Most recently, both Glasgow and West Dunbartonshire moved to the statutory limits. South Lanarkshire has recently completed their consultation on this issue.
- 2.3 While St Columba's High School was in a 'decant' situation at the site of the former Greenock High School, all pupils there had been able to access free transport, in line with standard Council procedures during any school decant.
- 2.4 St Columba's Parent Council and Members of Inverclyde Council raised concerns on the transport arrangements for St Columba's High School when it re-located to its newly refurbished building on the previous Gourock High School site. Parents were concerned that some of the designated safe walking routes were not safe and that the application of the transport policy would result in increased placing requests from associated primaries to other secondary schools. Issues were also raised regarding the fact that for a small amount of children zoned to attend St Columba's High School, Notre Dame High School was geographically closer. With the continuation of the interim transport arrangements, current placing requests are in line with officer expectations. It is impossible to guarantee trends but given the assurances about safe walking routes and the attractiveness of St Columba's the interim transport arrangements are certainly not thought to be critical to its sustainability.

- 2.5 The walking routes to St Columba's High School are assessed as safe. These have been re-assessed by officers as recently as May 2015.
- 2.6 Approximately 75% of pupils currently travelling on school transport to St Columba's School live less than 1.5 miles from the school. Placing requests out of the school are not particularly high. Officers cannot fully anticipate the future placing request trends. St Columba's High School will continue to be an attractive option for many parents due to its performance, size and reputation.
- 2.7 During the time of the interim transport arrangement being available to St Columba's High School, additional transport anomalies had emerged in other areas which officers are unable to address because of the sensitivities in this issue. These anomalies exist in Inverkip and Clydeview.
- 2.8 Officers have been assessing the needs of pupils living in areas of multiple deprivation (Decile 1 and 2) as a potential reason for subsidising transport. This is not a practical means by which to allocate the entitlement to free transport due to the high pupil numbers involved across the authority area.
- 2.9 This report considers the following range of issues for the developing of future options:
- **Cost of the school day**  
As part of tackling poverty measures a number of Councils are looking at the issue of inequity around the ability of parents from lower income families to drive children to school, pay bus fares etc.
  - **Changes to the Benefits System**  
The impact of Universal Credit and further anticipated changes in national benefits policy are likely to have an additional impact and may adversely affect those with a free meal entitlement
  - **Healthy Living**  
The Inverclyde Alliance health and wellbeing policies recommend increased physical activity for all and encourage children and young people to be more active.
  - **School roll projections and placing requests**  
Current projections show a falling school roll for St. Joseph's Primary School which lies within the St Columba's catchment area at present. It is expected that the roll will drop significantly by 2017 to approximately 44% below capacity with a trend of further reductions. Despite this, St Columba's High School is a viable and sustainable school in the long term.
  - **Consultation**  
The Children and Young People (Scotland) Act 2014 requires Councils to consult on any discontinuation of schools transport arrangements in denominational schools. During the budget consultation exercise there were very few recorded comments in regard to protecting school transport from the Council's recent budget consultation.
  - **Council Budget Pressures**  
It is evident that revenue budgets will reduce sharply across the next 5 years.
  - **Safety and walking routes**  
There are safe walking routes to St Columba's High School and these have been assessed and re-assessed recently.
  - **Benchmarking Existing Provisions with other Councils (Appendix 1)**  
Out of the 32 Councils in Scotland as of June 2015, 19 provide schools transport at the statutory levels of 3 miles for secondary schools and 2 miles for primary schools. It is expected that these limits will change as other Councils also deal with increasing budget pressures.

- **Mileage limit options**

Officers have looked at a range of mileage limits which address issues associated with school travel affordability and the cost of the school day. This would require implementation across Inverclyde as a whole, addressing current inequalities inherent in the continued interim arrangements.

- **Historical Concerns**

The historical concerns relative to St Columba's High School in respect of pupil access and safe walking routes have all been resolved and there is no justification for continuation of present arrangements on these grounds alone.

- 2.10 With reference to these key issues, the outline options are described in section 6.0 for Education and Communities Committee discussion. The assessment of options presently indicate: (1) there is no justification for the continuation of interim transport arrangements for St Columba's High School; and, (2) with regard to the MBWG's focus on the Budget Workplan, this is the proper time to achieve equality in the provision of school transport. It is proposed there be a review of policy provision to increase limits with the introduction of poverty-based criteria for enhanced access to schools transport.

### **3.0 RECOMMENDATIONS**

It is recommended that the Education and Communities Committee:

- 3.1 Considers this report and Officers' recommendations that, as a Council, we agree to terminate interim arrangements and return to policy with immediate effect. Following communication, full implementation would take place by August 2016, to give time to prepare all stakeholders for the change. Additionally we would propose to undertake a full formal consultation on moving to 2.5/1.5 mileage limits across Inverclyde, with a poverty element included. The poverty element would be set at 1.5/1 miles. This would mean consulting in 15/16 and preparing for change 16/17. Officers' recommendations are therefore, options 1 and 3 together.

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

## 4.0 BACKGROUND

- 4.1 On 11 March 2015 the Education and Communities Committee considered a report on the Council's Schools Transport Policy Review. The Committee decided to approve the continuation of the interim arrangements for St Columba's High School until the current policy relating to mileage limits and/or appropriate proposals for charging could be fully reviewed and appropriate options developed and finalised for consideration. The Members' Budget Working Group received an update report for their meeting on 29 June 2015 with the full report required for the meeting in August.
- 4.2 Inverclyde Council operates an enhanced transport policy, whereby secondary aged children who live more than 2 miles from their local school receive free transport and primary aged children who live more than 1 mile away from their local school receive free transport (2/1). This is a more generous policy than almost all local authorities and lies well within statutory requirements of 3 and 2 miles respectively (3/2). Any transport policy is based on parental responsibility for ensuring their child arrives at school safely. Free transport does not remove this responsibility.
- 4.3 The background to this issue centres on a desire to ensure implementation of a consistent and equitable transport policy in line with national policy and trends. The majority of Scottish Councils either have, or are planning to provide, free transport within the statutory limits (3/2). St Columba's High School currently has an interim and enhanced transport provision. Following the relocation of the School to the former site of Gourock High School and prior to completion of the rebuild project, St Columba's High School had been decanted to the former site of Greenock High School on Inverkip Road. During any decant situation all pupils receive free transport. St Columba's High School had been decanted for 4 years, with all pupils receiving transport during this time.
- 4.4 Prior to the decant, in the period to the late 1990s officer decisions were taken for free transport to areas situated within the 2 mile walking limits. These routes had been considered unsafe but the records for the processes involved are not available.
- 4.5 On completion of the new St Columba's High School and in accordance with normal procedure, officers arranged for an assessment to be undertaken by colleagues in Safer Communities of the walking routes to the school to confirm that they are safe. Following this process, a number of the routes previously declared unsafe were now declared to be safe e.g. a path running parallel to Clydeview Academy has now been fully paved and lit, and an area described as being excessively prone to flooding in Larkfield Road adjacent to the Cemetery has been rectified to resolve the problems and is now assessed as safe.
- 4.6 Prior to the end of the St Columba's High School decant arrangements in 2012, officers communicated with parents to tell them about the application of policy and entitlements to free transport. This was met with a number of concerns being raised by parents and Members around route safety, historical decisions, volume of traffic, local weather, appropriate public transport and the risk of increased placing requests to schools located at a closer distance to some families from certain associated primaries.
- 4.7 In response to these concerns officers met with parents and made site visits on numerous occasions. Officers also arranged additional work in the form of a multi-agency assessment of the routes causing concern. This additional professional safety assessment including consultation with Police Scotland declared the walking routes as safe. Despite this outcome parental and Member concerns remained high.
- 4.8 As an interim response, the decision was taken to maintain free transport for the routes causing concern as originally agreed by the Policy & Resources Executive Sub Committee on 12 June 2013 until a sustainable and equitable solution was agreed.
- 4.9 Officers have been considering a number of issues and areas of concern in reviewing the Schools Transport Policy. This review also needs to address the equalities issues in relation to

the continued interim arrangements.

## **5.0 KEY ISSUES FOR REVIEW OF SCHOOLS TRANSPORT POLICY**

Meantime, the following issues are all relevant to the developing of a modern, resilient schools transport policy. This updated report has considered the key issues in order properly to inform the outline options appraisal (below section 6.0). These issues are all relevant for consideration in the review and shape the Council's response both to the site-specific concerns at St Columba's High School and also the wider, general provision, of schools transport by the Council:

### **Cost of the School Day (Appendix 2)**

- 5.1 The cost of the school day is an important factor. Inverclyde currently has the highest rate of child poverty next to Glasgow. The correlation between poverty and poorer attainment is well researched and evidenced. Inverclyde Council is part of the Scottish Attainment Challenge due to high areas of multiple deprivation and the gap which exists between our highest and lowest attaining pupils. Glasgow Schools are currently working with the Child Poverty Action Group to consider "the cost of the school day", which many feel is a vital consideration as the Council seeks to address and mitigate child poverty. Transport issues have been highlighted within this work as a particular pressure.
- 5.2 Inverclyde Council at its meeting on 4 June 2015 considered an update report on local Strategies to Alleviate Child Poverty. As part of tackling poverty measures, a number of Councils are looking at the issue of inequity around the ability of parents from lower income families to drive children to school, pay bus fares etc. This can result in lowered attendance rates and consequently poorer outcomes for more vulnerable children. Parental income should not be a potential barrier to attending school
- 5.3 Officers looked at pupils living in areas of multiple deprivation (Decile 1 and 2) as a means of subsidising transport. This was not a practical means by which to allocate the entitlement to free transport because of the high number of pupils involved across the authority area.
- 5.4 The cost of the school day is a critical issue in determining any enhanced provision for free schools transport for pupils. The Council's approach has been to ensure that vulnerable groups within our community should be protected and it is for this reason that considerable scrutiny has been focused on ensuring there are poverty-based criteria upon which to deliver an enhanced provision and still meet equality standards required for the whole Inverclyde area.
- 5.5 The Council currently authorises privilege passes for pupils who wish to pay for school transport where spare capacity exists on existing school bus routes. Officers previously considered the option of charging at different levels subject to pupils' circumstances but this was rejected because of the complexities of deciding on charging levels and the associated administrative costs. The costs of additional buses required would not be covered by the income from charges. Feedback from other Local Authorities (LA) indicated that 1 LA charges for privilege passes and the others are opposed to charging.

Duties and powers relative to charging: Section 51 of the Education (Scotland) Act 1980 requires the Council to make arrangements it considers necessary for the provision of school transport. For any surplus capacity on transport so provided, it is certain that Councils may now charge at a cost that the Council decides the parents of pupils taking up such vacant places. The Council is empowered with these vacant places to make different charges for different cases and the Council should have regard to the financial circumstances of the parents. To this end, Inverclyde Council charges £1 for a Privilege pass. The spaces are balloted for where necessary. The vacant places must relate to a best value provision for the type of fleet utilised (i.e. the capacity of the vehicles must match the level of entitled demand).

Outwith any surplus capacity, the Council does not have clear legislative powers to provide and charge for additional spaces. Any such approach to provide and charge for additional capacity is likely to expose the Council to risk of legal challenge, particularly from private bus operators.

From research undertaken, it is known that at least one other local authority does utilise different legislative provision within rural communities in order to operate scheduled bus services of limited commercial viability. This legislation may be of relevance if this option is to be pursued but detailed review of the legislative background would be necessary before any steps could be taken on this aspect. In general, the Council is not empowered to act in any way that is seen to be as or in competition with a commercial bus operator.

With regard to the legal implications of charging, the preferable method to develop any such policy, is through contact with SPT to request that they encourage bus operators to run services with the guarantee of income to be provided through bus passes for entitled pupils on such routes. The Council has power in terms of Section 51 of the 1980 Act to pay the whole or any part, as the Council thinks fit, of pupils' reasonable travelling expenses.

- 5.6 The position at St Columba's High School, has been acceptable, as an interim arrangement, but is not justifiable in the long term. It differentiates those pupils and their parents' concerns in a way that cannot be justified as there is no sound policy basis for this.
- 5.7 A key aspect of the ongoing work on the schools transport review is to restore this equality and to ensure that enhanced provision is made on an informed, policy-led, basis. The benefit of this aspect of the review is that it also gives the Council an opportunity to review the general provision and to consider the impacts of implementing a new policy which increases mileage limits (providing poverty-based criteria for enhanced provision) and conforms to equalities requirements.
- 5.8 If the Council does not have a fair and consistent application of policies it may mean that the Council is liable to claims from children currently attending Clydeview Academy who have to walk the same route and distance. The Council may also be open to similar claims which could arise in other areas of Inverclyde, where children have to walk similar distances in similar conditions.

### **Changes to the Benefits System**

- 5.9 In the context of paragraph 5.2 above, the impact of Universal Credit and further anticipated changes in national benefits policy are likely to have an additional impact and may adversely affect those with a free meal entitlement.

### **Healthy Living**

- 5.10 The Inverclyde Alliance health and wellbeing policies recommend increased physical activity for all and encourage children and young people to be more active including walking where possible especially when evidence suggests an increase in sedentary life styles. 41% of Inverclyde's secondary pupils currently use public transport to get to school. Only 34% walk, or travel actively to get to school.
- 5.11 From a health point of view, it is important that the Council encourages a higher proportion of young people to make active choices within their lifestyles – including encouraging walking to school as a viable travel option. Creating a situation where taking the bus is the mode of transport that is seen as being endorsed or promoted by the Council will not positively impact on increasing the physical activity levels for the 65% of secondary pupils who do not meet the guidelines for physical activity each week. (60 minutes or more of physical activity on 5 or more days per week – a target that walking to / from school would count towards).
- 5.12 In the longer term, a change in schools transport policy from a prevention perspective that encourages more walking will positively assist in the health of the local population. Sustrans (**Appendix 3**), a national organisation, has analysed the evidence based of the benefits of active travel for young people. Active travel to school can increase concentration by up to 4 hours. Nationally almost 20% of children are overweight/obese. In Inverclyde 25% of children are overweight/obese. Active travel to school (even part way) makes children more alert and ready to learn.



## **School Rolls Projections and Placing Requests**

- 5.13 St Columba's High School is a viable and sustainable school in the long term. It is a popular school and has a reputation for adopting a nurturing approach within an ethos of high expectations. This has resulted in St Columba's attainment remaining in line with their comparator schools. Positive school leaver destinations are above their comparators. Exclusion figures have dropped dramatically and attendance is well above the national and local average. St Columba's High School became the first secondary school in Scotland to receive a Rights Respecting Level 2 Award. The School works extremely well with the associated Primary Schools and involves them in transition work from P5 onwards. This year, 5 placing requests into the school have come from NDHS (3), St Stephen's (1) and Inverclyde Academy (1). St Columba's High School will continue to be a very attractive choice in schooling for families in Inverclyde irrespective of enhanced transport arrangements.
- 5.14 Current projections show a falling school roll for St Joseph's Primary School which lies within the St Columba's High School catchment area at present. It is expected that the role will drop significantly by 2017 to approximately 44% below capacity with a trend of further reductions. It is considered that St Columba's High School will remain a viable school with/without pupils from St Joseph's.

## **Consultation**

- 5.15 The Children and Young People (Scotland) Act 2014 requires Councils to consult on any discontinuation of schools transport arrangements in denominational schools. Officers consider that any change to the interim arrangements at St Columba's High School would be a variation to service and not a discontinuation as described in paragraph 7.3 below. Although new legislation does not require us to consult formally, this would still be best practice across both denominational and non-denominational schools.
- 5.16 In addition, there were very few recorded comments in regard to protecting school transport from the Council's recent budget consultation, with some comments asking whether parents could contribute to costs. These responses were received as part of the Education Services budget consultation event. All Parent Councils were represented at this consultation and it was a view expressed by within each of the groups although there is no detailed break-down of individual Parent Council responses. However, there were concerns from the Parent Councils that children from some families would not be supported to get to school. Some parents suggested that a means test be applied to ensure that the most vulnerable children are not disadvantaged. It is considered the proposed review of the schools transport policy to include poverty-based criteria will meet these concerns. Comments about climate have been separately received: a few parents have expressed concern about the weather conditions in Inverclyde which can lead to children arriving at school damp and uncomfortable. These weather conditions exist across the whole of Inverclyde

## **Council Budget Pressures**

- 5.17 It is evident that revenue budgets will reduce sharply across the next 5 years. Some estimates suggest that the real terms reduction will be 10-14% and 6-8% in cash terms. Inevitably, education will be protected through conditions on grant allocations and social and personal care expenditure will need to grow to meet the needs of an ageing population through the new integrated delivery model. Between them, these account for 60% - 65% of Scottish Councils' spending and at a local level, Inverclyde Council is projecting a further net savings target requirement overall of £6.4 million for 2017/18.
- 5.18 The cost of school transport for 2014/15, including the current enhanced policy for Clydeview, St Columba's and Inverkip was £1,222,354. The cost of the interim arrangements was £274,911 of this total - £150,417 for St Columba's, £69,836 for Clydeview and £54,658 for Inverkip.

## **Safety and walking routes**

- 5.19 As stated earlier in this report, professional assessments were carried out in accordance with the current Road Safety West of Scotland Walking Routes to School Guidelines, which assume that the parent/carer has arranged for the child to be accompanied as necessary by a responsible person. The assessments consider the road safety risks resulting from possible pedestrian and vehicle conflict and/or safety hazards resulting from defects within the road. Any associated personal safety issues are considered by Police Scotland. All routes to St Columba's High School have been professionally and objectively assessed against West of Scotland Guidance. **(Appendix 4)**
- 5.20 Three walking routes to St Columba's High School, Gourock have been of particular concern, the section of Larkfield Road at the Cemetery, the path from Mallard Crescent, Greenock to Reservoir Road, Gourock that runs along Clydeview Academy School boundary and the exit road from the foot bridge at Branchton railway station leading to Gleninver Road Greenock. These routes have all been assessed on their particular merits and are deemed acceptable walking routes as per the approved guidelines; There is no Council assessment to suggest that these routes are unsafe to walk.
- 5.21 The Road Safety West of Scotland Walking Routes to School Guidelines have recently been revised in line with Road Safety GB guidelines to provide a more up-to-date version which later this year will be considered by the Council. The new version is not substantially different from the current version and should have no impact on the two walking routes mentioned.

## **Benchmarking Existing Provision with other Councils**

- 5.22 As at July 2015, 19 Scottish Councils provide school transport at the statutory levels of 3 miles for secondary schools and 2 miles for primary schools. Six Councils, including Inverclyde, have provision at 2/1 miles and 8 have varying provision between these two levels. It is expected that these limits will change as Councils wrestle with increasing budget pressures. Dundee City recently incorporated a poverty element into their mileage limits.

## **Historical Concerns**

- 5.23 The historical concerns in respect of safe walking routes to St Columba's High School involve a range of concerns in relation to flooding issues and busy road junctions and health and safety considerations (such as woods and reservoirs) in proximity to walking routes. These concerns have all been directly addressed and thorough scrutiny assures the Council that there are safe walking routes to St Columba's High School and there is no justification in the deviation from policy on this misperception.

## 6.0 OUTLINE OPTIONS

6.1 Officers have looked at a range of different options. These options comprise: implementing policy by terminating interim arrangements; revising mileage limits and, amending policy to include a poverty element. This consideration is in line with the Council's approval of the actions to address Child Poverty as agreed at its June 2015 meeting.

Option	Description	Summary	Financial Impact*	Implementation Date**
Option 1	Limits – unchanged Stop current arrangements for St Columba's, Clydeview and Inverkip	Avoids the current additional cost; Restores transport budget Addresses inequalities.		Communicate and prepare for change 15/16.  Full implementation August 2016.
Option 2	Limits – unchanged Stop current arrangements for St Columba's, Clydeview and Inverkip (include poverty element at 1.5 miles for all secondary schools)	Avoids the current additional cost; Restores transport budget Addresses inequalities. Supports pupils living in poverty		Communicate and prepare for change 15/16.  Full implementation August 2016.
Option 3	Limits – change to 2.5 and 1.5 miles for Secondary & Primary respectively following consultation. (include poverty element at 1.5/1 miles)	Increase current mileage remaining above statutory requirements Supports pupils living in poverty		Involves formal consultation. August 15/16: consultation process August 16/17: preparation for full implementation in August 2017.
Option 4	Limits – change to 3 and 2 miles for Secondary & Primary respectively following consultation. (include poverty element at 1.5/1 miles)	Increase current mileage to meet statutory requirements Supports pupils living in poverty.		Involves formal consultation. August 15/16: consultation process August 16/17: preparation for full implementation in August 2017.

\*Pupil numbers (**Appendix 5**) (financial analysis of these numbers to follow).

\*\*Process as detailed in Gantt Chart (**Appendix 6**) in supporting pack which details the timeline for each option, this will include CMT; Education and Communities Committee; consultation with Parent Councils and wider school communities; analysis and development of a report; scrutiny by Education Scotland and return to Education and Communities Committee for approval.

### 6.2 Option 1: Maintain current mileage limits and stop current arrangements for St Columba's, Clydeview and Inverkip

The impact of this option avoids the current additional budgeted cost and returns the transport budget to the expected level and this option addresses inequalities.

**6.3 Option 2: Maintain current mileage limits, stop current arrangements for St Columba's, Clydeview, Inverkip and invoke poverty element at 1.5 miles for all secondary schools.**

This would be less costly than the current St. Columba's High School budgeted interim arrangements. However, it may be difficult to change limits at a later date and is difficult to justify in policy terms within the current economic climate.

**6.4 Option 3: Change mileage limits to 2.5 and 1.5 miles for Secondary and Primary, respectively and invoke poverty element at 1.5/1 miles**

Amend policy to revise limits to 2.5/1.5 miles while still introducing the 'poverty' element at 1.5/1 miles. This could result in savings at a more moderate level, yet support our more vulnerable families.

**6.5 Option 4: Change mileage limits to 3 and 2 miles for Secondary and Primary, respectively and invoke poverty element at 1.5/1 miles**

Amend policy to revise limits to 3/2 miles while still introducing the 'poverty' element at 1.5/1 miles. This could result in savings yet still support our more vulnerable families.

**7.0 IMPLICATIONS**

**Finance**

**7.1 Financial Implications: Full analysis to follow.**

One off Costs

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

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Proposed Spend/Save	Virement From (If Applicable)	Other Comments
<u>Option 1</u> Schools	SPT School Buses	2016/17	Finance details to follow		
<u>Option 2</u> Schools	SPT School Buses	2016/17	Finance details to follow		
<u>Option 3</u> Schools	SPT School Buses	2016/17	Finance details to follow		
<u>Option 4</u> Schools	SPT School Buses	2016/17	Finance details to follow		

**Legal**

**7.2** The current and proposed policy options sit within legislative requirements for free transport to school. The School Transport Policy is to be implemented fairly across Inverclyde and the continued interim arrangements are an exception that requires consideration. areas in Inverclyde have similar circumstances to St Columba's e.g. topography, weather, lack of direct bus routes e.g. Gibshill to the shared campus, which therefore means we are at serious risk of breaching Equalities legislation.

- 7.3 Consultation: The Children and Young People (Scotland) Act 2014 requires Councils to consult on any discontinuation of schools transport arrangements in denominational schools. Paragraph 156 states that varying transport arrangements with the effect of reducing the numbers of pupils who would be eligible for free transport would not necessarily be considered as a proposal to discontinue transport arrangements. Officers do not consider the proposed changes to constitute a discontinuation and therefore the Council would not be required to undertake a formal consultation in terms of the Act. However, it is acknowledged that in terms of good practice it would be helpful to consult fully on this issue across both denominational and non-denominational schools and it may be Members' preference so to do. This process will be resource intensive but important in terms of openness and transparency.
- 7.4 Duties and powers relative to charging: Section 51 of the Education (Scotland) Act 1980 requires the Council to make arrangements it considers necessary for the provision of school transport. For any surplus capacity on transport so provided, it is certain that Councils may now charge at a cost that the Council decides the parents of pupils taking up such vacant places. The Council is empowered with these vacant places to make different charges for different cases and the Council should have regard to the financial circumstances of the parents.

The vacant places must relate to a best value provision for the type of fleet utilised (i.e. the capacity of the vehicles must match the level of entitled demand).

Outwith any surplus capacity, the Council does not have clear legislative powers to provide and charge for additional spaces. Any such approach to provide and charge for additional capacity is likely to expose the Council to risk of legal challenge, particularly from private bus operators.

From research undertaken, it is known that at least one other local authority does utilise different legislative provision within rural communities in order to operate scheduled bus services of limited commercial viability. This legislation may be of relevance if this option is to be pursued but detailed review of the legislative background would be necessary before any steps could be taken on this aspect. In general, the Council is not empowered to act in any way that is seen to be as or in competition with a commercial bus operator.

With regard to the legal implications of charging, the preferable method to develop any such policy is through contact with SPT to request that they encourage bus operators to run services with the guarantee of income to be provided through bus passes for entitled pupils on such routes. The Council has power in terms of Section 51 of the 1980 Act to pay the whole or any part, as the Council thinks fit, of pupils' reasonable travelling expenses.

## **Human Resources**

- 7.5 None.

## **Equalities**

- 7.6 Has an Equality Impact Assessment been carried out?

Yes

The recommendations in the report promote an equitable approach to free transport across the authority.

No

## **Repopulation**

- 7.7 The School estate and access to the high quality educational environment is crucial for repopulation of Inverclyde.

## **8.0 CONSULTATIONS**

- 8.1 This update report has been discussed by the Corporate Management Team and MBWG
- 8.2 Comprehensive consultation proposals will be developed for schools and parents as part of any proposed policy change in schools transport provision.

## **9.0 CONCLUSIONS**

- 9.1 This is a complex issue but it is clear that the interim arrangements at St Columba's High School cannot continue indefinitely. The options and considerations raised in this paper provide a policy basis to move this issue forward.

Key issues are:

- Ensuring equity in the provision of free transport across Inverclyde
- Addressing current transport anomalies
- Changing mileage limits
- Introducing poverty criteria

Officers' recommendations are that, as a Council we agree to terminate interim arrangements and return to policy with immediate effect. Following communication, full implementation would take place by August 2016, to give time to prepare all stakeholders for the change. Additionally we would propose to undertake a full formal consultation on moving to 2.5/1.5 mileage limits across Inverclyde, with a poverty element included. This would mean consulting in 15/16 and preparing for change 16/17. Officers' recommendations are 1 and 3 together.

## **10.0 BACKGROUND PAPERS**

- 10.1 School Transport Policy Review, Policy & Resources Executive Sub-Committee 12 June 2013  
School Transport Policy Review, Education & Communities Committee 11 March 2014  
School Transport Policy Review, Education & Communities Committee 10 March 2015  
Update on Local Strategies to Alleviate Child Poverty, Inverclyde Council 4 June 2015

## **11.0 APPENDICES**

- 11.1 Appendix 1 – Benchmarking Existing Provisions with other Councils  
Appendix 2 – Cost of the School Day  
Appendix 3 – Healthy Living – Sustrans  
Appendix 4 – West of Scotland Guidance – Safe Walking Routes  
Appendix 5 – Pupil Numbers  
Appendix 6 – Gantt Chart

Entitlement to free school transport		BY AGE OR STAGE - 1		BY AGE OR STAGE - 2	
STATUTORY REQUIREMENT	Up to age 8	Age 8 +	2 miles	3 miles	
INVERCLYDE	Primary 1 mile	Secondary	2 miles	3 miles	
ABERDEEN CITY	Primary 2 miles	Secondary	2 miles	3 miles	CONFIRMED BY PHONE
ABERDEENSHIRE	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
ANGUS	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
ARGYLL & BUTE	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
CLACKMANNANSHIRE	Up to age 8 at start of the session 1 mile	Age 8+ at the start of the session	2 miles	3 miles	WEBSITE
DUMFRIES AND GALLOWAY	Up to age 8 at start of the session	Age 8+ at the start of the session	2 miles	3 miles	WEBSITE
DUNDEE CITY	Primary 2 miles	Secondary	2 miles (if receipt of free school meals)	3 miles	WEBSITE
EAST AYRSHIRE	Primary 1.5 miles	Secondary	1.5 miles	3 miles	PHONE
EAST DUNBARTONSHIRE	Primary 1 mile	Secondary	1 mile	3 miles	PHONE
EAST LOTHIAN	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
EAST RENFREWSHIRE	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
EDINBURGH CITY	Primary 2 miles	Secondary	2 miles	3 miles	PHONE
EILEAN SIAR	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
FALKIRK	Up to age 8 1 mile	Age 8 +	2 miles	3 miles	WEBSITE
FIFE	Primary 1 mile	Secondary	1 mile	3 miles	WEBSITE
GLASGOW CITY	Primary 1.2 miles/2	Secondary	2.2 miles/2	3 miles	WEBSITE
HIGHLAND	Up to age 8 at start of the session	Age 8+ at the start of the session	2 miles	3 miles	WEBSITE
MIDLOTHIAN	Primary 2 miles	Secondary	2 miles	3 miles	PHONE
MORAY	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
NORTH AYRSHIRE	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
NORTH LANARKSHIRE	Primary 1 mile	Secondary	1 mile	3 miles	WEBSITE
ORKNEY ISLANDS	Easter to October Up to age 8 2 miles	Age 8 + All ages	3 miles	3 miles	WEBSITE
PERTH AND KINROSS	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
RENFREWSHIRE	Primary 1 mile	Secondary	1 mile	3 miles	WEBSITE
SCOTTISH BORDERS	Primary Easter to October	Secondary	2 miles	3 miles	WEBSITE
SHETLAND ISLANDS	Up to age 8 2 miles	Age 8 + All ages	3 miles	3 miles	WEBSITE
SOUTH AYRSHIRE	Primary 2 miles	Secondary	2 miles	3 miles	WEBSITE
SOUTH LANARKSHIRE	Primary 1 mile	Secondary	1 mile	3 miles	OUT TO CONSULTATION
STIRLING	Up to age 8 2 miles	Age 8 +	2 miles	3 miles	WEBSITE
WEST DUNBARTONSHIRE	Primary 1 mile/2	Secondary	1 mile/2	3 miles	TELEPHONE
WEST LOTHIAN	Primary 1.5 miles	Secondary	1.5 miles	3 miles	WEBSITE

# Cost of the School Day

*listening to children and young people in Glasgow schools*

**WELCOME TO THE SECOND COST OF THE SCHOOL DAY NEWSLETTER**

How do the ways in which schools do things impact on children and young people from low-income households? And how can schools ensure that all children and young people, regardless of family income, are protected from stigma, receive the same opportunities and are able to make the most of the school day?

Cost of the School Day is a **Glasgow Poverty Leadership Panel** project, hosted by **Child Poverty Action Group (CPAG)** in Scotland and working with Glasgow City Council's Education Services. The project is inspired by the success of **Poverty Proofing the School Day** from Children North East in England.

## **WHAT HAS BEEN HAPPENING SINCE THE LAST NEWSLETTER?**

Just under 100 Cost of the School Day workshops and focus group sessions have now been held in the eight Glasgow schools taking part in the project. In total, 339 children and young people and 116 staff members have taken the time to share their thoughts and experiences with us.

Using characters and scenarios, mixed groups of children from P5 to S6 explored the day in their schools from start to finish. From getting dressed, travelling to school and eating at school to spending time with friends, learning in the classroom, events, trips, clubs and homework – what would school be like for a child who had less money at home? Are there parts of the school day where there is a risk that he or she would miss out on something or feel bad? What is currently done about this and is it working? If not, what should be done?

## **WHAT ARE PEOPLE SAYING ABOUT THE COST OF THE SCHOOL DAY?**

Full findings will be published in August 2015, but, for now, here are some insightful words from children, young people and staff which offer a snapshot of some of the emerging themes.

**CHILD  
POVERTY  
ACTION  
GROUP**  
in SCOTLAND

**P** **PLP**  
POVERTY LEADERSHIP PANEL



## **CHILDREN, YOUNG PEOPLE AND STAFF ARE AWARE OF A RANGE OF COSTS AND BARRIERS FOR LOW-INCOME PUPILS**

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### **UNIFORM**

"There's a set uniform, obviously, trousers and shirts, but you can still tell like who's richer and poorer by like the jackets, the shoes, the bags."

"Shoes and bags, that's one of the biggest things... There's some people you get that are nasty and pure heavy cheeky." (S3)

"Sometimes you notice because some people have changes of uniform all the time and some people don't at all."

"Not everybody can afford it and that's why some people don't look as... nice as some people." (P6)

"He [character used in sessions] would want to fit in with the other kids and if those were the school rules on uniform he'd feel like he had to afford it." (P7)

### **TRAVELLING TO SCHOOL**

"Half an hour in snow, rain, sleet, hailstones?"

"And then you get to school all wet, your uniform's all wet. See, even if you don't live far away from the school enough to get a free bus pass you still take the bus, you wouldn't walk because let's say the weathers really bad - it's raining a lot and all that." (S5)

"Sometimes my mum can't pay for petrol so we walk." (P6)

"Sometimes we get phone calls - not every single week, but occasionally - to say that they've not been at school because they've no money for bus fare. That has happened, you do get those phone calls." (Staff)

### **FRIENDS**

"A lot of people, I think, that have maybe got a lower income, round about the school, seem to be isolated and they've no got a lot of friends." (S4)

"You can't really just have friends at school and not do anything else with them, any other time."

"I think it's all the other things as well, like being able to go on trips."

"(Hang about together at) Lunch as well." (S4)

## LEARNING

"Obviously the ones who have all this equipment at home, they can go home and get on with the work, get it done, bring it in, and that's it." (Staff)

"It's hard to get to school every day and then go up (to the school library or to ICT) to do homework or something. If you're busy and you can't get to them, then..." (S5)

"Some parents can't read, so they find it difficult to help their child with their homework... Homework's the last thing that they're thinking about, because they have such a difficult life." (Staff)

"Aye, I didnae want to pay 50 pence on Home Eccles, I didn't want to pay that because I couldn't be bothered because then that takes money off my lunch money, and I was like, nah."

"And would you have wanted to do it (as a certificate course)?"

"Aye." (S4)

"The honest black and white truth is that kids from high-income families are better set up to succeed. And we can't overcome all those barriers." (Staff)

## LUNCH

"Sometimes it's cheaper to go out the school and get lunch because I have to pay for my lunches and it's cheaper to go out to Greggs and get something most of the time." (S1)

"Depends who your friends are, doesn't it. Like I can get a free meal and don't mind but if my friends all go out for lunch and I'm sitting by myself getting a free meal, I wouldn't like that." (S2)

## TRIPS

"Big trips like that, without a doubt (young people will be missing out on). As I say, there are some kids who wouldn't even look at a thing. No point in me putting my name down. Not in a million years will they get to go." (Staff)

"You know how sometimes people might misbehave? Like - see how you're not allowed (to go on trips) because of behaviour? Like sometimes people can act all bad and then kid on they werenae allowed to go."

"It covers it up. I'll just misbehave and get sent home."

"And then folk are like 'why arenae you going?' 'oh I'm not allowed.'"

"Cos I'm bad." (S3)

## SCHOOL CLUBS

"I had just said for first year this year, because I thought they can come along and ones who are maybe vulnerable can maybe make friends, but then if I want to do things then I'm like, 'You got a pound?', 'No', 'Well, you can't come.' Then it's like you're almost just giving-- only if you can pay you can come type thing, so that's quite hard." (Staff)

"And there's some contest with the dancing and that's the reason I couldn't go because it cost too much to go to the concert."

"And buy the clothes and the shoes..."

"... I couldn't afford to go there." (P6)

## FUN EVENTS

"See if you come in and there's all this stuff like Beat the Goalie and there's all the stuff but you cannae do it and you're walking around with your pals and they're doing it but you cannae do it cos it's like 50p or a pound." (S1)

"Here, see Prom, it's 50 pound just to go and then you've got everything."

"You've got to first put down the deposit then you've got to buy your dress..."

"And then your hair and make up."

"And it's no like you can miss that cos that's like --"

"It's an important milestone." (S4)

"Aye, because the attendance really dips (on non-uniform day)"

"People just come in and they're wearing their uniform so you can tell who cannae afford it." (S6)

## **SCHOOLS ARE DOING LOTS OF GREAT THINGS ALREADY TO REDUCE OR REMOVE COSTS AND BARRIERS**

"We can say wee Johnny's mammy's been ill, not got any money, or we know the reason why they've not been here, we'll put the name in (for trips). And again, it would be subsidised. We'll think well, they won't pay... we'll just pay his. So that all happens. The kids don't really know that." (Staff)

"See with like the blazer and that, there's this thing if you say to them that you're on benefits or that or you don't get that much income you say to them and they either reduce the price or if like somebody gives in their old blazer cos it's too wee for them then you can maybe get it." (S1)

"Some of the times if you don't have any pencils in your house or anything the teacher gives you some pencils to borrow and you then bring them back to school." (P6)

At one ASL school, staff support parents to take up entitlements, offering help at Parents' Evenings with form filling and information on benefits and grants.

## **... BUT CHILDREN, YOUNG PEOPLE AND STAFF HAVE LOTS OF IDEAS ABOUT WHAT MORE SHOULD BE DONE. HERE ARE JUST A FEW...**

- Offer resources to everyone and then nobody would stand out
- More talking about poverty in school so people understand it – "It would make you more aware of it. It would make them realise what they say affects people." (S3)
- Make sure that everyone entitled to a free meal signs up for them
- Should be allowed to handwrite homework instead of on the computer
- School library should be open every day for computer access
- Help us but keep it quiet
- Don't ask for money for fun events – It's embarrassing if you don't have it
- Take family income rather than just distance from school into account when allocating free transport
- "They should make the trips free for one thing, because it's embarrassing for people that wouldn't be able to afford them to go up and ask. We could do fundraising... (the Council) could provide us with money to start the fundraising, you could buy things and sell them on to make profit. Something like that. That'd be a good learning opportunity as well." (S3)

## **NEXT STEPS: RESPONDING TO WHAT WEVE FOUND OUT**

Over the next couple of months, findings will be shared with schools so that they can decide on their top priorities and how they want to respond to what children, young people and staff have been saying. Findings are also being shared with relevant departments within Glasgow City Council, Scottish Government and with other stakeholders able to take forward plans to improve low income learners' school experiences.

## **REPORT LAUNCH**

Full findings will be launched at an event at the start of the next school year 2015/16 in a report focusing on:

- key issues affecting low income children and young people at school
- actions which currently help in schools
- new ways forward to overcome poverty related barriers and stigma
- practical 'ask these questions in your own school' guidance.

## **OTHER PROJECT UPDATES**

### **COST OF THE SCHOOL DAY INSPIRED PROJECT DUE TO START IN EDINBURGH NEXT YEAR**

"Inspired by the work that is taking place in Glasgow, Edinburgh has started work on its own project to 'poverty proof the school day.' With rates of child poverty rising, especially for children in extreme poverty, and the damaging effects it has on children's life chances, Edinburgh's Children's Partnership has made actions to mitigate the impact of poverty a high priority."

(John Heywood, Lead Officer for child poverty, Edinburgh City Council)

Edinburgh City Council's new Cost of the School Day inspired project will take place in 6 Edinburgh schools over the coming school year. Part of the city's Child Poverty Strategy, the project will work with pupils, staff and parents next year, looking at what more can be done to reduce or remove school-related costs for parents on low incomes, to reduce stigma and raise understanding of poverty and its causes.

If other local authorities or schools in Scotland are interested in taking forward a project like Cost of the School Day and are keen to learn about the process behind it then get in touch with Sara Spencer, Cost of the School Day Manager at [sspencer@cpagscotland.org.uk](mailto:sspencer@cpagscotland.org.uk) for an informal chat.

## **COST OF THE SCHOOL DAY IN THE NEWS**

- Just before Christmas, STV Glasgow came along to Smithycroft Secondary to film S5 pupils taking part in a Cost of the School Day workshop - see interviews with the young people [HERE](#) along with a studio interview with Fiona Crawford from Glasgow Centre for Population Health.
- The Evening Times followed up on the project in January this year with an article: **Youngsters help to tackle stigma in new city project**
- On the day of the new £100m Scottish Attainment Challenge announcement, Sara Spencer took part in a Scotland 2015 panel discussion on BBC 2 along with Professor Sue Ellis of University of Strathclyde and Councillor Mike Holmes from Renfrewshire Tackling Poverty Commission (film no longer available).
- Just last month, we spoke to the TESS about Cost of the School Day as part of a school costs story: **When the poorest families are priced out of school life.**

## **KEEP IN TOUCH WITH THE PROJECT**

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Please feel free to circulate this e-newsletter to colleagues who might be interested and would like to keep up to date with the project.

If you have any questions or comments or if you would like to contribute to the project in any way please contact Sara Spencer, Cost of the School Day Manager at [sara.spencer@glasgow.gov.uk](mailto:sara.spencer@glasgow.gov.uk) or [sspencer@cpagscotland.org.uk](mailto:sspencer@cpagscotland.org.uk).

## RECENT POVERTY AND EDUCATION NEWS FROM ACROSS SCOTLAND

### 100 MILLION FUND ANNOUNCED TO IMPROVE EDUCATIONAL OUTCOMES IN SCOTLAND'S MOST DISADVANTAGED COMMUNITIES

In February, First Minister Nicola Sturgeon announced a new Scottish Attainment Challenge, backed by an Attainment Scotland Fund of more than £100 million over four years.

The Attainment Scotland Fund will be targeted initially at schools in the local authorities with the biggest concentrations of households in deprived areas. It will focus

on improving literacy, numeracy, health and wellbeing in primary schools in these areas, drawing on schemes with proven track records such as the London Challenge.

The first tranche of funding will see £20 million made available this year to support children and young people in a number of Scotland's most disadvantaged communities.

<http://news.scotland.gov.uk/News/Smart-money-on-attainment-15d2.aspx>

### STATUTORY DUTY PROPOSED FOR COUNCILS TO NARROW ATTAINMENT GAP

In March, Education Secretary Angela Constance announced that the Education (Scotland) Bill will place a legal duty on local authorities in Scotland to introduce measures which will narrow the poverty attainment gap and to report on their progress.

Launching the bill, Ms Constance said: "Our bill underlines our expectations of local councils in the process of addressing educational inequality."

An additional £1m for councils to buy textbooks was also announced.

<http://www.bbc.co.uk/news/uk-scotland-scotland-politics-32032925>

### REDUCING SCHOOL COSTS A PRIORITY, SAYS RENFREWSHIRE TACKLING POVERTY COMMISSION

Renfrewshire Tackling Poverty Commission, the first local commission of its kind in Scotland, has reported on its year-long inquiry. It named closing the poverty attainment gap as a key priority for the Community Planning Partnership and recommended that Renfrewshire Council addresses financial barriers to school education by reviewing the cost of school

day and support available for the cost of uniforms and school meals.

**Read more about this and their other recommendations in the full report.**

From here, the Commission will develop a strategy to support delivery of the recommendations and recommends the Community Planning Partnership reports annually on its progress for the next five years.

## RECENT POVERTY AND EDUCATION NEWS FROM ACROSS SCOTLAND

**CHILD  
POVERTY  
ACTION  
GROUP**  
in SCOTLAND

**P**  
POVERTY  
LEADERSHIP  
PANEL

## POVERTY TRUTH COMMISSION FILM ABOUT SCHOOL TRIP COSTS

Commissioners from the Poverty Truth Commission have chosen school costs as one of their key campaigns this year. Take a look at a **1 minute film on Facebook**, made for the Joseph Rowntree Foundation, in which two mothers on low incomes talk about what school trip costs mean for them and their children.

The Commission brings together Scotland's key decision makers with those living at the sharp end of poverty to ensure that those affected by decisions are central to decision-making.

## POVERTY: SEE IT CHANGE IT - NEW YOUTH CAMPAIGN TACKLING THE STIGMA OF POVERTY

POVERTY: See It Change It is a new campaign from the Scottish Youth Parliament, the democratically-elected voice of Scotland's young people aged 12-25. The campaign will engage with children and young people from across Scotland to combat poverty related stigma, raise awareness about child poverty and challenge elected leaders to uphold the UK-wide commitment to tackle child poverty by 2020.

Nairn McDonald, Trustee and Board member of SYP says that "Young people deserve to know that it is their right to live free from poverty and to have the same opportunities

as their peers. This is the basis for part of our POVERTY: See It Change It campaign, and it's an issue close to me heart. I grew up in an area with poverty levels to rival the worst in Scotland and I saw first-hand the effect it has on young people's chance in life. I saw close friends struggle to achieve in school because of the burden and stereotypes poverty put on them, and this broke my heart. Every young person should have the scaffolding needed to succeed and no child or young person should have to do without this basic structure."

**Find out more about the campaign here.**

**CHILD  
POVERTY  
ACTION  
GROUP**  
in SCOTLAND

**P** **PLP**  
POVERTY LEADERSHIP PANEL





## Mental alertness and motivation

The benefits of active travel are not just physical. Measurable increases in concentration, positivity and academic performance are further advantages arising from active journeys.

- A 2012 study of 20,000 children in Denmark found that those who cycle or walk to school demonstrate a measurable increase in concentration that lasts for up to four hours

- Adolescents who regularly take part in physical activity are more resistant to drug and alcohol addiction and display less social behavioural inhibition than their less active counterparts<sup>9</sup>

- The reduction in levels of physical activity due to increased car use affects children's stamina, alertness at school and academic performance<sup>7</sup>

- Physical activity is associated with psychological benefits in young people by improving their control over symptoms of anxiety and depression<sup>8</sup>

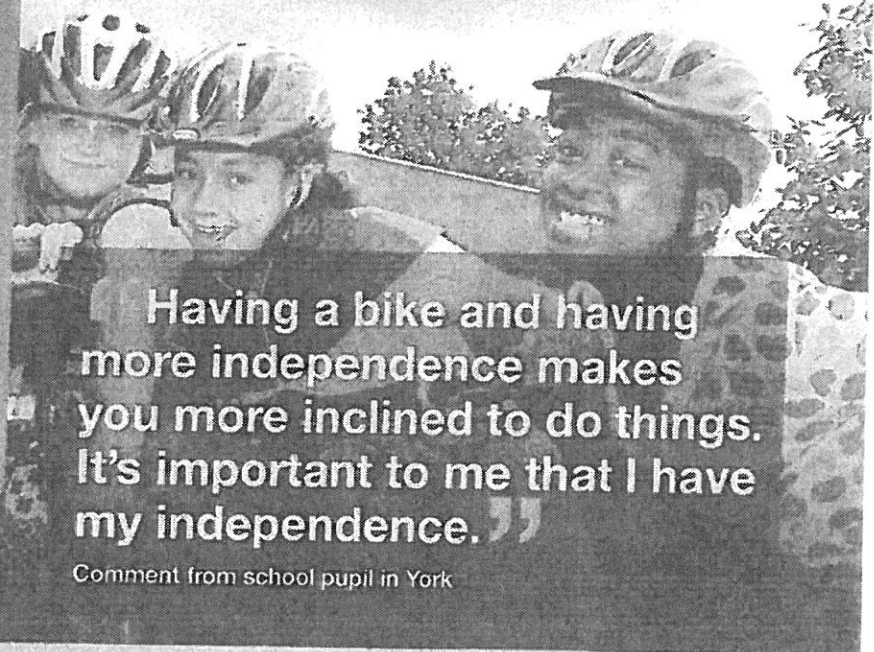
- Research indicates that children who travel actively to school have wide social networks and are more actively engaged with their community than those who travel by car<sup>2</sup>

- Independently negotiating the school journey is thought to develop children's responsibility, decision making, and time and risk management skills<sup>10</sup>

- The range of skills children can develop through interacting with their local community and environment could enhance their job prospects – a study by the Higher Education Authority revealed that 54% of employers will be looking to employ people who are socially and environmentally responsible in the future<sup>11</sup>

## Encouraging independence

In addition to the physical, emotional and academic benefits, making an active journey to school has been shown to increase the independence of participants, teaching them valuable life skills.



**Having a bike and having more independence makes you more inclined to do things. It's important to me that I have my independence.**

Comment from school pupil in York

## Benefits of active travel for young people



- Children who walk to primary school develop road safety awareness and are less vulnerable when they walk independently to secondary school<sup>1</sup>

- Studies have found that children who travel actively to school have better spatial awareness and more road sense than children who are driven to school<sup>2</sup>

- There is consistent evidence to show that motorists are less likely to collide with pedestrians and cyclists if more people walk or cycle<sup>3</sup>

## Road safety

Children who walk, scoot and cycle to school from an early age develop a greater awareness of traffic and the ability to travel independently and safely.

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- 11 HEA (2008) Employable Graduates for Responsible Employers (online) accessed 11.05.11 <<http://www.heacademy.ac.uk/assets/York/documents/ourwork/sustainability/EmployableGraduates2008.pdf>>
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## Further information

Visit the Sustrans website  
[www.sustrans.org.uk/youngpeople/](http://www.sustrans.org.uk/youngpeople/) for:

- free resources and guidance, such as our guides to increasing active travel to school and working with older students, as well as further information sheets
- curriculum materials, including our Big Street Survey and Suss It Out activity sheets
- access to our free Big Shift online challenge to increase active travel
- national events, such as our annual Big Pedal competition
- details of our active travel award scheme, the School Mark
- our StreetHeroes skills and incentive scheme for pupils
- tours and events for each of the UK regions, including sign-up to our free e-bulletins

## About Sustrans

Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. It's time we all began making smarter travel choices. Make your move and support Sustrans today. [www.sustrans.org.uk](http://www.sustrans.org.uk)

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**WEST OF SCOTLAND ROAD SAFETY FORUM**

This document produced by the West of Scotland Road Safety Forum gives guidance on the identification and assessment of road safety hazards to pedestrians on route to school.

**1. INTRODUCTION**

- 1.1 Each Education Authority has a policy on the provision of free school transport within council areas. Where provision is denied under this policy, parents may appeal on the grounds of road safety if they consider the route to school unsafe to walk.
- 1.2 In considering any appeal the Education Authority arrange for a road safety assessment to be carried out by the council service responsible for road safety. The Education Authority must specify the route to be assessed. This assessment considers the road safety risks resulting from pedestrian and vehicle conflict or safety hazards resulting from defects within the road such as tripping points. Personal security issues are not addressed by this assessment.

**2. THE ROUTE ASSESSMENT PROCEDURE**

- 2.1 In carrying out the assessment, it is assumed that the parent or carer has arranged for the child to be accompanied as necessary by a responsible person.

**3. WALKING ALONG A FOOTWAY**

- 3.1 The assessment will require the route to be walked in both directions on a school day and where practicable at a time when the child or children would be expected to walk.
- 3.2 During the assessment, any hazards that present unmanageable road safety difficulties be noted.
- 3.3 Where a footway is provided it should be continuous – excluding gaps of up to 20m – or be an acceptable local equivalent e.g. dedicated part of road sectioned by white lining.
- 3.4 Areas where children are expected to congregate such as bus pick up points should be of adequate size to safely accommodate the required number of pedestrians.
- 3.5 Some routes may lie along roads that have neither footway nor verge. On such roads, consideration must be given to the width of the carriageway, traffic speed and composition (such as frequent long / heavy goods vehicles) and to both pedestrian and driver visibility. (i.e. sharp bends with high hedgerows or other obstructions to visibility). Refer to the flow chart over for guidance.

**4. ROAD CROSSING ASSESSMENT**

- 4.1 Where pedestrians are required to cross a road the availability of any facility (e.g. central refuges, pedestrian crossing, traffic signals etc) to assist such crossing should be taken into consideration. Where no crossing facility exists, a suitable location should be identified and an assessment of the risk generated by crossing the road should be made.
- 4.2 If a crossing manoeuvre is required, the gap time in traffic should be measured to ensure child pedestrians have frequent and sufficient time gaps to cross the carriageway. The assessment procedure is detailed below.
- 4.3 **Crossing Time and Visible Gap Time**  
The crossing time required for a child pedestrian to safely cross a carriageway should be calculated as;  
Crossing time (seconds) = Thinking time + Carriageway width / Walking Speed  
This is based on 1 second thinking time and a walking speed of 0.9metres per second  
e.g.  $1 + 7.3 / 0.9 = 9.11$  seconds

The visible gap time in traffic is the time between approaching vehicles in either direction to reach the crossing point. At sites where visibility is limited a measure of time should be taken from when a vehicle comes into view until it reaches the crossing point and that should exceed the time required for pedestrians to cross the road.

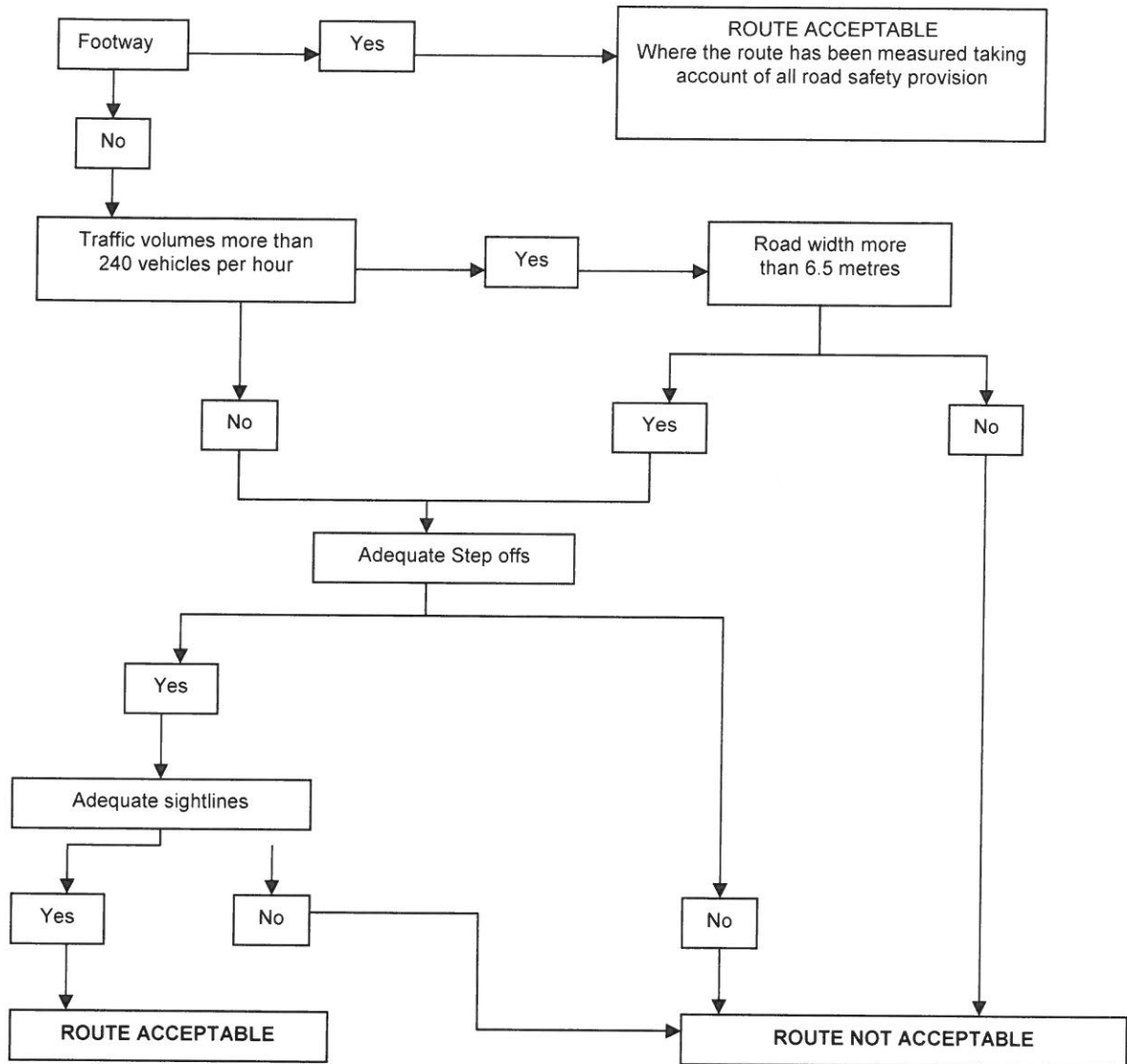
For a crossing to be considered acceptable, 4 visible gap times each greater than the crossing time is required in each 5 minute period.

- 4.4 **Site Survey.**  
The heaviest vehicle flows usually occur during the morning journey period. Therefore, the site surveys should generally be conducted during this period, unless it is proven that the afternoon period is the busier. The crossing should be walked in both directions to ensure adequate visibility from both sides of the road.
- 4.5 **Traffic Counts**  
There is no need to classify vehicles as pedestrians do not consider vehicle classification when determining whether to cross or not.

**5. REPORTING ASSESSMENT**

- 5.1 A completed road safety assessment should be reported to the Education Authority stating whether the route is considered acceptable to be walked or not.

5.2 If hazards are identified that are unreasonable for supervised, child pedestrians to cope with these should be listed along with any recommended measures required to mitigate them.



	2015-16		2016-17		2017-18	
	Number of pupils impacted	Cost of implementation	Number of pupils impacted	Cost of implementation	Number of pupils impacted	Cost of implementation
<b>Option 1</b> Limits unchanged and stop current arrangements for Clydeview, St Columba's and Inverkip	2148		(501)		As per 2016-17	
<b>Option 2</b> Limits unchanged and stop current arrangements for Clydeview, St Columba's and Inverkip	2148		(501)		As per 2016-17	
Poverty element implemented at >1.5 miles for all Secondary Schools	2148		118		As per 2016-17	
<b>Option 3</b> Limits changed to 2.5 miles / 1.5 miles following consultation	2148		As per 2015-16		(885)	
Poverty element implemented at >1.5 miles for all Secondary Schools and >1 mile for Primary Schools	2148		As per 2015-16		244	
Maintain current arrangements for Clydeview, St Columba's and Inverkip	2148		As per 2015-16		(501)	
<b>Option 4</b> Limits changed to 3 miles / 2 miles following consultation	2148		As per 2015-16		(984)	
Poverty element implemented at >1.5 miles for all Secondary Schools and >1 mile for Primary Schools	2148		As per 2015-16		283	
Maintain current arrangements for Clydeview, St Columba's and Inverkip	2148		As per 2015-16		(501)	



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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>8 September 2015</b>
<b>Report By:</b>	<b>Head of Education</b>	<b>Report</b>	<b>EDUCOM/67/15/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Use of Powers Delegated to the Chief Executive to issue an instruction for the reinstatement / replacement of the retaining wall at Ardgowan Primary School</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to advise the Committee on the use of emergency powers to issue an instruction in respect of the reinstatement / replacement of the partially collapsed retaining wall at Ardgowan Primary School.

## **2.0 SUMMARY**

- 2.1 The Ardgowan Primary School refurbishment project commenced on site on 14<sup>th</sup> April 2014 to complete 13<sup>th</sup> April 2015. The project had experienced delay during the currency of the contract which had been reported to the Education & Communities Committee and all stakeholders with a revised date set for completion. During the final stages of the works there was a partial collapse of an existing retaining wall which impacted on the ability to complete the project for the revised date. Working in conjunction with the main Contractor a solution to the reinstatement / replacement of the wall was finalised and an estimate received for the necessary works in the amount of £250,000. The use of powers delegated to the Chief Executive was required as the approved total cost of the project would be exceeded and an instruction to proceed was required urgently to allow the works to be completed by the end of the summer holiday period and avoid any further delays on the main contract and the potential impact on other major capital projects.

## **3.0 USE OF EMERGENCY POWERS**

- 3.1 The use of emergency powers to issue an instruction to the main Contractor (Central Building Contractors Ltd.) in the estimated amount of £250,000 for the reinstatement / replacement of the retaining wall at Ardgowan Primary School was authorised by Councillors Loughran, Brennan, Brooks and the Chief Executive.

## **4.0 RECOMMENDATION**

- 4.1 It is recommended that the use of emergency powers is noted.

Ruth Binks  
Head of Education

## 5.0 BACKGROUND

- 5.1 The Ardgowan Primary School refurbishment project commenced on site on 14<sup>th</sup> April 2014 to complete 13<sup>th</sup> April 2015. The Education & Communities Committee have been provided with regular progress updates as part of the Education Capital Programme progress reports and had been advised that the Contractor was working to a revised programme that projected completion 3 weeks behind the original, with a handover anticipated on 4<sup>th</sup> May 2015. The Committee had further been advised that, following a review of progress and critical items undertaken during the week commencing 6<sup>th</sup> April, there remained a risk of not achieving the handover date, due in part to complications with the final utility connections which impacted the final commissioning and handover phase. A revised handover date of Sunday 17<sup>th</sup> May was set and the exceptional closure dates for the school were revised in agreement with the Scottish Government to Monday 18<sup>th</sup>, Tuesday 19<sup>th</sup> and Wednesday 20<sup>th</sup> May with first day of full operational scheduled for Thursday 21<sup>st</sup> May 2015.
- 5.2 On Sunday 3<sup>rd</sup> May 2015, whilst working on the final drainage connections for the school, in close proximity to an existing retaining wall, there was a partial collapse of the existing retaining wall structure (see Appendix 1). Officers attended site on Monday 4<sup>th</sup> May and it was quickly established that the event would impact on the proposed handover date noted in 5.1 above.
- 5.3 Officers continued to work in conjunction with the main Contractor to find a solution to the reinstatement / replacement of the wall that would allow the works to be completed over the remaining weeks prior to, and over, the school summer holiday period to allow occupation in August. The following critical factors should be noted:
- Ardgowan Primary School were in decant accommodation within the former Sacred Heart Primary School and revenue costs would continue to be incurred in connection with transport and other related costs for the extended period they would be in occupation. There would also be reputational damage for the Council associated with any further delay on the project.
  - The progression of the £7M St Patrick's Primary School New Build project was dependent on the ability to decant the existing school into the former Sacred Heart Primary School accommodation in use by Ardgowan. The delay to date has currently involved a re-working of the St Patrick's programme which originally included early possession of the existing building to take forward enabling works (demolition and formation of construction access etc.). At the time of seeking emergency authority the main Contractor for the St Patrick's project had indicated that the October 2016 completion date would still be achievable as long as the existing school closed at the end of June i.e. Ardgowan PS must transfer back to their refurbished building in August 2015 following the summer holiday period and St Patrick's must commence the new school year in Sacred Heart. The St Patrick's PS project critical path included achieving financial close in July and any further delay would impact on the affordability of the project in terms of construction inflation and potentially would mean the projected October 2016 date would not be achieved.
  - The location of an existing rail tunnel under Newton Street impacted on the possible design solutions for the reinstatement / replacement of the wall with potentially lengthy consultation / approvals required in connection with any works in the zone of influence of the tunnel that are deemed to be invasive by Network Rail (this effectively ruled out sheet pile solutions). The proposed solution involved forming a temporary benched slope from inside the footway in order to make a safe working area. As a result the works would be inside the Network rail zone of influence however will have no detrimental impact on the rail tunnel which lies below the Newton Street carriageway at considerable depth which would not be affected by the construction operations. The operation did however involve substantial earthworks, backfill and reinstatement of the public footway upon completion. It was also necessary to replace the wall along the full length of the frontage, not just the collapsed sections, as the integrity of the remaining



sections of walling could not be guaranteed.

- 5.4 All stakeholders and parents for both the Ardgowan PS and the St Patrick's PS projects were advised of the delays on both projects and were also advised that the anticipated transfer would take place following the school summer holiday period. This was communicated on Friday 15<sup>th</sup> May 2015 following discussions with the Ardgowan PS project main Contractor and timescales provided by their specialist sub-contractor for completion of the reinstatement works.
- 5.5 The main Contractor (Central Building Contractors) engaged existing sub-contractors and a specialist timber crib retaining wall sub-contractor, and established an estimated cost for the proposed works. This was received on Tuesday 26<sup>th</sup> May 2015. Where applicable the rates are comparable to those for similar works in the existing contract. The Contractor also committed to working on an open book basis in respect of the actual cost to ensure that value for money is demonstrated and the best possible price obtained for the works.
- 5.6 Both the Contractor and the Council notified their respective Insurers and Loss Adjustors for both parties were engaged. The Contractor also employed a consultant Engineer who has carried out an assessment of the incident. The final insurance position has yet to be established with discussions on-going.

## **6.0 PROPOSALS**

- 6.1 It was proposed to instruct the main Contractor (Central Building Contractors Ltd.) to proceed with the reinstatement / replacement of the existing retaining wall, in the estimated amount of £250,000 including direct costs and fees. It was noted that the liability for and final cost to the Council will be subject to the final outcome of any negotiations with the Contractor and the respective Insurance Loss Adjustors as outlined in 5.6 above. The cost of the works were proposed to be contained within the current Education Capital programme SEMP budget pending the final outcome of the Insurance negotiations.

The use of emergency powers was requested in order that an instruction to proceed could be issued to allow the works to proceed without delay addressing the issues below:

- extent of the necessary works and the limited time available for the required specialist sub-contractor input into the design with lead-in time for materials ordering.
- minimise the impact on revenue costs in connection with a further delay / use of the decant accommodation by Ardgowan PS.
- minimise the impact on the proposed St Patrick's PS project to allow it to proceed to financial close and achieve the original proposed completion date.

## **7.0 FINANCIAL IMPLICATIONS**

- 7.1 The total budget allocation for the Ardgowan Primary School project was £5.926M. There was no scope for part funding this work from that budget as the project contingencies have been fully expended and the final account has yet to be agreed.
- 7.2 The proposals to address the cost of the reinstatement / replacement of the existing retaining wall are outlined in the table below. As outlined in 5.6 above this is subject to the conclusions and recommendations of any reports by the main Contractor and Council Loss Adjusters.

### 7.3 Finance

<b>Cost Centre</b>	<b>Budget Heading</b>	<b>Budget Year</b>	<b>Proposed Spend this Report</b>	<b>Virement From</b>	<b>Other Comments</b>
Capital	Education Capital	2015/16	£185,000	n/a	Part utilisation of 2015/16 SEMP Lifecycle Fund
Capital	Education Capital	2015/16	£65,000	n/a	Utilisation of 2015/16 capital programme contingency
			<hr/> £250,000		

The expenditure will therefore be contained within the current Education Capital programme allowances.

### 8.0 CONSULTATION

- 8.1 The Chief Financial Officer was consulted on this matter and has agreed with the proposals / action taken.
- 8.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications was not consulted.

### 9.0 LIST OF BACKGROUND PAPERS

- 9.1 Central Building Contractors cost estimate dated 26<sup>th</sup> May 2015.



**INVERCLYDE COUNCIL  
EDUCATION AND COMMUNITIES COMMITTEE**

**AGENDA AND ALL PAPERS TO:**

Councillor Loughran	1
Councillor Brennan	1
Councillor McColgan	1
Councillor McCabe	1
Councillor Clocherty	1
Councillor Jones	1
Councillor Wilson	1
Councillor Shepherd	1
Councillor Brooks	1
Councillor McEleny	1
Councillor Campbell-Sturgess	1

All other Members (for information only) 9

**Church Members**

Mr Tom Macdougall	1
Rev F Donaldson	1
Father Michael McMahon	1

**Parent Representative:**

Mr Robin Thomson	1
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**Teacher Representative:**

Mr Tom Tracey	1
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**Officers:**

Chief Executive	1
Corporate Communications & Public Affairs	1
Chief Officer Health & Social Care Partnership	1
Corporate Director Education, Communities & Organisational Development	1
Head of Education	1
Head of Inclusive Education, Culture & Corporate Policy	1
E Montgomery, Property Services Manager	1
E Hamilton, Education Services	1
I Cameron, Finance Services	1
Head of Safer & Inclusive Communities	1
Chief Financial Officer	2
Corporate Director Environment, Regeneration & Resources	1
Head of Legal & Property Services	1
G Murphy, Principal Solicitor	1
S Lang, Legal & Property Services	1
Chief Internal Auditor	1
File Copy	1

**TOTAL 43**

**AGENDA AND ALL NON-CONFIDENTIAL PAPERS TO:**

Community Councils	10
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**TOTAL 10**