Inverclyde
council

Report To:	Education and Communities Committee	Date:	3 November 2015
Report By:	Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy	Report No:	EDUCOM/88/15/KB
Contact Officer:	Karen Barclay, Corporate Policy Officer	Contact No:	01475 712065
Subject:	Education and Communities Directorate Performance Report		

1.0 PURPOSE

1.1 The purpose of this report is to update the Committee on the achievement of key objectives in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2013/16 (CDIP).

1.2 The report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services.

2.0 SUMMARY

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

Appendix 1
Appendix 2

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

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
Current	37	0	2	51
May 2015	33	0	5	49.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee:

a. notes the progress made in implementing the Education, Communities and Organisational Development CDIP 2013/16; and

b. agrees to consider the seventh progress report at the meeting of the Committee on 8 March 2016.

Angela Edwards
Head of Inclusive Education, Culture and 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 2013/16 and the Council's Corporate Statement 2013/17, as well as the well-being outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible (SHANARRI).

4.2 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services. The CDIP's improvement actions that sit within the Corporate Policy and Organisational Development, Human Resources and Communications Services will be included in the next Corporate Services Performance Report which will be submitted to the Policy and Resources Committee on 17 November 2015.

4.3 The original Education, Communities and Organisational Development CDIP 2013/16 was approved by the Education and Communities Committee in 2013. A refresh of the Plan took place in Summer 2015 and the resultant document was approved by the Committee in September 2015. This progress report is therefore based on the refreshed Plan. During the refresh exercise, it was agreed to include two new actions under the following headings:

- Scottish Attainment Challenge
- Self-evaluation - Safer and Inclusive Communities Service.

4.4 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:

blue - complete; red - significant slippage; amber - slight slippage; green - on track.

4.5 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

5.0 PROGRESS

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

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
Current	37	0	2	51
May 2015	33	0	5	49.

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

Well-being outcome	blue - complete	red - significant slippage	amber - slight slippage	green - on track
Safe	4	0	0	3

Healthy	6	0	0	1
Achieving	10	0	1	22
Nurtured	6	0	0	13
Active	5	0	0	2
Respected and Responsible	2	0	1	3
Included	4	0	0	7
Totals	37	0	2	51.

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

5.3 Since the last report, good progress has been made in delivering the majority of the improvement actions, examples of which include:

- the facilitation of training for secondary school staff who will deliver the Mentors in Violence Prevention (MVP) initiative, together with the establishment of a MVP Training Team to ensure the sustainability of the project;
- the opening of Inverclyde's third IYOUTHZone in Gourock in August 2015; and
- the achievements of more than 1,500 learners who participated in community-based adult learning provision.

5.4 There has been slight slippage with only two improvement actions:

- learning communities - while this improvement action has amber status, the development of a learning community is now linked to the development of locality planning and is being progressed via the Alliance Board; and
- teenage pregnancy - once the consultation period on the national Teenage Pregnancy Strategy has ended and been reported on, work will continue to dovetail local developments with the national strategic direction.

6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

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

Financial implications - annually recurring costs/(savings):

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

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

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

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

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

7.0 CONSULTATION

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

8.0 BACKGROUND PAPERS

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

9.0 CONCLUSION

9.1 The sixth progress report on actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services sections of the CDIP 2013/16 is presented for Committee's approval with the recommendation that the seventh report is submitted to the Education and Communities Committee's meeting on 8 March 2016.

Education and Communities Directorate Performance Report - November 2015

Safe				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
Data protection All CCTV installations and deployment controlled by the Council should operate to the same standards, be appropriately specified and maintained and should have a consistent approach and regard for privacy and data protection Develop an overall corporate approach to image retention, maintenance, procurement and use	An overall review of all the Council's installations and deployments of cameras will be carried out in 2013/14 and a set of common standards agreed and implemented by April 2015	●		Awaiting update.
Tackling violence and knife culture Further reduction in the incidences of violence, knife crime and bullying Mentors in Violence Prevention (MVP) embedded in all secondary	Roll out MVP to other secondary schools	●	green - on track	All secondary school staff have been trained. MVP mentors have been identified in all schools and delivery of the programme to S1/S2 pupils will begin in November 2015. A Council-wide MVP Training Team has been established to ensure sustainability.

Education and Communities Directorate Performance Report - November 2015

Safe				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
schools	Violence Prevention Programmes including *No Knives Better Lives* developed and sustained	🟢	green - on track	The draft 2015/18 Community Safety Partnership Strategic Assessment year one action plan identified five specific actions around violence reduction, including the introduction of a *No Knives Better Lives* Sub-Group made up of officers from Inverclyde Council, Police Scotland, Youth Link Scotland and the Violence Reduction Unit, as well as representatives of a local community group. The Sub-Group identified the need for terms of reference and an action plan which will be developed in Quarters 3 and 4.

The Community Safety Unit, Community Learning and Development and the Education Service, with the support of Crimestoppers are looking to roll out a third party crime reporting procedure for secondary school students called *Fearless* which will allow young people to report crimes via a secure website. |

Education and Communities Directorate Performance Report - November 2015

Safe				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
	Anti-bullying policy fully implemented	🟢	green - on track	The anti-bullying policy is under review within the Positive Relations Positive Behaviour Authority Group.
<u>Health protection/food safety</u> All businesses where there is a risk to food safety arising from cross-contamination will have processes and procedures in place to eliminate or adequately control the risk in line with the guidance	Fully implement the FSA's Cross-Contamination Guidance across businesses in line with the programme detailed in the Official Feed and Food Services Plan by March 2015	🔵	blue - complete	
<u>Health and safety</u> The enforcement priorities of Inverclyde Council should be clear and understandable to local employers and those likely to be affected by their actions, both	Develop a new Health and Safety Strategy and Enforcement Policy for Inverclyde	🔵	blue - complete	

Education and Communities Directorate Performance Report - November 2015

Safe			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
employees and others Enforcement will be consistent with national policies but at the same time will give maximum protection to the community and maximum support to local businesses	Annual review to ensure it remains consistent with national policy	🔵 blue - complete	
Anti-social behaviour (ASB) Anti-social behaviour and community safety services are aligned with current needs and are able to quickly react to changing circumstances Match resources to community needs	Carry out a full review of anti-social behaviour which will cover strategy and partnership working; a reassessment of priorities and any reconfiguration of services required. Review to be carried out by April 2014 with recommendations implemented over 2014/15, if approved.	🔵 blue - complete	

Healthy

Education and Communities Directorate Performance Report - November 2015

Where do we want to be?	How will we get there?	Status September-October 2015		Commentary September-October 2015
School Health and Alcohol Reduction Project (SHAHRP) Increase understanding of the impact of alcohol misuse across S2/3 Fewer pupils involved in alcohol misuse	Implement a teacher training pack with young people through guidance and PSE teachers with S2 cohort. First part of the research to be completed by 2014.	🟢	green - on track	The research has been concluded. The write-up is due to be completed by Spring 2016.
Housing investment Adequate funding is available to meet affordable housing needs	Strategic Local Programme (SLP) project completion by 31 March 2015 to be achieved in partnership with Registered Social Landlords (RSLs)	🔵	blue - complete	
	Contributions in-kind (IC) and new innovative funding proposals (RSLs) will be developed	🔵	blue - complete	These contributions cover the current Housing Strategic Local Programme until 2019.
	Regular project team meetings and monitoring by Housing Supply Division (HSD)	🔵	blue - complete	
Health and well-being of young people Develop a similar facility to IYouth for young people in Port Glasgow and Gourock	Identify suitable premises	🔵	blue - complete	The iYOUTHZone in Port Glasgow opened in March 2015. The Gourock iYOUTHZone opened its doors to young people in August 2015 and a formal opening is planned for November 2015.

Education and Communities Directorate Performance Report - November 2015

Healthy				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
Improved outcomes for young people of Port Glasgow and Gourock				
	Develop funding package for refurbishment and running costs	🔵	blue - complete	All three IYOUTHZones are now refurbished and open using Inverclyde Council funding.
	Establish new facility with a range of programmes to meet the needs of young people of Port Glasgow and Gourock	🔵	blue - complete	The iYOUTHZone in Port Glasgow opened in March 2015. The Gourock iYOUTHZone opened its doors to young people in August 2015 and a formal opening is planned for November 2015.

Achieving				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
External Funding Group Establish development sessions for managers to support funding applications	Development group and funding officer to be more proactive in setting up training sessions/events	🔵	blue - complete	

Education and Communities Directorate Performance Report - November 2015

Achieving				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
Work in closer partnership with the community and voluntary sector				
<u>Literacy</u> National Literacy Action Plan is in place and able to evidence improved practice and outcomes for literacy across all establishments and sectors	Use of evidence-based approaches which lead to key improvements in literacy skills for all	🟢	green - on track	The Reciprocal Teaching Initiative is being rolled out in each primary school. This methodology is proven to have an impact on children's reading skills.
<u>Learning communities</u> Improve joint planning with partners including schools to create a network of learning communities with increased community use in schools	Pilot learning community in one identified area. Set process in place in line with Education Scotland (HMIe) advice and guidance	🟠	amber - slight slippage	The development of a learning community is now linked to the development of locality planning and is being progressed via the Alliance Board.
<u>Employability</u> Youth Employment Action Plan implemented and able to evidence improved practice and outcomes for employability across partner providers and	Implementation and robust evaluation of Inverclyde Youth Employment Activity Plan	🟢	green - on track	We are updating the Plan on a quarterly basis, as per national guidance.

Education and Communities Directorate Performance Report - November 2015

Achieving				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
partnerships Employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth: Refreshed Employability Framework	Implementation and robust evaluation of employability component of Adult Learning and Literacy Action Plan integrated within Working for Growth refreshed employability framework	🟢	green - on track	The CLD Team provided literacies support to 203 learners within the Trust Employability Regeneration, against a target of 180. In addition, 68 of the 203 learners achieved SQA accreditation as part of the literacies support. 476 adult learners participated in employability programmes and community-based work clubs.
<u>Continuous Improvement Team</u> Embed core functions of continuous improvement work: professional dialogue, development and pastoral support Ensure a more collective approach to continuous improvement and to improving outcomes for all learners further	Fully implement Continuous Improvement Team guidelines	🔵	blue - complete	
	Implement plans to further develop and share an understanding of excellent practice across establishments and learning communities	🔵	blue - complete	

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Achieving			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
Consistent approach to self-evaluation A shared vision of what excellent self-evaluation looks like	Better partnership working regarding self-evaluation	🟢 green - on track	A number of schools and other educational establishments have been identified to have a review during 2015/16.
Curriculum for Excellence Curriculum for Excellence is being fully and effectively embedded across all educational establishments by confident staff who are delivering all pupil entitlements, providing high quality learning experiences, developing children and young people as Successful Learners, Confident Individuals, Effective Contributors	Work in partnership with Education Scotland to support and develop the confidence of staff to effectively deliver the Curriculum for Excellence across all sectors and establishments	🟢 green - on track	Our partnership working with Education Scotland is ongoing. Our Education Scotland Link Officer continues to meet regularly with senior Education staff.
	Work in partnership with the Scottish Qualifications Authority (SQA) to support secondary teachers with delivery of the new National Qualifications	🟢 green - on track	To monitor the new qualifications, partnership working with the SQA continues.
	Fully embed the principles from the national *Building the Curriculum* documents to deliver better outcomes for all children and young people	🟢 green - on track	Education Scotland's *Increased Expectations* paper continues to be a focus of discussion at self-evaluation visits during 2015/16.
	Review our interim Senior Phase Model (SPM) involving extensive consultation with all stakeholders	🟢 green - on track	The SPM is being used and modified as necessary across all schools.

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Achieving			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
	Providing training and advice to primary and secondary teachers to enable them to support pupils with the production of P7 and S3 profiles	🟢 green - on track	Education Services' Continuous Improvement Team continues to have professional dialogue with head teachers and pupils about the quality and use of P7 and S3 profiles.
Developing leadership in teachers Schools and early years establishments are supported with the implementation of the recommendations from *Teaching Scotland's Future* (Donaldson Report	Take steps to improve leadership capacity across all establishments	🟢 green - on track	Education Services are providing leadership training for all interested teachers.
	Develop a new partnership with the university where there is a shared responsibility for key areas of teacher education	🟢 green - on track	Partnerships are established and ongoing in a number of schools.
	Review our professional review and development process to ensure that it meets the needs of all staff and will focus on professional needs	🔵 blue - complete	
Teacher employment Implement recommendations and advice from national reviews	Working closely with HR and teacher trade unions to ensure a smooth implementation of recommendations based on	🔵 blue - complete	

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Achieving			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
relating to teachers' terms and conditions of service	advice received from the Scottish Negotiating Committee for Teachers		
	Ensure planned changes are the focus of work of the informal Local Negotiating Committee for Teachers	🔵 blue - complete	
General Teaching Council (GTC) Requirements Clear guidelines and procedures in place to support teachers within the GTC's requirement for professional update	Set up a working group to produce guidance material to support teachers with the professional update process	🔵 blue - complete	
Virtual school Establish a 'virtual school' for pupils who have proved more challenging to track in terms of progress and outcomes These pupils will be regularly tracked and monitored through the ASN monitoring forum	Create a 'virtual school' which will be managed by a 'virtual team' at the centre	🔵 blue - complete	
	Identify pupils in out-of-authority placements	🟢 green - on track	We are continuing to develop a database, utilising the data hub and other management information systems.
	Improved tracking and transition planning	🟢 green - on track	This is ongoing, using the SEEMiS education management information system and the

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Achieving				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
				'virtual school'.
	Better support provided for pupils identified	🟢	green - on track	We are continuing to use SEEMiS and the 'virtual school' to provide support for the relevant pupils.
<u>New libraries</u> Improved library facilities in Central Greenock and Inverkip	Full refurbishment of ground floor of Wallace Plan to house Greenock Central Library	🔵	blue - complete	
	Inclusion of library space within new community centre planned for Inverkip (by 2015/16)	🟢	green - on track	The community centre should be available from November 2016. The final extent of library provision requires further discussion.
<u>Adult learning service</u> A modern and innovative digital participation hub utilising new technology and wi-fi to get people online with a particular focus on employability	Innovative adult learning delivery and extension of partnerships with organisations such as Job Centre Plus and Skills Development Scotland	🟢	green - on track	Classes on a number of subjects are taking place at various libraries, as well as classes by the Community Learning and Development (CLD) Team and the West College Scotland. The library service's long-standing partnerships continue with the Inverclyde Council on Disability, and the Access for Beginners to Computing Project.

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Achieving			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
	Development of outreach techniques	🟢 green - on track	The libraries service worked with the Royal National Institute of Blind People on their Lottery-funded *Get Online!* tablet taster sessions for visually impaired people; two taster sessions have been delivered, with more planned. We are working with the CLD Team to deliver *Reading Ahead* (formerly the *Six Book Challenge*) to adult literacies learners. We are also still working with the Future Skills Project to provide a venue and PCs for basic computing learners.
<u>Library services for young people, learners and readers</u> Build on and extend success of Bookbug in Inverclyde	Detailed information for this improvement action is available in the Inverclyde Libraries Service Plan 2014/15	🟢 green - on track	The *Bookbug Borrowers Club* is to be rolled out to further sites. The Bookbug partnership has been developed and pack distribution consolidated. There has been an increase in nursery

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Achieving				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
More engagement with the 12-15 age group More and better school/group visits focussing on information literacy and the Curriculum for Excellence Build links with partners to improve the range of classes available Further development and promotion of the e-Library and training of staff				and P1 gifting sessions. The focus is on a regular school visit process and developing links with Raising Attainment for All objectives. The *Every Child a Library Member* pilot is complete and under review. We have a partnership with Action for Children to deliver parenting classes.
Environmental Health/Trading Standards We are able to benchmark the services against those provided by both neighbouring and more comparable Scottish authorities to ensure that the services are performing as well as they can within the financial and structural circumstances they operate under	Work with Association for Public Service Excellence (APSE) and other Scottish Environmental Health and Trading Standards to develop a more meaningful basket of KPIs for these services to allow meaningful benchmarking. Initial KPIs to be agreed by March 2014.	●	blue - complete	

Education and Communities Directorate Performance Report - November 2015

Achieving			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
<u>Adult learning</u> All adult learning provision is mapped Processes are in place to ensure no learner completes a programme without being encouraged to continue their learning	Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued engagement	🟢 green - on track	1,503 learners participated in community-based adult learning provision: 434 in health and well-being programmes, 476 in employability programmes and community-based work clubs, 146 in digital skills programmes, 447 in programmes combining digital skills with financial support. Also, 100 families participated in parenting and family learning programmes.
<u>New action: Scottish Attainment Challenge</u> 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 Improvements in the 2015/16 baseline figures for attendance of 0.3% annually	Improvement plans are developed by the primary schools By coaching, mentoring and increased parental involvement in their children's education	🟢 green - on track	A project leader has been appointed and the team to take forward the Attainment Challenge has been established. We have begun to analyse our baseline data and visits are taking place to schools. Professional development work has started and the implementation group has met four times. We are working closely with Education Scotland to take this forward.

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<table>
<tr><th colspan="5">Achieving</th></tr>
<tr>
<th>Where do we want to be?</th>
<th>How will we get there?</th>
<th colspan="2">Status
September-October 2015</th>
<th>Commentary
September-October 2015</th>
</tr>
<tr>
<td>Maintain Primary 1 exclusions at zero per 1,000 pupils and reduce Primary 2 exclusions annually by 0.5%</td>
<td>By implementing new techniques in teaching numeracy and literacy such as reciprocal teaching</td>
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<tr>
<td rowspan="2">New action: Self-evaluation - Safer and Inclusive Communities Service

Self-evaluation is embedded into the Safer and Inclusive Communities Service's everyday performance management and planning processes</td>
<td>By conducting a Public Service Improvement Framework (PSIF) assessment for the Service and devising an action plan</td>
<td>🟢</td>
<td>green - on track</td>
<td>The PSIF assessment will be carried out in 2016.</td>
</tr>
<tr>
<td>By implementing the action plan</td>
<td>🟢</td>
<td>green - on track</td>
<td>The action plan will be devised as part of the PSIF assessment and implemented thereafter.</td>
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Nurtured				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
Pupil support Complete a reconfiguration of support staff infrastructure, making a more efficient use of resources and teaching so that pupils' needs are more effectively met	This will be taken forward by the Review Reference Group and sub-groups and will include: a. a full audit including a survey and consultation with all stakeholders b. development of model options based on the proposed direction	🟢	green - on track	The support service review is progressing and an initial report will be complete by the end of October 2015.
Volunteering Opportunities for volunteering are co-ordinated and quality-assured Number of opportunities increased Numbers gaining accreditation for volunteering increased	Co-ordinate planning for volunteering across establishments, CLD, the Youth Employment Action Plan and voluntary sector and identify opportunities for accreditation	🟢	green - on track	A meeting is planned with a view to expanding young people's participation in volunteering as peer mentors. Seventy-six volunteers are working across the CLD service to support the delivery of services. Sixteen literacies volunteers completed Scottish Qualifications Authority training at the Scottish Credit and Qualifications Framework Level 6.

Education and Communities Directorate Performance Report - November 2015

Nurtured				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
				Adult services achieved the *Volunteer Friendly Status Award*, part of a scheme to support, recognise and reward groups which are good at involving volunteers.
<u>Strategic guidance for Community Learning and Development (CLD)</u> Implementation Plan in place. Progress made in realising outcomes of CLD strategic guidance, specifically: a. improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship b. Stronger, more resilient, supportive, influential and inclusive communities	Develop implementation plan using process agreed at Education Committee with emphasis on SOA Delivery Groups Establish priorities and baseline for measuring progress towards achievement of outcomes	🔵	blue - complete	The 3 year plan for CLD was approved by the Policy and Resources Committee on 11 August 2015 and subsequently by the Alliance Board on 5 October 2015.

Education and Communities Directorate Performance Report - November 2015

Nurtured			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
<u>Children and Young People (Scotland) Act 2014</u> Fully implement the Getting it right for every child (GIRFEC) model and use of well-being outcomes through GIRFEC champions approach Business processes across the Education, CHCP and partners to support the implementation of the Act A training strategy, both single and multi-agency, is in place Fully implement by 2016 additional extra years hours	Implementation of GIRFEC	🟢 green - on track	The GIRFEC Champions approach is well embedded in all schools. The new GIRFEC Pathway is being established. Named Person service training is being implemented over time.
	Training strategy delivered	🟢 green - on track	Single Agency Well-Being Assessment Training is being developed by the educational psychology service (EPS). The EPS and the quality improvement team plan to deliver it to clusters in January 2016. A GIRFEC Implementation Multi-Agency Training Group has been established. Delivery of multi-agency training is planned for April-June 2016.
<u>Early Years/Nurturing Collaborative</u> We are delivering tangible improvements in outcomes and	Establishment of the Nurturing Collaborative	🔵 blue - complete	As previously reported, the Nurturing Collaborative has been established for some time and is ongoing. However, there will be a self-evaluation of members during

Education and Communities Directorate Performance Report - November 2015

Nurtured				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
reducing inequalities in vulnerable children in Inverclyde				October 2015 as well as discussion about the future plan for the Nurturing Inverclyde Collaborative.
	Engagement in the Early Years Collaborative (EYC) learning sessions run by the Scottish Government	🟢	green - on track	The next Scottish Government learning session will take place on 10/11 November 2015 with a mix of delegates attending from Inverclyde to discuss the Early Years Collaborative and Raising Attainment for All initiatives.
	Development of an action plan focused on early intervention and prevention in relation to the EYC 'stretch aims'	🟢	green - on track	An action plan has been developed around a driver diagram with several theories for change to improve outcomes for children by March 2016.
Museum accreditation Maintain McLean Museum accredited status under the Arts Council England/Museums Galleries Scotland (ACE/MGS) scheme	Fulfil the requirements of the ACE/MGS Scheme in the areas of organisational health; collections; users and their experiences	🔵	blue - complete	

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Nurtured			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
New cultural hub for Inverclyde This requires successful Round 1 Heritage Lottery Fund bid, plus development funding for Round 2. If the bid is unsuccessful, an alternative plan must be put in place.	Complete Round 1 bid and submit by March 2013. Round 2 bid submitted by September 2014.	🟢 green - on track	The projected timescale for the next potential submission is November 2015.
Archives Improved collections management Improved access and inclusion Improved management policies and procedures Better community engagement and learning opportunities	Further cataloguing of records	🟢 green - on track	The Archivist post is under review and options are being considered.
	Increasing finding aids available on-line	🔵 blue - complete	
	Conducting at least 3 class visits within the Watt Museum	🟢 green - on track	The Archivist post is under review and options are being considered.
	Creation of a disaster plan and other management policies	🔵 blue - complete	
	Take part in the McLean Museum's World War 1 commemorations and involvement in Greenock Philosophical Society's bid for Heritage Lottery Funding to digitise archives	🟢 green - on track	The Archivist post is under review and options are being considered.

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Nurtured			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
Community councils All community representatives are skilled and confident in meeting the challenges of their changing role	Enhanced programme of training and support for community representatives, including embedding of training in on-going activities and meetings	🟢 green - on track	Support was provided to encourage participation in the community council elections in October 2015. The first formal meeting of the Forum of Community Councils and Community Associations will take place in November 2015.
Young Scot cards Young Scot card system extended to include Kidzcards for all children aged between 4 and 11 resident or attending school in Inverclyde	Negotiate with Young Scot to introduce Kidzcards in Inverclyde	🟢 green - on track	The Directorate is looking into how it will progress Kidzcards in primary schools.
	Establish systems and quality assurance procedures	🔵 blue - complete	Quality assurances processes are in place and have been confirmed by audit.
	Develop Young Scot to be part of the Cashless Catering System	🟢 green - on track	The Directorate is looking into how it will progress the Cashless Catering System in schools.

Active

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Where do we want to be?	How will we get there?	Status September-October 2015		Commentary September-October 2015
Community sports hubs A minimum of 3 community sports hubs will be established and fully operational in Inverclyde	First hub fully operational by August 2013	🔵	blue - complete	
	Second hub fully operational by April 2014	🔵	blue - complete	
	Third hub fully operational by April 2015	🔵	blue - complete	
PE provision 100% of primary schools achieving two periods per week of quality PE	PE Co-ordinator recruited by May 2013	🔵	blue - complete	
	PE Plan implemented	🟢	green - on track	A strategic meeting was held with Education Scotland, sportscotland and Inverclyde Council in July 2015 to discuss the possible extension of the national project. sportscotland has confirmed its part of funding; it will be November 2015 before Education Scotland will be in a position to confirm whether they will have the funds to continue beyond June 2016. The PE Primary Framework was launched in September 2015. We are recruiting a Primary PE Specialist to support primary class teachers with the implementation of the Framework. A significant career-long

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Active			
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**	**Commentary** **September-October 2015**
			professional learning programme is in place to support teachers with PE delivery with good representation from all primaries.
	Number of schools providing minimum 2 hours PE to be increased by June 2014	🟢 green - on track	Progress has been made: we have moved from 4 to 2 primaries which are not achieving the target. Gourock and St Andrew's Primary Schools implemented changes and achieved the target by April 2015. Ardgowan Primary School moved into its refurbished school on 20 August 2015, however, it is currently only scheduling PE in the gym hall and is not using the dining hall or outdoor space; a meeting took place with the Head Teacher on 9 October 2015 to arrange support. We aim to have Ardgowan Primary School achieving the target by December 2015. Moorfoot Primary School is also not achieving the target as a result of inefficient timetabling of

Active			
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**	**Commentary** **September-October 2015**
			the gym hall. We are trying to schedule an urgent meeting with the Head Teacher. We are aiming for the School to reschedule the timetable and start achieving the target in January 2016. All secondary schools are achieving the target of 2 periods for S1-4, although several have dropped from offering 3 periods per week to 2 periods per week.
Sports Framework Sports Framework will be drafted, consulted on and finalised. Group established to monitor implementation.	Draft for consultation prepared by April 2013 with final Plan reported to Committee and launched in August/September 2013 Annual review of implementation from May 2014	🔵 blue - complete	

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Respected and responsible			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
<u>Teenage pregnancy</u> Teenage pregnancy is below national average in target areas Supports in place to continue education if pregnant Effective and meaningful self-assessment which informs planning/delivery to successfully support young people	Health and Well-being Programme universally available Produce a teenage pregnancy strategy	🟠 amber - slight slippage	Local work has taken a back seat as the national Teenage Pregnancy Strategy is under consultation. Inverclyde Council, via the Health Improvement Team in the Health and Social Care Partnership, submitted a comprehensive contribution to this national exercise. Once the consultation period has ended and been reported on, work will continue to dovetail local developments with the national strategic direction.
<u>Housing repairs enforcement</u> Homeowners take on their responsibilities with the appropriate information and guidance available to them for common properties etc which assists in leading to reduced levels of disrepair Minimum formal enforcement role for the Council in the future	Review Housing Enforcement Policy	🔵 blue - complete	
	Provide a range of information and signposting via various formats to householders to inform, advise and guide them in attending to matters of disrepair to their property	🟢 green - on track	The national online advice and information resource is now known as *Under One Roof Scotland*. A steering group has been appointed and is hosted and chaired by the Royal Incorporation of Architects in Scotland. The total cost of the online resource over five years is

Education and Communities Directorate Performance Report - November 2015

Respected and responsible				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
				£120,000; £96,000 has been paid towards this cost so far from a range of funding partners including the Scottish Federation of Housing Associations, Historic Scotland, a property management company and a number of local authorities, including £1,500 from Inverclyde Council. The website is programmed to launch in Spring 2016.
<u>Home energy efficiency (private)</u> Better take-up of grants by private owners	Promote grant availability and improved energy efficiency to owners	🟢	green - on track	Measures continue and programmes are ongoing to improve energy efficiency in our homes.
More use of new available measures for 'difficult to treat' houses	Continue to target 'difficult to treat' houses for investment	🟢	green - on track	The Home Energy Efficiency Programme Scotland projects for 2013/14/15 are now complete; this includes collaborative programmes with River Clyde Homes (RCH) in Roxburgh/Wellington Street and John Street in Greenock; a programme with Link Housing Association in Balfour Street, Port Glasgow, and a pilot programme with Oak Tree Housing

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Respected and responsible			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
			Association (OTHA) in Bow Road, Greenock, involving a total of 478 properties. A further 40 properties were insulated in a *back-up* programme in Bardrainney. Funding from 2014/15 and 2015/16 has been allocated to the Broomhill Regeneration Project which is managed by RCH. Programmes funded from 2015/16 include the continuation of the Bardrainney *back-up* programme now including RCH properties and the continuation of the Bow Road project in collaboration with OTHA. A collaborative programme with RCH in the Wellpark area and loft insulation programmes with OTHA and RCH are due to commence. Future collaborative programmes are being considered in Aberfoyle Road and Larkfield and a *hybrid* programme in Port Glasgow town centre.

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Respected and responsible			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
<u>Parking management and enforcement</u> Parking is decriminalised and enforcement transferred to the Safer and Inclusive Communities Service	Transfer of enforcement following decriminalisation with fully-trained team in place, likely to commence in August 2014	🔵 blue - complete	

Included			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
<u>Corporate Equalities Group</u> Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates Service delivery better meets the needs of people with protected characteristics	Continue to provide appropriate guidance and support to Directorates	🟢 green - on track	Organisational competence is increasing.
	Appoint an Equalities Officer to progress the Council's commitment to equalities consistently across all Services to ensure better outcomes	🔵 blue - complete	The new post holder has been in post since September 2015.
	Increase representation on the Corporate Equalities Group to include a wide range of people with protected characteristics	🟢 green - on track	A report was presented to the SOA Programme Board. Further information has been requested.

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Included				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
<u>Welfare Reform Bill</u> All educational establishments to have full understanding and be prepared for the potential impact of the Bill	Continue implementation of the financial learning component of the Financial Inclusion Strategy	🟢	green - on track	447 adults participated in programmes combining digital skills with financial support; 42 adult literacies learners participated in personalised programmes to develop financial literacy skills.
Range of community-based learning programmes available to meet needs identified	Liaise with Registered Social Landlords regarding the impact of Welfare Reform	🔵	blue - complete	
<u>Engagement with young people</u> Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision-making affecting their schools, services for young people and communities Young people's voices are heard and their issues taken into consideration in service	Incorporate Young Citizens' Panel within the Youth Participation Strategy identified in SOA 6	🟢	green - on track	Work to enhance young people's participation is progressing on target and it is hoped to bring the Youth Participation Strategy to the Education and Communities Committee on 19 January 2016.

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Included				
Where do we want to be?	**How will we get there?**	**Status September-October 2015**		**Commentary September-October 2015**
development and delivery				
Communication-friendly school Signage in and around the Port Glasgow Shared Campus will accommodate the communication needs of all learners Learners and adults in the new Campus will have access to good quality information relating to the diversity of need across the Campus All children and young people will be appropriately prepared for transition to the new Campus. Cross-Campus events will be a regular occurrence and these will also involve the local community	An action plan will be formulated by the Communication-Friendly Working Group based on a needs analysis of the developments required to take forward the aims identified	🔵	blue - complete	
Looked-after and accommodated children (LAAC) Reduce the number of LAAC exclusions Improved attainment for LAAC	Roll out Positive Relationships and Positive Behaviour Policy Proportionate visits to specific educational establishments by Head of Service and Principal Education Psychologist are	🟢	green - on track	Visits to educational establishments are continuing on a proportionate basis.

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Included				
Where do we want to be?	**How will we get there?**	**Status** **September-October 2015**		**Commentary** **September-October 2015**
	planned to continue to highlight LAAC			
Museum services for young people (16-24) Work in partnership with the National Museum of Scotland (NMS) on a project for this age group entitled 'Scotland Creates' with the theme 'A Sense of Place'	Liaise with the NMS Project Manager and Steering Group to create exhibitions/event programmes in Greenock by August/September 2013 and in Edinburgh by July/ December 2014	●	blue - complete	
Outreach activities for ethnic minorities Barriers to participation in English for Speakers of Other Languages (ESOL) and adult learning programmes are overcome	Enhanced programme of outreach and engagement developed and in place	●	green - on track	The CLD Team worked in partnership with West College Scotland to produce a short film showcasing literacies and ESOL in Inverclyde. The film has been shown at local community events, conferences, ESOL awareness-raising sessions with partners and given to local Elected Members; it is also now available on Inverclyde TV with live broadcasts on Inverclyde Radio. An ESOL information event was held, with 50 people attending. The event was promoted in the local media, through partner

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Included			
Where do we want to be?	**How will we get there?**	**Status September-October 2015**	**Commentary September-October 2015**
			agencies and word of mouth to the families and friends of current learners. In addition, over 1,000 homes were targeted in a leaflet drop. Partnership work with local employers continued. There are 7 community- based groups running with 42 learners regularly participating.
	An improvement on the performance of the two statutory performance indicator measures included in the Survey	🟢 green - on track	

13 October 2015

Performance Indicators

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

These indicators include statutory performance indicators and local performance indicators. Information on most indicators is gathered annually and performance reported to Committee at the appropriate time. Full year figures for 2014/15 are detailed in the undernoted table, together with 2013/14 comparator information. Where available, Quarter 1 and 2 details for 2015/16 are also shown below.

Key performance measure	Relevance	Target 2015/16	2015/16 performance	2014/15 performance	2013/14 performance	Commentary on change between 2013/14 and 2014/15
Community Wardens: • high priority calls - % responded to within 30 minutes	Demonstrates the response times of the Community Warden service	95%	Quarter 1: 95.1% Quarter 2: 95.3%	95.9%	96.45%	Performance is consistently high
• medium priority calls - % responded to within 60 minutes		95%	Quarter 1: 96.2% Quarter 2: 97.6%	98.5%	100%	Performance is consistently high
Library visits: number of actual and virtual visits per 1,000 population	Demonstrates the use of Inverclyde's libraries	5,008	details are compiled annually	5,003	4,873	There were 130 more library visits per 1,000 population
Library issues: number per 1,000 population	Demonstrates the number of items issued from	2,597	details are compiled annually	2,474	2,759	There was a decrease in the number of library

Performance Indicators

Key performance measure	Relevance	Target 2015/16	2015/16 performance	2014/15 performance	2013/14 performance	Commentary on change between 2013/14 and 2014/15
	Inverclyde's libraries					issues per 1,000 population; this reflects the national picture. However, we have seen an increase of 245% in the number of eIssues.
Computer facilities in libraries: number of users per 1,000 population	Demonstrates the use of computer facilities in libraries	166	details are compiled annually	158	119	The number of people using computer facilities in libraries per 1,000 population increased by almost a third
Adult learners in libraries	Demonstrates the number of adult learners attending classes in libraries	2,960	details are compiled annually	2,819	2,442	Adult learners in libraries increased by more than 15%
McLean Museum: • number of visits in person per 1,000 population		tbc	details are compiled annually	tbc	501	
• number of		911	details are	908	808	The number of visits

Performance Indicators

Key performance measure	Relevance	Target 2015/16	2015/16 performance	2014/15 performance	2013/14 performance	Commentary on change between 2013/14 and 2014/15
visits to/use of Council-funded or part-funded museums per 1,000 population			compiled annually			increased by just over 12%
School Leaver Destination Results: • positive destinations (includes non-mainstream young people)	Measures the proportion of school leavers (from publicly-funded schools in Inverclyde) into positive and sustained destinations (further education, higher education, employment or training)	A new national performance indicator regarding school leaver destination results is currently being developed which is due to start in December 2015		96% (academic year figure)	94% (academic year figure)	There was an increase of 2% in the number of Inverclyde school leavers who went on to positive and sustained destinations

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