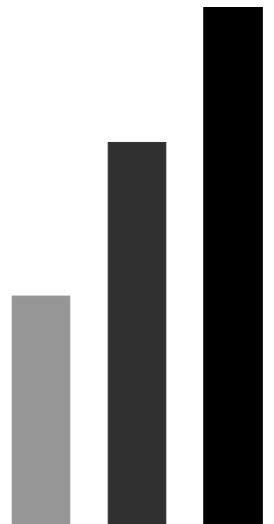


Agenda 2016

Education & Communities Committee

For meeting on:

6	September	2016
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A meeting of the Education & Communities Committee will be held on Tuesday 6 September 2016 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

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3. Communities Capital Programme 2016 to 2018 Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
4. Clune Park Regeneration Plan Progress Report Report by Head of Safer & Inclusive Communities	p
NEW BUSINESS	
5. Funding for Inverclyde’s IYouth Zones Report by Corporate Director Education, Communities & Organisational Development	p
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<u>EDUCATION</u>		
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NEW BUSINESS		
13.	Duke of Edinburgh Award in Inverclyde Report by Corporate Director Education, Communities & Organisational Development	p
14.	Teacher Numbers for the Academic Year 2016/17 Report by Corporate Director Education, Communities & Organisational Development	p
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17.	School Estate 2016 Core Facts Submission Report by Corporate Director Education, Communities & Organisational Development	p

18. Use of Powers Delegated to the Chief Executive – Playground Resurfacing and Drainage Repairs at Kilmacolm Primary School Report by Corporate Director Education, Communities & Organisational Development	p
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Enquiries to - **Sharon Lang** - Tel 01475 712112

Report To: Education & Communities Committee

Date: 6 September 2016

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development

Report No: FIN/078/16/AP/IC

Contact Officer: Iain Cameron

Contact No: 01475 712832

Subject: Communities 2016/17 Revenue Budget Report- Period 3 to 30 June 2016

1.0 PURPOSE

- 1.1 To advise the Committee of the 2015/16 Communities Revenue Budget final out-turn and the 2016/17 Revenue Budget position at Period 3 to 30 June 2016.

2.0 SUMMARY

- 2.1 In 2015/16, excluding Earmarked Reserves, there was an underspend of £368,000 against a budget figure of £8,716,000. This equates to 4.2% of the total budget and was £3,000 more expenditure than reported previously to the May Committee.

The main variances for 2015/16 were –

- (a) Underspend of £200,000 for Employee Costs due to the over achievement of Turnover Savings and early implementation of budget savings.
- (b) Underspend of £46,000 for Safer Communities Other Expenditure, mainly relating to the Civil Contingencies Joint Board and Youth Justice Resources.
- (c) Underspend of £25,000 due to Safer Communities over recovery of Income, mainly Registration of Private Landlords.
- (d) Underspend of £91,000 for Support to Community Facilities. Funding is for support of various new Community Facilities currently under construction.
- (e) Overspend of £54,000 relating to Waivers granted for Pitches and Hall Lets.
- (f) Underspend of £22,000 due to the over recovery of Hall Lets income.
- (g) Underspend of £17,000 for Libraries & Museum Property costs, mainly due to Non Domestic Rates (NDR) and Utilities.

- 2.2 The total Communities budget for 2016/17 excluding Earmarked Reserves, is currently £8,392,230. The latest projection is an underspend of £20,000.
- 2.3 The main variances to highlight for the 2016/17 Revenue Budget are –
- (a) Projected overspend of £59,000 for Waivers - £89,000 overspend for Under 19 Sports Teams within Sports & Leisure is partially offset by an underspend of £30,000 for Hall Lets Waivers.
 - (b) Projected underspend of £30,000 for Support for Community Facilities. This budget is not required until later in 2016/17 when the final new facilities open.
 - (c) Projected over recovery of Hall Lets income £18,000.
- 2.4 Earmarked Reserves for 2016/17 total £3,145,000 of which £1,499,000 is projected to be spent in the current financial year. To date expenditure of £123,000 (8.2%) has been incurred. The spend to date per profiling was also expected to be £123,000 so there is no slippage to report at this time.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the final out turn for 2015/16.
- 3.2 That the Committee note the current projected underspend of £20,000 for the 2016/17 Revenue Budget as at Period 3 to 30 June 2016.

Alan Puckrin
Chief Financial Officer

Wilma Bain
**Corporate Director Education, Communities
and Organisational Development**

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2016/17 Revenue Budget as well as the 2015/16 final out-turn and to highlight the main variances contributing to the £368,000 underspend in 2015/16 and the projected underspend of £20,000 for 2016/17.

5.0 2015/16 OUT TURN

5.1 The final out- turn for the Communities 2015/16 Revenue Budget, after adjustments for Earmarked Reserves, was an underspend of £368,000. The main factors contributing to this underspend were:

	Revised Budget 2015/16 £000	Out Turn 2015/16 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,515	1,451	(64)	(68)	4
Sports & Leisure	1,852	1,936	84	27	57
Safer Communities	3,217	3,020	(197)	(152)	(45)
Housing	891	863	(28)	(29)	1
Community Halls	992	837	(155)	(149)	(6)
Grants to Vol Organisations	249	241	(8)	0	(8)
TOTAL NET EXPENDITURE	8,716	8,348	(368)	(371)	3

The main variances are explained in greater detail below.

5.2 Libraries & Museum:

Total underspend £64,000 (4.2%)

This was £4,000 more expenditure than previously reported to the May 2016 Committee. Employee costs underspent by £50,000 mainly due to not backfilling maternity leave. Property Costs underspent by £17,000 mainly due to underspends for Non Domestic Rates (NDR) and Utilities.

5.3 Sports & Leisure:

Total overspend £84,000 (4.5%)

This was £57,000 more expenditure than previously reported to Committee in May 2016. Waivers for Pitch Lets overspent by £87,000. The majority of the Waivers granted relate to Under 19 football teams.

5.4 Safer Communities:

Total underspend £197,000 (6.1%)

This was £45,000 less expenditure than reported to the May 2016 Committee. Employee Costs underspent by £122,000 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 £26,000 and Community Safety / Youth Justice Materials underspent by £16,000. Safer Communities Income over recovered by £25,000, the majority of which related to the Registration of Private Landlords.

5.5 Housing:

Total underspend £28,000 (3.1%)

This was £1,000 more expenditure than reported to the May 2016 Committee, The majority of the underspend related to Employee Costs due to the over achievement of Turnover Savings.

5.6 Community Halls:

Total underspend £155,000 (15.6%)

This was £6,000 less expenditure than reported to the May 2016 Committee. Waivers for Hall Lets underspent by £33,000 and Hall Lets Income over recovered by £22,000. Revenue Support for Community Facilities underspent by £91,000 due to delays in the construction of various new Community Facilities. Community Hubs Supplies underspent by £9,000

5.7 Grants to Voluntary Organisations:

Total underspend £8,000 (3.2%)

This was £8,000 less expenditure than reported to the May 2016 Committee.

Total payments of £241,000 were made to various Voluntary Organisations in 2015/16 resulting in an underspend of £8,000 against the budget of £249,000.

6.0 2016/17 PROJECTION

6.1 The current Communities budget for 2016/17 is £8,392,230. This is an increase of £46,000 from the approved Revenue Budget. Appendix 1 provides details of the virements responsible for this increase.

6.2 The main variances to highlight in relation to the projected underspend of £20,000 for the 2016/17 Revenue Budget are :-

Sports & Leisure: Projected Overspend £84,000

Waivers for Under 19 Sports Teams are projected to overspend by £89,000 which is in line with the final out-turn for 2015/16.

Community Halls: Projected Underspend £87,000

Waivers for Hall Lets budget projected to underspend by £30,000.

Support for Community Facilities budget is projected to underspend by £30,000 due to budget not being required until later in 2016/17 when new community facilities open.

7.0 EARMARKED RESERVES

7.1 Total funding for Earmarked Reserves is £3,145,000 of which £1,499,000 is projected to be spent in 2016/17. The remaining balance of £1,646,000 will be carried forward for use in 2017/18 and beyond. As at Period 3, the expenditure was £123,000 or 8.2% of the 2016/17 projected spend.

The spend to date per profiling was also expected to be £123,000 therefore there is no slippage at this time. Appendix 4 gives a detailed breakdown of the current Earmarked Reserve position.

8.0 VIREMENTS

8.1 There are no virements this Committee cycle.

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 and the Corporate Director Education, Communities and Organisational Development.

11.0 **BACKGROUND PAPERS**

11.1 There are no background papers for this report.

Communities Budget Movement - 2016/17**Period 3: 1st April - 30th June 2016**

Service	Approved Budget	Movements			Revised Budget	
	2016/17 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2016/17 £000
Libraries & Museum	1,508	(17)				1,491
Sport & Leisure	1,710					1,710
Safer Communities	3,354		63			3,417
Housing	602					602
Community Halls	929					929
Grants to Voluntary Organisations	243					243
Totals	8,346	(17)	63	0	0	8,392

Supplementary Budget Detail

£000

Virements

From ED Committee - CLD Streetmates Upload Correction	70
From E&R Committee - Parking Income	(7)
Reduction in Utilities Budget	(17)

External ResourcesInternal ResourcesSavings/Reductions

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 3 : 1st April 2016 - 30th June 2016**

<u>Out Turn 2015/16 £000</u>	<u>Budget Heading</u>	<u>Budget 2016/17 £000</u>	<u>Proportion of Budget</u>	<u>Actual to 30-Jun-16 £000</u>	<u>Projection 2016/17 £000</u>	<u>(Under)/Over Budget £000</u>	<u>Percentage Over / (Under)</u>
200	Sports & Leisure Waivers	111	28	37	200	89	80.2%
10	Community Halls Support For Comm Facilities	100	25	0	70	(30)	(30.0%)
110	Waivers	140	35	0	110	(30)	(21.4%)
Total Material Variances						29	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2016 - 30th June 2016**

2015/16 Actual £000	Subjective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,058	Employee Costs	4,271	4,334	4,327	(7)	(0.2%)
716	Property Costs	728	711	703	(8)	(1.1%)
1,775	Supplies & Services	1,652	1,664	1,664	0	-
39	Transport Costs	35	35	35	0	-
300	Administration Costs	56	56	56	0	-
4,154	Other Expenditure	2,084	2,073	2,091	18	0.9%
(2,694)	Income	(480)	(481)	(504)	(23)	4.8%
8,348	TOTAL NET EXPENDITURE	8,346	8,392	8,372	(20)	(0.2%)
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,346	8,392	8,372	(20)	

2015/16 Actual £000	Objective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,452	Libraries & Museum	1,508	1,491	1,483	(8)	(0.5%)
1,936	Sports & Leisure	1,710	1,710	1,794	84	4.9%
3,019	Safer Communities	3,354	3,368	3,363	(5)	(0.1%)
863	Housing	602	651	647	(4)	(0.6%)
837	Community Halls	929	929	842	(87)	(9.4%)
241	Grants to Vol Orgs	243	243	243	0	-
8,348	TOTAL COMMUNITIES	8,346	8,392	8,372	(20)	(0.2%)
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2016/17</u>	<u>Phased Budget To Period 3 2016/17</u>	<u>Actual To Period 3 2016/17</u>	<u>Projected Spend 2016/17</u>	<u>Amount to be Earmarked for 2017/18 & 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	921	0	0	921	0	Expenditure to be completed by 31/03/17 per Scottish Government.
Renewal of Clune Park	John Arthur	1,910	49	49	320	1,590	Expenditure to date relates to Home Loss Payments and Legal Fees. Provision has recently been reviewed.
Support for Community Facilities	John Arthur	29	12	12	29	0	£12k payment made to Grosvenor Bowling Club. Remaining £17k will be spent by 31/03/17
Investment Fund for Council Owned Bowling Clubs	John Arthur	156	12	12	150	6	£150k has been allocated for refurb of Lady Alice toilets with work expected to be completed in 2016/17
Summer Playschemes	John Arthur	29	0	0	29	0	£17k Employee costs for Play4All & £12k to IL to maintain price at £2.50
Grants to Vol Orgs	John Arthur	100	50	50	50	50	£50k allocated to first round of applications 16/17 and £50k c/f for use in 17/18
Total		3,145	123	123	1,499	1,646	

Report To: Education & Communities Committee **Date:** 6 September 2016

Report By: Corporate Director Education, Communities & Organisational Development and Chief Financial Officer **Report No:** EDUCOM/59/16/JA

Contact Officer: John Arthur **Contact No:** 01475 714263

Subject: Communities Capital Programme 2016 to 2018

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 2016-2018 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.
- 2.4 Expenditure at 31st July, 2016 is £701,000 or 25.9% of the 2016/17 approved budget.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress with the specific projects as detailed in Appendix 1 and the projected acceleration of £452k or 16.6% expenditure.
- 3.2 That the Committee homologates the action taken and expenditure in respect of the emergency works to the Watt Complex (para 6.1).
- 3.3 That the Committee welcomes the award of £297,000 from Historic Environment Scotland's (HES) Building Repair Grant scheme towards the repair work at the Watt Complex.

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 2016 to 2019 is £2.572m.

6.0 WATT COMPLEX REFURBISHMENT

6.1 The immediate priority for the complex is to ensure that all essential repairs are carried out to the external envelope, ensuring that the building is wind, watertight and safe. . The capital programme has been amended to take account of this with a total of £2million being earmarked for essential repair and upgrading by the end of 2017/18.

Dry rot works have been carried and, following tender, were less expensive than expected, contributing to an actual expenditure of £184k for 2015/16. Expenditure to 31 July, 2016 is £8,000 or 1.53% of the 2016/17 budget (£523,000).

As part of the investigation and detailed survey works for the proposed building fabric essential repairs project the requirement for emergency works to stonework and chimneys was identified. This resulted in the requirement for a period of closure of the facility in mid-July whilst the works were undertaken with the closure managed by the Service and Public notification through Corporate Communications. The Committee is requested to note and homologate the action taken in respect of the emergency works in the estimated amount of £47K in accordance with section 3.2.1 (i) of the Standing Orders Relating to Contracts. The works included provision of temporary scaffolding which will remain in place until the main fabric repair project is procured. It should be noted that the cost of this work and scaffolding hire for the temporary works will be set against the current project capital programme allowance for the essential repairs.

Historic Environment Scotland (HES) approved a grant application for £297,000 for the project in August 2016. This award will ensure that the required works for Phase 1 are kept within the budget allowance.

7.0 INVERKIP COMMUNITY FACILITY & LIBRARY FITOUT

7.1 Construction of a new Community Facility for Inverkip commenced on site in November 2015 and is progressing well despite challenging weather conditions.

The contractor anticipates completion on site by mid-September 2016.

The spend at 31 March, 2016 was £1.009m. The spend in 2016/17 to 31 July 2016 is £584,000 or 55.5% of the 2016/17 budget of £1.052m.

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. The Woodhall Tenants' and Residents' Association was successful in obtaining lottery funding for the MUGA but expressed no interest in proceeding with the tenants' hall project at this time.

In order to resolve an unforeseen land acquisition issue, the sum of up to £30k from the current capital allocation was earmarked to allow purchase of the land (including professional fees) without further delay.

Officers will engage with Woodhall Tenants' and Residents' Association on the development of a suitable project to be included in a future capital programme.

Actual expenditure to 31 March, 2016 was £35,000. Expenditure to 31 July, 2016 is £1000.

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 and the site cleared.
- 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 this project. The Environment and Regeneration Committee at its 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 At the Education and Communities Committee of 19 January, 2016 members agreed to provide an additional £300k to provide sufficient funds to allow this project to progress in 2016/17. This brings the Council's contribution to the project to £1.350million, including land acquisition, demolition of the former school and fees.
- 9.4 The Regeneration Capital Grant Fund application for draw down of the award of £397k has been approved and funds have now been transferred to the Council. This is reflected in the total cost of the project noted in Appendix 1. IAMH have advised of delays in the project resulting in a revised start on site date of 6 June, 2016 with completion anticipated within 48 weeks.
- 9.5 Expenditure to 31 March, 2016 was £198,000. Expenditure to 31 July, 2016 is £47,000 or 18.9% of the approved 2016/17 budget (£249,000).

10.0 BIRKMYRE PARK PITCH IMPROVEMENTS.

- 10.1 The current budget for Birkmyre Park pitch improvements is £350k. The estimated cost of the necessary drainage works at the site is £400k including a £50k contribution from St Columba's School.

Officers will prepare a drainage scheme for the site. It is anticipated that work will begin in late 2016/17 and be completed in 2017/18.

11.0 MOUNTAIN BIKE TRACK, RANKIN PARK

- 11.1 The 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 £240 (inclusive of grant of £90k). The project is now completed and the track was formally opened on 22 June, 2016. Informal feedback from users to date has been very positive.
- 11.2 Expenditure to 31 March 2016 was £179,000. Expenditure to 31 July, 2016 is £6,000 or 9.8% of the approved 2016/17 budget (£61,000).

12.0 IMPLICATIONS

Finance

- 12.1 The actual spend for communities at 31 July 2016 for 2016/17 is £701,000 compared to an approved budget of £2.709m. This is 25.9% of approved budget.

The expenditure at 31st July, 2016 for Housing, Scheme of Assistance is £55,000k, 7.44% of the approved budget of £739,000. The expenditure at 31 March, 2016 for Cultural and Sports is £646,000 or 32.8% of the approved budget (£1.970m) for 2015/16. Current 16/17 projections show an acceleration of £452k or 16.6% of expenditure.

- 12.2 The current budget (16/18) of £10.341m is made up of £2.572 for Scheme of Assistance (SOA) and £6.648m for Cultural & Sports projects. Please refer to Appendix 1 for details of expenditure by project.

Legal

- 12.3 There are no legal issues.

Human Resources

- 12.4 There are no human resources issues.

Equalities

- 12.5 There are no equalities issues.

Repopulation

- 12.6 There are no repopulation issues.

13.0 CONSULTATION

- 13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.

14.0 BACKGROUND PAPERS

- 14.1 None.

COMMUNITIES CAPITAL REPORT

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

1	2	3	4	5	6	7	8	9	10	11	Status
Est. Total Cost	Actual to 31/03/16	Approved Budget 2016/17	Revised Est. 2016/17	Actual to 31/07/16	Est. 2017/18	Est. 2018/19	Future Years	Start Date	Original Completion Date	Current Completion Date	
£000	£000	£000	£000	£000	£000	£000					
Housing											
Scheme of Assistance	0	739	739	55	1,000	833					Ongoing
	2,572	739	739	55	1,000	833	0				
Cultural & Sports											
Watt Complex Refurbishment	184	523	523	8	1,293						
Inverkip Community Facility & Library Fit Out	1009	1,052	1,052	584	100						
Community Facilities Investment Woodhall	35	0	65	1	0	0					
New Community Facility Broomhill	198	249	249	47	1,300						
Contribution to Birkenhead Park Pitch Improvements	400	75	75	0	325						
Rankin Park Mountain Bike Track	240	71	61	6	0						Rot Works On Site Ongoing
	6,648	1,970	2,025	646	3,018	0	0				
Communities Total	9,220	2,709	2,764	701	4,018	833	0				

Report To:	Education & Communities Committee	Date: 6 th September 2016
Report By:	Head of Safer & Inclusive Communities	Report No: EDUCOM/43/16/DH
Contact Officer:	Drew Hall	Contact No: 01475 714272
Subject:	Clune Park Regeneration Plan Progress Report	

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 to provide re-provisioning for up to 46 and 16 housing units respectively; all the units have now been occupied. This leaves around 50 of the 430 flats in Clune Park still occupied.
- 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 There are currently 213 Appeals against the Demolition Orders remaining lodged with the Sheriff Court. Six cases were identified as being "test cases" and those proceeded to Proof at Greenock Sheriff Court on 25th January 2016 with further evidence submissions on 25th April 2016. The Sheriff has found in favour of the Appellants. The Council will now consult with Senior Counsel to determine its options on moving forward.

3.0 RECOMMENDATIONS

- 3.1 That the Committee:
- 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.
 - Will receive a future report on the outcome of legal consultations and how it proposes

to progress with its statutory duty to tackle sub-standard housing within the Clune Park Estate.

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 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. 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 been completed on both sites and all the homes are now occupied.

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 the tenements to this Committee's meetings in March and May 2014, it was agreed to make Demolition Orders on 42 tenements in the Clune Park Area. Three tenements and one single property were already the subject of Demolition Orders. The service of the said Demolition Orders was completed at the end of June 2014.
- 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 were lodged with the Sheriff Court. The number of Appeals has now reduced to 213. Six Appeals were identified as "test cases". The other 207 cases were sisted (suspended) pending the outcome of the "test cases". An evidential hearing has now taken place between 25th and 29th January 2016. A further hearing for submissions took place on 25th April 2016.
- 6.2 The Council was advised on the 19th August that the Sherriff had found in favour of the Appellants. This decision only affects the 4 tenements which were the subject of the 6 "test case" Appeals. The Council is consulting with its legal advisor on how best to respond to this decision and how to further comply with its duty to deal with the substandard homes in Clune Park.
- 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 pursuing the possibility of demolishing some of the tenements currently subject to active Demolition Orders and a pre demolition survey has been completed. Plans to demolish 2 buildings are still ongoing.
- 6.4 Community Warden patrols have stepped up to promote community safety in the area as concerns are raised due to the number of vacant flats. This area is also well supported by monitored public space CCTV cameras.

At the beginning of August 2016, there were 50 flats which are subject of housing benefit payment. This translates to under 12% of the 430 flats estimated to be occupied.

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

Cost Centre	Budget Heading	Budget Year	Proposed Spend	Virement From	Other Comments
Clune Park Regen.	Clune Park Regeneration	2016/17	£1,910,000		EMR
Council Tax	Affordable Housing – 2 nd homes income	2016/17	£90,000		estimate
TOTAL			£2,000,000	estimate	

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

Financial Implications - Annually Recurring Costs/ (Savings)

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

7.3 Human Resources

Currently being met within existing 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
- Clune Park Regeneration: Progress Report – E&CC, September 2015. EDUCOM/61/15/DH
- Clune Park Regeneration: Progress Report – E&CC, November 2015. EDUCOM/79/15/DH
- Clune Park Regeneration: Progress Report – E&CC, January 2016. EDUCOM/03/16/DH
- Clune Park Regeneration: Progress Report – E&CC, March 2016. EDUCOM/20/16/DH
- Clune Park Regeneration: Progress Report – E&CC, May 2016. EDUCOM/30/16/DH

Report To:	Education and Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/54/16/JA
Contact Officer:	Maggie Paterson	Contact No:	01475715450
Subject:	Funding for Inverclyde's iYouth Zones		

1.0 PURPOSE

1.1 The purpose of this report is to:

- Advise members of the projected funding shortfall from 2016-2017 onwards for iYouth zone funding.
- Recommend the use of free reserves to fund iYouth Zones for 2017/18 with the funding beyond that to be considered as part of the overall review of community facilities.

2.0 SUMMARY

2.1 In June 2013, the CLD Youth Work Sub-Group secured £293,000 over 3 years, from the Big Lottery 'Our Place' funding stream. For a variety of reasons all of the funding will not be spent this financial year and Big Lottery has agreed that the balance can be carried forward into 2016-2017. The current projection is for an underspend of £23k at 31 March 2017.

2.2 In 2014 Earmarked Reserves of £271,000 were allocated to support the opening of iYouth Zones in Port Glasgow and Gourock. The Port Glasgow iYouth Zone opened in January 2015 followed by the Gourock iYouth Zone in September 2015.

2.3 The projected funding position for the 3 iYouth Zones from 2016/17 to 2018/19 is outlined in Appendix 1. This indicates a shortfall from 2017-2018 onwards.

2.4 It is proposed that the shortfall of £180k for 2017/18 is addressed through the use of free reserves, subject to agreement at committee, and that the continued provision of i Youth Zones beyond 2017/18 be considered as part of the overall review of community facilities.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Committee agree the use of £180k from free reserves to meet the 2017/18 shortfall for iYouth Zones, remit this issue to the Policy and Resources Committee for consideration and thereafter consider the future funding of iYouth zones as part of the wider review of Community Facilities.

4.0 BACKGROUND

- 4.1 In June 2013 Partners in the CLD Youth Work Sub-Group secured £293,000 over 3 years, from the Big Lottery 'Our Place' funding stream. Premises were identified in Nicolson Street, Greenock and the first iYouth Zone opened in November 2013. The success of the project and its positive impact on the lives of the young people attending stimulated interest in providing similar facilities in Gourock and Port Glasgow.
- 4.2 In November 2014, the Education & Communities Committee agreed a report on the Development of iYouth Zones in Gourock and Port Glasgow.

5.0 CURRENT POSITION

- 5.1 The iYouth Zones in all 3 facilities are now operating successfully. Both Greenock and Port Glasgow are operating to capacity. The newer iYouth Zone in Gourock is now established. See appendix 2 for an overview of current activity and participation across the 3 facilities.
- 5.2 The projected costs for the current provision for 2017/18 are £180k, rising to £208k the following year. (Appendix 1).

6.0 IMPLICATIONS

Finance

6.1

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A	Free Reserves	2017/18	£180		

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments

Legal

6.2 None

Human Resources

6.3 A decision is required this Committee cycle to allow staff affected to be given an adequate period of notice.

Equalities

6.4 Age is a protected characteristic. An Equalities Impact Assessment will be required for any change to current provision.

Repopulation

6.5 None

7.0 CONSULTATIONS

7.1 Not applicable

8.0 BACKGROUND PAPERS

8.1 None

appendix 1

					2016/17		2017/18		2018/19
Gourock	Staff				39,100		39,491		39,886
	Property / Resources				17,100		17,500		17,600
	Total				56,200		56,991		57,486
Greenock	Staff				58,075		58,656		59,243
	Property / Resources				27,000		27,200		27,300
	Total				85,075		85,856		86,543
Port	Staff				58,075		58,656		59,243
	Property / Resources				15,000		15,200		15,300
					73,075		73,856		74,543
Total	Staff				155,250		156,803		158,372
	Property / Resources				59,100		59,900		60,200
	Total				214,350		216,703		218,572
Contingency - IT Charges etc					0		34,297		0
Funding	BLF				-98820		0		0
	Core				-10000		-10000		-10000
	EMR				-129000		-61000		0
	Total				-237820		-71000		-10000
Funding Gap					-23,470		180,000		208,572

Appendix 2

I YOUTHZones within Inverclyde

Currently the activities and programmes within IYOUTHZones broadly fall into three categories – drop-in, 16+ targeted provision and structured groups.

Drop-in provision

These are open groups which provide a safe and supportive environment for young people to participate in youth work activities. This may include peer education work, youth achievement programmes, recreational activities, issue based workshops, active citizenship, etc.

16+ Targeted provision

This provides support for older young people who may be transitioning into adulthood and the world of work or to further education. Work with these groups includes programmes around employability, skills development, democracy, personal /social and emotional development, etc.

Structured groups

These groups are formed round a particular issue or for a particular purpose such as the Inverclyde Youth Council and Inverclyde Young LGBT+ group.

The figures for Greenock and Port Glasgow cover the period April 2015 to March 2016. The Gourock figures cover the period September 2015 to March 2016.

The information below does not include a range of summer and holiday programmes which essentially means that the IYOUTHZones operate 50 weeks over the year. Both the Greenock and PG IYOUTHZones are now used to near capacity for daytime programmes provided for adults and community members by the CLD Service and other Partners.

Gourock I Youth Zone (September 2015 to March 2016)

Membership: 82
Drop-in footfall: 782

Provision type	Frequency of Provision	Numbers attending
Drop-in	3 x 3 hour sessions	March average per night = 12 (now risen to average per night = 18)

Greenock IYOUTHZone

Membership: 537
Drop-in footfall: 6777

Provision Type	Frequency of provision	Numbers attending
Drop in	4 x 2.5 hour evening sessions	Mon, Tues, Thurs = average 22 Fri = average 10 (now risen to 38 following targeting of P7 to S1 transition)
Drop-in 16+ targeted	4 x 3 hour sessions	Average = 22

provision		
Structured groups	Worxclub Steering Group, Youth Council, LGBT+	46 individual attendees 56 individual attendees

Port Glasgow IYOUTHZone

Membership: 435
Drop-in footfall: 5003

Provision type	Frequency of provision	Numbers attending
Drop in (S2 to S4)	2 x 3 hour sessions	Thurs S3 average = 23 Fri S2 average = 33
Drop in (transition group)	1 x 3 hour session	Tues P7/S1 average = 47
16+ targeted provision	1 x 3 hour session	S4+ average = 19
Structured groups	Young mums Study Support Group pilot Steering Group/Risky Behaviours	32 individual attendees 79 individual attendees 43 individual attendees

PG IYOUTHZone also provides a number of programmes in partnership with the PG Joint Campus, including Employability and volunteering group with 48 individual attendees to date.

Report To:	Education & Communities Committee	Date:	6 September 2016
Report By:	Corporate Director: Education, Communities and OD	Report No:	EDUCOM/56
Contact Officer:	Maggie Paterson	Contact No:	01475715450
Subject:	Item for Noting: CLD Service Annual Report 2015-2016		

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 CLD Service Annual Report 2015-2016

- 2.1 The CLD Service annual report provides 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.
- 2.2 The following summarises highlights from the report.

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

- 283 learners participated in health and well-being programmes
- 386 learners participated in digital skills programmes to improve ICT skills and money management
- 410 learners participated in employability programmes and community based work clubs
- 86 families participated in parenting and family learning programmes supported by the CLD Service
- 360 learners received information and guidance in partnership with JCP
- 146 learners participated in practical cooking courses to improve health and make the most of their money.

Adult literacies

- 440 participants in adult literacies – 76% of whom were unemployed at the point of registration, 52% of whom live within the most deprived 15% of communities in Scotland
- 229 learners received accreditation in 238 certificated units
- 64 learners for whom English is not their first language participated in community based ESOL programmes
- 343 learners participated in employability workshops within JCP
- Customised programmes developed and co-delivered with – Action for Children-Moving On, Jobcentre+ Greenock, HMP Greenock Jericho Society, Inverclyde Royal Hospital

Strong, successful communities – supporting and building community capacity

Community work

- 45 community groups supported to take local action and deliver services
- 12 locality meetings took place where people had opportunities to network, share experiences and learn from each other
- 458 community members received training and support

Outreach and volunteering

- 74 adult literacies volunteers worked across CLD to support the delivery of services.
- 355 door to door listening survey carried out with results reported by 6 neighbourhood areas
- 633 adult guidance sessions delivered
- 47 awareness raising events carried out at community and partner events and with local organisations

Our young people

Youth Work

- Membership of our I Youth Zones has increased, Greenock now has 537 members, Port Glasgow has 435 and the Gourock I YOUTH Zone which opened in September has reached 82
- The Transpire Group have successfully campaigned to make accessible toilets available in schools and youth clubs for trans young people who don't feel comfortable using gendered toilets
- Programmes which continue to thrive: the WASTED initiative addressing attitudes to alcohol and drugs, cyber safety, Mentors in Violence Prevention and Detached Youth Work (Word in the Street)
- Successful new initiatives include: Senior Phase programmes with young people at PG Joint Campus, an Ocean Youth Trust Voyage, Protect & Respect Workshops looking at risk taking behaviours

A full copy of the report is attached for your information.

3.0 IMPLICATIONS

Finance

3.1 None

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

3.2 None.

Human Resources

3.3 None.

Equalities

3.4 None.

Repopulation

3.5 None.

4.0 CONSULTATIONS

4.1 Not applicable

5.0 LIST OF BACKGROUND PAPERS

5.1 Report will be tabled at the meeting.

FULL REPORT TO BE TABLED AT MEETING

Community, Learning and Development

Annual Report 2015-2016



enjoyment solving problems
meeting people independence
strong communities confidence
feeling good



Report To:	Education & Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/44/16/WB
Contact Officer:	Wilma Bain Corporate Director	Contact No:	01475 712761
Subject:	Education Scotland Report on Inverkip Primary School and Nursery Class		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of an Education Scotland (HMIe) external evaluation of Inverkip Primary School and Nursery Class.

2.0 SUMMARY

- 2.1 Inverkip Primary School was selected by Education Scotland as part of a trial of new approaches to school inspection. 'How good is our school?' 4th edition was used. These are new Quality Indicators for early learning settings and schools. As part of this trial, it was agreed in advance that grades would not be awarded.
- 2.2 The report was produced on 03 June 2016 (appendix 1).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee note the report on Inverkip Primary School and Nursery Class.

**Wilma Bain
Corporate Director
Education, Communities & Organisational Development**

4.0 BACKGROUND

4.1 Inverkip Primary School and Nursery Class were inspected by Education Scotland in March 2016. The inspection covered key aspects of the work of the school and nursery at all stages, identified key strengths and main points for action.

4.2 Education Scotland assessed and reported on the views of parents, pupils and staff. The focus for inspection included aspects of leadership and management across the school, the quality of learning, teaching and assessment and how well the school is supporting all children to make progress and achieve as highly as possible. In addition the Head Teacher was asked to identify an additional aspect of the school's work. The additional area selected was "Partnership".

4.3 The report was published on 03 June 2016. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education and Communities.

4.4 The report lists five key strengths of the school:

- Very well behaved, enthusiastic children who enjoy opportunities to lead their own learning
- Very good relationships between staff and children which results in a positive, nurturing ethos in the nursery and at the primary stages
- Very strong partnerships with parents and the wider community to enhance the curriculum and children's wider achievements
- Examples of highly effective learning and teaching across the school
- Effective leadership of the Head Teacher and senior management team resulting in effective teamwork across the school

4.5 The report lists three areas which might help the school and nursery class to improve:

- Continue to develop the curriculum
- Continue to improve how staff in the nursery and at the primary stages track and monitor children's progress
- Take more account of the interest of children in the nursery when planning their learning experiences

5.0 IMPLICATIONS

Finance

5.1 Financial Implications

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.2 **Legal**

N/A.

5.3 **Human Resources**

N/A.

5.4 **Equalities**

There are /are no equality issues within this report.

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 LIST OF BACKGROUND PAPERS

6.1 Information on school inspections and reports can be obtained from the following website:

www.educationscotland.gov.uk

31 May 2016

Dear Parent/carer

Inverkip Primary School and Nursery Class Inverclyde Council

We are trying out some new approaches to school inspection. You can find more information about these new approaches at the link below¹. Your school was inspected during March 2016 using new quality indicators for early learning settings² and schools³. You can find these new quality indicators at the links below. We focused our inspection work on aspects of leadership and management across the school, the quality of learning, teaching and assessment and how well the school is supporting all children to make progress and achieve as highly as possible. We also invited the headteacher to identify an additional aspect of the school's work for us to evaluate. The additional area selected was partnerships. This letter sets out our findings.

Children's progress and achievements

In the nursery, children are making good progress in developing their skills in early literacy and numeracy. Children listen well, are able to follow instructions and can recognise familiar letters and words. A few children are beginning to try to write their name and some common words. Most children are beginning to count and understand simple words used in mathematics such as full or empty. Children are currently interested in measurement and are beginning to appreciate concepts of tall, small, longer, shorter in appropriate play experiences. Across the primary classes, children make very good progress in their learning. They are provided with a strong range of opportunities to develop their wider achievements. Most children are developing their reading and writing skills well. Children are engaging with a wide range of texts and are able to read aloud with fluency. Children are regularly producing high-quality writing for a range of purposes. In numeracy and mathematics, the attainment of most children at the primary stages is strong. As a result of a recent renewed focus, most children are improving their skills in mental calculations. Staff provide motivating opportunities for children to apply their literacy and numeracy skills in real-life contexts. For example, children in P5 developed their understanding of probability and chance through outdoor games. Those in P7 created a shop to explore profit, loss and the influence of market forces.

¹<http://www.educationscotland.gov.uk/inspectionandreview/about/principles/futureapproaches/index.asp>

²https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316.pdf

³http://www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf

Almost all children are making good progress and achieving well as they gain a good understanding of physical activity, social skills and their emotional wellbeing. Children are learning about how to keep themselves and others safe in a variety of situations. For example, children in P1 know their address and are aware how to call the emergency services in a crisis.

The school has a clear focus on raising attainment. As a result, most children make very good progress from their prior levels of attainment in literacy and numeracy. Staff monitor children's progress carefully and regularly meet the senior management team to discuss children's attainment. They have a robust system to track children's progress and therefore can ensure all children's needs are being met.

Learning, teaching and assessment

Overall, the quality of children's learning in the nursery is good. Children are settled and happy in the playroom. They are motivated and engaged in their learning. Staff are working hard to ensure that learning is less adult-directed and based on children's interests. In the primary classes, children's learning experiences are very good in almost all classes. There is a strong caring, nurturing ethos across the school which focuses on children's rights and their responsibilities to others in society. The school has achieved the Level 2 Rights Respecting School Award. It has had very effective links over a number of years with Malawi through which children learn about their responsibilities as global citizens. Children lead activities to raise money for specific projects in their link school with enthusiasm. In all primary classes, children are motivated and have opportunities to lead the learning. Children's achievements in sports are a very strong feature of the school. The school was recently awarded a 'Gold Sports Award' for the considerable active health opportunities offered for Inverkip pupils.

The quality of teaching across the school is strong and interactions between staff and children in the nursery are positive. In most classes at the primary stages, staff give clear instructions and explanations and encourage children to learn in a range of interesting ways. After most lessons, staff provide helpful feedback to children to help them understand what they need to do to improve. Staff use a variety of assessment information to inform their teaching and inform them about how well children are developing their knowledge, understanding and skills. In the nursery, staff are working to improve their approaches to recording and assessing children's progress. The school has recently improved how it helps children with additional needs. In most lessons at the primary stages, tasks and activities are matched well to the needs of all children, including those who require additional support. Support staff provide children with well-judged help both in class and in the playground.

Promoting Partnerships

Staff in the nursery and at the primary stages have very good partnerships with parents and the wider community which support and enrich children's learning. For example, the nursery has developed Fun Active Parenting (FAB) workshops and Blooms Lending Library to extend home reading experiences for children. Micro-Morton, supported by Morton Community Trust, promote children's health and

wellbeing through a programme to develop their physical skills. The nursery benefits from parent volunteers who help read stories with children, and have helped design and support the recent garden project which offers children experience of planting, growing and harvesting vegetables.

The school is an example of good practice in supporting the Scotland/Malawi partnership. This well-established partnership makes good use of an 'app' to ensure that there is vibrant and effective communication with the school in Malawi. Children across the school are proud to be able to say a few phrases in Chichewa. The highly effective partnership with Active Schools, supported by a committed member of staff, ensures that all children are provided with the opportunity to participate in sports clubs. Commendably, staff in the school have met all of their partners to support delivery of health and wellbeing. Together, they have devised a calendar of events to support this throughout the year. Partners, such as community learning and development, are able to provide specialist input such as the 'booze buster programme'.

Leadership and management

The headteacher and senior management team work very well with the highly committed staff to create a school where children are motivated and well supported in their learning. Together they have focussed on ensuring that teaching and learning are strong. They are committed to ensuring the highest possible standards and success for all children. Staff willingly take on responsibility for school improvement and are confident in initiating change across the school.

Parents and children are given opportunities to contribute to the improvement process. There are well-established systems in place to help senior managers measure the quality of the school's work and identify any areas for improvement. Parents reported that all staff are approachable and contribute to the warm and inclusive ethos of the school. Together with staff, senior managers have begun to review the curriculum. They recognise the need to make the planning of learning, teaching and assessment less complicated and more consistent across the school. This will ensure that all children benefit from motivating learning activities and attain as highly as possible.

This inspection found the following key strengths.

- Very well-behaved, enthusiastic children who enjoy opportunities to lead their own learning.
- Very good relationships between staff and children which results in a positive, nurturing ethos in the nursery and at the primary stages.
- Very strong partnerships with parents and the wider community to enhance the curriculum and children's wider achievements.
- Examples of highly effective learning and teaching across the school.
- Effective leadership of the headteacher and senior management team resulting in effective teamwork across the school.

We discussed with staff and Inverclyde Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum.
- Continue to improve how staff in the nursery and at the primary stages track and monitor children's progress.
- Take more account of the interest of children in the nursery when planning their learning experiences.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school has the necessary capacity to continue improving. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Inverclyde Council will inform parents about the school's progress.

Sadie Cushley
HM Inspector

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Report To:	Education & Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/45/16/WB
Contact Officer:	Wilma Bain Corporate Director	Contact No:	01475 712761
Subject:	Education Scotland Report on Craigmarloch School		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of an Education Scotland (HMIE) external evaluation of Craigmarloch School.

2.0 SUMMARY

- 2.1 Craigmarloch School has received an overall positive but mixed report from Education Scotland. Quality framework 'How good is our school?' 3rd edition was used. Members should note that in the indicators of quality one aspect of the school was judged to be "good", two aspects "satisfactory" and two aspects "weak".
- 2.2 The report was produced on 17 May 2016 (appendix 1).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee note the report on Craigmarloch School.

**Wilma Bain
Corporate Director
Education, Communities & Organisational Development**

4.0	BACKGROUND	
4.1	<p>Craigmarloch School was inspected by Education Scotland in March 2016. The inspection covered key aspects of the work of the school and nursery at all stages, identified key strengths and main points for action using the following six-point scale:</p> <p>6 - Excellent – outstanding, sector leading 5 - Very Good – major strengths 4 - Good – important strengths with some areas for improvement 3 - Satisfactory – strengths just outweigh weaknesses 2 - Weak – important weaknesses 1 - Unsatisfactory – major weaknesses</p>	
4.2	<p>Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching, how well the school was raising achievement for all pupils, achievement in national examinations, the school's processes for self-evaluation and innovation and the school's capacity for improvement.</p>	
4.3	<p>The report was published on 17 May 2016. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education and Communities.</p>	
4.4	<p>Craigmarloch School was inspected under the evaluation framework "How Good is Our School?" (3rd Edition).</p>	
4.5	<p>In assessing the indicators of quality, Education Scotland found one aspect of the school was to be "good", two aspects "satisfactory" and two aspects "weak".</p> <ul style="list-style-type: none"> • 1.1 Improvement in Performance satisfactory • 2.1 Learners' Experience good • 5.1 Curriculum weak • 5.3 Meeting Learners Needs satisfactory • 5.9 Self Evaluation weak 	
4.6	<p>The report lists three particular strengths of the school:</p> <ul style="list-style-type: none"> • Well behaved, enthusiastic children and young people and the positive relationships they have with staff • Therapeutic programmes and their impact on helping children and young people improve their health and well being • The purpose-built learning environment which provides appropriate space and resources to support learning 	
4.7	<p>The report lists four main areas for improvement:</p> <ul style="list-style-type: none"> • Improve attainment and achievement in literacy and numeracy • Improve pace and challenge in learning • Develop the curriculum to allow children and young people to make better progress in their learning • Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people <p>Education Scotland's Area Lead Officer will link with Inverclyde Council to monitor on – going support for the school. The Authority will report on progress made within twelve months.</p>	
5.0	IMPLICATIONS	
	Finance	

5.1 Financial Implications

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.2 **Legal**

N/A

5.3 **Human Resources**

N/A

5.4 **Equalities**

There are no equality issues within this report.

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 LIST OF BACKGROUND PAPERS

6.1 Information on school inspections and reports can be obtained from the following website:

www.educationscotland.gov.uk

17 May 2016

Dear Parent/Carer

**Craigmarloch School
Inverclyde Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including communication, pupil voice and approaches to teaching music. As a result, we were able to find out how good the school is at improving children's and young people's education.

How well do children and young people learn and achieve?

Across the school, almost all children and young people are enthusiastic learners. Good relationships between pupils and staff and the well-designed school campus create a positive learning environment. In some classes, children and young people have a good understanding about what they are learning and what they need to do in order to achieve success in their tasks. This now needs to happen more consistently across all classes. Children and young people benefit from visits to the local and wider community to practice skills they are developing in school. For example, they use money when shopping in local supermarkets. These outings help them build up their knowledge and understanding of the local area, its history and culture. Children and young people are proud of their achievements and the contribution they make to their school. Young people in S4 are particularly proud of Café Connect which recently won a Social Enterprise in Education Award. They can identify the lifeskills they are developing through the café such as working with others and how they help raise money for charities. The majority of young people in S5 are working towards achieving the Duke of Edinburgh's Bronze Award.

Overall, the majority of children and young people are making satisfactory progress in literacy and numeracy. They are developing well their communication skills using appropriate resources and systems such as signs, speech and visual symbols. At all stages, children and young people have opportunities to apply their communication skills through participation in educational outings in the local community. Some children and young people are able to read stories and texts across a range of genres. Across the school, some children and young people are able to write for different purposes. Learners are developing skills in number and other aspects of mathematics

such as shape and time. The school should now ensure that children and young people make better progress in literacy and numeracy. Staff should develop a better understanding of the strengths and capabilities of children and young people in order to help them reach their full potential. Young people at the senior phase achieve National Qualifications across a wide range of subjects. Almost all attend a local college. Young people say that they enjoy going to college and trying out new activities, particularly art and craft. A few children and young people are making good progress by participating in specialist therapeutic programmes such as rebound therapy and MOVE (movement opportunity via education). All young people who left the school last year have successfully moved on to college or placement in a social work community resource centre.

How well does the school support children and young people to develop and learn?

In the majority of lessons, tasks and activities are appropriately matched to the needs of most children and young people. Staff have access to a range of information about the additional support needs of children and young people. This information helps staff identify barriers to learning and plan appropriate tasks and activities. In a few lessons, staff use information about learners well to deliver high quality lessons which challenge children and young people. Staff now need to share this good practice to ensure lessons across the school consistently provide sufficient challenge. The school works successfully with a range of partners and other agencies to support the needs of learners. For example, a play therapist works with a few children and their families to help them overcome emotional barriers to learning. There are good opportunities for young people to access mainstream classes and activities, such as musical and social events within the Community Campus which includes Port Glasgow and St Stephen's High Schools. Parents are well informed about their child's progress through detailed reports and regular review meetings. The school has recently adopted a solution-focused approach to review meetings and those who attend are positive about this approach. The school should continue with its proposal to review how it plans for the needs of all learners through individualised educational programmes.

Staff recognise the need to develop the curriculum to ensure all children and young people have access to a broader range of relevant educational programmes. Working groups have been established to take forward curriculum developments. The school now needs to progress these developments at a faster pace and ensure that the curriculum allows for progression as children and young people move stages. Staff should improve their understanding of how programmes and courses within the Curriculum for Excellence can provide more challenge for learners. Curriculum developments should take account of agreed approaches to assessing learning and progress. The school's wide range of partnerships with the local business community is providing valuable work experience placements for young people. As a result of these work placements, a few have gained employment or extended voluntary work opportunities.

How well does the school improve the quality of its work?

In the last two years, the experienced headteacher has supported the merger of two schools to the new community campus of Craigmarloch. She has been successful in

helping children and young people settle well into their new environment. More recently, senior managers have introduced new approaches to evaluating the work of the school. All staff, with the support of Inverclyde Council, need to establish more robust and rigorous approaches to self-evaluation. We have asked the school to identify areas for improvement and agree how these priorities will be progressed within given timescales. Staff should closely monitor the impact of these priorities to ensure they improve outcomes for all children and young people.

This inspection found the following key strengths.

- Well behaved, enthusiastic children and young people and the positive relationships they have with staff.
- Therapeutic programmes and their impact on helping children and young people improve their health and wellbeing.
- The purpose built learning environment which provides appropriate space and resources to support learning.

We discussed with staff and Inverclyde Council how they might continue to improve the school. This is what we agreed with them.

- Improve attainment and achievement in literacy and numeracy.
- Improve pace and challenge in learning.
- Develop the curriculum to allow children and young people to make better progress in their learning.
- Improve approaches to self-evaluation and ensure these lead to improved outcomes for children and young people.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will link with Inverclyde Council to monitor on-going support for the school. The Authority will report on progress made within twelve months of the publication of this letter.

Monica McGeever
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigmarlochSchoolInverclyde.asp>

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Craigmarloch School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	weak
Improvement through self-evaluation	weak

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigmarlochSchoolInverclyde.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

Report To:	Education & Communities Committee	Date:	6 September 2016
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/079/16/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2016/17 Revenue Budget-Period 3 to 30 June 2016		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2015/16 final out-turn and the 2016/17 Revenue Budget position as at Period 3 to 30 June 2016.

2.0 SUMMARY

- 2.1 In 2015/16, excluding the carry forward of Earmarked Reserves of £4,742,000, there was an underspend of £1.177 million against a budget figure of £74.953 million. This equates to 1.6% of the total budget and was £109,000 less expenditure than reported to the Committee in May 2016.

The main variances for 2015/16 were –

- (a) Employee Costs underspend £590,000. An overspend of £56,000 for Teachers was offset by an underspend of £646,000 for Non Teachers, mainly within Early Years Education where a number of Nurseries did not operate at full capacity and the delay to the opening of St John's Nursery resulted in one-off savings.
- (b) Underspend of £143,000 for Property Costs mainly made up of £24,000 underspend for Non Domestic Rates (NDR), £16,000 underspend for Utilities, £55,000 underspend for Biomass, £71,000 underspend for Janitors and a £23,000 overspend for Cleaning.
- (c) £58,000 underspend for Supplies & Services, the majority of which was due to an underspend on IT Recharges.
- (d) £71,000 underspend for Transport mainly made up of a £96,000 underspend for ASN Transport and £34,000 overspend for Internal Transport provision.
- (e) £49,000 underspend for Early Years Day Carers and a £33,000 underspend for Early Years Partner Providers.
- (f) £28,000 underspend for Hospital Tuition and a £22,000 underspend for ASN Resources offset by £27,000 overspend for ASN Support and £27,000 overspend on Personal Learning Plans (PLP)

- (g) £115,000 over recovery of School Meals Income.
- (h) £46,000 over recovery of Income from Other Local Authorities for ASN School places.
- (i) £27,000 over recovery of Early Years Wrapround Income and £23,000 over recovery of Music Tuition Fees.

2.2 The total Education budget for 2016/17, excluding planned carry forward for Earmarked Reserves, is £73,901,560. The School Estate Management Plan accounts for £14,631,000 of the total Education budget. The latest projection is an underspend of £131,000.

2.3 The main reasons for the 2016/17 underspend are –

- (a) Projected underspend of £35,000 for Employee Costs, £26,000 of which relates to Teachers due to the secondment of a Quality Improvement Officer (QIO) to the Attainment Challenge.
- (b) Projected overspend of £37,000 for Water based on pre-paid invoice for 2016/17. The overspend is due to drainage charges at Clydeview Academy and Notre Dame High School. Officers of the Council are currently in negotiations with the operator of these PPP schools regarding a refund of costs against the Unitary Charge and corrective drainage work being carried out.
- (c) Projected underspend of £23,000 for Biomass Fuel used at Port Glasgow Community Campus. Up to start of June 2016 there has been a 21% reduction in tonnage delivered compared to previous year.
- (d) Projected underspend of £33,000 for Janitors.
- (e) Projected underspend of £65,000 for externally provided ASN Transport. This is in line with the final out turn for 2015/16.
- (f) Projected over recovery of Music Tuition Fees £20,000 which is in line with the out turn for 2015/16.

2.4 Earmarked Reserves for 2016/17, excluding those for Asset Plans and Strategic Funds, total £1,201,000 of which £716,000 is projected to be spent in the current financial year. To date expenditure of £148,000 (20.7%) has been incurred. Spend to date per profiling was also expected to be £148,000, therefore there is no slippage at this time.

3.0 RECOMMENDATION

- 3.1 That the Committee note the final out- turn for 2015/16.
- 3.2 That the Committee note the current projected underspend of £131,000 for the 2016/17 Education Revenue budget as at Period 3 to 30 June 2016.
- 3.3 That the Committee approve the virement of £25,000 detailed in paragraph 8.1 and Appendix 5.

Alan Puckrin
Chief Financial Officer

Wilma Bain
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

4.1 The purpose of this report is to advise the Committee of the current position of the 2016/17 Revenue Budget, as well as the 2015/16 final out-turn and to highlight the main issues contributing to the £1.177 million underspend in 2015/16 and the projected underspend of £131,000 for 2016/17.

5.0 2015/16 OUT TURN

5.1 The final out turn for 2015/16, after adjustments for Earmarked Reserves, was an underspend of £1.177 million. The main factors contributing to this underspend were:

	Revised Budget 2015/16	Out Turn 2015/16	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	137	139	2	(1)	3
Education Services	63,256	62,461	(795)	(812)	17
Inclusive Education	9,792	9,477	(315)	(230)	(85)
Safer Inclusive Communities	1,768	1,699	(69)	(25)	(44)
TOTAL NET EXPENDITURE	74,953	73,776	(1,177)	(1,068)	(109)

The main variances are explained in greater detail below.

Employee Costs:

Total underspend for Employee Costs was £590,000 (1.1%)

There was an overspend of £56,000 for Teachers, almost entirely due to a provision made for Job Sizing of staff at Craigmarloch.

Non Teacher Employee Costs had an underspend of £646,000. Early Years Education accounted for £550,000 of this total (£66,000 due to delay in opening St John's Nursery, £37k due to no requirement for job sizing of Nursery Heads and £447,000 due to Nurseries operating at less than capacity.) Vacant posts within Corporate Director, Education HQ and CLD were responsible for the balance.

Property Costs:

Total underspend for Property Costs was £143,000 (1.0%)

£24,000 underspend for Non-Domestic Rates (NDR) mainly due to Community Learning & Development building being funded from I-Youth Zone Greenock Big Lottery Fund Grant.

£38,000 overspend for Water was due to higher than anticipated property drainage charges and higher consumption in schools.

£45,000 underspend for Gas due to lower consumption as a result of the milder than expected winter.

£55,000 underspend for biomass fuel at Port Glasgow Community Campus due to system only operating for part of the year.

£71,000 underspend for contract janitors across Education buildings.

Supplies and Services:

Total underspend for Supplies and Services was £58,000 (1.5%)

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

Transport Costs:

Total underspend for Transport Costs was £71,000 (2.7%)

£34,000 overspend for Internal Transport, mostly Council Driver costs.

£96,000 underspend for SPT ASN Transport provision and £7,000 underspend for SPT School Buses contracts.

Other Expenditure:

Total underspend for Other Expenditure was £109,000 (1.5%)

£49,000 underspend for Early Years Day Carers (budget not required in 2015/16)

£33,000 underspend for Early Years Partner Providers (operating less than capacity)

£27,000 overspend on ASN Support

£22,000 underspend on ASN Placements

£28,000 underspend on Hospital Tuition

Income:

Total over recovery of Income was £213,000 (5.5%)

£115,000 over recovery of School Meal Income due to uptake being higher than expected.

£46,000 over recovery of Income from Other Local Authorities (placements in ASN Schools)

£27,000 over recovery of Early Years Wraparound Income due to increased uptake.

£23,000 over recovery of Music Fees Income due to increased uptake.

6.0 2016/17 PROJECTION

6.1 The total Education budget for 2016/17, excluding planned carry forward for Earmarked Reserves, is currently £73,901,560. This is an increase of £413,000 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 2016/17 projected underspend of £131,000 are:

Employee Costs

The total budget for Employee Costs is £53,926,000 and the latest projection is an underspend of £35,000. Teachers Employee costs are projected to underspend by £26,000 due to the secondment of a Quality Improvement Officer (QIO) to the Attainment Challenge. The balance of the underspend relates to Non Teacher Employee Costs, mainly due to a seconded employee being back filled on a part-time basis.

Water

The total budget for Water is £289,000 and the latest projection is an overspend of £37,000 based on pre-paid invoice received for 2016/17. The projected overspend is due to drainage charges at Clydeview Academy and Notre Dame High School. This issue has previously been reported to the Committee and a sum of £87,710 was deducted from the 2015/16 Unitary Charge as a result of these charges in previous years. Officers of the Council are currently conducting

further negotiations with the operator of these PPP schools regarding a refund of these costs for 2016/17. Physical changes to the drainage systems to stop these charges being due in future are also being progressed.

Biomass

The Biomass budget for Port Glasgow Community Campus is £101,750 and the latest projection is an underspend of £23,000.

Janitors

The 2016/17 budget for Janitors is £1,167,000 and the latest projection is an underspend of £33,000.

ASN Transport

Following approval of the virement requested in paragraph 8.1 and Appendix 5, the 2016/17 ASN Transport budget for vehicles supplied by external providers is £548,420 and the latest projection is an underspend of £65,000. The projected out- turn is in line with the final out- turn for 2015/16.

Music Tuition Fees

The 2016/17 budget for Music Tuition Fees is £11,420 and the latest projection is an over recovery of £20,000 which is in line with the final out- turn for 2015/16. A full review of uptake of this service will take place in the new academic year.

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 £1,201,000, of which £716,000 is projected to be spent in 2016/17. Spend to date at the end of Period 3 is £148,000 or 20.7% of the projected spend for this Financial Year. Spend to date per profiling was also expected to be £148,000, therefore there is no slippage at this time.

8.0 VIREMENTS

8.1 The Committee is asked to approve the virement of £25,000 from ASN External Transport to Internal Transport Drivers ASN as detailed in Appendix 5. A contract for the transportation of children to Corseford School in Renfrewshire has transferred from an external provider to Inverclyde Council Transport Services.

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 and the Corporate Director Education, Communities and Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Education Budget Movement - 2016/17**Period 3: 1st April - 30th June 2016**

Service	Approved Budget 2016/17 £000	Movements			Transferred to EMR £000	Revised Budget 2015/16 £000
		Inflation £000	Virement £000	Supplementary Budgets £000		
Corporate Director	141					141
Education	70,690	134	(97)	434	(9,094)	62,067
Inclusive Education	9,940			12		9,952
Safer & Inclusive Communities	1,812		(70)			1,742
Totals	82,583	134	(167)	446	(9,094)	73,902

Supplementary Budget DetailExternal Resources

1+2 Language Grant
Probationer Teacher Funding

Virements

Street Mates from CLD to Safer Comms - upload correction
Reduction In Utilities Budgets

Internal Resources

SEMP Inflation

Savings/Reductions

£000

72
374(70)
(97)

134

413

EDUCATIONREVENUE BUDGET MONITORING REPORTMATERIAL VARIANCESPERIOD 3 : 1st April 2016 - 30th June 2016

<u>Out Turn</u> <u>2015/16</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2016/17</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-16</u> <u>£000</u>	<u>Projection</u> <u>2016/17</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
37,338	Employee Costs - Teachers	38,136	9,523	9,375	38,110	(26)	(0.1%)
306	Water	289	0	0	326	37	12.8%
55	Biomass	102	26	9	79	(23)	(22.5%)
1,098	Janitors	1,167	292	245	1,134	(33)	(2.8%)
460	ASN Transport	548	0	0	483	(65)	(11.9%)
(34)	Music Tuition Fees	(11)	(4)	(7)	(31)	(20)	181.8%
Total Material Variances						(130)	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 3 : 1st April 2016 - 30th June 2016**

2015/16 Actual £000	Subjective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
37,338	Employee Costs - Teachers	37,893	38,136	38,110	(26)	(0.1%)
15,396	Employee Costs - Non Teachers	15,318	15,790	15,781	(9)	(0.1%)
14,350	Property Costs	7,659	7,582	7,551	(31)	(0.4%)
3,758	Supplies & Services	4,000	4,038	4,038	0	-
2,532	Transport Costs	2,084	2,097	2,032	(65)	(3.1%)
425	Administration Costs	428	418	418	0	-
4,060	Other Expenditure	17,634	17,898	17,918	20	0.1%
(4,083)	Income	(2,433)	(2,963)	(2,983)	(20)	0.7%
73,776	TOTAL NET EXPENDITURE	82,583	82,996	82,865	(131)	(0.2%)
	Earmarked Reserves	0	(4,728)	(4,728)	0	
	Loan Charges / DMR	0	(4,366)	(4,366)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	82,583	73,902	73,771	(131)	

2015/16 Actual £000	Objective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
139	Corporate Director	141	141	141	0	-
55,006	Education	56,193	56,530	56,511	(19)	(0.0%)
7,455	School Estate Management Plan	14,497	14,631	14,631	0	-
62,461	TOTAL EDUCATION SERVICES	70,690	71,161	71,142	(19)	(0.0%)
8,106	ASN	8,494	8,505	8,430	(75)	(0.9%)
1,371	Other Inclusive Education	1,446	1,447	1,423	(24)	(1.7%)
9,477	TOTAL INCLUSIVE EDUCATION	9,940	9,952	9,853	(99)	(1.0%)
1,518	Community Learning & Development	1,555	1,485	1,471	(14)	(0.9%)
181	Other Safer & Inclusive	257	257	258	1	0.4%
1,699	TOTAL SAFER & INCLUSIVE	1,812	1,742	1,729	(13)	(0.7%)
73,776	TOTAL EDUCATION COMMITTEE	82,583	82,996	82,865	(131)	(0.2%)
	Earmarked Reserves	0	(4,728)	(4,728)	0	

EARMARKED RESERVES POSITION STATEMENT
COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2016/17</u> £000	<u>Phased Budget To Period 3 2016/17</u> £000	<u>Actual To Period 3 2016/17</u> £000	<u>Projected Spend 2016/17</u> £000	<u>Amount to be Earmarked for 2017/18 & Beyond</u> £000	<u>Lead Officer Update</u>
Creative Scotland Match Funding	Grant McGovern	100	25	25	100	0	Final year of funding for The Beacon Place Partnership. Spend will be completed by end of 2016/17.
Beacon Contract and Core Funding	Grant McGovern	529	115	115	345	184	Funding for Beacon for 2016/17 is £75k for Retention and £270k of Revenue Support. Balance of £130k will be used in 2017/18 and £54k held as a contingency.
Funding for 1 Youth Zone Port Glasgow & Gourock	John Arthur	190	8	8	129	61	Projected expenditure based on £97k staff costs and £32k resources spend
School Clothing Grants	Grant McGovern	75	0	0	25	50	£25k funding for Year 2 of 4 year funding. £50k c/f for remaining 2 years.
Rankin Park Bike Trail - School Use	John Arthur	60	0	0	12	48	Phase 1 roll out in Academic Year 16/17 and Phase 2 in 17/18
Primary School Swimming - P6 to P4 Move	John Arthur	60	0	0	30	30	£30k allocated for 16/17 and anticipated that invoices for buses and swim teachers will be charged to EMR at year end
PG Community Campus Apprenticeships	Ruth Binks	50	0	0	0	50	No expenditure projected for this Financial Year
Developing Young Person's Workforce	Ruth Binks	87	0	0	60	27	Includes Allocation of £14k to Econ Development in Oct 16 & £14k in 17/18 - remaining £13k c/f funds last term of Academic Year 16/17 Apr to June
School Holiday Lunches	Ruth Binks	50	0	0	15	35	£15k allocated to 16/17 for Larkfield & PG, £35k c/f for use 17/18
Total		1,201	148	148	716	485	

Report To: Education & Communities Committee **Date:** 6 September 2016

Report By: Corporate Director Education, Communities & Organisational Development and Chief Financial Officer **Report** EDUCOM/49/16/EM

Contact Officer: Eddie Montgomery **Contact No:** 01475 712472

Subject: Education Capital Programme 2016 – 2018 Progress

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 2015 Committee updated to reflect the decision to progress the acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10th March 2016. The programme covers the period 2016/18.

2.3 Overall the Committee is projecting to contain the costs of the 2016/18 Capital Programme within available budgets.

2.4 Expenditure at 31st July is 32.2% of 2016/17 approved budget; there is net accelerated spend from future years of £294k being reported.

3.0 RECOMMENDATIONS

3.1 That the Committee note the progress on the specific projects detailed in Appendix 1.

3.2 That the Committee note the additional expenditure on the Kilmacolm PS project and utilisation of the capital programme lifecycle fund (para 6.2).

Wilma Bain
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

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 3rd November 2015 updated to reflect the decision to progress the acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10th March 2016.
- 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, prior to the decision to accelerate, extended to 2025. The accelerated programme will see completion of the remaining projects by 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2018.

5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD

5.1 St John's Primary School Refurbishment and Extension:

The school transferred back to the refurbished and extended building at the end of September 2015. The project is currently within the contractual defects liability period. The January 2015 Committee approved the utilisation of £150k 2016/17 lifecycle funding to address works required to the Glen Avenue retaining wall. The work to the wall commenced immediately prior to the summer holiday period and has now been completed with the exception of the reinstatement of the Multi-Use Games Area surfacing which is programmed for early September due to the availability of specialist sub-contractors. It should be noted however that there was sufficient funding remaining within the budget to take forward resurfacing of the Glen Avenue playground and this was completed over summer in conjunction with the retaining wall works.

5.2 Primary School Multi-Use Games Areas (MUGA's):

Funding for the above was allocated as part of the Council's budget setting exercise early in 2014. Works have been completed at all of the primary schools originally programmed to receive the investment. The September 2015 Education and Communities Committee approved the utilisation of the projected budget underspend to address the provision of Multi-Use Games Areas at Gourrock and Moorfoot Primary Schools. The Moorfoot MUGA was certified complete in early June with the Gourrock MUGA completed in late June.

5.3 Care Commission Guidance Works:

Alterations/adaptations are required across various facilities to address recent publications on hand hygiene and nappy changing. A programme of works has been prepared with works previously completed at Inverkip PS and Whinhill PS over the spring break holiday. Further work has now been taken forward and completed over the summer holiday period at Binnie Street Children's Centre, Gibshill Children's Centre, Kings Oak PS and Wemyss Bay PS.

6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

6.1 St Patrick's Primary School New Build:

The project commenced on site on Monday 10th August 2015 to complete October 2016. The project is progressing well with the current focus on completion of the final external cladding areas and flashings on the external envelope. The internal services works, fittings and finishes are on-going. The external groundworks are also being progressed with kerbing and sub-base installation progressing in preparation for final surfacing works. The Contractor is currently reporting on programme with transfer to the new facility programmed after the October 2016 holiday period. The Client Services team are maintaining regular contact with the School and Parent Council throughout the project.

6.2 Kilmacolm Primary School Refurbishment:

The project commenced on site on Monday 19th October to complete October 2016. The works are progressing well with works on the final fittings and finishes on-going and with mechanical and electrical second fix works progressing towards completion in preparation for commissioning. A separate report confirming use of powers delegated to the Chief Executive to progress necessary drainage repairs and playground resurfacing is included on the agenda of this Committee and includes further detail on the issue. The Committee is asked to note the additional expenditure on the project and utilisation of the capital programme lifecycle fund. The Contractor is currently on programme with transfer to the new facility programmed after the October 2016 holiday period. The Client Services team are maintaining regular contact with the School and Parent Partnership throughout the project.

7.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE

7.1 Moorfoot Primary School Refurbishment:

Following confirmation of the order of priority of the next primary school refurbishments in November 2015, the brief for the above project has been developed in consultation with the school and Parent Council. The procurement of the project is being progressed through hub West Scotland with the project approved by the board and the design team and contractor in place currently working towards hub Stage 1, which involves the development of the design proposals to outline stage. Survey and investigation works have been progressed over the summer holiday period to inform the proposals and define the scope of works to the existing structure / grounds. The decant strategy for the project involves use of the former Sacred Heart PS decant facility after the completion of the St Patrick's PS project. It is also planned to accommodate the existing Nursery Class within temporary modular accommodation within the existing school grounds during the construction period similar to the approach taken on the current Kilmacolm PS project. Tenders have been issued for the temporary works. The target programme anticipates construction start in Easter 2017 to complete by Easter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

7.2 Lady Alice Primary School Refurbishment:

The Council's Technical Services Team are currently developing the outline design proposals. Survey and investigation works have been progressed over the summer holiday period to inform the proposals. The decant strategy for the project involves use of the former St Stephen's HS decant facility after the completion of the Kilmacolm PS project. It is also planned to accommodate the existing Nursery Class within temporary modular accommodation within the existing school grounds during the construction period similar to the approach taken on the current Kilmacolm PS project. Tenders have been issued for the temporary works. The target programme anticipates construction start in Easter 2017 to complete by Easter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

7.3 St Ninian's Primary School New Build:

The procurement of the project is being progressed through hub West Scotland with the project approved by the board and the design team and contractor in place currently working towards hub Stage 1, which involves the development of the design proposals to outline stage. Survey and investigation works have been progressed over the summer holiday period to inform the proposals and define the scope of works to any existing services and culverts in the area. The strategy for the project involves construction of a new facility on the disused blaes pitch area opposite the recently constructed multi-use games area with the school remaining in its existing accommodation during the construction phase. Transfer to the new facility on completion will be followed by demolition of the existing building. The target programme anticipates construction start in Easter 2017 to complete by 2nd Quarter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

7.4 Bluebird Family Centre Refurbishment:

The brief for the above project has been developed in consultation with the centre and Early Years Service. The Council's Technical Services Team are currently progressing the detailed design proposals ahead of tender issue. Decant options were investigated with the agreed strategy to temporarily accommodate the centre within St Joseph's PS which has been approved by the Care Commission. Minor works were undertaken over the summer holiday period to allow the proposed decant area to be made available with further minor alteration works to be undertaken during term time ahead of the proposed decant. The formal programme is currently being developed however it should be noted that the design stage is behind programme due to the challenge of producing a workable design within the existing available building footprint, and working with existing site levels necessitating investigation of options for improving accessibility. Subject to tender issue, return and evaluation, it is anticipated that construction could commence late 2016 / early 2017 with a construction phase of approx. 9 months.

7.5 New Build West End of Greenock Early Years Facility:

The proposals involve the provision of a new facility to replace the existing Kelly Street Children's Centre and Nursery within St Mary's PS. The procurement of the project is being progressed through hub West Scotland with the project approved by the board and the design team and contractor in place currently working towards hub Stage 1, which involves the development of the design proposals to outline stage. Site surveys and investigation works have been procured and will be progressed over the next month or so to inform the design proposals. The target programme anticipates construction start in Easter 2017 to complete by 1st Quarter 2018. Engagement with the Centre and Nursery staff and wider stakeholders is programmed to commence shortly.

8.0 IMPLICATIONS

Finance

- 8.1 The expenditure at 31st July 2016 is £2.429m from a budget of £7.543m. This is expenditure of 32.2% of the approved budget after 33.33% of the year. No slippage is currently being reported with net accelerated spend of £294k.

8.2 The current budget position reflects the following:

- SEMP model approved by Committee in November 2015 updated to reflect accelerated proposals (Option 1) as reported to January 2016 Committee.
- Grant funding received in respect of implementation of the Children & Young People Bill and Free School Meals.
- Grant funding projected to be received in respect of project specific awards in connection with the Scotland's Schools for the Future programme.

The current budget is £48.342m, made up of £47.148m SEMP Supported Borrowing / Government Grant Funding and £1.194m Non-SEMP Supported Borrowing. The Current Projection is £48.342m.

8.3	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
	Total School Estate	47,148	47,148	-
	Total Non School Estate	1,194	1,194	-
	Total	48,342	48,342	-

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

Legal

8.5 There are no legal issues.

Human Resources

8.6 There are no human resources issues.

Equalities

8.7 Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	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

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

9.0 CONSULTATION

- 9.1 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.
- 9.2 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.

10.0 LIST OF BACKGROUND PAPERS

- 10.1 Education Capital Programme Technical Progress Reports August 2016. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT APPENDIX 1

COMMITTEE: EDUCATION & COMMUNITIES



Project Name	1	2	3	4	5	6	7	8	9	10	11
	<u>Est Total Cost</u>	<u>Actual to 31/3/16</u>	<u>Approved Budget 2016/17</u>	<u>Revised Est 2016/17</u>	<u>Actual to 31/07/16</u>	<u>Est 2017/18</u>	<u>Est 2018/19</u>	<u>Future Years</u>	<u>Start Date</u>	<u>Original Completion Date</u>	<u>Current Completion Date</u>
	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP Projects											
Demolish St Stephens HS	500	500	0	0	0	0	0	0	May-18	-	Aug-18
St Patrick's PS - New Build	7,012	3,076	3,536	3,536	1,577	400	0	0	Aug-15	-	Oct-16
Kilmacolm PS - Refurbishment	4,270	1,576	2,394	2,394	550	300	0	0	Oct-15	-	Oct-16
Early Years Establishments - Refurbishment/New Build	6,548	2	707	707	16	5,419	420	0	Apr-16	-	Mar-19
Free School Meals Capital Grant	60	33	0	0	0	27	0	0	Apr-16	-	Mar-18
Lifecycle Fund	3,855	714	256	256	151	1,658	1,227	0	Apr-14	-	Mar-19
Balance of Contingency	195	0	50	50	0	45	100	0			
Moorfoot PS Refurbishment	4,647	0	100	100	0	1,814	2,610	123			
Lady Alice PS - Refurbishment	3,206	0	200	200	0	2,929	77	0			
St Ninian's PS - New Build	9,280	0	176	176	0	8,235	761	108			
Gourock PS - Extension	1,704	0	0	0	0	126	1,297	281			
St Mary's PS - Refurbishment & Extension	5,291	0	0	0	0	150	3,224	1,917			
Complete on site	945	0	0	284	30	661	0	0			
TOTAL SEMP	47,513	5,901	7,419	7,703	2,324	21,764	9,716	2,429			
Non-SEMP Projects											
MUGA/Blaes Pitch Upgrades Complete on site	27	0	27	27	0	0	0	0			
Primary School MUGA's - Various	802	605	97	107	105	90	0	0	Apr-14	-	Jun-16
TOTAL non-SEMP	829	605	124	134	105	90	0	0			
TOTAL ALL PROJECTS	48,342	6,506	7,543	7,837	2,429	21,854	9,716	2,429			

Report To: Education and Communities Committee **Date:** 6 September 2016

Report By: Wilma Bain, Corporate Director, Education, Communities and Organisational Development **Report No:** EDUCOM/57/16/WB

Contact Officer: Miriam McKenna, Corporate Policy and Partnership Manager **Contact No:** 01475 712042

Subject: Education and Communities Corporate Directorate Improvement Plan 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 (CDIP) 2016/19.
- 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 Inverclyde Council's new Corporate Directorate Improvement Plans 2016/19 were approved by the relevant Committee in May 2016. This is the first report progress report on the new Education, Communities and Organisational Development Plan. Full details of progress are provided in Appendix 1. Further progress reports will be submitted to every second meeting of this Committee.
- 2.2 The current status of the CDIP improvement actions is

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
August 2016	0	0	1	25

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- notes the progress made in implementing the Education, Communities and Organisational Development CDIP 2016/19; and
 - agrees that a second progress report will be submitted to this Committee in January 2017.

Wilma Bain
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes in the Single Outcome Agreement 2013/16 and the Council's Corporate Statement 2013/17, as well as the well-being outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible (SHANARRI).
- 4.2 The Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee on 3 May 2016.
- 4.3 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services. The CDIP improvement actions that sit within the Corporate Policy, Organisational Development, Human Resources and Corporate Communications Services will be included in the next Corporate Services Performance Report which will be considered by the Policy and Resources Committee on 20 September 2016.
- 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.

5.0 PROGRESS

- 5.1 This is the first progress report on the delivery of the new CDIP's improvement actions. The current status of the CDIP's improvement actions is summarised below:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
August 2016	0	0	1	25

- 5.2 Appendix 1 provides full details of the status of each improvement action, together with commentaries from the appropriate Service.
- 5.3 Good progress has been made in delivering most of the improvement actions, examples of which include:

- Engagement with young people – the second #ClydeConversations2 will be held on 13 October 2016. The proposed themes are Respected and Responsible, Youth Participation Strategy, updates on offers, asks and actions and a showcase of wider achievements and challenging perceptions.
- Scottish Attainment Challenge – Significant progress has been made on this and the original attainment challenge has now been expanded into the second level.
- National strategy for public libraries - Completed reading for pleasure pilot in partnership with St Andrew's Primary School June 2016. Project was very successful and will be featured in an issue of Teaching Scotland later in 2016. During summer 2016, Libraries have contributed to IC's Summer Lunch Clubs by taking a Library on Tour to Larkfield Tenants Hall and Craigmarloch School.

- 5.4 There has been slight slippage with only one improvement action:

- Developing Inverclyde's Young Workforce: Implementation of Youth Employment Activity Plan (YEAP) - Inverclyde does have a YEAP but more work is required to evidence improved practice, outcomes and commissioning of services.

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 Corporate Directorate Improvement Plan 2016/19.

9.0 CONCLUSION

9.1 This is the first progress report on actions that sit within the Inclusive Education and Culture, Education and Safer and Inclusive Communities sections of the CDIP 2016/19. The report is presented for the Committee's approval with the recommendation that the next progress report be submitted to the Education and Communities Committee in January 2017.

Education and Communities Improvement Plan

Progress Report

August 2017

Corporate Improvement Actions 2016-17

1.0 Corporate Improvement Actions

These actions have implications for the whole Council, or more than one Directorate, not just the Education, Communities and Organisational Development Directorate.

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
CA1	<p>Refreshed Equality Outcomes, based on engagement with services and communities, are in place for the end of April 2017.</p> <p>A report on progress on Equality Outcomes is prepared over 2016 and published in April 2017.</p> <p>LGBT Chartered Status</p> <p>Communication strategy for LGBT young people and adults</p> <p>Families are supported to live in Inverclyde, with particular support in place to help them to integrate into the local culture.</p>	<p>Corporate Equality Officer, working with the Corporate Equality Group to engage re Equality Outcomes and draft new set, as well as develop the report on progress.</p> <p>A LGBT group for adults is set up and meeting regularly to support local LGBT population</p> <p>Produce information and guidance (within one year)</p> <p>Identify ways to celebrate diversity in Inverclyde. Foster good relations/ understanding with communities and new migrants.</p> <p>Work with families to tackle gender inequality.</p>	<p>●</p> <p>Green On Track</p>	<p>The process to refresh equality outcomes has commenced.</p> <p>An equality mainstreaming report has been started.</p> <p>Adult LGBT group established and meeting weekly.</p>	Respected, Included
CA5	<p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision making affecting their schools, services for young people and communities</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the Health and Well Being Survey conducted in secondary schools in 2014 and at the #Clyde Conversations follow-up event in March 2015</p> <p>Youth Participation Strategy completed in partnership with young people</p> <p>Guidance given out to Council Directorates & Partners</p> <p>Establishment of a Youth Cabinet with members of school councils, youth council, SYP, senior officers and councillors</p>	<p>●</p> <p>Green On Track</p>	<p>The second #ClydeConversations will be held on 13 October 2016. The proposed themes are respected & responsible, Youth Participation Strategy, Update on offers, asks and actions from previous conference, showcase of wider achievements and challenging perceptions.</p> <p>Youth Participation Strategy developed in partnership with young people. Approach endorsed by Best Start in Life OD. Will be presented to Alliance Board October 2016 and E&C</p>	Respected

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
	Young people's voices are heard and their issues taken into consideration in service development and delivery	Timescale: to be agreed		Committee November 2016.	





Cross-Directorate Improvement Actions 2016-17

2.0 Cross-Directorate Improvement Actions

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

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
CD1	<p>Safe, secure systems across agencies for information sharing and collation of information on one site. Customer/ public facing information on the Named Person Service and Child's Plan.</p> <p>Confident staff across agencies in implementing the GIRFEC pathway with clear guidance on how to do so. Evidence of quality planning both at single agency level and interagency with signs of timely support being given to children and families to improve outcomes.</p>	<p>Guidance will be written and training provided on single agency and multi-agency level covering e.g. using SEEMIS for the wellbeing indicators, understanding the role of the named person and becoming confident in GIRFEC pathways.</p> <p>ICT solution will be ironed out to ensure secure information sharing.</p>	<p style="text-align: center;">●</p> <p>Green On Track</p>	<ul style="list-style-type: none"> • IT resources identified and costed. IT infrastructure currently being updated accordingly. • Inverclyde Practice Guidance published in July 2016 agreed by HSCP, Education Services, Police Scotland, SCRA as well as 3rd Sector. • Multi-agency training and development plan has been progressing with high level of uptake. This supports the workforce across all sectors regarding their responsibilities re GIRFEC. • Named Person service arrangements are ready for commencement by both Health and Education. • Information transfer Police Scotland to Named Person service pilot has been successfully implemented to detail the operating procedures required in advance of going 'live'. <p>Information sharing arrangements suspended pending further guidance following Supreme Court Judgement on 28 July 2016.</p> <p>Next steps are:</p> <ul style="list-style-type: none"> • The design and implementation of 	<p>Nurtured Safe</p> <p>SOA 6</p>

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
				<p>a communication plan</p> <ul style="list-style-type: none"> Alignment of statutory complaints processes for Named Person and Child's Plan with current Inverclyde complaints processes. 	
CD2	<p>Strategies identified to work through the Scottish Attainment Challenge are disseminated across all schools Attainment gap linked to deprivation has decreased.</p> <p>Evidenced based strategies to improve literacy and numeracy are in place across all schools in the Authority.</p> <p>Improvements in the 2015/16 baseline figures for literacy and numeracy of 1% annually.</p> <p>Improvements in the 2015/16 baseline figures for attendance of 0.3% annually</p> <p>Primary 1 exclusions remain at zero per 1,000 pupils and reduce Primary 2 exclusions annually by 0.5%</p>	<p>Coaching, mentoring and increased parental involvement in children's education</p> <p>Improvement plans developed by the primary schools</p> <p>Develop an Authority wide training strategy to further develop pedagogy and assessment.</p> <p>Develop a literacy and numeracy strategy to raise attainment.</p> <p>Implementing new techniques in teaching numeracy and literacy</p>	<p>● Green On Track</p>	<p>Significant progress has been made on this and the original attainment challenge has now been expanded into second level. A bid is currently being submitted for secondary schools.</p> <p>A progress report is on the agenda for this committee.</p>	<p>SOA6 Achieving; Nurtured</p>
CD3	<p>The quality of volunteering opportunities is increased.</p> <p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is</p>	<p>Carry out refreshed survey of volunteering across the directorate and CLD partnership</p> <p>Partnership volunteer development event held. Findings to inform a volunteering strategy for Inverclyde</p>	<p>● Green On Track</p>	<p>No comments</p>	<p>SOA2 SOA6 Respected Responsible</p>




Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
	understood and quantified				
CD4	Working towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD	Use of evidence-based approaches which lead improved literacies capabilities (Links to CD2: Scottish Attainment Challenge/Raising Attainment for All and the National Improvement Framework) with a developmental focus on parents/early years and senior phase	 Green On Track	No comments	SOA6 Achieving Included
CD5	<p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document</p> <p>The Youth Employment Activity Plan is implemented and able to evidence improved practice and outcomes for employability across providers and partnerships</p> <p>There is an increase in positive and sustained destinations for school leavers in Inverclyde.</p>	<p>Start the preparation for the Delivery of the recommendations from the national policy document.</p> <p>Take forward the 2016/17 actions from the strategic plan for 2015 – 2017.</p> <p>Implement the Youth Employment Activity Plan.</p>	 Green On Track  Amber Slight Slippage	<p>All actions are on track. Curriculum structure and school curriculum pathways options processes now support national policy. Ongoing policy and procedural development planned for secondary HoE meeting in September 2016. A detailed report will be presented to Education SMT following the summer break.</p> <p>Inverclyde does have a YEAP but it is not being utilised to improve practice, outcomes or commissioning of services, currently raising this issue with IREG. Intial destinations are consistent but in 2014/15 follow up Inverclyde dropped below the national average.</p>	SOA 3 SOA 6 Achieving Included
CD6	<p>Implement the new 'My Government Scotland' cards</p> <p>All secondary school pupils have a National Entitlement Card with 'My Government Scotland' and benefits such as cashless catering, library membership, leisure facility membership and be</p>	Issuing cards to all secondary pupils especially S1's, recording the usage of reward scheme and library memberships.	 Green On Track	No comments	SOA6 Respected Responsible

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
	<p>part of the Reward scheme</p> <p>Senior cards are automatically issued when the person turns 60 in partnership with The Improvement Service</p> <p>Communication strategy/awareness raising between councils and SPT on the distribution of the cards</p>	<p>Information provided by the Improvement Service</p> <p>Communication between councils and SPT</p>			

Service Improvement Actions 2016-17

3.0 Service Improvement Actions

These actions will be carried out by specific Services in the Directorate.


Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
EDUCATION					
Ed1	<p>The Authority will be fully compliant with or will have plans to be fully compliant with all aspects of the Education Scotland Act 2016.</p> <p>There will be improved attainment for Looked After and Looked After and Accommodated Children.</p>	<p>Reviewing current provision and where necessary setting up short life working groups to ensure the duties of the Council in relation to the act is implemented.</p> <p>Respond to consultation on guidance on various aspects of the Bill.</p>	 Green On Track	Up to date on all aspects of this.	Achieving
Ed2	A system is in place to be able to report on and monitor attainment in the BGE	<p>The SEEMIS system is used to collate initial data.</p> <p>National guidance will be used to ensure a shared understanding of what it is to achieve a level</p> <p>Progression frameworks for understanding standards will be developed at Authority level.</p> <p>Inverclyde will work with other local Authorities including Renfrewshire and East Renfrewshire to moderate and share standards</p>	 Green On Track	Initial data on achievement of a level has been collated through the SEEMIS system and will be submitted at the end of August. Progression frameworks are being developed. the first meeting of the local Authority task group to review the moderation process took place on August 11 th .	Achieving
Ed3	All school self –evaluate and framework improvement plans against the Quality indicators identified in HGIOS 4	<p>Individual quality indicators are matched to all training sessions.</p> <p>School improvement planning and self- evaluation documents are reviewed to take into account the new documentation and Quality Indicators.(by March 2017)</p>	 Green On Track	The Education Services Standards and Quality and Improvement plan has been linked to HGIOS 4 indicators. Training sessions and documentation are now linked to HGIOS 4. Further training is planned.	Achieving

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
Ed4	All pupils should be taught a second language from P1 and a third language from P5.	<p>2016- 17 L3 Resource offered to all pilot cluster to implement L3 P5-7 with support from Cluster Secondary</p> <p>2017-18 All Primaries pilot L3 P 5-7 in collaboration with Cluster Secondary</p> <p>2019 -2020 L3 Embedded P5-7</p>	<p>● Green On Track</p>	Ongoing training to deliver the 1+2 language initiative which included 9 staff completing the Train the Trainer courses at Strathclyde University, 20 Primary staff completing a language immersion courses in Malaga and Lyon during the school holidays, 20 staff enrolled in online training supplemented by in school support from our development officer	Achieving
Ed5	A cost effective and improved method for paying for school lunches and trips is in place.	Identify a preferred supplier for online payment systems and undertake a pilot during academic year 16/17	<p>● Green On Track</p>	Supplier demos took place in May 2016 and a contract was awarded to parent Pay (PP). Initial meetings have taken place with PP and a project plan has been formulated. Staff from education, finance and catering have been identified for training. Training log-ons have been sent out to education staff and they will complete computer based training prior to a training course, provisionally scheduled for 16 Aug (TBC). Target go live date is mid Sept, but there may be some slippage.	Included
Ed6	By 2020 the council will be offering the entitlement of 1140 hours of early learning and childcare	<p>Establish a working group to take forward the government requirement to provide 1140 hours of childcare.</p> <p>Undertake an evaluation of provision what parents/carers would require.</p> <p>Communicate with partners and parents as to the timescale of implementation.</p>	<p>● Green On Track</p>	Officers have been attending Scottish Government sessions about this initiative. Awaiting further guidance as to how this will be rolled out.	Nurtured

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
INCLUSIVE EDUCATION & CULTURE					
IECC P1	A well-developed Inclusive Support Service which will be effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people.	The review has been undertaken by a Review Reference group and sub groups and concluded by a seconded Head Teacher. Implementation of the Review recommendations.	● Green On Track	Implementation Strategy Group constituted August 2016 with draft Implementation Action Plans to be agreed by end of August 2016. On-going consultation underway regarding implementation strategies in some services impacted by review recommendations. Several recommendation completed or currently under way, including: Rec 3 GIRFEC Pathways Development Group; Rec 4 ASN allocation; Rec 6 Named Person Service procedures.	SOA6 Nurtured Included Achieving
IECC P2	Inverclyde Libraries will implement the recommendations from the National Strategy, focusing on two strategic aims per year for the next 3 years. In 2016-7 Inverclyde Libraries will: Promote reading, literacy and learning. Promote digital inclusion.	Work with Education colleagues on the Attainment Challenge supporting reading for pleasure in schools, and family learning events in the community. Produce an accessibility policy to standardize the digital offer made by Scottish public libraries ensuring digital resources are available to all users.	● Green On Track	Completed the reading for pleasure pilot in partnership with St Andrew's Primary School June 2016. The project was very successful and will be featured in an issue of Teaching Scotland later in 2016. Libraries will undertake a further Reading for Pleasure programme with an Attainment Challenge primary school by end March 2017. During summer 2016, Libraries have contributed to Inverclyde Council's Summer Lunch Clubs by taking a Library on Tour to Larkfield Tenants Hall and Craigmarloch School. This has enabled Libraries to deliver a programme of family learning events directly within these communities and complimented a full summer events programme hosted in branch libraries across Libraries with a similar focus on	SOA2 SOA3 SOA4 SOA6 SOA7 SOA8 All wellbeing outcomes

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
				family engagement and learning. Ongoing. Working with other local authority partners with the aim of standardizing digital resources available to library users across Scotland.	
SAFER AND INCLUSIVE COMMUNITIES					
SIC1	1. Year 1 – a programme of curricular and extra curricular activity for primary and secondary schools on the site. 2. Year 2 – Development and support of a club based around Rankin Park. 3. Year 3 - Development of a wider network of trails across Clyde Muirshiel Regional Park.	ASSD staff currently undergoing training by Scottish Cycling to allow them to coach mountain bike skills. Programme to be set up with interested schools	● Green On Track	No comments	Healthy Active
SIC2	Modernised CCTV connected to the Council SWAN and or wireless system, with redeployable options.	By carrying out market testing. Provide options The Council agreeing and implementing one of the options.	● Green On Track	Report seeking permission to tender will be submitted to Committee during the September meeting cycle.	SOA2 SOA8 Safe Respected Responsible
SIC3	Funding for 2016-17 TBC from Scottish Government. Continue collaborative programmes. Scottish Government introducing “Scottish Energy Efficient Programmes”	Promote grant availability and improved energy efficiency to owners Continue to target ‘difficult to treat’ houses for investment in collaboration with RSLs. Considering pilot programme for SEEPS funding.	● Green On Track	Scottish Government funding for 2016/17: £1,071,261. Continue working on collaborative programmes to increase number of properties made energy efficient. No SEEPS programmes have been identified.	SOA2 SOA4 SOA7 Healthy Safe Responsible

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
	SEEPS to include commercial properties in collaborative programmes				
SIC4	NVPs are controlled in accordance with new legislation, particularly with regard to under-age sales of these products.	Education and enforcement regarding the new rules relating to NVPs rolled out to all businesses in Inverclyde during 2016.	● Green On Track	No comments	Healthy
SIC5	Consumers in Inverclyde can identify reputable and trustworthy traders in the area. Reputable traders can compete more effectively against rogue traders.	Implementation of a Trusted Trader/ Buy with Confidence scheme in Inverclyde. Timescale March 2019	● Green On Track	No comments	SOA 2 SOA 8 Respected Responsible
SIC6	Increased numbers of young people gaining qualifications. A broader range of qualifications offered to better meet the needs of individuals.	All CLD staff are trained in Assessor/verifier qualifications Increased range of qualifications offered	● Green On Track	No comments	Achieving
SIC7	All young people in school and community based settings are effectively supported to develop the confidence and skills they need to 'stay safe' and thrive in the face of any new challenges they face. Increased engagement with young people in their own settings which would include street based programmes around community safety and health.	Work with school colleagues to increase the number and effectiveness of school based inputs around staying safe in response to new challenges facing young people, particularly targeting S1 to S3 More direct engagement on the street with the Word on the Street Project	● Green On Track	No comments	SOA6 Achieving Healthy Respected Responsible

Ref no	Where do we want to be?	How will we get there (including timescale)?	BRAG Status	Commentary August 2016	SOA & Wellbeing Outcome
SIC8	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	 Green On Track		SOA3 SOA4 SOA6 Achieving

Capital Projects Improvement Actions 2016-17

Capital Projects Improvement Actions

These improvement actions are related to capital project improvements which the Directorate is the leading on, for example, how the Directorate will address any slippage of capital projects.

The Education, Communities and Organisational Development Directorate acts largely as a client of the Environment, Regeneration and Resources Directorate for the delivery of capital projects, e.g.:

- Schools Estate Management Plan
- Inverkip Community Centre
- Inverclyde Association for Mental Health (IAMH) Mearns Centre development
- Multi Use Games Areas
- Rankin Park Mountain Bike Hub
- Watt Complex (McLean Museum and Watt Library)
- Community facilities at Woodhall
- Birkmyre pitch improvements
- Housing Scheme of Assistance

Ref no	Where are we now?	Where do we want to be?	BRAG Status	Commentary August 2016	SOA and Wellbeing Outcome
CP1	The Directorate works in partnership with the Environment, Regeneration and Resources Directorate as a client in regard to capital projects.	Continue to work with ERR to ensure timescales are met, that slippage is kept to a minimum and plans are in place for moving in and out of buildings when required.	●	Ongoing monitoring.	Safe; Responsible

Report To:	Education & Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/53/16/RB
Contact Officer:	Ruth Binks Head of Education	Contact No:	01475 712891
Subject:	Attainment Challenge Update		

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the progress and impact of the Attainment Challenge in Inverclyde.

2.0 SUMMARY

- 2.1 The Attainment Challenge has a focus on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds. This session we have worked with six primary schools, identified as having high numbers of children from SIMD 1 and 2 and/or LAC pupils. The Attainment Challenge team is working with school staff to identify children and families who would benefit from targeted interventions to support educational attainment. Family Support Workers are working alongside school staff within six focus schools, building relationships and providing support for vulnerable families. Training and resources are being provided to support staff in developing their knowledge and expertise.
- 2.2 Evaluations are very positive and early results show significant progress. There has been a commitment from class teachers to use most effective strategies to support learning, with an emphasis on measuring the impact of teaching approaches. The focus on ensuring that all children make appropriate progress is established and has resulted in professional dialogue and professional learning opportunities within and across schools. The role of Family Support Workers and Nurture Teachers in focus schools has led to more effective support for children and families.
- 2.3 Plans for Year 2 of the Attainment Challenge involve extending the project to include more schools, supporting more stages of the primary schools, sharing effective practice with all schools across the authority and including Early Years establishments in aspects of the Attainment Challenge work. We will also continue to promote the work of Inverclyde schools nationally, including at the Scottish Learning Festival in September 2016. The Secondary Project will follow a similar model to our current Primary project.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the ongoing progress of the Scottish Attainment Challenge Project within Inverclyde.

Wilma Bain
Corporate Director of Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Scottish Attainment Challenge is a national initiative aimed at giving all primary-age children, regardless of background, the best start in life. Its aim is to drive forward improvements in educational outcomes in Scotland's most disadvantaged communities, therefore reducing inequity.

Inverclyde was named as one of the seven local authorities to receive money for the Attainment Challenge. The rationale behind the choice of authorities was the highest proportion of pupils in SIMD 1 and 2 in primary schools. The aim of the Attainment Challenge is to close the attainment gap linked to deprivation.

Inverclyde's vision is to develop practice which is both effective and sustainable through upskilling our permanent workforce as a result of training, coaching and modelling. We will also measure impact of current and new approaches to ensure effectiveness, before sharing across the authority.

Three work streams of Families and Communities, Leadership and Workforce and Meeting Learning Needs are further developing partnership working with services across Inverclyde.

The Attainment Challenge was launched at the Beacon Arts Centre in August 2015 when representatives from all schools and partner agencies shared in the key messages of Inverclyde's vision.

- 4.2 The end of year review was submitted to the Scottish Government at the end of March, along with the revised bid for Year 2. Feedback from the Scottish Government has been very positive and our proposal to extend the scope of the project and the associated additional funding was accepted in full.
- 4.3 The Attainment Advisor has been in post now for a year and continues to be a key link between Education Scotland and the Local Authority.
- 4.4 Over the course of Year 1, the Attainment Challenge Team has been invited to present at National Conferences. Case studies from Inverclyde have been highlighted as good practice nationally through the Education Scotland website and Teaching Scotland Magazine. Links have been made with other Authorities to share good practice and Inverclyde has visited, or has received visits from, several Local Authorities. It is worthy of note that the bid from Inverclyde has been highlighted as good practice and shared with other Local Authorities.

5.0 CURRENT POSITION

5.1 Families and Communities

Research shows that a strong factor in children's achievement is parental engagement in learning at home, however a range of barriers can hinder positive parental engagement with schools and children's learning. The role of a Family Support Worker is to build relationships with families, carry out assessments of need, provide a tailor-made package of support for individual families or facilitate group work programmes for families. Family Learning Groups incorporate the ethos of Nurture to include the child's key attachment figure. The parent/child relationships are fostered and developed with support from practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour.

Our six family support workers continue to build on and scale up good practice. The team have shared practice through the implementation group and have co-produced activities and interventions with parents. Family engagement and intensive one to one support has increased over the course of the year with referrals and associated uptake having increased significantly. By the end of Year 1 of the Challenge in March, 114 parents and children had received support. By June 2016, this figure had increased to 143.

The Family Support Workers, in partnership with the school, have developed family learning events to incorporate the Five to Thrive approach. This approach identifies three key processes and five everyday activities that help children's development and promote positive parent/child interaction.

Three Community Learning and Development workers were appointed by June 2016 to support our work with families and communities. The workers have attended joint training with school staff on approaches to numeracy and literacy. In this way, we hope to promote a consistent approach and methodology to supporting children's learning.

Prior to full time workers being appointed, staff from Community Learning and Development ran three Saturday morning Family Fun Days in Larkfield in March. A range of activities was provided, as well as a light lunch. Attendance was far higher than anticipated, with many families from our focus schools attending.

CLD and Family Support Workers have provided support for the holiday lunch clubs. These have provided a meal for all members of a family and associated activities linked to the development of literacy. This has involved strong partnership working with Inverclyde Libraries and Family Support Workers from Early Years Establishments. An evaluation is currently being undertaken of the Lunch Clubs but initial feedback has been extremely positive.

Children from the Attainment Challenge focus schools have also accessed wider opportunities via Barnardo's, such as the drama group and kinship care group programme which add further resource to the support on offer.

Feedback received on Family Support includes:

- **Parents;**
"I've noticed a difference since coming here, I've stopped shouting and he has got much better."
"There has been a big improvement in J's behaviour in the house."
"Things are the best they have ever been and for the first time since being 16, I don't feel depressed".
- **Teacher:**
"There has been a massive improvement in C's ability to cope in the playground".
"J's confidence has improved and he is starting to be more focussed and contributing in the classroom".
- **Head Teacher:**
"I've noticed that A has been more confident with G".
"There are parents coming into the school with their children that never did before".
"Family support worker is building positive relationships with teachers and parents. I am pleased with the support she provides within the school environment".
"I think the key to our success as a partnership has been our mutual flexibility and openness to each other's ideas. We are coming at it from the perspective of mutual respect and I think that that will be the bedrock for all our future plans".

5.2 Nurture

Nurturing approaches in schools help children to build the social and emotional skills they need to cope with the expectations of school life. For some children, for a range of reasons, it is very difficult to make trusting relationships and respond appropriately in school. Within all of our schools in Inverclyde, we are working towards developing nurturing approaches. Our six Challenge schools have Nurture teachers based in school to support this development.

Our Coaching and Modelling Officer (CMO) for Nurture has worked with class teachers and Nurture teachers to identify children and plan appropriate interventions to support progress. The CMO provided appropriate language, maths and health and wellbeing assessments to carefully target and plan for the needs of the children and to allow for tracking and monitoring of progress. 23 children across the 6 schools are now included in morning nurture classes.

The CMO for Nurture has provided training, advice and support to Senior Management Teams, teachers and support staff. Teaching staff and support staff in several schools have been given training on the impact of insecure attachments on attainment and whole school nurture principles. A local interest group for Nurture has been revived and staff have attended national events and groups on Nurture.

Our CMO for Nurture has been working with several schools, looking particularly at Nurturing Playgrounds. A "Mix up Play" project at one school has allowed staff to focus on the developmental stage of children and provide appropriate play opportunities for children, grouping them developmentally, rather than by age. This has been another means of reinforcing nurture principles with teachers and support staff.

Staff in focus schools have an increased awareness of the socio-emotional development of children. Head teachers have commented positively about the immediate impact for individual children involved in groups and the positive effect of the nurture teachers on the school ethos.

Feedback received on Nurture includes:

Teachers, pupils and parents have commented on improved confidence and social skills for targeted pupils:

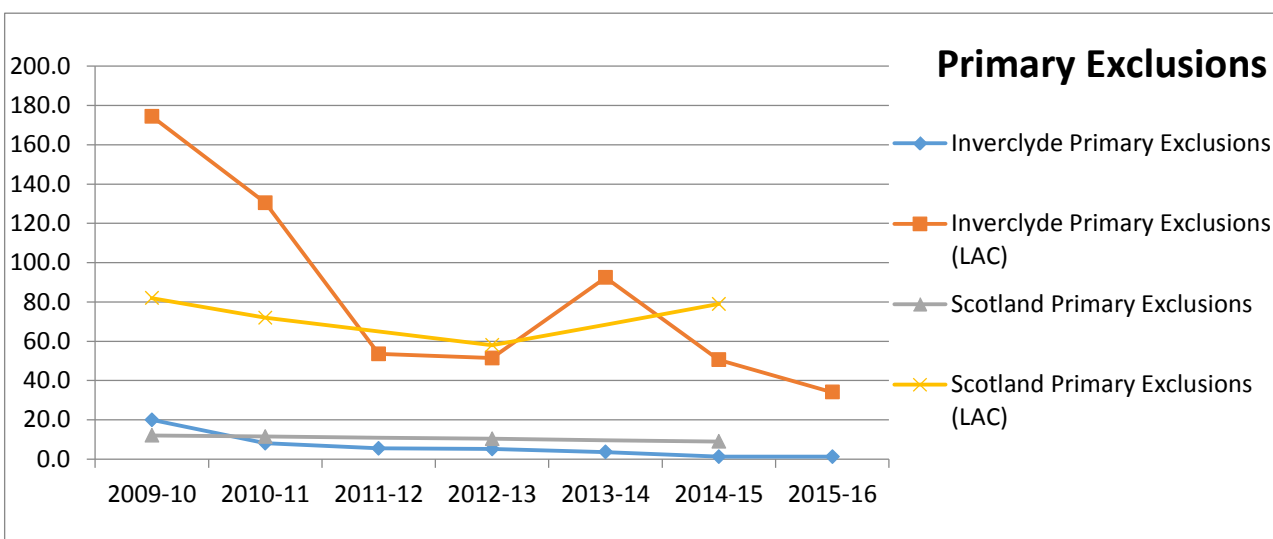
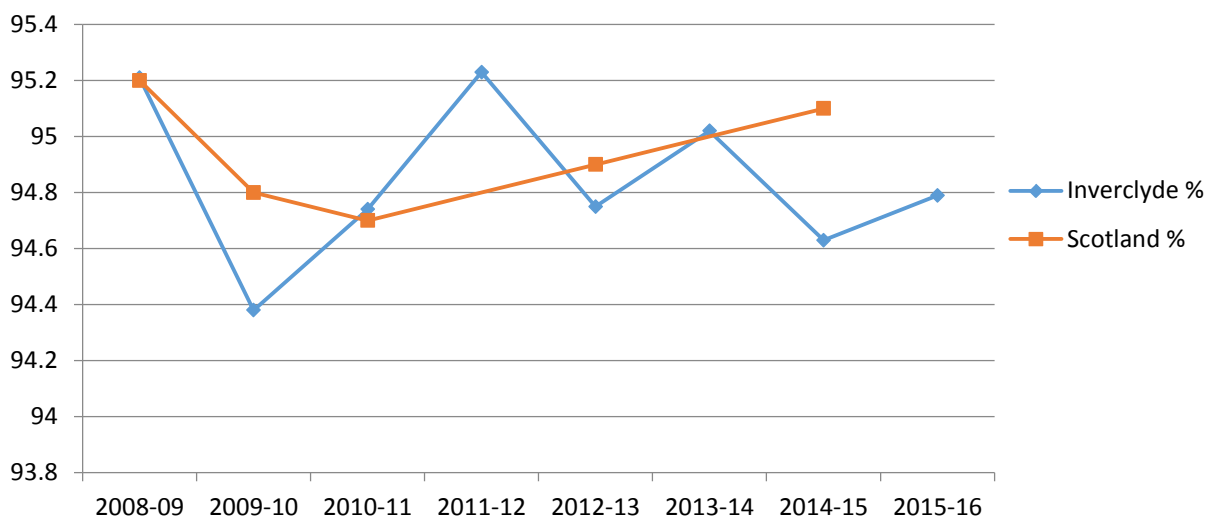
"I am learning to concentrate now and getting better at not shouting out".

"I feel happy when I am here; the pains in my tummy go away".

"He's much less emotional, having fewer tantrums and talking more about his day – he is much clearer now". (Mum)

"You can tell when she has The Den; she goes to school with a smile on her face". (Mum)

Summary of Primary School Attendance Rates 2008 - 2016



Year	School Roll	LAC Roll	Pupils Excluded	LAC Pupils Excluded	Exclusions Rate per 1000 pupils	LAC Exclusion rate per 1000 pupils	National Rate per 1000 pupils	National LAC Rate per 1000 pupils
2009-10	5553	86	59	15	20.0	174.4	12.1	82.0
2010-11	5536	92	45	12	8.1	130.4	11.5	72.0
2011-12	5478	112	30	6	5.5	53.6	10.9	65
2012-13	5435	136	28	7	5.2	51.5	10.4	58.0
2013-14	5502	119	20	11	3.6	92.4	9.7	68.5
2014-15	5482	99	7	5	1.3	50.5	9	79
2015-16	5477	88	7	3	1.3	34.1		

5.3 The Development of Leadership and Workforce

The quality of leadership and the quality of learning and teaching in the classroom will have a significant impact upon the attainment of all children. As we have analysed data we have asked staff to focus particularly on the attainment gap and to identify and implement best practice that will reduce this gap in their schools and classrooms.

Over the course of the year the commitment of Head Teachers and the staff in our schools has been outstanding. They have willingly participated in all aspects of the Challenge and associated training. This is allowing us to develop and build on best practice in learning and teaching.

The Uplifting Leadership course was delivered to over 70 staff across all schools with a specific cohort for Attainment Challenge Schools. Feedback from this professional learning was very positive and those who attended completed a follow-up task, linked to raising attainment, closing the attainment gap and measuring impact. Feedback from teachers who attended this course highlighted the value of staff having time to discuss and debate educational issues. Comments included:

“The opportunity for professional reading and dialogue with teachers from AC schools. The reading was appropriate towards our objectives about raising attainment – loved all the case studies – led to further reading.”

“Made me think more of what I am doing in class in terms of effective leadership and how am I helping the children to develop into leaders.”

To support the teaching of numeracy the Authority has opted to use the Stages of Early Arithmetical Learning (SEAL) approach. SEAL training took place on a Saturday morning and two twilight sessions. Each session was oversubscribed. The CMO (Numeracy) continues to support the development of this approach in schools and classrooms.

Thirty-five staff have been training in understanding and using Stages of Early Arithmetical Learning and are beginning to implement in their classrooms with support from the CMO. Head Teacher’s and staff are talking about the impact of differentiation on learning in numeracy and making changes to support raising attainment.

Comments from evaluations – staff report raised confidence and enthusiasm for the teaching of numeracy. This was exemplified by around 20 teachers attending the Scottish Mathematics Council Conference. Analysis of Primary 7 standardised assessments also shows improvement.

Approaches to the teaching of early literacy have been evaluated and best practice has been identified. Staff have been trained in the use of Active Literacy approaches, this has primarily taken place with the focus schools for the Attainment Challenge and is now being rolled out across the Authority. The Literacy Toolbox is an online resource to develop fluency in reading for older pupils. This has been piloted in six schools and is now being rolled out to all primary schools and 2 secondary schools. The Toolbox is popular with pupils and results are promising. Pupils using this online resource and following the high impact programme have commented on their increased confidence when attempting unseen texts. Teachers and parents have also noted that pupils are more motivated to read. We are now looking closely at the results from Literacy Toolbox. Feedback from teachers who have attended Active Literacy or Literacy Toolbox training included:

“It has given me new ideas and methods of approaching the teaching of phonics and spelling.”

“Love the integrated approach to teaching literacy. Looking forward to implementing new strategies.”

“Good practical ideas that will make a huge difference in the teaching of literacy. Excited about being able to use all the new ideas from the start of the new term.”

“The structure given for teaching phonics will be extremely helpful to promote consistency of learning and teaching.”

“The Literacy Toolbox programme has been an excellent way of further developing M’s independence and confidence levels.”

Visible Learning is an evidenced based approach to improve the impact of teaching strategies upon the attainment of learners. Our Project Leader and one of our Educational Psychologists delivered six Visible Learning awareness raising sessions on Mondays and Wednesdays between January and March. The sessions were oversubscribed and as a result were repeated. These sessions involved around 50 school staff attending all six sessions. An overview of the approach was provided for Authority staff and senior managers in schools who are not currently focus schools for the Attainment Challenge. Feedback from those who attended was very positive indeed, with requests for some ongoing input/support next session to ensure that planned changes take place and to ensure maximum impact. Staff from surrounding Authorities were invited to attend to training sessions and, as a result, Inter-Authority partnerships have been developed. Feedback from participants included:

“This course has very much inspired me to evaluate what I am currently doing with my class and has reassured me that this is good, but could have a bigger impact on pupils’ learning.”

“Information encompasses what a good practitioner endeavours to continuously undertake, so hopefully teachers will be happy to adapt aspects of their practice in order to better support children’s progress and development.”

“It has been really refreshing to put learning and teaching at the front and centre. A focus on this will reassure teachers that they are doing the right thing, what to do more of and what their next steps will be. It also allows us to refocus on the child being at the centre of what we do.”

The regular meetings of the implementation group which comprises Head teachers of the challenge schools and other key personnel has been a key driver of the project for Year 1. The data officer has worked with the group to identify the most effective data to use in schools to measure progress. The implementation group allows the sharing of practice across the range of services supporting families and children. The group members provide feedback on what has changed in their establishments, service or organisation as a result of the Attainment Challenge and how this has impacted on children and families.

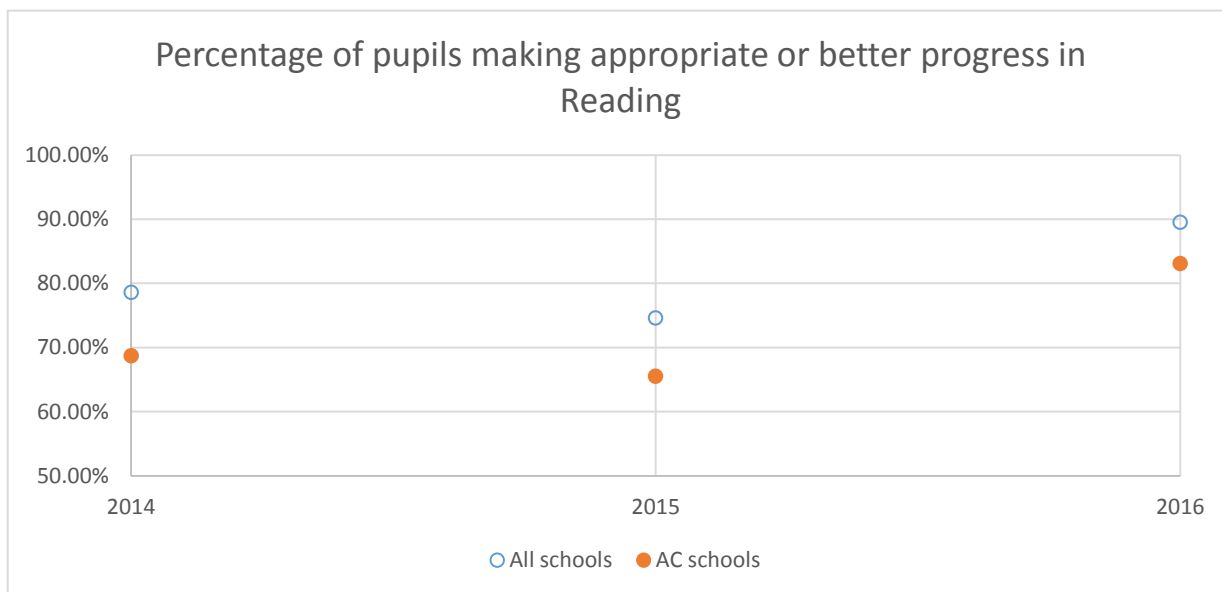
5.4 Meeting Learning Needs

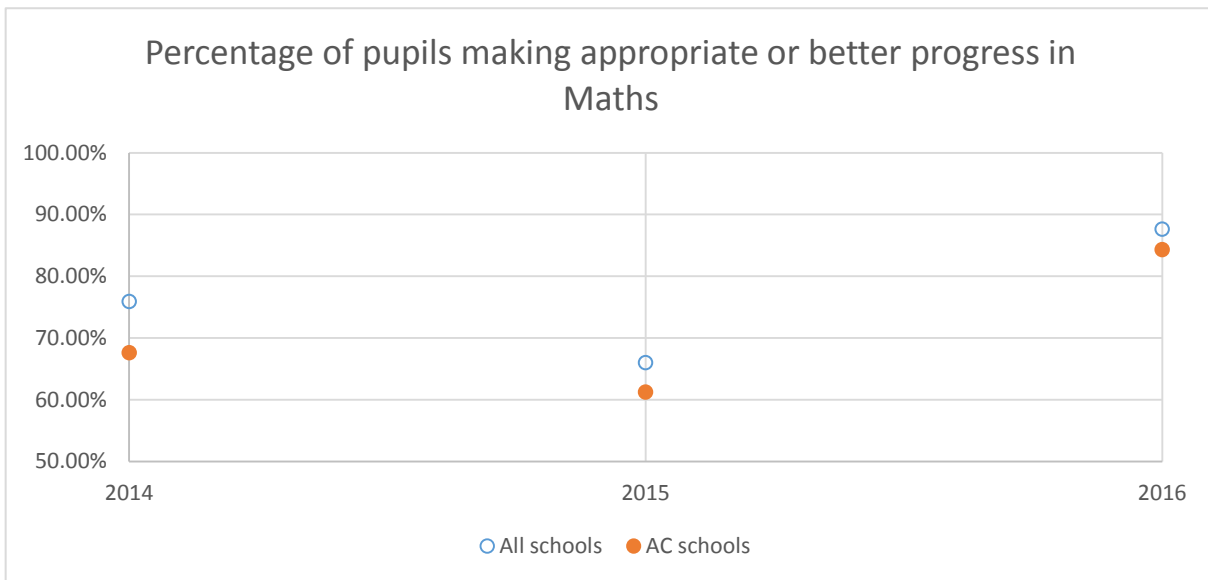
The original plan identified a key target for closing the attainment gap for literacy and numeracy for the first year of the challenge. The target used the PIPs baseline test for P1 and was as follows:

“To ensure that 75% of P1 pupils within the attainment challenge schools make appropriate or better progress during P1 in Maths and Reading as measured by the PIPS baseline test”.

	Cohort	Maths Value Added		Reading Value Added	
		Number	Percent	Number	Percent
2016					
All schools	765	622	87.60%	642	89.50%
AC schools	260	210	84.30%	207	83.10%
			3.30%		6.40%
2015					
All schools	772	510	66.00%	577	74.60%
AC schools	281	171	61.20%	184	65.50%
			4.80%		9.10%
2014					
All schools	815	576	75.90%	597	78.60%
AC schools	307	186	67.60%	189	68.70%
			8.30%		9.90%

The above table and associated graphs below show that we have significantly overtaken the target that was set for reading and maths. Across the Authority the PIPs data shows that we have raised attainment for all of our learners in P1 and have reduced the attainment gap linked to deprivation from 4.8% to 3.3% in maths and from 9.1% to 6.4% in reading. It should be noted however that the attainment gap for the year 2015 is a result of a dip in attainment overall.





The Coaching and Modelling Officers (CMOs) have provided support and guidance to class teachers about the structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities.

Greater emphasis on assessment and use of data has identified pupils earlier than progress meetings may have done previously, allowing earlier intervention to provide support. Senior Management Teams (SMTs) and class teachers are now focussing on the data linking attainment to deprivation using of SIMD bandings, Pips scores and value added information and allocating support appropriately.

Workshops for parents have focussed on supporting parents to support learning at home, as have Family Learning sessions. The dual focus on both classroom and family learning has, we believe, contributed to raising the bar overall and to reducing the attainment gap linked to deprivation.

Disadvantaged children have had extra teaching input from CMOs and our Attainment Challenge teachers. P7 children in 6 schools have been working on the Literacy Toolbox on a regular, planned basis. Support staff time is dedicated to facilitate this. In some schools, small tests of change are underway within numeracy. More assessment has been undertaken to provide baseline assessments in numeracy, allowing teachers to measure progress and impact.

Our Research Assistant and Acting Principal Psychologist have met with HTs from all focus schools and our Coaching and Modelling Officers. We are gathering information about current measures in place and identifying gaps, to ensure that we can confidently measure the impact of interventions implemented to raise attainment.

Next Steps

For the original bid, the number of focus schools will increase from 6 to 9. The first year has been about setting up systems and processes to support the Challenge and to recruit the Attainment Challenge Team. The backfill for teachers has been problematic and we expect similar issues in the second year. The original 6 focus schools will now extend the support to Primary 3 for the second year of the Challenge.

Because we have made significant progress in the first year of the Challenge, the Scottish Government asked us to consider extending the reach of the project to the second level of learning (Primary 4 – 7). As a result, a second proposal was submitted to the Scottish Government and additional funding of £1,562,375 was secured to support Primary 4 -7 and Early Years in the 9 Challenge Schools.

In June 2016, the Scottish Government announced extra funding for Attainment Challenge Authorities to support Secondary Schools. The submission date for the bid is the end of August. The bid for the secondary schools will follow a similar model to the current primary bid.

6.0 IMPLICATIONS

6.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Attainment Challenge		16/17	£1,562,375		Fully funded by the Scottish Government

Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Impact	Net	Virement From	Other Comments
n/a						

6.2 Legal:

There are no legal implications

6.3 Human Resources:

There are no human resources implications

6.4 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.

6.5 Repopulation:

There are no repopulation implications.

7.0 CONSULTATIONS

7.1 The Attainment Challenge Implementation Group was consulted in the preparation of this report.

8.0 CONCLUSIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

Report To:	Education & Communities Committee	Date:	6 September 2016
Report By:	Corporate Director: Education Communities and Organisational Development	Report No:	EDUCOM/55/16/HS
Contact Officer:	Hugh Scott	Contact No:	01475 715450
Subject:	Duke of Edinburgh Award in Inverclyde		

1.0 PURPOSE

The purpose of this report is to:

- 1.1 Update the Committee on the successes and achievements of the Duke of Edinburgh Award (DofE) in Inverclyde;
- 1.2 Formally thank the Inverclyde DofE Support group for all their hard work in support of the Award;
- 1.3 Invite the Committee to accept the renewed licence for the delivery of the Duke of Edinburgh Award on behalf of Inverclyde Council.

2.0 SUMMARY

- 2.1 Participation in and achievement of the DofE Award by young people in Inverclyde has increased year on year. The Authority has been advised by DoE that our participation rate per head of population (aged 14-24) along with our completion rate keep Inverclyde among the top 5 authorities in Scotland. There are currently 560 young people registered for DofE with 218 achieving a full award in the last year.
- 2.2 These high levels of participation and completion could not have been achieved or sustained without the unstinting support of the Inverclyde DofE Support Group.
- 2.3 The Duke of Edinburgh operating licence is reviewed annually and renewed every 5 years. Following 5 years of successful operation by the Community Learning and Development (CLD) Service, Inverclyde Council's licence has been renewed and the Committee is invited to accept this on behalf of the Council.

3.0 RECOMMENDATIONS

It is recommended that the Committee:

- 3.1 Note the recent successes and achievements of the DofE in Inverclyde;
- 3.2 Formally record their thanks to the Inverclyde DoE Support Group;
- 3.3 Accept the 5 year licence to deliver the Duke of Edinburgh Award on behalf of Inverclyde Council.

4.0 BACKGROUND

- 4.1 The DofE is a personal development award for young people aged 14 to 25 years. It has 4 levels - Bronze, Silver and Gold. Over the 5 year period of the licence, participation in and achievement of the DofE Award by young people in Inverclyde have increased year on year. The Authority has been advised by DoE that our participation rate per head of population (aged 14-24), along with our completion rate keeps Inverclyde among the top 5 authorities in Scotland. There are currently 560 young people registered for DofE with 218 achieving a full award in the last year – 155 Bronze Awards, 40 Silver Awards and 23 Gold Awards.
- 4.2 The DoE is delivered by the CLD Service in partnership with all of Inverclyde's Secondary Schools, including Craigmarnloch. It is now delivered as part of the curriculum (S3 choices) in a number of schools. The eDofE means of registering and recording progress on line is now in place for all Inverclyde participants.

The success of the award in Inverclyde and the high levels of participation and completion could not have been achieved or sustained without the unstinting support of the Inverclyde DofE Support Group. Their support is invaluable and, although there have been other opportunities to express gratitude for their hard work, it is considered appropriate to formally record this appreciation alongside the renewal of the license.

- 4.3 The Duke of Edinburgh operating licence is reviewed annually to ensure that the operating authority is maintaining the quality and values associated with the Award. The licence is renewed every 5 years following satisfactory operation of the Award.

The Corporate Director Education, Communities & OD is the named Operating Licence holder for the delivery of the DofE Award on behalf of Inverclyde Council. The CLD Service is responsible for the management and administration of the Award and for ensuring a high quality learning experience for young people.

5.0 IMPLICATIONS

Finance

- 5.1 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	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
CLD	Other Expenditure	2016/17	£1200		Annual Fee will be contained within Existing Budget

Legal

5.2 None.

Human Resources

5.3 None.

Equalities

5.4 None.

Repopulation

5.5 None.

6.0 CONSULTATIONS

6.1 Not applicable.

7.0 LIST OF BACKGROUND PAPERS

7.1 None.

Report To:	Education and Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/52/16/RB
Contact Officer:	Ruth Binks Head of Education	Contact No:	01475 712891
Subject:	Teacher Numbers for the Academic Year 2016/17		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee about the anticipated position for Inverclyde in relation to the 2016 census on teacher numbers and the requirement to maintain the Pupil/Teacher Ratio (PTR) at 13.5.

2.0 SUMMARY

- 2.1 In 2015/16 Inverclyde reported 734 teachers who contributed to our PTR. With 9,928 pupils, this resulted in an overall PTR of 13.5. The position at that time was that 12.6 fte teaching staff were over the allocated budget.
- 2.2 For 2016/17, with an anticipated static pupil roll, we have a budget for 728.5 teachers. This would result in a PTR of 13.6. If we do not maintain our PTR at 13.5, we are at risk of receiving a financial penalty from the Scottish Government.
- 2.3 The Council needs to employ an additional 4.7 teachers above the current requirements to maintain the PTR at 13.5. The additional teachers will be employed as supernumerary to primary schools and will cover for absence and backfill where required.
- 2.4 Although Inverclyde bid for 53 probationer teachers overall, only 37 were allocated. Of the 37 allocated probationer teachers, 7 have withdrawn. As a result of this, and also because of the difficulty filling vacancies, we are starting the academic term with several unfilled vacancies.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the current position in Inverclyde with respect to maintaining the PTR for the September 2016 census.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 For 2015/16, Local Authorities were required to maintain not only teacher numbers but to maintain their PTR at the same level as 2014/15. The September 2015 census showed that the national commitment to maintain teacher numbers and the overall PTR was not maintained. Local Authorities who did not maintain their teacher numbers and PTR received a financial penalty from the Scottish Government. (We are not aware of the exact financial penalties received by each council who did not meet the target).
- 4.2 For the September 2014 census, Inverclyde reported 725 teachers who contributed to our PTR. With 10,011 pupils this resulted in an overall PTR of 13.8. There was no financial penalty for not achieving the nationally agreed PTR for the September 2014 census.
- 4.3 For the September 2015 census, the position was that Inverclyde had 734 teachers who contributed to the PTR. With 9,928 pupils, this resulted in an overall PTR of 13.5. The reason behind this increase was 3.6 fte additional teachers were allocated because of late placing requests (2.6 fte to Notre Dame High School and 1.0 fte to St. Mary's Primary School). Five additional teachers were surplus to requirements, but at the time of the census had been unable to be redeployed. Whilst they were supernumerary at the time of the census, the staff were subsequently relocated into vacant posts. In addition, an 0.5fte extra Maths teacher at Clydevew Academy was employed with external funding from Education Scotland as part of an inter-authority initiative with Dunoon Grammar (Argyll & Bute Council).
- 4.4 The national agreed funding package for 2016-17 includes funding of £88 million to:
- maintain the pupil teacher ratio nationally in local authority schools, at a level of 13.7 (the same level as in 2015) as shown in the Teacher and Pupil Census published in December 2016;
 - provide a place on the Teacher Induction Scheme for every probationer who needs one.
- 4.5 While this is a national commitment, if the overall national commitment is not met, then individual Authorities who have contributed to this by reducing their PTR from the 2015 census data may receive a financial penalty.

This means that a Local Authority which was lower than the 13.7 overall agreement (for example 13.5) has to maintain their PTR from their position in 2015 to avoid a possible financial penalty. Similarly a Local Authority which was higher than the overall figure of 13.7 (for example 14.1) will only be required to maintain this status from 2015 to 2016 to avoid a possible financial penalty.

5.0 CURRENT POSITION

- 5.1 Despite the national commitment to maintain the overall PTR at 13.7, Inverclyde Council has to maintain the PTR at 13.5 for the census date of 21 September 2016 because this maintains the PTR at the 2015 figure. It is anticipated that pupil numbers will remain broadly the same for the 2016 as they were for 2015, although exact figures will not be known until the beginning of the academic session 2016/17.
- 5.2 For the academic session 2016/17, in order to reach a PTR of 13.5 we need to employ 734 teachers. Therefore for the purposes of the 2016 census day, in order to maintain our PTR and to avoid a financial penalty from the Scottish Government, we would need to employ an additional 5.5 teachers. This figure is based on our pupil numbers staying the same but would need to be increased if our pupil numbers rise. Based on the 2015 census pupil numbers can rise by 19 and we would still maintain our 13.5 ratio
- 5.3 Inverclyde has been allocated a fully funded probationer for the academic year 2016/2017. This means that in order to maintain our PTR we now need to employ 4.7 fte teachers above budget for the census. Teachers employed for the Attainment Challenge cannot be counted in these figures.

- 5.4 The proposal is to allocate the additional 4.7 staffing to primary schools at the start of the year. The supernumerary staff would cover supply and any absences. The lack of availability of supply has been well recorded over recent years and this will hopefully go some way to redressing the balance. We expect this to be cost neutral to the teaching budget as the cost of the extra teachers will be outweighed by the need to fund less cover.
- 5.5 For the academic year 2016/17 Inverclyde bid for 20 non-denominational primary, 10 denominational primary and 23 secondary probationer teachers. We were allocated a total of 20 non-denominational and 10 denominational primary and 7 secondary probationers. In total 7 have withdrawn, 6 from primary and 1 from secondary. Some of the withdrawals have been at very late notice (one was the day before the last day of the summer term), and this has meant that the Council has had to advertise some posts either very late in the recruitment process or has in some cases missed the deadline for the summer holidays. In all reality this can mean a delay of several weeks into the beginning of a new term before a teacher can be in post.
- 5.6 Every effort has been made to speed up the advertising and interviewing process for vacant posts. This has included meetings with secondary teachers to share information and staffing needs in order to secure an early advert, and panel interviews for primary schools. Despite this, we are starting the academic year with some vacant posts being filled on a supply basis. Although every single candidate who successfully interviewed for a post in our primary schools has been offered a contract, we will still start the year with several vacancies. In our secondary schools subjects that have been historically difficult to fill e.g. Home Economics and Physics have remained so with a severe lack of Home Economics teachers across the whole Council.

6.0 IMPLICATIONS

Finance

- 6.1 **Financial Implications: We expect the costs associated to teacher numbers to be maintained within the Education Services Budget.**

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 The proposals contained in this paper means that there may be some moving of the location of

staff during the tenure of their contract. This would be discussed with the affected staff prior to taking up post.

Equalities

6.4 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.

Repopulation

6.5 None

7.0 CONSULTATIONS

7.1 Finance, Human Resources and Unions have been consulted for the preparation of this paper.

8.0 CONCLUSIONS

8.1 The Education and Communities Committee is asked to note the current position for teacher numbers.

9.0 BACKGROUND PAPERS

9.1 None

Report To:	Education & Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/46/16/RB
Contact Officer:	Ruth Binks Head of Education	Contact No:	01475 712891
Subject:	Draft revised Policy for Admission and Pupil Placement in Mainstream Schools		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval from the Education and Communities Committee for the proposed changes to the 2009 Policy on Admission and Pupil Placement in Mainstream Schools.

2.0 SUMMARY

- 2.1 In 2009 an external consultant was commissioned to undertake a review of Inverclyde Council's Policy on Admission and Pupil Placement in Mainstream Schools. The Policy was adopted in November 2009.
- 2.2 The Corporate Director Education, Communities & Organisational Development recommended that a revised policy on placing requests be presented to the Education and Communities Committee for consideration in September 2016. This was due to the amount of placing requests and appeals for some schools, most notably Notre Dame High School. Also the 2009 policy had not been reviewed since its implementation.
- 2.3 A comprehensive review of the policy has been undertaken and the proposed draft policy is attached as Appendix 1.
- 2.4 Several proposed changes have been made to the 2009 policy. These include changes to priorities for admissions and to the identified working capacities of schools.
- 2.5 There are two main changes for priority for admission if a school is oversubscribed. These are:
- the use of attendance at an associated school as a qualifying factor
 - that for a denominational school, those who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this will be used as a qualifying factor.
- 2.6 A review of the working capacity for all schools is currently underway. This means that the maximum intake for each year group can be defined for secondary schools and the overall capacity can be defined for primary schools. The outcome of this review will inform the placing request process and an associated report will be presented to the Education and Communities Committee in November 2016.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee note the contents of the draft revised policy.
- 3.2 That Committee Members agree that officers undertake a consultation with stakeholders affected by the report with a view to presenting the final draft policy to the Education and Communities Committee in November 2016.

Ruth Binks
Head of Education

4.0 BACKGROUND

- 4.1 The Policy and Resources (Executive) Sub-Committee on 21 May 2009 agreed to commission an independent review by an experienced consultant of the policies and procedures for school admissions and placing requests, and their operational implementation, following decisions made by the Council's Schools Appeals (Placing Requests) Committee.
- 4.2 The review into the arrangements for admissions into mainstream schools in Inverclyde identified a number of issues which required to be addressed. In summary these were:
 - The need for a single policy which is applicable to all schools
 - The need for a policy which acknowledges the reduced availability of places and supports the delivery of the Schools Estate Management Plan
 - The need for a policy which reflects current legislation
 - The need for a policy which clearly defines priorities in respect of placing requests
 - The need for a policy which clearly defines the decision making process in place in respect of all admissions to mainstream schools in Inverclyde.
- 4.3 The Education and Lifelong Learning Committee of 18 August 2009 approved the issue of a revised policy for Admissions and Placing Requests for consultation.
- 4.4 The Education and Lifelong Learning Committee of 03 November 2009 agreed to the implementation of the new policy.
- 4.5 On 03 May 2016 in a report presented to the Education and Communities Committee the Corporate Director Education, Communities & Organisational Development recommended that the Education and Communities Committee agree to revise the current capping figure for Notre Dame High School from 140 to 160 per year group from session 2016/17 as an interim measure pending a revised policy on placing requests to be presented to the Education and Communities Committee for consideration in September 2016.
- 4.6 A comprehensive review of the policy has been undertaken. This has involved an evaluation of the strengths and challenges of how the 2009 policy works in practice and assessing the guidance associated with the policy to see if it is still fit for purpose.
- 4.7 Both Education and Legal Services have at all stages of the review, checked that the policy meets the legislative requirements of the Education (Scotland) Act 1980, as amended.
- 4.8 To inform the review process, a detailed analysis was undertaken of the policy documentation relating to the admissions and placing requests policies and procedures of 18 other local authorities. In addition, an analysis was undertaken of the reasons for appeal that were submitted during March 2016.

5.0 CURRENT POSITION

- 5.1 Although the policy does not make a change to the catchment areas and therefore does not require to undergo statutory consultation, it is recommended that the policy undergoes some consultation with those who will be directly affected by the policy e.g. Head Teachers and Parent Forums. Following consultation, the revised final draft policy would be presented to the Education and Communities Committee in November 2016 with the recommendation of an immediate implementation for the 2017 school enrolment process. Exemplar communications and letters will be attached to the November 2016 report.
- 5.2 Although much of the 2009 policy remains in place, several important changes have been made. The most significant changes include priority for admissions if a school is oversubscribed, the establishment of the working capacity of each school in order to establish capping figures and further guidance on the reservation of places for pupils who are within the catchment area.
- 5.3 The current policy for priority for admission if a school is oversubscribed has been revised, with

two main changes that are noted in 5.4 and 5.5 below.

- 5.4 Within the current policy, if a child has moved outwith the catchment area for a school during their time at a school but who has requested to remain at the original school, that child is given no preference if they submit a placing request for the associated secondary school over pupils who may live closer but have not attended an associated primary school. In practice this has meant that a pupil could be the only person, or one of a handful of pupils from a particular class, not attending the secondary school associated with the primary school. The fact that pupils were not staying with the friendship groups from their primary schools was one of the most common reasons for appeals during 2016.

The first recommendation is to use attendance at an associated primary school as a preferential qualifying criterion for granting placing requests. This is an approach used by other local authorities including Dundee, East Dunbartonshire, East Renfrewshire, South Ayrshire and Renfrewshire.

- 5.5 The second recommended change in relation to priority for admissions if a school is oversubscribed is with regard to denominational schools. In the 2009 policy, no priority is given to those who have an affinity with a faith if a denominational school is oversubscribed.

In the new policy it is recommended that it will remain a core principle of the policy that Roman Catholic schools (the only denominational schools in Inverclyde) are open to all children regardless of faith. However, it is recommended that if a denominational school is oversubscribed then priority is given to those pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this. This practice is also adopted by other local authorities including Glasgow, Renfrewshire, Dundee, East Dunbartonshire, Edinburgh, Fife, Perth and Kinross, Stirling, South Lanarkshire and West Lothian.

The listed authorities differ on the proof requested to show religious affinity with the Catholic faith, with some authorities asking only for a certificate of baptism whilst others request a certificate of baptism or a letter. The recommended approach for Inverclyde is to ask for a certificate of baptism and a supporting letter from the Church.

- 5.6 Whilst the capping of schools and the reservation of places is referred to in the 2009 policy, it does not directly reference the capping levels for each school. It is recommended that the figures used to establish the working capacity of each school are revised as part of this review and the maximum intake per year group for secondary schools is identified on this basis.
- 5.7 The Education (Scotland) Act 1996 granted local authorities the power to reserve places for children moving into an area part way through the school session. Under the terms of Inverclyde's 2009 policy on Admission and Pupil Placement in Mainstream schools, the Corporate Director Education, Communities and Organisational Development has the delegated powers to reserve up to a maximum of four places per year for entry into P1 and S1 in schools with the intention to release any reserved places between October and December. Although this has remained an option, the current practice allocates all available places within a school through placing requests.

By clearly establishing the working capacity of a school and the maximum intake per year group for a secondary school, it should be possible to identify when schools approach their capacity and to identify if reserved places for those who may move into the catchment area are required. If a school is approaching its capacity, the proposal in the revised policy is that the Authority should exercise its right to retain two places in S1 for pupils who move into the catchment area for a secondary school and if possible, one place for pupils in other secondary year groups. For primary schools reaching capacity, the Council will reserve one space per year group for pupils who move into the catchment area.

The proposed new policy does not release reserved places at any point through the year. This is because pupils may move into the catchment area at any time during the school year, there is additional disruption to learning if a pupil moves mid-year and there are additional complexities in defining a protocol for releasing places. This proposal also supports the

Council's priority for repopulation. Other local authorities who explicitly state that they will exercise their right to reserve places for catchment area pupils are Dundee, East Renfrewshire, Highland, Edinburgh and West Lothian.

- 5.8 One of the complexities for officers currently working through the placing request process is if a family does not provide requested evidence to show proof of address. With the additional requested documentation that the new policy may require if a school is oversubscribed e.g. letters or baptism certificates, then it is even more important that families are able to produce requested documentation within a reasonable timescale.

The proposed policy defines a reasonable timescale as four weeks. The policy also states that where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking home visits. This is allowable under the terms of schedule 2 - 5(b) and 6 of 1998 Data Protection Act. Other authorities who state that they will check information or carry out random spot checks on information provided by applicants are Dundee, Edinburgh, Fife and Renfrewshire. Glasgow also states that they will share the enrolment information to ensure that all sums due to the Council are paid.

6.0 IMPLICATIONS

Finance

- 6.1 There is no cost connected to the implementation of this policy but there will be a small cost to undertake the consultation process which will be absorbed within the Education services budget.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					There may be some minor costs incurred in the implementation of this revised policy which will be contained within the Education budget.

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 This policy takes into account the requirements of the Education (Scotland) Act 1980, as amended.

Human Resources

- 6.3 The processing of placing requests is labour intensive for Education Services. The outcome of the placing request exercise informs the annual teacher staffing exercise which cannot be completed until the placing request exercise and subsequent appeals are finalised.

Equalities

6.4 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.

Repopulation

6.5 This policy supports the Council's repopulation agenda.

7.0 CONSULTATIONS

7.1 If agreed, the planned consultation on this draft policy will be undertaken with the Chairs of Parent Councils and Head Teachers.

7.2 While it is proposed that further consultations take place, consultation has already taken place with legal services, church members and lay members of the Education Appeals Committee.

8.0 CONCLUSIONS

8.1 The revised draft policy makes our process for the management of admissions to schools and placing requests more equitable and less open to challenge.

8.2 It is anticipated that the Policy on Admissions and Pupil Placement in Mainstream Schools will be reviewed on a 5 yearly basis, or earlier if required.

9.0 BACKGROUND PAPERS

9.1 Policy and Resources (Executive) Sub-Committee on 21 May 2009
Review of Admissions and Placing request Policy of Inverclyde Council August 2009
Review of Admissions and Placing request Policy of Inverclyde Council November 2009
Notre Dame High School – Review of Agreed Capping Figure May 2016

Appendix 1

Inverclyde Council Draft Policy on Admissions and Pupil Placement in Mainstream Schools

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Section A - Core Principles	
1.0	The Admissions and Pupil Placement Policy is applicable to all mainstream schools in Inverclyde.
1.1	The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their placing request granted.
1.2	For the purposes of determining which school a pupil should attend the authority is divided into defined geographical catchment areas . Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
1.3	At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
1.4	All of the denominational schools in Inverclyde are Roman Catholic. Roman Catholic school are open to all children regardless of faith. Where a denominational school is oversubscribed, either for within the catchment area pupils or through placing requests then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith and a supporting letter from the Church. (see sections C and D)
1.5	There are no denominational primary schools with in the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply: <ul style="list-style-type: none"> children whose parents have selected to send their child to the non-denominational school serving there defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.
1.6	Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a placing request . Gaelic Secondary education is accessed in Glasgow. Transport is provided.
1.7	Each secondary school has a list of associated primary schools . This means that pupils who live within the geographical catchment area and of the chosen sector (denominational or non-denominational) would normally transfer to the secondary school without the need for a placing request .
1.8	Attendance at an associated primary school , either through a placing request or the submission of a request to remain if a family have moved house does not guarantee a place at the associated secondary school and a placing request should be submitted.
1.9	A Pupil Placement Panel will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of

	<p>pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.</p> <p>The Pupil Placement Panel will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.</p>	
1.10	The Pupil Placement Panel will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.	
1.11	Where documentation such as proof of residence , a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of any documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.	
	Section B – Admissions Procedures	
	1.0 Arrangements for registering a pupil in P1.	
1.1	The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.	
1.2	The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.	
1.3	<p>The process for enrolling is as follows:</p> <p>On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:</p> <ol style="list-style-type: none"> 1. Have attained the age of 5 years before that date 2. Will attain the age of 5 years on or before the last day of February of the following year 	
1.4	Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.	
1.5	At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a placing request should they decide not to send their child to their catchment school.	
1.6	If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's deferred entry procedures.	
1.7	If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.	
	2.0 Arrangements for transferring from primary to secondary school	
2.1	On completion of their primary education, pupils will normally transfer to the secondary school within their geographical catchment area and of their chosen denomination unless	

	they have been granted a placing request to another secondary school.	
2.2	Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of Primary 7.	
2.3	The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.	
2.4	There are no denominational primary schools with in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply: <ul style="list-style-type: none"> Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply 	
3.0	Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.	
3.1	This applies to pupils moving into the catchment area of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.	
3.2	In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.	
3.3	During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.	
	Section C - Oversubscription of catchment area schools and the capping of schools	
1.0	Oversubscription of Schools <p>Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the catchment area of the school. In these circumstances, the Pupil Placement Panel should convene to determine the allocation of places.</p> <p>Applications for all other stages of schooling for pupils within the catchment area of the chosen denomination should be dealt with by Head Teachers.</p> <p>While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non-catchment school.</p>	

	<p>If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:</p> <ol style="list-style-type: none"> 1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school. 2. Those cases where a brother or sister attends the school and will continue in this school during the next session. 3. In the case of denominational schools pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith and a supporting letter from the Church. 4. Distance of home address from chosen school. 	
1.1	<p>If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school out with the catchment area or chosen denomination the following should be borne in mind:</p> <ul style="list-style-type: none"> • Transport will only be made available for that academic year • The pupil may have to submit a placing request to their chosen secondary school 	
1.2	<p>If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the appeals process.</p>	
	2.0 Capping of schools	
2.1	<p>Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is “capping”). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.</p>	
2.2	<p>The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).</p>	
2.3	<p>For the purpose of secondary schools which are approaching capacity, the Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.</p> <p>For primary schools who are approaching capacity, the Council will keep one space per year group for pupils who move into the catchment area.</p> <p>The Council will not employ an extra teacher or create another class due to placing requests.</p>	
	Section D - Making a Placing request	
1.0	Arrangements for making a placing request at the beginning of an academic year	

1.1	Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.
1.2	Information on how to make a placing request is distributed to parents/carers by Head Teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
1.3	Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
1.4	Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for Primary 1 or Secondary 1 after the 1 st February will only be considered after the applications received on time have been processed.
1.5	Applications will be acknowledged within 5 working days of receipt of each application.
1.6	Parents/Carers will be advised in writing of the decision made in respect of their application no later than 30 April.
1.7	Late applications may be considered at the discretion of the Head of Education.
1.8	If a placing request is submitted then the catchment area place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
1.9	<p>While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:</p> <ol style="list-style-type: none"> 1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school 2. Those cases where a brother or sister attends the school and will continue in this school during the next session 3. In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of associated school groups. 4. In the case of denominational schools pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith and a supporting letter from the Church. 5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school 6. All other children of school age residing in Inverclyde according to distance of home address from chosen school 7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs 8. Children of school age residing out with Inverclyde according to distance of home

	address from chosen school	
1.10	When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.	
1.11	The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.	
2.0	Arrangements for transferring from primary to secondary school	
2.1	Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.	
2.2	Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).	
2.3	Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.	
3.0	Families who move to a new address	
3.1	Where a family moves to a new address which is out with the catchment area of the school their child currently attends, they have two options: <ul style="list-style-type: none"> • Enrol their child in the school serving their new defined catchment area for their chosen denomination • Complete a form requesting that their child remains in the school they currently attend. If this option is selected the Council will not provide school transport. In the case of primary pupils, parents should check which the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address 	
4.0	School Transport	
4.1	Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.	
4.2	Children who attend a school as a result of a placing request are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.	

5.0	Appeal procedures if a placing request is refused	
5.1	If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.	
5.2	If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by the Council;	
5.3	<p>The Education Appeal Committee hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:</p> <ul style="list-style-type: none"> • Parents of children of school age • Persons who in the opinion of the Authority have experience in education • Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority <p>Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.</p>	
5.4	The Education Appeal Committee shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services;	
5.5	The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.	
6.0	Policy Review	
6.1	This policy will be reviewed on a 5-yearly basis, or earlier if required.	

Appendix 1

Glossary of terms

Catchment Areas	The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.
Mainstream School	A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs.
Denominational School	The majority of denominational schools in Scotland are Catholic and all of the denominational schools in Inverclyde are Catholic. A Catholic denominational school is one which promotes the ethos and values of the Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.
Non-Denominational Schools	A non-denominational school is one that does not cater for a specific faith.
Placing Request	This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school out with their geographical catchment area or if a change of denominational sector is required.
Associated School (either primary or secondary)	A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each Associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.
Pupil Placement Panel	The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
Proof of Residence	Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.
Deferred Entry	All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born out with January / February is discretionary and is granted by the Additional Support Needs Forum.
Appeals Process	This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.
Education Appeal Committee	The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three, one Councillor and two lay members.
Parent Forum	A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Appendix 2

Reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

- (a) If placing the child in the specified school (that is, the school specified in the application), would:
 - (i) Make it necessary for the Authority to take an additional teacher into employment
 - (ii) Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
 - (iii) Be seriously detrimental to the continuity of the child's education
 - (iv) Be likely to be seriously detrimental to order and discipline in the school
 - (v) Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
 - (vi) Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
 - (vii) Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers
- (b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
- (c) If the education authority has already required the child to discontinue his attendance at the specified school
- (d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school
- (e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school
- (f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

Appendix 3

Associated School Groups and Catchment Areas

Pupils who live in the catchment area for:

Ardgowan Primary School

Gourock Primary School

Moorfoot Primary School

TRANSFER TO Clydeview Academy

Pupils who live in the catchment area for:

Aileymill Primary School

Kings Oak Primary School

Lady Alice Primary School

Whinhill Primary School

TRANSFER TO Inverclyde Academy

Pupils who live in the catchment area for:

Inverkip Primary School

Wemyss Bay Primary School

TRANSFER TO Inverclyde Academy OR St Columba's High School

Pupils who live in the catchment area for:

All Saints Primary School

St Mary's Primary School

St Patrick's Primary School

TRANSFER TO Notre Dame High School

Pupils who live in the catchment area for:

Newark Primary School

TRANSFER TO Port Glasgow High School

Pupils who live in the catchment area for:

Kilmacolm Primary School

TRANSFER TO Port Glasgow High School OR St Stephen's High School

Pupils who live in the catchment area for:

St Andrew's Primary School

St Joseph's Primary School

St Ninian's Primary School

TRANSFER TO St Columba's High School

Pupils who live in the catchment area for:

St Francis' Primary School

St John's Primary School

St Michael's Primary School

TRANSFER TO St Stephen's High School

Report To:	Education and Communities Committee	Date:	06 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/47/16/WB
Contact Officer:	Wilma Bain	Contact No:	01475 712748
Subject:	School Transport Review – Proposals for Formal Consultation		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform members of the Education and Communities Committee of a proposed programme for statutory consultation on increasing the mileage limits for free school mainstream transport which will apply to all schools across Inverclyde.

2.0 SUMMARY

- 2.1 On 8 September 2015, the Education and Communities Committee considered 4 options which would increase the qualification of entitlement to free school mainstream transport to bring it in line with statutory requirement as outlined in the Education (Scotland) Act 1980, and ensure equality in the provision of free school transport within Inverclyde.
- 2.2 At their meeting on 08 September 2015, members of the Education and Communities Committee decided that a full formal consultation exercise be undertaken based on the preferred option of changing to 2.5 and 1.5 miles for secondary and primary schools respectively and including a poverty element to support pupils entitled to free school meals at 1.5/1 miles (option 3) with a proposed implementation date of August 2017.
- 2.3 The proposed changes to school transport provision were included in the Council's proposed budget savings for 2017/18 and were included in the package of savings proposals which were subject to public consultation in November/December 2015.
- 2.4 Under the Schools (Consultation) (Scotland) Act 2010, if a local authority proposes to discontinue arrangements for the provision of transport for pupils attending a denominational school, it must undertake a statutory consultation with key stakeholders affected by the proposal. Inverclyde Council will undertake a consultation exercise in respect of all mainstream primary and secondary schools in this instance.
- 2.5 This report outlines a proposed programme of activities and associated timeline which will ensure that we are meeting our legislative requirements for consulting on the proposed changes to the current School Transport (Mainstream) Policy as outlined in the Schools (Consultation) (Scotland) Act 2010.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that members of the Education and Communities Committee approve the proposed programme and associated timescale relating to the undertaking of a statutory consultation on proposed changes to the current provision of mainstream school transport.

Wilma Bain
Corporate Director
Education Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Council currently operates an enhanced school transport policy. Secondary school pupils in Inverclyde who live more than 2 miles from their local catchment school receive free transport and primary school pupils who live more than 1 mile from their local catchment school receive free transport ("2/1" model). This exceeds the provision by many Scottish local authorities and lies well within the statutory requirements of the Education (Scotland) Act 1980 for secondary and primary school pupils of 3 miles and 2 miles, respectively ("3/2" model).
- 4.2 In Scotland, 19 Councils provide free school transport at the statutory limits ("3/2") and more recently both Glasgow and West Dunbartonshire Councils have moved to statutory limits.
- 4.3 In the current financial climate where the Council is facing severe financial constraints, it was deemed appropriate to review our school transport provision as part of Education Services contribution to the Council's required budget savings proposals. In addition, the review of school transport would address the inequality of provision that currently exists due to historic factors resulting in an enhanced provision for pupils in St Columba's High School, Clydeview Academy and for some pupils who live in Inverkip.
- 4.4 A number of Councils have been looking at the issue of inequity around the ability of lower income parents/carers to transport their children to school e.g. by car, pay for bus fares etc. This issue was included in the School Transport Review Report which was presented to elected members at the Education and Communities Committee meeting on 08 September 2015, with a poverty element being included in 3 of the 4 options which were considered as part of the school transport review.
- 4.5 At their meeting on 08 September 2015, members of the Education and Communities Committee decided that a full formal consultation exercise be undertaken based on the preferred option of changing to 2.5 and 1.5 miles for secondary and primary schools respectively and including an element for those pupils eligible for free school meals at 1.5/1 miles (option 3) with a proposed implementation date of August 2017.
- 4.6 The proposed changes to school transport provision were included in the Council's proposed budget savings for 2017/18 and were included in the package of savings proposals which were subject to public consultation in November/December 2015. The public were consulted on 2 options:
 - **Option 1:** Change limits so that secondary children who live 2.5 miles from their school and those who live 1.5 miles from their primary school will receive free school transport. There would be a 'poverty element' included for those who receive free school meals to access transport at closer distances.
 - **Option 2:** Change limits so that secondary children who live 3 miles from their school and those who live 2 miles from their primary school will receive school transport. There would be a 'poverty element' included for those who receive free school meals to access transport at closer distances.

The responses received from the consultation exercise are as follows:

Budget Simulator 78.2% agree, 21.8% disagree

Comments from Budget Simulator:

Of those who commented the majority supported increasing the distance, provided there were safe walking routes to schools and support for those on low incomes. 53 people commented on this proposal and of those 38 supported a reduction in school transport, 10 did not support a reduction and 5 submitted general comments. A number of people commented that they supported the move to equality across all the schools in terms of provision.

Public meetings There was a mixed response to this proposal with some in favour of Option 1, some in favour of Option 2, and some resistant to any change.

Simulator 'sliders' **78.72%** support a reduction in school transport (43.26% support an increase to 1.5/2.5 miles for eligibility for school transport, 35.46% support an increase to 2/3 miles) and only 21.28% do not support any change

4.7 Under the Schools (Consultation) (Scotland) Act 2010, if a local authority proposes to discontinue arrangements for the provision of transport for pupils attending a denominational school, it must undertake a statutory consultation with key stakeholders affected by the proposal. Inverclyde Council will undertake a consultation exercise in respect of all mainstream primary and secondary schools in this instance.

4.8 The number of schools in receipt of transport with the current mileage limits is as follows: 13 primary schools and 6 secondary schools.

5.0 PROPOSAL

5.1 Consultation Proposal

It is proposed that our planned statutory consultation will begin on Monday 12 September 2016 and close on Monday 31 October 2016. The formal consultation on the proposal will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. The consultation requires to run for 30 school days.

The suggested wording of the consultation proposal is as follows:

The statutory requirements of the Education (Scotland) Act 1980 entitles secondary school pupils to receive free transport to school if they live 3 miles from their catchment school, and for primary school pupils if they live 2 miles from their catchment school.

Inverclyde Council currently provides free transport to secondary pupils who live 2 miles from their catchment school and to primary school pupils who live 1 mile from their catchment school.

Inverclyde Council is seeking your views on the proposal to increase the mileage limits for free school transport:

- *to secondary pupils residing more than 2.5 miles from their school;*
- *to primary pupils residing more than 1.5 miles from their school; and*
- *to introduce an element for those children and young people entitled to free school meals, due to receipt of income support, to enable them to access transport at closer distances of 1.5 miles (secondary pupils) and 1 mile (primary pupils).*

5.2 Consultation Proposal Document

A consultation document will require to be produced for all key stakeholders. It is proposed that the content of this document is as follows:

1. Background to proposal (including responses from Budget Savings exercise)
2. The consultation process
3. Implementation for the proposal
4. Educational benefits
5. Impact on the local community affected by the proposal
6. Financial implications
7. Responding to the proposal
8. Appendices
9. Consultation response form

The consultation document will also contain details of the other options considered by the Education and Communities Committee and the reasons for arriving at the decision to go for

option 3. The consultation response form will provide consultees with an opportunity to propose alternative options.

5.3 Access to Consultation Exercise

It is proposed that key stakeholders can participate in the consultation exercise through the following:

- Online survey
- Consultation document (with feedback form) to be made available online along with other relevant documents such as maps and details of safe walking routes to school
- Public meetings
- Hard copies of consultation document with a pre-paid envelope to assist anyone who wishes to make a response by paper

Parent/carers will initially be informed about the consultation process by letter signed by the Corporate Director Education, Communities and Organisational Development and issued by Head Teachers. In addition, notification of the consultation exercise will be circulated via social media.

5.4 Consultees

Key Stakeholders for consultation:

- The parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents who children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives of the affected school

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- SPT/local school transport providers
- Police Scotland
- Roads Department colleagues
- General Public (Inverclyde)

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

5.5 Requirement from Head Teachers

Head Teachers will be asked to:

- Send a copy of the consultation proposal document to Parent Councils (Education HQ will also send a copy to PC Chairs)
- Send all parents/carers a letter which provides details of the proposal, how to access the feedback forms and online survey, as well as dates for public meetings
- Pupil Councils will be made aware of the consultation and invited to make a response on behalf of pupils. If any young person wishes to express their views on the matter they can complete the on-line survey.
- Inform all staff about the consultation exercise
- Update letter for parents/carers on outcome of consultation process.

5.6 Employee Briefing

An Employee Briefing will be prepared for admin staff in schools and HQ to assist them in dealing with enquiries about the consultation exercise.

5.7 Requirements of Schools (Consultation) (Scotland) Act 2010 – Timeline

The above legislation has 4 required phases relating to this particular statutory consultation:

- Phase 1 An education authority consults on a proposal – for a minimum of six weeks, including at least 30 school days
- Phase 2 Preparation of Education Scotland’s report on the educational aspects of the proposal – to be completed within a maximum of 3 weeks
- Phase 3 Consultation report – within no specified timescale, the authority prepares and publishes a consultation report
- Phase 4 Authority decision – a minimum of 3 weeks after the publication of the consultation report the authority publishes its final decision

A suggested timeline for the above Phases which will apply to the statutory consultation on school transport is as follows:

- Phase 1 Monday 12 September 2016 – Monday 31 October 2016
- Phase 2 End November 2016
- Phase 3 Mid December 2016
- Phase 4 January/February 2017 (Special meeting of the Education and Communities Committee)

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
Education	Education HQ	2016/17	tbc		Potential costs will relate to staff and administration associated with the consultation process These costs will be contained within Education Services’ budget

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
Education	School Transport	August 2017	Preferred Option: Part year £120,000 Full year £170,000		These figure relate to the savings relating to Option 3 as per Education and Communities Committee report (September 2015)

6.2 Legal

The proposed change to school transport provision is within the statutory requirements of the Education (Scotland) Act 1980 for secondary and primary school pupils.

6.3 Human Resources

N/A.

6.4 Equalities

Has an Equality Impact Assessment been carried out?

Yes

This was completed for the School Transport Review Report that was considered by the Education & Communities Committee on 08 September 2015.

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.

6.5 Repopulation

N/A

7.0 CONCLUSIONS

7.1 In the current financial climate where the Council is facing severe financial constraints, it is appropriate to review our school transport provision as part of Education Services contribution to the Council's required budget savings proposals. The review of school transport will also enable us to ensure an equality of school transport provision across all our schools.

8.0 LIST OF BACKGROUND PAPERS

8.1 Education and Communities Report (8 September 2015) 'Schools Transport Policy Review Update – Equality in Provision of School Transport for Inverclyde Schools'.

Report To:	Education & Communities Committee	Date:	6 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report	EDUCOM/50/16/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	School Estate 2016 Core Facts Submission		

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 2016.

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 13th May 2016.

3.0 RECOMMENDATIONS

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

**Wilma Bain
Corporate Director
Education, Communities &
Organisational
Development**

4.0 BACKGROUND

4.1 A Core Facts return on the School Estate is submitted annually to the Scottish Government; the 2016 return was submitted on the 13th 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 former 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 2015 Core Facts return there has been further improvement in the condition and suitability of the Council's Schools with a further two major projects achieving completion in the period:

- Ardgowan Primary School Refurbishment & Extension achieved completion in August 2015.
- St John's Primary School Refurbishment & Extension achieved completion in September 2015.

Two further major projects commenced on site and are under construction with completion programmed for October 2016:

- St Patrick's PS New Build commenced on site in August 2015 to complete October 2016.
- Kilmacolm PS Refurbishment commenced on site in October 2015 to complete October 2016.

5.0 CORE FACTS RETURN 2016

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

Primary Schools	Condition	Suitability
Aileymill Primary School	A	A
All Saints' Primary School	A	A
Ardgowan Primary School	A	A
Gourock Primary School	B	B
Inverkip Primary School	B	B
Kilmacolm Primary School ¹	B	C
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	A	A
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 ²	B	C
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 estate across Primary, Secondary and Special sectors in Category A/B. It should be noted however that this reflects the condition of current decant facilities (former Sacred Heart PS and former St Stephen's HS) within that overall position with major projects underway to address St Patrick's PS and Kilmacolm PS as note in 4.3 above.
- 5.3 The remaining School Estate Management Plan projects will address the refurbishment of schools which are already in satisfactory condition in terms of the indicators in 4.1 above but which are on the lower end of scale due to significant elements of the buildings requiring lifecycle replacement / comprehensive refurbishment. Comprehensive refurbishment projects also address Equality/DDA compliance and general improvement in suitability through extension / remodelling works.

¹ Kilmacolm PS currently in decant accommodation (former St Stephen's HS decant facility). Ratings above as submitted in the 2016 Core Facts return reflect the condition and suitability of that property.

² St Patrick's PS currently in decant accommodation (former Sacred Heart PS decant facility). Ratings above as submitted in the 2016 Core Facts return reflect the condition and suitability of that property.

- 5.4 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 provides a comparison of the 2004 (2010 for suitability), 2015 and 2016 Core Facts submission data.

Condition	2004	2015	2016	Overall Change 2015-16
Secondary A	0	5	5	-
Secondary B	1	0	0	-
Secondary C	7	0	0	-
Secondary D	0	0	0	-
	8	5	5	-
Primary A	1	5	7	+2
Primary B	5	13	13	-
Primary C	21	2	0	-2
Primary D	0	0	0	-
	27	20	20	-
Special A	0	2	2	-
Special B	1	1	1	-
Special C	3	0	0	-
Special D	0	0	0	-
	4	3	3	-

Suitability*	2010	2015	2016	Overall Change 2015-16
Secondary A	1	5	5	-
Secondary B	0	0	0	-
Secondary C	6	0	0	-
Secondary D	0	0	0	-
	7	5	5	-
Primary A	6	8	10	+2
Primary B	10	10	8	-2
Primary C	6	2	2	-
Primary D	0	0		-
	22	20	20	-
Special A	0	2	2	-
Special B	0	1	1	-
Special C	4	0	0	-
Special D	0	0	0	-
	4	3	3	-

*Suitability Core Fact first collected 2010.

- 5.5 The Council has invested in excess of £250m on its school estate over the last 12 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. 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 due to the Suitability Core Fact only being collected from 2010. By that time the Council had already carried out a significant number of projects with the resultant improvement in the suitability of a number of schools across the estate.

6.0 LOOK AHEAD 2016/17 & BEYOND

6.1 Between May 2016 and May 2017 further progress will be made on the School Estate via the committed projects below:

- 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.

6.2 The current School Estate Management Plan and funding model includes allowances for 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. A report on options for the acceleration of the remaining projects within the School Estate Management Plan and works required across the Early Years Estate was submitted to the January 2016 Committee and subsequently remitted to the 2016 budget setting process. The budget set on 10th March 2016 confirmed funding and support for the accelerated proposals which will see the programme completed by 2020. A summary of the projects is provided below:

- Moorfoot Primary School Refurbishment - target programme anticipates construction start in Easter 2017 to complete by Easter 2018.
- Lady Alice Primary School Refurbishment - target programme anticipates construction start in Easter 2017 to complete by Easter 2018.
- St Ninian's Primary School New Build - target programme anticipates construction start in Easter 2017 to complete by 2nd Quarter 2018.
- St Mary's Primary School Refurbishment & Extension - target programme anticipates construction start in 2nd Quarter 2018 to complete by 2nd Quarter 2019.
- Gourrock Primary School Extension - target programme anticipates construction start in Easter 2018 to complete by Easter 2019.

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 Head of Finance 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 2016
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

Report To:	Education and Communities Committee	Date:	6 September 2016
Report By:	Corporate Director Education, Communities & Organisational Development	Report	EDUCOM/51/16/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Use of Powers Delegated to the Chief Executive to issue an instruction for the playground re-surfacing and drainage repairs at Kilmacolm Primary School		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee on the use of emergency powers delegated to the Chief Executive to issue an instruction in respect of re-surfacing works to the playground and essential repairs to the underground foul and surface water drainage systems at Kilmacolm Primary School.

2.0 SUMMARY

- 2.1 The Kilmacolm Primary School refurbishment project commenced on site on 19th October 2015 to complete 7th October 2016. The project has progressed well on site and is currently on programme to complete by the date above. During the final stages of the works additional essential repairs to the underground drainage systems have been identified and a review undertaken of the existing playground surfacing which has concluded that resurfacing is required. 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 within the original contract period addressing the risk of delay on the main contract.

3.0 USE OF EMERGENCY POWERS

- 3.1 The use of powers delegated to the Chief Executive to issue an instruction to hub West Scotland in the estimated amount of £165,000 for the playground resurfacing and essential drainage system repairs at Kilmacolm Primary School was authorised by Councillors Loughran, Brennan, Brooks and the Corporate Director Environment, Regeneration and Resources (for the Chief Executive).

4.0 RECOMMENDATION

- 4.1 It is recommended that the use of emergency powers delegated to the Chief Executive is noted.

Wilma Bain
Corporate Director
Education, Communities &
Organisational Development

5.0 BACKGROUND

- 5.1 The Kilmacolm Primary School refurbishment project commenced on site on 19th October 2015 to complete 7th October 2016. Exceptional closure dates (25th, 26th and 27th of October) have been agreed for the school following the October holiday period to allow transfer to the refurbished facility with the first full day of operation planned as Friday 28th October 2016. The Education & Communities Committee have been provided with regular progress updates as part of the Education Capital programme progress reports and have been advised that the Contractor is currently on programme to complete by the original contract date. The Committee have further been advised (verbally at the May Committee) that Officers were reviewing the condition of the existing tarmac playground surfacing which was not included for renewal in the original scope of works for the project with a view to providing an update at the August/September Committee.
- 5.2 The original scope of work externally at Kilmacolm was limited to improvements to surfacing at the main entrances / exits of the building and upgrading of the existing blaes pitch to a multi-use games area, with the vast majority of the existing tarmac playground to be retained and over-marked with playground games. During the currency, and early in the course of the contract, alterations to internal drainage were required necessitating new connections to existing manholes within the playground and the associated track excavations. Further investigation of the surfacing make-up has also confirmed that the existing situation varies across the school with relatively shallow depth of tarmac surfacing in some areas not in line with what would be expected of current standards. During final drain clearing and proving works further defects within the existing foul and surface water drains have also been identified which require to be addressed necessitating further track excavation within some playground areas. The combination of the factors above have / will impact on the overall playground surface and the ability to leave an acceptable level of finish post completion which will align with the expectations of stakeholders.

6.0 PROPOSALS

- 6.1 The proposals in terms of drainage include carrying out the identified essential drainage repairs in full lengths between manholes where, due to the number of repairs required on some lines, it is uneconomical to address in isolated pit repairs. The playground surfacing includes lifting and relaying all surfacing with base and wearing courses to current standards complete with associated resetting of ironwork and provision of a new surface drainage channel (see Appendix A).
- 6.2 The estimated cost of the work is £55K for repairs to underground drainage and £110K for re-surfacing works to the playground including direct costs and fees. Analysis of the costs for the work has been undertaken by the project Quantity Surveyors and where applicable the rates are comparable to those for similar works in the existing contract. The Council's Roads Service have also assisted with a check of the scope and costs for the playground resurfacing work and this has confirmed that the technical proposals are sound with the rates representing value for money. The proposals will also result in the external playground element being provided with an extended life similar to that being provided internally as part of the comprehensive refurbishment of the building.
- 6.3 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:
- scope / extent of the necessary works and the limited time available for the required sub-contractor placement and lead-in time for programming to complete within the remaining contract period.
 - impact of potential delay on current project and the programme for transfer outlined in 5.1 which would incur additional transport and other decant related costs should the handover date be impacted.

7.0 IMPLICATIONS

Finance

7.1 The total budget allocation for the Kilmacolm Primary School project was £4.27M. There is 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 drainage repairs and playground resurfacing are outlined in the table below.

7.3 One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Capital	Education Capital	2016/17	£165,000	n/a	Part utilisation of 2016/18 SEMP Lifecycle Fund

Annually Recurring Costs/ (Savings)

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

7.4 The current SEMP 2016/18 lifecycle fund allocation is £1.914M with circa £475K allocated to date. There is therefore sufficient lifecycle fund to allow the utilisation of £165K for the Kilmacolm PS works. The expenditure will therefore be contained within the current Education Capital programme allowances.

Legal

7.5 There are no legal issues.

Human Resources

7.6 There are no human resources issues.

Equalities

7.7 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.

Repopulation

7.8 The regeneration works outlined in this report should contribute to retaining and

increasing the population within the area. There are no repopulation issues.

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 Hub West Scotland cost estimates dated July 2016.

**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
Mrs Frances Gilpin	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
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E Hamilton, Education Services	1
C Given, Finance Services	1
I Cameron, Finance Services	1
Head of Safer & Inclusive Communities	1
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S Lang, Legal & Property Services	1
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TOTAL 44

AGENDA AND ALL NON-CONFIDENTIAL PAPERS TO:

Community Councils	10
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TOTAL 10