

Report To: Education and Communities Committee **Date:** 17 January 2017

Report By: Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy **Report No:** EDUCOM/01/17/KB

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Subject: Education and Communities Corporate Directorate Improvement Plan 2016/19 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 This is the second progress report on the implementation of the Education, Communities and Organisational Development CDIP 2016/19. Details are provided in the Appendices. Appendix 1
Appendix 2
- 2.2 The current status of the CDIP’s improvement actions, together with the status at the last report, is:

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

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
 - a. notes the progress made in implementing the Education, Communities and Organisational Development CDIP 2016/19; and
 - b. agrees to consider the third progress report at its meeting on 13 June 2017.

Grant McGovern
Head of Inclusive Education, Culture and Corporate Policy

4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of key objectives.
- 4.2 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 2013/18, as well as the well-being outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee in May 2016.
- 4.4 Progress regarding delivery of the Council's two CDIPs is reported to every second meeting of the relevant Service Committee. These reports provide Members with a summary of progress with the CDIPs' implementation and aim to give Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services. The CDIP's improvement actions that sit within the Corporate Policy and Organisational Development, Human Resources and Communications Services will be included in the Corporate Services Performance Report which will be submitted to the Policy and Resources Committee on 31 January 2017.
- 4.6 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:
blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

Min. Ref.
E&C
Cttee
3.5.16
Para

5.0 PROGRESS

- 5.1 This is the second progress report on the delivery of the CDIP's improvement actions. The last report was approved by the Education and Communities Committee in September 2016. The current status of the CDIP's improvement actions, together with the status at the last report, is:

Min Ref
E&C
Cttee
6.9.16
Para 501

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

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

5.2 Since the last report, good progress has been made in delivering the vast majority (96%) of the improvement actions, examples of which include:

- Equality and diversity: The equality outcomes are drafted and due to go out for public consultation. The Equalities Mainstreaming Report is almost complete.
- Scottish Attainment Challenge: Significant progress continues to be made on the original Attainment Challenge and work has begun on expansion into the second level. A successful bid was submitted to the Scottish Government for secondary schools. However, the back fill of seconded staff continues to be a barrier to some progress with this initiative.
- Schools on-line payments: The pilot project is operating in two secondary schools and two primary schools. The system is working well with a positive response received from parents.
- Trusted traders: The initial background scoping is complete. A report has been prepared for the January 2017 meeting of this Committee.

5.3 There has been slight slippage with only one improvement action:

- Tobacco control: Education and information for traders are on track. Owing to legislation commencement being delayed, enforcement will be carried out in 2017.

6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

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

Financial implications - annually recurring costs/(savings):

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

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

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

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

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

7.0 CONSULTATION

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

8.0 BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development CDIP 2016/19.

9.0 CONCLUSION

9.1 The second progress report on actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services sections of the Education, Communities and Organisational Development CDIP 2016/19 is presented for Committee's consideration and approval with the recommendation that the third report is submitted to the Education and Communities Committee's meeting on 13 June 2017.

EDUCATION AND COMMUNITIES PERFORMANCE REPORT

Corporate Improvement Actions 2016/17

These improvement actions have implications for the whole Council or more than one Directorate

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Equality and diversity</u></p> <p>Refreshed equality outcomes, based on engagement with Services and communities, are in place by 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>Lesbian, gay, bisexual and transgender (LGBT) chartered status</p> <p>A communication strategy has been developed 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</p>	<p>The Corporate Equalities Officer, working with the Corporate Equalities Group, will engage regarding equality outcomes and draft a new set, as well as develop the report on progress</p> <p>A LGBT group for adults is set up and meets regularly to support the 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>	●	green – on track	The equality outcomes are drafted and are due to go out for public consultation. The Equalities Mainstreaming Report is almost complete.	Respected Included

Corporate Improvement Actions 2016/17

	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	the local culture					
2.	<p><u>Engagement with young people/Youth Participation Strategy (YPS)</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision-making affecting their schools, services for them and communities</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the Health and Wellbeing Survey conducted in secondary schools in 2014 and at the #ClydeConversations follow-up event in March 2015</p> <p>YPS completed in partnership with young people</p> <p>Guidance given out to Council Directorates and partners</p> <p>Establishment of a Youth Cabinet with members of school councils, the youth council, the Scottish Youth Parliament, senior officers and Elected Members</p>	●	green – on track	<p>The second young people's conference - #Clyde Conversations 2 - took place on 13 October 2016. Around 160 delegates, school pupils and adults attended the event. The many achievements of Inverclyde's young people were celebrated, with pupils outlining a number of areas where they make positive contributions. Young people also co-facilitated workshops on a number of themes including children's rights and young carers.</p> <p>The Youth Participation Strategy 2016/19 was submitted to the Alliance Board on 3 October 2016 and to the Education and Communication Committee on 1 November 2016. At that time, commitment was sought in principle to support</p>	Respected

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
					the establishment of a Joint Summit for Youth Participation.	

Cross-Directorate Improvement Actions 2016/17

These improvement actions will be implemented by more than one Council Service

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>The Children and Young People (Scotland) Act 2014</u></p> <p>Safe, secure systems across agencies for information sharing and collation of information on one site</p> <p>Customer/public-facing information on the Named Person service and the Child's Plan</p> <p>Confident staff across agencies in implementing the GIRFEC pathway with clear guidance on how to do so</p> <p>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 at single agency and multi-agency level covering, for example, using SEEMIS (education management software) for the wellbeing indicators, understanding the role of the Named Person and becoming confident in GIRFEC pathways</p> <p>An ICT solution will be ironed out to ensure secure information-sharing</p>	●	green – on track	<p>IT resources are being installed and multi-agency training is almost complete.</p> <p>We are on track in terms of the Scottish Government policy on the implementation of the Act. Further guidance is expected in the New Year regarding protocols and procedures for sharing information across agencies.</p> <p>The relevant policy has been updated regarding the GIRFEC approach. Practice guidelines are live in schools and are being followed.</p>	<p>SOA 6</p> <p>Safe Nurtured</p>
2.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the SAC are disseminated across all</p>	<p>Coaching, mentoring and increased parental involvement in children's education</p>	●	green – on track	<p>Significant progress continues to be made on the original Attainment Challenge and work has begun on</p>	<p>SOA 6</p> <p>Achieving Nurtured</p>

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>schools</p> <p>Attainment gap linked to deprivation has decreased</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools</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>Improvement plans developed by 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>Implement new techniques in teaching numeracy and literacy</p>			<p>expansion into the second level. A successful bid was submitted to the Scottish Government for secondary schools; this was accepted in full and a Project Lead has been appointed. The Education and Communities Committee is kept up to date through regular progress reports. However, the back fill of seconded staff continues to be a barrier to some progress with this initiative.</p>	
3.	<p><u>Volunteering Strategy and Action Plan</u></p> <p>The quality of volunteering opportunities is increased</p> <p>The role and contribution volunteers make to community planning, the</p>	<p>Carry out a refreshed survey of volunteering across the Directorate and CLD partnership</p> <p>Partnership volunteer development event held; the findings will inform a Volunteering Strategy for</p>	●	green – on track	<p>We are engaging with partner agencies to develop the Volunteering Action Plan.</p>	<p>SOA 2 SOA 6</p> <p>Respected Responsible</p>

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	achievement of key outcomes and the delivery of services is understood and quantified	Inverclyde				
4.	<p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p> <p>Work towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD</p>	Use of evidence-based approaches which lead to improved literacies capabilities with a developmental focus on parents/early years and the senior phase	●	green – on track	All adult literacies provision is clearly mapped to the ALIS 2020 outcomes.	SOA 6 Achieving Included
5.	<p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations proposed in the national policy document</p>	<p>Start the preparation for delivery of the recommendations from the national policy document</p> <p>Take forward the 2016/17 actions from the strategic plan for 2015/17</p>	●	green – on track	All actions are on track. The curriculum structure and school curriculum pathways options processes now support national policy.	SOA 3 SOA 6 Achieving Included

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>The Youth Employment Activity Plan (YEAP) 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>	Implement the YEAP	●	green – on track	The YEAP is up-to-date and will now be a standing agenda item on the papers for the Inverclyde Regeneration Employability Group. We are currently awaiting the school leaver initial destination figures for 2015/16.	
6.	<p><u>My Government Scotland Cards</u></p> <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 are 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-</p>	<p>Issuing cards to all secondary pupils especially S1's, recording the usage of the reward scheme and library memberships</p> <p>Information provided by the Improvement Service</p> <p>Communication between councils and SPT</p>	●	green – on track	The disabled, elderly and visual cards have been reissued. The young people's cards are also being processed.	SOA 6 Respected Responsible

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	raising between councils and Strathclyde Partnership for Transport (SPT) on the distribution of the cards					

Service Improvement Actions 2016/17

These improvement actions will be implemented by individual Council Services

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>The Education (Scotland) Act 2016</u></p> <p>The Council will be fully compliant with, or will have plans to be fully compliant with, all aspects of The Education (Scotland) Act 2016. There will be improved attainment for looked after and looked after and accommodated children.</p>	<p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Respond to consultations on guidance on various aspects of the Bill</p>	●	green – on track	An inter-local authority response has been put out to consultation on the Bill. Work progresses to meet the requirements of the Act.	Achieving
2.	<p><u>Broad General Education (BGE)</u></p> <p>A system is in place to report on and monitor attainment in the BGE</p>	<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 Council level</p> <p>Inverclyde will work with other local authorities including</p>	●	green – on track	Data was submitted through the SEEMiS system at the end of August 2016 and work continues to make this more robust and reliable for May 2017. Work also continues to moderate standards at a level; this includes ongoing work with Renfrewshire and East Renfrewshire Councils and the appointment of Quality Assurance and Assessment Moderating Officers who are now working	Achieving

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
		Renfrewshire and East Renfrewshire to moderate and share standards			at a national level with Education Scotland. The benchmarks for achieving a level were published in September 2016 and schools are now beginning to use these. A tracking system is being developed through a spreadsheet to allow schools to identify progress through a level but changing national guidance has meant these have had to be reviewed.	
3.	<p><u>Implementation of <i>How good is our school</i> (HGIOS) 4?</u></p> <p>All schools self-evaluate and framework improvement plans are in place against the quality indicators identified in HGIOS 4</p>	<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</p>	●	green – on track	HGIOS 4 is now the framework used for inspection and school self-evaluation. Work has been undertaken with Education Scotland to identify best practice for school reviews carried out by Education Services' Quality Improvement Team. In November 2016, Education Scotland will present to all Head Teachers on the use of HGIOS 4 in inspections.	Achieving

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
4.	<u>1+2 Modern Languages</u> All pupils should be taught a second language from P1 and a third language from P5	2016/17: L3 resource offered to all pilot clusters to implement L3 P5-7 with support from cluster secondary schools	●	green – on track	1+2 Co-ordinators have completed refresher training. Notre Dame High School cluster primary staff have been trained in Spanish for L2. Clydeview Academy cluster primary staff have had two taster sessions in Spanish for L3. 50 primary staff, including 14 newly-qualified teachers, are currently undertaking online training.	Achieving
5.	<u>Schools on-line payments</u> A cost effective and improved method for paying for school lunches and trips is in place	Identify a preferred supplier for an on-line payment system and undertake a pilot during the 2016/17 academic year	●	green – on track	The <i>ParentPay</i> Pilot is operating in two secondary schools (Clydeview Academy and Inverclyde Academy) and two primary schools (St Mary's and St Ninian's). Parents are now paying online for lunches and for some trips in each school. The system is working well with a positive response received from parents. Uptake is continuing to increase. Parents, staff and pupils will be surveyed in	Included

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
					January 2017 to assess the impact of the initiative.	
6.	<p><u>Early learning and childcare entitlement</u></p> <p>By 2020, the Council will be offering the entitlement of 1,140 hours of early learning and childcare</p>	<p>Establish a working group to take forward the Government requirement to provide 1,140 hours of childcare</p> <p>Undertake an evaluation of provision that parents/carers would require</p> <p>Communicate with partners and parents on the timescale of implementation</p>	●	green – on track	<p>The Scottish Futures Trust (SFT) has been tasked with progressing this initiative on behalf of the Scottish Government (SG); meetings have been held with the SFT and senior Council Officers. We have established a working group, comprising appropriate Heads of Establishments; the group has conducted a review of potential estate and staffing requirements. A draft overview has been devised to deliver the project in Inverclyde. We are responding to announcements from the SG, as appropriate.</p>	Nurtured

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Additional support needs (ASN)</u></p> <p>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</p>	<p>A review will be undertaken by a Review Reference Group and sub-groups and concluded by a seconded Head Teacher</p> <p>Implementation of the review recommendations</p>	●	green – on track	<p>An action plan has been agreed and is being implemented. The ASN Implementation Group met in November 2016 and development of the locally-based ASN Forum continues. We are now at the consultation stage and aim to involve and integrate planning with the community engagement programme. We have developed a proposed structure for the ASN local forums and continue to consult on the format and agreed practice and procedures.</p> <p>We have completed a consultation exercise across the six clusters and we are now consulting on a number of recommendations arising from the ASN Review. Implementation of the wellbeing assessments is also underway.</p>	<p>SOA 6</p> <p>Achieving Nurtured Included</p>

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
2.	<p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde libraries will implement the recommendations from the National Strategy, focusing on 2 strategic aims per year for the next 3 years</p> <p>In 2016/17, Inverclyde Libraries will promote reading, literacy and learning</p> <p>Promote digital inclusion</p>	<p>Work with Education colleagues on the Attainment Challenge, supporting reading for pleasure in schools and at family learning events in the community</p> <p>Produce an accessibility policy to standardise the digital offer made by Scottish public libraries, ensuring digital resources are available to all users</p>	●	green – on track	<p>We completed the <i>reading for pleasure</i> pilot in partnership with St Andrew's Primary School in June 2016; the initiative was very successful.</p> <p>During Summer 2016, Libraries contributed to Inverclyde Council's Summer Lunch Clubs by taking a <i>library on tour</i> to Larkfield Tenants' Hall and Craigmarloch School. This has enabled Libraries to deliver a programme of family learning events in these communities. It also complemented a full Summer events programme hosted in branch libraries with a similar focus on family engagement and learning. We are working with other local authority partners with the aim of standardising the digital resources available to library users across Scotland.</p>	<p>SOA 2 SOA 3 SOA 4 SOA 6 SOA 7 SOA 8</p> <p>All Wellbeing Outcomes</p>

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<u>Rankin Park Mountain Bike Hub</u> Year 1: a programme of curricular and extra-curricular activity for primary and secondary schools on the site	School sports development staff undergoing training by Scottish Cycling to allow them to coach mountain bike skills. Programme to be set up with interested staff.	●	green – on track	The pilot curricular sessions will take place in December 2016.	Healthy Active
2.	<u>CCTV</u> Modernised CCTV connected to the Council SWAN and or wireless system, with re-deployable options	By carrying out market testing Provide options The Council agreeing and implementing one of the options	●	green – on track	The invitation to tenders for a replacement CCTV service is to be issued in early December 2016.	SOA 2 SOA 8 Safe Respected Responsible
3.	<u>Home energy efficiency scheme</u> Funding for 2016/17 to be confirmed from the Scottish Government Continue collaborative programmes The Scottish Government will introduce <i>Scottish Energy Efficient Programmes</i> (SEEPS) to include commercial properties in collaborative programmes	Promote grant availability and improve energy efficiency to owners Continue to target <i>difficult to treat</i> houses for investment in collaboration with registered social landlords Consider a pilot programme for SEEPS funding	●	green – on track	Energy efficiency measures are currently being installed in a number of cross-tenure estates in partnership with Registered Social Landlords.	SOA 2 SOA 4 SOA 7 Safe Healthy Responsible

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
4.	<u>Tobacco control</u> Nicotine Vapour Products (NVPs) are controlled in accordance with new legislation, particularly regarding underage sales	Education and enforcement regarding the new rules relating to NVPs rolled out to all businesses in Inverclyde during 2016	●	amber – slight slippage	Education and information for traders is on track. Owing to legislation commencement being delayed, enforcement will be carried out in 2017.	Healthy
5.	<u>Trusted traders</u> 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	●	green – on track	The initial background scoping is complete. A report has been prepared for the January 2017 Education and Communities Committee.	SOA 2 SOA 8 Respected Responsible
6.	<u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u> Increased numbers of young people are gaining qualifications A broader range of qualifications is offered to better meet the needs of individuals	All CLD staff are trained in assessor/verifier qualifications An increased range of qualifications is offered	●	green – on track	We are working across CLD services to achieve additional qualifications for adults and young people.	Achieving
7.	<u>Youth work</u> All young people in school and	Work with school colleagues to increase the number and effectiveness of school-based	●	green – on track	We have delivered a number of 'staying safe' workshops in a school setting in	SOA 6 Healthy

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>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</p> <p>Increased engagement with young people in their own settings including street-based programmes around community safety and health</p>	<p>inputs around staying safe in response to new challenges facing young people, particularly targeting S1-3 pupils</p> <p>More direct engagement on the street with the <i>Word on the Street</i> project</p>			<p>partnership with Police Scotland. We have also increased street engagement with outreach workers in hotspot areas.</p>	<p>Achieving Respected Responsible</p>
8.	<p><u>Adult learning pathways</u></p> <p>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</p>	<p>Map all adult learning provision; a process is developed and agreed with providers receiving public funding to support continued engagement</p>	●	green – on track	<p>There is ongoing development on additional pathways in adult learning.</p>	<p>SOA 3 SOA 4 SOA 6</p> <p>Achieving</p>

Capital Projects Improvement Actions 2016/17

These improvement actions relate to capital projects which the Education, Communities and Organisational Development Directorate leads on. The Directorate acts largely as a client of the Environment, Regeneration and Resources Director for the delivery of capital projects including the School Estate Management Plan; Inverkip Community Centre; Inverclyde Association for Mental Health Mearns Centre development; multi-use games areas; the Rankin Park Mountain Bike Hub; the Watt Complex (McLean Museum and Watt Library); community facilities at Woodhall; pitch improvements at Birkmyre; and the Housing Scheme of Assistance.

Capital Projects						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Capital projects</u></p> <p>The Directorate works in partnership with the Environment, Regeneration and Resources (ERR) Directorate as a client regarding capital projects</p>	<p>Continue to work with the ERR Directorate to ensure timescales are met, slippage is kept to a minimum and plans are in place for moving in and out of buildings, when required</p>	●	green – on track	<p>The Capital and Asset Management Sub-Group meets at regular intervals to monitor the capital projects and pro-actively manage the slippage position. A red-amber-green (RAG) report is produced from those meetings and confirms the status of the projects and of the various Directorates' capital programmes in terms of the projected expenditure.</p>	<p>Safe Responsible</p>

12 December 2016

Education and Communities Corporate Directorate Improvement Plan Performance Report

Performance Indicators

The Council's key performance indicators help demonstrate performance in terms of strategic and operational objectives. These indicators include statutory performance indicators and local performance indicators.

Full year figures for 2015/16 are shown below, together with the target and Quarter 1 and 2 details for 2016/17:

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
Inclusive Education and Culture				
Libraries: number of actual and virtual visits	419,720	423,000	The performance of these measures is calculated on an annual basis. The 2016/17 full year figures will be available in Spring 2017.	
McLean Museum: number of visits to/usages of the Museum	78,506	70,000		
Safer and Inclusive Communities				
Adult learners:				Performance of the indicators regarding adult learners is on track.
<ul style="list-style-type: none"> • the number achieving core skills qualifications 	229	206	Q1: 49 Q2: 45	
<ul style="list-style-type: none"> • the number improving their literacies 	519	590	Q1: 155 Q2: 214	

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
Literacy and numeracy:				Performance of these measures is on track.
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10) 	26	20	Q1 and Q2: 16	
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training) 	68	32	Q1 and Q2: 29	
Education				
Attainment – S5:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 6 by the end of S5 	58.3%	48%		
<ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 	30.5%	26%		
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by 	13%	12%		

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
the end of S5				
Attainment – S6: <ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 	42.8%	39%		Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 	28.9%	27%		
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 7 by the end of S6 	18.1%	19%		
Attainment – looked after children: <ul style="list-style-type: none"> % who achieved at least one qualification at SCQF Level 3 or better in the current diet of examinations 	93%	98%		Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % who achieved SCQF Level 3 or better in English or mathematics by the end of S4 	79.1%	84.1%		
% Attendance rates: <ul style="list-style-type: none"> primary schools 	94.8%	95%		Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
<ul style="list-style-type: none"> secondary schools 	91%	92%		
<ul style="list-style-type: none"> additional support needs schools 	91%	93%		
Exclusions from school per 1,000 pupils:			It would not be appropriate to set targets for the indicators which measure exclusions from school. The 2016/17 figures will be available in August 2017.	
<ul style="list-style-type: none"> primary 	1.3			
<ul style="list-style-type: none"> secondary 	19.1			
<ul style="list-style-type: none"> additional support needs 	12.5			
<ul style="list-style-type: none"> looked after children – primary 	34.9			
<ul style="list-style-type: none"> looked after children – secondary 	247.2			
<ul style="list-style-type: none"> looked after children – additional support needs 	66.7			

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