

A meeting of the Education & Communities Committee will be held on Tuesday 10 March 2020 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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14.	2019 Clyde Conversations Report by Corporate Director Education, Communities & Organisational Development	p

<p>15. Early Learning and Childcare 1140 Hours Expansion Programme Report by Corporate Director Education, Communities & Organisational Development</p>	<p>p</p>	
<p>16. Replacement of Technical Department Computers and Interactive Whiteboards in Education Establishments Report by Corporate Director Education, Communities & Organisational Development</p>	<p>p</p>	
<p>17. Use of Emergency Powers Procedure – Hillend Children’s Centre Refurbishment Report by Corporate Director Education, Communities & Organisational Development</p>	<p>p</p>	
<p>The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 6 of Part I of Schedule 7(A) of the Act.</p>		
<p><u>COMMUNITIES</u></p> <p>PERFORMANCE MANAGEMENT</p> <p>18. Ongoing Governance of External Organisations Report by Corporate Director Education, Communities & Organisational Development providing an oversight of the governance arrangements in place for externally funded organisations and highlighting any issues arising from ongoing governance arrangements</p>		<p>p</p>

Enquiries to – **Sharon Lang** – Tel 01475 712112

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/21/20/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2019/20 Revenue Budget Report- Period 9 to 31 December 2019		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position as at Period 9 to 31 December 2019.

2.0 SUMMARY

- 2.1 The total Communities Revenue Budget for 2019/20, excluding Earmarked Reserves, is currently £4,510,210. This is an increase of £1,120 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an underspend of £24,000 which is a decrease in expenditure of £2,000 since the last Committee.
- 2.2 The main variances to highlight for the 2019/20 Revenue Budget are –
- (a) Libraries & Museum projected to underspend by £7,000, a decrease in expenditure of £7,000 since the last Committee. This is due to an underspend of £3,000 for Employee Costs, a shortfall in Income of £32,000 and an underspend of £36,000 for Property Costs, mostly Non Domestic Rates empty relief for the McLean Museum.
 - (b) Projected overspend of £9,000 for Sports & Leisure. A £16,000 shortfall for Whinhill Golf Course income and a £3,000 overspend for Insurance are partially offset by a £10,000 underspend for Rankin Park mountain bike track maintenance.
 - (c) Projected underspend of £17,000 for Community Safety. Employee Costs are projected to underspend by £10,000 due to vacant posts. The balance is made up of minor variances.
 - (d) Projected underspend of £9,000 for Community Halls mainly due to the over recovery of Income from School Lets.
- 2.3 Earmarked Reserves for 2019/20 total £359,000 with £190,000 projected to be spent in the current financial year. To date, expenditure of £175,000 (92%) has been incurred. Spend to date per profiling was expected to be £245,000 resulting in slippage of £70,000 or 29%.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee note the current projected underspend of £24,000 for the 2019/20 Communities Revenue Budget as at Period 9 to 31 December 2019.

Alan Puckrin
Chief Financial Officer

Ruth Binks
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 2019/20 Communities Revenue Budget as at Period 9 to 31 October 2019 and highlight the main issues contributing to the projected underspend of £24,000.

5.0 2019/20 PROJECTION

- 5.1 The current Communities Revenue Budget for 2019/20 is £4,510,210. This is an increase of £1,120 from the approved budget. Appendix 1 provides details of the virements responsible for this increase.
- 5.2 The main issues to highlight in relation to the projected underspend of £24,000 (0.5%) for the 2019/20 Communities Revenue Budget are :-

Libraries & Museum: Projected Underspend £7,000

Libraries & Museum is projected to underspend by £7,000, a decrease in expenditure of £7,000 since the last Committee.

Libraries & Museum Employee Costs are projected to underspend by £3,000 and Property Costs are projected to underspend by £36,000, the majority of which relates to Non Domestic Rates (NDR) empty relief for the McLean Museum during refurbishment period. Libraries & Museum Income is projected to under-recover by £32,000 (Libraries £17,000 and Museum £15,000).

Sports & Leisure: Projected Overspend £9,000

Sports & Leisure is projected to overspend by £9,000, an increase in expenditure of £3,000 since the last Committee. Whinhill Golf Income is projected to under-recover by £16,000 and Insurance is projected to overspend by £3,000. These overspends are partially offset by a projected underspend of £10,000 for Rankin Park mountain bike track maintenance.

Community Safety: Projected Underspend £17,000

Community Safety is projected to under-spend by £17,000, a reduction in expenditure of £1,000 since the last Committee. Employee costs, mainly School Crossing Patrollers, are projected to under-spend by £10,000 with the balance of the underspend relating to minor variances.

Community Halls: Projected Underspend £9,000

Community Halls are projected to underspend by £9,000, a decrease in expenditure of £1,000 since the last Committee.

Income from School Lets is projected to over-recover by £10,000, the same as previously reported to Committee. The balance is made up of minor variances.

6.0 EARMARKED RESERVES

- 6.1 Earmarked Reserves for 2019/20 total £359,000 with £190,000 projected to be spent in the current financial year. To date expenditure of £175,000 (92%) has been incurred. Spend to date per profiling was expected to be £245,000 resulting in slippage of £70,000 or 29%.

7.0 VIREMENTS

7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 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					

8.2 Legal

There are no specific legal implications arising from this report.

8.3 Human Resources

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

8.4 Equalities

There are no equalities issues within this report.

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

8.5 Repopulation

There are no repopulation issues within this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Communities Budget Movement - 2019/20**Period 9 - 1st April 2019 to 31st December 2019**

Service	Approved Budget	Inflation £000	Movements			Revised Budget
	2019/20 £000		Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2019/20 £000
Libraries & Museum	1,550	1				1,551
Sport & Leisure	1,171					1,171
Community Safety	552					552
Community Halls	984					984
Grants to Voluntary Organisations	252					252
Totals	<u>4,509</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,510</u>

Movement Details

£000

External ResourcesInflationNDR
|

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1Virement0Supplementary Budget01

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 9 -1st April 2019 to 31st December 2019**

<u>Out Turn</u> <u>2018/19</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2019/20</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Dec-19</u> <u>£000</u>	<u>Projection</u> <u>2019/20</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
62	Libraries & Museum Non Domestic Rates (NDR)	55	55	22	35	(20)	(36.4%)
Total Material Variances						(20)	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 9 - 1st April 2019 to 31st December 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,715	Employee Costs	1,677	1,705	1,681	(24)	(1.4%)
756	Property Costs	719	720	690	(30)	(4.2%)
1,383	Supplies & Services	1,216	1,215	1,205	(10)	(0.8%)
4	Transport Costs	3	3	3	0	-
79	Administration Costs	73	73	81	8	11.0%
1,270	Other Expenditure	1,113	1,157	1,150	(7)	(0.6%)
(351)	Income	(292)	(363)	(324)	39	(10.7%)
4,856	TOTAL NET EXPENDITURE	4,509	4,510	4,486	(24)	(0.5%)
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,509	4,510	4,486	(24)	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,573	Libraries & Museum	1,550	1,552	1,545	(7)	(0.5%)
1,475	Sports & Leisure	1,171	1,171	1,180	9	0.8%
552	Community Safety	552	552	535	(17)	(3.1%)
1,005	Community Halls	984	983	974	(9)	(0.9%)
251	Grants to Vol Orgs	252	252	252	0	-
4,856	TOTAL COMMUNITIES	4,509	4,510	4,486	(24)	(0.5%)
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2019/20</u>	<u>Phased Budget Period 9 2019/20</u>	<u>Actual Period 9 2019/20</u>	<u>Projected Spend 2019/20</u>	<u>Amount to be Earmarked for 2021/22 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Community Fund	Tony McEwan	344	245	175	175	169	£99k of the c/f t o 20/21 is currently committed leaving a balance of £70k unallocated at this time. Proposal to Feb P&R agreed to use £60k for temp CLD resource to support the next phase of Participatory Budgeting.
Gourock Pool Opening Extension	Tony McEwan	15	0	0	15	0	Funding for pool to remain open September 2019. Invoice received Jan 2020 and is on budget. Will be paid P10.
Total		359	245	175	190	169	

Report To: Education & Communities Committee
Date: 10 March 2020

Report By: Corporate Director Education, Communities & Organisational Development and Chief Financial Officer
Report No: EDUCOM/26/20/HS

Contact Officer: Hugh Scott
Contact No: 01475 712828

Subject: Communities Capital Programme 2019 - 2023 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 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 2019-2023 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 January 2020 is 73.94% of the 2019/20 approved budget. Slippage of £148k (9.97%) is currently being reported in connection with the works to Grieve Road and Wemyss Bay Community Centres.

3.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

4.1 This report shows the current position of the approved Communities Capital Programme reflecting the allocation of resources approved by the Inverclyde Council on 21st March 2019.

5.0 INVERKIP COMMUNITY HUB – STORAGE

5.1 Provision of £50K was made in the 2018/19 budget to expand/increase the storage provision at the recently completed Inverkip Community Hub facility. Detail design work was progressed in consultation with the Hub Committee. Works are in progress with the building wind and watertight. Internal wall linings are 90% complete with painting and final fix electrics to follow on. External render completion is currently being adversely affected by inclement weather. Contract completion is expected early March 2020.

6.0 LADY ALICE BOWLING CLUB

6.1 Court authority has now been granted and officers are working closely with the club to agree a lease. This will allow the Club to apply for Lottery or other external funding to supplement the current allocation of £210k. The design proposals for the extension have now been completed to allow a formal planning application to be submitted. The club is being supported by officers from CLD to seek external funding to bridge the current gap of £100k.

7.0 INDOOR SPORTS FACILITY FOR TENNIS

7.1 Indoor Tennis facility update

Inverclyde Council and Inverclyde Leisure have now received formal notification in connection with the stage 2 grant award for the Indoor Tennis development at Rankin Park in Greenock.

Issues have been recently raised by SEPA during the planning process which requires the design team to work with IL to revise the siting within the Rankin Park site.

8.0 PORT GLASGOW SWIMMING POOL REDEVELOPMENT – EXPRESS FITNESS

8.1 Port Glasgow Swimming Pool has undergone extensive redevelopment, transforming the site into one of Inverclyde's premium leisure facilities.

Inverclyde Leisure launched the latest boutique style gym on the 1st September after a joint spend to save partnership investment of £150k was agreed.

The aim of the project was to reduce the deficit funding at Port Glasgow Swimming Pool. The Express Fitness Bio circuit offers male and female customers a full body workout in around 30 minutes.

The new training concept and circuit solution offers personalised workouts in a safe, guided and effective environment to help users achieve their goals. Integrated and supported by My Wellness, users can track and monitor their progress from the downloadable app. Images of the redeveloped building are provided below:



8.2 Memberships at Port Glasgow Swimming Pool are steadily increasing and the membership option offers unlimited use of this new facility along with unlimited swimming in all three pools and access to over 400 classes per week within all Inverclyde Leisure facilities.

The health suite has been refurbished with a new sauna being installed with state of the art three tier seating unit



Before



After



The main reception area was also been redecorated and new branding and signage have been internally and externally fitted to enhance the facility.

8.3

Port Glasgow Swimming Pool usage				
Month	Before Refurbishment (2018/19)	After Refurbishment (2019/20)	Difference	
September	3,275	6,646	3,371	
October	3,355	5,878	2,523	
November	3,267	5,581	2,314	
December	1,951	3,397	1,446	
January	3,283	6,336	3,053	
Totals	15,131	27,838	12,707	+84%

9.0 GRIEVE ROAD COMMUNITY CENTRE

9.1 Provision of £200K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Kitchen works complete;
- Corridor ceiling and lighting complete;
- Essential electrical works complete;
- CCTV installation complete;

- External lights complete;
- Electric roller shutter complete;
- Toilet refurbishment materials on order;
- Building Warrant to be submitted for structural alterations to windows in main hall and disabled toilet alterations;
- Sanding and sealing of main hall floor will commence 28 February;
- New fascia's and soffits and roof overhaul in progress;
- External play area removed and new surfacing laid including new link path; and
- External brickwork to be power-washed to remove graffiti.

Works are behind programme with completion now anticipated in May 2020.

10.0 YOUTH CONNECTIONS BURNS SQUARE

10.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Essential electrical works complete;
- Replacement boiler complete;
- New kitchen installation complete; and
- Works for the remaining elements involving re-roofing, render, window/door replacement and new roller shutter were returned from tender in excess of the remaining budget allocation. Additional funding has been allocated from the Core Property Allocation within the Environment & Regeneration capital programme to allow the works to proceed. Works are currently progressing on site.

Scheduled completion date remains by the end of March 2020 subject to any further significant adverse weather conditions.

11.0 WEMYSS BAY COMMUNITY CENTRE

11.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Kitchen upgrade, corridor ceiling and lighting complete;
- Essential electrical works complete;
- Conversion of reception area to cleaners store complete;
- Roofing works complete and external lighting works complete;
- Building Warrant to be submitted for structural alterations to windows in main hall;
- Concrete base for external storage complete and storage unit installed; and
- Sanding and sealing of Main hall floor will commence 28 February;
- External power-washing of brick work complete;
- Toilet upgrade materials on order with works programmed to commence April/May.

Works are behind programme on the elements involving statutory approval (Building Warrant) with completion now anticipated in May 2020.

12.0 IMPLICATIONS

The expenditure at 31st January 2020 is £1.098m compared to an approved budget of £1.485m. This is expenditure of 73.94% of the approved budget after 83.3% of the year. Slippage of £148k (9.97%) is currently being reported in connection with the works to Grieve Road and Wemyss Bay Community Centres.

12.1 The current budget is £3.054m for Communities projects. The current projection is £3.054m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
Total Communities	3,054	3,054	-	
Total	3,054	3,054	-	

12.2 Legal

There are no legal issues.

12.3 Human Resources

There are no human resources issues.

12.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

12.5 Repopulation

There are no repopulation issues.

13.0 CONSULTATIONS

- 13.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Human Resources and Communications has not been consulted.
- 13.2 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.

14.0 BACKGROUND PAPERS

- 14.1 Communities Capital Programme Technical Progress Reports February 2020. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

Report To:	Education and Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/21/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning & Development, Community Safety, Resilience and Sport	Contact No:	01475 715459
Subject:	Inverclyde Antisocial Behaviour Strategy 2020-2025		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval by the Education and Communities Committee of the Inverclyde Antisocial Behaviour Strategy 2020-2025, following the expiry of the previous strategy.
- 1.2 The report provides members with an outline of the legislative requirements placed on the local authority, an outline of the strategy process including future work and responses from the recent Inverclyde-wide consultation to gather the views and experiences of members of the public. A copy of the strategy is appended for members (Appendix 1).

2.0 SUMMARY

- 2.1 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) placed a duty on each local authority and Chief Constable to jointly prepare, publish, review and revise a strategy to tackle ASB in the authority's area. The previous strategy for Inverclyde has now expired.
- 2.2 The Inverclyde Community Safety Partnership Strategy Group endorsed the creation of a new Inverclyde Antisocial Behaviour Strategy at its meeting on 5 June 2019. This Strategy is also aligned to the forthcoming Inverclyde Community Safety Partnership Strategy currently in development.
- 2.3 A draft version of the antisocial behaviour strategy was presented to the Education and Communities Committee at its meeting on 5 November 2019 which agreed to a community consultation seeking the views and experiences of individuals and community groups in respect of antisocial behaviour. Feedback from this consultation is outlined in the paper.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
 1. approves the Inverclyde Antisocial Behaviour Strategy 2020-2025; and
 2. notes that an Inverclyde Antisocial Behaviour policy document will be created following approval of the Strategy.

4.0 BACKGROUND

- 4.1 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders.
- 4.2 Part 1 of The Act places a statutory responsibility on a local authority and Police to prepare an antisocial behaviour strategy for the authority area. The Act also requires the strategy to specify a number of local arrangements:
- Outline the key principles, strategic context and the aims and objectives of the local authority and the Chief Constable in dealing with antisocial behaviour in Inverclyde (Section 1(1) of The Act);
 - Set out an assessment of the extent and type of occurrences of antisocial behaviour in Inverclyde (Section 3(a) of The Act);
 - Specify local arrangements for consulting and engaging with community bodies and other people (including young people) in each area where there are (or are likely to be) occurrences of antisocial behaviour, on how to prevent and tackle antisocial behaviour in Inverclyde (Section 3(c) of The Act);
 - Specify the range of available services designed to prevent or tackle antisocial behaviour, which are available to all residents in Inverclyde (Section 3(d) of The Act);
 - Set out the range of available services designed to support victims of antisocial behaviour in Inverclyde (Section 3(e) of The Act);
 - Specify the ways in which members of the public can report antisocial behaviour in Inverclyde (Section 3(e) of The Act);
 - Outline the provision of mediation in relation to disputes arising from antisocial behaviour (Section 3(e) of The Act);
 - Describe how Inverclyde Council and the Chief Constable of Police Scotland will co-ordinate the discharge of the functions in relation to tackling antisocial behaviour in Inverclyde (Section 3(f) of The Act);
 - Provide for the lawful exchange of information relating to antisocial behaviour between Inverclyde Council, the Chief Constable of Police Scotland, and any other relevant person (Section 3(f) of The Act); and
 - Outline the mechanism for keeping this strategy under review (Section 4(a) of The Act).
- 4.3 The Inverclyde Antisocial Behaviour Strategy 2020-2025 is the fourth strategy for Inverclyde and builds upon the significant progress made by partners to address antisocial behaviour in Inverclyde.
- 4.4 Contained within the Inverclyde Antisocial Behaviour Strategy 2020-2025 is an outline of the local and national context of responding to antisocial behaviour, the various responses to antisocial behaviour in Inverclyde, and an assessment of antisocial behaviour in Inverclyde.

With respect to the assessment of antisocial behaviour in Inverclyde, the strategy shows the extent of antisocial behaviour complaints within Inverclyde made to Inverclyde Council and Police Scotland between April 2016 and March 2019 noting:

- that in 2018/19, overall, antisocial behaviour complaints made to Inverclyde Council reduced by 39% compared to 2016/17;
- that in 2018/19, overall, antisocial behaviour complaints made to Police Scotland reduced by 19% compared to 2016/17; and
- a comparison of the six locality areas in Inverclyde over the period 2017/18 to 2018/19 indicates that all locality areas experienced a reduction in antisocial behaviour complaints made to Inverclyde Council and Police Scotland, with the exception of Greenock West and Gourock which increased by 2%.

- 4.5 Whilst the legislative requirement for the completion of the strategy lies with the local authority and Police Scotland, the Community Safety Partnership Coordinating Group has responsibility for the coordination of delivery of responding to antisocial behaviour in Inverclyde. The Coordinating Group has identified a need for a policy document which sets out how services and agencies respond to antisocial behaviour in Inverclyde, particularly when a partnership response is required. This work will commence during period 2020/21.

5.0 STRATEGY PROCESS

- 5.1 In order to prepare this strategy a short term working group (STWG) made up of partners from within the Inverclyde Community Safety Partnership was convened. The STWG is comprised of membership from Inverclyde Council, Police Scotland, Cloch Housing Association, Larkfield/Link Housing Association, Oak Tree Housing Association and River Clyde Homes.
- 5.2 The Antisocial Behaviour etc. (Scotland) Act 2004, as noted previously, requires each Local Authority and Police Scotland Chief Constable to jointly prepare an antisocial behaviour strategy for the area. Due to the current partnership arrangements in place across Inverclyde, the STWG also noted the need for an Inverclyde Antisocial Behaviour policy document which will set out agencies across Inverclyde will respond to antisocial behaviour. This policy document will be progressed by the STWG during quarter 1 of 2020/21.
- 5.3 A draft version of the Strategy was presented to the Education and Communities Committee at its meeting on 5 November 2019 seeking approval of the draft strategy, endorsement of the community consultation seeking the views and experiences of individuals and groups in respect of antisocial behaviour, and agreeing for the finalised antisocial behaviour strategy to be submitted to a further meeting of the Committee.
- 5.4 In preparing, reviewing or revising a strategy, The Act, requires local authorities to consult:
- a) the Principal Reporter;
 - b) registered social landlords which provide or manage property in the authority's area;
and
 - c) such community bodies and other persons as the local authority considers appropriate.

This work was completed and an analysis of the community engagement is noted in Section 6 of this report.

- 5.5 During the preparation of the Inverclyde Antisocial Behaviour Strategy, the Community Safety Partnership Strategy Group sought endorsement from the Inverclyde Alliance to begin preparations for a new Community Safety Strategy. As in previous editions of the Strategic Assessment, the 2020-22 strategy identified antisocial behaviour as a priority theme for the Community Safety Partnership.
- 5.6 The Community Safety Partnership Coordinating Group has responsibility for the delivery of activities relating to antisocial behaviour. During 2020/21 the Coordinating Group will create a policy document which will set out how community safety partners respond to antisocial behaviour in Inverclyde, particularly when a partnership is required. The Community Safety Strategy Group will report annually to the Inverclyde Alliance Board on the strategy.
- 5.7 Regarding the requirement by Inverclyde Council to complete a Data Protection Impact Assessment (Section 7.4 (c)) it has been agreed by the STWG that this will inform the development of the policy document.

6.0 COMMUNITY ENGAGEMENT

- 6.1 A questionnaire was issued between 5 November 2019 and 20 December 2019 seeking the views and experiences of individuals and community groups across Inverclyde.

6.2 The consultation was publicised via www.inverclyde.gov.uk and regularly promoted via social media platforms by a number of community safety partners.

6.3 The consultation sought information on the following:

- Experiences of antisocial behaviour in the previous 12 months;
- The types of antisocial behaviour experienced (if applicable);
- Which service/agency the antisocial behaviour was reported to (if applicable);
- Knowledge of the Inverclyde Council Community Warden Service;
- If there had been a reduction in antisocial behaviour in the previous 12 months; and
- General comments on the antisocial behaviour strategy.

6.4 28 responses were received which highlighted the following issues:

- The majority of responses advised that they or someone in their household had been a victim of antisocial behaviour in the previous 12 months;
- Alcohol-related antisocial behaviour, noise-related antisocial behaviour, drug-related antisocial behaviour, vandalism and disorder from groups were reported as the most prevalent concerns;
- Whilst the majority of those affected by antisocial behaviour contacted either Police Scotland, Inverclyde Council or their social landlord there were a number of people who did not report the antisocial behaviour to a service;
- The majority of those responding did know that they could contact the Community Warden Service to report antisocial behaviour; and
- The majority of those responding did not believe there had been a reduction in antisocial behaviour in their neighbourhood in the previous 12 months.

6.5 Although there was a small number of responses to the consultation, elected members should note ongoing engagement opportunities for the public to respond to issues around antisocial behaviour in Inverclyde including through the Inverclyde Citizens' Panel, the Police Scotland 'Your view counts' survey; and tenant satisfaction surveys via local registered social landlords.

7.0 IMPLICATIONS

7.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

7.2 Legal

The Antisocial Behaviour etc. (Scotland) Act 2004 places a statutory responsibility on local authorities to jointly prepare with Police Scotland an antisocial behaviour strategy for the authority area.

7.3 Human Resources

None.

7.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

X

YES

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

X

YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

7.5 Repopulation

N/A

8.0 CONSULTATIONS

- 8.1 The Antisocial Behaviour etc. (Scotland) Act 2004 requires local authorities to consult;
1. the Principal Reporter
 2. registered social landlords which provide or manage property in the authority's area; and
 3. such community bodies and other persons as the local authority considers appropriate.

All requirements of the legislation have been undertaken by Inverclyde Council.

9.0 BACKGROUND PAPERS

- 9.1 Inverclyde Council Education and Communities Committee 05 November 2019
'Inverclyde Draft Antisocial Behaviour Strategy 2020-25' (EDUCOM/84/19/HS)

Inverclyde Antisocial Behaviour Strategy 2020-2025

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Joint Foreword

The Antisocial Behaviour etc. (Scotland) Act 2004 requires the Local Authority and Chief Constable of Police Scotland to produce a strategy for dealing with antisocial behaviour. This strategy has been endorsed by the Inverclyde Alliance Board and the Inverclyde Community Safety Partnership, highlighting the breadth of partners in Inverclyde who respond to antisocial behaviour in Inverclyde.

This strategy sets out the legislative requirements of the Antisocial Behaviour etc. (Scotland) Act 2004. In addition to this, the Community Safety Partnership will produce an Antisocial Behaviour Policy Document, which sets out in more detail, how agencies will respond to antisocial behaviour in Inverclyde.

Whilst overall incidents of antisocial behaviour reported to both Inverclyde Council and Police Scotland have reduced over the previous three years, partners do acknowledge that antisocial behaviour has a serious impact on the lives of our residents and can have a negative impact on communities within Inverclyde.

We therefore have a crucial role to play in tackling antisocial behaviour. Partnership working continues to be of importance, with the need to deliver better, more targeted responses and services, and continuing to build on using shared resources. The Inverclyde Alliance and the Community Safety Partnership are committed to the continuous development of co-ordinated, effective, efficient services which together, meet the needs of our communities and deliver better outcomes for all.

Councillor Stephen McCabe, Leader of Inverclyde Council and Chair of Inverclyde Alliance

Chief Superintendent Alan Murray, Local Police Commander for Renfrewshire and Inverclyde Division.

1. Introduction

Antisocial Behaviour is defined in Section 143 of the Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) if an individual ‘acts in a manner that causes or is likely to cause alarm or distress; or pursues a course of conduct that causes or is likely to cause alarm or distress, to at least one person who is not of the same household’. The legislation requires that ‘conduct includes speech; and a course of conduct must involve conduct on at least two occasions’.

Part 1 of The Act places a duty on the Local Authority and the Police to prepare an Antisocial Behaviour Strategy for the authority area. This strategy, in line with the legislation, will:

- outline the key principles, strategic context and the aims and objectives of the local authority and the Chief Constable in dealing with antisocial behaviour in Inverclyde (Section 1(1) of The Act);
- set out an assessment of the extent and type of occurrences of antisocial behaviour in Inverclyde (Section 3(a) of The Act);
- specify local arrangements for consulting and engaging with community bodies and other people (including young people) in each area where there are (or likely to be) occurrences of antisocial behaviour, on how to prevent and tackle antisocial behaviour in Inverclyde (Section 3(c) of The Act);
- specify the range of available services designed to prevent or tackle antisocial behaviour, which are available to all residents in Inverclyde (Section 3(d));
- set out the range of available services designed to support victims of antisocial behaviour in Inverclyde (Section 3(e) of The Act);
- specify the ways in which members of the public can report antisocial behaviour in Inverclyde (Section 3(e) of The Act);
- describe how Inverclyde Council and the Chief Constable of Police Scotland will co-ordinate the discharge of the functions in relation to tackling antisocial behaviour in Inverclyde (Section 3(f) of The Act);
- provide for the lawful exchange of information relating to antisocial behaviour between Inverclyde Council, the Chief Constable of Police Scotland, and any other relevant person (Section 3(f) of The Act); and
- outline the mechanism for keeping this strategy under review (Section 4(a) of The Act).

2 Context

National

The Antisocial Behaviour etc (Scotland) Act 2004 is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders. There are also a number of other pieces of legislation which supports responses to antisocial behaviour such as:

- Human Rights Act 1998
- Regulation of Investigatory Powers (Scotland) Act 2000
- Housing (Scotland) Act 2001
- Equality Act 2010
- Housing (Scotland) Act 2010
- Housing (Scotland) Act 2014
- Data Protection Act 2018

'Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland' (2009) is the Scottish Government's national framework for tackling antisocial behaviour. The framework introduced four pillars to respond to antisocial behaviour: prevention; integration; engagement; and communication. Key to achieving the aims of the prevention pillar was an update to a PIER (Prevention, early Intervention, Enforcement and Rehabilitation) model as introduced in national guidance in 2004. The Promoting Positive Outcomes document defined the components of the PIER model as:

- **Prevention:** requires foresight and planning in terms of putting measures which are likely to create a physical and social environment where antisocial behaviour is less likely to arise. Such measures can start before the antisocial behaviour is evident through a programme of proactive elements such as CCTV and a strong focus on education, support, community engagement and the creation of strong sustainable family environments;
- **Intervention:** Early and effective intervention includes putting in place measures that will help to address problems at the earliest opportunity both in relation to individuals and communities. A variety of approaches and services from a range of statutory and voluntary agencies are needed to provide the choices and chances required to offer opportunities to divert people away from antisocial behaviour;
- **Enforcement:** Enforcement should be considered when effective interventions have been tried, failed or deemed not appropriate. Enforcement requires to be appropriate, proportionate and timely and supported by intervention, education, support and rehabilitation; and
- **Rehabilitation:** There is a need to understand and assess the needs of individuals and communities in order to provide long-term solutions. An understanding and perception of the impact of ASB is necessary to fully break the cycle of offending and to provide the focus for services to fully integrate to deliver long-term solutions.

Throughout the model education and support form a vital thread throughout and are crucial to the success of each individual component of the revised PIER model.

The Community Empowerment (Scotland) Act 2015 places a legal duty on community planning partners to demonstrate they are making a significant difference to the lives of their residents through the planning and delivery of local outcomes and the involvement of community bodies at all stages of community planning.

The National Performance Framework (NPF) provides a clear vision for Scotland with broad measures of national wellbeing covering a range of economic, health, social and environmental indicators and targets. In respect of antisocial behaviour the relevant national outcome is that 'we live in communities that are inclusive, empowered, resilient and safe'.

Local

The Inverclyde Alliance (Community Planning Partnership) provides the overarching strategic direction for tackling antisocial behaviour in Inverclyde. The Inverclyde Antisocial Behaviour Strategy will be scrutinised through the Community Safety Partnership Strategic Group which is made up of representatives from Inverclyde Council, Police Scotland, Inverclyde HSCP, The Scottish Fire & Rescue Service, Scottish Ambulance Service, Inverclyde Housing Association Forum, CVS Inverclyde and Your Voice Inverclyde.

Delivery of this strategy and its associated policy document and improvement action plan will be overseen by the Inverclyde Community Safety Partnership Coordinating Group and progress is reported regularly to its parent group the Inverclyde Community Safety Partnership Strategy Group.

The Inverclyde Local Outcomes Improvement Plan (LOIP) 2017/22 sets out the outcomes that the community planning partners in Inverclyde, known as the Inverclyde Alliance, will seek to improve. These outcomes aim to improve the wellbeing and quality of life of the residents of Inverclyde, with a particular focus on reducing inequality and poverty. The LOIP focuses on three key priority areas: Repopulation; Reducing Inequalities; and Environment, Culture and Heritage. This strategy will work in the context of these themes.

There are also a number of other local key policy documents which are set out in detail at Appendix 1 to this strategy..

3 Strategic Themes

The Community Safety Partnership Strategy Group endorsed a Community Safety Strategic Assessment in 2019 which has three outcomes of reducing violence, crime and disorder in our communities; reducing unintentional harm and injury in our communities; and promoting community resilience. There is an associated improvement action plan across the three outcomes with antisocial behaviour-related improvements featuring in two of these outcomes.

Inverclyde's antisocial behaviour strategy is arranged into four key themes: prevention; early intervention; enforcement and rehabilitation.

Prevention

The partnership will aim to:

- introduce resources designed to divert people from behaving in an antisocial manner;
- put in place measures that will create an environment where antisocial behaviour is less likely to occur. This includes the use of permanent and mobile CCTV facilities as well as inspections of areas where antisocial behaviour is occurring and opportunities to reduce antisocial behaviour;
- in terms of local housing providers, have an appropriate Allocations Policy;
- make use of media designed to prevent and tackle antisocial behaviour;
- undertake, where appropriate, joint Police/Community Warden patrols in areas affected by antisocial behaviour;
- work with relevant bodies to encourage the responsible sale of age restricted products; and
- work with relevant bodies to deliver community safety/antisocial behaviour messages within schools and youth work settings.

Early intervention

The partnership will aim to:

- identify those who behave antisocially at the earliest possible stage through effective information sharing;
- send advice letters sent to parents if a child/young person has been found acting in an antisocial manner. The advice letter may be sent either by Police Scotland or Inverclyde Council;
- deploy resources via the use of multiagency tasking and coordinating arrangements.
- use community mediation whereby neighbourhood disputes can be dealt with and resolved at an early stage;
- work alongside and assist private landlords in addressing the antisocial behaviour of their tenants; and
- through the Community Learning and Development Youth Work Sub Group, work with partners to provide diversionary activities to young people.

Enforcement

The partnership will aim to:

- appropriately use the powers made available to partners under the Antisocial Behaviour etc. (Scotland) Act 2004, the Housing Scotland Act 2014 and other relevant legislation;
- use the powers made available to Police Scotland by the Lord Advocate in respect of antisocial behaviour Fixed Penalty Notices and Recorded Police Warnings. Offences and legislation for which an antisocial behaviour Fixed Penalty Notice can be issued are listed under Part II of the Antisocial Behaviour etc. (Scotland) Act 2004; and
- proportionately apply to the Sheriff Court for Antisocial Behaviour Orders (ASBOs) and evictions, serving Fixed Penalty Notices and using powers under Parts 7 and 8 of the Antisocial Behaviour etc. (Scotland) Act 2004 in respect of private landlords.

Rehabilitation

The partnership will aim to:

- use the Rapid Rehousing Transition Plan (RRTP) which is a new planning framework for local authorities and their partners to transition to a rapid rehousing approach. The RRTP and the Housing First options seeks to offer appropriate support to those people who experience homelessness in Inverclyde and are likely to experience complex support needs including those affected by of the perpetrators of antisocial behaviour; and
- use the short Scottish secure tenancy for antisocial behaviour (Short SST) by social landlords to encourage tenants or members of their household who repeatedly engage in antisocial behaviour, to stop the behaviour and sustain their tenancy. This can be achieved by removing some tenancy rights without the need for court action. Conversion of a full Scottish Secure Tenancy to a Short SST will allow those responsible for antisocial behaviour to receive support that will assist them to change conduct which may allow them and members of their neighbourhood to sustain their tenancies long term.

4 Assessment of Antisocial Behaviour in Inverclyde

The following graphs show the extent of antisocial behaviour complaints within Inverclyde made to Inverclyde Council and Police Scotland between April 2016 and March 2019, with a comparison made to the periods April 2017 to March 2018 and April 2016 to March 2017.

In terms of locations, the graphs are split into locality areas. For more information on localities please visit <https://www.inverclyde.gov.uk/localities>

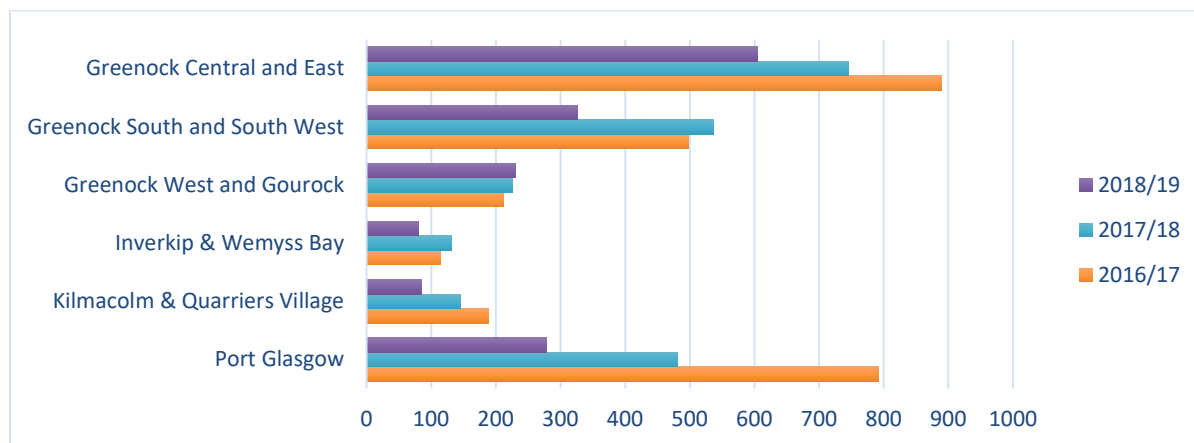


Chart 1 – Number of ASB incidents reported to Inverclyde Council, by locality area

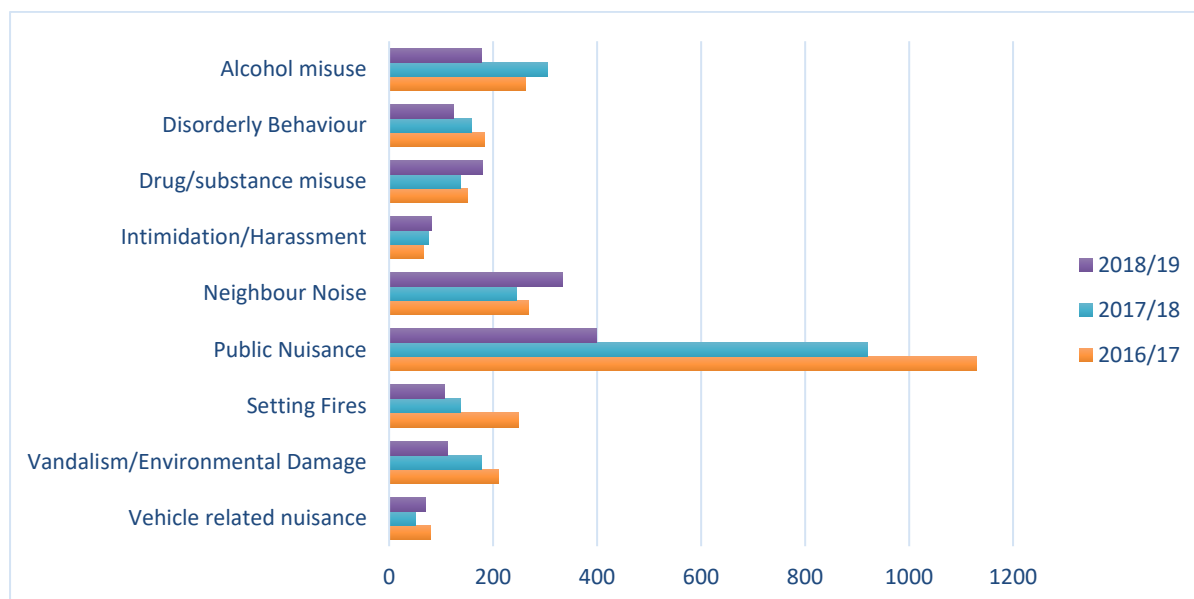


Chart 2 – Number of ASB incidents reported to Inverclyde Council, by type of complaint

All areas witnessed a reduction in antisocial complaints made to Inverclyde Council with the exception of Greenock West & Gourrock, which increased by 2% from 2017/2018 to 2018/2019. Both Kilmacolm & Quarriers Village and Port Glasgow recorded the biggest fall of 42% from 2017/2018 to 2018/2019. Overall, antisocial behaviour complaints reduced by 39% compared to 2016/2017.

Complaints of public nuisance reduced by 57% in 2018/19 compared to 2017/2018. Alcohol misuse calls reduced by 42% over the same period. Neighbour noise and drug/ substance misuse calls increased by 36% and 31% respectively over the same period.

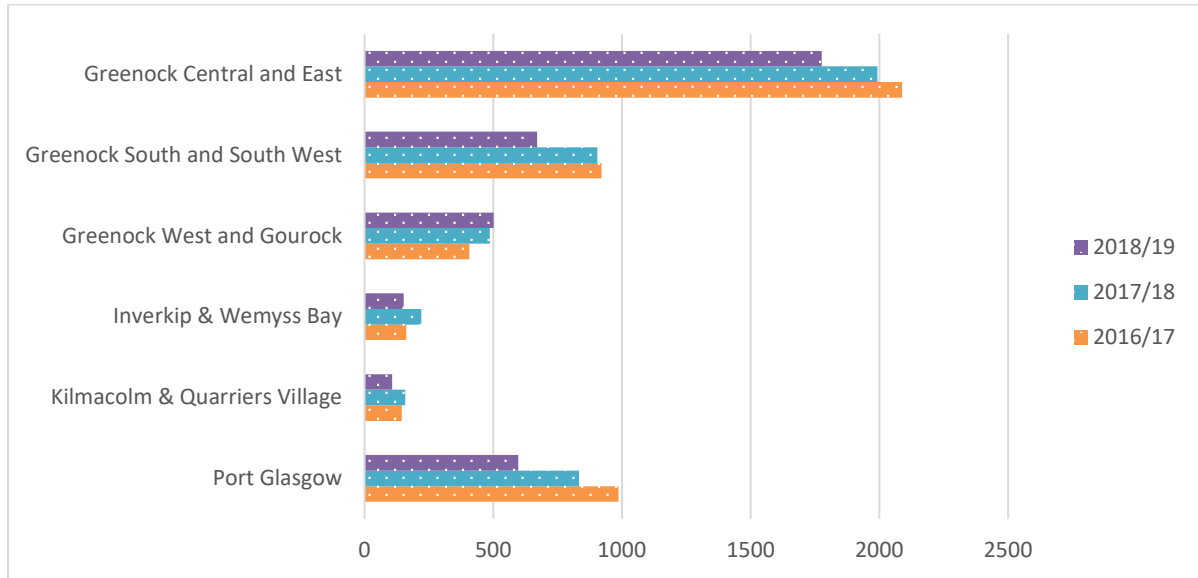


Chart 3 – Number of ASB incidents reported to Police Scotland, by locality area

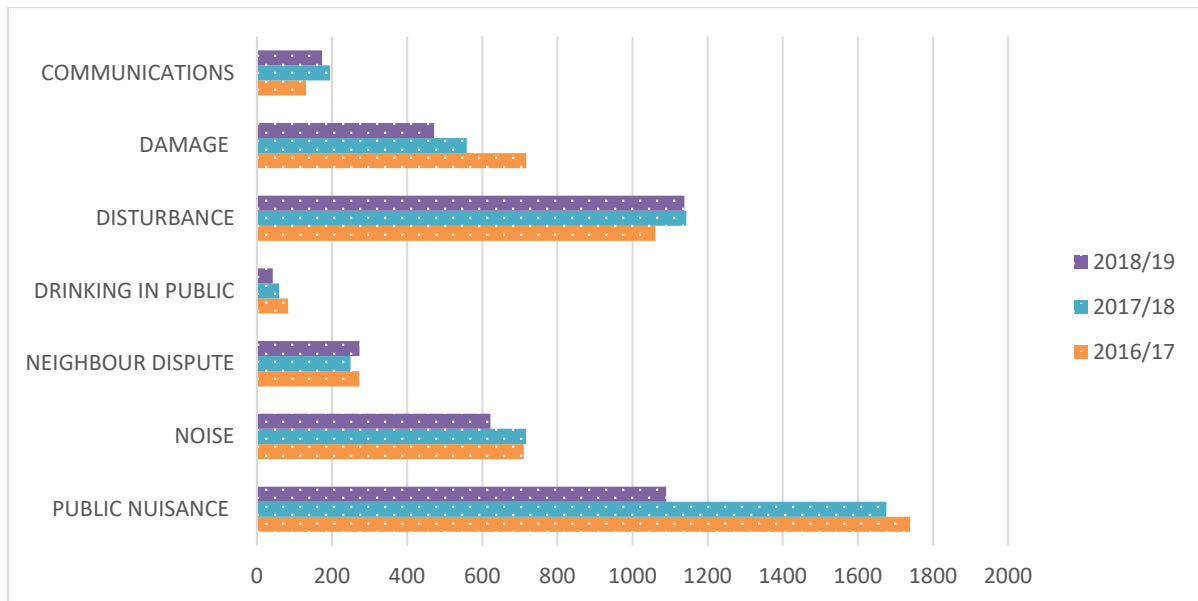


Chart 4 – Number of ASB incidents reported to Police Scotland, by type of complaint

All areas witnessed a reduction in antisocial complaints made to Police Scotland with the exception of Greenock West & Gourrock, which increased by 3% from 2017/2018 to 2018/2019. Kilmacolm & Quarriers Village recorded the biggest fall of 32% followed by Inverkip & Wemyss Bay with a reduction of 31% from 2017/2018 to 2018/2019. Overall, antisocial behaviour complaints reduced by 19% compared to 2016/2017.

Complaints of public nuisance reduced by 35% in 2018/19 compared to 2017/2018. Noise reduced by 13% over the same period. Neighbour disputes increased by 10% over the same period.

5. Community Engagement

Across Inverclyde there is provision for 11 Community Councils, with representatives from Police Scotland and Inverclyde Council's Community Warden Service attending meetings. This allows both services to provide an update of activity within the community council area as well as giving the Community Council the opportunity to raise issues. Inverclyde Council's Community Safety Unit produces a monthly community safety report which is available on the Council's website.

In addition, there are a number of other community-based groups across Inverclyde who regularly engage directly with Police Scotland and Inverclyde Council's Community Warden Service.

There is also the opportunity to engage with a number of communities of interest groups across Inverclyde such as youth related groups, health based groups and other groups within Inverclyde.

6. Resources and Services

The list below provides examples of the resources and services in Inverclyde who can respond to antisocial behaviour.

Inverclyde Council Community Warden Service	(Police Scotland Community Policing Team
Inverclyde Council Antisocial Behaviour Investigations Team	Police Scotland Response Teams Scottish Fire & Rescue Service
Inverclyde Council Environment and Enforcement Team	Cloch Housing Association Larkfield/Link Housing Association
Inverclyde Council CCTV	Oak Tree Housing Association
Inverclyde Council Environment and Public Protection Team	River Clyde Homes
Inverclyde Council Community Learning and Development	Victim Support (Scotland)

7 Support for Victims of Antisocial Behaviour

All partners recognise the impact that antisocial behaviour can have on those who are experiencing it.

Inverclyde Council operates a Community Warden Service who respond to calls and provide proactive patrols relating to community safety issues and antisocial behaviour.

Community Wardens are operational from 13:00hrs to 23:30hrs and can be contacted on 0800 01 317 01.

Members of the public can also speak to an antisocial behaviour investigator to discuss options or seek advice and can be contacted between 09:00hrs and 17:00hrs on 01475 714204.

Reports of antisocial behaviour can also be made via email to ASBINT@inverclyde.gov.uk

Inverclyde Council has a duty to investigate and control noise nuisance within their area and does this through the Environmental Protection Team. The team works in partnership with the Social Protection Team in providing an Out of Hours Service which allows officers to visit complaints out with office hours. Other partnership links exist with the Social Protection Team, the Community Wardens and Police Scotland in order to provide a joint approach towards reducing anti-social behaviour.

8. Information Sharing

Section 139 of The Act contains provisions that allow agencies involved in tackling antisocial behaviour to share relevant information. There are a number of relevant information sharing protocols as well as meeting forums where relevant information can be shared.

9. Review of the Strategy

The Community Safety Partnership Coordinating Group has responsibility for the delivery of the Community Safety Partnership Strategic Assessment which includes the provision of responding to antisocial behaviour. The Coordinating Group will provide an annual update to the Community Safety Partnership Strategy Group.

The Coordinating Group has identified a need for a policy document which sets out how services and agencies respond to antisocial behaviour in Inverclyde particularly when a partnership response is required. This policy document has been identified as an improvement action and will be progressed during year one of the strategy. In addition to this, other responses to antisocial behaviour have been identified within the Community Safety Strategic Assessment and are subject to regular review as well as regular scrutiny by the Community Safety Partnership Strategy Group.

Associated Strategies, Plans and Policies

The following is a list of associated strategic and plans for Inverclyde. The author of the report is in brackets.

Local Police Plan (Inverclyde) 2017/20	(Police Scotland)
Inverclyde Outcomes Improvement Plan 2017/22	(Inverclyde Alliance)
Inverclyde Strategic Needs Assessment 2017	(Inverclyde Alliance)
Local Fire & Rescue Plan for Inverclyde (Rescue Service)	(The Scottish Fire & Rescue Service)
Inverclyde Council Corporate Plan 2018/22	(Inverclyde Council)
Inverclyde HSCP Strategic Plan 2019/24	(Inverclyde HSCP)
Inverclyde HSCP Strategic Needs Assessment 2019	(Inverclyde HSCP)
Community Learning and Development in Inverclyde 19/22	(Inverclyde Council)
Inverclyde Local Housing Strategy 2017/22	(Inverclyde Council)
Inverclyde Alcohol and Drugs Partnership Strategy	(Inverclyde HSCP)
Oak Tree Housing Association Estate Management Policy (Association)	(Oak Tree Housing Association)
Cloch Housing Association Antisocial Behaviour Policy	(Cloch HA)
Larkfield Housing Association Anti-Social Behaviour Policy	(Larkfield HA)
River Clyde Homes Antisocial Behaviour Policy	(River Clyde Homes)
Rapid Rehousing Transition Plan (HSCP)	(Inverclyde Council/ HSCP)

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/20/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Pilot on the provision of crawl spaces on secondary school 3G pitches		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the pilot of crawl spaces which were installed at 3G pitches at Inverclyde Academy, St Columba's High School and Port Glasgow Community Campus.

2.0 SUMMARY

- 2.1 This report provides an update to elected members on issues relating the provision of crawl spaces in the perimeter fences at the 3G pitches at three of our secondary schools.
- 2.2 Although some issues remain, incidences have reduced in recent months.
- 2.3 The report recommends extending the existing pilot for a further year with monitoring procedures in place, but not to extend the provision of crawl spaces to additional sites at this time.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
1. notes the progress in the provision of crawl spaces at Inverclyde Academy, St Columba's High School and Port Glasgow Community Campus;
 2. agrees to the extension for one more year at current sites, with monitoring procedures remaining in place; and
 3. agrees to a final evaluation report being submitted to the Committee in a year's time.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 In June 2017, the Petitions Committee considered the following petition:

“We demand the creation of crawl-spaces and opening of Inverclyde Academy AstroTurf pitches to local youngsters on a 24/7 basis or the creation of a suitable 3G AstroTurf pitch within the immediate locality to bring the area up to a similar standard with other areas in Inverclyde.”

- 4.2 Due to a generous provision of artificial pitches in Inverclyde, no identified budget, nor an appropriate site in which to build another 3G pitch, the Petitions Committee agreed to pilot the provision of a crawl space being created at Inverclyde Academy to support community use of the pitch when it was not booked. A report was then provided to the Education and Communities Committee in October 2018 which reported significant issues with the provision of the crawl space in that there was continued, extensive damage to the pitch. Nevertheless, the Committee agreed to extend the provision for a further six months. At the same time, officers extended the crawl space provision to the pitches at St Columba’s High School and the Port Glasgow Community Campus. A further report to extend the pilot for another six months was agreed at the May 2019 Education and Communities Committee.
- 4.3 A number of issues arose during the initial 6 months trial period at Inverclyde Academy. The school reported that over the year, it experienced an increase in damage to the pitch, goals and nets. This had a direct impact on the delivery of the PE curriculum for the school. However, over the past 6 months, there have been no reports of any damage to the pitch, goals, nets or surrounding area although littering remains an issue across all the sites.
- 4.4 Whilst broken glass on the pitch was an issue, such incidents have decreased in frequency in recent months. Similarly, there has been a reduction in complaints being received from both the school and clubs who use the pitches. The Community Warden Service continues to visit and monitor the sites. Nevertheless, the pilot has placed increasing demands on janitorial staff and letting officers to pick up litter and ensure the pitch is safe and suitable for day-to-day use.
- 4.5 The decision to cut crawl holes in the perimeter fence rather than opening the gate was to maintain security at the school while reducing the Council’s liability should anyone be injured climbing over the perimeter fence at a pitch. However, it has now been confirmed that the Council would have limited liability should such an incident occur. Additionally, there were concerns the lack of a crawl space would make it difficult for emergency services to gain access to the pitch, should someone be injured. It has now been established that emergency services have equipment which would allow access to the pitches if needed.
- 4.6 Nevertheless, there remain a number of issues around the creation of any new crawl spaces at additional sites. Security and the risk of damage to the pitches and to equipment such as goals and nets remain. Additionally, there are increased demands on janitorial staff at the start of each school day to ensure pitches are safe and suitable for school use. It should also be noted that pitches are only available for community use when they have not been booked and are often only available for community use during the day in the summer months.
- 4.7 As issues around vandalism remain, the service will continue to monitor the sites through the community warden service, monitor complaints and issues raised by schools and clubs. It is therefore not recommended extending crawl space provision to any further sites at this time.

5.0 IMPLICATIONS

Annually Recurring Costs/ (Savings)

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

5.1 Legal

None

5.2 Human Resources

None

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

5.3 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
✓	NO

6.0 CONSULTATIONS

6.1 None.

7.0 BACKGROUND PAPERS

7.1 None.

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/032/20
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Items for Noting (Communities)		

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following reports are submitted for the Committee's information:

- Extension to the Opening of Gourock Outdoor Pool
- Inverclyde Heritage Strategy
- Grants to Voluntary Organisations 2019/20 – Round 2
- Under 19s Sports Grants 2019/20 – Round 2

2.0 RECOMMENDATION

2.1 That the above report be noted.

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisation Development	Report No:	EDUCOM/23/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715459
Subject:	Extension to the Opening of Gourock Outdoor Pool		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the attendance levels and net costs incurred by the extension of the opening of Gourock Outdoor Pool in September 2019 and note the consideration by Elected Members of extended opening as part of the 2020/21 budget process.

2.0 SUMMARY

- 2.1 Members had previously agreed to fund the extension of the opening of the Gourock Pool to September for a further year in 2019.
- 2.2 Attendances during the extension period (September 2019) totalled 2,701, which represents a marginal increase on the same period last year.
- 2.3 Invoice costs for the September 2019 extension totalled £20,040.23 with a total income generation of £5,380.35, resulting in a total expenditure of £14,659.88. The total budget allocation for the extension period was £16,000. Taking both these items together represents a subsidy of around £6 per attendance.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the net costs of opening Gourock Pool and the attendance levels for the extended opening of the facility over September 2019; and
 - notes that Elected Members will be considering continuing the extended opening as part of the 2020/21 budget process.

Ruth Binks
Corporate Director
Education, Communities & OD

4.0 BACKGROUND

- 4.1 The August 2017 meeting of the Policy and Resources Committee approved the extension of the opening of Gourrock Outdoor Pool for the month of September after a petition on the subject was received by Inverclyde Leisure and by Gourrock Community Council.
- 4.2 Gourrock Outdoor Pool traditionally opens for the season between the end of May and the beginning of September. Members agreed the funding of an extension in opening until the end of September at the August 2017 Policy & Resources Committee and asked officers to gauge both the costs and uptake in doing so.
- 4.3 Inverclyde Council on 15 March 2018 agreed to fund the extension of this project for a further year in order to gauge the actual costs of opening the pool for an extra month and to assess the demand for this service.

5.0 RUNNING COSTS / ATTENDANCE

- 5.1 Invoice costs for the September 2019 extension totalled £20,040.35, made up of the following elements:

Employee costs	£12,756.36
Utilities (gas and electricity)	£6,367.45
Chemicals and other minor sundries	£916.42

Total £20,040.23

Income generation over September £5,380.35

Net expenditure £14,659.88

The attendance during the trial extension period totalled 2,701 which is significantly below the May-August 2019 average of 6756 per month.

5.2 ATTENDANCE

The attendance during this year's extension period in September 2019 totalled 2,557. The table below gives comparative figures for previous years and comparisons with attendance during the normal season.

Admission type	Attendance May – Aug 2017	Attendance May – Aug 2018	Attendance May – Aug 2019	Attendance Sep 2018	Attendance Sep 2019	Difference Sep 2018 Sep 2019
60+	4735	1475	1261	151	182	31
Adult 18+	12754	21812	16374	2027	1960	-67
Child (5-17)	5051	9369	6709	166	284	118
Concession	1933	2341	1907	205	240	35
Under 5s	825	1738	774	8	35	27
Total	25298	36735	27025	2557	2701	144

- 5.3 The overall net costs for September 2019 was £20,040.23 with income generated of £5,380 giving a net cost of £14,659 which was £1,340.12 below the £16,000 allocated budget.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Sport & Leisure Management	IL Basic Contract	2020 /2021	tbc		Subject to Council decisions on the 12.3.20

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**

None.

6.3 **Human Resources**

None.

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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X	NO
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6.5 Repopulation

N/A

7.0 CONSULTATIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 Extension of Opening of Gourock Outdoor Pool, Policy & Resources Committee 08/08/2017
PR/19/17/MM.

Gourock Outdoor Pool

Attendance/Footfall Comparative Figures – 2017/18

Admission	Attendance May-August 2017	Attendance May-August 2018	Difference	% Change	Attendance September 2018	Notes (Attendance 2017-18)
60+	4,735	1,475	3,260	-69%	151	Large drop off from over 60s free swims funding scheme. Includes new free usage from the card scheme.
Adult (18+)	12,754	21,812	9,058	71%	2027	Significant increase due to the weather and additional membership usage from 60+
Child (5-17)	5,051	9,369	4,318	85%	166	Significant increase out of town usage due to the weather
Concession	1,933	2,341	408	21%	205	Significant increase out of town usage due to the weather
Under 5s	825	1,738	913	111%	8	Strong season
Grand Total	25,298	36,735	11,437	45%	2,557	

Report To:	Education and Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/27/20/AW
Contact Officer:	Alana Ward	Contact No:	01475 712347
Subject:	Inverclyde Heritage Strategy 2019-29		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the recent launch of the Inverclyde Heritage Strategy 2019-29.

2.0 SUMMARY

- 2.1 One of the approved purposes of Inverclyde's Great Place Scheme funding was the production of a heritage strategy for the Inverclyde area. The Inverclyde Cultural Partnership worked with heritage consultants to produce the Strategy, which was based on a combination of desk-based research and significant staff, stakeholder and public consultation.
- 2.2 The Heritage Strategy was approved by the Inverclyde Alliance Board in 2019 and formally launched, alongside the re-opening of the Watt Institution, in February 2020.
- 2.3 The next steps in the implementation of the Strategy include a capacity building funding bid to the National Lottery Heritage Fund (NLHF) and this will be the subject of further reports to this Committee at the appropriate time.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the production and launch of the Inverclyde Heritage Strategy 2019-29.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 In January 2018, Inverclyde Council was awarded c. £200,000 from the Great Place Scheme (GPS), a funding stream administered by the National Lottery Heritage Fund (NLHF). The steering group for the GPS is the Inverclyde Cultural Partnership. Membership of the Cultural Partnership is drawn from local organisations, groups and individuals with an interest in arts, culture and heritage, and the group supports the Culture and Heritage priority of the Inverclyde Outcomes Improvement Plan.
- 4.2 One of the approved purposes of the funding was the production of a long term strategy for the development of heritage in Inverclyde to help the Cultural Partnership plan effectively for the future, provide a framework for heritage delivery in the area, and potentially support access to further heritage funding.
- 4.3 The successful bid to develop a Heritage Strategy for Inverclyde was awarded to a collaboration led by Jura Consultants working with icecream architecture. The study commenced in December 2018 and had a number of phases including desk-based research; staff and stakeholder consultation; and public engagement. The consultants engaged with around 800 people in the production of the Strategy.
- 4.4 The Strategy was approved by the Inverclyde Alliance Board at its meeting of 17 June 2019, and was launched alongside the refurbished Watt Institution on 5 February 2020, the date of the launch having been postponed from November 2019 due to the snap general election the following month.
- 4.4 The Strategy presents an overview of heritage in Inverclyde; strategic priorities and opportunities; mapping of heritage sites and buildings; comprehensive information on the staff, stakeholder and public consultation carried out; a vision, aims and objectives, and a leadership framework for heritage in Inverclyde; a delivery model; and an implementation strategy.
- 4.5 Work has begun on implementing the recommendations of the Heritage Strategy and progress will be reported at Inverclyde Outcomes Improvement Plan Programme Board and at Inverclyde Alliance Board. The next steps in the implementation include a capacity building funding bid to the NLHF and this will be the subject of further reports to this Committee at the appropriate time.

5.0 PROPOSALS

- 5.1 It is proposed that the Committee notes the production and launch of the Inverclyde Heritage Strategy.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

There are no financial implications contained within this report.

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

6.2 **Legal**

There are no Legal implications contained within this report.

6.3 **Human Resources**

There are no Human Resources implications contained within this report.

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input checked="" type="checkbox"/>	YES
<input type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input checked="" type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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X	NO
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6.5 **Repopulation**

Culture, arts and heritage are useful ways in which to raise the profile of Inverclyde, and can attract people to visit the area.

7.0 **CONSULTATIONS**

7.1 Significant public consultation was carried out prior to the production of the Inverclyde Heritage Strategy. More details are contained within the Strategy document.

8.0 **BACKGROUND PAPERS**

8.1 Inverclyde Heritage Strategy 2019-29 (Appendix 1)



Inverclyde Heritage Strategy
2019-2029 *Final Report, May 2019*

Inverclyde
council



Inverclyde Heritage Strategy: *Contents*

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Inverclyde Heritage Strategy: *Foreword*

As Chair of Inverclyde Alliance, the Inverclyde Community Planning Partnership, I am delighted to introduce *Inverclyde's Heritage Strategy 2019-2029*.

Inverclyde Alliance's *Outcomes Improvement Plan 2017-2022: Moving Forward Together* identifies three strategic priorities for the area, one of which - Environment, Culture and Heritage – recognises that a thriving culture and heritage offer can have a positive impact on the physical, mental and social wellbeing of residents of all ages, as well as contributing to social and economic regeneration, promoting tourism, and making Inverclyde a more attractive place to live, work and visit.

Commissioned by the Inverclyde Cultural Partnership, one of the Outcomes Improvement Plan delivery groups, the Strategy has been prepared in consultation with community groups and organisations with an interest in culture and heritage, as well as with Inverclyde's communities. In order to celebrate and promote our unique culture and heritage, a vital part of the strategy is to ensure it is available to all and to provide the community, including our children and young people, with opportunities to engage, volunteer, and learn new skills.

The Strategy comes at a time when the public sector is facing unprecedented financial challenges, and this will require us to work closely with a wide range of partners from the public, private, and third sectors to achieve the Strategy's ambitious vision, aims and objectives and the strong, sustainable infrastructure required to ensure that heritage is in the best possible position to build civic pride and social capital. The Strategy will therefore serve as a framework for partners with an interest in culture and heritage to share, learn and collaborate.

The Strategy is both backwards and forwards looking in its understanding of heritage, acknowledging that heritage does not simply exist in the past but provides a sense of enduring continuity helping us to make sense of today and to make decisions about how things should be in the future. It will help to ensure that Inverclyde's unique culture and heritage is preserved for present and future generations.

Stephen McCabe
Chair, Inverclyde Alliance Board
Leader of Inverclyde Council



1.0 The Heritage Strategy: *Introduction*

A titan of industry and trade, place of spectacular natural beauty, magnet for immigration, launchpad for the Scottish diaspora and birthplace of internationally renowned individuals whose legacy is still felt today, Inverclyde has a profound and significant heritage.

Inverclyde's History – A Summary

Inverclyde is steeped in centuries of **maritime and industrial endeavour**. Over the course of the 18th, 19th and 20th centuries Inverclyde's coastal settlements became **world leaders in shipbuilding**. Shipbuilding became a mainstay of the regional and national economy and gateway to the British Empire, North America and the Caribbean. The success of shipbuilding on the Clyde led to a rich heritage in trade, emigration and war – all relating to a much wider heritage of national and international significance. Post Second World War, an era of **socio-economic ascendancy turned to decline**, with competition from overseas leading to restructuring and eventually closure for many of Inverclyde's shipyards. The electronics industry emerged in the wake of shipbuilding and Inverclyde became part of 'Scotland's Silicon Valley' – Silicon Glen. However, electronics was never to replicate the peak of the shipbuilding era eventually declining in the early 2000's.



Inverclyde's history has not only played out along its coastal region. Before the dominance of the shipbuilding and maritime industries, one of the main economic activities in the region was **agriculture**. Inland, multiple farms nestled around the villages of Kilmacolm, Houston and the River Gryffe with strong commerce links to the towns along the Clyde. Today, the popular Kilmacolm Agricultural Show, now in its 183rd year, celebrates the region's agricultural heritage with demonstrations of Clydesdale horses making the historic journey up the hill from Port Glasgow to Kilmacolm.

Inverclyde as a regional entity is relatively new, redefined from the former governance of Renfrewshire in 1975, within which Port Glasgow, Greenock and Gourock were different boroughs. Each had a **strong sense of place and identity** derived, to a large extent, from the industries, occupations which defined the roles each settlement played in the area's rise to industrial pre-eminence rather than one regionally defined sense of self.



1.0 The Heritage Strategy: *Introduction*

Study Background

Inverclyde has a rich and unique heritage, intrinsically important to the sense of place and identities which are felt locally. However, heritage engagement falls short.

The Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) Heritage Index for Scotland ranks Inverclyde third out of 32 council areas for the quality of its industrial heritage. However, the region is ranked 13th for its community activity and engagement with heritage. Similarly, despite the strength of Inverclyde's natural heritage assets, Inverclyde is ranked second lowest in Scotland with regards to accessing its landscapes and wild spaces.

In a region which continues to be affected by a number of socio-economic challenges, heritage engagement has been identified as a key lever for regeneration. Inverclyde Council and its community planning partnership partners (the Inverclyde Alliance) are committed to improving the wellbeing and quality of life for residents and aim to do this through a partnership approach between public, private and third sector bodies with community support at its heart. The Inverclyde Alliance has set three strategic priorities for 2017–2022:

1. **Population** – Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth
2. **Inequalities** – There will be low levels of poverty and deprivation and the gap in income and health between the richest and poorest members of our community will be reduced
3. **Environment, Culture and Heritage** – Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit



These priorities should not be viewed in isolation but as inter-related. Heritage engagement can have profound impact on all three. As priority three alludes, how we conceive of heritage is key for unlocking its potential. Heritage should not be defined as a singular sector but as a component part embedded within a wider and multifaceted cultural tapestry. The natural **synergy between arts and heritage** is acknowledged in Inverclyde's Arts and Creativity Strategy (2017). The Heritage Strategy builds on and complements this, seeking to harness the reciprocity and unlock the wider benefits of cultural engagement.

'A thriving arts, culture and heritage offer can have a positive impact on the physical, mental and social wellbeing of residents of all ages, as well as contributing to social and economic regeneration, promoting tourism, developing local talent and innovation, and making the Inverclyde area a more attractive place to live, work and visit.' Inverclyde Council Corporate Plan 2017-2022.

The Inverclyde Heritage Strategy was commissioned by Inverclyde Council, working through the Inverclyde Cultural Partnership, a body of the Inverclyde Alliance formed to take forward priority three above. The group emerged from Inverclyde's Place Partnership (which commissioned the Arts & Creativity Strategy). The Inverclyde Heritage Strategy is funded by the Inverclyde Great Places Scheme and produced by Jura Consultants and locream architecture.

1.0 The Heritage Strategy: *Introduction*

Study Objectives

The Inverclyde Cultural Partnership's vision for the future is of a **strong, sustainable heritage infrastructure operating across the public, private and third sectors**. Achieving fluid engagement partnerships both within the sector and in cross-partnership initiatives, and growing the heritage sector capitalising on underused tangible and intangible assets are core objectives. A key area of focus is also determining the role for Inverclyde's principal heritage asset, the Watt Institution, set to reopen in Autumn 2019.

Defining Heritage

This Strategy adopts a broad definition of heritage to include:

the built environment (such as historic buildings and monuments); artefacts and materials (from museums and archival collections to online resources); natural heritage (such as landscapes and wildlife); and intangible heritage (local stories, traditions and practices).

The Strategy is both **backwards and forwards** looking in its understanding of heritage, acknowledging that heritage does not simply exist in the past but provides a sense of enduring continuity helping us to make sense of today and to make decisions about how things should be in the future. Heritage can be accessed as much through the contemporary experiences of life in Inverclyde today as it can by focussing on a particular period from the past.

Study Methodology

Our study methodology is based on a combination of desk-based and primary research. A total of 797 individuals including representatives from heritage groups and organisations, local councillors, schools and youth groups and local residents have participated in our consultation programme sharing their views on the meaning, value and role of heritage in Inverclyde today and the opportunities moving forward.



2.0 Inverclyde Today: Overview

Location

Inverclyde's landscape is characterised by **spectacular scenery**, outwardly along the coast enveloped by the Clyde and inwardly by the Clyde Muirshiel Regional Park. The majority of the region's settlements are positioned along the boundary edges, the largest on the banks of the River Clyde. As well as the outstanding scenery, the region benefits from **efficient transport** links to Glasgow and Edinburgh by road and rail (the former accessible within half an hour), rendering it a popular choice for commuters, particularly those who work in the Glasgow area.

Demographic

With a population of approximately **79,000**, Inverclyde is one of Scotland's smallest local authorities. Greenock is the largest settlement and administrative centre (54%), followed by Port Glasgow (18%) and Gourock (13%). Considerable **de-population** has occurred in recent years, a trend which is projected to continue at an accelerated pace (projected decline by -19.4% from 2012 to 2037, compared with average growth of +8.8% across Scotland).

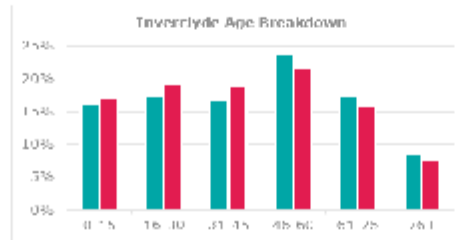
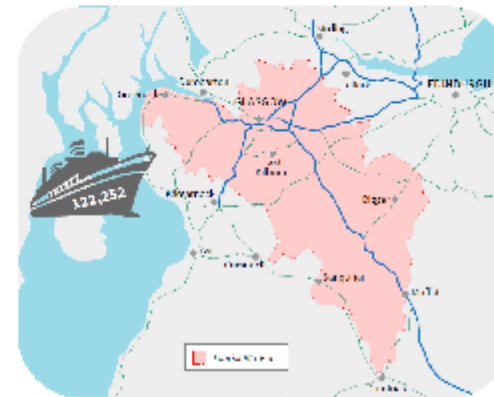


Compared with the national average, Inverclyde has a **lower proportion of children and young people** (up to 30 years), and a higher proportion of older people (aged 61+).

Visitor Market

The visitor market for Inverclyde can be categorised into three market segments: local market, day trip market and tourist market.

- **Local Market:** Inverclyde resident population (79,000)
- **Day Trip Market:** Those who live further afield but within a reasonable proximity with potential to visit Inverclyde as part of a day trip neighbouring local authorities including Renfrewshire, West Dunbartonshire and North Lanarkshire.
- **Tourist Market:** Visitors staying away from home for one or more nights either in Inverclyde or nearby with potential to visit. We have quantified this as approximately half of the Greater Glasgow and Clyde tourist market, excluding City of Glasgow – 218,000 – and cruise ship passengers docking in Greenock -122,000.



Source: Mid-Year Population Estimates, Nov-2017, www.scotland.gov.uk

2.0 Inverclyde Today: *Overview*

Today Inverclyde's economy is heavily reliant on the public sector. Inverclyde was affected particularly badly by the recession of 2008-2013. Whilst there has been a gradual improvement in the local economy over the past five years, a gap in terms of the socio-economic position of Inverclyde and the rest of Scotland remains.

Deprivation is high in a number of areas. In 2012, 40% of all datazones in Inverclyde were amongst the 15% most deprived in Scotland. Deprivation is particularly high in areas of Greenock and Port Glasgow. One in four children in Inverclyde live in poverty.

LIFE EXPECTANCY AT BIRTH (2014-2016)
75.6
(Scotland: 77.1)

EDUCATIONAL ATTAINMENT NVQ4+ (HND+): 38.3%
(43.9% Scotland)

Small and relatively narrow business base, with a reliance on a small number of larger employers, fewer high level jobs and over-reliance on the public sector for employment

UNEMPLOYMENT 2017/18

SCOTLAND
4.1%

INVERCLYDE
5.3%

UNIVERSAL CREDIT CLAIMANTS 2018

SCOTLAND
2.7%

INVERCLYDE
5.4%

GROSS ANNUAL SALARY

£27,397
Scotland

£24,531
Inverclyde



Sources: Inverclyde Economic Development & Regeneration Single Operating Plan; Office for National Statistics, Nomis, Labour Market Profile – Inverclyde; Inverclyde Council Corporate Plan 2018/22

A range of strategies, initiatives and programmes are currently under development or in place to address the challenges faced by the region, utilising the area's key assets to grow the economy and stimulate socio-economic change making Inverclyde a better place to live, work, study and visit. Education has been a key priority for Inverclyde Council. Over the past 12 years the Council has invested more than £270 million in its schools estate and is well on its way to achieving its objective that 'by 2020 every child in Inverclyde will be educated in a brand new, or fully refurbished, educational establishment' (Inverclyde Alliance Outcomes Improvement Plan 2017-2022).

3.0 Inverclyde's Heritage: *Strategic Priorities and Opportunities*

Inverclyde Council are committed to making Inverclyde a successful place to live, work, study and visit. Heritage has been identified as a key driver in achieving this and, as a result, a number of strategies, initiatives and programmes are currently under development or in place which seek to explore the ways in which Inverclyde's key heritage assets can grow the economy and stimulate positive socio-economic change.

Three sectors have been identified as of particular importance to help grow Inverclyde's economy (Inverclyde Economic Development & Regeneration Single Operating Plan 2016-2019):

- ❖ Marine and engineering
- ❖ Financial and business services
- ❖ Leisure and tourism

Inverclyde's **leisure and tourism sector** is identified as an emerging strand of the economy with considerable **growth potential**. Cruise ship tourism is one specific and important strand of this. Greenock is a gateway for substantial volumes of cruise ship passengers. However, with many by-passing Inverclyde on arrival and instead participating in daytrips further afield, the economic benefit to Inverclyde is not maximised. The Heritage Strategy has a role to play in addressing this and other challenges facing the sector in order to unlock the growth potential

Looking forward, the **Glasgow and Clyde Valley City Deal** offers an enormous opportunity for Inverclyde. The deal will provide £1.1 billion in grant funding across eight local authorities over the next 20 years. The funding will support projects aimed at

creating employment, improving transport networks, delivering regeneration and development projects and encouraging private sector investment. One of the Deal's signature projects is the £14 million expansion of Greenock's Ocean Terminal increasing capacity to more than 100 cruise ships per year with upwards of 150,000 passengers. The new iconic facility will also deliver a new heritage attraction – featuring a museum displaying works by renowned local sculptor George Wyllie. This development alone brings considerable potential to impact on Inverclyde's cruise and wider tourists/ day trip markets. Fundamental to success for the Glasgow City Region Partnership is collaboration between the local authorities, working together with Scottish and UK Governments, related agencies and the wider business community (Glasgow City Region Economic Action Plan, 2017). It is important to understand the potential for Inverclyde's heritage

Moving beyond the regional, there are two key national initiatives which provide strategic opportunities for Inverclyde:

Each year VisitScotland announce a marketing theme for promoting the uniqueness and abundance of Scotland's assets which make up its overall visitor experience. This offers attractions and local heritage bodies an opportunity to capitalise on and enhance their offer in line with the national tourism agenda. The upcoming Year of Coasts and Waters 2020 provides a key strategic opportunity for Inverclyde to promote its distinctiveness as an area from which the large majority of its heritage and culture has stemmed from the River Clyde.



Inverclyde is well placed to benefit from **National Lottery Heritage Fund** support.

The new Strategic Funding Framework 2019-2024 identifies Inverclyde as one of Scotland's two "target areas" (the other North Lanarkshire) on the basis of level funding received to date (or lack thereof) coupled with scale of deprivation. The Heritage Fund also has a renewed focus on landscapes and nature, and community heritage. Inverclyde has much to offer in both of these areas. Finally, the Heritage Fund is set to launch various small time-limited campaigns such as capacity building, organisational resilience, digital capabilities, wellbeing, dynamic collections, and place – all directly relevant to Inverclyde as it looks to grow and enhance its heritage sector.

4.0 Mapping Inverclyde's Heritage: *Designated and Undesignated Heritage*

An appraisal of Inverclyde's heritage assets has shown the area to be rich in **tangible evidence of its history and past prosperity**. Whilst modest in number compared to other Local Authority areas in Scotland, the following designated and non-designated assets collectively contribute to the history and unique character of Inverclyde as a post-industrial area with a strong heritage of trade and goods production.



Locally and Nationally Designated Assets

- ❖ **248 statutory Listed Buildings** under the Planning (Listed Buildings and Conservation Areas) (Scotland) Act 1997. These are primarily located within Inverclyde's town and villages. 25 are graded as Category A deeming them of national or international importance, including Gourock Ropeworks in Port Glasgow and the Custom House and Sugar warehouses in Greenock.
- ❖ **31 Scheduled Monuments** under the Ancient Monuments and Archaeological Areas Act 1979.
- ❖ **8 Conservation Areas** under the Planning (Listed Buildings and Conservation Areas) (Scotland) Act 1997. These are:
 - ❖ Greenock - Cathcart Square/William Street and West End
 - ❖ Inverkip
 - ❖ Gourock - West Bay and Kempock Street/Shore Street
 - ❖ Kilmacolm - The Cross and South East
 - ❖ Quarters Homes
 - ❖ Five of these, excluding Kilmacolm (The Cross) and the two Gourock CAs, have an Article 4 Direction under the Town and Country Planning (General Permitted Development) (Scotland) Amendment Order 2011. Only Greenock (West End) CA has a full Character Appraisal.
- ❖ **3 Gardens and Designated Landscapes** at the Ardgown, Finlaystone and Duchal House Estates
- ❖ **7 SSSIs** at Coves Community Park Local Nature Reserve, Dunrod Hill, Knocknairs Hill, Renfrewshire Heights, Renfrewshire Heights Special Protection Area, Shielhill Glen and Wemyss Bay Woodland.
- ❖ **2 Internationally designated Special Protection Area/RAMSAR** (wetlands of international significance) sites.
- ❖ Inverclyde has no designated historic battlefields.

Buildings at Risk

At present, 14 of Inverclyde's Listed Buildings have fallen into disrepair to the extent that they are deemed "at risk" of loss by Historic Environment Scotland. These include three Category A listed assets, two of which are of significant tangible evidence to Inverclyde's industrial past: the James Watt Warehouse and Scott's Dry Dock and Outer Basin, both in Greenock. The former Broadfield Hospital in Port Glasgow, deemed important for its architectural significance, is the third.

Non-designated Assets

Alongside the statutory designated assets Inverclyde Council has non-statutory designated **52 Local Nature Conservation Sites (LNCSs)** and **33 Tree Preservation Orders (TPOs)** (protecting individual trees and entire woodlands deemed of importance). Both LNCSs and TPOs do not meet SSSI standards but have been identified by Inverclyde Council as locally important natural heritage at risk of being damaged by development.

4.0 Mapping Inverclyde's Heritage: Designations and Buildings At Risk (Category A)



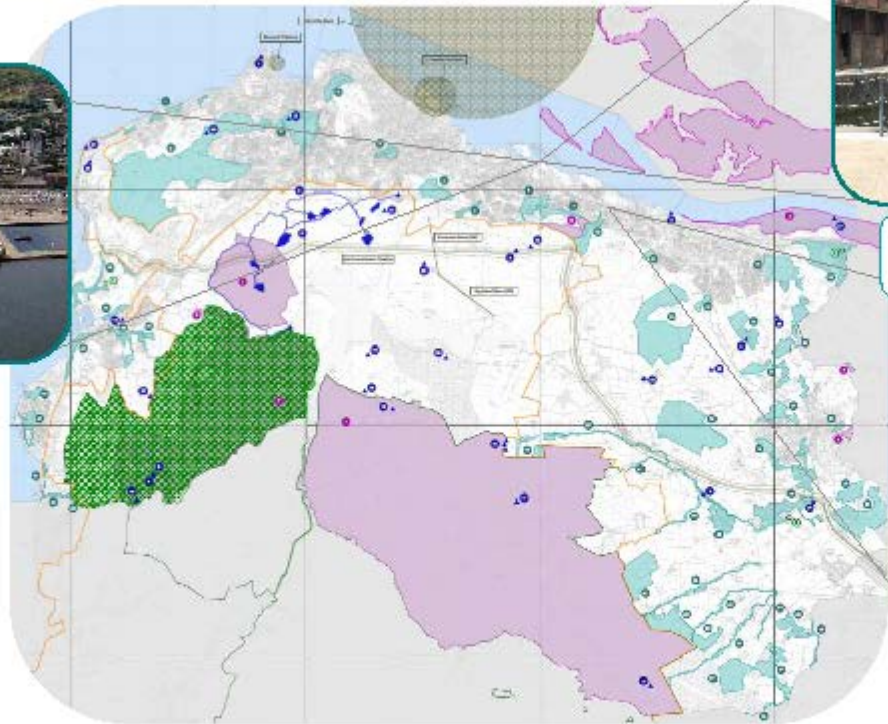
Scott's Dry Dock and Outer Basin, Greenock



James Watt Warehouses, Greenock



Former Broadfield Hospital, Port Glasgow

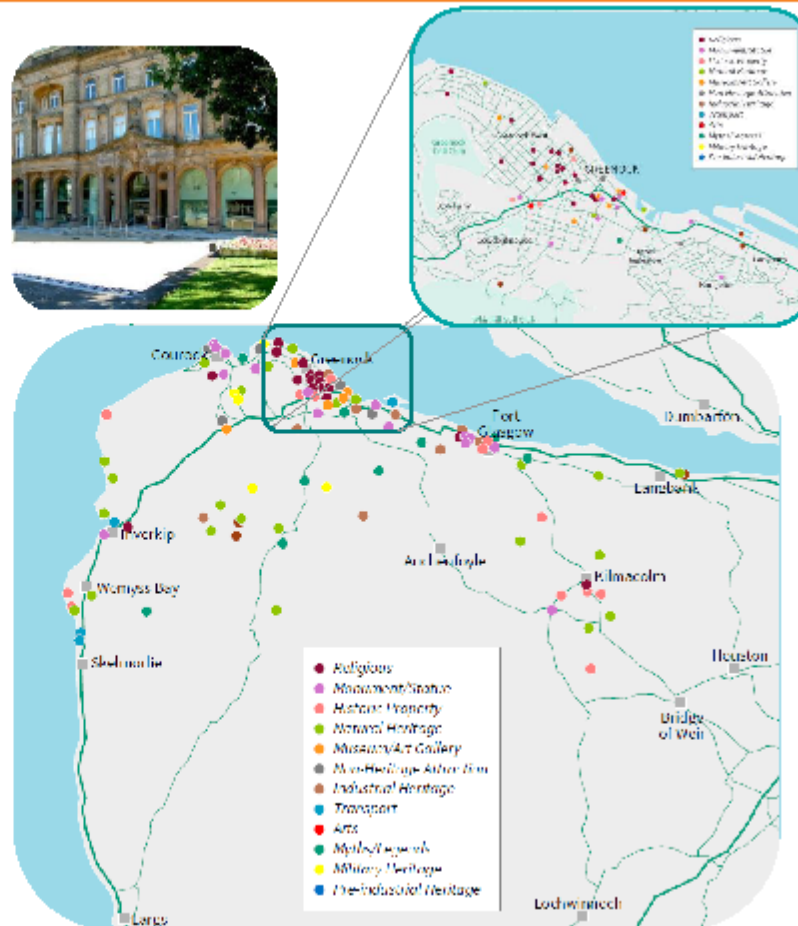


- SITES OF SPECIAL SCIENTIFIC INTEREST (SSSI)
- LOCAL NATURE CONSERVATION SITES (LNCS)
- SCHEDULED MONUMENTS
- GARDENS & DESIGNED LANDSCAPES
- SPA (Renfrewshire Heights)
- SPA / RAMSAR Site (Inner Clyde Estuary - Inverclyde part)
- Clyde Muirshiel Regional Park
- West Renfrew Hills Local Landscape Area

4.0 Mapping Inverclyde's Heritage: *Natural, Cultural and Built*

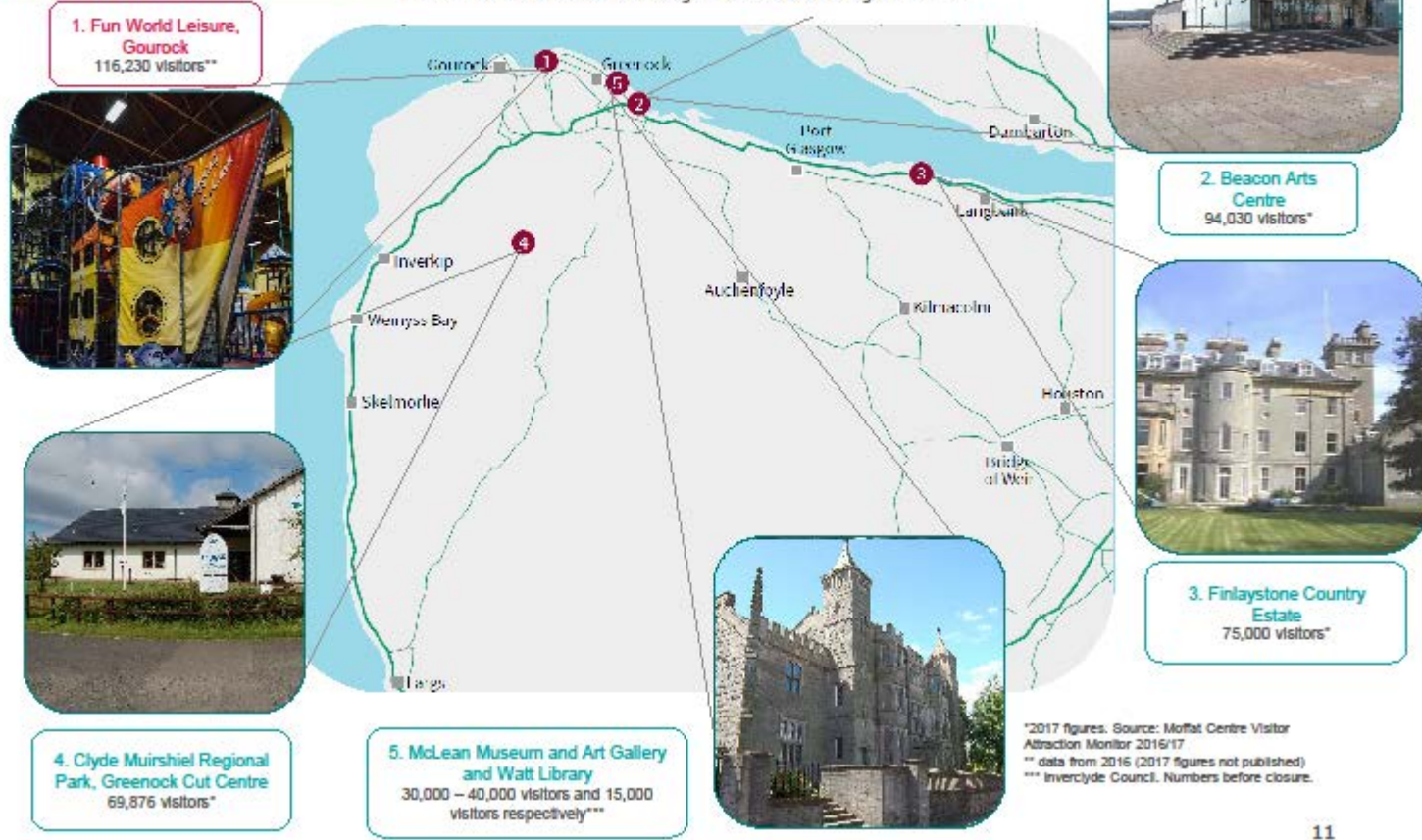
Whilst Inverclyde has a wealth of tangible natural, cultural and built heritage assets, a limited volume have been developed primarily for the purpose of visitor engagement. The following conclusions are therefore drawn from an assessment of those assets which are **accessible to the public**. This includes both visitor attractions and those not necessarily marketed as, or available to visit as, "attractions" but which contribute to Inverclyde's overall built historic environment. With this in mind, Inverclyde's heritage assets are:

- Predominately **located along the coast** in the vicinity of Inverclyde's principal settlements, particularly within Greenock (see map). This is likely due to the historic reliance upon the River Clyde as a key economic driver for the region.
- **Wide-ranging** in their type and purpose. Natural heritage assets, historic buildings (religious buildings in particular) and monuments make up the majority of the heritage 'offer' across Inverclyde. Geographically, the Clyde Muirshiel Regional Park dominates as the region's largest asset.
- Largely **related to the region's past as a place of industry**, ship-building and trade. Many assets related to this past activity currently lie unused/abandoned, such as the James Watt Warehouses and Gourrock Ropeworks. There may be opportunities going forward to utilise some of these buildings for heritage engagement activity.



4.0 Mapping Inverclyde's Heritage: Top Five Visitor Attractions

The map below shows Inverclyde's top five performing attractions, including those non-heritage or arts related. Natural heritage aside, leisure focused attractions consistently attract more visitors each year than Inverclyde's heritage assets. Fun World is the top performing attraction. Other popular attractions such as the Beacon Arts Centre and Gourock Outdoor Pool are arts/heritage attractions with a strong leisure focus.



4.0 Inverclyde's Heritage Stories, Traditions and Events

A 2015 report conducted by Edinburgh Napier University, 'Living Culture and Tourism in Scotland', assessed the shared intangible heritage of Scotland and the potential to capitalise on these for economic benefit through tourism. As one of the four study areas, Inverclyde was highlighted as having **strong cultural resources** and an **established tourism network** but with **limited cooperation** between these and as such, as having **no single cultural practice** defining it. It does however, share a number of **living traditions** with the **rest of Scotland** which are practised in various forms across the nation.

Regional and Local

- ❖ **Traditional Crafts** – Inverclyde rose as an important **shipbuilding industry** in the 18th century.
- ❖ **Goods Production and Trade** - As Inverclyde grew pre-eminent in the ship-building industry so too did its role as a trade centre, producing and distributing goods across the UK and the world. This included textiles and paper, iron and steel, sugar, cured fish, and whisky.
- ❖ **Food & Drink** - Companies including Tate and Lyle (sugar), and Lawson's (lemonade) have been contributing to the food economy of Greenock as far back as the 1820s.
- ❖ **Literature** – noteworthy authors from Inverclyde include George Blake, John Galt and WS Graham.
- ❖ **People** - Influential people from Inverclyde include James Watt, William Quarrier, Henry 'Birdie' Bowers and George Wylie, Chippy McNish, Highland Mary, and Stanley Spencer amongst others.

National

- ❖ **Storytelling** – Stories of witchcraft, mermaids, "impish" creatures and children's games.
- ❖ **Hogmanay** – Including the traditions of "first footing" and the singing of Burns' *Auld Lang Syne*.
- ❖ **Food** – Established cafes and restaurants serving local food such as Café Continental, Gourock (est. 1899) and Buchanan's Sweets, Greenock (est. 1856).
- ❖ **Arts & Crafts** – Including, for example, contemporary stained glass artist Alec Galloway, artist and industrial designer Dugald Cameron and artist Alison Watt.
- ❖ **"Going Galoshans"** - A piece of folk theatre traditionally performed at Halloween which today takes the form of 'guising' or 'trick or treating' across the rest of Scotland.
- ❖ **Traditional Music** – The Inverclyde Folk Club meet every week, and have done since 1990, to celebrate and perform a variety of traditional folk songs.
- ❖ **Dialect** - Inverclyde falls into the 'Central Scots' group of dialects.
- ❖ **Waulking Traditions** – Including the Greenock based *Sgioba Lualth Inbhrichluaidh*, a woman's waulking group who regularly perform publicly.
- ❖ **Dancing and Choral Singing** – 'Inverclyde Voices' are one of the region's largest choirs, with over 100 member.
- ❖ **Burns Clubs** - The first ever Burns Club, also known as the 'Mother Club', was formed in 1801 by the Greenock Ayrshire Society and continues today.

Events and activities also help to bring to life, sustain and fuel Inverclyde's heritage and traditions, retaining its relevance and engaging new audiences. Examples of these include:



- ❖ **Gourock Highland Games**
- ❖ **Port Glasgow and Kilmacollm Agricultural Show**
- ❖ **Inverkip and Wemyss Bay Gala Day**
- ❖ **Galoshans Parade**
- ❖ Various **music, theatre and arts performances** held across the region's various venues.
- ❖ **Burns Celebration** events held by the Greenock Burns Club and Gourock Rotary Club.
- ❖ **Scotland's Boat Show**, Kip Marina
- ❖ Various **talks** delivered across Inverclyde celebrating the region's local history.
- ❖ Events relating to **local nature and wildlife** such as those organised by the Clyde Muirshiel Regional Park.
- ❖ **World War Commemoration** events.
- ❖ **Family focused** events.

4.0 Inverclyde's Heritage: Role of the Council

The Watt Institution incorporating the **Watt Library** (built 1832-1837) and the **McLean Museum and Art Gallery** (built 1876) play an important role in the cultural life of Inverclyde. The Grade A Listed complex is designed in the Gothic Revival style, with modern extension added in 1958 to accommodate the art gallery. The complex is home to a highly significant and diverse collection of local material from the Inverclyde area as well as artefacts from an array of cultures across 3,000 years of human history. Headline collections include Egyptology artefacts; British and Scottish fine art including works by the Glasgow Boys and Scottish Colourists; rare books collections and an extensive local history and archive collection. Historically the complex has drawn 45,000 – 60,000 visits per annum.

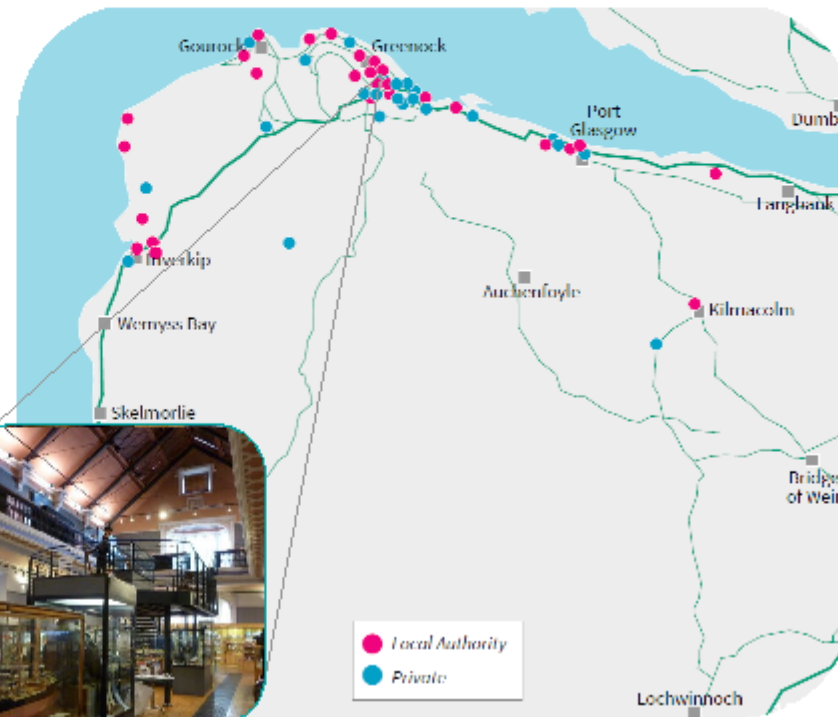
The complex has been closed for refurbishment since December 2016. The £2 million will deliver essential structural maintenance, introduce a lift rendering the art gallery DDA compliant and, for the first time, will enable internal access between the McLean Museum and Watt Library. There will be limited impact on the visitor experience in terms of collections displays or visitor facilities.

A temporary pop-up facility on Greenock's Cathcart Street has enabled the Council to continue to deliver heritage and library collections. The Heritage Hub featured a selection of museum and library collections with computer terminals and activity programme displays. The focus was predominantly local history. The Heritage Hub closed in December 2018. From July 2017 to August 2018 the Heritage Hub attracted approximately 19,300 visitors. This is approximately 37% of the volume of visits achieved by the Watt and McLean in 2015/16.



Image source: Jura Consultants

- ✦ Roughly half of Inverclyde's heritage assets are owned by the local authority. These include 4 of the top 5 attractions: McLean Museum and Art Gallery and Watt Library, Beacon Arts Centre, Greenock Cut Centre and Gourock Outdoor Pool. A large majority are commemorative statues and memorials owned by Inverclyde Council.
- ✦ The Museums and Libraries service seeks to "make a significant contribution to the lives of the people of Inverclyde through the delivery of high quality cultural, learning, information and leisure services and opportunities." These are provided through a network of six branch libraries and the Watt Institution (incorporating the Watt Library and the McLean Museum and Art Gallery).



4.0 Inverclyde's Heritage: Stakeholders

Inverclyde's heritage sector has a wide range of active groups and stakeholders with a variety of interests, concerns and aims, many of whom have become more active since the closure of the McLean Museum and Art Gallery and Watt Library. The groups listed below are a select few of those who are working to fill gaps in demand, provide a community and/or visitor service and promote a positive perception of the region. In some cases, this is achieved through close-working and cross-sectoral partnerships, although many work in isolation.

THEME OR SITE SPECIFIC

Inverclyde has an array of theme or site specific organisations which together with the Council-run facilities make up the rich tapestry of the region's heritage offering.

This includes organisations which run specific attractions, deliver heritage related engagement and important conservation activity.

EXAMPLES

- Historic Environment Scotland
- Greenock Philosophical Society
- Inverclyde Tourist Group
- Greenock Burns Club

NETWORKING

Inverclyde has a number of organisations seeking to provide networking opportunities and support for third sector parties and those in unemployment. These provide a service primarily attempting to fill the gap in demand for volunteers across Inverclyde's heritage sector.

EXAMPLES

- Inverclyde Heritage Network
- Inverclyde Tourist Group
- Inverclyde Community Development Trust
- CVS Inverclyde

PRIVATE BUSINESSES

Private businesses and organisations play a significant role in plugging gaps in heritage demand in Inverclyde through the provision of services related to the ongoing physical, economic and social regeneration of the area. Many of these relate to capital works, regenerating historic buildings and finding uses for these buildings which provide some degree of community benefit and/or aid in improving the social and economic welfare of the region.

A small number of other private businesses serve the current demand for leisure, tourism and hospitality in Inverclyde, although not all are located within Inverclyde itself (e.g. the PS Waverley).

EXAMPLES

- Riverside Inverclyde
- Waverley Steam Navigation Company Ltd
- Ardgowan Estate and Distillery
- Finlaystone Country Estate

CROSS-SECTORAL

Inverclyde's arts offer is strong, with venues such as the Beacon Art Centre and the Albany Arts Centre along with a multitude of practicing local artists, groups and classes across the region ensuring its success. There is direct relevance between the region's arts offer and its heritage engagement potential, and a number of organisations and partnerships are working across and within both the arts and heritage sectors, both to make heritage relevant to Inverclyde's communities today and to celebrate and present Inverclyde's past. This is serving to address a gap in demand for creatively-led heritage engagement across the region.

EXAMPLES

- RIG Arts
- Inverclyde Cultural Partnership (specifically through their arts and creativity strategy)
- Wishes (Women's Initiative for Socialising, Health, Education and Skills) Inverclyde

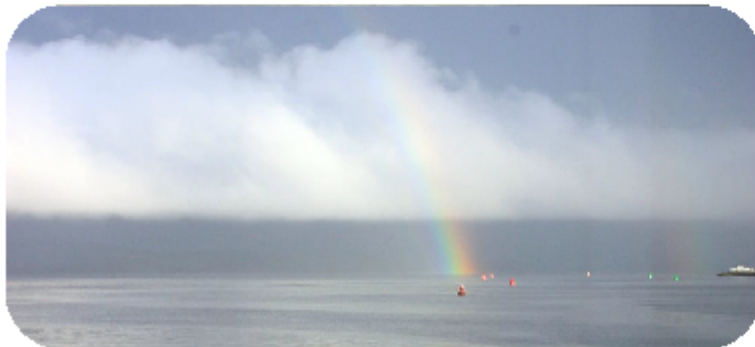


Image source: Icecream Architecture 2019

5.0 Consultation: *Methodology*

A programme of consultation took place across a five week timeframe from late January to early March 2019. This aimed to build on the study team's desk based assessment of Inverclyde's heritage, gaining a more nuanced understanding of what are considered to be the key assets, perceived value and role of heritage as well as opportunities and challenges moving forward.

A total of **797 people were consulted** over the course of the consultation period.



Image sources: Icecream Architecture 2019.
Bottom right: Inverclyde Council, February 2019



Workshops

Involving elected councillors and senior departmental Council staff members; heritage groups and organisations from across Inverclyde; and Watt Institution staff
58 people engaged.



On-street Public Engagements x 6

Taking place in Kilmacolm, Port Glasgow, Greenock, Gourock, Quarmers Village and Wemyss Bay Station

5 x sessions, 443 engaged (183 active engagement)



Meeting & Interviews

Held with a variety of groups representing a range of heritage interests, businesses and target audience demographics (including five sessions with schools and young people).

238 engaged (203 actively engaged)



Light Website

Total of **58 survey responses** across local residents, businesses and visitors to Inverclyde.

5.0 Consultation: *Key Findings*

The consultation process highlighted a complex and nuanced relationship between Inverclyde's population and 'their' heritage. Key findings are summarised below. See Appendix B 'A Future For Heritage Inverclyde' by Icecream Architecture for more details.

As summarised in the diagram below heritage is conceived and regarded in a number of ways by Inverclyde's population and heritage stakeholders.



The following key findings from the consultation demonstrate in more detail the **different perspectives on heritage** across Inverclyde and the reasons given by certain audiences on why the find engaging with Inverclyde's heritage particularly challenging:

- ❖ Most people were **familiar with the term 'heritage'** as something related 'history' or the 'past'. Some also recognised that it is also about 'culture' and 'community'. People generally found the concept of '**intangible heritage**' **harder to grasp**. Most children and young people were not sure what the word meant, but understood it well when explained.

- ❖ Regardless of place, most expressed a **sense of pride** to be from their town or village, mostly from a sense of belonging to the community, although few specifically mentioned heritage as a reason. There was a shared view throughout each community that more could be done to celebrate the heritage of the region.
- ❖ There are **active groups** within each of Inverclyde's communities who are **passionate and knowledgeable** about heritage and who wish to preserve it and share it. They deliver a range of heritage work, often engaging local people, and are eager for increased support, co-ordination and resources to continue this.
- ❖ **Young people** commonly claimed to **know little to nothing** about their local heritage. Local history is rarely taught in schools and there is a lack of consistent opportunities for schools in Inverclyde to engage with heritage. Primary aged children were interested and excited to learn about local history topics and had a wealth of ideas for heritage projects that could be developed for families. Secondary aged students claimed to find heritage less interesting or relevant to them, but would be interested in a number of arts and social activities which could engage them with heritage.
- ❖ A number felt that the current offer of heritage opportunities were **not accessible** to them. For example, workers supporting people with **mental/physical support needs** explained that many clients would love to talk about the past and listen to/ share stories but few heritage groups or individuals are willing to facilitate this, perhaps due to stigma or in confidence associated with working with disability. Similarly, a lack of opportunities was identified for **older, and often socially isolated, men** compared to a higher number of craft and bingo activities which may appeal more to women. **Professionals** in the region also felt that there was little on offer for those who work during the day and do not necessarily fit into targeted demographic groups.
- ❖ Sections of communities, typically those of an **older demographic**, whose lives have been severely affected by the loss of industry, hold **negative perceptions** of heritage due to its association with a traumatic and 'drawn-out' 'laying off' process and their subsequent painful memories.
- ❖ Discussions also highlighted limited resonance with the notion of Inverclyde's heritage. Heritage tends to resonate primarily at a **settlement rather than regional level**. This is summarised overleaf.

5.0 Consultation: *Key Findings*

Nuances in the sense of place which is felt and the ways in which heritage resonates across Inverclyde's settlements are summarised below. See Appendix B 'A Future For Heritage Inverclyde' by loccream Architecture for more details.



6.0 SWOT Analysis: *Strengths*

- There is a **wealth and range** of tangible and Intangible heritage assets that are characterised in particular by the spectacular natural heritage and built historic environment.
- Tangible and Intangible heritage fuel a **distinctive localised sense of place and pride** felt by individual communities across the region, giving Inverclyde a diverse array of different points of interest spread widely geographically. Heritage narratives also relate to a series of overarching themes, industry and trade in particular, with sub themes including shipbuilding, sugar and engineering and James Watt as a key personality. These themes offer a common thread between Inverclyde's localised heritage and identities and strands of national and international significance and renown.
- The Greenock Cut Visitor Centre, Watt Institution and Finlaystone Country Estate are the **top performing heritage attractions**. The Watt Institution is recognised due to the range and significance of its collections – considerably greater than many typical local authority museums/galleries. Past heritage focussed events have also attracted high volumes of engagement. The Tall Ships' visit to Greenock is claimed to be 'one of the best' heritage experiences in recent history.
- The new **George Wyllie exhibition**, proposed as part of the new Ocean Terminal development will add considerably to Inverclyde's visitor attraction offer amongst day trippers and tourists, helping to capitalise on opportunities with regards to the cruise ship market.
- Inverclyde has a **strong arts offer** and a **growing arts network**. There is a strong and proven synergy between arts and heritage engagement. Community arts projects commissioned as part of the demolition of Greenock's Broomhill flats and subsequent build of the Broomhill Gardens and Community Hub are strong examples of this. The Beacon Arts Centre is an important focal point for arts activity.
- **Inverclyde's people** are a key asset, not only the prominent personalities from the past but people today who share their knowledge, memories and skills through storytelling and reminiscing, making artefacts and memorabilia available by collecting, archiving and digitising. **Significant historical events** (such as the rise and fall of shipbuilding as an industry) are still in living memory amongst older generations and there is an appetite to share them.
- There is a **high volume** and **wide range of heritage organisations** who are passionate and actively involved in heritage and community engagement.
- There is **support** demonstrated by community groups, local businesses, heritage organisations and Council officials for the potential contribution of heritage in Inverclyde moving forward. There is a popular view that **'more should be made of the heritage'** although there are a number of barriers to address in achieving this.
- Inverclyde has **accessible to a sizeable potential market**, particularly in the day trip area, served by efficient and regular transport links.

"Heritage? Well you're right amongst it here!" – Inverclyde Resident, Quamers Village On-street Consultation, March 2019

"I remember the old railway [and] coming down to Gourock on a bike to fish off the pier. My father took all the German prisoners up to Lyle Hill during the war." – Inverclyde Resident, Gourock On-street Consultation, March 2019



Image Source: Icecream Architecture 2019

6.0 SWOT Analysis: *Weaknesses*

- There are a **number of barriers** limiting and in some cases preventing engagement with heritage:
 - Lack of understanding/ awareness
 - Negative perceptions towards heritage and/ or preconceived ideas about who heritage is for
 - Financial pressures limit ability to access heritage
 - Social isolation
- **Sense of place is often settlement specific** rather than relevant at a regional level. Thus heritage is perceived, felt and valued by many primarily at a settlement-level. The notion of 'Inverclyde's heritage' has limited resonance. Where Inverclyde as an entity is recognised there are often negative perceptions attached.
- **Limited and/ or ineffective promotion of the region as a destination.** Lack of collective identity contributes to this – if an authentic common sense of place and self is not felt and shared amongst locals, it cannot be communicated externally. Lack of 'headline' visitor attractions also factors.
- Despite Inverclyde's wealth of heritage assets, there is a **limited volume of visitor attractions and limited spread geographically.**
- **Underperformance of Inverclyde's key heritage assets,** including the McLean Museum and Art Gallery, despite the volume and significance of its collections. Amongst locals there is a perception that 'it's not for me' due to the imposing/ intimidating building or, amongst those who have visited, that there is nothing new to see. Whilst the Greenock Cut Visitor Centre achieves a higher visit volume, limited investment in the visitor offer constrains its ability to achieve more. Leisure attractions currently draw more visits than heritage (e.g. Funworld family play centre).

"We used to go all the time, now families are going to Glasgow and Paisley for the museums."
— Broomhill Knit and Natter Group Member, March 2019

- **Fragmented sector with limited communication and collaboration** between heritage organisations and cross-sectoral bodies. Whilst many are passionate and self-motivated to deliver their own activities there is a tendency to operate in isolation.
- **Limited resources to address weaknesses** and take advantage of opportunities, particularly in terms of engaging with under-represented audiences facing particular barriers to participation. Barriers are acknowledged but there is limited capacity to address these.

"History is not in the minds of young people"
— Inverclyde Resident, Greenock On-street Consultation, March 2019



6.0 SWOT Analysis: Opportunities

- Use heritage engagement, specifically through formal and Informal learning opportunities, as a lever to create a more positive sense of place and enhance civic pride leading to destination development and socio-economic regeneration.
- Explore and better present under-represented stories authentic to Inverclyde and its settlements, positioning these within wider, regional overarching narratives utilising key themes as hooks/ entry points for locals and visitors alike.

Regional Themes

- Shipbuilding and Industrial heritage
- The River Clyde
- James Watt
- Immigration and emigration
- Slavery
- Military and maritime history
- Archaeological heritage
- Traditional food/ drinks

Localised Themes

- Gourock: CND Heritage, Gaelic and Irish Heritage
- History of Wemyss Bay Station
- Inverkip: Smuggling, Witchcraft
- Klimacolm: Agriculture
- Quarter's Village: Architecture, Emigration
- Greenock: Sugar Industry, Burn's Clubs

- Extent and scale of unused/ under-utilised historic properties that could attract funding if the right use/ development opportunities are found. Consultees considered Newark Castle, Dutch Gable House, Quarter's Village and the Custom House to have untapped potential (amongst others). Retail space, such as empty units in the Oak Mall and Port Glasgow's High Street, could become valuable space for heritage activity/ displays building on the success of the Heritage Hub on Greenock's Cathcart Street.

"I would like to see more people coming into schools and teaching kids more about their heritage. This would be really useful as it would teach kids from an early age about their heritage and it may also help them to be more interested and involved in their community." – Young person responding to online survey, March 2019

- Harness the passion, expertise and resources of heritage and arts organisations across Inverclyde to widen the benefits delivered and impact achieved.
- Develop a more coordinated, accessible and stronger cultural sector by aligning heritage initiatives with arts initiatives and developing activities that capitalise on the synergies between the two.
- Achieve greater penetration of the day trip market (population of approximately 400,000) by developing Inverclyde as a destination. Heritage can play a key role in this.
- Potential of the new Cruise Ship Terminal to offer tourism growth opportunities, particularly in relation to the cruise-ship market (122,000).

"Let the young ones see what this town did!" – Inverclyde Resident, Greenock On-street Consultation, March 2019



6.0 SWOT Analysis: *Opportunities and Threats*

- **Partnership development** as critical for achieving potential. There are multiple layers to this:
 - ❖ Coordination and collaboration between the various heritage-related groups and organisations across Inverclyde. The Council has a key role to play, through a reimagined Watt Institution.
 - ❖ Further collaboration between arts and heritage groups.
 - ❖ Development of cross-agency partnerships in order to achieve wider socio-economic outcomes such as health and well-being and ultimately social cohesion. Partnerships with education and health related Council departments/ services are highlighted in particular.
 - ❖ Cross-boundary partnership development – looking beyond Inverclyde to consider opportunities for thematic promotion and product development with organisations and attractions in other nearby local authorities.
- Capitalise on **NLHF priority campaigns** and Inverclyde as a target area to unlock funding.
- Capitalise on **VisitScotland's Year of Coasts and Waters 2020** and **Year of Storytelling 2022** to enhance funding applications.

Threats

- **Continued deterioration of built heritage** – there are many listed and non-listed buildings which are in need of repair across Inverclyde.
- A lot of heritage assets have already **disappeared without any commemoration** and often the sites are unrecognisable – this poses a challenge in being able to successfully interpret this heritage. It is important to think creatively about how to interpret heritage within the

regeneration processes.

- **Demographic changes** pose a risk to retaining heritage knowledge and expertise. Already in Quarter's Village there is a disconnect between tangible and intangible heritage – most children/ workers who grew up there have moved away and there is little in the way of aural histories passed down.
- **Loss of motivation and support** amongst the community and strategic stakeholders owing to a lack of visible action.
- Expectations surrounding the redevelopment of the Watt Institution and the expansion of Ocean Terminal are high. There is a **risk of disappointment** if expectations are not met.
- **Failure to address barriers** to heritage engagement. Key barriers include income and access; lack of awareness; perceptions that 'heritage is not for me' and in some cases negative associations specifically due to the trauma and pain of the loss of industry. For some, a sense that in an area facing severe deprivation challenges that there are more pressing issues to be addressed. Heritage is not universally viewed positively and approaches to celebrating and promoting it should be mindful of this.
- **Inaction** would fail to capitalise on the opportunity to help address profound socio-economic challenges.
- Population decline and wider socio-economic challenges risks **losing people and skill-sets** vital for increasing heritage engagement
- **Increasing competition from neighbouring local authorities** drawing audiences elsewhere who may have considered visiting and spending money in Inverclyde.



7.0 Strategy Strategic Framework: *Vision, Aims and Objectives*

The Inverclyde Heritage Strategy aspires to achieve the following **vision by 2029**:

Inverclyde's heritage is a source of knowledge and pride across the region and is employed at every opportunity to support our diverse community's social, cultural and economic wellbeing

Aims

- ◆ Inverclyde's heritage is **captured, conserved, protected and enhanced**
- ◆ Inverclyde's heritage is **valued, appreciated and instils a sense of pride and belonging** amongst residents
- ◆ Inverclyde's heritage offers **opportunities for participation to all**, inspiring and sustaining **meaningful heritage engagement** over the long-term
- ◆ Inverclyde's heritage encourages **more people to visit, stay longer and spend more** across the region
- ◆ Inverclyde's heritage sector is **strong and sustainable**, underpinned by an ethos of **collaboration and co-ordination** across the public, private and third sectors and **integrated** within Inverclyde's wider **cultural sphere**, harnessing the synergy and reciprocity with the arts.



Objectives

1. To ensure that Inverclyde's heritage assets are **well cared for, looked after and protected**.
2. To identify and pursue opportunities that capitalise on **underused and/or underappreciated heritage assets**.
3. To **improve perceptions and reshape attitudes** towards heritage by encouraging local communities to "rediscover" their heritage on their terms; fostering positive relationships and a **renewed sense of relevance**.
4. To **celebrate heritage at both a local and regional level** – relating the distinctiveness of Inverclyde's settlements to the overarching narratives the region shares.
5. To **engage more people and a more diverse range of audiences** in participating and volunteering in heritage, including young people, socially isolated older people and those unable to engage in heritage activity through economic circumstance and/or disability.
6. To sustain and create new opportunities for **employment and skills development**.
7. To develop and promote Inverclyde's unique attributes creating a **distinctive and authentic destination** which appeals to both day trippers and overnight tourists.
8. To **strengthen existing and create new partnerships** with stakeholders who share our objectives:
 - ◆ within Inverclyde's heritage sector;
 - ◆ between the heritage sector and organisations in other sectors operating in Inverclyde;
 - ◆ with other national stakeholders.
9. To **maximise** the use of current **resources** and capitalise on funding opportunities.

7.0 Strategy Strategic Framework: *Leadership Framework*

To ensure that the objectives of the Heritage Strategy are met and the actions put forward in the Implementation Strategy are successfully delivered, we have developed a **Leadership Framework**.

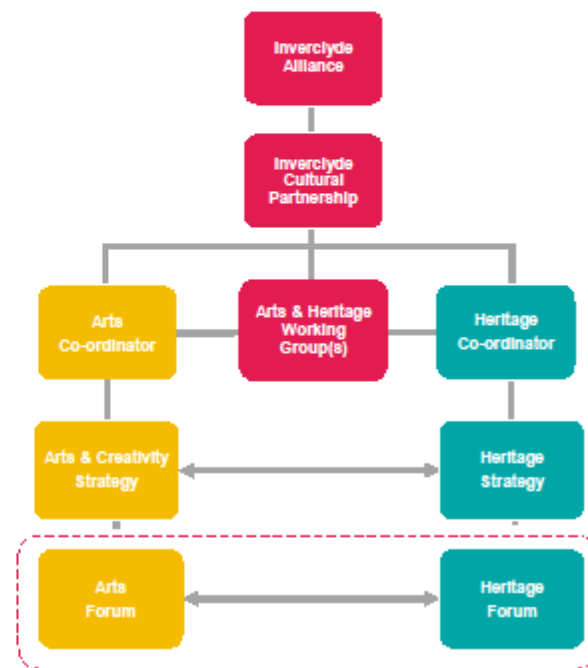
The Leadership Framework sets out the structure by which key decisions concerning Inverclyde's Heritage will be made. Overseen by the Inverclyde Alliance, delegated to the Inverclyde Cultural Partnership, the Leadership Framework advocates a partnership approach whereby the sector collectively decides which actions should be taken and to identify the key organisations/ individuals which are best placed to take them forward. Participation of Inverclyde Council is critical for the success of the Leadership Framework, however responsibility for its implementation and driving forward the Heritage Strategy cannot rest on the Council alone. A partnership approach with the third sector is essential.

This ethos of partnership extends beyond the heritage sector. Acknowledging the synergies between the two, the Heritage Strategy is conceived as a companion to the Arts & Creativity Strategy. The vision articulated in the Arts & Creativity Strategy is as follows:

- ❖ Inverclyde is known locally and globally as a Creative Place. Creativity is vibrant, visible and a significant source of pride for local people.
- ❖ The arts are a core driver for regeneration and contribute positively towards a sustainable increase in local economy and employment, underpinned by the work of every sector within the local authority.
- ❖ Creativity is a critical tool for imagining and communicating a unique and innovative identity for the area. This identity makes meaningful connections between the rich heritage, environmental and social assets of the area.
- ❖ Everyone in Inverclyde has equal access to the arts. The arts are inclusive and people are empowered and confident in engaging creatively with the present and future of their local community.
- ❖ The arts are respected as a vehicle for achieving positive wellbeing for local people and local places, in terms of health, education and stewardship of the environment.

The Leadership Framework establishes a governance and delivery mechanism that reflects the interdependencies between the Strategies and strives to establish a thriving cultural sector by realising them in tandem. The overarching objective is to achieve a self-sustaining Leadership Framework which delivers arts and heritage initiatives in response to the needs of the sector in partnership with arts and heritage stakeholders.

The following diagram sets out the Leadership Framework:



7.0 Strategy Strategic Framework: *Leadership Framework*

The Inverclyde Alliance, working through the Inverclyde Cultural Partnership, are responsible and accountable for the implementation of the Heritage Strategy (as per the Arts & Creativity Strategy). In practice it is likely that a variety of [Working Groups or Task Forces](#) are set up to implement specific actions (see Implementation Strategy for suggested actions). The Working Group/ Task Force would include representatives from the Inverclyde Cultural Partnership as well as other stakeholders from the sector with a particular strategic interest or expertise in relation to the specific task. The Working Groups are thus an opportunity for the wider sector to directly participate and deliver heritage initiatives.

Working Group members from the wider sector would be drawn from the [Heritage Forum](#). The Heritage Forum provides an arena for representatives across the heritage sector to come together to share experiences, identify and discuss opportunities, and collaborate to tackle the challenges which affect organisations at the frontline of delivery. The aspiration is that the Heritage Forum is representative – reflecting the diverse range of heritage assets and interests from across Inverclyde. Participation would not require an excessive commitment of time, but continued attendance is key for momentum and continuity in delivery. The Forum would meet at an agreed frequency as appropriate throughout the year, perhaps quarterly or biannually depending on issues and activities, and would be chaired by the Inverclyde Cultural Partnership.

Where relevant, the Heritage Forum could include attendees from, or meet alongside, an arts equivalent body thus ensuring coordination between the actions delivered under the remit of both the Heritage and Arts & Creativity Strategies.

The Forum approach is a key mechanism underpinning the Leadership Framework providing a voice from the frontline of heritage sector delivery and a mechanism to communicate and prioritise the issues to be addressed by the Strategy. The Heritage Forum together with the Working Groups/ Task Forces ensures that stakeholders from across the heritage and arts sectors have an opportunity to influence the direction of travel at both the decision making and implementation stages. It allows for sector-led solutions rather than imposing actions from the top-down. Embedding opportunities for active participation in this way should encourage buy-in, ownership and, as benefits are realised, continued commitment from Inverclyde's heritage sector fuelling the partnership relationships which are key to this self-sustaining Leadership Framework.

Increasing participation and engagement amongst [young people](#) in Inverclyde is a key objective of the Heritage Strategy. In order to change young people's perceptions towards heritage, active involvement in the decision making process is key. The Leadership Framework offers this opportunity through both the Heritage Forum and Working Groups approach. In setting up the Heritage Forum a concerted effort to involve young people should be made.

An integrated cultural forum bringing together representatives from arts and heritage may be the key to achieving this initially given the considerable involvement of young people in arts and drama groups. Attempts should also be made to involve at least one young person on every Working Group which is formed to address specific issues.

In the short term, support will be required to set up the Leadership Framework, involve the relevant stakeholders, establish the necessary partnership relationships and build capacity within the sector. In order to achieve this we recommend the creation of a time-limited, externally funded, [Heritage Coordinator post](#), the counterpart to the recently appointed Arts Coordinator and who would build on the platform established by the Great Places Scheme Heritage Outreach Officer (in post until 2020).

It is recommended that the post is established as part of a sector-wide capacity building exercise during years 1 to 3 of the Heritage Strategy. The Implementation Strategy sets out the core capacity building tasks which should be delivered by the Heritage Coordinator in order to set up the self-sustaining Leadership Framework (see Actions 7-14). Funding for the post and these core tasks could form a single funding application to organisations such as the National Lottery Heritage Fund where capacity building is a key area of focus. The Heritage Coordinator would be directly accountable to the Inverclyde Cultural Partnership.

7.0 Strategy Strategic Framework: *Role of the Watt Institution*

A repositioned Watt Institution with a stronger, more community focused role will play a central part in the delivery of Inverclyde's Heritage Strategy, for the greater benefit of the cultural sector in Inverclyde as a whole and for the social, economic and destination development of the region.

This is not to say that the cultural sector and the development of the region could not function or happen without the Watt Institution. Rather, the inclusion of the Watt will strengthen the mechanisms of a proficient and self-sustaining cultural sector.

The diagram to the right illustrates this concept with the Watt Institution supporting the cultural sector as a key provider of resources, expertise, activities and engagement initiatives. The objective is for each partner to realise the reciprocal benefits of a collaborative approach serving to strengthen and enhance the cultural sector as a whole in consequence. With the involvement of enough partners a snowballing effect can occur aiding the wider socio-economic development of Inverclyde as a thriving place to live, work and visit. Collaboration, with the Watt Institution as a central cog in the cultural sector machinery, is key to unlocking the potential of broader/wider heritage engagement across Inverclyde.

The Watt Institution is instrumental to the success of the Inverclyde Heritage Strategy. The role which it has is wide-ranging, multifaceted and will vary in form depending on the

particular partners and initiatives being delivered. The proposed overall remit of the Watt Institution is summarised to the right.



- W.1 Custodian of collections for the region
- W.2 Sharing collections and lending more to local/regional/national organisations
- W.3 Sharing expertise of staff with sector to build capacity across sector
- W.4 Training library staff on other headline heritage and info available
- W.5 Providing learning and training support for Inverclyde's education providers
- W.6 Disseminating heritage sector information to the wider community
- W.7 Co-ordinating networking events for heritage sector
- W.8 Sharing best practice with the sector
- W.9 Developing relationship with regional and national partners
- W.10 Attracting visitors and signposting to other sites and locations
- W.11 Applying for joint funding applications for museum and heritage sector enhancements

Through all of these roles, the Watt Institution will be supported by the wider cultural sector including the Inverclyde Cultural Partnership, and buoyed by the positive eventual social, economic and destination developments of the region. See Section 9.0. for specific actions which should be implemented by the Watt Institution in order to reposition it in this way. The relationship of the Watt Institution with other heritage stakeholders is explained below.

7.0 Strategy Strategic Framework: *Partnership and Service Delivery Model*

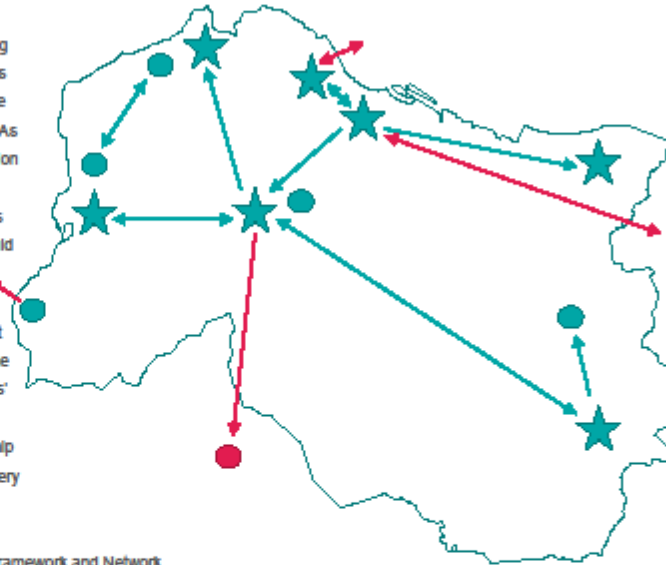
The number and diversity of stakeholders in Inverclyde's heritage sector coupled with ongoing budget pressures to deliver more with less resource means that a single partnership delivery model is not feasible. As such, we have conceived of a **network approach** to service delivery, whereby heritage assets and organisations come together to deliver particular actions as determined through the Leadership Framework. Roles as either primary or secondary nodes on the network would be adopted, with each node potentially sharing resources, materials and/ or expertise with others across the network to deliver the common goals. All assets would adopt a signposting role creating a series of 'entry points' for locals and visitors alike, and facilitating the movement of audiences between assets and across the region.

Conceptually the 'network' at large includes all of Inverclyde's heritage assets/ organisations. The network becomes an active delivery model when partners endorse, implement and uphold a collaborative approach, assuming their role as a primary or secondary node and delivering associated actions that maximise the reciprocal benefits. Looking beyond Inverclyde, key nodes would seek to establish similar partner relationships with national organisations. This is illustrated in the diagram.

Roles and relationships across the heritage network will be defined through the Leadership Framework. The Heritage Forum, comprised of stakeholders from across the sector, is an important bridge between the decision making processes and the Heritage Network as a delivery mechanism.

The Heritage Network can be activated in various ways involving different actors or the same actors in different roles depending on the objective or initiative in question. As the region's main heritage attraction with the expertise and financial support of Inverclyde Council, it is likely that the Watt Institution would assume a primary role in the majority of delivery networks. However, this does not mean that the Council is singularly driving the strategy forward. Without partners' participation and continued commitment neither the Leadership Framework nor the Network delivery model are possible.

Fundamentally, the Leadership Framework and Network delivery model sets out the mechanism for decision making and taking forward actions but affords the flexibility for the sector to determine how this is done and by whom. As well as working in partnership, organisations will also continue to pursue their own projects and individual funding applications. The Heritage Strategy through the overarching vision, objectives and points of contact with the sector at large it creates will ensure that all action ultimately works towards common overarching goals, is coordinated and supported by a strong strategic rationale subscribed to across the sector at large.

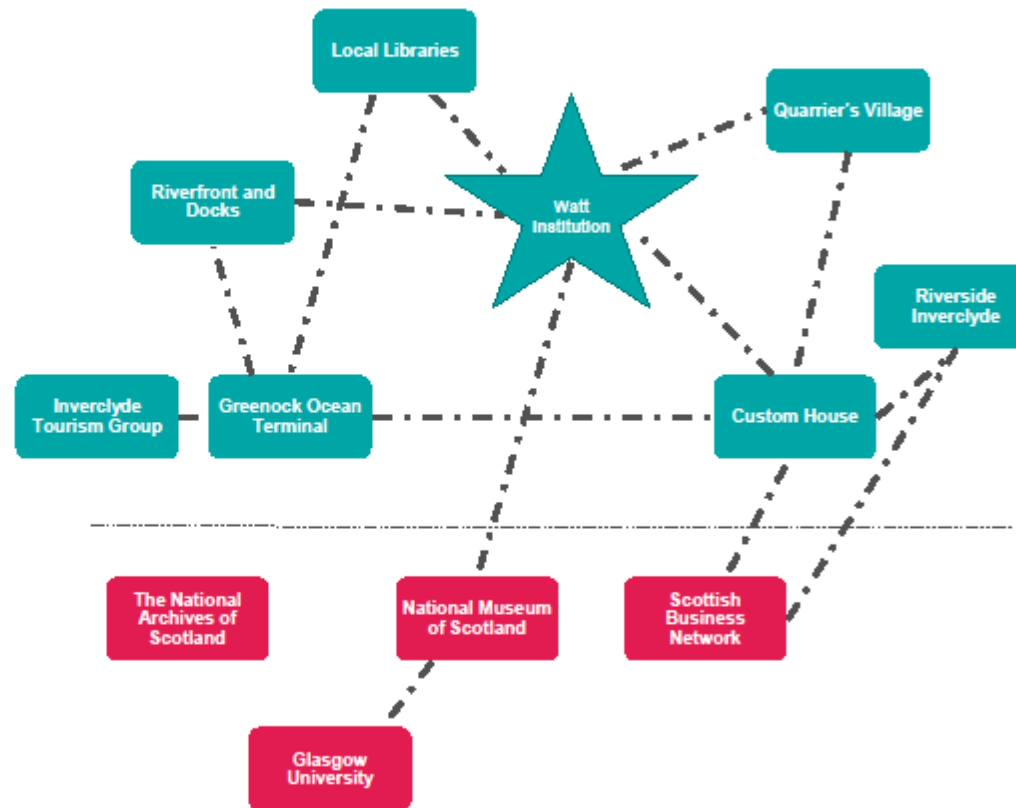


Amongst the wide range of initiatives the heritage network will uphold, thematic programming is likely to be a key feature. We have devised an examples of a possible thematic network, based on one of several key themes the consultation process highlighted as relevant at a regional level (Emigration and Immigration) placing select regional (teal) and national (pink) heritage assets and organisations within a network of resource sharing, partnership and support. The box in orange summarises the list of potential activities and engagements which could be facilitated through the network. See overleaf.

7.0 Strategy Strategic Framework: *Partnership and Service Delivery Model*

- Themed temporary exhibition and programming at the Watt Institution (displaying own collections and potentially those on loan from regional and/ or national partners)
- Outreach programming delivered by Watt Institution staff with partners at locations across Inverclyde
- Sharing collections to create 'pop-up' exhibitions (e.g. at local libraries)
- Training library staff to deliver genealogy classes
- Regularly updating Inverclyde Tourism Group on activities and programming at the Watt Institution
- Watt Institution collections inspire artistic response (e.g. play at The Beacon, sculpture design with local artists)
- Signposting between all assets
- Themed coastal trail (digital or other media)
- Themed festival with programmes/ activities at each node on the network

Service Delivery Model: Emigration and Immigration

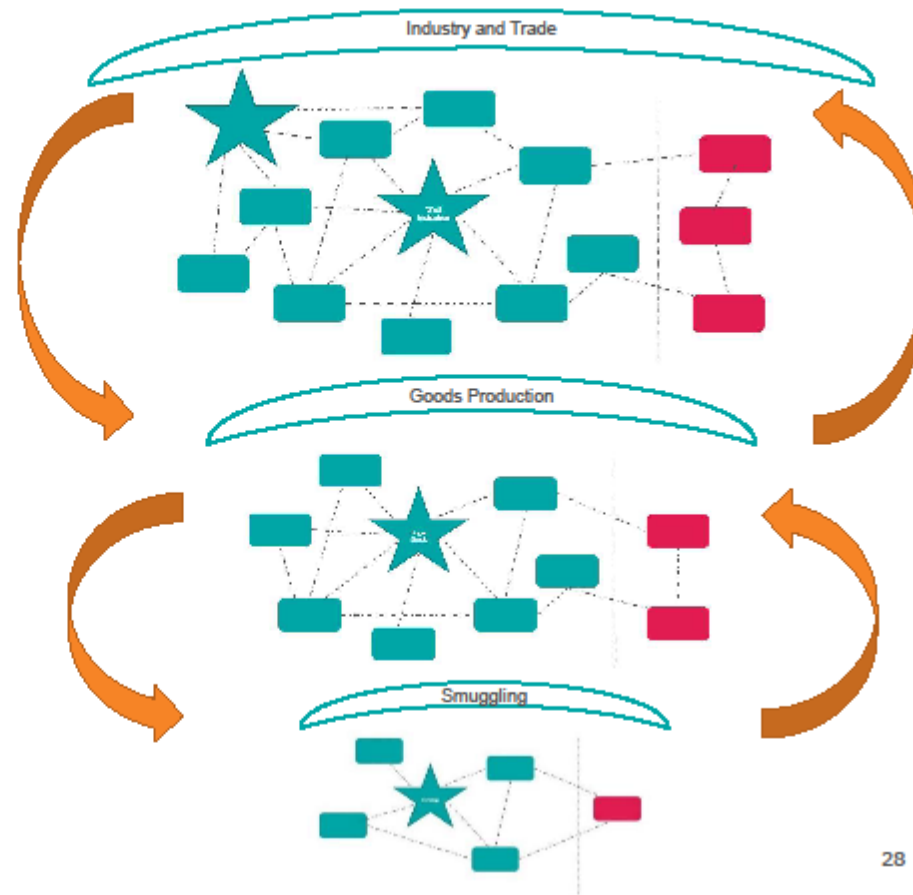


7.0 Strategy Strategic Framework: *Partnership and Service Delivery Model*

It would be remiss to view each network in isolation. Inverclyde's heritage (and arts) themes and network partnerships do not, and could never, sit apart from one another - as they are interdependent and work alongside each other as components of Inverclyde's unique heritage 'whole'. As such, one thematic network partnership may lead to the development of another, involving new members of the wider network and connecting with new, related themes, including those which are more settlement specific. This network approach thus allows both a top-down and bottom up approach, placing the authentic heritage narratives at a settlement level within their wider regional context. This approach is critical for enabling local communities to 'rediscover' their heritage and relate to it on their terms and creating an authentic platform for Inverclyde as an enhanced destination.

The diagram demonstrates one example of this, illustrating how the Inverclyde specific theme of 'Smuggling' could be its own, individual network and would link, through the top-down and bottom up network approach, to the larger thematic network of 'Goods Production' and in turn, the wider, regional thematic network of 'Industry and Trade'.

Bottom-up and Top-down Approach to Thematic Networking: Smuggling, Goods Production and Industry and Trade



8.0 Implementation Strategy

The Implementation Plan sets out the actions required to achieve the Heritage Strategy Vision, Aims and Objectives over the next ten years (by the end of 2028). Actions are grouped by delivery period as follows:

Strategy Duration	10 years	2019 - 2028
Short-Term Actions	Years 1, 2, 3	2019, 2020, 2021
Medium-Term Actions	Years 4 and 5	2022, 2023
Long-Term Actions	Years 6, 7, 8, 9, 10	2024, 2025, 2026, 2027, 2028

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
1	Agree and adopt strategy.	An agreed way forward which will be championed by Inverclyde Alliance, Inverclyde Council, the wider heritage sector with opportunities for cross-sectoral participation.	Time	2019, Q2 (Apr – Jun)	Inverclyde Alliance with Inverclyde Cultural Partnership	All
2	Develop and Implement a communications strategy as part of the launch of the Heritage Strategy, reminding or revealing for the first time in some cases, the rich and diverse heritage of Inverclyde to its communities and setting out the aspiration and action plan for the future. The communications strategy will encourage stakeholders and the wider community to commit to delivering the Strategy, developing a database of contacts and mechanism for continued engagement going forward.	Generation of widespread awareness of the Heritage Strategy, motivating and enabling commitment and participation amongst stakeholders in the cultural sector and local residents alike.	Time Budget for publication	2019, Q2-Q3 (Apr – Sept)	Inverclyde Cultural Partnership	5, 8
3	Identify a strategic owner for Heritage within Inverclyde Council. It is suggested that this is the Head of Culture, Communities and Education Resources.	Designation of an individual within the Council staff structure to deliver the Heritage Strategy in partnership with the Inverclyde Cultural Partnership.	Time	2019, Q2 (Apr - Jun)	Inverclyde Alliance to approve appointment	All

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
4	Establish a heritage advocacy role within the elected member structure. This individual would ensure that considerations for heritage and maximising its impact are a part of strategic planning and decision making across the Council's remit (e.g. health, education, planning).	Establishment of a mechanism to achieve cross-sectoral approaches that will maximise heritage engagement and associated socio-economic benefits.	Time	2019, Q3 (Jul – Sep)	Inverclyde Council to approve appointment.	All
5	<p>Confirm or revise proposed Leadership Framework and Network Delivery Model in response to decisions taken concerning the relationship between the Heritage and Arts & Creativity Strategies. Consider joint arts and heritage Forum and Working Groups. Consult with the sector to determine the optimum way forward and canvass willingness to participate. Devise a strategy to maximise the participation of young people in both the Heritage Forum and Working Groups.</p> <p>Thereafter create and coordinate the proposed Heritage Forum. Initial frame of reference would be produced to encourage interest in the concept. The detailed terms of reference and role for the Forum would evolve out of discussions with members. This may result in joint funding applications</p>	<p>Effective decision making and delivery structures to support and sustain the Heritage Strategy over the next ten years and beyond.</p> <p>Maximising of synergies between arts and heritage.</p> <p>Decision making and delivery structures which encourage 'buy in' and participation from the sector at large and key audience groups, young people in particular.</p>	Time	2019, Q3 (Jul – Sep)	Inverclyde Alliance with Inverclyde Cultural Partnership. The Great Place Scheme Project Officer would play an important role consulting the sector.	8

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
6	<p>Appoint a Heritage Coordinator. A time limited post, the Coordinator would be responsible for networking with partners across the sector encouraging their participation in the Heritage Strategy, specifically:</p> <ul style="list-style-type: none"> Facilitating the Heritage Forum – which would meet at an agreed frequency as appropriate e.g. monthly, quarterly depending on issues and activities. This should take place in different locations across Inverclyde. Supporting the formation of Working Groups formed to develop and deliver specific initiatives. Working with the sector to deliver capacity building initiatives (see Actions 7, 8 and 9). Establish mechanisms for monitoring and evaluation in line with Inverclyde Cultural Partnership practices. <p>Funding for the post could be part of a capacity building application. The National Lottery Heritage Fund (NLHF) continues to support capacity building as part of its main Grants for Heritage programme, and it is an area of particular focus over 2019-2021.</p>	<p>Building interest, participation and capacity in order to achieve a self-sustaining Leadership Framework and effective partnership delivery model over the medium to long-term.</p> <p>Seamless transition between the Heritage Outreach Officer and new Heritage Coordinator thus maintaining and building momentum.</p>	<p>Time to develop funding application.</p> <p>Funding to pay for post. An approximate budget of £250,000 should be considered for the post and associated activities.</p> <p>All costs are subject to funding bids.</p>	<p>Develop funding application(s) in 2019 Q4 (Oct – Dec).</p> <p>Submit funding application(s) in 2020 Q1 (Jan – Mar).</p> <p>three year post duration from 2020 Q2 (Apr – Jun) to 2023 Q1 (Jan – Mar).</p>	<p>Inverclyde Cultural Partnership to identify lead applicant and develop agreement between the partners in terms of where the Coordinator would be based and how the post-holder's time would be split across the key task areas.</p>	All

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
7	<p>Capacity and Skills Audit – assessing existing and gaps in terms of governance, staff and volunteers across all heritage and arts organisations (willing to participate). The Watt Institution is a key partner in lieu of its role as primary hub in a more connected heritage network. An approach should also be made to primary and secondary school head teachers in order to ascertain where and how local history currently features within the curriculum as well as the appetite to expand teaching in this area. The study would include an analysis of key training needs and an action plan for delivery over the remainder of the Heritage Strategy life-span. A more focussed short-term delivery plan would be implemented by the Heritage Coordinator with partner support.</p>	<p>An understanding of key skills development requirements in order to build capacity across the sector thus enabling a self-sustaining leadership framework and an effective Heritage Network delivery model capable of taking the Heritage Strategy forward over the medium and longer term.</p> <p>Involving schools at this early stage is key to engaging children and young adults, key target groups for the Strategy.</p>	<p>Funding to conduct audit and deliver immediate training requirements. Allow budget of approx. £50,000. All costs are subject to funding bids.</p>	<p>Funded as part of capacity building application (action 6).</p> <p>Conduct audit 2020 Q2 (Apr – Jun) to Q3 (Jul – Sep)</p> <p>Deliver training 2020 Q4 (Oct – Dec) to 2021 Q1 (Jan – Mar)</p>	<p>Overall responsibility of the Inverclyde Cultural Partnership, potentially delegated to a Working Group. Managed by the Heritage Coordinator. Watt Institution staff are a key contributor.</p>	8
8.	<p>Prepare an Interpretation Strategy in order to:</p> <ul style="list-style-type: none"> Identify key heritage themes and stories involving communities from across Inverclyde Identify ways to thematically link heritage stories between different settlements/ areas/ assets 	<p>An authentic 'bottom up' understanding of Inverclyde's rich heritage and a means to convey and engage audiences with this at a range of levels, from settlement specific to overarching regional themes.</p>	<p>Funding to appoint interpretation and consultation specialists.</p> <p>Budget of approx. £50,000.</p> <p>All costs are subject to funding bids.</p>	<p>Funded as part of capacity building application (action 6).</p>	<p>Overall responsibility of the Inverclyde Cultural Partnership, potentially delegated to a Working Group. Managed by the Heritage Coordinator. Watt Institution is a key contributor.</p>	2, 3, 4, 5, 7, 8 33

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
8	<ul style="list-style-type: none"> Conduct an audit of existing methods of interpretation, specifically themed trails and pathways connecting settlements Determine methods of interpretation that will encourage and enable participation amongst local residents and visitors. This could include trails (signage, digital, online), events such as festivals, branding or marketing initiatives. Creative methods, involving artists and artistic responses is likely to be a key feature. <p>Outputs:</p> <ul style="list-style-type: none"> Develop headline messages about Inverclyde's heritage and a sector overview summary that shows where people should go to access specific types of heritage collections and information now. These heritage guides should be published and circulated amongst partners and the community Determine action plan for delivering recommendations. 	<p>Raising awareness and understanding of the heritage sector and improving connectivity across sites and organisations (cross-sector).</p> <p>Setting up an action plan for future initiatives and projects.</p> <p>Key point where arts and heritage initiatives can coalesce.</p>		<p>Deliver strategy 2020 Q4 (Oct – Dec) to 2021 Q2 (Apr – Jun)</p> <p>Heritage guides to be completed by end of 2020.</p>		
9.	<p>Review Collections Acquisitions and Storage Policies at:</p> <ul style="list-style-type: none"> Watt Institution Other arts and heritage organisations which actively produce/ collect/ store (physically or digitally) From this: Clarify the collections held and associated activities undertaken by organisations across Inverclyde <p>Develop a centrally accessible database which details what is held, where it is held and legal obligations. From this identify which items at risk of decay, those which could be made available for loans, research etc. and the terms that would need to be satisfied. Identify priority actions such as digitisation needs, physical storage requirements etc. Discuss actions at Working Group meetings.</p>	<p>A collaborative approach encouraging signposting, sharing expertise, information and (where possible) collections and highlighting training requirements.</p> <p>Recommendations streamlined included within the Interpretation Strategy.</p>	<p>Funding for collections/ digitisation professional expertise required to set up the database.</p> <p>Allow budget of £50,000.</p> <p>All costs are subject to funding bids.</p>	<p>Funded as part of capacity building application (action 6).</p> <p>Conduct review 2020 Q4 (Oct - Dec) to 2021 Q2 (Apr – Jun)</p> <p>Develop database 2021 Q3 (Jul – Sep) to Q4 (Oct – Dec)</p>	<p>Responsibility of the Inverclyde Cultural Partnership, potentially delegated to a Working Group comprised of representatives from the Cultural Partnership and others from the sector with particular expertise in this area. Managed by the Heritage Coordinator. Watt Institution staff are a key contributor (see Action 15).</p>	<p>1, 3, 4, 5,</p> <p>34</p>

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
SHORT TERM (2019, 2020, 2021)					
<p>10. Working Group established to deliver the recommendations of the Interpretation Strategy. It is anticipated that area-wide approaches to Interpretation such as trails and festivals will feature in the Interpretation Strategy. The Working Group, comprised of representatives from the Inverclyde Cultural Partnership and the sector more widely (it is strongly advocated that this includes those active in both the arts and heritage sectors), would assume responsibility for developing the recommendations in more detail and preparing funding applications. Where relevant, actions should be coordinated with the festivals and events being developed through the ICP Outcome Delivery Plan by the Festival & Events Sub-group.</p> <p><i>Example Actions</i> Developing a festival with an overarching theme such as 'Innovation and Engineering'; with different organisations across Inverclyde (drawn from the Heritage and Arts Forums) encouraged to develop a proposal for how they would interpret and celebrate the theme at their asset, attraction or in their locality. The overarching theme would provide the umbrella identity and the Working Group would establish how to activate the Network delivery model between partners.</p>	<p>A plan for taking forward the recommendations of the Interpretation Strategy and a Working Group with the appetite and expertise to do so.</p> <p>Coordinated and where possible integrated arts and heritage festival and events programmes across Inverclyde.</p>	<p>Working Group members' time.</p> <p>Funding to deliver pilot events/ Initiatives.</p> <p>Funding required is dependent upon the recommendations pursued.</p>	<p>Working Group established after completion of Interpretation Strategy, 2021 Q2 (Apr-Jun) to Q3 (Jul - Sep)</p> <p>Take forward initial recommendations over 2021 and 2022. This could include seeking funding for pilot events. 2022 is VisitScotland's Year of Scotland's Stories. At the core of the Interpretation Strategy is identifying and conveying authentic heritage themes which resonate with local residents. Storytelling is fundamental to this. Funding applications could be prepared in summer 2021.</p> <p>There is also an opportunity to capitalise on NLHF funded opportunities with Inverclyde as a target area. A specific campaign focussing on digital will be active from 2019-21.</p>	<p>Responsibility of the Inverclyde Cultural Partnership and delivered by the Working Group. The Heritage Coordinator would participate and provide support developing funding applications.</p>	<p>1, 3, 4, 5,</p> <p style="text-align: right;">35</p>

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
10.	<p><i>Festivals should capitalise on national funding initiatives such as Visit Scotland's 'Year of...' campaigns and/or become an extension/ satellite to existing successful and relevant festivals e.g. Glasgow Science Festival.</i></p> <p><i>Develop themed interpretive trails – another mechanism for showcasing tangible and intangible heritage and wider landscapes across Inverclyde as a means of delivering storytelling and encouraging exploration.</i></p>					
11.	<p>Create a Landscape Conservation and Enhancement Working Group tasked with identifying specific opportunities in relation to Inverclyde's natural heritage. The results of the Interpretation Strategy may help to guide decision making if, for example, recommendations are made for trails across sections of the landscape. Initiatives should also be matched with funding opportunities and considered in light of other applications which are being developed across the region.</p>	<p>A strategic approach to enhancement of Inverclyde's natural heritage assets within a wider heritage development strategy that minimises conflict for funding and maximises chance of success.</p>	<p>Working Group members' time</p>	<p>Working Group established by 2021 Q3 (Jul – Sep), after completion of the Interpretation Strategy and Working Group for this has been set up.</p>	<p>Inverclyde Cultural Partnership to oversee formation of the Working Group. Working Group members to comprise representatives from the Inverclyde Cultural Partnership and from the Heritage Forum.</p>	1, 2, 7, 9
12	<p>Create a redundant heritage assets Working Group tasked with taking a strategic approach to the revitalisation of redundant and under-used assets. This Working Group would be tasked with:</p> <p>Conducting a scoping exercise to identify derelict and underused assets</p>	<p>A strategic approach to the development of redundant and under-used assets that is transparent and deliverable.</p>	<p>Working Group members' time.</p> <p>Funding to deliver Options Appraisal/ Feasibility Studies.</p>	<p>Working Group established by 2021 Q3 (Jul – Sep), after Capacity and Skills Audit and associated training is delivered.</p> <p>Funders such as NLHF and the</p>	<p>Responsibility of the Inverclyde Cultural Partnership working with Inverclyde Council's Environment, Regeneration and Resources Directorate. Delivered by the</p>	1, 2, 6, 7, 9

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
SHORT TERM (2019, 2020, 2021)					
12.	<ul style="list-style-type: none"> Determining priority assets to focus on to identify new uses Identify 'next steps' such as key assets which would benefit from options appraisal/ feasibility study Identify how funding could be obtained for next stage studies There are a number of buildings which have emerged as significant such as the 'Sugar Sheds' and 'Dutch Gable House' – this process will objectively and comprehensively assess all assets, involving the public and sector in order to determine those which should be prioritised. The aspiration should not be to develop a public use/ benefit for all assets but to determine the optimum way forward. In some instances (sensitive) private development may be the best option. <p>Membership of this Working Group should reflect the range of issues that need to be explored. It should include representation from the Inverclyde Cultural Partnership and Inverclyde Council's Environment, Regeneration and Resources Directorate.</p>	<p>Depending on the complexity and sensitivities</p> <p>Cost per study could range from £10,000 to £30,000.</p> <p>All costs are subject to funding bids.</p>	<p>Architectural Heritage Fund provide support for such studies. Funding opportunities should be explored in 2021 Q3 (Jul – Sep) to Q4 (Oct – Dec).</p> <p><i>Options Appraisals/ Feasibility Studies delivered in 2022-23 – see Action 16 below.</i></p> <p>Priority assets Options Appraisals/ Feasibility Studies completed by 2023 Q1 (Jan – Mar) - before the end of the Heritage Coordinator post funding.</p>	Working Group with support from the Heritage Coordinator.	

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
13.	<p>Develop a Digital Assets Database – building on existing digitisation and archiving activity (such as that being delivered by the Inverclyde Heritage Network) to establish a centralised database cataloguing all assets with copyright free usage for members of the Heritage Forum. This database would not replace the Council's Internal Past Perfect resource. The purpose is to document the array of artefacts and materials across Inverclyde and provide a single entry point for interested parties to access that information. Opportunities to provide training in digitisation should be explored as part of the database development, adopting a 'train the trainer' approach in order to spread skills development opportunities as widely as possible.</p> <p>The Digital Assets Database builds on the Capacity and Skills Audit (Action 7), the Interpretation Strategy (Action 8) and the Collections Policies Review (Action 9). Developing the database provides interpretive content to implement the Interpretive Strategy recommendations (Action 10).</p>	<p>Resource sharing and positive promotion of Inverclyde's heritage assets.</p> <p>Sector skilled in digitisation.</p>	<p>Working Group to take forward the initiative. External advice to identify necessary software and cataloguing. Funding to set up database and deliver training. Budget TBC (dependent on the requirements). All costs are subject to funding bids.</p>	<p>Consultation and planning in 2021 Q3 (July - Sept) to Q4 (Oct - Dec). Potential funding application during this time.</p> <p>There is potential to capitalise on funding opportunities such as the NLHF digital capabilities campaign (2019-2021).</p> <p><i>Delivery in 2022-23 (see Action 18)</i></p>	<p>Responsibility of the Inverclyde Cultural Partnership, potentially delegated to a Working Group. Managed by Heritage Coordinator. Input from groups across the sector, including the Inverclyde Heritage Network. Watt Institution staff are a key contributor (see Action 15).</p>	1, 2, 4, 6, 8

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
SHORT TERM (2019, 2020, 2021)					
14. Monitoring and evaluation – Incorporate metrics for measuring progress and Impact of Heritage Strategy actions within an overarching ICP Self-Evaluation Strategy. Utilise the consultation data collected as part of the Heritage Strategy research to inform the baseline, conducting additional quantitative research where necessary. At the end of 2021 conduct a formative assessment in order to determine progress made and enable more detailed planning for the next phase of the Heritage Strategy Implementation.	A robust evidence base concerning current views towards heritage, engagement with heritage and barriers to participation across Inverclyde. An integrated strategy for monitoring and evaluating arts and heritage engagement.	Time	Identify information gaps and conduct research to complete robust baseline by end of 2019. Methods of monitoring and evaluation to feature for all actions where there is a resource or physical output (e.g. evaluation of training programmes, monitoring use of database etc.).	ICP self-evaluation sub-group with support from Arts Coordinator and Heritage Coordinator.	All

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
15.	Operational Leadership Framework with clearly defined structure and opportunities for participation through the Heritage Forum and Working Groups approach. The Network Delivery Model has been activated and benefits of this approach are apparent encouraging new partners to participate. By this point there is no need for an externally funded post (Heritage Coordinator) to facilitate the Framework or Delivery Model.	Self-sustaining Leadership Framework and Network Delivery Model. Participation from new partners, including cross-sectoral and regional partners.	Time to facilitate and attend Heritage Forum and Working Group meetings.	Continue to operate over 2022 and 2023 (no funding required).	Inverclyde Cultural Partnership. Watt Institution remains critical to an effective Network Delivery Model.	8
16.	Conduct Options Appraisals/ Feasibility Studies for priority redundant heritage assets (Implementing recommendations from Action 12).	An understanding of the optimum way forward for priority redundant/ under-utilised heritage assets.	Funding to appoint external experts to deliver robust and objective assessment. All costs are subject to funding bids.	Funding obtained as part of Action 12.	Inverclyde Cultural Partnership delegated to Redundant Heritage Assets Working Group.	1, 2, 9

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
17.	Take forward any capital projects resulting from Redundant Heritage Assets Assessment (Action 12). Given that Inverclyde is an NLHF target area, there should be an aspiration to take at least one capital project forward to the funder over the medium to longer term (additional to the capacity building related funding application outlined in Action 6).	Sustainable redevelopment for at least one of Inverclyde's significant and at risk heritage assets. Creating both use and non-use value from redundant heritage asset/s adding to the quality of the historic environment and sense of place and pride it espouses.	Working Group time and commitment. Support from property owner (if not already represented in Working Group). All costs are subject to funding bids. Budget for professional expertise to develop funding application.	Submit NLHF Development Stage application in 2022/23. Project delivery timetable dependent on asset which is to be redeveloped and nature of the interventions	Inverclyde Cultural Partnership with Working Group.	1, 2, 9
18.	Digitisation Training Delivered and Digital Assets Database Operational (developed as per Action 13). Note that this database will be separate from the existing Past Perfect system utilised by the Museum and Library service. The new digital assets database will encompass the artefacts and materials available by other groups, charities and individuals across Inverclyde. Key information from Past Perfect would be incorporated to provide a comprehensive picture.	Resource sharing and positive promotion of Inverclyde's heritage assets. Sector skilled in digitisation.	Funding to set up database and deliver training. Budget TBC (dependent on the requirements). All costs are subject to funding bids.	Funding secured as per Action 13. Database developed and training delivered from 2022 to 2023 Q1 (Jan – Mar) whilst Heritage Coordinator is in post.	Inverclyde Cultural Partnership with relevant Working Group. Support from Heritage Coordinator. The Watt Institution will be a key partner (Action H).	1, 4, 5, 6, 7, 8, 9

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
19	<p>Further embed heritage protection within planning framework and pursue the idea that every capital development project should include a heritage element e.g. interpretation, heritage inspired public art, the naming of streets or sites, public engagement activity etc., interpretation/commemoration for all historically significant buildings and public realm.</p>	<p>Heritage is remembered, visible and celebrated.</p> <p>Enhanced sense of relevance and pride felt amongst local residents towards their heritage.</p>	Time	Policy in place by 2022-23.	Inverclyde Alliance with Inverclyde Council Environment, Regeneration and Resources Directorate. The Council's Heritage Advocate (Action 4) will be an important enabler.	1, 2, 3, 7
20	<p>Building on the results of the Capacity and Skills Audit and associated Training (Action 7), groups across the sector will have developed new engagement opportunities for school pupils. Rather than being a defined programme delivered solely by one organisation (although the Watt Institution will play a key role – See Action J), enhancing engagement opportunities for school pupils will be adopted as a collective ambition, taken forward by individual organisations in line with their own objectives and aspirations. The Leadership Framework through the Heritage Forum provides the space for organisations to share their plans and coordinate both funding</p>	<p>More opportunities for school pupils to learn about their local heritage.</p> <p>New opportunities which excite and inspire young people about heritage encouraging life-long appreciation.</p> <p>A strategic approach which assists cultural organisations to access funding and maximise the positive impact generated.</p>	<p>At a strategic level, time and commitment to the Leadership Framework and participation at Heritage Forum events.</p> <p>Applications would be developed by organisations individually in order to access necessary funding.</p>	<p>Funding applications made after the completion of the Capacity and Skills Audit and associated Training.</p> <p>Focus on delivering new schools programmes across 2021, 2022 and 2023.</p>	Heritage Forum members.	3, 5, 9

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
MEDIUM TERM (2022, 2023)					
	applications and activity delivery in order to minimise conflict and realise reciprocal benefits. Developing an education focussed network delivery model will assist organisations to establish how their individual aspirations can support and benefit those of others and will be an important development planning tool.	Seminars on how to write effective funding applications could be delivered through the Heritage Forum by members who have skills and experience in this area.			
21.	Use of community centres and libraries as heritage engagement centres to provide additional locations where heritage activity can take place (especially in communities where there is no dedicated heritage hub). Library staff would support increasing the profile of heritage and could provide advice and support to people undertaking heritage activity / research. Arts and other creative responses and programming could assist libraries and community centres as they seek to engage more audiences. Members of Inverclyde's creative community should be involved in the development and delivery.	Increased heritage engagement amongst locals including more diverse audiences currently prevented from participating due to actual and/ or perceived socio-economic or cultural barriers. Enhanced sense of relevance and pride felt amongst local towards their heritage. Volunteering/ skills development.	Budget to develop displays Training for Library staff All costs are subject to funding bids.	Library staff included in Capacity and Skills audit (Action 7) 2020 Q2 (Apr – Jun) to Q3 (Jul – Sep). Training and piloting delivered in 2020/21 in readiness for roll-out across Inverclyde in 2022-23.	Led by Libraries, Education Development and Arts Manager with input from Watt Institution staff.

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
22.	<p>Mainstream an annual Inverclyde Heritage Festival (anticipating the results of the Interpretation Strategy, Actions 8 and 10). Festival theme to be recognisably 'Inverclyde' with scope for settlement/ asset specific interpretation and celebration. Partnerships should be developed with cultural sector organisations from across Inverclyde and cross-sectoral delivery partners such as those in education and health and well-being.</p>	<p>Engagement from locals and visitors.</p> <p>Enhanced sense of relevance and pride felt amongst local towards their heritage.</p> <p>Increased profile and appeal of Inverclyde as a destination.</p> <p>Volunteering/ skills development.</p>	<p>Funding to deliver festival.</p> <p>Partner and volunteer time input.</p> <p>All costs are subject to funding bids.</p>	<p>Festival development in 2020/21 leading to delivery in 2022.</p> <p>Specific timing to be funding or partner dependent. Funding opportunities for 2020 'Year of Is' £10,000 - £50,000 through EventScotland.</p>	<p>Inverclyde Cultural Partnership delegated to Festival Working Group (potentially merging with ICP Outcome Delivery Plan Festival & Events Sub-group).</p>	3, 4, 5, 6, 7, 8, 9
23.	<p>Development of a Heritage Brand for Inverclyde. Positioning the region's rich and diverse range of heritage under a collective 'umbrella' will enhance awareness and promote engagement. This is a particularly effective tool for promoting Inverclyde as a visitor destination. There should be a website to communicate the brand and function as an 'access' point to the region's heritage allowing those who access it to compile their own routes and itineraries etc. The ways in which heritage is presented should draw from the findings of the Interpretation Strategy (Action 8) ensuring an 'authentic' narrative</p>	<p>A tool for promoting and communicating the breadth of heritage creating a single point of access.</p> <p>Using heritage as a key means to enhance Inverclyde as a visitor destination.</p> <p>Consistency in cross-sectoral messaging in order to maximise the appeal of Inverclyde as a destination.</p>	<p>Funding to appoint brand/ marketing consultants</p> <p>Funding to develop website and other brand-related resources.</p> <p>All costs are subject to funding bids.</p>	<p>Partnership involvement is critical for success, involving all with a vested interest in destination development e.g. Inverclyde Alliance, Inverclyde Council, Riverside Inverclyde, VisitScotland etc.</p>	<p>Inverclyde Alliance</p>	4, 7, 8

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
MEDIUM TERM (2022, 2023)					
	with a consistency in how heritage resonates locally with how it is presented externally. The Inverclyde Alliance Local Outcome Improvement Plan suggests that plans are underway to develop a brand for Inverclyde more widely. Heritage-specific branding should fit within this wider brand identity. Arts should also feature within this. The role for further developing Creative Inverclyde such that it sits as the counterpart to a Heritage Inverclyde should be considered.	Encouraging more cruise ship passengers to remain in Inverclyde and increased penetration of the day trip market as initial audience development targets in the medium term.		A Working Group should be formed in 2022 aiming to launch the brand by the end of 2023.	
24.	Monitoring and Evaluation – formative assessment of progress made over the first five years of the Strategy relative to the baseline position and phase 1 formative assessment (Action 14). This could be achieved via a survey with the sector, distributed across the Heritage Network via the Heritage Forum. Ideally the results would be incorporated within wider ICP Self-Evaluation assessment.	Understanding of progress made, new issues/ challenges which have arisen, potential new opportunities. Determining actions that will enable Strategy objectives and aims to be met over the remaining duration of the Strategy. Continuing to promote cross-sectoral approach to cultural engagement.	Time from Working Group to develop and analyse survey. Depending on expertise of WG, potential need for external evaluator support.	Evaluation completed by the end of 2023. Inverclyde Cultural Partnership self-evaluation sub-group	All

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
LONG TERM: 2024, 2025, 2026, 2027, 2028						
25.	Continuation of Leadership Framework and Network Delivery Model	Self-sustaining Leadership Framework and Network Delivery Model. Participation from new partners, including cross-sectoral and regional partners.	Time to facilitate and attend Heritage Forum and Working Group meetings.	Continues to operate over 2024 – 2028	Inverclyde Cultural Partnership. Watt Institution remains critical to an effective Network Delivery Model.	8
26.	Response to findings of mid-strategy evaluation	Determining actions that will enable Strategy objectives and aims to be met over the remaining duration of the Strategy. Continuing to promote cross-sectoral approach to cultural engagement.	Challenges and remedies discussed. Potential issue of updated Heritage Strategy.	Modifications to strategy determined in 2024.	Inverclyde Cultural Partnership self-evaluation sub-group	All
27.	Continued capital project(s) development Including: <ul style="list-style-type: none"> Securing funding for project(s) which are mid-development (Action 17) and moving into delivery Developing funding applications for new capital projects (Informed by Action 16). Note that the current NLHF Strategic Funding Framework runs to 2024. 	Action plan developed that will see sustainable redevelopment of priority heritage buildings. At least one project proceeding to delivery phase, with other projects in planning.	Project-specific Working Group(s). External support to develop funding applications	Capital project one delivered by 2027 Continue to match projects identified as a result of Action 16 to funding opportunities.	Overall responsibility depends on asset ownership.	1, 2, 9

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
LONG TERM: 2024, 2025, 2026, 2027, 2028					
<ul style="list-style-type: none"> Continuing to conduct Options Appraisals/ Feasibility Studies (Action 16) as appropriate 	Creating both use and non-use value from redundant heritage asset/s adding to the quality of the historic environment and sense of place and pride it espouses.	and other studies may be required. Full funding for first capital project(s) secured.			
26. Continued development of the Heritage Brand for Inverclyde, taking advantage of new opportunities as Inverclyde's market grows.	Developing Inverclyde as a destination requires more than heritage, with arts and other recreational activity playing an important role as well as accommodation supply and other infrastructure. Concomitant development of all destination components will enable significant enhancement of Inverclyde as a tourist destination.	Coordinated development and promotional messaging.	Partnership involvement is critical for success, involving all with a vested interest in destination development e.g. Inverclyde Alliance, Inverclyde Council, Riverside Inverclyde, VisitScotland etc. Continued over 2024 – 2028	Inverclyde Alliance	4, 7, 8

8.0 Implementation Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
LONG TERM: 2024, 2025, 2026, 2027, 2028						
29.	Summative Strategy Evaluation – as part of wider ICP Self-Evaluation Assessment.	The evaluation is a means to: <ul style="list-style-type: none"> Understand the Impact of the Heritage Strategy relative to vision, aims and objectives Understand the collective impact with the Arts & Creativity Strategy and other ICP Initiatives Highlight key lessons learned Inform next steps for continuing cultural engagement in Inverclyde 	Time and potentially external expertise	Conducted in 2029	Inverclyde Alliance	All

9.0 Watt Institution Action Plan

An outline Action Plan for the Watt Institution is set out below. The Action Plan for the Watt Institution envisages a mixed model in terms of funding and service delivery is essential in order for the Watt Institution to maintain and enhance its role at the heart of Inverclyde's heritage sector. With a funding mix comprising reduced core funding, where increased support is sought from national bodies, and where there is greater reliance on partners and stakeholders to access funding and deliver initiatives, there is an opportunity to recast the role of the Watt Institution, to reshape its activities and to introduce new and creative ways of working. The below sets out key actions for the Watt Institution in order to achieve this. These actions cannot be viewed in isolation but are embedded within the overarching Heritage Strategy Implementation Plan. Where relevant, actions for the Watt Institution are correlated with those identified for the sector at large as detailed in the Implementation Plan above.

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
A	<p>Implement staff review in order to determine:</p> <p>I. Suitability of existing posts (role, FTE etc) in order to deliver the services of the now integrated Watt Institution</p> <p>II. Any new roles and/ or rationalisation of existing roles which may be required. With the Watt Institution as a primary hub in a much more connected heritage network, outreach activity and partnership liaison is a critical component of the Watt Institution's role going forward. Adequate staff resource in this area is essential.</p> <p>III. Skill gaps and training requirements in light of I and II. Exercise is a pre-cursor to the wider sector Capacity Skills Audit and Training exercise (Activity 7). It is essential that in advance of this the revised Watt Institution staff structure is in place with staff fully trained in their respective positions.</p>	<p>Watt Institution staff structure is compatible with the needs of the now integrated museum and library and staff are equipped to deliver services required.</p> <p>Watt Institution staff are equipped to participate in the wider sector Capacity building exercises (Activity 7).</p>	Staff time	<p>Conduct review 2019 Q3 – 4</p> <p>Posts created/ rationalised and necessary training delivered 2019 Q4 – 2020 Q1</p>	<p>Libraries, Education Development and Arts Manager with Inverclyde Council Human Resources</p>	

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
B	<p>Develop partner relationships and implement expanded outreach programme across Inverclyde. It is envisaged that as a result of Action A there will be a dedicated Outreach post and associated budget for outreach activity within central library and museum funding allocations. This post-holder would build on the relationships developed by the Great Places Project Officer and would lead on the planning and delivery of outreach activities and initiatives. Initially outreach output is likely to be modest however as the Network Delivery Model is developed and activated and other sector-wide initiatives gather momentum (and crucially funding) outreach activity will expand (see Activity C below). Types of activity which should be considered for the short term and/ or planned over the medium term should include:</p> <ul style="list-style-type: none"> • Collections boxes • Temporary or pop-up exhibitions with other attractions, community centres, libraries or vacant shop premises as per the Heritage Hub (where security and environmental requirements allow) 	<p>Demonstrable commitment to the sector and audiences that the Watt Institution seeks to reposition itself at the heart of a more connected cultural sector</p> <p>Changing perceptions towards heritage and facilitating engagement with under-represented audiences particularly young people, socially isolated older people and those unable to engage in heritage activity through economic circumstance and/ or disability.</p>	<p>Review of existing Council revenue funding to appoint Outreach Officer</p> <p>Sector-wide impact can only be achieved by pooling resources and expertise between Heritage Forum partners.</p> <p>Buy-in and commitment from the sector is essential for achieving the stated outreach objectives.</p>	<p>Watt Institution Outreach post in place before end of 2020 Q1 (and in advance of appointment of Heritage Coordinator – proposed for 2020 Q2)</p> <p>Outreach activity planning and budgeting for year 1 and longer term aspirations for outreach established by end 2020 Q1</p>	<p>Appointment led by Libraries, Education Development and Arts Manager.</p> <p>For activities implementation, input from Heritage Forum partners is essential.</p>	2, 3, 4, 5, 6, 8, 9

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
SHORT TERM (2019, 2020, 2021)					
<p>B</p> <ul style="list-style-type: none"> • Activity programming which takes place at attractions or during events/ celebrations across the region. • Workshops delivered with schools across the region • Projects with local communities exploring 'their heritage' and how this links with the Watt Institution collections • Programming which reaches under-represented audiences should be a focus. <p>The Outreach post-holder should be in place ahead of the Heritage Coordinator and would provide support to the Heritage Coordinator in determining and delivering outreach components of the capacity building exercises.</p> <p>It is recommended that the Outreach post-holder is in place and has clarity on the Watt Institution's priorities and resources in advance of the appointment of the Heritage Coordinator (Action 5). There would be a close working relationship between the Watt Institution Outreach Officer and the Heritage Coordinator.</p>					

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
C	<p>Decision making and planning for outreach will form a part of a wider activity programming process for the Watt Institution, determining its aspirations and priorities and balancing programme delivery on-site with that which is delivered elsewhere.</p> <p>As a key cog in the Heritage Network Delivery Model, in parallel with this internal planning process the Watt Institution should also scope out opportunities for collaborative initiatives with regional and national partners, defining the support required from a partner and beginning discussions to progress specific projects. This could include but not be limited to borrowing items for exhibition, joint programming, participation in regional, national or thematic events, joint marketing campaigns and so on. Joint funding applications may result from these discussions. Discussions would take place at Heritage Forum meetings and subsequent Working Group meetings.</p>	<p>Clarity on internal audience engagement and programming priorities</p> <p>Facilitating a partnership approach to heritage engagement</p> <p>Initiatives maximising the audience reach and benefit achieved.</p>	<p>Attendance and participation at all Heritage Forum meetings and all relevant Working Group meetings.</p>	<p>Internal priorities established by end of 2019 (in parallel with staff structure review and appointment of Outreach officer)</p> <p>2019, Q3 (Jul – Sep), Watt Institution is a key contributor leading to the confirmation and implementation of proposed Leadership Framework and Network Delivery Model (Action 5).</p> <p>Partnership activities and potential funding applications discussed from 2020.</p>	<p>At a strategic level, the Inverclyde Council representatives in the Inverclyde Cultural Partnership. Support would be provided by the Great Places Project Officer and, once in post, the Watt Institution Outreach Officer.</p>	8

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
D.	<p>Watt Institution staff will identify thematic links between its collections and exhibitions and offers provided at other sites and organisations across Inverclyde. Linkages will be promoted and capitalised upon to maximise sharing of audiences. This may include the creation of display boards in the Watt, trails, leaflets, activities and so on. To feed into Watt Institution activity planning and budgeting, within which outreach is anticipated as a key area of focus (Action B).</p>	<p>Enhanced awareness of and increased engagement with Watt Institution collections helping to address several socio-economic and cultural barriers to participation.</p> <p>Enhanced awareness of and increased engagement with other heritage assets/ collections across Inverclyde.</p> <p>Partnership development that will lead to future collaborative initiatives.</p> <p>Activity programme that reflects aspirations of the Watt Institution whilst firmly embedded in the shared, collective strategy for the sector.</p>	<p>Staff time to establish thematic links.</p> <p>Consultation as part of Interpretation Strategy funding.</p> <p>Budget to develop resources.</p>	<p>Thematic links should be identified in advance of the Interpretation Strategy (Action 8, late 2019 into 2020) using the development of the Strategy for further consultation/ discussion and piloting (2020 Q4 – 2021 Q2).</p> <p>Continue to develop methods of engagement in response to the findings of the Strategy and incorporated with the resultant action plan (2021).</p> <p>Use as a basis to inform Watt Institution activity planning and budgeting over 2020, 2021 and beyond.</p>	<p>Led by Libraries, Education Development and Arts Manager with input from Watt Institution staff, including the Outreach Officer.</p>	<p>3, 4, 5, 7, 8, 9</p>

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
SHORT TERM (2019, 2020, 2021)						
E	<p>Review Watt Institution's loan policy and confirm artefacts which can be shared and conditions of this. Make collections status and availability information available to partners to make it easier for community organisations and others to borrow objects, subject to meeting all collections management and protection requirements (part of Action 9 above).</p>	<p>Greater access to and use of the Watt's Institution's collections by the wider community.</p>	<p>Staff time</p>	<p>Conduct review 2020 Q4 (Oct - Dec) to 2021 Q2 (Apr - Jun) after completion of Interpretation Strategy (Action 8) and as potential partner Initiatives are being discussed (Action C).</p>	<p>Libraries, Education Development and Arts Manager</p>	<p>1, 3, 4, 5,</p>
MEDIUM TERM (2022, 2023)						
F.	<p>The Watt Institution would be a key partner in the creation of a digital database, sharing information pertaining to its collections and a key participant in the associated digitisation training (Action 17). With a 'train the trainer' approach, Watt Institution staff would share their skills with other across the sector in line with its role as a primary hub in the Network Delivery model.</p> <p>Delivery of digitisation training and creating digital database (Action 17) – the Watt Institution is a key delivery partner.</p>	<p>Resource sharing and positive promotion of Inverclyde's heritage assets.</p> <p>Watt Institution staff skilled in digitisation and in a position to train others.</p>	<p>Funding to set up database and deliver training.</p> <p>Budget TBC (dependent on the requirements).</p> <p>Watt Institution staff time as participants.</p>	<p>Funding secured as per Action 12.</p> <p>Database developed and training delivered from 2022 to 2023 Q1 (Jan - Mar) whilst Heritage Coordinator is in post.</p>	<p>Watt Institution staff presence on Working Group and training participants.</p>	<p>1, 4, 5, 6, 7, 8, 9</p>

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
G.	<p>Training for Watt Institution staff delivered as part of staff organisational integration and staff re-structure exercise (Action A) rolled out to library staff across Inverclyde as heritage engagement becomes a core feature of community centres and libraries across the region (Action 19). Training needs are identified as part of the Capacity and Skills Audit (Action 7).</p>	<p>Increased heritage engagement amongst locals including more diverse audiences currently prevented from participating due to actual and/ or perceived socio-economic or cultural barriers.</p> <p>Enhanced sense of relevance and pride felt amongst local towards their heritage.</p> <p>Volunteering/ skills development.</p>	<p>Staff time to devise and deliver training programmes</p>	<p>All training delivered by end of 2022.</p>	<p>Led by Libraries, Education Development and Arts Manager with input from Watt Institution Staff.</p>	3, 4, 5, 9
H	<p>Continued expansion and development of Watt Institution outreach programming, including delivery of partnership initiatives developed during the initial years of the Strategy (see Actions B, C and D) for which funding has now been secured.</p>	<p>More people engage with heritage</p> <p>Engaging with under-represented audiences particularly young people, socially isolated older people and those unable to engage in heritage activity through economic circumstance and/ or disability.</p> <p>With the delivery of partnership initiatives the reciprocal benefits of the Heritage Network and Heritage forum are realised helping to fuel its continuation.</p>	<p>Staff time to develop programmes in partnership</p>	<p>Initiatives contingent upon successful funding applications.</p>	<p>Inverclyde Cultural Partnership assume ultimate responsibility for setting up the Working Groups and approving actions that lead to and arrangements underpinning partnership funding applications. Support from Heritage Coordinator is also key.</p> <p>Watt Institution has a responsibility to participate in meetings and commit to supporting the Leadership Framework and Delivery model. Outreach Officer time will be key.</p>	3, 5, 6, 8, 9

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)	
MEDIUM TERM (2022, 2023)						
I.	Internal Monitoring and Evaluation – Watt Institution specific formative assessment, with more specific and detailed metrics than that conducted for the Strategy overall (Action 22). This could be achieved via a series of surveys (with visitors, non-visitors, staff and volunteers). Coordination with Strategy focussed monitoring and evaluation activity is key.	Determining progress against internal aims and objectives. Setting targets and budgets for the coming years.	Watt Institution staff time. Coordination with Heritage Strategy evaluators.	Evaluation completed by the end of 2023.	Led by Libraries, Education Development and Arts Manager in coordination with Inverclyde Cultural Partnership self-evaluation sub-group.	All
LONG-TERM (2024 – end 2028)						
J.	Continue to deliver training, engagement activity and other support as the core node in the Network Delivery Model . In line with this continued reciprocal benefits are realised. By this point external partnerships should be developed (if not already in place) including with other local authorities and national organisations – particularly as Inverclyde develops as a visitor destination.	The Watt Institution cemented as the core node in Inverclyde's heritage network.	Effective partnership agreements and pooling resources	Sustaining the Network Delivery Model is adopted as a core Watt Institution strategic objective. Where appropriate formal partnership agreements made.	Head of Culture, Communities and Education Resources	2, 3, 4, 5, 6, 8, 9

9.0 Watt Institution Action Plan

Action	What do we want to achieve?	What is required? (Resources)	When and how will we get there? (Funding and Timetable)	Who will take responsibility? (Owner and Contributor)	Relevant Strategy Objective(s)
LONG-TERM (2024 – end 2028)					
K.	Internal Summative Evaluation	Determining progress against Internal aims and objectives. Setting targets and budgets for the coming years.	Watt Institution staff time. Coordination with Heritage Strategy evaluators.	Completed in 2029 Led by Libraries, Education Development and Arts Manager	All



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Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Ruth Binks, Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/28/20/HS
Contact Officer:	Hugh Scott, Service Manager	Contact No:	01475 715450
Subject:	Grants to Voluntary Organisations 2019/20 – Round 2		

1.0 PURPOSE

1.1 The purpose of this report is to request the Committee to note awards approved at the Grants Sub-Committee on 18 February 2020.

2.0 SUMMARY

2.1 The budget for the Grants to Voluntary Organisations Fund for 2019/20 was £252,200.

2.2 At the Education & Communities Committee it was agreed that £18,900 of the core budget was allocated to pay commercial rents of four third sector organisations:

- Samaritans
- Youth Connections
- Murdieston Dam Boat Club
- 1st Gourock Scouts (6th Greenock & District) - Drumshantie Road Scout Hall

2.3 Since the Grants Sub-Committee meeting in June 2019, Property Services have advised of an increase in rental costs of £300.00 for the Samaritans. This increase has been taken into account in the above figure.

2.4 £30,000 was approved for summer playschemes at the following venues:

- Branchton Community Centre;
- Craigend Resource Centre;
- Auchmountain Community Centre;
- Youth Connections;
- Inverkip School (via Inverclyde Leisure); and
- Boglestone Community Centre (via Inverclyde Leisure)

2.5 In Round 1 of GTVO (19 June 2019), the Sub-Committee approved one-off awards totalling £196,465.60.

2.6 Taking the above into account, the balance available for new one-off applications for Round 2 was £6,834.40.

2.7 In Round 1, 2019/20 Inverclyde Autistic Support Group was awarded £1,540.00. Officers were advised in October 2019 that the group was winding up and funds would be returned to the Council. The return of funds was anticipated February 2020.

2.8 At the Sub-Committee, awards were approved to the amount of £6,827.00. A balance of £7.40 remains.

2.9 Two awards were approved subject to the return of funds from Inverclyde Autistic Support Group. This will be monitored by a Council Officer prior to funding being released.

3.0 RECOMMENDATIONS

It is recommended that the Education & Communities Committee:-

- 3.1 Notes the awards granted to range of community groups.

Ruth Binks
Corporate Director – Education, Communities &
Organisation Development

4.0 BACKGROUND

4.1 None required.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
00790	Grants to Vol Orgs	19/20	£6,827.00	n/a	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

There are no direct legal implications arising from this report.

5.3 Human Resources

There are no direct HR implications arising from this report.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
--	--

x	NO
---	----

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO

5.5 Repopulation

There are no direct repopulation implications arising from this report.

6.0 CONSULTATIONS

6.1 Liaison took place with Finance Services to confirm the budget available for 2019/20.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

APPENDIX A

Approved Awards: 2019/20 Round 2

	Category	Applicant	Details	Requested	Awarded
1	Arts Group	Brass Sounds Inverclyde	Purchase of music stands along with Timpani and Bb Bass Tuba to meet contest requirements and enhance bands performance	£10,984.99	£627.00
2	Bowling Club	Ardgowan Club	Support to maintain the condition of the bowling greens in the best possible manner for play	£3,350.00	Reject
3	Bowling Club	Port Glasgow Bowling Club	Support to fit sensor taps and hand driers in the ladies/gents toilets	£2,625.00	Reject
4	Bowling Club	Port Glasgow Bowling Club	Request for lockers and benches for the portacabin to make it more suitable as changing/storage facility. Also wish to purchase a defibrillator	£3,789.00	Reject
5	Care Group	GRASP (Greenock Recovery Alcohol Support Project)	Recently moved to Auchmountain Centre. Seeking funding to expand opening times of the group. Wish to host meetings with groups from other areas to share ideas. Support also for taxi costs for members with limited mobility	£2,146.80	£1,500.00
6	Community Group	Inverkip Community Initiative	Purchase of new equipment to help groups run at their optimum – gaming, arts/crafts, musical, sports and cooking	£2,050.00	Reject
7	Community Group	Larkfield Braeside & Branchton Community Council	Support towards a gala day for the community	£2,500.00	Reject
8	Community Group	Larkfield Braeside & Branchton Community Council	Support for annual Christmas lunch for the local pensioners	£1,200.00	Reject
9	Community Group	Parklea Branching Out	Active Options Programme runs weekly therapeutic creative sessions for artistic clients. Wish to take 'artists on the road' to introduce sessions to harder to reach groups within Inverclyde. Support to develop and deliver workshops working with groups such as elderly, refugee community links and transition groups through partnership in education	£5,940.00	Reject
10	Community Group	The Church of St Mary (L Club)	Purchase of Sony monitor, in-vision anti-tip stand and installation of wifi access in two areas of the community buildings with provision for one year – this will show presentations and allow the children or adult audience clear visibility (also accessible to other groups ie Clydemen)	£1,369.49	Reject

	Category	Applicant	Details	Requested	Awarded
11	Community Group	The Church of St Mary (Heartland Circle)	Support for transport service users of Heartland Circle – weekly group for older people living with or affected by dementia. Also materials for flower arranging classes	£2,000.00	£1,500.00
12	Sports Group	Gourock Golf Club	Club wish to continue to introduce more people to the game of golf. New project designed to extend the practice facilities comprising 4 elements: supply of practice nets and equipment; supply of a close mesh net to screen view from local housing; preparation of site and installation of equipment by Green staff; installation of security equipment/lighting	£6,560.00	Reject
13	Sports Group	Greenock Boxing Club	Support towards running costs - increase in membership resulting in the club opening for longer hours which has an impact on utility costs	£3,000.00	£1,400.00 & £100.00 subject to return of funds from IASG
14	Sports Group	Ocean Youth Trust Scotland	Funding towards a group of 10-12 young people from Branchton Community Centre (youth club) embarking on a week long voyage along the West Coast of Scotland	£3,000.00	Reject
15	Uniformed Group	Girl Guiding Greenock Division	Support towards operational costs and training events for the units/division	£7,000.00	£1,000.00
16	Voluntary Group	Campaign to Save Inchgreen Dry Dock	Funding for marketing material, advertising, travel costs, planning permission, meeting room hire and production of plans for the dry dock	£7,910.00	£1,440.00 subject to return of funds from IASG
17	Voluntary Group	Gourock Business Club	Support for operational costs of the kiosk	£800.00	£800.00
18	Voluntary Group	Inverkip Primary School & Nursery Class Parent Council	Support to Schools Grounds Project. Contribution towards the trim trail and creation of a garden	£4,000.00	Reject
19	Voluntary Group	Lady Alice Family Tree	Support to purchase sports kit for school athletics team	£3,000.00	Reject
20	Voluntary Group	Morton Club Together	Support towards meeting Year 1 operational costs allowing community funds to be channelled directly to first team budget	£4,950.00	Reject

Total Requested

£78,175.28

Total Awarded

**£6,827.00
& £1,540.00 subject to funds being
returned from Inverclyde Autistic
Support Group**

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Ruth Binks, Corporate Director: Education, Communities & Organisational Development	Report No:	EDUCOM/29/20/HS
Contact Officer:	Hugh Scott, Service Manager	Contact No:	01475 715450
Subject:	Under 19s Sports Grants 2019/20 – Round 2		

1.0 PURPOSE

- 1.1 The purpose of this report is to request the Committee to note awards approved at the Grants Sub-Committee on 18 February 2020.

2.0 SUMMARY

- 2.1 The budget for the Under 19s Sports Grant Fund for 2019/20 was £140,730.00.
- 2.2 In Round 1 of the Under 19s Sports Grant (26 June 2019), the Sub-Committee approved awards totalling £134,330.00, leaving a balance of £6,400 for one-off applications.
- 2.3 At the Sub-Committee, awards were approved to the amount of £6,400.00, leaving a zero balance.

3.0 RECOMMENDATIONS

It is recommended that the Education & Communities Committee:-

- 3.1 Notes the awards granted to a range of sport groups.

Ruth Binks
Corporate Director – Education,
Communities & Organisational Development

4.0 BACKGROUND

4.1 None required.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
00474	Waivers	19/20	£6,400.00	n/a	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

There are no direct legal implications arising from this report.

5.3 Human Resources

There are no direct HR implications arising from this report.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
--	--

x	NO
---	----

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO

5.5 Repopulation

There are no direct repopulation implications arising from this report.

6.0 CONSULTATIONS

6.1 Liaison took place with Finance Services to confirm the budget available for 2019/20.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Appendix A

Under 19s Sports – 2019/20 Round 2

	Applicant	Details	Requested	Awarded
1	Birkmyre Rugby Club	Funding towards hire of pitches/Astro for the current season	£3,550.00	£2,000.00
2	Clyde Netball Club	Support towards cost of hall lets which will enable membership fees to be kept to a minimum	£5,460.00	£2,400.00
3	Greenock Morton Hockey Club	Support to allow club to subsidise costs of pitch hire for junior club sessions thus enable club to keep the costs of playing hockey at an affordable rate for families in Inverclyde	£3,290.00	£2,000.00

Total Requested

£12,300.00

Total Awarded

£6,400.00

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/14/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712761
Subject:	Education Scotland Report on Lady Alice Primary School		

1.0 PURPOSE

1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland full inspection of Lady Alice Primary School.

2.0 SUMMARY

- 2.1 Lady Alice Primary School was inspected in October 2019, under the Education Scotland's full inspection model. The inspection focused on progress being made within the school, nursery class and centre to improve learning and teaching, to raise attainment, to secure progress and to close the poverty-related attainment gap.
- 2.2 The report published in January 2020 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school and nursery class and areas for improvement.
- 2.3 Education Scotland notes the leadership of the Head Teacher is creating a strong collaborative team. The staff's teamwork, together with their willingness, to adopt leadership roles to help the school bring about necessary improvements.
- 2.4 The report identifies the staff's strong understanding of the context of the local community which informs the school's approaches to equity and inclusion. As a result, children feel valued and have a sense of belonging at Lady Alice Primary School.
- 2.5 There is a supportive environment in the school and positive relationships between children and staff. Children are motivated, enjoy learning and are increasingly engaged in tasks and activities are also acknowledged.
- 2.6 The inspection team also praised strong partnership working that results in children's wellbeing being supported effectively.
- 2.7 Education Scotland highlighted four areas for improvement which include:
- Strengthen approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements;
 - Improve approaches to learning and teaching in the nursery class;
 - Build on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all;
 - Streamline approaches to planning to ensure improved outcomes for children who require additional support. In doing so, targets within children's individual plans should be

regularly monitored and evaluated to ensure children make the best possible progress.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on Lady Alice Primary School.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 As part of Education Scotland's inspection framework, Lady Alice Primary School was inspected in October 2019. Education Scotland staff and associates assessors from education authorities evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- | | |
|-----|--|
| 1.3 | Leadership of change |
| 2.3 | Learning, teaching and assessment |
| 3.1 | Ensuring wellbeing, equality and inclusion |
| 3.2 | Raising attainment and achievement |
- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils.
- 4.4 The report was published in January 2020. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

5.0 CURRENT POSITION

- 5.1 Lady Alice Primary School has received a broadly positive report overall from Education Scotland which outlines the progress made in the key areas. However, there are areas for improvement in the nursery class.
- 5.2 The report noted that there is a positive, respectful and inclusive ethos within Lady Alice Primary School and children benefit from nurturing relationships with staff. Children and staff are proud of their school and feel valued. The house system allows them to be more fully involved in the life of the school and supports the development of their awareness of the world of work.
- 5.3 It also reported that some of the changes introduced by the Head Teacher are beginning to have an impact. The knowledge that the staff have of the school's context is strong and helping to ensure that plans are focused. The SIP and PEF strategy are clearly focused on addressing equity.
- 5.4 In most classes the quality of education is allowing pupils to make good progress. The learning powers are supporting pupils to develop their own awareness of themselves as learners. Staff are developing their skills to ensure that there is less directed teaching and more opportunity for pupils to take a lead.
- 5.5 In assessing the quality indicators, Education Scotland found them to be the following:

For the Primary School:

1.3	Leadership of change	satisfactory
2.3	Learning, teaching and assessment	good
3.1	Ensuring wellbeing, equality and inclusion	good
3.2	Raising attainment and achievement	satisfactory

For the Nursery Class:

1.3	Leadership of change	weak
2.3	Learning, teaching and assessment	weak
3.1	Ensuring wellbeing, equality and inclusion	satisfactory
3.2	Raising attainment and achievement	satisfactory

- 5.6 The nursery class is an area where greater focus now needs to be paid in order to secure rapid improvement. Since the inspection week rapid progress has already been made prior to the publication of the report. Education Scotland will revisit the school one year from the publication of the report i.e. from January 2021. The key focus will be on the nursery class.
- 5.7 A full action plan has been completed by the Head and Depute Head Teachers, on all the areas for improvement noted in the report. This has been supported by the school's Education Officer. The plan outlines not only the key actions that need to be taken, but also the milestones for improvement against projected impact measures. Alongside this, support has been brokered in from the Education Officer, as well as Senior Leaders in other establishments with expertise in early year's provision.
- 5.8 The Head and Depute Head Teachers are meeting with the Head of Education and the school's Education Officer on a monthly basis to track progress. This will continue right up to the point of the follow through visit in January 2021.
- 5.9 A key area for improvement is leadership of change. The Head Teacher has now assumed the day-to-day line management and overall strategic leadership of the nursery class in order to allow the Depute Head Teacher to focus on further developing aspects of leading on wellbeing and inclusion as part of the fourth area of improvement noted above in 2.7.
- 5.10 Alongside this there needs to be a real focus on the improvement of the quality of learning and teaching and assessment. A key action here is to ensure that pupils' learning is being fully assessed and tracked.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
<input checked="" type="checkbox"/>	NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.

21 January 2020

Dear Parent/Carer

In October 2019, a team of inspectors from Education Scotland visited Lady Alice Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher in creating a strong collaborative team. Staff's teamwork, together with their willingness, to adopt leadership roles to help the school bring about necessary improvements.
- Staff's strong understanding of the context of the local community. This informs the school's approaches to equity and inclusion. As a result, children feel valued and have a sense of belonging at Lady Alice Primary School.
- The supportive environment in the school, and the positive relationships between children and staff. Children are motivated, enjoy learning and are increasingly engaged in tasks and activities.
- Strong partnership working that results in children's wellbeing being supported effectively.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Strengthen approaches to monitoring and evaluating the work of the school, including the nursery class to drive forward necessary improvements.
- Improve approaches to learning and teaching in the nursery class.
- Build on existing good practice by further developing approaches to assessing children's progress, in order to raise the attainment of all.
- Streamline approaches to planning to ensure improved outcomes for children who require additional support. In doing so, targets within children's individual plans should be regularly monitored and evaluated to ensure children make the best possible progress.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Lady Alice Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Securing children's progress	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3315>

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Inverclyde Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Inverclyde Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Guch Dhillon
HM Inspector

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/13/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712761
Subject:	Education Scotland Report on St Michael's Primary School		

1.0 PURPOSE

1.1 The purpose of this report is to inform the Education & Communities Committee of the recent Education Scotland inspection of St Michael's Primary School. The inspection focused on progress being made within St Michael's Primary School in improving learning and teaching and raising attainment/securing children's progress.

2.0 SUMMARY

2.1 St Michael's Primary School was inspected in September 2019, under the Education Scotland's short model. The inspection focused on progress being made within the school, nursery class and centre to improve learning and teaching, to raise attainment, to secure progress and to close the poverty-related attainment gap.

2.2 The report published in January 2020 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school, nursery class and centre and areas for improvement.

2.3 Education Scotland notes that the evidence and evaluation to date indicate that St Michael's is making good progress in improving learning, raising attainment and closing the poverty-related attainment gap.

2.4 The report noted the following strengths of the school:

- Polite and friendly children who show respect toward each other in their everyday actions. Children are keen to discuss their learning and achievements and demonstrate the school's Catholic values in their interactions with each other and their teachers.
- The commitment of senior leaders, in ensuring that professional learning opportunities for staff have a positive impact on learning and teaching approaches.
- Partners and parents work well with the school to support and enrich children's learning experiences and outcomes. Children achieve success through the wide range of opportunities offered.

2.5 Education Scotland highlighted areas for improvement which include:

- Ensure that learning and teaching take account of the needs of all children and provide appropriate support and challenge. As planned, staff should continue to develop high-quality learning experiences which offer children relevant opportunities to learn and apply skills for learning, life and work;
- Improve approaches to assessment across the school. In doing so, develop a shared

understanding of children's progress across all areas of the curriculum;

- Continue to raise attainment for all children. This includes children who may need extra support in school.

2.6 As a result of the inspection, the school's Education Officer will continue to support the school's leadership team to address the areas for improvement, alongside the Attainment Challenge team.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education & Communities Committee notes the Education Scotland report on St Michael's Primary School.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 As part of Education Scotland's inspection framework, St Michael's Primary School was inspected in September 2019. Education Scotland staff and associates assessors from education authorities evaluated the education provision provided within the school.
- 4.2 The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
- 3.2 Raising Attainment and achievement

- 4.3 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching and how well the school was raising attainment and achievement for all pupils.
- 4.4 The report was published in January 2020. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener (Education).

5.0 CURRENT POSITION

- 5.1 St Michael's Primary School has received a positive report from Education Scotland which outlines the progress made in the key areas.
- 5.2 The report noted that pupils benefit from an inclusive and nurturing environment and that teachers and support staff work hard to make learning intentions clear in all classrooms. Children are well behaved and eager to learn.
- 5.3 It also reported that support staff have undertaken a range of training opportunities and their skill in supporting pupils is leading to high levels of engagement.
- 5.4 Teachers plan learning, teaching and assessment using progression pathways to produce clear and concise daily plans. All teachers have regular meetings with members of the leadership team to discuss planning, learning and attainment data. Staff use a range of assessment approaches to assess children's progress in literacy and numeracy and this helps to support teachers' judgements and reporting to parents. Teachers have access to a range of pupil data, including standardised data to inform their understanding of children's progress over time.
- 5.5 A good start has been made to digital learning and the school's work in relation to being a Rights respecting School is also recognised.
- 5.6 In assessing the quality indicators, Education Scotland found the two key indicators to be the following:

For the Primary School:

- Learning, teaching and assessment - good
- Raising attainment and achievement - good

- 5.7 The following areas for improvement were identified:

- Ensure that learning and teaching take account of the needs of all children and provide appropriate support and challenge. As planned, staff should continue to develop high-quality learning experiences which offer children relevant opportunities to learn and apply skills for learning, life and work;

- Improve approaches to assessment across the school. In doing so, develop a shared understanding of children’s progress across all areas of the curriculum;
- Continue to raise attainment for all children. This includes children who may need extra support in school.

5.8 As a result of the inspection, the school has amended its School Improvement Plan to incorporate the areas for improvement. The school’s Education Officer will work with the school to address these, alongside support from the Attainment Challenge team.

5.9 The school will have a full review from the local authority in 2022/23 as part of the ongoing School Improvement Framework cycle.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
✓	NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 The inspection letter be accessed at:
<https://education.gov.scot/media/4sia2cid/stmichaelspsins210120.pdf>

The summary of findings can be accessed at:
<https://education.gov.scot/media/rokcdyvb/stmichaelspsif210120.pdf>

21 January 2020

Dear Parent/Carer

In October 2019, a team of inspectors from Education Scotland visited St Michael's Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Polite and friendly children who show respect toward each other in their everyday actions. Children are keen to discuss their learning and achievements and demonstrate the school's Roman Catholic values in their interactions with each other and their teachers.
- The commitment of senior leaders, in ensuring that professional learning opportunities for staff have a positive impact on learning and teaching approaches.
- Partners and parents work well with the school to support and enrich children's learning experiences and outcomes. Children achieve success through the wide range of opportunities offered.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council.

- Ensure that learning and teaching takes account of the needs of all children and provides appropriate support and challenge. As planned, staff should continue to develop high-quality learning experiences which offer children relevant opportunities to learn and apply skills for learning, life and work.
- Improve approaches to assessment across the school. In doing so, develop a shared understanding of children's progress across all areas of the curriculum.
- Continue to raise attainment for all children. This includes children who may need extra support in school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Michael's Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4682>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Inverclyde Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

John Reilly
 HM Inspector

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/15/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712891
Subject:	Education Scotland Report on Lomond View Academy		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent follow up visit of Lomond View Academy. The visit focused on progress being made within Lomond View Academy in improving learning and teaching and raising attainment as identified in Education Scotland Inspection in January 2019 (committee report EDUCOM/18/19/SP).

2.0 SUMMARY

- 2.1 Lomond View Academy was inspected in January 2019, under the Education Scotland's short model. The inspection focused on progress being made within the school to improve learning and teaching, raising attainment and closing the poverty-related attainment gap.
- 2.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school.
- 2.3 Education Scotland highlighted areas for improvement to improve learning and teaching, raise attainment and close the poverty related attainment gap.
- 2.4 Lomond View Academy had an authority follow-up visit in December 2019. The visit focused on progress being made within Lomond View Academy in improving learning and teaching and raising attainment as identified in Education Scotland's Inspection in January 2019.
- 2.5 The senior leadership team (SLT) has taken steps to improve the consistency of learning and teaching to ensure that young people engage fully with their learning and achieve as well as possible. Lomond View has started to develop planning and assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people.
- 2.6 Key areas for improvement remain. The development of knowledge of learning and assessment in the Broad General Education (BGE) and a more formalised approach to tracking and monitoring with a focus on raising attainment and achievement remain a priority for the SLT. Further work to agree boundaries and acceptable behaviour will continue, supported by the implementation of the new health and wellbeing programme.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee notes the current provision with Lomond View Academy.

Michael Roach
Head of Education

4.0 BACKGROUND

- 4.1 As part of Education Scotland's inspection framework, Lomond View Academy was inspected in January 2019. Education Scotland staff and associates assessors from education authorities evaluated the education provision provided within the school.

The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

- 4.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school. The report noted the respectful relationships, the priority that the school places on working with a range of partners and that parents and carers are positive about the work of the school.
- 4.3 Education Scotland highlighted areas for improvement which include improving consistency of learning and teaching, developing assessment approaches and a health and wellbeing programme which will better meet learning, social and emotional needs and ensure that planning, tracking and monitoring provide clear information about the progress young people are making.
- 4.4 Lomond View was visited by the authority in December 2019 to evaluate progress towards areas for improvement within the school community.

5.0 CURRENT POSITION

- 5.1 Young people are learning within a supportive environment where staff treat them with respect. Staff across the school are strongly committed to supporting young people to achieve and attain qualifications.
- 5.2 The senior leadership team and staff have a good understanding about young people's needs and barriers to learning as a result of their social and emotional needs and that staff adapt their teaching approaches accordingly.
- 5.3 The senior leadership team (SLT) has taken steps to improve the consistency of learning and teaching to ensure that all young people engage fully with their learning and achieve as well as possible.

Timetabling arrangements have been altered to increase learning and teaching time and attendance is accurately recorded.

SLT and teaching staff have engaged in moderation of the Broad General Education (BGE) through attendance at professional learning activities and authority events.

Identified staff are leading the development of planning to improve the language of learning, helping young people better understand the purpose of their learning and engaging young people in contexts which are relevant and interesting.

There are strategies in place to increase the use of technology to capture individual development needs and next steps.

Staffing issues around mathematics have been resolved and young people have a range of opportunities to consider and follow, including use of digital technology to support engagement with maths programmes.

- 5.4 Key areas for improvement remain. The development of a more formalised approach to tracking and monitoring with a focus on raising attainment and achievement remain a priority

for the SLT.

Staff have received training from literacy, numeracy, health and wellbeing coaching and modelling officers and hope to implement learning more fully over the coming session.

Staff will continue to develop knowledge of learning and assessment in the BGE through cluster working and moderation.

- 5.5 Lomond View has started to develop planning and assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people. Following on from input to the school on the Coping With Adversity agenda, via the Scottish Attainment Challenge, Lomond View has created the following framework for induction of new staff and assessment and planning for pupils:

An assessment process that is built on background aspects of adversity and trauma based around an adapted version of the My World Triangle.

This process focuses on the needs of individual pupils in the school context and their wider contextualised needs, looking at aspects such as Fight/Flight/Freeze and the Window of Tolerance. The process also examines how the Crisis Curve from the pre-existing Promoting Positive Behaviour programme in the school can be integrated into assessment and planning.

- 5.6 Further work to agree boundaries and acceptable behaviour will continue, supported by the implementation of the new health and wellbeing programme.

Tracking of wider achievements and participation in different clubs and activities would ensure greater equality of opportunity.

Adding to the certificated award programme and building on the already strong partnership and community working will further develop young people's skills for life and work.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO

6.5 Repopulation

N/A.

7.0 CONSULTATION

N/A.

8.0 BACKGROUND PAPERS

Summarised Inspection findings document from Education Scotland March 2019.

<https://education.gov.scot/media/21ndxaxe/lomondviewacademysif050319.pdf>

Report To: Education & Communities Committee **Date:** 10 March 2020

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development **Report No:** FIN/22/20/AP/IC

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

Subject: Education 2019/20 Revenue Budget-Period 9 to 31 December 2019

1.0 PURPOSE

1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position as at Period 9 to 31 December 2019.

2.0 SUMMARY

2.1 The total Education budget for 2019/20, excluding planned carry forward for Earmarked Reserves is £82,434,110. The School Estate Management Plan accounts for £14,797,000 of the total Education budget. The latest projection is an overspend of £49,000, an increase in expenditure of £22,000 since the last Committee.

2.2 The main reasons for the 2019/20 projected over spend are –

- (a) Projected underspend of £1,000 for Teachers Employee Costs. This is a decrease in projected expenditure of £30,000 since the last Committee and equivalent to 0.02% of the Teachers budget.
- (b) Projected overspend of £51,000 for Education Non-Teachers Employee Costs, an increase in projected expenditure of £61,000 since the last Committee, mostly within ASN Education.
- (c) Projected underspend of £52,000 for Facilities Management Employee Costs, an increase in expenditure of £6,000 since the last Committee.
- (d) Projected underspend of £87,000 for Non Domestic Rates (NDR.) the same as previously reported to Committee.
- (e) Projected overspend of £29,000 for Water, the same as previously reported to Committee.
- (f) Projected underspend of £50,000 for Education Contract Cleaning, the same as previously reported to Committee.
- (g) Projected overspend of £19,000 for Contract Janitors, the same as previously reported to Committee
- (h) Projected overspend of £14,000 for Facilities Management Catering Provisions, the same as previously reported to Committee.

-
- (i) Projected overspend of £24,000 for Internal Transport Maintenance, the same as previously reported to Committee.
 - (j) Projected overspend of £49,000 for Pupil Consortium Travel, the same as previously reported to Committee.
 - (k) Projected overspend of £38,000 for SPT School Buses Contract, an increase of £18,000 since the last Committee.
 - (l) Projected overspend of £21,000 for SPT Gaelic Transport, the same as previously reported to Committee.
 - (m) Projected overspend of £15,000 for ASN Transport, the same as previously reported to Committee.
 - (n) Projected underspend of £30,000 for Early Years Framework, the same as previously reported to Committee.
 - (o) Projected shortfall in Facilities Management Income of £34,000, a reduction of £6,000 since the last Committee.
 - (p) Projected over-recovery of income of £20,000 for ASN Income from Other Local Authorities, the same as previously reported to Committee.

2.3 Work is currently continuing to try and bring the overall budget back to a break-even position although the projected overspend has increased by £22,000 since the last Committee, mainly due to increased Transport costs from SPT.

2.4 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £645,000 of which £260,000 is projected to be spent in the current financial year. To date, expenditure of £189,000 (73%) has been incurred. Spend to date per profiling was expected to be £223,000, therefore slippage is currently £34,000 or 15.2%.

3.0 RECOMMENDATION

3.1 It is recommended that the Committee notes the current projected overspend of £49,000 for the 2019/20 Education Revenue Budget as at Period 9 to 31 December 2019.

3.2 It is recommended that the Committee notes that there are ongoing actions to bring the budget back to a break-even position.

3.3 It is recommended that the Committee supports the creation of the following earmarked reserves and agree to remit these requests to the Policy & Resources Committee for approval – Early Learning & Childcare Expansion, Support for Additional Support for Learning Implementation.

Alan Puckrin
Chief Financial Officer

Ruth Binks
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 2019/20 Revenue Budget as at Period 9 to 31 December 2019 and highlight the main issues contributing to the projected overspend of £49,000 which is an increase in expenditure of £22,000 since the last Committee.

5.0 2019/20 PROJECTION

- 5.1 The total Education Revenue Budget for 2019/20, excluding planned carry forward for Earmarked Reserves, is currently £82,434,110. This is an increase of £5,295,190 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.
- 5.2 The main issues to highlight in relation to the 2019/20 projected overspend of £49,000 (0.06%) are:

Education Employee Costs – Teachers (£1,000 Under)

The total budget for Teachers Employee Costs is £46,410,000 and the latest projection is an underspend of £1,000, a decrease in expenditure of £30,000 since the last Committee. Overall, Teacher numbers in schools are projected to exceed budget by 1.5fte for this financial year but this is offset by a 1fte Psychological Services post being vacant for part of the year. The number of Teachers employed fluctuates throughout the year and the overall numbers are managed to stay within budget. Teacher staffing numbers were fully reviewed at the start of the new academic year in August 2019 and will continue to be reviewed on a regular basis throughout the year.

Education Employee Costs – Non-Teachers (£51,000 Over)

The total budget for Education Non-Teacher Employee Costs is £17,453,000 and the latest projection is an overspend of £51,000, an increase in projected expenditure of £61,000 since the last Committee. The increased expenditure relates mainly to ASN Employees.

Employee Costs – Facilities Management (£52,000 Under)

The total budget for Facilities Management Employee Costs is £5,087,000 and the latest projection is an underspend of £52,000, an increase in expenditure of £6,000 since last Committee. A £19,000 overspend for Janitors due to under-achievement of Turnover Savings is offset by underspends for Cleaning Staff (£50,000), Catering Staff (£17,000) and Public Conveniences (£4,000) due to vacant posts. There is a corresponding shortfall in Facilities Management Income of £34,000 (Shortfall of £48,000 for Employee Costs partially offset by £14,000 over recovery for Supplies.)

Non-Domestic Rates (NDR) (£87,000 Under)

The total budget for Non-Domestic Rates (NDR) is £3,393,000 and the latest projection is an underspend of £87,000, the same as previously reported to Committee. The underspend is due to credits received following successful Rateable Values appeals.

Water (£29,000 Over)

The total budget for Water is £255,000 and the latest projection is an overspend of £29,000, the same as previously reported to Committee. It should be noted that final invoices for 2018/19 and 2019/20 are still being reviewed by officers and could increase this projected overspend.

Education Cleaning Contract (£50,000 Under)

The total budget for the Education Cleaning Contract is £1,203,000 and the latest projection is an underspend of £50,000, the same as previously reported to Committee. This underspend is a result of the Facilities Management Employee Costs underspend reported above.

Facilities Management – Catering Provisions (£14,000 Over)

The budget for Catering Provisions is £980,000 and the latest projection is an overspend of £14,000, the same as reported to last Committee. A review of product pricing was carried out by Scotland Excel and Facilities Management. The review highlighted substantial price increases for a number of key provisions such as fish, beef mince, and cooked ham. The majority of the increases can be attributed to changing to better quality products as a result of Food For Life Accreditation. As previously reported to Committee, the budget was increased by £30,000 as a result of this inflation. Facilities Management are continuing to look at ways of decreasing this expenditure to bring the budget back in line.

Internal Transport – Maintenance (£24,000 Over)

The budget for Internal Transport Maintenance is £14,000 and the latest projection is an overspend of £24,000, the same as previously reported to Committee. The majority of these costs relate to vehicles used by ASN Education.

Pupil Consortium Transport (£49,000 Over)

The current budget for Pupil Consortium Transport is £42,000 and the latest projection is an overspend of £49,000, the same as reported to the last Committee.

SPT School Buses (£38,000 Over)

The budget for SPT School Bus Contracts is £1,001,000 and the latest projection is an overspend of £38,000, an increase in expenditure of £18,000 since the last Committee. A number of contracts have increased in price although the projected outcome is still in line with the final outturn for the previous year. It should be noted that this projected overspend relates to buses funded from the Core Education budget and not those funded by SEMP.

SPT Gaelic Transport (£21,000 Over)

The current budget for SPT Gaelic Transport is £19,000 and the latest projection is an overspend of £21,000, the same as reported to last Committee. These costs relate to the transportation of Secondary School pupils to the Glasgow Gaelic School. The cost of the contract has increased by approximately 41% since last year.

Early Learning & Childcare Expansion Programme (On Budget)

As previously reported to Committee in September 2019, the budget for Early Learning & Childcare Expansion is £4,885,000 for 2019/20. It is currently projected that £600,000 of this funding will be unallocated at year-end due mainly to delays in recruitment of new staff and the roll out of resources. This will not have an impact on the delivery of the Expansion Programme. The Policy & Resources Committee will be asked to approve the creation of an Earmarked Reserve of £600,000 which will be used to fund capital work required as part of the expansion in 2020/21.

Support for Additional Support for Learning Implementation (On Budget)

The Scottish Government confirmed in January 2020 that Inverclyde Council would receive funding of £211,000 for Support for Additional Support for Learning Implementation in 2019/20. The Committee is asked to approve the creation of an Earmarked Reserve of £211,000 at year-end to allow this funding to be used in 2020/21. This will also require approval by the Policy & Resources Committee.

Early Years Framework Resources (£30,000 Under)

The budget for Early Years Framework expenditure is currently £36,690 and the latest projection is an underspend of £30,000. This is the same as previously reported to Committee.

ASN Income From Other Local Authorities (£20,000 Over Recovery)

The budget for ASN Income from Other Local Authorities is £416,000 and the latest projection is an over-recovery of £20,000, the same as reported to the last Committee.

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

6.0 EARMARKED RESERVES

6.1 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £645,000 of which £260,000 is projected to be spent in the current financial year. To date, expenditure of £189,000 (73%) has been incurred. Spend to date per profiling was expected to be £223,000, therefore slippage is currently £34,000 or 15.2%.

7.0 VIREMENTS

7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 Finance

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

Work is ongoing to review the current spend to bring the overall budget back to a break-even position. These initiatives include awaiting the outcome of the NDR appeals process, reviewing the current catering provision, delaying the filling of non-business critical posts and stopping discretionary spend.

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					

8.2 Legal

There are no specific legal implications arising from this report

8.3 Human Resources

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

8.4 Equalities

There are no equalities issues with this report.

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

8.5 Repopulation

There are no repopulation issues with this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Education Budget Movement - 2018/19**Period 9 - 1st April 2019 to 31st December 2019**

Service	Approved Budget	Inflation £000	Virement £000	Movements	Transferred to EMR £000	Revised Budget
	2019/20 £000			Supplementary Budgets £000		2019/20 £000
Corporate Director	143	4				147
Education	70,848	1,155	(81)	3,549	(6,503)	68,968
Inclusive Education	12,755	260		408	(211)	13,212
Facilities Management	107					107
Totals	<u>83,853</u>	<u>1,419</u>	<u>(81)</u>	<u>3,957</u>	<u>(6,714)</u>	<u>82,434</u>

Movement Detail

£000

External Resources

Probationer Teachers
 Teachers Pay Award
 Teachers Superannuation
 Additional Support for Learning (ASL)
 Early Learning & Childcare

600
 2,048
 1,042
 211
 56

3,957Virements

RHI & FIT From E&R Committee
 MCMC Team to E&R Committee

(55)
 (26)

(81)Inflation

SEMP
 Teachers Pay Award
 NDR
 Biomass
 Electricity
 Gas
 HSCP Speech & Language
 Microsoft Licences
 Clothing Grant
 Catering Provisions
 Transport

168
 851
 68
 9
 143
 64
 7
 18
 30
 30
 31

1,4195,295

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 9 - 1st April 2019 to 31st December 2019**

<u>Out Turn</u> <u>2018/19</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2019/20</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Dec-19</u> <u>£000</u>	<u>Projection</u> <u>2019/20</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
3,320	Non Domestic Rates (NDR)	3,393	3,393	3,452	3,306	(87)	(2.6%)
251	Water	255	255	268	284	29	11.4%
1,318	Education Cleaning Contract	1,203	902	838	1,153	(50)	(4.2%)
34	Internal Transport - Maintenance	14	11	21	38	24	171.4%
86	Pupil Consortium Travel	42	32	21	91	49	116.7%
34	SPT Gaelic Transport	19	0	0	40	21	110.5%
998	SPT School Buses	1,001	995	989	1,039	38	3.8%
17	Early Years Framework	37	28	2	7	(30)	(81.1%)
(6,498)	Facilities Management Income	(6,327)	(4,745)	(4,598)	(6,293)	34	(0.5%)
Total Material Variances						28	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 9 - 1st April 2019 to 31st December 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
41,472	Employee Costs - Teachers	40,683	46,410	46,409	(1)	(0.0%)
23,822	Employee Costs - Non Teachers	21,764	22,540	22,539	(1)	(0.0%)
14,956	Property Costs	7,693	7,989	7,875	(114)	(1.4%)
5,557	Supplies & Services	5,101	5,241	5,255	14	0.3%
2,573	Transport Costs	1,947	2,004	2,155	151	7.5%
691	Administration Costs	717	689	689	0	-
5,333	Other Expenditure	17,985	21,375	21,356	(19)	(0.1%)
(16,550)	Income	(12,037)	(17,100)	(17,081)	19	(0.1%)
77,854	TOTAL NET EXPENDITURE	83,853	89,148	89,197	49	0.1%
	Earmarked Reserves	0	(1,782)	(1,782)	0	
	Loan Charges / DMR	0	(4,932)	(4,932)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	83,853	82,434	82,483	49	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
118	Corporate Director	143	147	161	14	9.5%
57,537	Education	56,219	60,674	60,803	129	0.2%
111	Facilities Management	107	107	103	(4)	(3.7%)
7,726	School Estate Management Plan	14,629	14,797	14,797	0	-
65,374	TOTAL EDUCATION SERVICES	70,955	75,578	75,703	125	0.2%
8,867	ASN	9,055	9,693	9,625	(68)	(0.7%)
1,572	Community Learning & Development	1,638	1,639	1,635	(4)	(0.2%)
1,923	Other Inclusive Education	2,062	2,091	2,073	(18)	(0.9%)
12,362	TOTAL INCLUSIVE EDUCATION	12,755	13,423	13,333	(90)	(0.7%)
77,854	TOTAL EDUCATION COMMITTEE	83,853	89,148	89,197	49	0.1%
	Earmarked Reserves	0	(1,782)	(1,782)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2019/20</u>	<u>Phased Budget To Period 9 2019/20</u>	<u>Actual To Period 9 2019/20</u>	<u>Projected Spend 2019/20</u>	<u>Amount to be Earmarked for 2020/21 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Beacon Arts	Tony McEwan	205	175	103	103	102	New Funding is £120k from Incerclyde Council and £30k from Creative Scotland. £102k of funding has not been released yet.
Autism Friendly	Tony McEwan	224	0	24	55	169	CVS Employee funded to Sept 2020 at £8k per quarter. £23k of payments to groups will also be made 19/20. £80k of the £169k c/f is currently committed and £89k uncommitted.
I-Youth Zones	Tony McEwan	11	11	6	7	4	Legacy costs for Gourrock I-Youth Zone closure. Water bill still to be paid.
Year of Young People Legacy	Tony McEwan	100	15	8	20	80	Funding is £20k per year for 5 years. First event took place in Summer 2019.
Free Sanitary Products	Tony McEwan	105	22	48	75	30	£30k will be c/f at year end
Total		645	223	189	260	385	

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/22/20/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2019 – 2023 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 March 2019 Committee and the Capital Programme approved in March 2019. The programme covers the period 2019/23.
- 2.3 Overall, the Committee is projecting to contain the costs of the 2019/23 Capital Programme within available budgets.
- 2.4 Expenditure at 21st January 2020 is 56.85% of the 2019/20 approved budget (74.62% of the revised projection). Net slippage of £2.310m (23.82%) is currently being reported in connection with the pre-construction / design / tender stage delays experienced on the Hillend Refurbishment project / 1140Hrs projects at Larkfield and Park Farm (Rainbow) and the construction stage delays on the Gourrock and St Mary's Primary School refurbishment/extension projects which have only partially been offset by projected acceleration of lifecycle expenditure. This is an increase of £195K (2.01%) from the net slippage reported to the last Committee.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress on the specific projects detailed in Appendix 1.
- 3.2 That the Committee notes the use of powers delegated to the Chief Executive to progress a formal acceptance for the Hillend Children's Centre Refurbishment project and separate report on the agenda for this Committee.
- 3.3 That the Committee notes the separate report on the agenda on the phased replacement of interactive whiteboards and the proposed allocation of £490k lifecycle funding.

Ruth Binks
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 annual review of the School Estate Funding Model approved by the Committee at the meeting of 12th March 2019 and the allocation of resources approved by the Inverclyde Council on 21st March 2019.
- 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 acceleration of the School Estate Management Plan was approved at the Council budget setting meeting of 10th March 2016. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2023.

5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD

- 5.1 The following projects are all being monitored through their respective defects liability periods with work ongoing on agreement of the final accounts. It should be noted that all of the projects below have passed the original end of defect liability period however they remain to be formally concluded due to a limited number of outstanding items yet to be completed by the Contractor(s). The Client Services Team continues to work with the Schools/Centres in conjunction with hub West Scotland, Technical Services and Contractors to address snagging and defects utilising out-of-hours working / holiday periods as required.

Project/Establishment Name	Operational Date	End of Defect Liability Period
Moorfoot Primary School Refurbishment	4 th June 2018	May 2019
Glenpark Early Learning Centre New Build	26 th June 2018	June 2019
Glenbrae Children's Centre (Aberfoyle Road Conversion/Refurbishment)	19 th July 2018	July 2019
St Ninian's Primary School New Build	21 st August 2018	August 2019 Ph.1 November 2019 Ph.2

6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

6.1 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November with a formal start date of 19th to originally complete in November 2019. As previously reported to Committee the Contractor had been granted extensions of time resulting in a revised completion date at the end of January 2020 with further delay intimated by the Contractor and the subject of a further formal extension of time request which is currently being assessed. The works are progressing towards completion with activity across all areas of the site/building and with weekly progress reviews being undertaken by Technical Services/Client Services in conjunction with the Contractor's senior management. The Contractor's current programme is indicating a completion at the end of April 2020 (as verbally reported to the last Committee). It should be noted that the project is likely to require additional funding related to the issues noted with unforeseen additional works and the prolongation of the contract however this will be subject to the negotiation and agreement of the final account with the Contractor post completion of the works. The transfer of the school is now anticipated to be in May with exceptional closure days yet to be confirmed and the timing of which will be informed by progress on site over the

next month or so. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed towards completion.

6.2 Gourock Primary School Extension:

The Gourock Primary School Extension project is being taken forward with the school in-situ and with the use of temporary modular accommodation to allow access to areas of the building in phases to facilitate the works. As previously reported, in addition to the delay experienced early in the contract due to ground conditions, existing utilities, and delivery of the structural steel frame for the extension a further extension of time request has been submitted by the Contractor which has been partially awarded and with the remainder subject to ongoing assessment. Although the weather conditions have been particularly challenging early in the new year, the Contractor is still working towards completion of the extension element by Easter 2020. Discussions are still ongoing regarding a possible diversion of an existing water main identified in the earlier phases of the works however difficulty is being experienced due to a lack of engagement by Scottish Water. This element is not currently impacting the progression of the main contract works. It should be noted that the project is likely to require additional funding related to the issues previously reported with unforeseen additional works and the prolongation of the contract however this will be subject to the negotiation and agreement of the final account with the Contractor post completion of the works. The Contractor's current programme is targeting completion of the overall project in early June 2020. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

6.3 Former Kelly Street Children's Centre Demolition:

The Contractor has completed the internal soft strip works with full demolition slightly delayed due to the co-ordination of works on the adjacent St Mary's project. The detailed design for the outdoor space is currently being finalised with final site levels and ground condition information awaited pending the removal of the existing building.

7.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE

7.1 Hillend Children's Centre Refurbishment:

The January 2019 Committee approved the revised scope and proposals for the Hillend project which addresses a comprehensive refurbishment of the existing facility. The decant strategy for the project involves the temporary use of the former Glenbrae Children's Centre building during the construction phase with Hillend currently operating from this location. As previously reported, tenders were returned in November. The evaluation process is now complete and the contract has now been awarded. A separate report with further detail confirming use of powers delegated to the Chief Executive to progress a formal acceptance is included on the agenda of this Committee.

8.0 SCHOOL ESTATE LIFECYCLE SUMMARY 2019/20

8.1 The School Estate Funding Model and capital programme include allowances for lifecycle works to address the ongoing requirement for investment in the estate to maintain the overall condition of the assets at a good/satisfactory level. The allocation of this funding is based on annual review of the externally procured condition surveys and physical inspection of the various properties by the Client Services Team. The most recent external condition surveys were undertaken via Aecom between October and November 2019 with all reports now submitted and under review by Property Services. These surveys and Client Services assessment will inform the allocation of

future lifecycle funding across the estate. The summary below provides an overview of the areas of expenditure (projected at £800K in 2019/20 from Appendix 1):

Inverkip PS

- Boundary fencing replacement
- Site drainage improvements
- MUGA re-surfacing

Kings Oak PS

- Main kitchen equipment/finishes upgrade.
- Phased floor covering replacement
- Minor door access upgrade / alterations
- Site lighting replacement (LED)

Newark PS

- Partial redecoration (Gym/Assembly Halls)
- Partial new flooring (Nursery)
- Smoke curtain replacement/alterations

Kilmacolm PS

- Boundary fencing replacement

St Francis PS

- Main kitchen equipment/finishes upgrade.
- Various internal alterations/minor refurbishment
- Fire alarm panel upgrade

St Joseph's PS

- Main kitchen equipment/finishes upgrade.
- Pupil toilet refurbishment
- New water main
- Various internal alterations/minor refurbishment
- External door upgrade/replacement
- Partial resurfacing of car park.

St Michael's PS

- Gym hall timber floor refurbishment
- Partial flooring replacement
- Partial redecoration (stairwell)
- External door upgrade/replacement

Wemyss Bay PS

- Façade/render cleaning
- Partial boundary fencing replacement

Whinhill PS

- Partial redecoration (corridors/circulation)

Inverclyde Academy

- Façade/render/car park SUDS pavements cleaning
- Building Management System LAN equipment upgrade
- Sprinkler system pump replacement
- Timber floor refurbishment/lifecycle works
- Phase floor covering replacement

St Columba's HS

- Partial redecoration (PE Corridor/circulation/stairwells)
- Gym hall (small) timber floor refurbishment/lifecycle works

Port Glasgow Community Campus

- Science store ventilation upgrade
- Phased external building mounted lighting replacement (LED)
- Partial redecoration (Craigmarloch Dining Area)
- Door access equipment upgrade/replacement

Various Early Years Establishments (Binnie Street/Gibshill/Wellpark/Rainbow)

- Minor internal alterations/refurbishment
- Phased floor covering replacement
- Door access upgrade

8.2 The Committee is requested to note the separate report, also on the agenda for this Committee, addressing the proposed phased replacement of interactive whiteboards across the school estate with the intention to allocate £490k from the school estate lifecycle fund as part funding for a first phase.

9.0 DEVELOPMENT AND IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE

9.1 The Scottish Government's plan to increase the entitlement of early learning and childcare from 600 hours to 1140 hours by 2020 requires substantial levels of investment in workforce and infrastructure to support the expansion. The expansion is being phased from 2017/18 onwards to ensure that required capacity is in place by 2020. Inverclyde Council submitted its initial expansion plan to the Scottish Government on 29th September 2017 on how it intended to deliver this expansion and this was reported to the October 2017 Education & Communities Committee.

A full reworking of the plan was undertaken with submission of a revised financial template in March 2018 with the revised plan reported to the special Education & Communities Committee in June 2018.

This report covers the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below. As previously noted, further detail on the cost of individual projects will be provided as projects are progressed beyond feasibility to tender return stage.

9.2 The Scottish Government confirmed a total Capital grant of £5.98m to Inverclyde Council as part of the overall 1140 hours funding with the annual spend allocation profile outlined in the table below. The actual expenditure profile based on the Council's delivery programme is reflected in Appendix 1. Any annual over or underspends will be contained within the overall £5.98m funding allocation.

	<u>2017/18</u> <u>£000</u>	<u>2018/19</u> <u>£000</u>	<u>2019/20</u> <u>£000</u>	<u>2020/21</u> <u>£000</u>	<u>Total</u> <u>£000</u>
Amount Allocated	£380	£1,900	£2,200	£1,500	£5,980

9.3 REFURBISHMENT PROJECTS

Completed Projects

Project/Establishment Name	Work Completed
Blairmore Nursery Expansion (2-3s)	April 2018
St Joseph's Primary School Nursery Class (2-3s and 3-5s)	December 2018
St Francis Primary School Nursery Class (2-3s and 3-5s)	December 2018

Projects at Briefing/Design/Pre-Construction Stage

Craigmarloch School – The proposals have been revisited to address minor alterations/adaptation of existing accommodation to provide two shared Primary 1/Early Years rooms. The Client Services Team and Early Years Service have scoped the works with documents prepared to allow pricing by the Council's Building Service Unit. Works will be taken forward and completed during the Summer 2020 holiday period ahead of the planned operational date in August 2020.

Projects On Site/Under Construction

Gourock YAC – The proposals involve the alterations/adaptation of part existing accommodation within the building. Part of the building is currently used by Wellington Children's Centre which provides a registered out of school care service. Wellington are currently operating this service from the former Gourock I-Youth zone property adjacent to Gamble Halls and part of the Gamble Halls during the works. Work commenced on site in January and is anticipated to be substantially completed by the end of April ahead of the planned operational date in August 2020.

9.4 NEW BUILD / EXTENSION PROJECTS:

Projects at Briefing/Design/Pre-Construction Stage

Larkfield Children's Centre – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children's Centre which currently operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary's Primary School. The project is being progressed via hub West Scotland with the design process now being progressed through towards the conclusion of the market testing phase in preparation for financial close. The formal Planning Application is anticipated to be approved at the March Planning Board with first stage Building Warrant in progress. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020. Commencement of the works on site is linked with the completion of the St Mary's Primary School project which is behind programme as noted in 6.1 above. The site start is also dependent on the transfer of land from River Clyde Homes which is being progressed through Property Assets/Legal Services. Subject to achieving financial close and the ability to commence works circa May 2020, a completion is projected in 1st Quarter 2021. The requirement to offer expanded capacity as of August 2020 is planned to be met temporarily through use of the modular accommodation at the former Sacred Heart decant facility until such time as the new Larkfield building is operational. The Care Inspectorate has approved this arrangement subject to formal application for registration and completion of minor works.

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build expansion / extension which will operate in tandem with the existing Rainbow

Family Centre. The project is being progressed via hub West Scotland with the design process now being progressed through the market testing phase towards financial close. The formal Planning Application and first stage Building Warrant submissions have been made with formal responses awaited. The demolition of the existing Park Farm Community facility is planned in the current financial year with building warrant submitted and services disconnections partially completed. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020. Subject to achieving financial close and the ability to commence works circa May 2020, a completion is projected in 1st Quarter 2021. The requirement to offer expanded capacity as of August 2020 is planned to be met through temporary use of other accommodation within the existing Rainbow Centre until such time as the expanded provision / accommodation is available. This Care Inspectorate has approved this arrangement with registration in place.

9.5 OUTDOOR PROJECTS:

Completed Works

Project/Establishment Name	Work Completed
Binnie Street Children's Centre	June 2019
Kilmacolm Primary School (Nursery Class)	September 2019
Wemyss Bay Primary School (Nursery Class)	September 2019
Blairmore Nursery	October 2019
Rainbow Family Centre	December 2019
Gibshill Children's Centre	February 2020

10.0 IMPLICATIONS

10.1 Finance

The expenditure at 21st January 2020 is £5.513m from a budget of £9.698m. This is expenditure of 56.85% of the approved budget (74.62% of the revised projection) after 83.33% of the financial year.

The Committee is requested to note the net projected slippage of £2.31m (23.82%) in connection with the delays experienced in the pre-construction / design / tender stages of the Hillend Refurbishment project and the 1140Hrs projects at Larkfield and Park Farm (Rainbow); with construction stage delay impact on the Gourrock and St Mary's Primary School refurbishment/extension projects which have only been partially offset by projected acceleration of lifecycle expenditure as outlined in Appendix 1.

The current budget position reflects the following:

- SEMP model approved by Committee in March 2019.
- Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £26.986m from SEMP Supported Borrowing / Government Grant Funding. The Current Projection is £26.986m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000

Total School Estate	26,986	26,986	-
Total Non School Estate	0	0	-
Total	26,986	26,986	-

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

10.2 Legal

There are no legal issues.

10.3 Human Resources

There are no human resources issues.

10.4 Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

10.5 Repopulation

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

11.0 CONSULTATION

- 11.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.
- 11.2 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.

12.0 LIST OF BACKGROUND PAPERS

- 12.1 Education Capital Programme Technical Progress Reports February 2020. (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
COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	12
	Est Total Cost	Actual to 31/3/19	Approved Budget 2019/20	Revised Est. 2019/20	Actual to 21/01/20	Est 2020/21	Est 2021/22	Est 2022/23	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP Projects												
Hillend Children's Centre - Refurbishment Lifecycle Fund	1,266	54	927	59	59	1,003	150	0	0	-	-	-
Gourock PS - Extension	10,193	2,981	381	800	551	1,000	2,653	2,759	0	Apr-14	-	Mar-23
St Mary's PS - Refurbishment & Extension	2,056	311	1,581	1,225	1,055	500	20	0	0	Feb-19	Dec-19	Jun-20
Demolish Kelly Street Children's Centre	6,591	1,800	4,560	4,060	3,170	700	31	0	0	Nov-18	Nov-19	Apr-20
Demolish Sacred Heart Primary School	80	0	0	40	13	40	0	0	0	-	-	-
Complete on site	266	0	0	0	0	0	266	0	0	-	-	-
	554	0	0	157	84	0	397	0	0			
TOTAL SEMP	21,006	5,146	7,449	6,341	4,932	3,243	3,517	2,759	0			
Early Learning & Childcare Expansion (1140hrs) Projects												
Refurbishment - Craigmarloch/Gourock YAC	252	0	48	175	6	57	20	0	0	-	-	-
New Build - Larkfield CC/Park Farm (Rainbow FC)	4,650	147	1,659	300	55	3,853	350	0	0	-	-	-
Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Bay	640	74	542	542	490	24	0	0	0	-	-	-
ELC Complete on site	438	408	0	30	30	0	0	0	0			
TOTAL ELC EXPANSION	5,980	629	2,249	1,047	581	3,934	370	0	0			
TOTAL ALL PROJECTS	26,986	5,775	9,698	7,388	5,513	7,177	3,887	2,759	0			

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/16/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712824
Subject:	Craigmarloch School Numbers 2020/21		

1.0 PURPOSE

- 1.1 The purpose of this report is to update Committee Members on the pupil number pressures at Craigmarloch school for the year 2020/21 and to outline officers' current attempts to alleviate this.

2.0 SUMMARY

- 2.1 There is an increase in demand for primary places at Craigmarloch School for the school year 2020/2021.
- 2.2 Solutions to accommodate this increase in demand are being explored at the Port Glasgow Community Campus. The current accommodation allocation for Craigmarloch School at the campus will be challenged due to this increased demand.
- 2.3 Solutions to this increased demand are currently being explored between the Head Teachers of the campus schools and education officers.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the increased demand for places at Craigmarloch School in 2020/21.
- 3.2 That officers report back to the next Education and Communities Committee on the solution that has been found to accommodate this increase.

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Craigmarloch School is a specialist provision for pupils with a wide range of additional support needs currently from the ages of 5 – 18.
- 4.2 From August 2020 a new nursery provision for 3 – 5 year olds will be opened. A maximum of 6 pupils will be accommodated in the school.
- 4.3 The school roll is currently 176 pupils from Primary 1 to S6. This has increased over the last 3 years from 150.
- 4.4 The range of need is varied and includes pupils with complex autism, complex physical and health needs, moderate and severe learning difficulties and pupils who have additional support needs due to emotional and behavioural difficulties.
- 4.5 There are a number of pupils, mainly across the primary stages, who will require a place at Craigmarloch, in session 2020/21. There are approximately eight S6 pupils leaving in June 2020, freeing up eight places, but between ten to fifteen Primary pupils requiring a place. These places have been assigned via the ASN Forum during 2019/20.
- 4.6 Currently Craigmarloch School is at full capacity and will require additional teaching space in order to accommodate these extra pupils.

5.0 PROPOSALS

- 5.1 Approximately one extra room is required by Craigmarloch School in 2020/21 to accommodate the increased school roll.
- 5.2 Officers have begun to work with the Head Teachers of Craigmarloch School, St Stephen's High School and Post Glasgow High School to explore how space might be created within the current campus accommodation.
- 5.3 Discussions are currently underway with the Care Inspectorate to allow for two composite Nursery and Primary 1 classes to be established using both the existing nursery classroom and a P1 classroom, thus freeing up a P1 classroom to accommodate an extra class.
- 5.4 At this stage, the feedback from the Care Inspectorate is very positive in respect of running this model. This model of a mixed Nursery / Primary 1 class can be found in rural settings and some establishments in other local authorities.
- 5.5 At this stage it is hoped that a solution at the campus can be realised. Other solutions have been identified such as changing the usage of a meeting room to a classroom but at this stage, the solution in 5.3 is progressing well. More work now needs to be done to share plans with staff and parents.
- 5.6 The staff at Craigmarloch, along with the Early Years' team and Educational Psychology, can identify positive benefits to better meeting pupils' needs across this hybrid model. As the nursery will be staffed as part of the 1140 project there will be enhanced staffing across the provision. The Care Inspectorate have concurred with this view.
- 5.7 Subject to final agreement with the Care Inspectorate, the necessary minor alterations within the two proposed composite classes will be undertaken over the summer 2020 holiday period by the Council's Building Services Unit and registration completed to allow operation in August 2020 as part of the 1140Hrs expansion programme.

6.0 IMPLICATIONS

6.1 Finance

Minimal costs will be incurred in altering aspects of the sinks in the two rooms affected if the

Nursery / Primary 1 composite solution is progressed. This will be contained within the current 1140Hrs Expansion Capital budget / programme.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					Included in 1140Hrs capital programme.

Annually Recurring Costs/ (Savings)

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

6.2 **Legal**

There are no legal issues.

6.3 **Human Resources**

There are no human resources issues. Additional teaching and support staff for the extra pupils will be achieved from within the staffing complement for 2020/21.

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

✓

YES –

NO - This report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.5 Repopulation

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

7.0 CONSULTATION

- 7.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.
- 7.2 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.

8.0 LIST OF BACKGROUND PAPERS

- 8.1 None.

Report To:	Education and Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/17/20/LR
Contact Officer:	Laurence Reilly	Contact No:	01475 715430
Subject:	Updated Anti-Bullying Policy		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of the updated Anti-Bullying Policy and seek endorsement of its content.

2.0 SUMMARY

- 2.1 Throughout 2019 a significant level of consultation took place regarding the construction of a new anti-bullying policy based on renewed guidance from Education Scotland, the Scottish Government and *respectme*.
- 2.2 The draft policy contained in these papers is the result of the consultation with key changes around the look of the policy and a clear commitment on behalf of Inverclyde Council to tackle prejudice-based bullying. The policy also provides clear expectations for education staff, pupils and parents.
- 2.3 The draft policy has been endorsed by *respectme*, the Scottish Government's nominated national body to provide advice and guidance in the area. The draft policy comes with a post launch training plan to ensure that it is fully embedded into Inverclyde's education establishments.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee endorses the updated version of the Anti-Bullying Policy.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The updated Anti-Bullying Policy was required in order to align the current policy to national guidance in the report *Respect for All* produced by the national anti-bullying organisation *respectme*.
- 4.2 A key changes from the pre-existing policy is the level of consultation in regard to the formation of the new policy. This has involved 183 pupils, 2 members of the Scottish Youth Parliament, 64 education establishment staff, the Educational Institute of Scotland, Parent Councils and Parent Council Chairs.
- 4.3 Another key change to the policy is that it includes an explicit commitment on behalf of Inverclyde Council to tackle prejudice-based bullying.
- 4.4 Upon approval of the policy by the Committee, it is proposed that it is launched. Plans for the launch are currently under way with post launch training activities available to education establishment staff and parents via *respectme*, who have endorsed the contents of the policy. These plans are attached to this paper.

5.0 PROPOSALS

- 5.1 The consultation emphasised that pupils would benefit from a policy that had a physical layout that was inviting and accessible, emphasising the extent to which they saw it as 'their' policy. As such, the draft policy attached to this paper is intended to meet this requirement. It has been cited by *respectme* as an example of good practice. The policy is currently with communications to be produced in a pupil friendly manner.
- 5.2 It also proposed that the local authority should make an explicit commitment to tackle prejudice-based bullying within the context of this policy.
- 5.3 Furthermore, it is proposed that this policy is not seen in isolation from other drivers for change in Inverclyde. More specifically, the consultation recognised the positive contribution of the Positive Relationships Policy towards the creation of a climate in our education establishments that helps prevent bullying behaviour through the creation of a positive culture and ethos.
- 5.4 The policy also provides pupils, staff and parents with a clear set of guidelines and expectations regarding their roles and responsibilities. This was a clear expectation from the consultation.
- 5.5 It is also proposed that this policy embeds into practice through the development of a post launch training plan (see attached).
- 5.6 Furthermore, in light of the levels of participation in the creation of this policy, it is proposed that a Children's Rights and Wellbeing Impact Assessment be undertaken at some future point.

6.0 IMPLICATIONS

6.1 Finance

None.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	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					

6.2 **Legal**

None.

6.3 **Human Resources**

None.

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

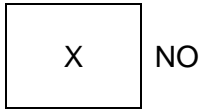
Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
--------------------------	---



6.5 Repopulation

None.

7.0 CONSULTATIONS

- 7.1
- Around 200 pupils from early years, primary and secondary sectors were consulted.
 - 64 members of establishment staff responded to a survey monkey consultation that was sent to all.
 - Parent councils in several establishments were selected for focus groups.
 - All parents were consulted via the Parent Council Chairs.

8.0 BACKGROUND PAPERS

- 8.1 Post launch plan.
Draft policy – this is currently sitting with Graphic Design who are working on a very user friendly version that conforms with the Inverclyde Corporate policy.

1. Anti-Bullying Policy

Publication Date: ?

Responsible Officer: Chief Education Officer

Review Date: ?

<i>Section and Title</i>	<i>Page Number</i>
<i>Publication and review dates and responsible officer</i>	<i>1</i>
<i>Foreword</i>	<i>2</i>
<i>1. A welcome from our writers.</i>	<i>3</i>
<i>2. Introducing the policy</i>	<i>4</i>
<i>3. Our aims</i>	<i>4</i>
<i>4. A Shared Vision</i>	<i>4</i>
<i>5. How our policy was developed</i>	<i>5</i>
<i>6. So what is bullying behaviour?</i>	<i>6-7</i>
<i>8. What impacts can bullying behaviour have?</i>	<i>8</i>
<i>9. Prejudice Based Bullying</i>	<i>9</i>
<i>10. Bullying behaviour and the law</i>	<i>10</i>
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<i>12. Inverclyde Council's approach to bullying behaviour</i>	<i>12-13</i>
<i>13. Supporting children and young people</i>	<i>14</i>
<i>14. Engaging with parents</i>	<i>14-15</i>
<i>15. Roles and responsibilities</i>	<i>16</i>
<i>16. Reporting, recording & responding</i>	<i>17</i>
<i>17. When is it not bullying behaviour?</i>	<i>17</i>
<i>18. Process to be followed</i>	<i>18</i>
<i>19. Operational flowchart</i>	<i>19</i>
<i>Appendix 1: Protected Characteristics</i>	<i>20-23</i>
<i>References</i>	<i>24</i>



A Message from the Corporate Director

In Inverclyde we work hard with school communities to develop positive and strong relationships across the board. It is important that these strong relationships underpin our anti-bullying policy and that the policy listens to the voice and needs of those affected. It was therefore vital that the development of this policy was informed by the voice of young people, parents and staff. My thanks to those who work on a daily basis to nurture the strong relationships that exist in our schools and to those who continue to work together to ensure that this policy is everyday practice.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

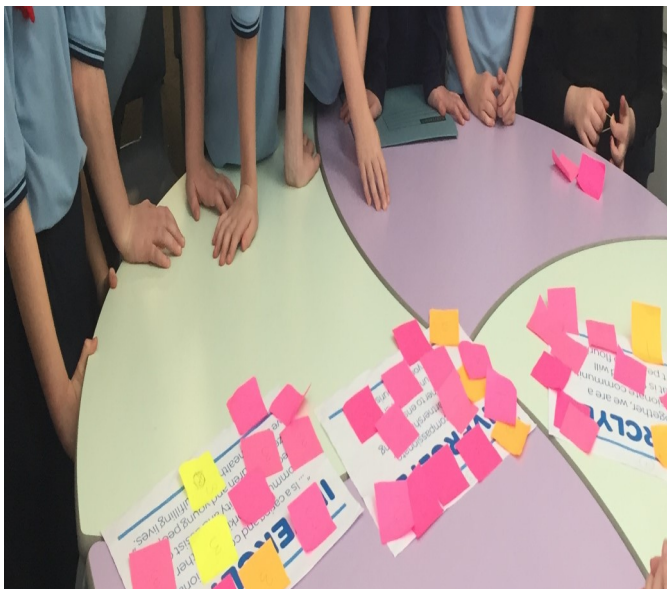
1. A WELCOME FROM OUR WRITERS



An anti-bullying policy means safety. It means protecting people. It means there is someone willing to listen and to help. It means it's ok to speak up and should encourage us to do so!

Inverclyde aspires to be a No Bullying Zone!

Youth Council Statement



Nurturing Inverclyde

Getting it Right for Every Child, Citizen
and Community

Through Promoting

**Positive
Relationships**

in our Education Establishments
(November 2019)

***This policy works in conjunction with
Inverclyde Council's Positive
Relationships, Positive Behaviour
Policy, informed by Better
Relationships, Better Learning,
Better Behaviour (Education
Scotland, 2013)***

2. Introducing the policy

Inverclyde Council has actively embraced a **nurture strategy** that supports a relationship-based approach, creating a positive culture and ethos across its educational establishments, children's services, and youth provision.

The approach is based on strong partnership working and a shared understanding of the most effective means to meet needs.

This policy draws from these drivers and is aligned to Respect for All—The national approach to anti-bullying for Scotland's children and young people (Respect Me, 2017). It applies to all education provision that is maintained by Inverclyde Council.

"The Nurturing Inverclyde approach is central to the delivery of the Education Service."

Education Scotland

Oct 2018

3. Our Aims:

Bullying behaviour is a clear breach of children rights.

Respect me.

Bullying of any kind is unacceptable and must be addressed quickly and proportionately.

*Bullying should **never** be considered as a typical part of growing up.*

- ⇒ To ensure all children, young people and adults feel safe and are able to build relationships that prevent bullying behaviours.
- ⇒ To state that the views of children and young people must be taken into account when staff are looking at possible bullying behaviours.
- ⇒ To ensure that all bullying behaviours are attended to, by all, in line with the Respect For All values of:
 - ⇒ Fairness
 - ⇒ Respect
 - ⇒ Equality
 - ⇒ Inclusion
- ⇒ To ensure all establishments/services follow a coherent, consistent approach to preventing and responding to bullying behaviours.
- ⇒ To uphold the rights of our children and young people in line with United Nations Convention on the Rights of the Child (UNCRC, 1989).
- ⇒ That all education establishments in Inverclyde use this policy to develop their own anti-bullying policy, through consultation with staff, parents and pupils that aligns with this local authority policy.

4. A Shared Vision

We aim to prevent bullying behaviour by:

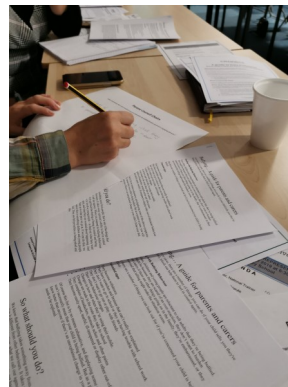
- ⇒ Raising awareness of **prejudice-based** bullying and its impact (see appendix 1 for more information).
- ⇒ Emphasising that bullying behaviour is a breach of the UN Convention on the Rights of the Child.
- ⇒ Ensuring every child and young person will have the strategies to develop respectful, responsible and confident relationships with others, building skills for learning, life and work.
- ⇒ Equipping children, young people, parents, carers and staff with the skills and resilience to prevent and/or respond to bullying behaviours (whether online or face-to-face) appropriately.
- ⇒ Ensuring anyone who requires help will know how to access support. This support will be respectful and confidential.
- ⇒ Providing a robust set of agreed procedures to all establishments to ensure a consistent and coherent approach to preventing and responding to bullying behaviours across all stages and sectors.
- ⇒ Ensuring the Respect For All principles of Fairness, Respect, Equality and Inclusion are embedded across establishments/services.
- ⇒ Ensuring relevant **legislation** and **policy** is understood and followed by all.

5. How our policy was developed

This policy was informed from the outset through our work with the Partnership Manager from Respect Me. She maintained a link with the local authority to ensure that it aligned with the spirit and practices of Respect for All.



Following the initial engagement with Respect Me an implementation Team was established to develop the policy through consultation. This enabled the policy to be built from the ground up. The consultation involved 183 pupils from a range of Inverclyde schools including 4 Secondary schools and 11 Primary schools. Pupils took part in workshops allowing them the opportunity to explore how they wanted schools to deal with bullying, what children and young people needed from staff, parents and one another and a chance to think about how to report it and where they want information to be held/used. We also gained the voices of young people beyond the school walls through the local Youth Council that includes two elected MSYP's and discussions with approximately 100 secondary aged young people through workshops at a local, annual youth conference, 'Clyde Conversations.' All of this information has been used to inform the development of the policy as well as a practical resource in the form of a large bullying charter to display that will be gifted to all local schools, developed and designed in complete partnership with children and young people. Our parents were also involved via some local interactive engagement sessions, through dialogue with several of our Parent Councils and the Parent Council Chairs. Our education staff were encouraged to respond to a questionnaire regarding their views on the new policy and several of them took part in the survey. Our education managers were also surveyed through a questionnaire format.

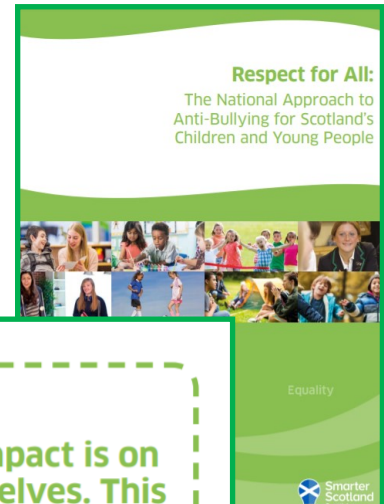


During the drafting of the policy we kept in touch with the Education Senior Management Team and it was presented to elected members in late 2019 for approval.

Inverclyde
council

6. So what is bullying behaviour?

Inverclyde Council accepts the definition of bullying as set out in the [Respect For All](#) agenda (2017).



Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

(respectme, 2015)

HOWEVER..... Our pupil focus groups wanted to explore this definition more.....

Bullying behaviour is perceived power and we need to realise we have power and can speak up.

- ◆ **It can be a one-off or take place many times.**
- ◆ **The policy should emphasise that bullying behaviour can involve deliberate intent to cause harm as well as not being intentional.**
- **For some pupils it can be very isolating.**
- **It is linked to discrimination**
- **Bullying behaviour can involve an abuse of power.**
- **The impact of online images used with or without consent should be stated.**

It can involve people wanting to overly control us.

We must be careful not to label people as bullies or victim. This does not change behaviours.

Online bullying is the same as face-to-face bullying. It is never acceptable.

Definitions.....continued.

It is clear, therefore, that bullying behaviour can harm people in terms of their wellbeing and/or physically. One of the aspects to emphasise is that it is the **impact** of bullying behaviour that is crucial. It can result from a one off action or be repeated over time. This can include:

- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are, or who you are perceived to be (face to face and/or online).
- Being called names, teased, put down or threatened face to face/online.

It is also clear that bullying behaviour is a clear breach of the United Nations Convention on the Rights of the Child (1989)

(Respect for All, 2017)

Bullying behaviour can happen face to face and/or online. Inverclyde Council will address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate kind of bullying. This is about where bullying happens, not what happens. Staff and pupils may find it of benefit to look into the Digital Learning and Teaching Strategy (2016) for further advice in this area.

<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2016/09/enhancing-learning-teaching-through-use-digital-technology/documents/00505855-pdf/00505855-pdf/govscot%3Adocument/00505855.pdf>

8. What impact can bullying behaviour have?

Understanding the impact rather than establishing a deliberate act is key. Experiencing bullying behaviour can impact us in many ways. Here are some of the most common examples.

Increased absence

Family level issues

Not feeling safe

Loneliness and isolation

Feelings of loss of control

Low mood and anxiety

Physical/Mental health issues

Withdrawal from social situations

Loss of confidence/self-esteem

“The impact an incident has had on a child or young person is more important than whether it is classed as bullying.”

Respect for All (2017)

9. Prejudice-Based Bullying—the Equalities Act 2010

Bullying behaviour may be the result of treating people differently because they appear different or are thought to be different.

This is what is meant by prejudice.

This could lead to behaviour and/or the use of bullying language that could be racist, sexist, homophobic, bi phobic, transphobic or discriminatory towards disability or faith.

Bullying language can also be based on characteristics unique to a person's identity or circumstance, socio-economic, family circumstances or appearance.

There is a need to address the root cause of prejudice as well as effectively respond to incidents in all settings as they arise.

We will challenge discrimination, harassment and victimisation

We will promote equal opportunities for all

We will foster and maintain positive relationships amongst all in our society

We will ensure that ALL bullying is treated in the same way

Here are the protected characteristics in the Equality Act (2010). It is against the law to discriminate against people because of these:

- Age
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

As well as these characteristics Inverclyde does not condone bullying behaviour against people for the following reasons that are not covered by equalities legislation, which is in line with Respect for All.:

- Additional Support Needs.
- Asylum Seekers and Refugees.
- Body Image and Physical Appearance.
- Gender Identity and Transphobic Bullying.
- Gypsy/Travellers.
- Homophobic, and Biphobic
- Intersectionality.
- Care Experienced Children and Young People.
- Sectarianism.
- Socio-economic prejudice.
- Young carers.

More information about these categories can be found in appendix 1.

10. Bullying behaviour and the law

Some bullying behaviours are more serious and may be classified as criminal acts e.g. hate crime; child sexual exploitation or gender based violence, including domestic abuse.



Incidents where a child or young person feels they are being coerced or pressured into something, such as engaging in sexualised behaviour, should be reported to Police Scotland.

Some online behaviour may be illegal, and it is essential that children and young people are aware of the far-reaching consequences of posting inappropriate or harmful content online. For example in terms of sexual imagery the Abusive Behaviour and Sexual Harm (Scotland) Act (2016) which makes the non-consensual sharing of intimate images a crime.

Our children and young people though that it would be useful to have some more information about sexting included in the policy. Below you will see information from the National Society for the Prevention of Cruelty to Children

What is sexting?

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

What the law says

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

*take an explicit photo or video of themselves or a friend
share an explicit image or video of a child, even if it's shared between children of the same age
possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.*

NSPCC, 2017

11. Anti-Bullying Establishment Charter.

Inverclyde council

ANTI-BULLYING SCHOOL CHARTER

_____(School Name)_____

- _____
- _____
- _____
- _____
- _____
- _____
- _____

School Staff Will.....	Parents/Carers Will.....	Pupils Will.....
Work with children to understand bullying and the consequences	Encourage their children to report any concerns they have about themselves or others	Treat others with kindness and respect

UNCRC ARTICLE

UNCRC ARTICLE

UNCRC ARTICLE

UNCRC ARTICLE

12. Inverclyde Council's approach to bullying behaviour.

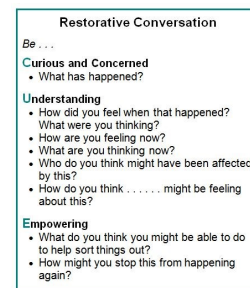
In Inverclyde we have adopted an approach to whole establishment nurture that is based on the understanding that relationships are key. This approach, based on mutual respect, creates an ethos that minimises the ability of bullying behaviour to thrive. For several years now we have used the Positive Relationships Positive Behaviour Policy (PRPB). This policy aligns with the 'Respect for All' document, which is the national advice given to education authorities and establishments from Respect Me <http://www.gov.scot/Publications/2017/11/6766>.

- Many ways have been identified to prevent bullying behaviour:
- Anti-bullying professional learning.
- Recognising and realising Children's rights
- Creating inclusive and supportive learning environments.
- Solution oriented approaches.
- Nurturing approaches.
- Curriculum for excellence

(Respect for All, 2017)

In Inverclyde we also recognise that bullying behaviour may take place outwith the school day and through the use of social media. This type of situation may also have impact on children and young people in relation to their education experience. As such, establishments must still take these situations seriously and seek to work with partners to tackle this type of issue.

CUE Card used in restorative conversations.



Our consultation, however, identified two clear methods that are used with success in Inverclyde – Restorative Approaches and Mentors in Violence Prevention.

Restorative approaches

Restorative Approaches aim to restore calm to a situation and move it on to find a resolution. They can be used at different levels:

- As **preventative** – to promote positive relationships within the Whole School Community.
- As **responsive** – and repairing when difficulties arise.

The approach involves including an individual in finding solutions to a relationship based issues, such as bullying behaviour. Instead of asking **'Who's to blame and how are we going to punish them?'** focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as **'who has been affected and how?'** and **'How can we put it right and learn from this experience?'** (Education Scotland)

Mentors in Violence Prevention



The Mentors in [Violence Prevention Programme](#) (MVP) is an approach to gender violence and bullying prevention that was first developed in

1993 in the United States at the Northeastern University's Centre for the Study of Sport in society by [Dr Jackson Katz](#). It was piloted in St Stephen's High School and Port Glasgow High School and is now found in all high schools across Inverclyde. In 2013 Inverclyde Council received a Silver Award from the Convention of Scottish Local Authorities for its work in this area. You can find out more about it in this short video clip: <https://awards.cosla.gov.uk/project/one-to-watch-inverclyde-council-mentors-in-violence-prevention-programme/>

The Mentors in Violence Prevention Programme is changing attitudes to violence and bullying and empowering classmates and friends to be supportive to those being victimised. The project aims to raise awareness of violence, in particular gender based violence and bullying, within a school setting and encourages young men and women from all backgrounds to take on leadership roles in their schools and to deliver sessions to younger peers to discuss these issues. The project is focused on an innovative 'bystander' model that empowers each student to take an active role in promoting a positive school climate.. By using role-playing, students are helped to understand their options in response to incidents of harassment, abuse, or violence – before, during, or after the fact. Pupils learn that doing nothing when witnessing abusive behaviours only contributes to the problem and are encouraged to take responsibility in supporting or

13. Supporting Children and Young People

Therefore when responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour. Consideration should be given to any factors that may impact upon a child or young person's wellbeing, including whether any additional support for learning is required.

(Respect for All, 2017)

14. Engaging with parents

Our consultations with parents demonstrated a desire to maintain the generally supportive relationships that they had with our establishments. This was seen as a key aspect for working to prevent or respond to bullying behaviour. Parents also expressed a wish to influence how information about the policy and establishment's responses to it should be disseminated. They suggested the following methods

Electronic means of communication

- Videos of pupils explaining the policy in the foyer of the establishment and tweeted.
- Local authority policy and establishment response to policy to be placed on its twitter and website.

Face-to-face engagement

- Information given to parents on policy and practice during induction at primary 1 and primary 7 phases of schooling.
- Encourage older pupils to explain the policy to younger ones during assembly time.

Other means of sharing the policy

- The main points could be included on a news letter with a hyperlink to the entire policy made available.
- The policy should be available in reception areas and promoted at parent evenings.
- It should be referenced in establishment handbooks.

15. Roles and responsibilities

The senior manager in each education establishment (head teacher, head of centre or equivalent) has overall responsibility for preventing and responding to bullying behaviour and promoting respectful relationships. They can do this by:

- Ensuring that the Positive Relationships policy is understood and implemented by all staff. The relational approaches promoted in this document are key to creating a nurturing culture and ethos, which supports the prevention of and response to bullying behaviour;
- Promoting and role-modelling relational approaches;
- Avoiding the use of unhelpful labels such as 'bully' and 'victim;'
- Being familiar with legislation, particularly in relation to prejudiced based bullying.
- Ensuring that their own establishment follows the Inverclyde Anti-Bullying policy and develops practice that is in line with this policy;
- Making sure that **all** staff within their establishment have a thorough knowledge of the policy on anti-bullying as well as their roles and responsibilities in relation to this issue;
- Identifying a lead for anti-bullying within their establishment;
- Ensuring that all children and young people within their establishment know how to report any concerns about bullying behaviour;
- Promoting and taking seriously the voice of the pupil;
- Promoting the local authority stance on anti-bullying by displaying the Anti-Bullying Charter in a prominent place in their establishment and referring to it in their establishment handbook.
- Making sure that staff follow to **all** procedures for reporting, recording and responding to incidents of bullying behaviour;
- Monitoring information on incidents of bullying behaviour and taking appropriate action where required;
- Ensuring staff undertake appropriate professional learning opportunities in relation to anti-bullying;
- Consulting with and informing parents in respect of the local authority and establishment anti-bullying policies; and
- Working positively with parents through the anti-bullying processes.

All staff must be aware of, and adhere to Inverclyde's policy and procedures in relation to anti-bullying. All staff in each establishment are responsible for:

- Implementing the Positive Relationships policy.
- Contributing to a culture and ethos that promotes of positive relationships and respectful relationships;
- Being aware of, and adhering to, the Council's policy and the practices that exist in their establishment to support this policy;
- Avoiding the use of unhelpful labels such as 'bully' and 'victim;'
- Being familiar with legislation, particularly in relation to prejudiced based bullying.
- Assisting children and young people regarding how to recognise and report an incident of bullying behaviour and ensuring that they feel comfortable when they need to use this process;
- Promoting and taking seriously the voice of the pupil;
- Ensuring that they are aware of, and are adhere to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
- Undertaking appropriate professional learning in relation to anti-bullying and relational approaches;
- Promoting and role-modelling relational approaches; and
- Working positively with parents through the anti-bullying processes.

16. Reporting, recording and responding to concerns.

Educational establishments **must** provide pupils with an array of methods by which they can report alleged incidents of bullying behaviour.

- Establishments **must** consider ways to promote discreet or anonymous reporting mechanisms for pupils.
- Parents should be informed of how they can raise concerns formally and informally. Reports of alleged bullying made by parents/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action within 3 working days and communicate the outcome to affected children, young people and their parents. Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day or outwith school hours, the investigation should commence at the start of the following school day. If a parent/carer is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Inverclyde Council's complaints procedure.
- Each incident of bullying that takes place in an educational establishment **must** be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. The Scottish Government Guidance on 'Recording and Monitoring of Bullying Incidents in Schools' can be accessed here - <https://beta.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incident-schools/>
- When recording bullying incidents, the following information **must** be included:
 - I. *The children and young people involved as well as other adults*
 - II. *The type of bullying experienced – name calling, threats or rumours etc.*
 - III. *Any underlying prejudice including details of any protected characteristics*
 - IV. *The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and*
 - V. *Actions taken including resolution at an individual or organisational level.*

(Respect for All, 2017)

17. When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

(Respect for All, 2017)

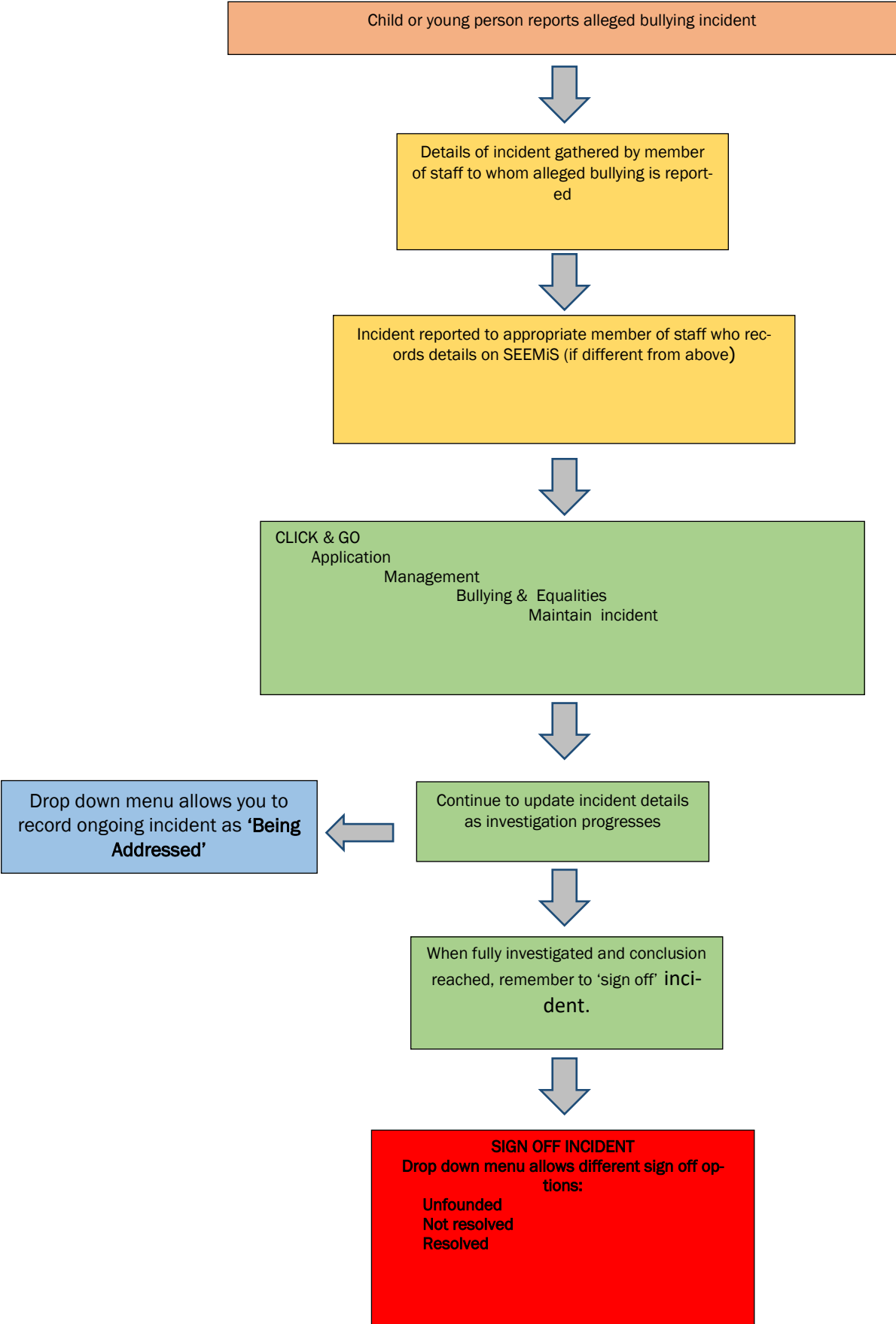
18. Process to be followed

This section of the policy focuses on providing advice in respect to the processes to be followed when an incident of bullying behaviour has allegedly taken place, typically after adults have responded to what happened and the impact it has had. Inverclyde Council's practice and approach to bullying behaviour is detailed in the earlier sections of this policy and this should be reflected in any subsequent recording. All Inverclyde Council staff are directed to the content of Sections 12,13, 14, 15, 16 and 17 of this policy on how to approach and respond to concerns about bullying behaviour.

Inverclyde Council staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying behaviour and should be recorded. The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool. The following aspects of best practice must be considered:

- All data recording, monitoring and reporting will be undertaken in line with current data protection legislation.
- Recording and monitoring the number and nature of incidents of bullying behaviour ensures that appropriate responses can be made and supports the identification of trends and opportunities for early intervention.
- Information on incidents of bullying behaviour is used for management information purposes and will be monitored by senior managers within each establishment. It may also be discussed as part of the Council's quality improvement framework for establishments.
- The monitoring of incidents of bullying behaviour will include monitoring of incidents relating to the protected characteristics set out in the Equality Act 2010.
- Incidents that happen away from school can still impact on the health and wellbeing of children and young people and they will require help and support at these times. Schools may also choose to record incidents (in line with this guidance) that they have been made aware of that are affecting a pupil or pupils.

19. Operational Flow chart



Appendix A: Prejudice-based bullying

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings - for example, in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a protected characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure.

This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure.

The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and given that race is a protected characteristic parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them.

Any young person can be homophobically bullied, whether they are LGBT or not.

Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and

forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to conform to these notions vulnerable to indirect and direct bullying.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc can become widespread through those considering themselves to be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

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Footnote

The term 'parent' is used throughout this document. Please note that this term is generic in nature and may also refer to 'carers.'

Inverclyde Anti-Bullying Policy – plan going forward.

1. Final draft of policy and post launch training plan to Education Headquarters Senior Management Team on 8th October.
2. Pass draft policy to Corporate Communications to scope out a professionally produced document for early 2020 – October 2019.
3. Presentation of policy paper to Education and Communities Committee in early 2020.
4. Launch of policy in 2020 – each establishment to attend with staff and pupils who will receive a copy of the Anti-Bullying Charter to be displayed in a prominent place in their establishment.
5. Post launch training plan via *respectme* – there will be no financial charge for this training:

Establishments	Parents
<ul style="list-style-type: none"> • 1 day training event on the policy replicated on 3 occasions (15-16 participants) in a local venue for one member of staff from each establishment. • Staff who miss out, or where there is staff turnover, can join in national training that is available via the <i>respectme</i> website. 	<ul style="list-style-type: none"> • Awareness raising and practical guidance on the policy offered across the local authority in accessible venues. • Further Online safety training 2 hours – Bring Your Own Device.

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/25/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	2019 Clyde Conversations		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on the outcome of the most recent Clyde Conversations Event which was held in September 2019.

2.0 SUMMARY

- 2.1 Following on from previous Clyde Conversation events, Community Learning and Development Youth Work Services supported young people to plan and deliver the 2019 Clyde Conversations event.
- 2.2 A pre-event consultation was carried out with over 200 young people responding that they believed the top issues affecting them were mental health, bullying and abuse and hate crime (homophobia/racism/sectarianism).
- 2.3 The event programme was developed based on the consultation. 92 young people from across the Inverclyde area took part in 3 thematic workshops with input from several speakers.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the success of the 2019 Clyde Conversations event and acknowledges the participation of young people in the service planning process;
 - notes the key issues highlighted by young people attending the event; and
 - agrees that actions to address the issues be included in the Children's Services Planning process

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 In March 2015, the first Clyde Conversations event took place in Inverclyde in March 2015. Since then a further two events have taken place with around 100 young people participating in each event.
- 4.2 A steering group was formed to organise Clyde Conversations 2 involving professionals from Inverclyde HSCP, Safer Communities, Sandyford and Community Learning and Development. The group was also made up of young people from each local secondary school.
- 4.3 Based on positive feedback from the first 2 events it was agreed to continue using this model as a means of engaging young people on relevant issues. The CLD youth services team are lead on this area of work and work with young people to plan the events.
- 4.4 Feedback from young people, staff and partners indicates that the 2019 Clyde Conversations was successful with young people reporting that they feel listened to and valued. Young people are keen for feedback actions to be progressed with the relevant services and/or organisations.
- 4.5 This year, a professional illustrator was used to collate the key themes from the workshops. This was well-received by young people and formed a key part of the evaluation report (attached as appendix 1).
- 4.6 The issues raised at the event will now form part of the Children's Services Planning process with actions developed and included in the Children's Services Plan. These include:
- improving mental health;
 - reducing incidences of bullying / hate crime; and
 - promoting equality and eradicating stigma.
- 4.5 Clyde Conversations will continue to be the foundation for developing stronger youth participation in Inverclyde and the Youth Services team will continue to facilitate this as part of the Year of Young People Legacy.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A		2020/21	3000.00	N/A	Transport, Hospitality & Resources. YOYP Legacy Fund.

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

None.

5.3 Human Resources

None.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

5.5 Repopulation

Clyde Conversations as a meaningful means of engaging young people will demonstrate that their views are valued and relevant. This will support and enable young people to be confident individuals, responsible citizens and effective contributors to the future of Inverclyde.

6.0 CONSULTATIONS

6.1 Clyde Conversations is planned and delivered based on the views of young people gathered through consultative approaches.

7.0 BACKGROUND PAPERS

7.1 None.



Clyde Conversations



Inverclyde
council



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INTRODUCTION



@paulamusttryharder

Clyde Conversations took place this year on 6th September in Port Glasgow Town Hall. Community Learning and Development Youth Work Services had the responsibility to develop and deliver Clyde Conversations in partnership with the young person's steering group. Following a similar model as previous years, a working group made up of 2 young people from each secondary school was established. The group of 12 met on a regular basis within Greenock 1 Youth Zone to plan and prepare for the 2019 Clyde Conversations event. This report details the planning process, workshop feedback from the conversations which took place and actions to be taken forward.

The Young Person's Steering Group would like to thank youth work staff for their continued support throughout the planning process and also workshop facilitators from Community Safety, Police Scotland, Your Voice, and the Young Person's Alcohol Team. Thanks are extended to our keynote speakers and to school staff who co-ordinated pupils' attendance and Port Glasgow Town Hall who provided practical support in hosting the event. Finally the steering group would like to thank the 92 young people who attended this year's Clyde Conversations, as without their voices and opinions, it simply wouldn't work.

CONSULTATION

Throughout the planning process the steering group decided to carry out a consultation to identify the top issues young people would like to discuss at this year's Clyde Conversations. They designed a short, quick questionnaire as seen below asking young people to choose the five most important issues to them as a young person in Inverclyde.

Workshop ideas for Clyde Conversations

School: _____ **Year Group:** _____

What is important to you as a young person of Inverclyde? Please tick your 3 choices:

Mental Health

Your School Issues/Pupil Council

Drugs & Alcohol

Career/Job Prospects & Help

Sexual Health & Sex Education

LGBTQI Education

Bullying

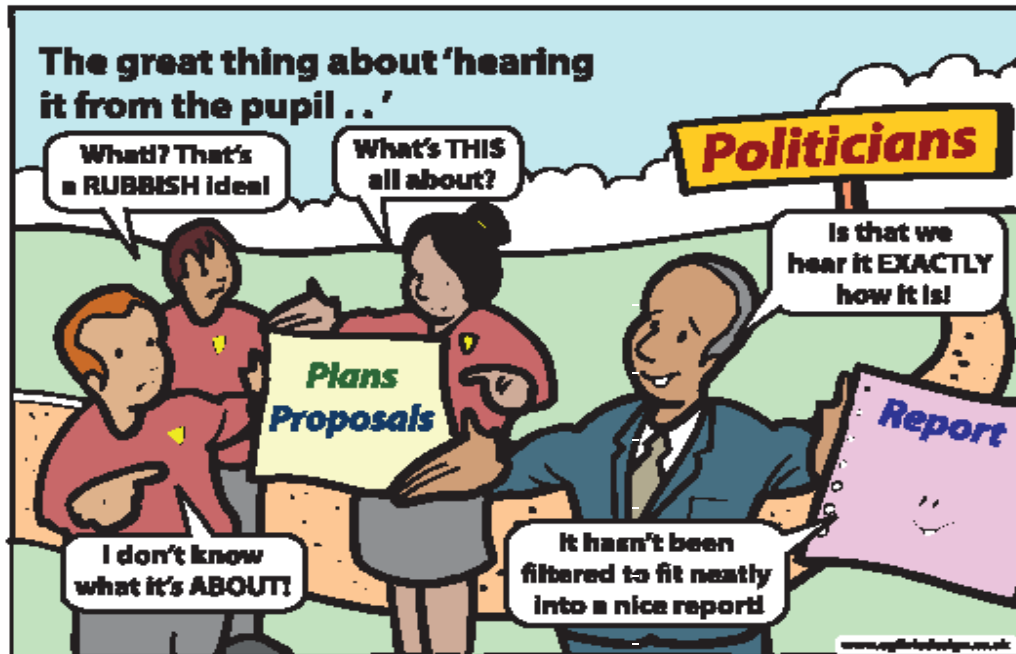
Hate Crime

Other please specify:

Is there any question that you would like answered about your school/community/other?

CONSULTATION RESULTS

Over 200 young people were consulted and the overwhelming responses showed that Mental Health was the top concern, bullying and abuse was second top and Hate crime was third.



PROGRAMME – 6 September 2019

Young people and teachers arrived via buses at Port Glasgow Town Hall and were seated by 9.45am.

9.30am	Arrival, registration and welcome breakfast
9.45am	Welcome and Opening remarks
9.55am	Mental Health Key Note Speaker
10.20am	Workshop 1 Mental Health Awareness Workshop
11.35am	Workshop 2 – Bullying and Abuse
12.20pm	Brief feedback from morning session
12.30pm	Lunch
1.10pm	Relaxation Sessions: Pilates/Breathing Exercises, Zumba, Hand Massages
1.30pm	Workshop 3 – Hate Crime (Homophobic/racism/sectarianism)
2.05pm	Brief feedback from Hate Crime Workshop
2.10pm	Closing remarks
2.20pm	Return to buses, back to school.

Workshop format:

Each young person took part in the same 3 workshop workshops looking at Mental Health, Bullying and abuse and Hate Crime.

Aims:

To facilitate a discussion with young people to establish what changes or improvements they believe could be put in place around the given topics and allow them the opportunity to discuss with other young people any concerns or positive information they have around this topic area. The workshops will allow practitioners to gain the views from young people on the services that they provide and to help them assess if they are meeting the needs of the young people in Inverclyde.

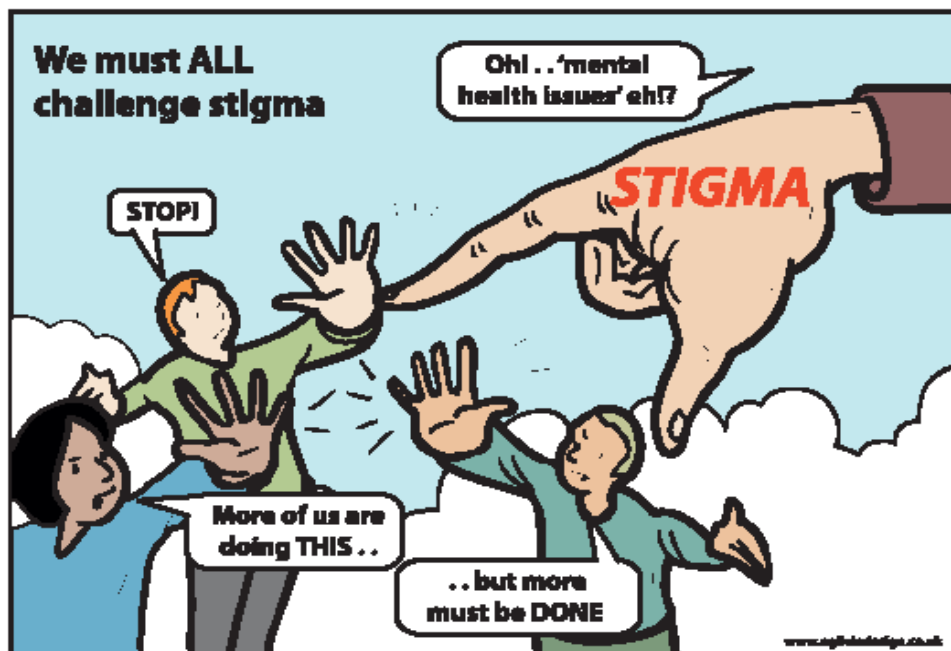
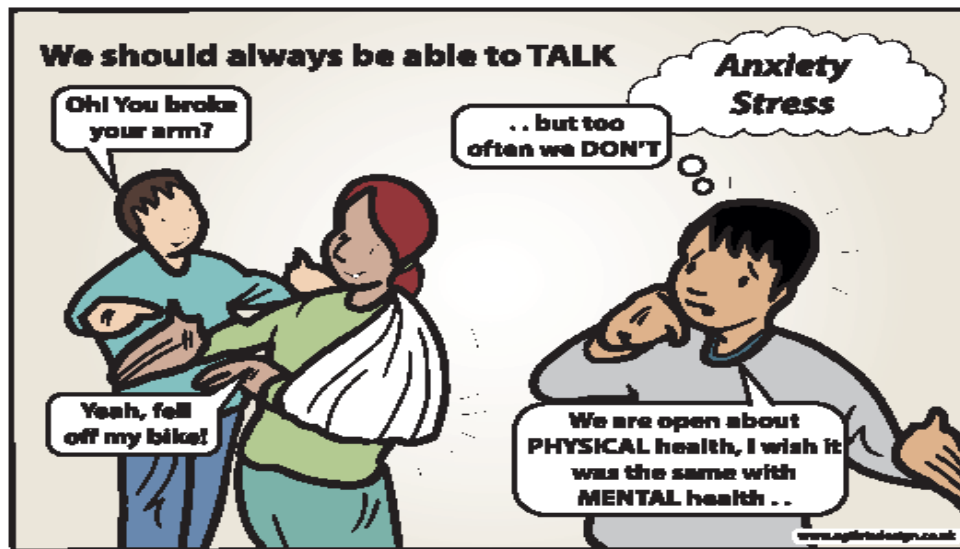
How feedback was gathered:

We employed an artist who captured the feedback from young people from each of the workshops and then put that into cartoon-style pictures, this is a very visual way to capture the day and some of these are used in this report.

Workshop 1 - Mental Health

Young people looked at:

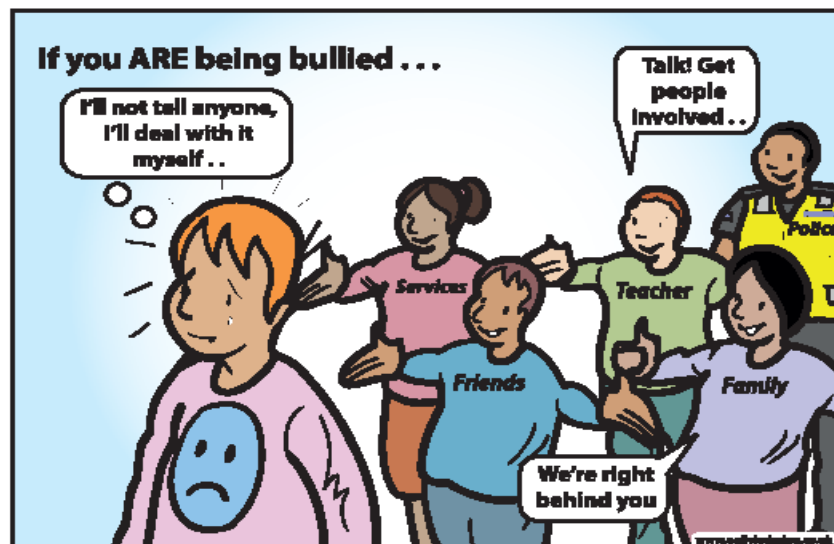
- What is mental health?
- What are the main issues?
- What can schools staff/services/Young people do to help young people's mental health?



Workshop 2 – Bullying and Abuse

Young people looked at:

- Why do you think people bully others? How can victims be supported?
- How can schools improve how they deal with issues around bullying?
- How did you find the cyber bullying sessions in school?



Some of the key issues raised:

- Pupils didn't always feel schools took bullying allegations seriously enough;
- Victim blaming, "you must have done something to them for them to react this way";
- Pupils did not feel enough was done to people who bullied to prevent this happening again; and
- Why are people bullying, who then looks at their needs?



Key Points:

- Young people felt services are not equipped to support them;
- Schools should teach dealing with stress at key stages, such as P7 transitions or exams;
- If more support earlier young people could be prevented from going to CALMS/ Mind mosaic;
- Pupils felt schools did not always know how to support them, who to refer to for support; and
- We need to reduce the stigma and get people talking about their mental health/ sharing experiences positive or negative.

Abuse

Key questions for discussion:

- What does abuse mean to you?
- Is anyone at school or in the community teaching you about healthy relationships?
- Do you think there is a problem in Inverclyde?
- Where can you get support?



Key issues:

- More needs to be done and spoken about around healthy relationships; and
- Ensure both males and females are aware of exactly what a healthy relationship is.

Workshop 3 – Hate Crime

In this workshop, young people looked at:

- What are the main issues in Inverclyde?
- Why is there homophobia/racism/sectarianism?
- How do we combat these issues?
- Do all schools need LGBT education? If so what should it look like?

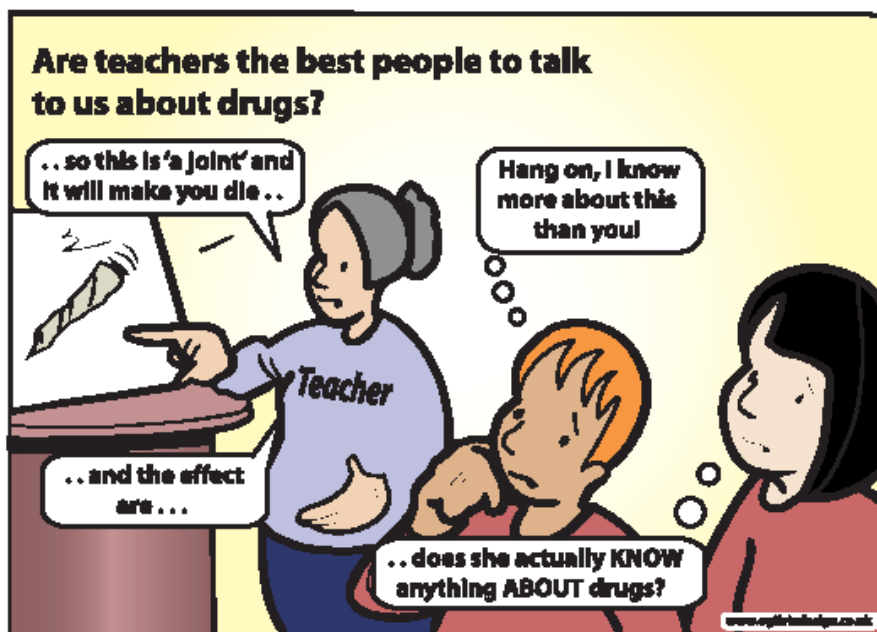
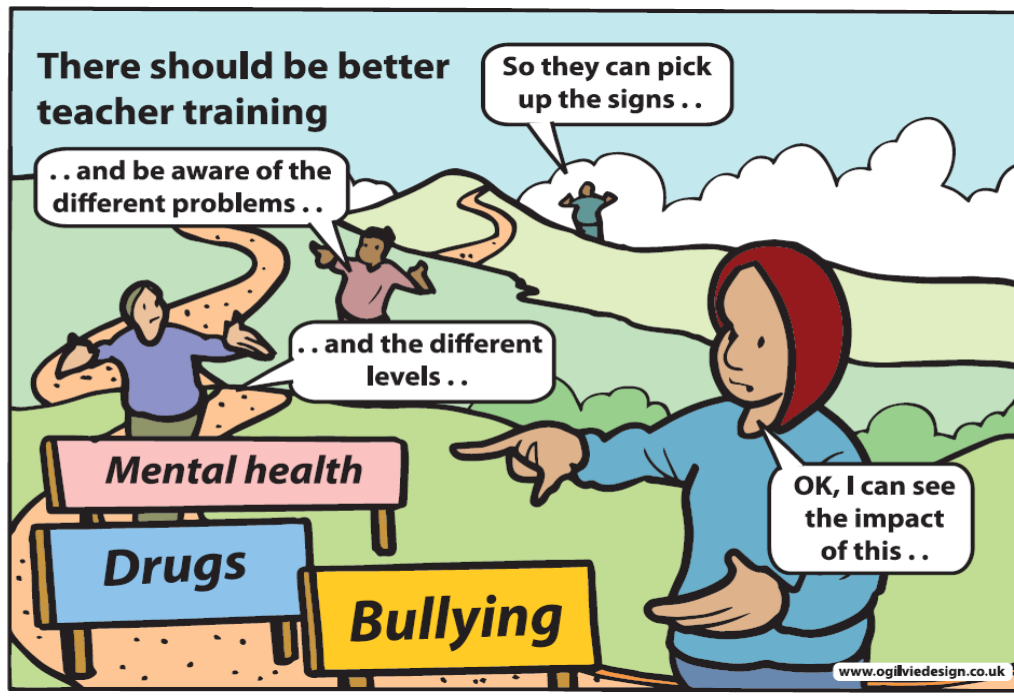


Key issues raised:

- Better education around LGBT, more open and this would stop some of the negative views/opinions;
- Sectarianism is getting worse, especially around football; and
- Stigma is a huge issue, young people worried to speak about things due to what people will think of them.

DRUGS

Given the recent findings around the levels of drug deaths in Inverclyde, an additional discussion took place around drugs and whether young people's needs were being met





Key points:

- Young people discussed that they felt drugs were very accessible, more so than gaining access to alcohol;
- Young people also spoke about drugs education in school and said although it is good for teachers to be educated that it would be better bringing in external speakers such as youth workers so young people can be honest and open up, without fear of their parents finding out;
- They wanted input from trained professionals who knew more than them; and
- Consider ex-addicts coming to speak to them and giving their lived experience.

Event Evaluation

Reflecting on the event, the Clyde Conversations Steering Group undertook their own evaluation gathering information from participants attending workshops, workshop facilitators and their own experiences. The evaluation focused on the positives from the day, challenges they faced and changes they felt were necessary for future Clyde Conversations events.

Positives

- Good food**
- Workshops were relevant to young people**
- Good to see the feedback in picture form**
- Steering group helping to co facilitate**
- The lunch time activities**
- Councillors taking part in workshops**

Challenges

- Workshop layout as some were noisy**
- Schools not having all pupils in attendance**
- Some young people take over the workshop**
- What changes will be made?**

The steering group discussed a variety of changes that were made from the previous year's 2018 Clyde Conversation such as:

- Smaller numbers of young people attending each workshop;
- Young people stay in the same group for each workshop allowing a better opportunity to get to know each other;
- Workshops tailored more to age;
- Feedback actions to be taken forward; and
- Request a nominated teacher from each school to work with a member of the steering group to coordinate pupils attending the event.

In response to last year's feedback:

- Workshops had no more than 12 people attending each, which meant young people were more confident to speak out;
- young people stayed in the same groups for all the workshops. This was highlighted as good by young people who then felt comfortable to speak, the negative to this was that if one person was dominating, young people had to fight in the remaining workshops to get their voice heard; and
- We didn't tailor the workshops more to age as we felt if they were in smaller groups we could include the younger pupils better.

Summary of key actions and next steps

The 2019 Clyde Conversations Event was a great success with lots of discussion around the issues that impact young people in Inverclyde.

The key actions as determined by young people who attended the 2019 Clyde Conversations event are as follows:

- ❖ Bullying policy and practice in schools needs to be reviewed and implemented consistently with support for victims and perpetrators;
- ❖ Earlier intervention for young people struggling with mental health at key stages including P7/S1 transition and exam times;
- ❖ Upskilling for school staff in terms of mental health and how to support young people with mental health issues;
- ❖ Increased focus on healthy relationships;
- ❖ Better education around LGBTQI issues in schools;
- ❖ Strategies to combat stigma and encourage young people to talk about issues affecting their lives;
- ❖ External agencies to input on topics such as drugs and alcohol in schools; and
- ❖ Opportunity to learn from individuals with lived experience.

Young people were told that feedback from the event would be passed to the head of education and it will also be given to health and wellbeing group leads and head teachers.

Overall, the event feedback this year was that it was very beneficial and young people enjoyed not having to move from workshop to workshop. Keeping the same facilitator and scribe also helped us to identify who was the quieter member of groups to support them to get their views across.

Report To:	Education and Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/19/20/LW
Contact Officer:	Linda Wilkie	Contact No:	01475 712812
Subject:	Early Learning and Childcare 1140 Hours Expansion Programme		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the implementation of the Early Learning and Childcare 1140 hours expansion programme.

2.0 SUMMARY

- 2.1 The Scottish Government is committed to increasing the entitlement to Early Learning and Childcare (ELC) from 600 hours to 1140 hours by August 2020. The report provides the background to the expansion programme and details of a consultation on the Scottish Government's Statutory Guidance for Early Learning and Childcare.
- 2.2 The report provides details of early phase activity to date, an update on readiness for full implementation in August 2020 and associated contingency plans.
- 2.3 The report provides information on the Scottish Government National Standard for Early Learning and Childcare and Funding Follows the Child. It identifies the key implications for Inverclyde Council in relation to this guidance.
- 2.4 The report outlines a change to Inverclyde Council's 'Admission to Early Years' policy in relation to the date when children can access their funded place. This change means that children can access their place the month after their 3rd birthday rather than the term after. It also provides information on the challenges of meeting parental expectation on patterns of attendance.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- notes the progress in the implementation of the 1140 hours expansion programme.
 - agrees that a further report is submitted in May 2020 with an update on the Council's readiness for full implementation and contingency plans.
 - agrees that an update on the Scottish Government statutory guidance is submitted in May 2020.

Ruth Binks
Corporate Director
Education, Communities & Committee

4.0 BACKGROUND

- 4.1 The Scottish Government is committed to increasing the entitlement to Early Learning and Childcare (ELC) from 600 hours to 1140 hours by August 2020.
- 4.2 The increase to 1140 hours is a universal entitlement for all children aged 3 and 4 years and an entitlement for 25% of 2 year olds.
- 4.3 Inverclyde Council submitted its expansion plan to the Scottish Government in March 2018. The plan provided details of current services and the developments required to deliver 1140 hours.
- 4.4 Inverclyde Council received notification of its revenue and capital funding allocation from Scottish Government in February 2018. The funding is allocated as a specific grant to ensure that it is protected for investment in early learning and childcare. Authorities are required to report to the Scottish Government on how this funding has been applied.
- 4.5 The Scottish Government has produced guidance and legislation to support the implementation of the expansion programme. This includes A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland; Quality Action Plan; Funding Follows the Child; National Standard and the National Induction Resource.
- 4.6 The Scottish Government continues to monitor closely progress towards full implementation in August 2020.

5.0 STATUTORY GUIDANCE

- 5.1 The Scottish Government is currently consulting on Statutory Guidance for Early Learning and Childcare. The consultation closes on 4th March 2020.
- 5.2 This consultation sets out updated Statutory Guidance to education authorities to support them in exercising their functions in relation to the delivery of early learning and childcare from August 2020. Statutory Guidance was previously published in 2014 to support the implementation of the changes relating to Early Learning and Childcare made by way of the Children and Young People (Scotland) Act 2014 (“the 2014 Act”).
- 5.3 Since 2014 there have been substantial changes in the overarching policy and legislative framework for the delivery of early learning and childcare, in particular with the commitment to almost doubling the funded early learning and childcare entitlement for eligible children from 600 hours to 1140 hours from August 2020. The legislative changes required ahead of August 2020 – to increase the statutory funded early learning and childcare entitlement, and changes to the length of a funded early learning and childcare session – were agreed by the Scottish Parliament during 2019.
- 5.4 One of the key changes to the policy framework is the introduction of ‘Funding Follows the Child’ in August 2020. This provider-neutral approach is underpinned by a National Standard that all providers wishing to offer the funded early learning and childcare entitlement will have to meet.
- 5.5 Following consideration of the responses to the consultation, the final version of the Statutory Guidance for Early Learning and Childcare will be published in May 2020 and come into force from August 2020.

6.0 EARLY PHASE ACTIVITY

- 6.1 The revenue allocation for 2019 / 20 is £4,885,000. This is split £4,609,000 from the Scottish Government allocations and £276,000 from core spending.

- 6.2 Early phase developments were approved by the Committee in March 2019 and September 2019. Almost all of these projects have been fully or partly implemented.
- 6.3 There is currently an underspend of £600,000. A range of factors has resulted in this underspend including:
- Delays in outdoor learning infrastructure developments and childminders early phase project.
 - Craigmarloch Nursery Class deferred from operation from August 2019 to August 2020 due to school capacity.
 - Delays in the recruitment of staff including early years teacher, graduates and support assistants.
 - Closure of 3rd sector early phase project.
- 6.4 As reported in the Education 19/20 Revenue Budget report on this agenda, the Policy and Resources Committee will be asked to approve the creation of an earmarked reserve to allow the carry forward of this underspend for use in 2020/21.
- 6.5 The underspend will primarily be used to support infrastructure developments:
- Capital projects.
 - Professional fees for capital projects.
 - Maintenance and lifecycle works.

A small amount will be used to create leadership capacity in the Early Years Team.

7.0 READINESS FOR AUGUST 2020 / CONTINGENCY PLANS

- 7.1 Inverclyde Council is making good progress towards full implementation in August 2020. The main components of implementation are infrastructure, workforce and funded providers.

7.2 Infrastructure

2018/19 early phase projects at St Joseph's Nursery Class, St Francis Nursery Class, Blairmore Nursery School and Binnie Street Children's Centre are complete and operational.

2019/20 early phase projects at Wemyss Bay Nursery Class, Kilmacolm Nursery Class, Rainbow Family Centre and Blairmore Nursery School were operational from October 2020; Gibshill Children's Centre was operational from February 2020.

2020/21 projects being progressed but behind programme:

- Larkfield Children's Centre new build via hub West Scotland, formal planning submitted with decision imminent and now approaching conclusion of market testing phase – behind programme with start date now impacted by the delay on the St Mary's Primary School project and potentially impacted by the ongoing land transfer process. Completion date now anticipated to be in 1st Quarter 2021 with a Feb mid-term transfer.
- Rainbow Family Centre (Park Farm) extension via hub West Scotland, planning submission made and finalising hub stage 2 with market testing imminent – behind programme with advance demolition of community facility being progressed. Completion date now anticipated to be in 1st Quarter 2021 with a Feb mid-term transfer.

2020/21 projects being progressed:

Remaining projects at Craigmarloch School / Gourrock YAC being progressed with Gourrock YAC on site and Craigmarloch School planned for summer 2020.

Contingency

The requirement for contingency plans for Rainbow Family Centre and Larkfield Children's Centre has been known since March 2019. A bespoke contingency plan for each service is in place.

The exact number of places required for the period August 2020 to December 2020 will not be known to the admissions exercise is complete however the contingency plan is based on the full cohort of children.

Rainbow Family Centre – additional places will be provided in the existing Rainbow Family Centre by creating additional outdoor learning places, utilisation of existing crèche facilities and an increase in the number of shared places. All additional places will meet the requirements of the Care Inspectorate.

Larkfield Children's Centre – additional places will be provided in the temporary accommodation that is currently on site. This accommodation has previously been used to provide early learning and childcare and meets all requirements of the Care Inspectorate.

7.3 Workforce

The workforce plan continues to be implemented and reviewed. Successful recruitment of staff for early phase projects was undertaken over summer 2019.

Current workstreams, including the Bespoke course, modern apprentices, training / work placements for internal, are all on track to deliver the estimated number of Early Learning and Childcare staff.

The advert for the remaining early years posts for August 2020 has recently closed with a high number of applicants. Interviews are scheduled to take place in the last week in February 2020. It is anticipated that all posts will be recruited from this process.

Contingency

There is no current requirement for a contingency plan as workstreams are on track to deliver the required number of staff.

7.4 Funded Providers

Funded Providers in the private, voluntary and 3rd sector are a key element of Inverclyde Council's expansion plan. Education Services is currently working with Providers in relation to meeting the Scottish Government's National Standard. It is likely that some of the Providers will not meet the standard and therefore will not be able to deliver funded Early Learning and Childcare.

Contingency

The number of Providers who will not meet the standard is currently being investigated. A contingency plan will be developed as soon as the investigation is complete. This is likely to include an increase in shared places and outdoor learning places.

8.0 NATIONAL STANDARD / FUNDING FOLLOWS THE CHILD

8.1 The Scottish Government has introduced a national standard to ensure that all children experience the highest quality of early learning and childcare. All Providers in the public, private and 3rd sector must meet the national standard to be eligible to deliver early learning and childcare. The standard has ten criteria that detail the standards required in relation to care inspectorate grades: staff qualifications: development of children's cognitive skills, health and wellbeing; physical environment; self-evaluation and improvement; parent and carer engagement and involvement in the life of the setting; inclusion; business sustainability; fair work practices, including payment of the living wage; payment processes and food.

8.2 The Scottish Government has introduced a 'funding follows the child approach' to increase flexibility and choice. 'Funding follows the child' will help increase choice and flexibility for parents. It is 'provider neutral' which means that parents will be able to choose to use their child's entitlement at any ELC provider that meets the National Standard, has a place available and is willing to enter into a contract with the local authority. The choice of setting available to families is not restricted to their own local authority boundary.

8.3 Local authorities will retain the statutory responsibility for ensuring that the funded entitlement is available to all eligible children in their area, and will be the primary guarantors of quality and key enablers of flexibility and choice.

8.4 There are implications of the new national standard and 'funding follows the child' in relation to current practice and the full implementation of 1140 hours:

1. There are a number of Providers in Inverclyde who may not meet the national standard by August 2020. This would impact on the number of places available in August 2020. Further information on this is in section 7.4 of this report.
2. Funding follows the child requires to be closely monitored to ensure that placement requests are contained within the overall budget. At the present time there is a limited number of cross boundary placements and placements in funded providers. This approach is not in line with the new guidance and will therefore cease in August 2020.
3. The role of the local authority in ensuring Providers meet the national standard and deliver quality services as the number of providers will increase from 5 to approximately 50.

9.0 ADMISSION TO EARLY LEARNING AND CHILDCARE ESTABLISHMENTS

9.1 Inverclyde Council's 'Admission to Early Years' policy will continue to guide the allocation of places. The only change required is to admission dates. Inverclyde Council currently admits children in the school term following their 3rd birthday. Almost all neighbouring authorities admit children the day, week or month after their 3rd birthday. As of August, this practice will be adopted in Inverclyde meaning that many children will access their entitlement at an earlier stage:

Current Process		Revised Process	
Birth Date	Admission Date	Birth Date	Admission Date (August 2020)
1 st March – 31 st August	August	1 st March – 31 st August	August - no change
1 st September – 31 st December	January	September	October
		October	November
		November	December
		December	January
1 st January – Last day in February	April	January	February
		February	March

9.2 The admission process for August 2020 is currently underway. It is likely that there will be a significant challenge in meeting demand for some placement patterns e.g. 9am to 3pm term-time and that a significant number of families will not receive their preferred pattern. Although feedback from Inverclyde residents reflected a low requirement for shared places, the Scottish government worked on a presumption of 40% of shared places. If the Inverclyde survey is correct and the expected uptake differs from the national assumptions, then it is likely that there will be a significant number of families who do not get their first choice.

10.0 IMPLICATIONS

10.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Various		2017 /21	£5,980,000		Capital Expenditure

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Various	Early Years	2019 /20	£4,885,000		Policy & Resources Committee will be asked to create an earmarked reserve with the £600k underspend.

10.2 **Legal**

None.

10.3 **Human Resources**

There are significant workforce implications within the expansion programme; however we are currently on track with this workstream.

10.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

✓

YES

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

✓

YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

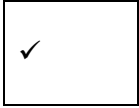
NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

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YES –



NO - This report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

10.5 Repopulation

An early learning and childcare service that delivers on quality, flexibility, accessibility and affordability will contribute to repopulation.

11.0 CONSULTATIONS

Consultation with stakeholders is continuing throughout this session. This includes private / voluntary providers, partner providers, trade unions and local authority early years workforce.

12.0 BACKGROUND PAPERS

- 12.1 Scottish Government, 01.05.18, ELC – Multi-Year Revenue and Capital Allocations.
- Scottish Government, 01.05.18, Funding Follows the Child and the National Standard.
- Scottish Government, December 2019, Consultation on Early Learning and Childcare Statutory Guidance

Report To:	Education and Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/18/20/NG
Contact Officer:	Norman Greenshields	Contact No:	01475 712850
Subject:	Replacement of Technical Department computers and interactive whiteboards in Education establishments		

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the need to replace the computers within Secondary School Technical Departments and interactive whiteboards in some schools and Early Years establishments.

2.0 SUMMARY

- 2.1 Currently, secondary schools are able to offer a wide range of courses to their Senior Phase students, including the option of Graphics Communications at National 5, Higher and Advanced Higher level. These courses help provide many students with opportunities to gain accreditation for future Further and Higher Education study and experience in design for many career pathways.
- 2.2 Inverclyde Education Services needs now to respond to changes to the software application that is used by the schools for these SQA courses, which in turn necessitate a requirement for an increased specification of computer both in terms of memory capacity and graphics cards.
- 2.3 Inverclyde Schools Estate have proposed the phased replacement of interactive whiteboards in 20 schools and 5 Early Years establishments and approval for the proposed funding route is sought.

3.0 RECOMMENDATIONS

The Committee is asked to:

- 3.1 Note the need to purchase replacement Technical Department computers to ensure that National Qualifications in Graphic Communication can continue to be delivered in our Secondary schools and that this be funded in part by the Corporate ICT computer refreshment budget (£90,000), with the expected remaining £90,000 from the Education Capital Cyclical Upgrades budget.
- 3.2 Note the proposed Schools Estate Team programme for the replacement of ageing Interactive whiteboards be released and agree that the funding for phases 1 and 2 of this programme be £400,000 from the Education Capital Cyclical Upgrades budget and, subject to confirmation as part of the Budget, £300,000 from the SEMP earmarked reserve.

Ruth Binks
Corporate Director

Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 Inverclyde Schools Estate Team have installed as part of their School and Early Years establishment refurbishment/rebuilding programme, a range of display technology to support learning. Initially these were interactive whiteboards with attached projection. In more recent work, Promethean Digital Active Panels have been put in place, reducing the need for replacement projectors and/or bulbs when faults arise.
- 4.2 Inverclyde Schools Estate Team have suggested that as part of their future planning and focus, a programme to replace the interactive whiteboards with Digital Active Panels within 25 educational establishments over a period of three years. The estimated cost of this is £1.3million. Now is identified as a good time to implement this programme as the need for larger building repairs is less likely due to the good condition of our recently refurbished or newly built schools.
- 4.3 At the time of their refurbishments, three schools (Clydeview Academy, King's Oak Primary and Notre Dame High School) were fitted with a specific design of board with a short arm and fish-eye projector. These have presented specific issues when seeking replacement parts. Over the course of the last three years, both ICT services and the schools themselves have had to pay for the replacements of the arms and projectors on these boards as and when the projectors have failed. It is anticipated that in the coming years the remaining projectors may also fail and need replaced. When a fish-eye projector is required to be replaced a new longer arm now has to be fitted to allow available models of projector to be attached to the board.
- 4.4 Specific issues with the model and design of Sahara Activescreens in Craigmarloch school may require a quicker replacement programme to be put into place. ICT Services are currently working with the supplier to overcome some recurring faults.
- 4.5 The replacement of the 304 Technical Department computers needs to be addressed as a priority. In the case of four of the secondary schools, the demand for SQA Graphical Communications courses and/or the sharing of technical computer suites, requires all of the technical computers to be replaced whilst two of the secondary schools (Inverclyde Academy and Clydeview Academy) have identified that there may be scope through changes to the timetabling of courses to look to reduce the number of computer suites requiring this new software (two rooms rather than three in each location). This would further reduce the number of computers needing replaced by 39.

5.0 PROPOSALS

- 5.1 The cost of the higher specification computer required, is £640 in comparison to an entry level specification computer at £340. The cost of technology is changing on a frequent basis due to the impact of UK Government Brexit decisions and a changing dollar exchange rate, so these figures may change. As this however will only be able to be confirmed once student option choices for next session have been identified and agreed, our recommendation is that the current level of provision continues to ensure that future option flexibility is possible.
- 5.2 The priority for any replacement to the whiteboards should focus on the replacement of the displays within the three schools with the specific short throw projectors. The cost of their replacement should be factored against the need for an interactive display within their classrooms. Consideration should also be given as to whether the replacement of the arms and projectors would bring a cost saving which would also provide the finance to replace any ageing computer that is connected to it. In the case of King's Oak Primary school, the Active panels would be required to suit their teaching and learning methodologies.
- 5.3 The programme of whiteboard replacement within the Secondary schools will be looked at on a school by school basis. Again it is envisaged that a number of departments do not need a full interactive whiteboard but would be better replaced with a large fixed TV screen monitor connected to the computer. Again the cost savings in doing so may allow for the replacement

of the ageing computers connected to the boards/panels. Some Secondary departments may be able to operate well with only a large TV Screen connected to their computers rather than a full Digital Active panel.

- 5.4 It should be noted that board replacement with a TV monitor would also require identification of costings for the fixing of these devices to the wall, appropriate speakers and the need for a graphics pad to allow for handwriting to continue. Final costing of this option would require a fuller procurement process to be carried out following a wider departmental survey of each secondary school.
- 5.5 Funding for the replacement of interactive whiteboards in nine Early Years establishments / classrooms has already been identified as part of the 1140 hours project. The schools estate can therefore look at revising its planned replacement programme.
- 5.6 ICT Services have advised that due to the volume of work already on the programme for the next 6 months, they will require to utilise external support to meet the Technical Computer refresh timescales.

6.0 IMPLICATIONS

6.1 Finance

Funding for future phases of the Whiteboard refresh programme will be the subject of a future report.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Computer Replacement	Capital	20/21	£180,000		£90k ICT Capital, £90k Education Capital.
Whiteboard Refresh		20/21	£1.3million		The initial sum of £700,000 being requested will enable most of phase 1 and phase 2 programme to be considered.

Annually Recurring Costs/ (Savings)

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

6.2 Legal

No implications.

6.3 Human Resources

No implications.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
✓	NO

6.5 Repopulation

No impact.

7.0 CONSULTATIONS

7.1 Head teachers and senior managers of every secondary school and identified Primary Schools were asked to submit their views on the proposed whiteboard replacement programme.

8.0 BACKGROUND PAPERS

N/A.

Report To:	Education & Communities Committee	Date:	10 March 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report	EDUCOM/18/20/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Use of Powers Delegated to the Chief Executive to accept the most economically advantageous tender for the Refurbishment of Hillend Children's Centre		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee on the use of the powers delegated to the Chief Executive to accept the most economically advantageous tender for the Refurbishment of Hillend Children's Centre.

2.0 SUMMARY

- 2.1 The Education Capital Programme includes budget provision of £1.266m for the Hillend Children's Centre Refurbishment project. Tenders have been received and the total cost of the project including allowances for professional fees, direct works and other charges is £1.484m. The use of powers delegated to the Chief Executive is required as the cost of the project is £218K more than the original budget allocation.

3.0 USE OF EMERGENCY POWERS

- 3.1 The use of powers delegated to the Chief Executive to issue an acceptance to W. H. Kirkwood Ltd. in the amount of £1,281,953.04 for the Refurbishment of the Hillend Children's Centre building was authorised by Provost Brennan, Councillors Clocherty and Robertson, and the Chief Executive.

4.0 RECOMMENDATIONS

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

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

5.0 BACKGROUND

5.1 Tenders were returned on 25th November 2019 for the main refurbishment contract. It should be noted that although twelve tenders were received, a number of the tenderers did not meet the required selection criteria and therefore were excluded from the bidding process. The remaining tenders received were checked and evaluated with tender return amounts all in excess of the available budget.

5.0 PROPOSALS

6.1 It is proposed to accept the most economically advantageous tender received, that of W.H. Kirkwood Ltd., in the amount of £1,281,953.04. Planning and Building Standards approvals are in place.

6.2 The use of Emergency Powers was requested in order that the project can proceed to site as soon as possible to minimise and further delay to the progression of the project which is already contributing towards current year capital programme slippage. The existing Hillend Children's Centre building is also currently vacant and a site start is required as soon as possible to reduce the risk of arson, vandal damage or theft in the period prior to handover to the main contractor.

7.0 IMPLICATIONS

Finance

7.1 The approved budget for the Hillend Children's Centre project is £1.266m. The most economically advantageous tender received, after checking and correction of errors, including all associated direct costs amounts to £1.484m. The tender is therefore £218K or 17.22% more than the approved budget.

7.2 It is proposed to address the funding gap by re-allocation of a proportion of the School Estate Funding model future years lifecycle capital budget. The education capital programme currently includes the following allocations:

- £1.000m 2020/21 (subject to current year spend projection/ profile adjustment).
- £2.653m 2021/22.

It should also be noted that the allocation for the demolition of the former St Stephen's High School building currently reported through revenue is projected to be circa £155K below budget and this amount will be available for re-allocation to the future years lifecycle fund upon agreement of the final account/final payment for that project.

7.3 The table below outline the estimated cost implications and proposed funding allocation.

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Capital	Education Capital	2019/22	£1,266,000	n/a	Existing allocation
Capital	Education Capital	2020/22	£218,000	n/a	Re-allocation of future lifecycle allowances
			<hr/> £1,484,000		

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

7.4 Legal

There are no legal issues.

7.5 Human Resources

There are no human resources issues.

7.6 Equalities

(a) 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 substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

7.7 Repopulation

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 agreed with the action proposed.

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

9.0 LIST OF BACKGROUND PAPERS

9.1 Technical Services Tender Report – Hillend Children’s Centre Refurbishment 17/087.