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|-------------------------|---|--------------------|-------------------------|
| <b>Report To:</b>       | <b>Education and Communities Committee</b>  | <b>Date:</b>       | <b>7 May 2019</b>       |
| <b>Report By:</b>       | <b>Ruth Binks<br/>Corporate Director, Education,<br/>Communities and Organisational<br/>Development</b>     | <b>Report No:</b>  | <b>EDUCOM/36 /19/KM</b> |
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| <b>Subject:</b>         | <b>Education and Communities Corporate Directorate Improvement Plan<br/>2016/19 – Final Progress Report</b> |                    |                         |

**1.0 PURPOSE**

- 1.1 The purpose of this report is to update the Committee on the achievement of key objectives in the Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) 2016/19. Details are provided in the Appendices.
- 1.2 The report focuses on improvement actions that sit within the Education Service and the Inclusive Education, Culture and Communities Service.

Appendix 1  
Appendix 2

**2.0 SUMMARY**

- 2.1 The ECOD CDIP 2016/19 was approved by the Education and Communities Committee in May 2016. The Plan is reviewed annually and a refreshed Plan for the period 2018/19 was approved by this Committee on 4 September 2018.
- 2.2 This is the final progress report on the delivery of the year 3 actions within the Plan. Full detail of the progress that has been made is provided in Appendix 1.
- 2.3 The status of the CDIP’s improvement actions as at the end of March 2019 is shown below:

| Status     | blue -<br>complete | red -<br>significant<br>slippage | amber -<br>slight slippage | green -<br>on track |
|------------|--------------------|----------------------------------|----------------------------|---------------------|
| March 2019 | 4                  | 0                                | 3                          | 16.                 |

- 2.4 The new, three year CDIP for the ECOD Directorate is also on the agenda of this Committee.

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that Committee:
  - a. Notes the progress made in delivering the year three improvement actions outlined in the ECOD CDIP 2016/19; and

b. Notes that this is the last progress report on the ECOD CDIP 2016/19.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## 4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of key objectives.
- 4.2 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes in the Council's Corporate Plan 2018/22, as well as the wellbeing outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The three year Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee in May 2016. A review of the Plan was carried out at the end of 2017/18 and a refreshed Plan was approved by this Committee on 4 September 2018.
- 4.4 Progress regarding delivery of the CDIP is reported to every second meeting of the relevant Service Committee. These progress reports provide Members with a summary of progress with the CDIP's implementation and aim to give the Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education Service and the Inclusive Education, Culture and Communities Service. The CDIP's improvement actions that sit within the Organisational Development, Policy and Communications Service will be included in the Corporate Services Performance Report which will be considered by the Policy and Resources Committee on 21 May 2019.
- 4.6 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:  
blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is provided in Appendix 2.

## 5.0 YEAR THREE IMPROVEMENT PLAN - PROGRESS 2018/19

- 5.1 This is the final progress report on the refreshed ECOD CDIP covering the period 2018/19. The status of the improvement actions at the end of March 2019 is:

| Status     | blue - complete | red – significant slippage | amber - slight slippage | green - on track |
|------------|-----------------|----------------------------|-------------------------|------------------|
| March 2019 | 4               | 0                          | 3                       | 16.              |

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

## 5.2 Improvement actions with green status – on track

Progress with a number of improvement actions is on track, examples of which include:

### Equality and Diversity

Syrian families participated in NHS 70 events (to mark the 70th year of the NHS).

The Council's BSL Plan was approved by the Policy and Resources Committee on 13 November 2018 and is available on the Council's website in both English and BSL.

The Education Outcomes 2017/21 were refreshed at the start of 2019 and a new improvement action was inserted at Education Outcome 3 around the setting up of a Locality Additional Needs Forum.

The Education Equality Mainstreaming Report 2019 and Progress on Education Equality Outcomes 2017/21 was considered by the Education and Communities Committee on 12 March 2019. Additionally, the Equality Mainstreaming Report 2019, Progress on Equality Outcomes 2017/21 and Equal Pay Statement 2019 was submitted to the meeting of the Policy and Resources Committee on 26 March 2019.

### Joint Children's Services Plan (CSP)

The Inverclyde CSP is in place and is being delivered.

A monitoring framework has been established in response to the Scottish Government guidance.

A final review and evaluation of the CSP Year 1 Delivery Plan was complete by January 2019. A draft year 2 Delivery Plan was issued in December 2018 and completed in February 2019.

Performance measures for the Plan will be reviewed by the Priority Delivery Groups.

### Leadership in educational establishments

Strong progress continues to be made and there are now opportunities for collaboration through the Regional Improvement Collaborative.

### Early Learning and Childcare

The early phasing plan for 2018/19 has been successfully delivered. The plan for 2019/20 is complete and has been approved by the Education and Communities Committee. Infrastructure developments are on course at this stage; however there is still a risk that infrastructure projects may not be complete by 2020.

Interim arrangements are also being explored. Workforce planning is on course at this stage; however there is still a risk that the number of qualified staff will not be available. Careful monitoring of workstreams is in place.

## 5.3 Improvement actions with amber status – slight slippage

There has been slight slippage with three improvement actions, the details of which are:

### Developing Inverclyde's Young Workforce

There has been slight slippage with one element of this action relating to the Youth Employment Activity Plan (YEAP). Delivery of the YEAP now lies with the Inverclyde

Regeneration and Employability Partnership. The latest initial School Leaver Destination Results (SLDRs) are 93.3%. The SLDR follow-up will be published in May/June 2019.

#### 1+2 Modern Languages Strategy

Whilst language 2 is now embedded across our schools, there have been problems with the implementation of language 3, resulting in a slippage in progress.

#### School Transport

Whilst the audit has been completed and areas of inequality identified there has been slight slippage in this action. A report will be considered by the Education and Communities Committee in May 2019.

### **5.4 Improvement actions with a blue status – complete**

Four improvement actions are now complete.

#### Community learning and development (CLD) inspection

CLD partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019.

The inspection found the following key strengths: i) strong partnership working in relation to the Attainment Challenge; ii) community planning partners' understanding of the essential role of CLD; iii) a strong culture of mutual support amongst organisations and groups; iv) strong and effective leadership for CLD; and v) evolving youth voice.

Evaluation against the 4 quality Indicators resulted in the service receiving 2 'very good' and 2 'good' evaluations.

#### National Strategy for Public Libraries in Scotland 2015/20

This action is now complete. The recommendations from the National Strategy have been implemented by Inverclyde Libraries.

#### The Education Scotland Act 2016

The improvement activity in relation to The Education (Scotland) Act 2016 is now complete and going forward, this will be delivered through specific work in relation to GIRFEC and ASN in the ECOD CDIP 2019/22.

#### Additional Support Needs Review

The review is now complete and the findings arising from it will be taken forward in the new ECOD CDIP 2019/22.

## **6.0 IMPLICATIONS**

### 6.1 Financial implications - one-off costs:

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

Financial implications - annually recurring costs/(savings):

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

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

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

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

Has an Equality Impact Assessment been carried out?

Yes      See attached appendix.

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

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

## 7.0 CONSULTATION

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

## 8.0 BACKGROUND PAPERS

8.1 ECOD CDIP 2016/19.

## 9.0 CONCLUSION

9.1 This is the final progress report on the year three improvement actions that sit within the Education Service and the Inclusive Education, Culture and Communities Service's sections of the ECOD CDIP 2016/19. It is presented for the Committee's consideration and approval. A new ECOD CDIP 2019/22 is also on the agenda of this Committee.

**Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2018/19**

**Corporate Improvement Actions**

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

| Corporate Improvement Actions 2018/19 |  |   |                          |   |                            |
|---------------------------------------|--|---|--------------------------|---|----------------------------|
|                                       | Where do we want to be?  | How will we get there?  | Status<br>March 2019     | Commentary<br>March 2019  | Corporate Plan<br>priority |
| 1.                                    | <p><u>Equality and diversity</u></p> <p>There is better reporting on corporate equality actions by the CEG.</p> <p>Families are supported to live in Inverclyde, with particular support in place to help them to integrate into the local culture.</p> <p>Inverclyde better meets the needs of customers who are BSL users.</p> | <p>Corporate Policy Officer responsible for equalities will work with CEG to develop the plan.</p> <p>Identify ways to celebrate diversity in Inverclyde. Foster good relations/understanding with communities and new migrants.</p> <p>Work with families to tackle gender inequality.</p> <p>The Council will engage with local BSL users to develop the Plan for Inverclyde</p> <p>(timescale October 2018).</p> | <p>●</p> <p>On track</p> | <p>Syrian families participated in NHS 70 events (to mark the 70th year of the NHS).</p> <p>The Council's BSL Plan was approved by the Policy and Resources Committee on 13 November 2018 and is available on the Council's website in both English and BSL.</p> <p>The Education Outcomes 2017/21 were refreshed at the start of 2019 and a new improvement action was inserted at Education Outcome 3 around the setting up of a Locality Additional Needs Forum.</p> <p>The Education Equality Mainstreaming Report 2019 and Progress on Education Equality Outcomes 2017/21 was considered by the Education and Communities Committee on 12 March 2019. Additionally, the</p> | <p>OP 5</p> <p>OP 9</p>    |

## Corporate Improvement Actions 2018/19

|    | Where do we want to be?   | How will we get there?   | Status<br>March 2019 |          | Commentary<br>March 2019  | Corporate Plan<br>priority |
|----|---|--|----------------------|----------|---|----------------------------|
|    |   |  |                      |          | Equality Mainstreaming Report 2019, Progress on Equality Outcomes 2017/21 and Equal Pay Statement 2019 was submitted to the meeting of the Policy and Resources Committee on 26 March 2019. |                            |
| 2. | <p><u>Engagement with young people/Youth Participation Strategy (YPS)</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision making affecting their schools, services for young people and communities.</p> <p>Young people have a greater impact in determining the services available to them and positively contribute to local planning.</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery.</p> | <p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the recent Clyde Conversations 3 event; continue to host annual Clyde Conversations events to ensure positive and meaningful participation (present – March 2019).</p> <p>Develop a new structure for Youth Representation through the establishment of a Youth Cabinet (by March 2019).</p> <p>Develop plans for nominated young people to sit on local Council committees to ensure their voices are heard on an appropriate platform (by March 2019).</p> | ●                    | On track | It was a very successful Year of the Young Person 2018 in Inverclyde with an increase in the number of young people taking part in events.  | OP2                        |



## Cross-Directorate Improvement Actions 2018/19

These improvement actions are implemented by more than one Council Service

### Cross-Directorate Improvement Actions 2018/19

|    | Where do we want to be?  | How will we get there?   | Status<br>March 2018     | Commentary<br>March 2019  | Corporate Plan<br>priority                             |
|----|--|--|--------------------------|---|--|
| 1. | <p><u>Implementation of The Children and ASN (Scotland) Act 2014</u></p> <p>Single and multi-agency workforce confidence in development of children's plans will continue to improve and develop.</p> <p>Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes.</p> <p>Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families.</p> <p>Policy and procedures in place to ensure appropriate secure IT communication solutions and protocols in place</p> | <p>Continue to deliver single and multi-agency follow-up GIRFEC training as appropriate, including SEEMIS development of appropriate SEEMIS Models.</p> <p>Continue to implement quality assurance and moderation of single and multi-agency children's plans will be developed and implemented.</p> | <p>●</p> <p>On track</p> | <p>Updated SEEMIS application and associated modules currently being developed. Due for implementation August 2020.</p> <p>Multi agency training regarding GIRFEC continues to be provided.</p> <p>GIRFEC Communities of Practice are established across the localities and well represented across agencies to discuss ongoing practice development issues. These discussions are fed back through the GIRFEC Strategic Implementation Group on a quarterly basis.</p> | <p>OP4</p> <p>OP5</p>                                  |
| 2. | <p><u>Joint Children's Services Plan (CSP)</u></p> <p>Inverclyde's Joint CSP is in place and being delivered.</p>  | <p>The Children's Services Partnership will inform the revised plan.</p> <p>The Partnership will identify where monitoring information</p>   | <p>●</p> <p>On track</p> | <p>The Inverclyde CSP is in place and is being delivered.</p> <p>A monitoring framework has been established in response to the Scottish Government</p>   | <p>OP2</p> <p>OP4</p> <p>OP5</p> <p>OP6</p> <p>OP9</p> |

## Cross-Directorate Improvement Actions 2018/19

|    | Where do we want to be?  | How will we get there?   | Status<br>March 2018 |          | Commentary<br>March 2019   | Corporate Plan<br>priority                                  |
|----|--|--|----------------------|----------|--|---|
|    | A monitoring framework is established in response to the Scottish Government guidance.   | will be sourced from and set up mechanisms to gather it.   |                      |          | <p>guidance.</p> <p>A final review and evaluation of the CSP Year 1 Delivery Plan was complete by January 2019. A draft year 2 Delivery Plan was issued in December 2018 and completed in February 2019.</p> <p>Performance measures will be reviewed by the Priority Delivery Groups.</p> |   |
| 3. | <p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the SAC are disseminated across all schools.</p> <p>Attainment gap linked to deprivation has decreased.</p> | <p>Continue to ensure that a co-ordinated response to family learning is taken forward with partners to ensure an impact on attainment</p> <p>Close our attainment gap linked to deprivation through targeted use of Attainment Challenge Funding and Pupil Equity Funding</p> <p>Continue to roll out professional learning which impacts upon play room/class room practice through revised learning.</p> <p>Evidenced-based strategies to improve literacy and numeracy</p> | ●                    | On Track | <p>There has been a change in the leadership team.</p> <p>Strong progress continues.</p>   | <p>OP2<br/>OP3<br/>OP4<br/>OP5<br/>OP6<br/>OP9<br/>OP10</p> |

## Cross-Directorate Improvement Actions 2018/19

|    | Where do we want to be?  | How will we get there?   | Status<br>March 2018 |          | Commentary<br>March 2019   | Corporate Plan<br>priority |
|----|--|--|----------------------|----------|--|----------------------------|
|    |  | <p>are in place across all schools.</p> <p>Work with schools and partner agencies, including the third sector, to ensure that children and young people are supported to attend school.</p> <p>Implement and evaluate the new attendance policy.</p> <p>Through the continued implementation and evaluation of policies such as GIRFEC and the Positive Relationships Positive Behaviour Policy, which has been updated to include national recommendations, we will maintain our high performance against national comparators and continue to reduce exclusions.</p> <p>Work with schools to identify an exit strategy to ensure continuity and we continue to close the attainment gap.</p> |                      |          |  |                            |
| 4. | <p><u>Volunteering Strategy and Action Plan</u></p> <p>The quality of volunteering opportunities is increased.</p> | <p>Carry out refreshed survey of volunteering across the directorate and CLD partnership.</p>  | ●                    | On Track | <p>A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed.</p> | <p>OP1<br/>OP2</p>         |

## Cross-Directorate Improvement Actions 2018/19

|    | Where do we want to be?   | How will we get there?  | Status<br>March 2018 |          | Commentary<br>March 2019   | Corporate Plan<br>priority |
|----|---|---|----------------------|----------|--|----------------------------|
|    | <p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.</p>   | <p>Partnership volunteer development event held. Findings to inform a volunteering strategy for Inverclyde</p> <p>Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.</p>   |                      |          | <p>The action will be continue to be taken forward in the new CDIP 2019/22.</p>  |                            |
| 5. | <p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p> <p>Working towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD.</p> | <p>Use of evidence-based approaches which lead to improved literacies capabilities (links to CD2: Scottish Attainment Challenge/Raising Attainment for All and the National Improvement Framework) with a developmental focus on parents/early years and senior phase</p> | ●                    | On Track | <p>Progress made against all key priorities in ALIS 2020.</p> <p>A partnership development day focussing on Outcome 1 of ALIS 2020: Scotland's adults have access to literacies learning opportunities in which they can achieve their goals and progress was held in January 2019. A number of areas for development were identified which will be an development priority from April 2019, including:</p> <ul style="list-style-type: none"> <li>• identification of need/ barriers to participation</li> <li>• development of learner pathways and additional support at</li> </ul> | <p>OP2<br/>OP3<br/>OP4</p> |

## Cross-Directorate Improvement Actions 2018/19

|    | Where do we want to be?   | How will we get there?  | Status<br>March 2018 |  | Commentary<br>March 2019  | Corporate Plan<br>priority                  |
|----|---|---|----------------------|--|---|---|
|    |   |   |                      |  | transition phases. <ul style="list-style-type: none"> <li>• Identification of Literacies Champions.</li> </ul>  |   |
| 6. | <p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations as proposed in the national policy document.</p> <p>The Youth Employment Activity Plan (YEAP) is currently being discussed by Inverclyde Regeneration and Employability Partnership (IREP) to identify the collation of provision and identify gaps.</p> <p>There is an increase in positive and sustained destinations for school leavers in Inverclyde.</p> | <p>Continue to deliver on our 3-year Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.</p> <p>Fully utilise the YEAP.</p> <p>Continue to review senior phase vocational curriculum including activity agreements, school based personal learning pathways, school/college liaison programme.</p> | <p>●</p>             | <p>On Track</p> <p>Slight slippage</p> | <p>Schools are progressing well against the local plan. A new three year plan for the period August 2019 to June 2021 will be finalised by the end of the school year (June 2019).</p> <p>Responsibility for the delivery of the YEAP now lies with the Inverclyde Regeneration and Employability Partnership. The latest initial School Leaver Destination Results (SLDRs) are 93.3%, the SLDR follow up will be published in May/June 2019.</p> | <p>OP2</p> <p>OP3</p> <p>OP5</p> <p>OP9</p> |
| 7. | <p><u>Large scale, informal youth gatherings</u></p> <p>Clear processes, roles and responsibilities in place across partner organisations including the Council, Police and Fire and Rescue.</p> <p>Agreed action plan is completed.</p>  | <p>Multi-agency Tasking and Co-ordinating (MATAC) partners identified and meetings held.</p> <p>CSP action plan developed in Q4 of 2017/18 for actions in Q1/Q2 of 2018/19.</p> <p>The CSP Co-ordinating Group meet 8 weekly to oversee</p>   | <p>●</p>             | <p>On Track</p>                        | <p>The existing multi-agency approach to large-scale youth gatherings is ready for delivery in 2019, with the Action Plan focussing on delivery of preventative actions and the resumption of reactive services as required at all known sites.</p> <p>Practical initiatives include the</p>  | <p>OP1</p> <p>OP2</p> <p>OP9</p>            |

**Cross-Directorate Improvement Actions 2018/19**

|  | <b>Where do we want to be?</b> | <b>How will we get there?</b>   | <b>Status<br/>March 2018</b> |  | <b>Commentary<br/>March 2019</b>  | <b>Corporate Plan<br/>priority</b> |
|--|--------------------------------|---|------------------------------|--|---|------------------------------------|
|  |                                | <p>progress of CSP &amp; MATAC action plans.</p> <p>Upskill parents and young people of the potential risks and dangers involved by delivering a range of educational inputs.</p> |                              |  | <p>delivery of ASB and fire raising awareness talks to secondary school pupils by SFRS in March 2019 and the planned trainline initiative for April and May 2019 to address ticketless travel in partnership with Scotrail, BTP and Police Scotland which includes support from the Community Wardens. Police Scotland will lead on an overall review of the approach to large-scale youth gatherings, with this review being progressed under the auspices of the Community Safety Partnership and being supported by the Community Safety and Resilience Team</p> |                                    |

## Service Improvement Actions 2018/19

These improvement actions are implemented by individual Council Services

| Education |   |   |                      |          |   |                                    |
|-----------|---|---|----------------------|----------|---|------------------------------------|
|           | Where do we want to be?   | How will we get there?  | Status<br>March 2019 |          | Commentary<br>December 2018   | Corporate Plan<br>priority         |
| 1.        | <p><u>The Education (Scotland) Act 2016</u></p> <p>The Authority will be fully compliant with, or will have, plans to be fully compliant with all aspects of The Education (Scotland) Act 2016.</p> <p>There will be improved attainment for Looked After and Looked After and Accommodated Children with particular focus on children Looked After at Home.</p>                                      | <p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Further improve consultation and communication with parents and carers and the wider community to ensure that all are fully involved in improvements through effective self-evaluation</p> <p>Continue to take forward and implement the National Improvement Framework.</p> | ●                    | Complete | <p>This will now be overtaken by specific work on GIRFEC and ASN which will be taken forward in the ECOD CDIP 2019/22.</p>        | <p>OP2<br/>OP5<br/>OP6<br/>OP9</p> |
| 2.        | <p><u>Broad General Education (BGE)</u></p> <p>A system is in place to be able to report on and monitor attainment in the BGE which will include facility to track and monitor pupils with barriers to their learning with particular emphasis on LAC At Home.</p> <p>A system is in place to moderate teacher judgements – increase the reliability of teacher judgements in the BGE assessment.</p> | <p>Revising the Quality Assurance Framework across the Authority.</p> <p>Continue to work with schools so they are able to articulate the rationale for their curriculum, including how they show progress for all learners through both the Broad General Education and the Senior Phase.</p> <p>Continue to develop the senior phase through enhanced pupil choice.</p>   | ●                    | On Track | <p>Schools continue to track and monitor performance at all levels.</p> <p>Work on the BGE toolkit and data packs is ongoing.</p> | <p>OP3<br/>OP4<br/>OP5<br/>OP9</p> |

| Education |   |  |                      |                 |  |                                  |
|-----------|---|--|----------------------|-----------------|--|----------------------------------|
|           | Where do we want to be?   | How will we get there?   | Status<br>March 2019 |                 | Commentary<br>December 2018  | Corporate Plan<br>priority       |
| 3.        | <u>1+2 Modern Languages Strategy</u><br><br>All pupils should be taught a second language from P1 and a third language from P5.                             | All schools continue to embed L2<br><br>Pilot clusters and some other primaries continue to work informally on L3. | ●                    | Slight slippage | An officer is in post to promote plans.<br><br>Language 2 is embedded across schools, however the implementation of language 3 is still proving problematic.   | OP1<br>OP3<br>OP9                |
| 4.        | <u>Early learning and childcare entitlement</u><br><br>By 2020 the council will be offering the entitlement of 1,140 hours of early learning and childcare. | A Working Group continues to meet to take forward and implement the plan.  | ●                    | On Track        | Early phasing plan for 2018/19 has been successfully delivered. The plan for 2019/20 is complete and has been approved Education and Communities Committee. Infrastructure developments are on course at this stage; however there is still a risk that infrastructure projects may not be complete by 2020.<br><br>Interim arrangements are being explored. Workforce planning is on course at this stage; however there is still a risk that the number of qualified staff will not be available. Careful monitoring of workstreams is in place. | OP3<br>OP4<br>OP5<br>OP9<br>OP10 |
| 5.        | <u>Leadership in educational establishments</u><br><br>Enhanced leadership at all levels will   | Further development of leadership strategy.<br><br>Leadership pathways and   | ●                    | On Track        | Strong progress continues to be made and there are now opportunities for collaboration through the Regional  | OP10                             |



**Education**

|  | <b>Where do we want to be?</b>   | <b>How will we get there?</b>  | <b>Status<br/>March 2019</b> |  | <b>Commentary<br/>December 2018</b> | <b>Corporate Plan<br/>priority</b> |
|--|--|--|------------------------------|--|-------------------------------------|------------------------------------|
|  | ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners. | <p>opportunities for succession planning.</p> <p>Identifying clear pathways for leadership.</p> <p>Continuing to develop a structured programme to support teachers who are actively seeking promotion.</p> <p>Monitoring and evaluating the impact of the existing programmes.</p> <p>Identifying opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise.</p> |                              |  | Improvement Collaborative.          |                                    |

## Inclusive Education, Culture and Communities

|    | Where do we want to be?  | How will we get there?  | Status<br>March 2019 |          | Commentary<br>March 2019  | Corporate Plan<br>priority       |
|----|--|---|----------------------|----------|---|----------------------------------|
| 1. | <p><u>Additional Support Needs Review (ASN)</u></p> <p>A well-developed Inclusive Support Service which will be effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people.</p> | <p>Continue to monitor and improve attendance and reduce exclusions across schools and establishments, particularly linked to deprivation, looked after children (LAC) and those with barriers to learning</p> <p>Improve the educational performance of our looked after pupils and increase the number of looked after pupils entering a positive destination upon leaving school</p> <p>As part of Inverclyde's Autism Strategy, develop Autism Friendly Schools. Locality ASN planning approaches will be piloted in one area by April 2019.</p> <p>A 2 year Autism Officer post will be filled shortly to ensure continuity.</p> <p>The third sector are involved in the delivery of the identified outcomes in the autism strategy.</p> <p>1 year funding projects will be in place from November 2018.</p> | ●                    | Complete | The review is now complete and the findings arising from it will be taken forward in the ECOD CDIP 2019/22. | OP4<br>OP5<br>OP6<br>OP9<br>OP10 |

## Inclusive Education, Culture and Communities

|    | Where do we want to be?  | How will we get there?  | Status<br>March 2019 |          | Commentary<br>March 2019  | Corporate Plan<br>priority |
|----|--|---|----------------------|----------|---|----------------------------|
| 2. | <p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde Libraries will implement the recommendations from the National Strategy, focusing on two strategic aims per year for the next 3 years.</p> <p>In 2018/19 Inverclyde Libraries will:</p> <ul style="list-style-type: none"> <li>• Promote culture and creativity.</li> <li>• Provide excellent public services.</li> </ul> | <p>Culture and creativity: the Strategy recommends that libraries extend cultural engagement by providing opportunities in community venues.</p> <p>In 2018-19 Inverclyde Libraries will use Live Literature funding to provide 6 author events in public libraries and HMP Greenock.</p> <p>Excellent public services: the Strategy recommends that libraries develop methods for reporting on the impact and outcomes of library activities through How Good Is Our Public Library Service (HGIOPLS).</p> <p>In 2018/19 Inverclyde Libraries will undertake a validated self-evaluation process on Q15 - Vision, Strategy &amp; Continuous Improvement.</p> | ●                    | Complete | This is now complete.   | OP1<br>OP8<br>OP9<br>OP10  |
| 3. | <p><u>CLD Inspection</u></p> <p>The service is adequately prepared for the CLD inspection.</p>   | <p>CLD CIG will carry out self-evaluation in autumn 2018 to plan for the inspection.</p>  | ●                    | Complete | Community learning and development (CLD) partners within Inverclyde Council and the area of Inverclyde Central were inspected by Education Scotland during January and February 2019. | OP2<br>OP5<br>OP9<br>OP10  |

## Inclusive Education, Culture and Communities

|    | Where do we want to be?   | How will we get there?  | Status<br>March 2019 |          | Commentary<br>March 2019  | Corporate Plan<br>priority                  |
|----|---|---|----------------------|----------|---|---|
|    |   |   |                      |          | <p>The inspection found that the following key strengths:</p> <ul style="list-style-type: none"> <li>• Strong partnership working in relation to the Attainment Challenge.</li> <li>• Community planning partners' understanding of the essential role of CLD.</li> <li>• Strong culture of mutual support amongst organisations and groups.</li> <li>• Strong and effective leadership for CLD.</li> <li>• Evolving youth voice.</li> </ul> <p>The service received 2 very good and 2 good evaluations against the 4 quality indicators.</p> |   |
| 4. | <p><u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u></p> <p>Increased numbers of young people gaining qualifications.<br/>A broader range of qualifications offered to better meet the needs of individuals.</p> | <p>All CLD staff are trained in Assessor/verifier qualifications.</p> <p>Increased range of qualifications offered.</p> | ●                    | On Track | <p>The range of opportunities has been expanded.<br/>Young people are now being offered new accreditation opportunities through Kelvin College and the Community Achievement Awards.</p>  | <p>OP2<br/>OP4<br/>OP5<br/>OP9<br/>OP10</p> |

## Inclusive Education, Culture and Communities

|    | Where do we want to be?   | How will we get there?   | Status<br>March 2019     | Commentary<br>March 2019   | Corporate Plan<br>priority                  |
|----|---|--|--------------------------|--|---|
| 5. | <p><u>Youth work</u></p> <p>All young people in school and community based settings are effectively supported to develop the confidence and skills they need to 'stay safe' and thrive in the face of any new challenges they face.</p> <p>Increased engagement with young people in their own settings which includes street based programmes around community safety and health. Increase in street work and outreach activity to engage more effectively with the hardest to reach young people.</p> | <p>Work with school colleagues to increase the number and effectiveness of school based inputs around staying safe in response to new challenges facing young people, particularly targeting S1 to S3.</p> <p>More direct engagement on the street with the Word on the Street Project</p> | <p>●</p> <p>On Track</p> | <p>The Cyber-safety inputs have been redeveloped as a result of on-going demands from schools. More sessions on sexting have been incorporated to the younger age groups.</p> <p>More parental inputs have been delivered.</p> <p>All the drugs education inputs have been updated. Staff undertook training on synthetic substances to deal with the new trends in usage by young people.</p> <p>Additional staff have been recruited to Word on the Street. Training has been undertaken and mapping of areas to establish where young people are.</p> <p>Materials have been developed to give young people help in establishing contact.</p> | <p>OP2</p> <p>OP5</p> <p>OP6</p>            |
| 6. | <p><u>Adult learning pathways</u></p> <p>All adult learning provision is mapped and processes are in place</p>  | <p>Map all adult learning provision, process developed and agreed with providers receiving public funding to support continued</p>   | <p>●</p> <p>On Track</p> | <p>The development of pathways has been prioritised in the new CLD 3 year plan 2018/21. There are 5 key actions in</p>   | <p>OP2</p> <p>OP3</p> <p>OP5</p> <p>OP9</p> |

## Inclusive Education, Culture and Communities

|    | Where do we want to be?   | How will we get there?  | Status<br>March 2019 |                 | Commentary<br>March 2019  | Corporate Plan<br>priority |
|----|---|---|----------------------|-----------------|---|----------------------------|
|    | to ensure no learner completes a programme without being encouraged to continue their learning. | engagement.   |                      |                 | year 1 and 2 of the Plan. A plan for outcome 1 was developed following a partnership development day and focusses on the following key areas for delivery in 2019-21:<br>Referral and support arrangements, progression pathways with a focus on transitions and FE, Literacies Champions and mapping of CLD services across partnership. | OP10                       |
| 7. | <u>School Transport</u><br><br>Equitable school transport is available across Inverclyde        | Undertake and Audit of current provision<br><br>Identify areas where there is current inequity<br><br>Work with communities to support any implemented changes. | ●                    | Slight slippage | A report will be considered by Education and Communities Committee regarding equitable provision of school transport.   | OP6<br>OP7<br>OP9          |

## Capital Projects Improvement Actions 2018/19

These improvement actions relate to capital projects which the Education, Communities and Organisational Development Directorate lead on. The Directorate acts largely as a client of the Environment, Regeneration and Resources Directorate for the delivery of capital projects including the School Estate Management Plan; Inverclyde Association for Mental Health Broomhill Horticultural Centre; Mearns Centre development; and the Watt Complex Refurbishment (McLean Museum and Watt Library).

| Capital Projects |  |  |                      |          |                          |                            |
|------------------|--|--|----------------------|----------|--------------------------|----------------------------|
|                  | Where do we want to be?  | How will we get there?   | Status<br>March 2019 |          | Commentary<br>March 2019 | Corporate Plan<br>priority |
| 1.               | <u>Capital projects</u><br><br>Continue to work with ERR to ensure timescales are met, that slippage is kept to a minimum and plans are in place for moving in and out of buildings when required. | Client officers are liaising with ERR, and external providers and funding bodies to manage these programmes. | ●                    | On Track | This is ongoing.         | OP7<br>OP9                 |

**Education and Communities Corporate Directorate Improvement Plan 2016/19 - Progress Report 2018/19**  
**Performance Indicators**

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

Full year performance figures for 2016/17, 2017/18 and 2018/19 are shown below, where this information is available:

| <b>Inclusive Education, Culture and Communities</b>   |                            |                            |                            |                       |  |
|---|----------------------------|----------------------------|----------------------------|-----------------------|--|
| <b>Key performance measure</b>  | <b>Performance 2016/17</b> | <b>Performance 2017/18</b> | <b>Performance 2018/19</b> | <b>Target 2018/19</b> | <b>Commentary</b>  |
| <b>Inclusive Education and Culture</b>  |                            |                            |                            |                       |  |
| <b>Libraries:</b> total number of visits  | 418,079                    | 428,785                    | 671,212                    | 423,000               | The performance data for these measures is calculated on an annual basis.    |
| <b>McLean Museum:</b> number of visits to/usages of the Museum                                    | 70,256                     | 57,053                     | 57,076                     | 70,000                |  |
| <b>Adult learners:</b>  |                            |                            |                            |                       | Targets achieved.  |
| <ul style="list-style-type: none"> <li>the number achieving core skills qualifications</li> </ul> | 250                        | 246                        | 261                        | 260                   |  |
| <ul style="list-style-type: none"> <li>the number improving their literacies</li> </ul>           | 601                        | 616                        | 750                        | 590                   |  |
| <b>Literacy and numeracy:</b>   |                            |                            |                            |                       | 13 volunteer tutors start SAL training in January 2019 and are due to finish |
| <ul style="list-style-type: none"> <li>the number of staff trained in</li> </ul>                  | 10                         | 40                         | 21                         | N/A                   |  |



| Inclusive Education, Culture and Communities   |                     |                     |                     |                |  |
|--|---------------------|---------------------|---------------------|----------------|--|
| Key performance measure  | Performance 2016/17 | Performance 2017/18 | Performance 2018/19 | Target 2018/19 | Commentary   |
| the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10)                   |                     |                     |                     |                | their observed practice placement in June 2019.<br><br>RAL training planned for April-June 2019. |
| <ul style="list-style-type: none"> <li>the number of staff trained in the delivery of literacy and numeracy (across a range of non-accredited development and training)</li> </ul> | 66                  | 88                  | 131                 | N/A            |  |

| Education   |                     |                     |   |                |
|---|---------------------|---------------------|---|----------------|
| Key performance measure   | Performance 2016/17 | Performance 2017/18 | Performance 2018/19   | Target 2018/19 |
| <b>Attainment – S5:</b>   |                     |                     | This performance data is produced annually with the attainment results published in August each year. |                |
| <ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 6 by the end of S5</li> </ul> | 56.7%               | 61.5%               |   | 57%            |
| <ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S5</li> </ul> | 33.5%               | 35%                 |   | 34%            |
| <ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S5</li> </ul> | 13.9%               | 16.1%               |   | 14%            |
| <b>Attainment – S6:</b>   |                     |                     |   |                |
| <ul style="list-style-type: none"> <li>% of pupils achieving 3 passes at SCQF Level 6 by the end of S6</li> </ul> | 43.4%               | 42.8%               | As above  | 44%            |
| <ul style="list-style-type: none"> <li>% of pupils achieving 5 passes at SCQF Level 6 by the end of S6</li> </ul> | 28.7%               | 29.5%               | As above  | 29%            |
| <ul style="list-style-type: none"> <li>% of pupils achieving one pass at SCQF Level 7 by the end of S6</li> </ul> | 18.6%               | 17.3%               | As above  | 19%            |
| <b>% Attendance rates:</b>  |                     |                     | Attendance data will be collated at the end of the school year  |                |
| <ul style="list-style-type: none"> <li>primary schools</li> </ul>   | 94.3%               | 93.8%               |   | 95%            |
| <ul style="list-style-type: none"> <li>secondary schools</li> </ul>   | 90.1%               | 89.6%               | As above  | 92%            |

| Education  |                     |                     |   |                |
|--|---------------------|---------------------|---|----------------|
| Key performance measure  | Performance 2016/17 | Performance 2017/18 | Performance 2018/19                                 | Target 2018/19 |
| <ul style="list-style-type: none"> <li>additional support needs schools</li> </ul>                 | 90.1%               | 91.8%               | As above  | 92%            |
| <b>Exclusions from school per 1,000 pupils:</b>  |                     |                     | Data will be collated at the end of the school year |                |
| <ul style="list-style-type: none"> <li>primary</li> </ul>  | 2.7                 | 5.0                 |   | N/A            |
| <ul style="list-style-type: none"> <li>secondary</li> </ul>  | 35.8                | 45.6                | As above  | N/A            |
| <ul style="list-style-type: none"> <li>additional support needs</li> </ul>                         | 12.7                | 12.1                | As above  | N/A            |
| <ul style="list-style-type: none"> <li>looked after children – primary</li> </ul>                  | 10                  | 10.9                | As above  | N/A            |
| <ul style="list-style-type: none"> <li>looked after children – secondary</li> </ul>                | 108.9               | 126.1               | As above  | N/A            |
| <ul style="list-style-type: none"> <li>looked after children – additional support needs</li> </ul> | 47.6                | 55.6                | As above  | N/A            |