Education, Communities and Organisational Development

Corporate Directorate Improvement Plan 2019/22

Inverclyde council

This document can be made available in other languages, large print, and audio format upon request.

Arabic

هذه الوثيقة متاحة أيضا بلغات أخرى والأحرف الطباعية الكبيرة وبطريقة سمعية عند الطلب.

Cantonese

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Gaelic

Tha an sgrìobhainn seo cuideachd ri fhaotainn ann an cànanan eile, clò nas motha agus air teip ma tha sibh ga iarraidh.

Hindi

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

Mandarin

本文件也可应要求，制作成其它语文或特大字体版本，也可制作成录音带。

Polish

Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formacie audio.

Punjabi

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਰਾਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

Urdu

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔

Organisational Development, Policy and Communications, Municipal Buildings, Greenock, Inverclyde, PA15 1LY

01475 717171 corporate.policy@inverclyde.gov.uk

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1. Introduction by the Corporate Director, Education, Communities and Organisational Development

On behalf of the Education, Communities and Organisational Development (ECOD) Directorate, I am pleased to present our Corporate Directorate Improvement Plan (CDIP) 2019/22. This Plan sets out the strategic direction for the Directorate, including the key projects, programmes and improvement actions that we intend to deliver over the next three years. The Plan also reflects the successes of the Directorate and the challenges that lie ahead in the future delivery of our services.

The services that the Directorate delivers contribute directly to the delivery of the strategic priorities in the Inverclyde Alliance's Outcomes Improvement Plan 2017/22 and Inverclyde Council's Corporate Plan 2018/22, as well as the delivery of the shared wellbeing outcomes to ensure that all our residents are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included.

In striving for excellence in the provision of early years and education services; promoting the arts and culture; strengthening partnership working and developing approaches to reduce poverty in our communities, the Directorate is helping to deliver the Council's vision of 'Getting it right for every child, citizen and community'. The Directorate also helps to ensure that the Council is 'getting it right' for its employees by driving forward continuous improvement, supporting and developing the workforce and providing an effective communication service to the Council and the public.

We are proud of the many successes that we have achieved over the past year, including winning at the Scottish Education Awards 2018; the publication of the Inverclyde Council British Sign Language Plan 2018/24;the hosting of our third Clyde Conversations conference and being the first, and one of the largest, employers in Scotland to sign up to the Disability Confident scheme. We were also delighted that an Education Scotland inspection found that very good progress is being made in improving learning, raising attainment and narrowing the poverty-related attainment gap in Inverclyde.

Looking ahead, a key focus for the Directorate will be tackling poverty and inequalities and narrowing the attainment gap further, to ensure better outcomes for children and residents affected by deprivation. We will also seek to strengthen our work with communities so that our residents can influence the decisions that affect them. One of our greatest challenges in the coming years will be maintaining the delivery of high quality services in extremely difficult financial circumstances. A reduction in the Council's workforce has reinforced the necessity for robust workforce development and succession planning and this work will be led by the ECOD Directorate.

This CDIP has been developed following a comprehensive review of national and local priorities, where the Directorate wants to be in three years' time, and the improvement activity that is linked to this. This involved consideration of a wide range of data, stakeholder views and reviewing how the services we provide contribute to the delivery of the Council's Corporate Plan organisational priorities and improving the quality of lives of our children, citizens and communities.

As a Directorate, we have a solution-focussed approach to our work. We will continue to develop and promote robust self-evaluation both in our own Directorate and across the Council, in order to enhance current good practice and constantly develop and improve as a local authority. In delivering this Plan, we hope to support and challenge our employees to improve the quality of the services we provide. We look forward to building on the progress that has been achieved and continuing to make further achievements during the next three years and I look forward to updating you on our progress.

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

2. Strategic Overview

2.1 Purpose and scope of the Directorate

The primary role of the Education, Communities and Organisational Development Directorate is to:

- Develop and widen opportunities for all children and young people to achieve their full potential through the delivery of early years, education; inclusive education and lifelong learning services;
- Support residents and groups through community based learning and action;
- Help people to feel safe at home, at work and in their community;
- To support, co-ordinate and drive forward a culture of performance management and improvement within the Council and the Community Planning Partnership, the Inverclyde Alliance;
- To provide a comprehensive HR and OD, press and media service to all parts of the Council.

The Directorate delivers this via three Services:

- Education
- Culture, Communities and Educational Resources
- Organisational Development, Policy and Communications

These services all sit within the Council's vision of a *Nurturing Inverclyde* where we are ***Getting it Right for Every Child, Citizen and Community***, working towards the achievement of the wellbeing outcomes, where all our children, citizens and communities are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We are committed to delivering high quality, professional and efficient services that are responsive to the needs of our children, young people and communities and deliver better outcomes. We aim to achieve the highest standard of customer care and satisfaction in the delivery of our services, whether this is in our nurseries and schools, in our community work or supporting other Council services and partners.

Examples of Directorate achievements in 2018 include:

- King's Oak Primary School won the Family and Community Learning Award at the Scottish Education Awards in 2018.
- Kilmacolm Primary and Nursery won the Raising Attainment in Literacy Award at the Scottish Education Awards in 2018.
- The continued transformation of our school estate to ensure that every child in Inverclyde is educated in a new or refurbished school, with the opening of a new Glenbrae Children's Centre, the brand new Glenpark Early Learning Centre, the refurbishment of Lady Alice and Moorfoot Primary Schools; and the new build at St Ninian's Primary School.
- Establishing the infrastructure to deliver the expansion in Early Learning and Childcare to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds.
- The expansion of the Health Surveillance Programme to include Facilities Management and Home Carers. There are now approximately 1,000 employees being monitored annually under this programme.
- The Council won a Healthy Working Lives Gold Award, jointly with the Inverclyde HSCP.
- The successful completion of auto re-enrolment.
- The publication of our British Sign Language Plan 2018/24.
- The publication of a new Inverclyde Council Corporate Plan 2018/22.
- The development and implementation of the Dignity and Respect at Work Policy and Policy and Procedures.
- Inverclyde Council was one of the first and largest employers in Scotland to sign up to the Disability Confident scheme to support disabled people in employment.
- Gaining the Carer Positive Award (Level 1), demonstrating that the Council supports employees who have caring responsibilities. Work is ongoing towards the next level of the award.
- The completion of a review of the Council's Pay and Grading structure.

- Succession plans have been completed.
- The third annual Clyde Conversations Conference took place, planned and delivered by young people from across all secondary schools in Inverclyde.

Some Services within the Directorate have also been subject to external inspection over the past 12 months, the findings of which have been very positive.

- ***Education Scotland Inspection of Local Authorities: How well is Inverclyde Council improving learning, raising attainment and closing the poverty related attainment gap***

  In October 2018, Education Scotland published a report 'How well is Inverclyde Council improving learning, raising attainment and closing the poverty-related attainment gap?". The report findings were that the Council's approach was described as life-changing and sector leading and that the Council is making very good progress in improving learning, raising attainment and closing the poverty related attainment gap.

  The Education Scotland inspectors also praised the very strong vision and values across the whole local authority.

  The improvement actions within this Corporate Directorate Improvement Plan aim to build on the achievements made by the Directorate to date. In all areas of service delivery we will seek to strengthen our engagement with our children, young people and communities to ensure that their voices are reflected in our service delivery. You can read the full report Education Scotland report here:
  https://www.inverclyde.gov.uk/news/2018/oct/inverclyde-leads-the-way-in-closing-the-attainment-gap

- ***HMIE Community Learning and Development Place Based Inspection 2019***

  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.

  The inspection found that the following key strengths:

  - Strong partnership working in relation to the Attainment Challenge.
  - Community planning partners' understanding of the essential role of CLD.
  - Strong culture of mutual support amongst organisations and groups.
  - Strong and effective leadership for CLD.
  - Evolving youth voice.

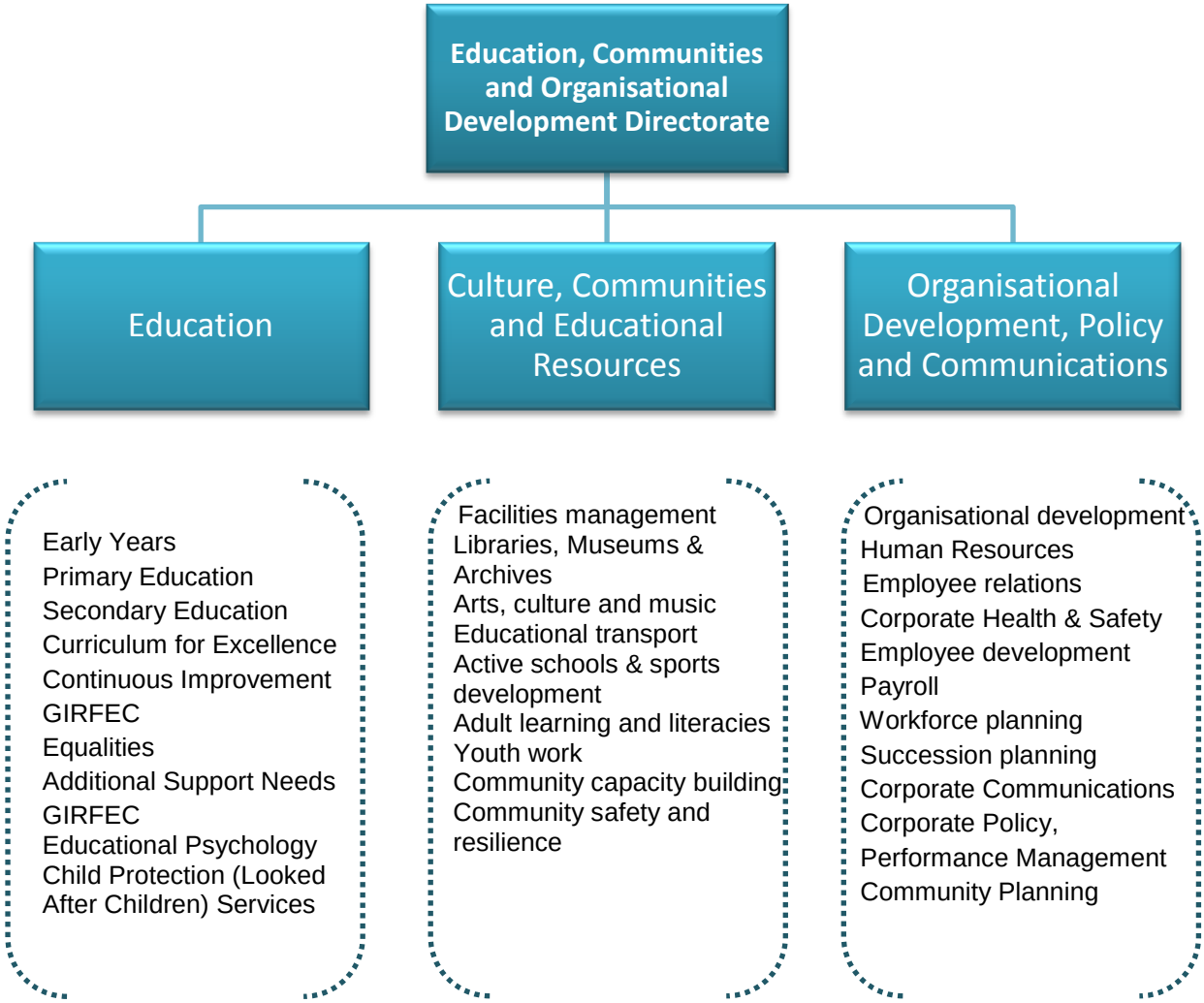
  You can read the full Education Scotland report here:
  https://education.gov.scot/assets/contactorganisationinspectionreports/cldinverclydecouncil110319.pdf

- ***Inverclyde Libraries Validated Self Evaluation***

  In February 2019, Inverclyde Libraries undertook a validated self-evaluation of the service using the How Good Is Our Public Library Service (HGIOPLS) framework and received a Level 5 rating (very good) for QI 5 – Vision, Strategy and Continuous Improvement.

  The review found major strengths in library provision including: strategic goals clearly linked to corporate plans, cultural partnership plans and the national strategy for public libraries; meaningful evidence of impact is consistently considered at the earliest stages of planning; strategic commitment to ongoing staff training and excellent staff communication contributes to a staff group highly engaged and supported to develop and implement innovative practises; and a good track record of attracting external funding to drive service improvement and innovation.

More detail on the management structure and Services within the Education, Communities and Organisational Development Directorate is provided in the structure chart below:



Key areas of focus for the Directorate this year will be:

- Embedding locality planning to provide a platform for people in Inverclyde to have a voice to inform decisions
- Workforce planning to ensure our workforce is highly skilled and able to deliver on outcomes
- Expansion of early learning and childcare
- The Scottish Attainment Challenge and reducing the poverty related attainment gap
- Raising attainment
- Culture and Heritage
- Children's Services Planning ensuring a joined up approach to meet the needs of families and children
- Further development of multi-agency partnership working through the Inverclyde GIRFEC model
- Promoting repopulation through the effective marketing of Inverclyde

2.2 National and local context

The Education, Communities and Organisational Development Directorate operates within a diverse legislative and policy framework. This includes any new legislation that emerges from the Scottish and UK Governments, which will have a direct impact on the nature of the services that the Directorate provides during the next three years.

Like all public sector organisations, our greatest challenge is managing a reduction in funding whilst maintaining the delivery of high quality services to local communities. The Directorate has, over a number of years, looked at ways to reduce costs to make savings, however the scope for further savings is becoming increasingly limited and we are developing new ways of working to ensure that we are well placed to meet the challenges that lie ahead. The OD and HR Service leads on the development of workforce planning for the Council and this will be vital to ensuring that the Directorate continues to work efficiently and effectively in a climate of reduced resources.

We will continue to work closely with our partners to reduce socio-economic inequalities through locality planning. To achieve this, we need to build on the work that has already taken place to develop community capacity and strengthen the voices of those living in our communities, so that residents feel empowered to be involved in decision making about the services that they receive and the things that affect their lives.

A key challenge for Education Services will be sustaining the improvements achieved through the Scottish Attainment Challenge Fund once the funding is no longer available. The development of exit and continuation strategies for Attainment Challenge initiatives will therefore be a focus of the work of Education Services in the next few years, particularly where initiatives are currently delivered in partnership.

There has been also been a change in how Councils across Scotland work together to deliver improvement in education nationally. Six regional improvement collaboratives have been established across Scotland. Inverclyde's Education Services is a partner in the Glasgow City Region Improvement Collaborative, also known as the 'West Partnership', which brings together authorities from across the Glasgow City Region. The Glasgow City Region represents a significant proportion of the Scottish population, encompassing 773 schools from across the region, in addition to hundreds of Early Years settings, both local authority and partner providers.

The aim of the West Partnership is to bring about excellence and equity in education across the entire region and in doing so, raising attainment and achievement. The West Partnership brings together eight local authorities who collectively make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council, Glasgow City Council, Inverclyde Council, North Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council and West Dunbartonshire Council.

The Partnership has developed a three year improvement plan 2017/2020, which aligns with the Scottish Government's National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities. In recognition of this, the performance reporting of Education Services within this CDIP has moved away from local performance indicators to reporting on the critical indicators that form part of the Partnership's evaluation of performance.

Other pieces of new legislation and national policy that will impact on this Plan in the coming years include:

- UK withdrawal from the European Union
- The Local Governance Review
- The Children and Young People (Information Sharing) Bill
- Domestic Abuse (Scotland) Act 2018
- Community Empowerment (Scotland) Act 2015 (Part 9: Food Growing Strategy)
- Consultation on Scottish Hate Crime legislation and Hate Crime Bill
- The British Sign Language Act 2015
- 1,140 hours expansion of Early Learning and Childcare in Scotland
- Changes to the Local Government Pension Scheme
- Changes to employment law legislation

2.3 Customer focus

The Directorate's customer base is varied and wide. It includes all of Inverclyde's children, young people and their parents, those living in communities served by the Community Wardens, as well as communities supported by Community Learning and Development (CLD) employees. It also extends to the media,

people with an interest in libraries, culture, the arts and the music service, as well as those that are seeking employment with the Council. In addition, the Directorate provides support to colleagues in the Council through the functions of Corporate Policy and Organisational Development, Human Resources and Corporate Communications.

Corporate customer engagement takes place through our Citizens' Panel which the Organisational Development, Policy and Communications Service has responsibility for. Two Citizens' Panel surveys are carried out each year, the results of which are reported to the Council's Policy and Resources Committee and posted on the Council's website. Newsletters are also sent to Citizens' Panel members to let them know how their comments have been taken on board.

Council services use customer engagement as an essential tool to measure satisfaction and the feedback that is received is used to improve service delivery. Examples of the customer engagement activity that has been carried out by the services within the Directorate over the past year include:

- An Employee Survey was carried out in 2018 and all employees were encouraged to participate
- Our Budget Consultation processes (online and public engagement events)
- The launch of the Parental Engagement Strategy
- Two *#ClydeConversations* conferences took place with our young people (a main event and a follow-up event)
- An end of programme evaluation for all CLD participants (ongoing)
- Consultation with the community and providers on the expansion of early learning and childcare to 1140 hours by 2020.
- A survey of employee new starts and leavers (on-going)
- Corporate training evaluation (on-going)
- Online survey of applicants and the wider public using the national recruitment portal (ongoing)
- learner-led action research in adult literacies
- Public consultation on the School Transport Policy
- Healthy Working Lives Questionnaire with employees

We also carry out formal and informal engagement with customers through for example; Pupil Councils, the Youth Council, Parent Councils and Community Groups, Adult Learners as well as on-going engagement with individuals through the Community Wardens' service.

Additionally, through the work of community planning, community engagement is co-ordinated through the Community Engagement and Capacity Building Network (CECBN).

2.4 Equality

The ECOD Directorate is committed to ensuring equality of opportunity in everything that it does. The Corporate Director chairs the Council's Corporate Equality Group, which takes the lead in ensuring the Council meets its duties under The Equality Act 2010.

Services carry out equality impact analysis (EIA) on new or significantly changing policies, strategies and procedures, as well as on budget saving proposals. Examples of the Equality Impact Assessments carried out in the past year include:

- Pay and Grading Review
- Dignity and Respect at Work Policy and Procedures
- British Sign Language Action Plan

The Council also has a series of Equality Outcomes and every Service in the Directorate will continue to work towards the achievement of these during the next year. Details of these Outcomes can be viewed here Equality and Diversity.

The Council's overarching Equality Outcomes are:

1. through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities and levels of hate crime are reduced

2. Council employees and Elected Members are able to respond confidently and appropriately to the needs of service users and colleagues who have protected characteristics

3. increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics

4. All Services consistently gather and analyse information on their service users by protected characteristics, where appropriate, which is used to inform improvement planning.

Education Equality outcomes

Ed1. All children and young people have the support that they need in relevant areas
Ed2. Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning

Ed3. All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.

2.5 Sustainability of the environment

The Directorate supports the delivery of the Council's *Green Charter* environmental policy which aims to reduce energy and waste and promote the sustainable use of resources in the Council and across our community. This helps to support improved performance in one of our sustainable development performance indicators i.e. *to reduce CO_2 emissions within the scope of influence of the local authority*, also known as our *area-wide emissions*.

The Directorate's Services are encouraged to help the Council reduce its carbon emissions which in turn supports delivery of the Council's Carbon Management Plan.

It is vital that young people gain an early understanding of key environmental issues and become aware of ways they can make a difference through their personal actions. Our educational establishments have a critical role to play in promoting sustainable development and environmental sustainability for future generations.

Our School Estate Management Plan aims to ensure that all Inverclyde schools are replaced or fully modernised by 2020. Mindful of research into the positive impact of good environmental conditions on pupil attainment, the designs for our new schools place a strong emphasis on natural ventilation, high levels of natural day light and appropriate temperature control, together with energy and carbon reduction measures. This is further enhanced with other environmental sustainability initiatives such as a small wind turbine at Inverclyde Academy, a biomass boiler at the joint campus in Port Glasgow and photovoltaic cells at various sites.

2.6 Risk management

The key risks that the Directorate faces include:

- financial - financial pressures are affecting all public sector agencies and the Directorate needs to closely monitor budgets to ensure service delivery remains efficient, effective and value for money;

- reputation - potential for lack of buy-in and support for local government benchmarking projects and equality and diversity outcomes could lead to non-compliance with legislation or adverse external criticism resulting in a negative impact on the Council's reputation;

- legal and regulatory - potential for lack of support and buy-in could lead to non-compliance with legislation; and

- operational and business continuity - potential for possible inconsistencies in the roll-out of corporate systems and the potential for failure to implement policies and procedures could all have detrimental impacts on operational and business continuity.

The detailed risk management plan is attached at as Appendix 2 on page 56.

Opportunities exist to act in a more corporate manner across Directorates in order to reduce risks and these will be explored over the life of this plan.

2.7 Competitiveness

Competitiveness is a complex area and not simply an issue of delivering services for the least cost. In the public sector, competitiveness can perhaps be better described as *challenge* and *improvement* as this is what the Directorate requires to do to drive continuous improvement and best value.

Our self-evaluation guidance *Are we Getting it Right for Every Child, Citizen and Community?* supports the Directorate to carry out robust self-evaluation, using data from a variety of sources which informs the development of improvement actions, including those set out in section 5 of this Plan. A variety of processes are used to gather the data which informs on-going self-evaluation across the Council and is used to develop and adapt services to better meet the needs of customers.

The benchmarking information derived from the Improvement Service's Local Government Benchmarking Framework (LGBF) will also inform areas where the Directorate will focus attention and carry out further detailed internal analysis, in addition to learning from better performing councils. Services within the Directorate have also participated in LGBF benchmarking family groups, which are used to assess performance, learn from good practice, highlight the Council's own good practice to other authorities and deliver improvement across the local authorities who make up the groups.

In addition to the LGBF family groups, a number of the Directorate's service areas already participate in well-established benchmarking activity such as:

- Health and Safety
- HR policy
- Education Services' benchmarking across local and national networks
- Educational Psychology Service benchmarking with neighbouring services
- Scottish Attainment Challenge
- the Duke of Edinburgh Awards Scheme is compared on a yearly basis, for example, participation rates, success and completion

Over the years we have worked with other local authorities to help them learn from our good practice and vice versa. Education Scotland inspections show that Inverclyde schools perform very well in comparison to our comparator authorities.

The Participation Measure, which replaced the School Leavers Destination Results, tracks the wider 16-19 year old cohort, not just those that have left school. This allows us to benchmark the proportion of our young people that are participating in education, training or employment.

In addition, the developing Scottish Improvement Framework will compare literacy and numeracy via Standardised Testing and indicators for health and wellbeing, which will allow services to benchmark to identify how well we are supporting all our children and young people.

3. Summary of Resources

The Directorate's budget for 2019/ is outlined below

Expenditure and FTE numbers

Resource Statement: Education and Communities

Service	2019/…….		
	Gross Exp £000's	Net Exp £000's	FTE
Director			
Education			
Culture, Communities and Educational Resources			
Education & Communities Total			
Organisational Development, Policy & Communications			
Policy & Resources Committee Total			
Education and Communities Directorate Total			

4. Self-Evaluation and Improvement Plan

The Audit Scotland Best Value Assurance Report on Inverclyde Council, which was published in June 2017, acknowledged that the Council has a positive culture of improvement and is an organisation that supports innovation. The report findings also include that Inverclyde Council uses self-evaluation consistently with clear links to improvement plans.

The Improvement Plan for the Directorate for 2019/22 is set out in section 5. It has been developed based on robust self-evaluation using both formal, such as external audit, inspection reports, validated self-evaluation and informal self-evaluation techniques, such as service self-assessment. It has also been informed by external inspection work such as the Joint Inspection of Services for Children and Young People in Inverclyde, the Education Scotland Inspection 'How Well is Inverclyde Council improving learning, raising attainment and closing the poverty related attainment gap?' and the HMIE Community Learning and Development Place Based Inspection 2019.

There are also a number of improvement actions contained within the Best Value Assurance Report that are relevant to the Directorate and these have been incorporated into the improvement plan in Appendix 1.

Examples of the type of self-evaluation carried out by the services in the Education, Communities and Organisational Development Directorate includes:

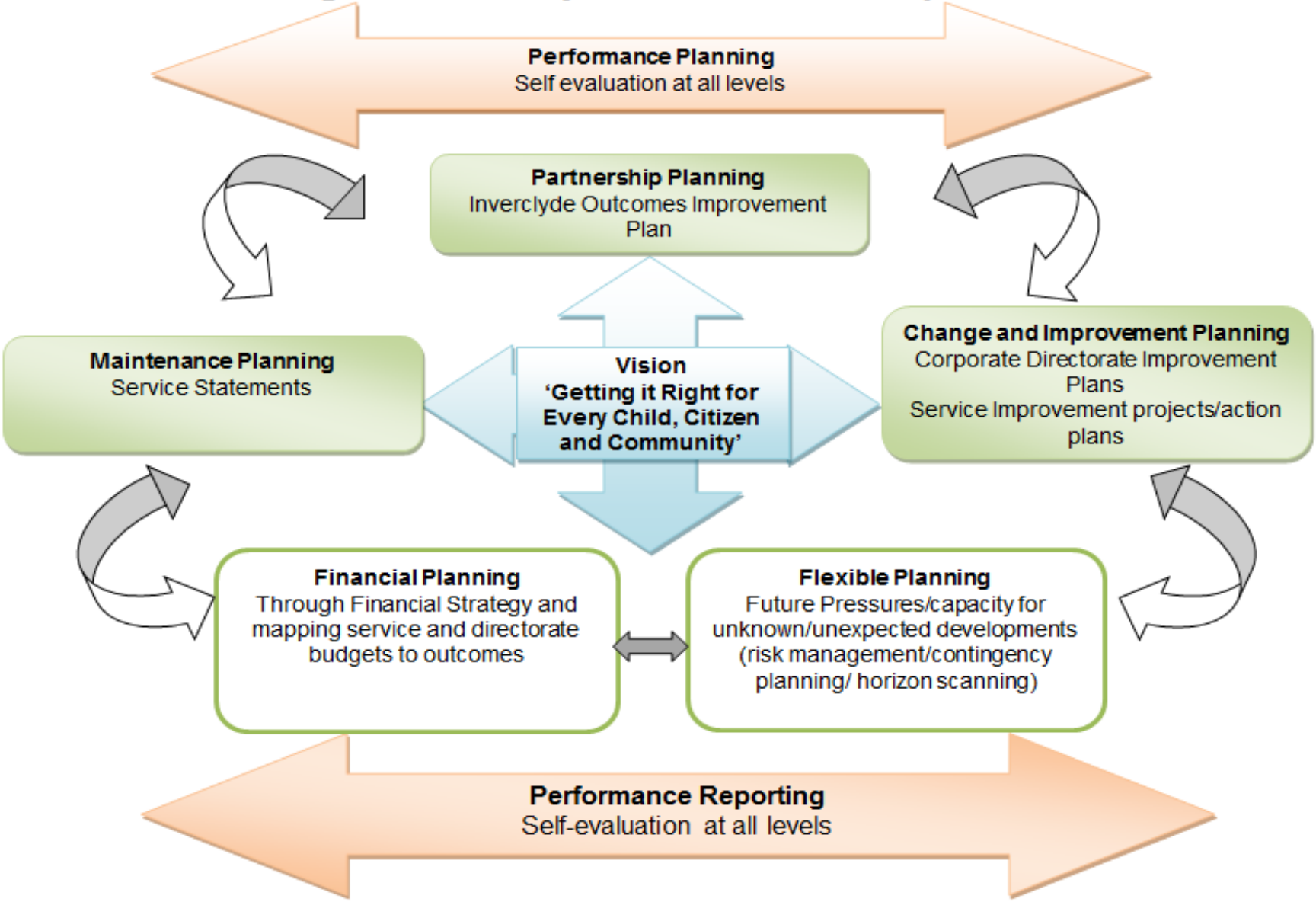
- **Organisational Development, Policy & Communications**
  A review of statutory and key performance indicators; Public Services Improvement Framework self-evaluation undertaken in 2017; general benchmarking of HR policies and practices across Scotland; gathering best practice; self-assessment against the Annual Governance Statement; national communications advisory group, employee opinion survey; using the Scottish Performance Management Forum to benchmark and peer review; the Local Government Benchmarking Framework; customer satisfaction survey; self-assessment against Audit Scotland reports and Citizens' Panel surveys.

- **Education Services**
  Education Scotland inspection and review; the Standards and Quality report, developed at both the centre and at a service level, Improvement Plans at both centre and at a service level; joint capacity building with the Regional Improvement Collaborative; How Good is Our School? 3 and 4, How Good is our Early Learning and Childcare?, The National Improvement Framework, School and Care Commission inspection reports, self-assessment against the requirements of the Education (Scotland Bill); Insight Benchmarking toolkit and establishment reviews.

- **Inclusive Education, Culture and Communities (prior to April 2019)**
  Validated self-evaluation; annual review with the senior management team members; evaluation of professional development initiatives; Education Scotland inspection and review; audit of reciprocal teaching; cross-authority working; Education Scotland good practice visits; internal service self-evaluation using the Public Libraries Quality Improvement Framework Toolkit; customer engagement exercises.

The diagram on the following page sets out the planning cycle for the Council, including the various levels of planning that take place. All of this requires to be underpinned by self-evaluation. Corporate Directorate Improvement Plans sit within change and improvement planning but are underpinned by all other aspects of planning, particularly financial planning.

Planning for Delivery and to Secure Improvement



5. Education, Communities and Organisational Development 3 Year Overview

In addition to Directorate's improvement priorities, there are also aspects of our work which are on-going; work that is significant but nonetheless can be classified as 'business as usual'. These areas of work are captured in the Service Statement and Standards for each Service. Monitoring of the maintenance or 'business as usual' activity is undertaken by individual Directorate and Service Management teams, as well as through the performance reporting via the Council's Statutory Performance reporting, including the Local Government Benchmarking Framework indicators. Additionally, for specific pieces of work, there are other reporting mechanisms to the Council's committees. A specific focus will be given to performance indicators which fall into the third or fourth quartile, or have declined in performance over time with a view to improvement or understanding the reason behind the performance.

The 3 year Action Plan for the Directorate is set out on page 16 and is broken down into Corporate Improvement Actions, Cross Directorate Improvement Action and Service Improvement Actions:

Section	Actions	Page
5.1	Corporate Improvement Actions	18
5.2	Cross Directorate Improvement Actions	32
5.3	Service Improvement Actions	37

Each improvement action is aimed at helping to deliver at least one of the Council's organisational priorities which are shown below.

Corporate Plan Organisational Priority	Ref
To promote Inverclyde to both residents and visitors alike, as a great place to live, work and visit	OP1
To work collaboratively to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them	OP2
To grow our local economy in a way that creates opportunities for all our residents, including access to good quality jobs.	OP3
To reduce the prevalence of poverty in our communities, with a particular focus on reducing child poverty	OP4
To safeguard, support and meet the needs of our most vulnerable families and residents.	OP5
To improve the health and wellbeing of our residents so that people live well for longer.	OP6
To protect and enhance our natural and built environment	OP7
To preserve, nurture and promote Inverclyde's unique culture and heritage	OP8
To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources	OP9
To develop motivated, trained and qualified employees who deliver quality services that meet the current and anticipated service needs	OP10

Successful Learners
Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to support achievement in educational establishments, work, leisure or the community.
Confident Individuals
Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.
Achieving
Nurtured
Healthy
Active
Getting it Right for Every Child, Citizen and Community
Safe
Respected
Included
Responsible
Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.
Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth & development.
Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn.
Citizens are respected and share responsibilities. They are involved in decision making and play an active role in improving the community.
Overcoming social, educational, health and economic inequalities and being valued and understood as part of the community.
Citizens are respected and share responsibilities. They are involved in decision making and play an active role in improving the community.
Effective Contributors
Responsible Citizens

Where an action is a Corporate Improvement Action or a cross Directorate Improvement Action, it has been allocated to the service function that has lead responsibility for its delivery.

3 Year Improvement Plan Overview

Education	Corporate Plan Priority
Scottish Attainment Challenge	OP1, OP4, OP5, OP9, OP10
Broad General Education	OP1, OP5, OP9, OP10
Leadership in educational establishments	OP10
1140 hours expansion in early learning and childcare	OP4, OP5, OP9, OP10
Children's Services Plan	OP5, OP6, OP9, OP10
Review of Inverclyde GIRFEC model	OP2, OP5, OP6, OP9, OP10
Participation measure	OP3, OP9
Implement the findings from the Additional Support Needs Review	OP5, OP6, OP9
Autism Strategy	OP5, OP6, OP9
Culture, Communities and Educational Resources	**Corporate Plan Priority**
Culture and heritage	OP1, OP8, OP9, OP10
Library services for children and young people	OP1, OP2, OP8, OP9, OP10
Facilities management	OP4, OP6, OP9
School transport	OP9
Raising attainment and achievement in our communities	OP1, OP2, OP3, OP4, OP5, OP9
Adult pathways	OP1, OP2, OP3, OP4, OP5, OP9
Youth consultation and representation structures	OP2, OP9
Implementation of the 3 year plan for CLD	OP3, OP4, OP6, OP9, OP10
Development and implementation of a Sport and Physical Activity Strategy	OP6
Volunteering Strategy for Inverclyde	OP1, OP2, OP6
Organisational Development, Policy and Communications	**Corporate Plan Priority**
The Community Empowerment (Scotland) Act 2015	OP1 – OP9
Tackling poverty	OP4, OP6

3 Year Improvement Plan Overview	
Fairer Scotland Duty	OP2, OP4, OP9
Pay and grading structure	OP9, OP10
Health and safety monitoring system	OP9, OP10
Payroll system	OP
People and organisational development strategy	OP9, OP10
Repopulation and tourism ‘place’ marketing	OP1, OP9
All Services	
Change management	OP9, OP10
Measuring impact on outcomes	OP1 – OP8
Workforce planning	OP1, OP3, OP9, OP10

Corporate Improvement Actions 2019/22

5.1 Corporate Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
CA1	**The Community Empowerment (Scotland) Act 2015**	Audit Scotland made a recommendation in the BVAR 2017 that Inverclyde Council should further develop the capacity of communities. An Inverclyde Outcomes Improvement Plan is in place and the first Annual Report has just been produced. Draft Locality Plans for three areas in Inverclyde have been developed and approved by the Alliance Board. A range of data at a local level has been gathered. Participatory Budgeting funding	The Council and its partners can demonstrate that it is effectively delivering on the statutory requirements of the Community Empowerment (S) Act 2015 All Inverclyde Alliance Partners are investing in building the capacity of communities so that they feel confident about exercising their rights, as set out in the Community Empowerment (S) Act. Locality Plans are used by Services and CPP partners and communities to plan service delivery, target inequalities	Respond to Scottish Government guidance. Continue to gather data from partners around the three localities. Facilitate improved community engagement in the implementation of the Locality Plans and the development of more robust community engagement methods. Hold an annual event for the three localities, aimed at engaging with communities to ensure plans	Implementation of the three Locality Plans, involving all partners. The local priorities that have been identified through community engagement are delivered. Communities are making full use of the Community Asset Transfer, Participation Request and Participation in Public Decision Making elements of the Community Empowerment Act Individuals and communities are	Corporate Policy, Performance and Partnership Manager Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing budgets	OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		has been agreed across the 7 Wards.	and work together to reduce them. Communities feel supported and empowered.	continue to reflect local priorities. Create a Community Food Growing Strategy. Develop appropriate structures to respond to the Council's decision to allocate a significant budget to Participatory Budgeting (PB) in 2018/19. Review the success of this.	stronger. Inverclyde has developed effective procedures and has allocated 1% of their budget through PB. A Community Food Growing Strategy is in place.			
CA2	**Change Management**	Inverclyde Council continues to identify a variety of ways in which to develop and deliver its services more efficiently. The BVAR recognised the Council's 'Delivering Differently' approach to change management and supported the	ECOD services have been reviewed and where appropriate redesigned to ensure they are fit for purpose, meet customer's needs and are efficient.	Continue to meet regularly and progress specific projects. Detailed projects are established. Ongoing work with the Policy and Resources Committee and Members Budget Working Group.	Savings are identified through change management process. Change Management Directorate Group meets regularly.	Corporate Director, Education Communities and Organisational Development	Contained within existing resources	OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		introduction of 3 Directorate Change Management Groups. 3 Change Management Directorate Groups have been established to review progress on all change projects on a monthly basis. The Group is chaired by the Corporate Director and consists of the DMT plus Finance & HR support. Heads of Service are accountable for promoting change management projects and taking necessary action to ensure timeous delivery. Progress reports using a RAG status are submitted bimonthly to the Corporate Management Team. Regular updates are							

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		presented to the P & R Committee.						
CA3	**Measuring impact on outcomes**	The Audit Scotland Best Value Assurance Report contains a recommendation that the Council and partners need to better identify the extent of the impact services/partners expect to make to the overall strategic outcomes. The Inverclyde Council Corporate Plan 2018/22 has been approved. A LOIP Annual Report has been developed. The Corporate Policy Team monitors, collates and delivers reports on a range of performance information to the CMT, Committee and the Inverclyde	Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes. Performance reporting is linked to measuring impact on outcomes at an individual, community and population level.	Continue to work with experts and other performance management specialists, to identify processes to better measure impact on outcomes. Publish an Annual Report on the Corporate Plan that sets out progress on the delivery of the Council's priorities for the residents of Inverclyde. Review our public performance reporting to deliver a more streamlined, robust set of KPIs, linked to organisational priorities. Identify desired	In the next Best Value Assurance Report, Audit Scotland are assured that Inverclyde Council is able to demonstrate impact on outcomes for all its children, citizens and communities.	Corporate Policy, Performance and Partnership Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		Alliance.		outcomes with key milestones / timescales for the Inverclyde Alliance Partnership Action Plans. Continue to learn from good practice elsewhere.				
CA4	**Workforce Planning**	A Corporate Workforce Planning and Development Group has been established to focus on progressing the workforce planning and learning and development agenda (WP and L&D) for the Council. Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills.	Continue to ensure workforce planning and development is integrated into CDIPs, risk registers and associated plans to address the key workforce challenges over the next 3 years and into the longer term. Continue to ensure Service Workforce Plans are actioned and reviewed.	Analysis of workforce data and learning needs with a coordinated approach to WP and L&D solutions. Assessing future workforce requirements via service workforce plans. Delivery of plans to be monitored by the Workforce Planning & Development Group. (Ongoing)	Workforce Planning and Learning & Development activity is prioritised and needs are met through coordinated and cost effective approaches. Appropriate WP and L&D interventions are implemented to address key workforce challenges over the next 3 years and beyond.	Head of OD, Policy and Communications	Contained within existing resources	OP1 OP3 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
CA5	**People and Organisational Development Strategy**	The Council has a People and Organisational Development Strategy in place which is due to be refreshed in 2020.	A new Strategy is developed for 2020/23 which builds on the work of the 2017/20 Strategy	Workshops to be arranged with relevant stakeholders to determine key priorities and objectives of the strategy March 2020	A People and Organisational Development Strategy for 2020-23 is agreed.	Head of OD, Policy and Communications	Contained within existing resources	OP9 OP10
CA6	**Autism Strategy**	Autism friendly Officer appointed October 2018. Applications received from 3rd Sector organisations with only one meeting appropriate funding criteria. Move to commissioning process recommended to E&C Committee from January 2019. Transfer of ASIG Chair to HSCP – May 2019.	Implementation of Autism Strategy continues. Autism Strategy Implementation Group (ASIG) framework re-established to overview delivery of outcomes. Commissioning process completed with contracts awarded to 3rd sector partners to deliver stated outcomes: 1. Pre- and post-diagnosis support: 2. Transition to Adult Services; and 3. Raising	Engage wider Inverclyde commercial organisations through Chamber of Commerce including Oak Mall/Gallagher Centre management, local transport providers, etc. Develop communication strategy to raise awareness of Autism Strategy across Inverclyde. Develop implementation plan to achieve Autism friendly status,	Commercial organisations engaged in programme of assessment. Staff participate in training and awareness raising. Communication strategy developed and implemented. Wider Inverclyde community, commercial organisations and other front-facing staff engaged in training programme.	Head of Adult Services; ASIG; John Chapman (Autism Officer)	£150K EMR	OP5 OP6 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
			Awareness in the Community Programme of training and awareness raising will be delivered over 2019/20 to provide opportunities for front-facing staff (both Inverclyde and commercial) to participate. Autism Officer continues to build support network across 3rd Sector partners, schools and community organisations. Allen Stevenson, Head of Adult Services HSCP, identified as ASIG Lead from May 2019.	Implement programme of assessment and support for organisations looking to Autism Friendly status. Assessment of Inverclyde Autism Friendly status. Educational establishments continue to work toward autism and communication friendly status. Autism Officer co-ordinates implementation of programme to deliver specified outcomes.	Council and partner organisations achieve Autism friendly status. Support and communication network established.			
CA7	**Child poverty**	25.7% of children in Inverclyde are estimated to be living in poverty. This is the 6th highest level in Scotland. A multi-agency Child	The projects and initiatives within the Inverclyde LAR 2018/19 are implemented and impact monitored.	All partner (CPAG) activity and data linked to child poverty is held centrally to enable partners to measure progress against the national child poverty	Qualitative and quantitative data will show improvement at an individual level, school or locality level.	Corporate Policy, Performance and Partnership Manager	Costs are set out in the Inverclyde Child Poverty Action Report	OP1 OP4 OP5 OP6

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		Poverty Action Group has been established, chaired by the Corporate Director, Education, Communities and Organisational Development. An Inverclyde Local Child Poverty Action Report is being finalised. The national estimate is that child poverty will increase due to wider economic and social factors.		targets.				
CA8	**Children's Services Plan: Update**	Inverclyde's Children's Services Plan is in place and being delivered. A monitoring framework is established in response to the Scottish Government guidance. Final review and evaluation of CSP	Children's Services Partnership restructure will provide appropriate framework for multi-agency approach to planning, achieving outcomes and quality assurance across all partner agencies. Year 2 Delivery Plan to be implemented across all children support agencies.	Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC Pathway Model to ensure consistency across partner agencies. Delivery of identified CSP outcomes by CS Partnership sub-groups. Priority	Increase confidence of staff in implementation of GIRFEC Pathway model. Continuing improvement in the quality of GIRFEC pro-forma and documentation, e.g. Child's Plans, Chronologies;	Corporate Director ECOD; Head of Education; Children Services Partnership; GIRFEC Strategy Group	Contained within existing resources	OP5 OP6 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		Year 1 Delivery Plan completed by January 2019. Draft Year 2 Delivery Plan issued December 2018 – completed February 2019. Performance Measures to be reviewed by Priority Delivery Groups.	Governance framework provides overview of progress and service level accountability. Performance measures agreed across all service partners including Corporate Policy Team (LGBF).	Leads and sub-group Chairs will meet regularly to co-ordinate and monitor progress. Performance Management sub-group to link CS measures with service QA groups including Child Protection Committee, HSCP, Education and Corporate Policy Team	Education Action Plans, TAC outcomes. Year 2 Deliver Plan implemented. Appropriate data collated. Future priorities identified through multi-agency analysis of available evidence including local and nation performance measures.			
CA9	**Review of Inverclyde GIRFEC Model**	Inverclyde's GIRFEC Practice Model has now been in place for two years. The 2017 Children Services Inspection identified the need to further develop multi-agency confidence and partnership working. The implementation of Inverclyde's mental	Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes. Multi-agency	Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental health wellbeing of children and young people. GIFEC Pathway	Numbers of direct referrals from educational establishments to support services monitored. Overview of CS and GIRFEC QA processes used to inform Strategic Needs Assessment.	Head of Education; Education Officer; Principal Psychologist; GIRFEC Strategy Group.	Contained within existing resources	OP2 OP5 OP6 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		Health Strategy, Autism Strategy and Locality ASN Forums provides the opportunity to review and realign the practice model. Updated SEEMIS application and associated modules currently being developed – due for phase 1 implementation August 2020. Programme of Quality Assurance and Self-Evaluation implemented on Cluster basis June 2018. This has provided an opportunity to both moderate quality and consistency of approach in the development of Child Plans and to allow sharing of good practice.	workforce confidence in development of Inverclyde's GIRFEC Model will continue to improve and develop Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families. Education service's procedures for school review to include the quality assurance of GIRFEC policy and procedures including: • Wellbeing Assessments; Child's Plans; • Chronologies; and TAC meetings. Data analysis of outcomes and impact included in process. QA procedures linked directly to compilation of Strategic Needs	Model to align with restructure of both Children's Services Partnership and implementation of Locality ASN Forum. Identification of training needs will identify multi-agency approach to build capacity across partner services. Implementation of cross-service quality assurance procedures to be led by Children's Services Performance Management sub-group. Education's QA processes to reflect changes in Education Scotland model. Implementation of CSP sub-groups to develop improved outcomes for	Information from TAC/Review meetings confirm positive impact for individual children and young people. Numbers of staff attending multi-agency training. Staff confidence with GIRFEC model and multi-agency working improves. QA procedures provides effective quantitative and qualitative information to inform future planning. Collated data informs Strategic Needs Analysis to allow identification of appropriate priorities for forward-planning and improvement.			

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
			Analysis for Children's Services Planning.	LAC/CE children and Young People. Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.				
CA 10	**Fairer Scotland Duty (FSD)**	Interim, non-statutory, advisory Guidance on the Duty was published by the Scottish Government in April 2018 and a report considered by the Policy and Resources Committee at its meeting on 18 September 2018. The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.	Ensure we are compliant with the Duty, as appropriate, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.	By taking advantage of the supported offered by the Improvement Service to develop and share best practice on the Duty. When making strategic decisions, actively consider, with an open mind, whether there are opportunities to reduce socio-economic disadvantage.	By actively considering how we could reduce inequalities of outcome in any major strategic decision we make and publishing a written statement showing how we have done this.	Council-wide responsibility, led by Corporate Policy, Performance and Partnership Manager	Contained within existing resources	OP2 OP4 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
CA 11	**Volunteering Strategy**	A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed.	The quality and quantity of volunteering opportunities is increased. The number of people participating in volunteering is increased. Participation inequalities are addressed The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.	Carry out refreshed survey of volunteering across the directorate and CLD partnership to inform a volunteer action plan by June 2019. Community consultation carried out to inform the plan Draft action plan by end 2019. Final version by March 2020 Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.	Volunteering action plan in place Increased number and quality of volunteering opportunities Increased number of people volunteering, particularly young people aged 13-18, people with a health condition or challenging circumstances, e.g. cultural barriers, men and those in the most deprived 20% of communities. Evidence of volunteering being promoted and valued. More local strategies and plans will demonstrate the contribution and impact of	Community Learning and Development, Community Safety and Sports Service Manager Volunteer Centre/Third Sector Interface	No resource implications	OP1 OP2

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
					volunteering Stronger partnership with CVS Inverclyde and the Volunteer Centre is evident.			

Cross-Directorate Improvement Actions 2019/22

5.2 Cross-Directorate Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
CD1	**Participation Measures**	The positive destination details for the last reporting year indicate that Inverclyde has dropped in national ranking – now 26th, in the 4th quartile. While Inverclyde's participation rates have be relatively consistent over the past few years (an increase of 0.3% of 2018/19), it is evident that other local authorities have improved their rates. Between 2016/17 and 2017/18, the participation rate decreased very slightly (by 0.3%). Although our 2017/18 figure for this measure is only marginally below the national average (by 0.2%), we dropped five places in the national rankings which meant	The Annual Participation Measure reports on the activity of the wider 16-19 year old cohort, including those at school, and will help to inform policy, planning and service delivery. The Annual Measure takes account of all statuses for individuals over the course of the year, rather than focusing on an individual's status on a single day. The aim is to increase the participating figure, reduce the non-participating figure and reduce the number of 16-19 year olds whose status is	Inverclyde Offer in school encourages pupils to remain on the school roll until the end of 6th year with the support of curricular PLP's. Inverclyde Offer post school meeting takes place weekly, all 16-24 year olds not currently participating, the partners check if they are or have in the past engaged with their services and the records are updated to reflect this then the appropriate partner is identified to support them. Greater planning and cooperation across the appropriate council services linked to improved partnership working through Inverclyde Regeneration and Employability	Positive destination details and the Annual Participation performance will increase year-on-year, to initially meet, and then exceed, the Scottish average and our comparator authorities	Schools working with SDS to maximise the senior phase and improve positive destinations Inverclyde Regeneration and Employability Partnership to improve the offer and range of the Employability Pipeline, the YEAP and the availability and accessibility of appropriate programmes and services for 16-25 year olds	Within existing budgets including guidance, PEF, DIYW and SDS CIAG input A review of the current employability provision / pipeline and a greater targeting of resources for this age group would include the Scottish Government 'Offer of Grants', existing Economic Development procurement of the employability pipeline, greater ED	OP3 OP4

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		we moved from the second quartile to the third one. The range for this indicator is 88.7%-97.6% (Dundee City and Eilean Siar respectively).	unconfirmed.	Partnership to support the YEAP and availability of opportunities for those not participating Use of the 16+ tab, Inverclyde has the highest percentage of input to this not only in the West Region but across Scotland as a whole. This information is passed on to the Employability Engagement group and to Inverclyde Regeneration and Employability partnership to allow planning to take place re employment, FE, HE and training for transitions from school. Continue to deliver on Inverclyde's Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.			resources and incentives linked to partners procurement and budgets	

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
CD2	**Raising attainment and achievement in communities**	Feedback from young people, adults, the wider community and partners indicates that there is a need for CLD providers to continue to provide wider achievement and attainment opportunities.	Raise levels of attainment and achievement in our communities. Individuals are supported in developing the skills, knowledge and attributes to achieve their full potential.	Increase the learning opportunities available to individuals. Support the work aimed at closing of the poverty related attainment gap. Continued provision and enhancement of high quality learning opportunities to young people, adults and the wider community with a focus of those most in need. Ongoing over 2019/20	There is an increase in the number of individuals achieving nationally recognised awards. There is an improved range of courses, qualifications and awards available to individuals. There is an increase in the number of individuals with improved literacies and ESOL skills.	Head of Culture, Communities and Educational Resources & CLD Head of Education Services	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9
CD3	**Implementation of the CLD 3 Year Plan**	CLD service has identified a number of priorities for the service to be delivered over the period 2018/21.	Delivery of the CLD priorities in relation to - Raising attainment and achievement - Develop of effective partnership - Effective community engagement structures - Health and Wellbeing - Poverty and deprivation	Delivery of the key activities as set out in the 3 year plan. Strengthening of partnership working both within and outwith the Council. Reporting of progress to the Strategic Implementation Group. Delivery over the period 2018 / 2021	Data shows an improvement across a range of indicators linked to the 3 year priorities	Community Learning and Development, Community Safety and Sports Service Manager Volunteer Centre/Third Sector Interface	Contained within existing resources	OP3 OP4 OP6 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
CD4	**Develop and implement Sport & Physical Activity Strategy**	Members of the strategic steering group have been identified. Initial meeting held.	Strategy developed and launched 2019	Public consultation Strategy is endorsed by Education & Communities Committee Strategy is endorsed by Inverclyde Alliance Board Publish and launch of the strategy Establish a reporting mechanism through Inverclyde Alliance Board Operational group established	Strategy is developed and launched	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing reso urces	OP 6

Service Improvement Actions 2019/22

5.3 Service Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
Education								
Ed1	**Scottish Attainment Challenge**	Primary and secondary schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge and Pupil equity Fund. Increased family learning initiatives which are enabling establishments to better inform and involve parents Models of leadership, which supports a significant number of practitioners to engage in research and critical reflection is directly impacting on the quality of learning and teaching in the	Attainment gap linked to deprivation has decreased. A skilled understanding and use of data to set targets and inform next steps in improvement. Parents are enabled to better support their children in Literacy, Numeracy and Health & Wellbeing Shared understanding of high –quality learning, teaching and assessment.	Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap. Continue to ensure that co-ordinated quality programmes are in place with partners which impact on attainment. Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities. Evidence informed interventions which	Improvements in base line figures in literacy and numeracy. Parents' capacity to support their children's learning continues to increase.	Head of Education/ Head Teachers	Scottish Government funding of £ 3,470,640	OP1 OP4 OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		classroom. Secondary schools are embedding collaborative practitioner enquiry in practice , to strengthen joint-working and support the dissemination of effective practice Continue to implement Applying Nurture as a Whole School Approach across all sectors A professional learning programme for teaching staff and support staff is empowering young people to take greater ownership of their learning Developing an exit and continuation plan of strategies for Scottish Attainment Challenge initiatives.	Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions. Continue to reduce exclusions. Approaches and initiatives which have impacted on attainment are embedded.	are positively impacting on the lives of children and young people. Through the continued implementation and evaluation of policies such as GIRFEC ,Positive Relationships Positive Behaviour Policy and the Attendance Policy Building practitioners capacity across all sectors by providing high quality professional learning. Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.	Good practice is shared and effective interventions up scaled where appropriate using research informed by local and national policy Well-informed and targeted interventions have resulted in improved outcomes in children's attendance, motivation and attainment. Up-skilled work force			
Ed2	**Broad General Education**	Schools continue to track and monitor performance	Schools will continue to develop tracking and	Revising the Quality Assurance Framework across the authority.	A robust and reliable tracking system is in place to report on	Head of Education	Contained within existing	OP1 OP5 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		at all levels Primary schools are all using new progress and achievement tracking system for numeracy and literacy. Reporting aspect of progress and achievement is being introduced in a phased basis and will ultimately allow us to monitor pupils with barriers to learning. The newly developed Quality Improvement Framework processes include opportunities for all schools to discuss attainment and teacher professional judgement on an annual basis. Systems are in place to moderate teacher professional judgements The authority wide data set has been updated to include the	monitoring of other aspects of BGE curriculum. Schools also developing report templates. Schools are accessing information independently	Continue to work with schools so that they are able to articulate the rationale for their curriculum for all learners through both the BGE and the Senior Phase. Continue to develop the senior phase through enhanced pupil choice.	and monitor progress and performance of all pupils through the BGE.		resources	OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		information on progress and achievement. Inverclyde continues to engage with the Glasgow City Regional Education Improvement Plan (West Partnership). Progression frameworks for understanding standards have been developed at Council level.	.					
Ed3	**Leadership in educational establishments and school empowerment**	We have developed leadership through authority courses- Uplifting Leadership and Leadership: A Practical Guide. Staff continue to take up places on SCEL courses, access masters funding and we are piloting a new DYW/SCEL programme. A Leadership Framework has been developed to support the Inverclyde	Enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.	Further development of the Leadership Strategy to include a Framework for Early Years. Further develop the Leadership Framework to reflect new opportunities. Work within the RIC workstream Leadership and Succession Planning to share practice with a view to succession planning.	All teachers who are actively seeking promotion will be known and better equipped to take on management roles.	Head of Education	Funded within existing resources and Attainment Challenge funding	OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		Leadership Strategy. Regular Pathways meetings further develop leadership skills and provide teachers with an opportunity to share practice. Leadership coaching is also being rolled out across the authority.		Continue to roll out Leadership training opportunities across the authority. Interview Leadership: A Practical Guide participants at the end of the training to identify those actively seeking promotion.				
Ed4	**Implement the findings from the Additional Support Needs Review**	The implementation of ASN Review 2015 recommendations contained has resulted in a well-developed Inclusive Support Service which is effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people. Attendance, educational attainment and wellbeing outcomes of Care Experienced, ASN and pupils with barriers to their learning remains an area for	Further embedding of the changes implemented through the ASN review are further embedded in practice to deliver the priorities outlined in the revised Children's Service Plan. This will be underpinned by a robust and comprehensive Inverclyde GIRFEC model (see below) Educational performance, attendance and exclusion rates for LAC and ASN continue to	Continue to monitor and improve attendance and reduce exclusions across schools and establishments, particularly linked to deprivation, care experienced and those with barriers to learning Improve the monitoring and tracking of care experienced pupils to support their educational	Inclusive Support Services re-organised to reflect the outcomes of ASN review. Improved wellbeing outcomes for all children and young people. Improved educational outcomes for care experienced pupils. Increased positive destinations for pupils with barriers to their learning. Inverclyde educational	Head of Education Principal Psychologist	Contained within existing resources	OP5 OP6 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		development and improvement. Pilot Locality ASN Forum has been implemented in Port Glasgow over 2018/19. Communication Friendly Schools pilot has been in place in two Inverclyde primary schools. LIAM project pilot in Inverclyde East locality. The project looks to build school's capacity and knowledge in dealing with anxiety.	improve. BGE and SQA monitoring data is included in data packs. Three locality ASN forums operating from August 2019. Protocols and procedures will improve direct access to Tier 1 and Tier 2 mental health & wellbeing support. Learning from pilot programme disseminated over session 2019/20. Assessment. ICOS Coaching and Modelling approach continues to be embedded. Programme disseminated across Inverclyde schools over session 2019/20. Teachers and support staff better trained in supporting anxiety	performance pupils and increase the number of looked after pupils entering a positive destination upon leaving school Education Service's revised Management restructure will more effectively support work at locality level. Inverclyde ASN Forum will continue to be mechanism for advice and support to locality forum. Access to support from partner services more readily accessible through locality forum arrangements. Planned programme of capacity building and support developed by ICOS team.	establishments include Autism friendly strategies into improvement planning cycle. Locality ASN forums operating effectively with clear lines of communication and referral implemented for actions by Inverclyde ASN Forum. Schools have more direct access to support for pupils with barriers to their learning. Staff capacity and understanding of Autism continues to develop. Staff capacity and understanding of anxiety in young people continues to develop.			

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
			in children and young people.	Planned programme of capacity building and support developed by LIAM team.				
Ed5	**1140 hours expansion in early learning and childcare**	The strategic plan for the expansion of early learning and childcare is being implemented and includes the following workplans: • Infrastructure • Workforce • Operations • Quality Effective engagement with Scottish Government in relation to implementation and monitoring is ongoing. Early phasing plan for 18 / 19 was implemented effectively. Positive relationships with the private, voluntary and independent sectors are being sustained.	By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare	The strategic work group will continue to monitor the implementation of the expansion plan.	Regular monitoring of workplans and risk register. Early phasing targets are achieved. Timescales as per Education Capital Programme 2018/21 Progress. (7 May 2019)	Head of Education / Early Years Manager	Funding costs met by the Scottish Government	OP4 OP5 OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
Culture, Communities and Educational Resources								
CC&E R1	**Culture & Heritage**	Following a programme of refurbishment, the Watt Institution is due to re-open in 2019. Many elements of the service have been in place since the 1980s and require a comprehensive review. Additionally, Inverclyde has *Great Place Scheme* funding until 2020, which includes the production of a Heritage Strategy for the area, and elements of this work will require to be subsumed into the work of the Watt Institution when the project finishes.	The Watt Institution to be recognised as the key heritage asset in Inverclyde. Heritage services to be operating efficiently and adhering to modern best practice. Implementing the recommendations and action plan of the Heritage Strategy and adopting new working practices and services developed as part of the *Stories Frae the Street* project.	Full service review including: staffing structure, opening hours, services offered, and income generation opportunities. Service review to take account of emerging themes and priorities from the Heritage Strategy consultation. Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan. Timescale: 2019/20	% increase in visitor figures, facility usage, learning and access opportunities, and increased income. % increase in visibility / recognition of, and levels of engagement with, the Watt Institution by the general public	Libraries, Education Development and Arts Manager; Team Leader – Education Development and Arts; Heritage Outreach Officer; Watt Institution staff	To be contained within existing revenue budget.	OP1 OP8 OP9 OP10
CC&E R2	**Library Services for Children and Young People**	The Scottish Government recently published a national strategy for school	Joined up library services for children and young people, making	Review of children and young people's library services across Inverclyde to ensure	Use of Inverclyde's public libraries by children and young people will increase.	Libraries, Education Development and Arts	To be contained within existing	OP1 OP2 OP8 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		libraries in Scotland 2018-23: *Vibrant Libraries, Thriving Schools*. There are 3 aspects of Inverclyde Council's library offer for children and young people: the public library service, individual school libraries within secondary schools; and outreach work carried out by an Outreach Librarian, based in the community and funded by the Attainment Challenge. While there is some joint working and linkages between the three, much more could be done to streamline, join up and improve the library offer for Inverclyde's children and young people.	best use of all available resources across public, school and "pop-up" libraries. Implementing the recommendations and action plan of the National Strategy for School Libraries and ensuring that Inverclyde's schools are in a good position to apply for School Library Improvement Funding from the Scottish Government.	that public library services, secondary school libraries, and outreach work are operating efficiently, in tandem, and adhering to modern best practice. Review of existing library provision within primary schools. Timecale: 2020/21	Use of Inverclyde's secondary school libraries will increase. Primary school library provision will be supported. The literacy-related attainment gap for children in Attainment Challenge schools will be reduced. Inverclyde's school libraries will apply for School Library Improvement funding on an annual basis with a high rate of success.	Manager; Team Leader – Libraries; Education staff; Staff with responsibility for delivering children's and young people's library services.	revenue budget	OP10
CC&E R3	**Facilities Management**	The Scottish Government's free school meals provision began in January 2015 and has been implemented in all	To promote and increase the level of free school meal provision to increase levels to 80%.	Through monitoring and assessing the provision and promotion of the initiative to parents and children through	Measuring the percentage uptake of free school meals within the P1 to P3 age group.	Facilities Manager	Externally funded	OP4 OP6 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		relevant schools. Current uptake is 78.2% and there is room to improve this.		each school. Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.	The target of 80% has been achieved.			
CC&E R4	**School Transport**	Audit of current provision completed to identify areas of current inequity. Successful partnership working with contract providers to identify options to provide equity in provision of transport. A report will be considered by the Education and Communities Committee regarding the equitable provision of school transport in May 2019.	Work with school communities to implement changes to school transport provision over session 2019/20. Revised arrangements ready for implementation August 2020.	Consultation with secondary school Parent Councils and wider school community on equity of provision. ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council. Partnership working with transport providers. Work with communities to support implementation of revised arrangements.	Revised transport arrangements implemented. Payment arrangements in place.	Head of Communities, Culture and Educational Resources; Service Manager Educational Resources.	TBC	OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
CC&E R5	**Develop and improve Adult Learning Pathways**	A range of high quality learning opportunities are available for adults, however, there is a lack of awareness of appropriate pathways for young people and adult learners engaged in CLD activity and a lack of co-ordinated progression opportunities for learners in some areas has been identified.	All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning. There is a better awareness of appropriate pathways for learners. There are new progression opportunities for learners and additional support at transition points for those most in need.	Improve progression pathways for both young people and adult learners. Raise awareness to CLD providers of the pathways available on the learner journey. Work in partnership with wider CLD partners to identify appropriate pathways for learners. Consult with learners on their experience and expectations of their learning pathway. Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.	Increased pathways available to learners. Increase in the number of learners progressing on to a positive destination. Clear and defined pathways are identified. CLD practitioners and wider partners and adult learners have a better understanding of pathways for their learners.	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP9
CC&E R6	**Youth Consultation and Representation Structures**	Whilst structures are in place, there is a need to further develop the Youth Consultation and Representation Structures across	Community engagement structures are in place that enhance the participation levels of our young people.	Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.	A new Youth Cabinet is established with increased numbers of young people engaged in youth participation.	Community Learning and Development, Community Safety and Sports Service	Contained within existing resources	OP2 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		Inverclyde ensuring key community groups of interest are supported.	The voices of our young people have an appropriate platform to be heard.	Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform. Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group & create a peer education group to tackle issues affecting young people on a peer level. Deliver the Inverclyde YOYP Plan for 2018. Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021. Carry out a young person's Health and Wellbeing Survey in 2019. Ongoing until 2021	A new refreshed Youth Participation Strategy is created to ensure young people are involved in service planning and delivery. LGBTi Clyde Pride achieves a bronze Charter Mark. The contribution of young people is celebrated and highlighted through the Year of Young People programme. Increase in the number of candidates standing for election and an increase in the number of young people involved in SYP elections.	Manager		

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
CC&E R7	**Community Safety & Violence Prevention Initiative**	Following community consultation and the completion of a strategic assessment, the Community Safety Partnership has set out 3 overarching strategic priorities including 'Reducing Violence, Crime and Disorder' and 'Promoting Community Resilience'. Currently, the majority of responses to violence, anti-social behaviour and disorder are reactive and police led.	The introduction of a locality/community based community safety and violence prevention initiative.	The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by summer 2019. The creation of a community consultation document to highlight the views of the chosen locality/community (existing and new consultations). An evaluation of the project after 3 months to identify successes/areas for improvement and the opportunity to roll out to other areas. An evaluation of the initiative after 12 months.	The pilot initiative will have been introduced to a locality/community in Inverclyde. Members of the public within the locality/community will identify an improvement in their area. The Community Safety & Resilience Team and wider community safety partners will have a better understanding of issues within the locality/community.	Community Learning and Development, Community Safety and Sports Service Manager.	Contained within existing resources.	OP1, OP2, OP5, OP6, OP7, OP9,
CC&E R8	**Community Safety Engagement**	The Citizen's Panel enables the Council to regularly consult with Inverclyde residents on a wide range of issues. Panel members are asked a series of questions	Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial	During the period the department will identify a range of community safety engagement messages that supports the reduction of violence, crime and disorder in our	We can measure the number of community safety engagements carried out across Inverclyde. We will support	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources.	OP1, OP2, OP5, OP6, OP7, OP9,

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		regarding their satisfaction of where they live, their feelings of safety and their experience of antisocial behaviour.	behaviour in Inverclyde.	communities, the reduction of unintentional harm in our communities and promotes community resilience.	national campaigns that supports the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm We will main high feelings of safety in the forthcoming citizens panel (2020).			
Organisational Development, Policy and Communications								
ODPC 1	**Pay and Grading Structure**	A new Pay and Grading structure has been developed and now requires to be implemented.	A revised Pay and Grading model is fully implemented.	Finalise the Implementation Plan, including the creation of a new structure and the migration of employees to this. Appropriate testing and employee communication to be carried out. October 2019	New structure is in place.	Head of OD, Policy and Communications	£830,000 which has been accounted for in the 2019/20 budget	OP9, OP10
ODPC 2	**Health and Safety Monitoring System**	A new Health and Safety monitoring system, Figtree, is under development and requires to be	To record and monitor key action points and control measures which require to be	Develop and test the relevant modules in the Figtree system. Change over the	The new system is operational.	Head of OD, Policy and Communications	Contained within existing resources	OP9, OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
		implemented	implemented at Service level. To monitor and record that implementation has taken place. To integrate the accident reporting function with Finance's Insurance section, allowing a more streamlined investigation and recording process to ensure that all documentation is readily available for use in the event of a claim.	current incident reporting system to the Figtree system. Bring online the audit and assessment modules and pilot them in selected areas (Fire Risk Assessment, Education and Environmental and Commercial Services. Develop the reporting function to bring statistical information to the Corporate Health and Safety Committee as required. December 2019				
OPDC 3	**Payroll system**	The current payroll system requires a significant upgrade to improve its functionality	A 'Version 8' upgrade is fully implemented and rolled out across the whole Council.	Carry out staff training and stakeholder engagement Conduct a review of processes Significant testing October 2019	Stakeholders will be fully engaged Review of processes complete. Staff training is complete. Significant testing complete.	Head of OD, Policy and Communications		OP9 OP10

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan Priority
ODPC 4	**Repopulation and tourism 'place' marketing linked to overarching council branding exercise**	Limited tourism or place marketing has been taking place in Inverclyde in recent years. Previously as part of a previous repopulation work, there was a council led, successful short-term 'Inverclyde Living' place promotion marketing campaign.	A planned and coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and using a redevelopment of the 'discover Inverclyde' brand to promote Inverclyde as a place to encourage more visitors, more businesses and more new residents	A new web resource will be created as a new 'discover Inverclyde' website under the support to Inverclyde tourism, the local area tourism partnership in the first half of 2019 supported by a place marketing campaign throughout 2019 and 2020 focused on promoting Inverclyde as a place to visit, live and work.	A new web resource in place A new place marketing campaign developed and co-ordinated across a range of on and offline mechanisms Increased visitor numbers to attractions Increased attendance at major events (where directly supported) Improvements in population measurements.	Communication Tourism and Health and Safety manager	Funding through existing tourism funding, support sought from external partners and through existing earmarked reserves for repopulation and events.	OP1 OP9

6. Education, Communities and Organisational Development Performance Information

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
The percentage of performance appraisals completed in the year and the individual development plans agreed	91%	93%	94%	Data is being calculated	93%	91%	-
Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b) sources: LGBF Annual Return; Inverclyde Performs	53.2%	52.94%	53.92%	Data is being calculated	52.5%	47%	-
Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs	419,720	418,079	428,785	Data is being calculated	423,000	400,000	-
Number of visits to/usages of council-funded or part funded museums source: Libraries and Museums Records; Inverclyde Performs	78,506	70,256	57,053	Data is being calculated	70,000	65,000	-
Number of adult learners achieving core skills qualifications (KPI 17) source: Inverclyde Performs	229	250	246	Data is being calculated	186	140	2019/20 targets have been adjusted to reflect other modes of delivery

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	519	601	616	Data is being calculated	457	380	2019/20 targets have been adjusted to reflect other modes of delivery
P1 – P3 Free schools meals provision	74%	76.2%	74.3%	Data is being calculated	75%	70%	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) *West Partnership Regional Improvement Plan Critical Indicator*	-	-	73..5%	Data not yet available	75%	70%	Scotland 71.4%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy *West Partnership Regional Improvement Plan Critical Indicator*	-	-	80%	Data not yet available	82%	75%	Scotland 78.4%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) *West Partnership Regional Improvement Plan Critical Indicator*	-	-	90.5%	Data not yet available	91%	88%	Scotland 87.3%
% of S3 pupils achieving third level or better in numeracy *West Partnership Regional Improvement Plan Critical Indicator*	-	-	85.6%	Data not yet available	89%	83%	Scotland 89%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) *West Partnership Regional Improvement Plan Critical Indicator*	-	-	42.8%	Data not yet available	45%	40%	Scotland 46.4%

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
% of S3 pupils achieving fourth level or better in numeracy *West Partnership Regional Improvement Plan Critical Indicator*	-	-	42.2%	Data not yet available	45%	40%	Scotland 56.1%
% of leavers achieving 1 or more awards at SCQF Level 6 or better *West Partnership Regional Improvement Plan Critical Indicator*	59.7%	64.8%	68%	Data not yet available	70%	62%	Scotland 62.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better *West Partnership Regional Improvement Plan Critical Indicator*	30.4%	32.5%	35.6%	Data not yet available	36%	31%	Scotland 36%
% of leavers achieving SCQF Level 5 or better in literacy *West Partnership Regional Improvement Plan Critical Indicator*	81.2%	83.2%	84.9%	Data not yet available	86%	81%	Scotland 82%
% of leavers achieving SCQF Level 5 or better in numeracy *West Partnership Regional Improvement Plan Critical Indicator*	71.6%	73.9%	73.5%	Data not yet available	76%	71%	Scotland 69%

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
% Attendance rates:							
• primary schools (SPI 050aiK)	94.8%	94.3%	93.8%		95%	92%	
• secondary schools (SPI 050biK)	91.1%	90.1%	89.6%	Data not yet available	92%	87%	
• additional support needs schools (SPI 050ciK)	91%	90.1%	91.8%		92%	87%	
source: Inverclyde Performs							
Exclusion rate per 1,000 pupils:							
• primary	1.3	2.7*	5.0				
• secondary	28.2	35.8	45.6	Data not yet available	no targets set		
• additional support needs	14.1	12.7	12.1				
• looked after children – primary	18.7	10.0	10.9				
• looked after children – secondary	95.7	108.9	126.1				
• looked after children - additional support needs (KPI 48)	41.7	47.6	55.6				
source: Insight							

*supressed data due to small numbers

Key performance measures	Performance				Target 2019/20	Lower limit/ alarm	2017/18 Rank/national average
	2015/16	2016/17	2017/18	2018/19			
Satisfaction with Inverclyde as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	75%	Biennial survey	74%	Biennial survey	No target set	No target set	-
Satisfaction with Neighbourhood as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	81%	Biennial survey	86%	Biennial survey	No target set	No target set	-

- This option was not included in survey

7. Appendix 1: Strategic Planning Priorities

SHANARRI Wellbeing Indicator	
Safe	Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.
Healthy	Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.
Achieving	Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.
Nurtured	Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.
Active	Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.
Respected and Responsible	Respected and share responsibilities. Citizens are involved in decision making and play an active role in improving the community.
Included	Overcoming social, educational, health and economic inequalities and being valued as part of the community.

IOIP Strategic Priority	Ref
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	SP1
There will be low levels of poverty and deprivation and the gap in income and health between the richest and poorest members of our communities will be reduced	SP2
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.	SP3

7. Appendix 1: Strategic Planning Priorities

Corporate Plan Organisational Priority	Ref
To promote Inverclyde to both residents and visitors alike, as a great place to live, work and visit	OP1
To work collaboratively to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them	OP2
To grow our local economy in a way that creates opportunities for all our residents, including access to good quality jobs.	OP3
To reduce the prevalence of poverty in our communities, with a particular focus on reducing child poverty	OP4
To safeguard, support and meet the needs of our most vulnerable families and residents.	OP5
To improve the health and wellbeing of our residents so that people live well for longer.	OP6
To protect and enhance our natural and built environment	OP7
To preserve, nurture and promote Inverclyde's unique culture and heritage	OP8
To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources	OP9
To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs.	OP10

8. Appendix 2: Risk register

Corporate Directorate Improvement Plan: Education, Communities and Organisational Development			**Risk Status as at 31/3/19 for 2019/22 Activity**						
Risk category: Financial (F), Reputational (R), Legal/Regulatory (LR), Operational/Continuity (OC)									
Improvement action	Risk no	Risk category	*Description of risk concern	Impact rating (A)	L'hood rating (B)	Quartile	Risk score (A*B)	Who is responsible? (name or title)	Additional controls/mitigating actions and time frames with end dates
All	1	F	There is a risk that continually reducing resources mean that the Directorate may struggle to deliver actions, slowing down delivery on improvement.	2	3	2	6	DMT	Regular review of capacity and priorities via CDIP reports to Committee.
All	2	F R LR OC	The ability to retain and/or recruit suitably qualified staff into key roles may impact on the delivery of actions detailed within the Directorate Plan.	3	3	1	9	DMT	Regular review of capacity and priorities via CDIP reports to Committee.