

Education, Communities and Organisational Development

Corporate Directorate Improvement Plan 2019/22

Annual Refresh 2020



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 sgriobhainn 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 ਰਿਕਾਰਡ 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۔

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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 the first annual refresh of our Corporate Directorate Improvement Plan (CDIP) 2019/22. Our CDIP is an overarching three year plan that we review and update each year to ensure that our improvement activity and performance reporting continues to focus on the delivery of the council's organisational priorities and our wellbeing outcomes, as well as any national or local changes.

The role of the Directorate is both varied and wide reaching and this Plan sets the direction for 2020/22 by detailing the key projects, initiatives, improvement and partnership activity that we will focus on.

The Covid-19 pandemic and its devastating impact locally presented all of us with an unprecedented challenge. I am very proud of the work of the employees across all services and would like to extend my sincere thanks to all those who worked tirelessly to put in place measures and provide a range of support to assist our children, families and vulnerable residents in coping with what continues to be a very difficult time for everyone.

Looking back over the first year of this Plan, there are many successes to be proud of, including the major £2.1 million refurbishment of the Watt Institution, which was officially re-opened in February 2020, alongside the launch of an Inverclyde Heritage Strategy 2019/29. In our schools, there is clear evidence that Inverclyde is making progress in narrowing the poverty related attainment gap with a broad increase in attainment of pupils living in our 20% most deprived data zones. We also made significant steps in improving educational outcomes for our Care Experienced Young People, supported by the Care Experienced Young People Attainment Fund.

The Directorate played a key role in the development of Locality Actions Plans for Inverclyde's six localities, through the delivery of these Plans, we aim to provide more effective services that will improve outcomes for those living in these localities.

Looking ahead, we will continue to focus on the reduction of poverty and inequality, which is a significant issue for a large proportion of Inverclyde's population. The financial climate in which the council delivers its services remains extremely challenging, coupled with a reduction in our workforce which has reinforced the necessity for robust workforce development and succession planning and this work will be led by this Directorate. We will continue to promote robust self-evaluation both across the council, in order to enhance existing good practice and continuously develop and improve as an organisation.

The immense challenges associated with Covid-19 continue and a responsive, adaptive approach will be at the forefront of our work to help keep people safe, whether that be in our schools, our communities or in the workplace.

In delivering this Plan, we hope to challenge and support our employees to improve the quality of the services we provide. In striving for excellence across all our services, including the delivery of early years and education; the promotion of the arts and culture; providing community learning and development opportunities and tackling poverty, we are helping to deliver the council's vision of 'Getting it right for every child, citizen and community'. We also help 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 look forward to building on the progress that has been achieved in year one and continuing to make further achievements over the coming year 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 our achievements in 2019/20 include:

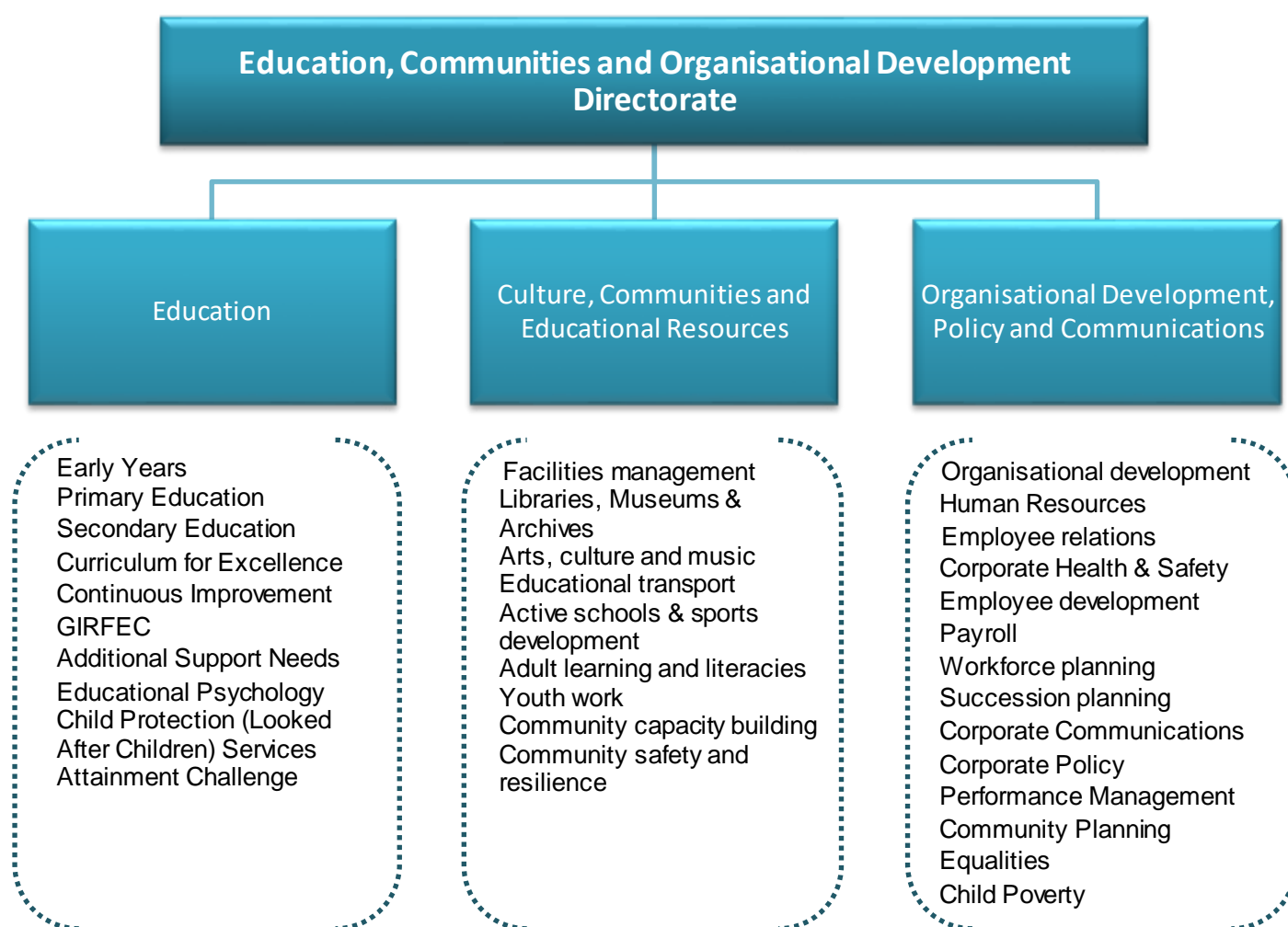
- The emergency recruitment of employees as a result of the Covid-19 pandemic to support front-line services with their workforce planning.
- The refurbishment of the Watt Institution, which was re-opened in November 2019 following £2.1 million investment. The Watt Institution has been shortlisted for a prestigious Royal Incorporation of Architects Scotland Award
- We launched the Inverclyde Heritage Strategy 2019/29
- The transformation of Inverclyde libraries into cultural hubs as part of the 'Making Waves' project, supported by the Scottish Library and Information Council
- Our Libraries Young People's Services Assistant, Myra Mains, won the inaugural Bookbug Hero Award for the Scottish Book Trust.
- The delivery of another successful Clyde Conversations Conference 2019 which was largely planned, facilitated and delivered by Inverclyde's young people, supported by Community Learning and Development
- The development of a new ICT Poverty Fund model
- The development of a new partnership between CLD and Parklea Branching Out
- The development of new REHIS suite of accreditation
- Data gathering has provided us with evidence of a narrowing of the poverty related attainment gap
- The successful implementation of the expansion of free school meals and school clothing grants
- We completed the first year of our Care Experienced Young People Attainment Fund which has helped to reduce the poverty related attainment gap through the purchase of equipment, attending school holidays and receiving tutoring
- We developed and published an Inverclyde Local Child Action Report which sets out how the council and its partners will work together to reduce child poverty in Inverclyde

- In partnership with our communities, the Directorate played a key role in the developing Locality Action Plans Inverclyde's 6 localities
- The continuing transformation of our school estate to ensure that every child in Inverclyde is educated in a new or refurbished school.
- Finalising 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 implementation of the Figtree Accident Reporting System
- A council-wide review of our temporary employees was carried out, the need for which had been identified from Service Workforce Plans.
- The continued rollout of the Uplifting Leadership course, with over 180 participants completing the course
- The development of a People and Organisational Development 2020/23 for the council
- The development and roll out of a Menopause Policy and Guidance for the council
- The development of a new Inverclyde Anti-Social Behaviour Strategy
- The Inverclyde Concert Band and Wind Orchestra achieved Gold and Gold Plus Awards at regional and national events.

There were no formal inspections of services within the Directorate over the past 12 months, although a number of our schools were inspected by Education Scotland over the course of the year. You can find all the inspection reports carried out by Education Scotland here:

<https://education.gov.scot/education-scotland/inspection-reports/>

The chart below provides more details on the Directorate structure and the Service responsibilities that sit within the Education, Communities and Organisational Development Directorate:



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

- To review and develop policies to ensure that they are appropriate and reflective of practices associated with Covid-19
- To develop new models for community engagement and learning across all aspects of the CLD service, taking cognisance of the restrictions imposed by Covid-19 and addressing the limited access to digital platforms, digital ability and financial constraints
- In partnership with our communities, to implement the locality plans for all of Inverclyde's six localities
- To resume our plans for the expansion of early learning and childcare which were put on hold nationally due to the exceptional circumstances resulting from the Covid-19 pandemic
- To continue to reduce the poverty related attainment gap
- To identify good practice and develop and implement initiatives that will help to reduce child poverty in Inverclyde
- To supporting the Inverclyde Alliance in the promotion of repopulation through the effective marketing and promotion of Inverclyde
- To raise the attainment of Inverclyde's young people
- To continue to develop our workforce planning arrangements to ensure our workforce is highly skilled and able to deliver on the council's organisational priorities
- To continue the development of our Children's Services Planning, ensuring a joined up approach to meet the needs of families and children
- To continue to develop multi-agency partnership working through the Inverclyde GIRFEC model
- To work with services on the development of risk assessments and safe working systems to accommodate new methods of working to ensure staff health and safety.
- To review and develop guidance for home working.

2.2 Covid-19

The year ahead for the Directorate sees it operating in unprecedented circumstances due to Covid-19. The complexities associated with the recovery and transition of service provision across all areas are huge, taking into account national guidance on social distancing and potential employee absence levels.

Following the closure of Inverclyde's schools and early years establishments on Friday 20 March 2020, a range of support mechanisms for our communities were quickly put in place. Nine childcare hubs were established across Port Glasgow, Greenock and Gourock to care for children of key workers and vulnerable children. The hubs provided a safe environment for the children to learn, meet new friends and have fun.

Some employees who were not required to work within priority services undertook roles within the Humanitarian Aid Centre (HAC) / Shielding Service, which includes incoming & outgoing calls and deliveries to Shielding residents and those who have self-identified as being in need.

As restrictions are lifted incrementally and we move forward, some pupils will require additional teaching support to close learning gaps. Whilst Inverclyde has made very good progress in recent years in narrowing the poverty related attainment gap, in future years the curriculum will have to include opportunities to provide additional support to pupils who may have missed out on some aspects of learning.

The recovery curriculum of all schools will focus on the health and wellbeing of all pupils alongside their safety in the school environment. There are aspects of the remote learning offer that were put in place during the period of lockdown that are likely to be sustained on a return to full time as a way of better meeting the needs of all learners while supplementing approaches to learning and teaching.

In our wider communities, the delivery of the Violence Against Women Strategy continues as a key priority with a co-ordinated approach with national and local colleagues being taken during the period of Covid-19 related restrictions. Whilst referrals remained static in Inverclyde during the lockdown period it is

anticipated that there will be an increase in the number of people seeking support following the lifting of restrictions. To ensure that this demand can be met, data and trend analysis is being carried out and discussions with partner agencies have informed horizon scanning to identify potential issues, put in place appropriate responses and highlight requirements for the continued delivery of appropriate responses. The council will also continue to fully support and promote national campaigns relating to this important issue.

Within our workplace, with more employees working from home, delivering essential services and adjusting to life following government guidance, it is more important than ever to ensure that our employees' health and wellbeing is looked after.

The council has a Supporting Attendance Policy in place to support any employees who are currently unwell, shielding or otherwise unable to attend work. An occupational health provider is also available to employees, which includes the offer of counselling provision, to help support mental health and wellbeing.

In consultation with our trade union colleagues and staff wellbeing champions, the HR service has produced a Health and Wellbeing Guide for managers, which provides hints, tips and reliable sources of information and support in relation to Covid-19.

Our local employee Wellbeing Champions are participating in the Scottish Government led Workforce Wellbeing Champions Network. Through this network we have had a role in the development of the recently published PRoMIS (www.promis.scot) national wellbeing hub. The Hub is a partnership between national, local and professional bodies with a shared passion for looking after the emotional and psychological wellbeing of our country's key workers.

Detailed Recovery Plans have been developed across all services and for all establishments and these will be implemented systematically, however every stage of our recovery strategy has to be tried and tested before we move to the next.

Above all, our key priority is to keep our all our residents and our employees as safe as possible.

2.3 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 is to ensure the long term sustainability of the improvements achieved through the Scottish Attainment Challenge Fund once the funding is no longer available at the end of this Parliament. 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 a change in how councils across Scotland work together to deliver improvement in education nationally. Six Regional Improvement Collaboratives (RICs) 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. It 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.


In September 2019 the Scottish Government approved the Partnership's new three year improvement plan for the period 2019/22. The plan is aligned with the National Improvement Framework drivers; seeks to deliver a cohesive system of improvement support and also complements 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:

- European Union (Withdrawal Agreement) Act 2020
- The Good Work Plan
- 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

2.4 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:

- Consultation and Engagement Groups have been established in all 6 Inverclyde localities. All groups with the exception of one have met, which has been delayed due to Covid-19.
- The CLD service has engaged with, and provided support to 29 groups across Inverclyde, including GRASP, Inverclyde Dyslexia, A-Team, Tenants and residents' groups and Community Councils. 86% of these groups are located within disadvantaged communities.
- Our Budget Consultation processes (online and public engagement events)
- The Clyde Conversations Conference 2019
- Inverclyde Libraries consulted library users, non-users, people working in the cultural and creative sector locally, socially isolated people, people with autism, teenagers, New Scots and others in Inverclyde's communities on what sort of creative offer people would like to see from libraries, which resulted in the 'Making Waves' project
- Engagement with library patrons as part of a customer journey mapping exercise.
- The village schools public consultation
- The review of school transport public consultation
- An end of programme evaluation for all CLD participants (ongoing)
- 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
- 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).

2.5 Equality

The ECOD Directorate is committed to ensuring equality of opportunity in everything that it does. The Corporate Director chairs the Corporate Equalities Group which comprises Officers from across the council and the Health and Social Care Partnership. The purpose of the Group is to reinforce and progress the council's commitment to equalities and, in doing so, comply with associated legislative requirements.

The Directorate's Services carry out Equality Impact Assessments (EIAs) on new or significantly changing policies, strategies and procedures, as well as on budget saving proposals. Examples of EIAs that were carried out in the past year include the Pay and Grading Review and the Dignity and Respect at Work Policy and Procedures.

The council has two sets of Equality Outcomes and every Service in the Directorate will continue to work towards the achievement of these during the next year.


The council's Corporate Equality Outcomes 2017/21 are:

1. Inverclyde Council's employees and Elected Members are able to respond confidently and appropriately to the needs of service users and colleagues
2. Inverclyde's children, citizens and communities are able to access our services and buildings with ease and confidence
3. Measures to prevent and eradicate violence against women and girls are making Inverclyde a place where all individuals are equally safe and respected and all women and girls can expect to live free from such abuse and the attitudes that perpetrate it
4. There are no barriers to recruitment, training and promotion opportunities for Inverclyde Council

5. All Inverclyde residents have an opportunity to share in the area's economic growth.

In its capacity as an Education Authority, the council also has a set of Education Equality Outcomes 2017/21:

1. All children and young people have the support that they need in relevant areas
2. Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning
3. All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.

Progress against the delivery of both sets of Outcomes 2017/21 was included in the Council's Mainstreaming Reports 2019 which are available to view at the *Documents* section on this page of the Council's website:  [Equality and Diversity](#).

2.6 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 CO₂ 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 Climate Change 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.

2.7 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.

2.8 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 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.

In addition to the LGBF, a number of 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
- The 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 National 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 2020/21 is outlined below

Expenditure and FTE numbers

Resource Statement: Education and Communities

<u>Service</u>	<u>2020/21</u>		
	<u>Gross Exp</u> <u>£000's</u>	<u>Net Exp</u> <u>£000's</u>	<u>FTE</u> -
Director	149	149	1
Education	87,611	76,539	1332
Culture, Communities and Educational Resources	20,160	18,624	321
Education & Communities Total	107,920	95,312	1,654
Organisational Development, Policy & Communications	2,187	2,087	40
Policy & Resources Committee Total	2,187	2,087	40
Education and Communities Directorate Total	110,107	97,399	1,694

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 is set out in section 5. The improvement plan is reviewed and updated annually, the first of which was carried out at the end of 2019/20. The improvement plan will be reviewed again at the end of 2020/21.

The improvement actions have been identified following robust self-evaluation using both formal, such as external audit, inspection reports and 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 small number of improvement actions contained within the Best Value Assurance Report that continue to be ongoing and that are relevant to the Directorate and these also have also been incorporated into the improvement plan.

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; 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 conduct peer review; the Local Government Benchmarking Framework; customer satisfaction survey; self-assessment against Audit Scotland reports and Citizens' Panel surveys.

- **Education Services**

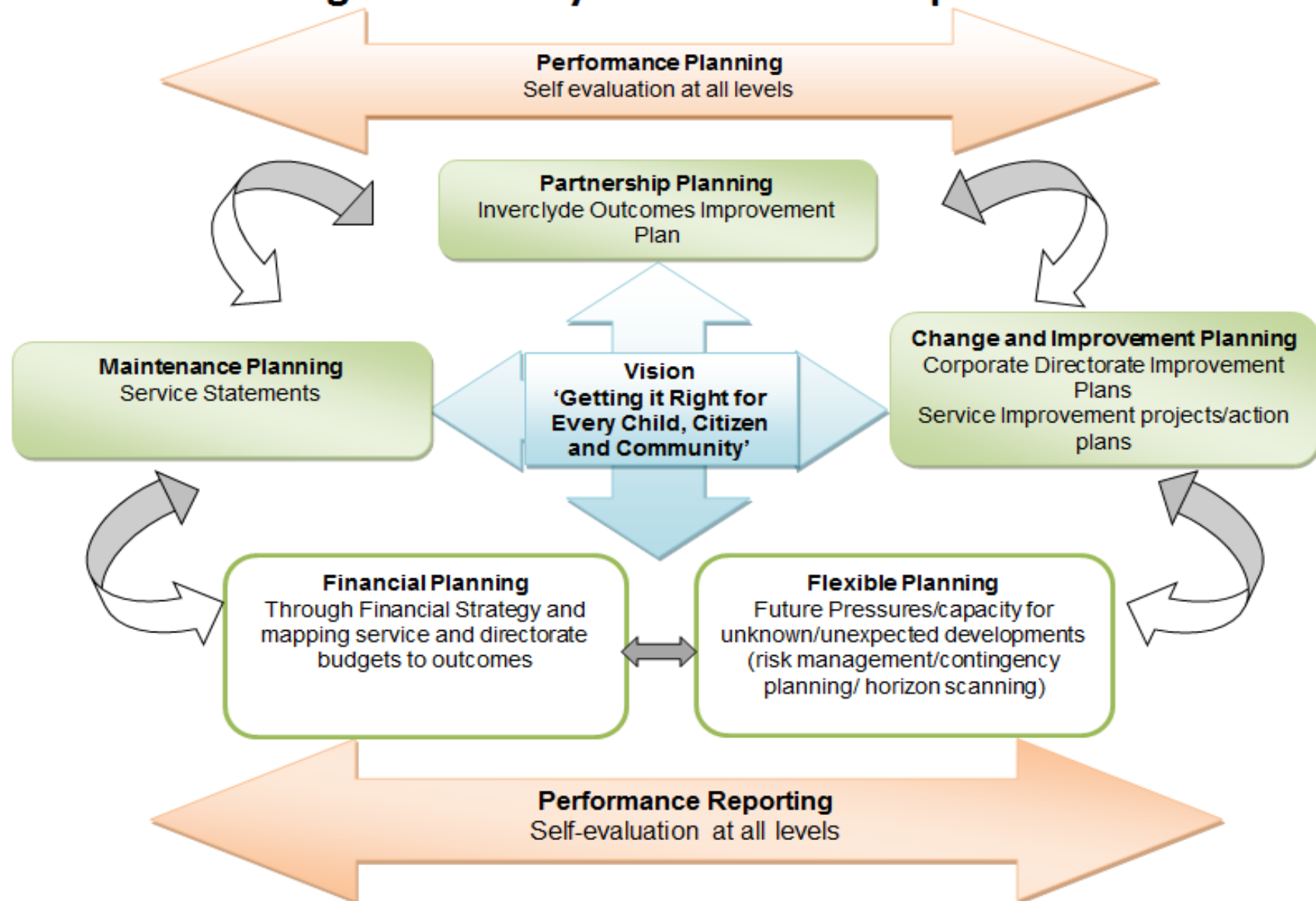
Education Scotland inspection and review; the Standards and Quality report, developed at both the centre and at a service level, Improvement Plans at both centre and at a service level; joint capacity building with the Regional Improvement Collaborative; How Good is Our School? 3 and 4, How Good is our 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.

- **Culture, Communities and Educational Resources**

Validated self-evaluation; annual review with the senior management team members; evaluation of professional development initiatives; Education Scotland inspection and review; cross-authority working;; internal service self-evaluation using the Public Libraries Quality Improvement Framework Toolkit; customer engagement exercises.

The diagram on the following page shows the council's planning cycle. All levels of planning require to be underpinned by self-evaluation. The 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 Directorate Improvement Plan

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 committees.

An overview of the Action Plan for the Directorate is set out on page 17.

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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

Confident Individuals



Effective Contributors

Responsible Citizens

The Education, Communities and Organisational Development CDIP has a further two years left in its current planning cycle. The Improvement Plan is reviewed annually to ensure that the actions within it remain relevant, that it reflects the current position and also any new challenges that have emerged in the previous year.

This section sets out the refreshed improvement actions for the Education, Communities and Organisational Development Directorate.

Improvement Plan Overview	
Education	Corporate Plan Priority
Scottish Attainment Challenge	OP1, OP4, OP5, OP9, OP10
Broad General Education	OP1, OP5, OP9, 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
Implement the findings from the Additional Support Needs Review	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
Community Safety and Resilience	OP1, OP2, OP5, OP6, OP7, OP9
Community Safety Engagement	OP1, OP2, OP5, OP6, OP7, OP9

Organisational Development, Policy and Communications	Corporate Plan Priority
The Community Empowerment (Scotland) Act 2015	OP1 – OP9
People and Organisational Development Strategy	OP9, OP10
Child poverty	OP4, OP6
Fairer Scotland Duty	OP2, OP4, OP9
Health and safety monitoring system	OP9, OP10
Repopulation and tourism 'place' marketing	OP1, OP9
All Services	
Measuring impact on outcomes	OP1 – OP8
Workforce planning	OP1, OP3, OP9, OP10

Corporate Improvement Actions

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA1	The Community Empowerment (Scotland) Act 2015	<p>Audit Scotland made a recommendation in the BVAR 2017 that Inverclyde Council should further develop the capacity of communities.</p> <p>Inverclyde's Outcome Improvement Plan was published in December 2017. Performance monitoring consists of a quarterly performance report and an Annual Report.</p> <p>Locality Action Plans have been developed and published on the Council's website for all six Inverclyde localities.</p>	<p>The Council and its partners can demonstrate that it is effectively delivering on the statutory requirements of the Community Empowerment (S) Act 2015</p> <p>The issues that matter most to each locality are identified and community planning partners and the community work together to tackle them.</p>	<p>Develop appropriate, local responses to Scottish Government guidance.</p> <p>Continue to gather data from partners around the three localities.</p> <p>Pilot the establishment of a Locality Planning Group in Port Glasgow and then roll out to the remaining 5 localities.</p>	<p>Communities are making full use of the Community Asset Transfer, Participation Request and Participation in Public Decision Making elements of the Community Empowerment Act 2015</p> <p>Implementation of the six Locality Plans, involving all partners. A Locality Action Plan is developed for each locality and published on the Council's web site.</p>	<p>Corporate Policy, Performance and Partnership Manager</p> <p>Community Learning and Development, Community Safety and Sports Service Manager</p>	<p>Contained within existing budgets</p>	<p>OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8</p>

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>Communication and Engagement Groups have been established in Port Glasgow, Kilmacolm and Quarriers, Greenock East and Central, Greenock South and South West and Inverkip and Wemyss Bay</p> <p>An evaluation of phase 1 of Participatory Budgeting has been carried out and a revised approach agreed.</p>	<p>Locality Planning Groups are established in each of the 6 localities to enable service planning at a local level and to implement Locality Action Plans.</p> <p>The Alliance is investing in building the capacity of communities</p> <p>Robust and comprehensive community involvement and engagement takes place in each of the 6 localities.</p> <p>Communities can influence how budgets can be used to address local priorities.</p>	<p>Establish a Communications and Engagement Group in each of the 6 localities.</p> <p>Implementation of the revised approach as agreed by the Policy and Resources Committee</p>	<p>Locality Planning Groups established in each locality and meeting on a quarterly basis.</p> <p>The local priorities that have been identified through community engagement are delivered.</p> <p>Communications and Engagement Groups established in each of the 6 localities and meet on a regular basis.</p> <p>There is a sustainable model of PB in place in Inverclyde</p>			

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA2	Measuring impact on outcomes	<p>The Audit Scotland Best Value Assurance Report (2017) contained 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.</p> <p>Public performance reporting has been strengthened across a range of areas, including:</p> <ul style="list-style-type: none"> • A Corporate Plan Annual Report shows progress in the delivery of our organisational and partnership priorities. • A redesign of the performance webpages to present performance information that shows the progress that is being made in the delivery of 	<p>Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes.</p> <p>Performance reporting is linked to measuring impact on outcomes at an individual, community and population level.</p>	<p>Continue to work with experts and other performance management specialists, to identify processes to better measure impact on outcomes and learn from good practice elsewhere.</p> <p>Build on additional performance reporting arrangements that have been put in place in the last 2 years Identify desired outcomes with key milestones / timescales for the Inverclyde Alliance Partnership Action Plans.</p>	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>priorities and outcomes.</p> <ul style="list-style-type: none"> • A LOIP Annual Report is also produced by the Inverclyde Alliance. 						
CA3	Workforce Planning	<p>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.</p> <p>Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills.</p>	<p>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.</p> <p>Continue to ensure Service Workforce Plans are actioned and reviewed.</p>	<p>Analysis of workforce data and learning needs with a coordinated approach to WP and L&D solutions.</p> <p>Assessing future workforce requirements via service workforce plans.</p> <p>Delivery of plans to be monitored by the Workforce Planning & Development Group. (Ongoing)</p>	<p>Workforce Planning and Learning & Development activity is prioritised and needs are met through coordinated and cost effective approaches.</p> <p>Appropriate WP and L&D interventions are implemented to address key workforce challenges over the next 3 years and beyond.</p>	Head of OD, Policy and Communications	Contained within existing resources	OP1 OP3 OP9 OP10
CA4	People and Organisational Development Strategy	The New Strategy for 2020/23 was approved by Council in February 2020	The new People & OD Strategy Action Plan will need to be reviewed in light of the COVID19 pandemic and associated recovery plans to assess it continues to be fit for	OD Team to review Action Plan and link with OD, Policy & Communications representatives on Recovery Groups and with Workforce Development Group to determine and new or	CMT approve amended People and Organisational Development Strategy Action Plan 2020/23, or confirm existing plan fit for purpose.	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
			purpose. It will then be taken back to CMT for agreement on any amendments	amended key priorities in terms of the strategy Dec 2020				
CA5	Child poverty	<p>25.7% of children in Inverclyde are estimated to be living in poverty, the 6th highest in Scotland. Child poverty is expected to increase nationally.</p> <p>A multi-agency Child Poverty Action Group, oversees the work around child poverty in Inverclyde</p> <p>The first Inverclyde Local Child Poverty Action Report was published in 2019. Work on the second LAR is underway.</p>	<p>To reduce child poverty locally and work towards the achievement of national targets.</p> <p>The Child Poverty Action Group will agree priorities for the area and the Local Action Report for 2019/20 will be the framework to develop these local priorities (food insecurity, employment and digital insecurity) in line with the national priorities.</p>	<p>Local and national data will be analysed to evidence local impact on child poverty and on the national targets.</p> <p>All partner (CPAG) activity and data linked to child poverty is held centrally to enable partners to measure progress against the national child poverty targets.</p> <p>Monitor and review the projects in the Child Poverty Action Report.</p>	Qualitative and quantitative data will show improvement in child poverty levels in Inverclyde	Corporate Policy, Performance and Partnership Manager	Costs are set out in the Inverclyde Child Poverty Action Report	OP1 OP4 OP5 OP6
CA6	Children's Services Plan: Update	An Inverclyde's Children's Services Plan is in place and the year 2 Delivery Plan has been	A refreshed Children's Services Plan is submitted in accordance with the new timescale once	Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC	A new Children's Services Plan is approved and reflects the Covid-19 recovery plan	Corporate Director ECOD; Head of Education;	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		<p>implemented across all child support agencies. A monitoring framework is in place in keeping with Scottish Government guidance.</p> <p>A refresh of the ICSP was initially due to be submitted in 2020 however the Scottish Government has delayed this in response to Covid-19. It is accepted that priorities may change due to this.</p> <p>The Children's Services Partnership restructure will provide appropriate framework for multi-agency approach to planning, achieving outcomes and quality assurance across all partner agencies.</p>	<p>announced by the Scottish Government.</p> <p>Governance framework provides overview of progress and service level accountability.</p>	<p>Pathway Model to ensure consistency across partner agencies.</p> <p>Review of priorities and performance measures.</p> <p>Refresh the Strategic Needs Assessment</p> <p>Delivery of identified CSP outcomes by CS Partnership sub-groups. Priority Leads and sub-group Chairs will meet regularly to co-ordinate and monitor progress. Meetings were suspended during Covid-19 but will reconvene.</p>	<p>Priorities have been identified through multi-agency analysis of available evidence including local and national performance measures and Covid-19.</p> <p>Increase confidence of staff in implementation of GIRFEC Pathway model.</p> <p>Continuing improvement in the quality of GIRFEC pro-forma and documentation, e.g. Child's Plans, Chronologies; Education Action Plans, TAC outcomes.</p>	Children Services Partnership; GIRFEC Strategy Group		

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CA7	Review of Inverclyde GIRFEC Model	<p>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 Health Strategy, Autism Strategy and Locality ASN Forums provides the opportunity to review and realign the practice model</p> <p>Updated SEEMIS application and associated modules currently being developed – due for phase 1 implementation August 2020.</p> <p>Programme of Quality Assurance and Self-Evaluation implemented on Cluster basis June 2018. This has</p>	<p>Evidence of quality planning both at single agency level and interagency with timely support being given to children and families to improve outcomes.</p> <p>Multi-agency workforce confidence in development of Inverclyde's GIRFEC Model will continue to improve and develop</p> <p>Consistency of approach by all partners to using GIRFEC Pathways for development and implementation of plans for vulnerable children and families.</p> <p>Education service's procedures for school review to include the quality assurance of</p>	<p>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.</p> <p>GIFEC Pathway Model to align with restructure of both Children's Services Partnership and implementation of Locality ASN Forum.</p> <p>Identification of training needs will identify multi-agency approach to build capacity across partner services.</p> <p>Implementation of cross-service quality assurance procedures to be led by Children's Services Performance</p>	<p>Monitoring of direct referrals from educational establishments to support services.</p> <p>Overview of CS and GIRFEC QA processes used to inform Strategic Needs Assessment. Information from TAC/Review meetings confirm positive impact for individual children and young people.</p> <p>An increase in numbers of staff attending multi-agency training. Staff confidence with GIRFEC model and multi-agency working.</p> <p>QA procedures provides effective quantitative and qualitative information to inform future planning.</p>	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		provided an opportunity to both moderate quality and consistency of approach in the development of Child Plans and to allow sharing of good practice.	<p>GIRFEC policy and procedures including:</p> <ul style="list-style-type: none"> Wellbeing Assessments; Child's Plans; Chronologies; and TAC meetings. Data analysis of outcomes and impact included in process. <p>QA procedures linked directly to compilation of Strategic Needs Analysis for Children's Services Planning.</p>	<p>Management sub-group.</p> <p>Implementation of CSP sub-groups to develop improved outcomes for LAC/CE children and Young People.</p> <p>Education's QA processes to reflect changes in Education Scotland model. Alignment with Children's Services Performance Management sub-group will ensure consistency across all partner agencies.</p>	Collated data informs Strategic Needs Analysis to allow identification of appropriate priorities for forward-planning and improvement.			
CA8	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.	Ensure we are compliant with the Duty, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.	Utilise the support available from the Improvement Service to develop and share best practice on the Duty.	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.		When making strategic decisions, actively consider, with an open mind, whether there are opportunities to reduce socio-economic disadvantage. Incorporate the Duty into the Equality Impact Assessment as part of the Council's process to amend or introduce new policy arrangements. By June 2020.				
CA9	Volunteering Strategy	A draft Inverclyde Volunteering Strategy, 'Everyone's Volunteering 2019-28' has been developed. The draft Volunteering Action Plan has been developed, however this needs greater community involvement and a collective review to inform its development. A broader partner / staff and community	The quality and quantity of volunteering opportunities is increased. The number of people participating in volunteering is increased. Participation inequalities are addressed	Carry out survey of volunteering across the directorate and CLD partnership to inform refreshed volunteer action plan by June 2020 QA systems used to measure quality of volunteer placements. A partner/staff and community consultation carried out to inform the plan	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	Community Learning and Development, Community Safety and Sports Service Manager CVS Inverclyde	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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		consultation in March / April 2020 was delayed due to Covid-19	The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.	<p>Self-evaluation carried out to identify key strengths and areas for improvement</p> <p>Review draft Action Plan following the consultation event. Refreshed Action Plan by end June 2021</p> <p>Impact assessment carried out by Sept 2021</p> <p>Volunteer Pathways developed by March 2022.</p> <p>Development and delivery of a range of leadership and volunteering opportunities.</p>	<p>condition or challenging circumstances, e.g. cultural barriers, men and those in the most deprived 20% of communities.</p> <p>More local strategies and plans will demonstrate the contribution and impact of volunteering.</p> <p>Evidence of volunteering being promoted and valued.</p>			

Cross Directorate Improvement Actions

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
CD1	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.	<p>Raise levels of attainment and achievement in our communities.</p> <p>Individuals are supported in developing the skills, knowledge and attributes to achieve their full potential.</p>	<p>Increase the learning opportunities available to individuals.</p> <p>Support the work aimed at closing of the poverty related attainment gap.</p> <p>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.</p> <p>Ongoing over 2020/21</p>	<p>An increase in the number of individuals achieving nationally recognised awards.</p> <p>There is an improved range of courses, qualifications and awards available to individuals.</p> <p>There is an increase in the number of individuals with improved literacies and ESOL skills.</p>	<p>Head of Culture, Communities and Educational Resources & CLD</p> <p>Head of Education Services</p>	Contained within existing resources	<p>OP1</p> <p>OP2</p> <p>OP3</p> <p>OP4</p> <p>OP5</p> <p>OP9</p>
CD2	Implementation of the CLD 3 Year Plan	<p>CLD service has identified a number of priorities for the service to be delivered over the period 2018/21.</p> <p>An Annual Report for year 1 has been</p>	<p>Delivery of the CLD priorities in relation to</p> <ul style="list-style-type: none"> - Raising attainment and achievement - Develop of effective partnership - Effective community 	<p>Delivery of the key activities as set out in the 3 year plan.</p> <p>Strengthening of partnership working both within and out with the Council.</p>	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	Contained within existing resources	<p>OP3</p> <p>OP4</p> <p>OP6</p> <p>OP9</p> <p>OP10</p>

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?	Lead Officer	How much will it cost?	Link to Corporate Plan priority
		produced and approved by the Alliance Board / relevant Committee.	engagement structures - Health and Wellbeing - Poverty and deprivation	Reporting of progress to the Strategic Implementation Group. Delivery over the period 2018 / 2021				
CD3	Develop and implement Sport & Physical Activity Strategy	Members of the strategic steering group have been identified. Initial meeting held. Revised timescale established to reflect service restructure and delay due to Covid-19.	Strategy developed and launched by March 2021.	Strategy working group is established. The action plan is refreshed in light of Covid-19. Public consultation is carried out Establish a reporting mechanism through Inverclyde Alliance Board. Operational group established.	Strategy developed and launched by March 2021. Strategy is endorsed by Education & Communities Committee and the Inverclyde Alliance Board.	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP 6

Service Improvement Actions

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
Education								
Ed1	Scottish Attainment Challenge	<p>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.</p> <p>Attainment gap linked to deprivation has decreased during 2019/20 across almost all measures</p> <p>Practitioners are now more skilled in their understanding and use of data.</p> <p>Events of Covid-19 have enabled parents to become more involved in their child's learning.</p>	<p>Further decrease the attainment gap linked to deprivation.</p> <p>Ensure that a recovery curriculum is in place to ensure that the needs of all learners are met and that there are opportunities to fill learning gaps due to COVID-19</p> <p>An increase use of data to set targets and inform next steps and improvements</p> <p>Parents are enabled to better support their children in Literacy,</p>	<p>Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.</p> <p>Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.</p> <p>Co-ordinated quality programmes are in place with partners which impact on attainment</p> <p>Continue to support and establish on family learning programmes and to support parents.</p>	<p>Further improvements in base line figures in literacy and numeracy.</p> <p>Parents' capacity to support their children's learning continues to increase.</p>	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>Prior to COVID evidence from Barnardo's showed that the % of families engaging with their child's learning was increasing.</p> <p>Secondary schools are now embedding collaborative practitioner enquiry in practice in partnership with the Education Psychology team amongst others. Joint working has strengthened.</p> <p>Models of leadership, which supports a significant number of practitioners to engage in research and critical reflection is now directly impacting on the quality of learning and teaching in the classroom.</p>	<p>Numeracy and Health & Wellbeing</p> <p>Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.</p> <p>A consistent shared understanding of high –quality learning, teaching and assessment.</p>	<p>Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities.</p> <p>Disseminate effective practice.</p> <p>Continue to support and develop the leadership programmes that are provided across the authority, through the Regional improvement collaborative and nationally.</p>	<p>Feedback to date is that teachers and support staff report very positively about Continuing Professional Learning and their level of confidence in approaches being delivered. This will continue to be monitored and evaluated.</p>			

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>Continue to implement 'Applying Nurture' as a Whole School Approach across all sectors.</p> <p>A declining trend of exclusions is in place but this needs further refined for ASN</p>	<p>Continue to reduce exclusions.</p>	<p>Evidence informed interventions which are positively impacting on the lives of children and young people.</p> <p>Through the continued implementation and evaluation of policies such as GIRFEC ,Positive Relationships Positive Behaviour Policy and the Attendance Policy</p>	<p>Well-informed and targeted interventions have resulted in improved outcomes in children's attendance, motivation and attainment.</p>			
		<p>A professional learning programme for teaching staff and support staff is empowering young people to take greater ownership of their learning</p> <p>Developing an exit and continuation plan of strategies for Scottish Attainment Challenge initiatives</p>	<p>Approaches and initiatives which have impacted on attainment are embedded.</p>	<p>Building practitioners capacity across all sectors by providing high quality professional learning.</p> <p>Increase the digital literacy of all teachers and practitioners</p>	<p>Good practice is shared and effective interventions up scaled where appropriate using research informed by local and national policy –</p>			

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
Ed2	Broad General Education	<p>Schools continue to track and monitor performance at all levels</p> <p>Primary schools are using new progress and achievement tracking system for numeracy and literacy.</p> <p>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.</p>	<p>Schools will continue to develop tracking and monitoring of other aspects of BGE curriculum. Schools also developing report templates.</p> <p>Tracking and monitoring will increasingly be used to provide effective interventions in learning.</p> <p>Schools are accessing information independently and are confident in the use of all measures to remove barriers to learning</p>	<p>Revising the Quality Assurance Framework across the authority.</p> <p>Continue to develop the quality assurance framework and SEEMIS reporting and tracking system</p>	<p>A robust and reliable tracking system is in place to report on and monitor progress and performance of all pupils through the BGE.</p> <p>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</p>	Head of Education	Contained within existing resources	OP1 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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>The newly developed Quality Improvement Framework processes include opportunities for all schools to discuss attainment and teacher professional judgement on an annual basis.</p> <p>The authority wide data set has been updated to include the information on progress and achievement.</p> <p>Inverclyde continues to engage with the Glasgow City Regional Education Improvement Plan (West Partnership).</p> <p>Progression frameworks for understanding standards have been developed at Council level.</p>	<p>The Quality Improvement Framework is in place and understood by all.</p> <p>The Quality Improvement Framework has been adapted for the recovery planning due to COVID -19</p> <p>The data set has been reviewed and evaluated and is consistently used in all establishments</p> <p>The RIC plan will be revised and streamlined</p> <p>Progression frameworks for other areas of the curriculum are beginning to be developed</p>	<p>Establish toolkits for schools for recovery curriculum and pedagogy</p> <p>Continue ongoing work with SEEMIS</p> <p>Continue to have representation on the RIC working groups and programme board</p> <p>The coaching and modelling officers will continue to work with schools to identify appropriate progression.</p>				

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
Ed3	Implement the findings from the Additional Support Needs Review	<p>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.</p> <p>Because of the situation with COVID -19 work on this has been delayed and suspended.</p> <p>Attendance, educational attainment and wellbeing outcomes of Care Experienced, ASN and pupils with barriers to their learning remains an area for development and improvement.</p> <p>Progress has been made in the tracking of outcomes for Care experienced children.</p>	<p>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)</p> <p>Educational performance, attendance and exclusion rates for LAC and ASN continue to improve. BGE and SQA monitoring data is included in data packs.</p>	<p>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</p> <p>Continued work undertaken by the attainment challenge attainment team to work alongside schools and children's services.</p>	<p>Inclusive Support Services re-organised to reflect the outcomes of ASN review.</p> <p>Improved educational outcomes for care experienced pupils.</p> <p>Improved wellbeing outcomes for all children and young people.</p> <p>All Inverclyde educational establishments include Autism friendly strategies into improvement planning cycle.</p>	<p>Head of Education</p> <p>Principal Psychologist</p>	<p>Contained within existing resources</p>	<p>OP5</p> <p>OP6</p> <p>OP9</p>

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>Increased use of Autism friendly strategies are now in place.</p> <p>2019 outcomes for positive destinations represented the highest ever for Inverclyde.</p> <p>Pilot Locality ASN Forum in Port Glasgow over 2018/19 was suspended to allow further work to be undertaken.</p> <p>Communication Friendly Schools pilot has been in place in two</p>	<p>Locality ASN forums operating successfully. Protocols and procedures will improve direct access to Tier 1 and Tier 2 mental health & wellbeing support.</p> <p>Learning from pilot programme disseminated over session 2019/20.</p>	<p>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</p> <p>Access to support from partner services more readily accessible through locality forum arrangements.</p> <p>Planned programme of capacity building and support</p>	<p>Increased positive destinations for pupils with barriers to their learning.</p> <p>Improve the monitoring and tracking of care experienced pupils to support their educational performance pupils and increase the number of looked after pupils entering a positive destination upon leaving school</p> <p>Locality ASN forums operating effectively with clear lines of communication and referral implemented for actions by Inverclyde ASN Forum.</p> <p>Staff capacity and understanding of Autism continues to develop.</p>			

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>Inverclyde primary schools.</p> <p>LIAM project pilot in Inverclyde East locality. The project looks to build school's capacity and knowledge in dealing with anxiety.</p>	<p>Assessment. ICOS Coaching and Modelling approach continues to be embedded.</p> <p>Programme disseminated across Inverclyde schools over session 2019/20. Teachers and support staff better trained in supporting anxiety in children and young people.</p>	<p>developed by ICOS team.</p> <p>Planned programme of capacity building and support developed by LIAM team.</p>	<p>Schools have more direct access to support for pupils with barriers to their learning.</p> <p>Staff capacity and understanding of anxiety in young people continues to develop</p>			
Ed5	1140 hours expansion in early learning and childcare	<p>The strategic plan for the expansion of early learning and childcare is being implemented and includes the following work plans:</p> <ul style="list-style-type: none"> • Infrastructure • Workforce • Operations • Quality <p>Effective engagement with Scottish Government in relation to implementation and monitoring is ongoing.</p>	<p>It is likely that provision of 1140 hours will be offered across Inverclyde subject to COVID -19 restrictions. There will be restrictions in choice of establishment / patterns of placement.</p>	<p>The strategic work group will continue to monitor the implementation of the expansion plan.</p>	<p>Regular monitoring of work plans and risk register.</p>	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		Due to Covid-19 an Order revoked the statutory duty to provide 1140 of childcare by August 2020. An Inverclyde contingency plan for August is currently being developed.		A contingency plan is currently being developed to address any shortfalls in provision.	All children are allocated a 1140 hours placement			
		Positive relationships with the private, voluntary and independent sectors are being sustained.	All eligible Providers meet the National Standard for Early Learning and Childcare and are accepted as Funded Providers from August 2020	Applications are currently being scrutinised and decisions will be finalised by June 2020.	Funded Providers are delivery ELC across the Authority.			
Culture, Communities and Educational Resources								
CC& ER1	Culture & Heritage	Following a programme of refurbishment, the Watt Institution re-opened in 2019 and revised opening hours have been implemented. Many elements of the service have been in place since the 1980s and require a comprehensive review.	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.	Full review of service including: staffing structure, services offered, and income generation opportunities, taking into account the themes and priorities from the Heritage Strategy.	% 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;	To be contained within existing revenue budget.	OP1 OP8 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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		The Great Place Scheme funded the production of a ten year Heritage Strategy for Inverclyde, which aims to support the development of a strong, sustainable heritage infrastructure operating across the public, private and third sectors. The Strategy was approved by the Alliance Board in 2019.	Implementing the recommendations and action plan of the Heritage Strategy and adopting new working practices and services developed as part of the <i>Stories Frae the Street</i> project.	Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan. Continuation during 2020 of the artistic commissions under the banner of the Great Place Scheme Produce a funding bid for support for Heritage Strategy Action Plan (currently closed due to Covid-19) Timescale: 2020/21		Heritage Outreach Officer; Watt Institution staff		
CC&ER2	Library Services for Children and Young People	The Scottish Government published a national strategy for school libraries in Scotland 2018-23: <i>Vibrant Libraries, Thriving Schools</i> . There are 3 aspects of Inverclyde Council's library offer for children and young people: the public library service,	Joined up library services for children and young people, making 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	Adoption of elements of Attainment Challenge service provision into core business. Continued close working with school librarians.	Use of Inverclyde's public libraries by children and young people will increase. Use of Inverclyde's secondary school libraries will increase.	Libraries, Education Development and Arts Manager; Team Leader – Libraries; Education staff; Staff with responsibility	To be contained within existing revenue budget	OP1 OP2 OP8 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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>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.</p> <p>A review of all aspects of provision for children and young people has been carried out, including early years; class visit programme; after school programme and young adult. Inverclyde Libraries consulted with young adults in order to devise a refreshed offer, including closer working with school librarians, a secondary school e-membership drive, and a number of pilot projects.</p>	ensuring that Inverclyde's schools are in a good position to apply for School Library Improvement Funding from the Scottish Government.	<p>Review of existing library provision within primary schools.</p> <p>Timescale: 2020/21</p>	<p>Primary school library provision will be supported.</p> <p>The literacy-related attainment gap for children in Attainment Challenge schools will be reduced.</p> <p>Inverclyde's school libraries will apply for School Library Improvement funding on an annual basis with a high rate of success.</p>	for delivering children's and young people's library services.		

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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
CC&ER3	Facilities Management	<p>The Scottish Government's free school meals provision began in January 2015 and has been implemented in all relevant schools. Initially a target of 80% was set, however this may need to be revised as more pupils bring packed lunches to school.</p> <p>Similarly, alternative targets may need to be put in place to account for Covid 19 restrictions.</p>	To sustain free school meal provision at an appropriate level in light of Covid-19 restrictions.	Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.	Measuring the percentage uptake of free school meals within the P1 to P3 age group.	Facilities Manager	Externally funded	OP4 OP6 OP9
CC&ER4	School Transport	<p>Changes to school transport provision were agreed by the Education and Communities Committee in September 2019, following which, work was underway to implement the revised arrangements. This was halted by Covid-19.</p> <p>The Head of Culture, Communities and Educational Resources has had regular contact with Parent Councils</p>	<p>Work with school communities to implement changes to school transport provision.</p> <p>The revised transport arrangements are in place.</p>	<p>ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council.</p> <p>Termly payment plans created for those pupils requiring subsidised transport</p> <p>Partnership working with transport providers. Work with communities to</p>	New transport arrangements are established and the inequality in provision has been addressed.	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>regarding the revised arrangements.</p> <p>There are plans to phase in arrangements from August 2020 in line with Covid-19 guidance.</p>		support implementation of revised arrangements.				
CC&ER5	Develop and improve Adult Learning Pathways	<p>A range of high quality learning opportunities are available for adults and young people. The clearer articulation and strengthening of pathways has been a key focus across the CLD Partnership with key improvements being made. All provision is articulated on Inverclyde Life.</p> <p>Clearer learning pathways have been developed round key themes/areas of work including ESOL, IDEAS, ICT, and some key aspects of Adult Learning, literacies.</p>	<p>There is a better articulation and awareness of appropriate pathways for learners.</p> <p>There are new progression opportunities for learners where needed and additional support at transition points for those most in need.</p> <p>There has been increased support for vulnerable learners. Improved identification of need and a focus on individual planning and progression have improved</p>	<p>Improve progression pathways for both young people and adult learners.</p> <p>Work in partnership with wider CLD partners to identify appropriate pathways for learners with a focus on employability, transitions from community based AL to FE, volunteering and leadership and health and wellbeing. Support and test pathway articulation and development by piloting some key programmes, e.g.</p>	<p>Increased pathways available to learners.</p> <p>Increase in the number of learners progressing on to a positive destination.</p> <p>Clear and defined pathways are identified. CLD practitioners and wider partners and adult learners have a better understanding of pathways for their learners.</p>	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP1 OP2 OP3 OP4 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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		Transitions from community-based adult learning to further education needs a continued focus.	retention helped remove barriers to participation.	<p>Leadership Award at SCQF levels 5/6.</p> <p>Increase partnership programme planning.</p> <p>Consult with learners on their experience and expectations of their learning pathway.</p> <p>Work across the partnership to identify and target the most vulnerable learners and develop additional support arrangements where needed.</p>				
CC&ER6	Youth Consultation and Representation Structures	Whilst structures are in place, there is a need to further develop the Youth Consultation and Representation Structures across Inverclyde ensuring key community groups of interest are supported.	<p>Community engagement structures are in place that enhance the participation levels of our young people.</p> <p>The voices of our young people have an appropriate platform to be heard.</p>	<p>Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.</p> <p>Carry out a review of the Youth Participation Strategy, achieve the LGBT Charter Mark for our Clyde Pride Group & create a peer education group</p>	<p>A new Youth Cabinet is established with increased numbers of young people engaged in youth participation.</p> <p>A new refreshed Youth Participation Strategy is created to ensure young people are involved in service planning and delivery. LGBTI Clyde Pride</p>	Community Learning and Development, Community Safety and Sports Service Manager	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
				<p>to tackle issues affecting young people on a peer level.</p> <p>Deliver the Inverclyde YOYP Plan for 2018. Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform.</p> <p>Ensure effective arrangements are in place for the Scottish Youth Parliament Elections 2021.</p>	<p>achieves a bronze Charter Mark.</p> <p>The contribution of young people is celebrated and highlighted through the Year of Young People programme. Increased number of young people involved in Inverclyde Youth Council</p> <p>Clyde Conversations 2020 is developed and delivered</p> <p>Increase in the number of candidates standing for election and an increase in the number of young people involved in SYP elections.</p>			
CC&ER7	Community Safety & Resilience – Improving Inverclyde Initiative	Following community consultation and the completion of a strategic assessment, the Community Safety Partnership has set out 3 overarching strategic priorities – - 'Reducing Violence, Crime and	The introduction of a neighbourhood/community based community safety and resilience initiative in Lower Port Glasgow.	<p>Engagement with agencies and services to identify current resources and assets within the identified area.</p> <p>Assessment of community engagement</p>	<p>The pilot initiative will have been introduced to the Lower Port Glasgow neighbourhood/community in Inverclyde.</p> <p>The community and wider public will be able to identify an</p>	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		<p>Disorder'; Reducing Unintentional Harm; and 'Promoting Community Resilience'.</p> <p>Currently, the majority of responses to anti-social behaviour and disorder are reactive and police led with support from the Public Protection Service.</p>		<p>responses to identify unmet community need</p> <p>Engagement with communities to encourage participation and ownership</p> <p>An evaluation of the project after 3 months to identify successes/areas for improvement and the opportunity to roll out to other areas.</p> <p>An evaluation of the initiative after 12 months.</p>	<p>improvement in their area.</p> <p>The Community Safety & Resilience Team and wider community safety partners will have a better understanding of issues within the locality/community.</p> <p>High quality detached youth work service developed and implemented.</p> <p>Improved outcomes for young people and communities contributing to a reduction in ASB.</p> <p>Problem solving approach implemented to tackle anti-social behaviour.</p>			
CC& ER8	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	Community engagement structures are in place that help to maintain high feelings of safety and	During the period the department will identify a range of community safety engagement messages which	Measure the number of community safety engagements carried out across Inverclyde.	Community Learning and Development, Community Safety and Sports	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
		asked a series of questions regarding their satisfaction of where they live, their feelings of safety and their experience of antisocial behaviour.	low experiences of antisocial behaviour in Inverclyde.	support the priority outcomes of the Community Safety Partnership Strategy - the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm in our communities and the promotion of community resilience.	Promote and support national campaigns which contribute to the priority outcomes of the Community Safety Partnership Strategy. Feelings of safety are reported as high in the forthcoming citizens' panel (2020).	Service Manager		
Organisational Development, Policy and Communications								
ODP & C1	Health and Safety Monitoring System	Development of the Figtree Health and safety monitoring system to utilise the auditing and workplace inspection functions.	To record and monitor key action points and control measures which require to be implemented at Service level and that implementation has taken place.	Develop and test the relevant modules in 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.	Auditing and workplace inspection functions are fully implemented.	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?	Lead Officer	How much will it cost?	Link to Corporate Plan Priority
				Develop the reporting function to bring additional statistical information to the Corporate Health and Safety Committee as required. December 2021				
ODP & C2	Repopulation and tourism 'place' marketing linked to overarching council branding exercise	A coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and redeveloping the 'discover Inverclyde' brand to promote Inverclyde has been developed. The website was ready to be launched on 27 March 2020 but this had to be postpone due to the Covid-19 crisis.	There is a coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and the 'discover Inverclyde' brand to promote Inverclyde as a place to encourage more visitors, more businesses and more new residents	Launch of the new web resource 'discover Inverclyde' website, supported by a place marketing campaign throughout 2020 focused on promoting Inverclyde as a place to visit, live and work.	Increased attendance at major events (where directly supported) Improvements in population measurements. Increased visitor numbers to attractions A new place marketing campaign developed and co-ordinated across a range of on and offline mechanisms	Comms & 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

6.0 Education, Communities and Organisational Development Performance Information

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
The percentage of performance appraisals completed in the year and the individual development plans agreed	94%	97%	Not yet available	93%	90%	80%	Provisional data has been gathered, however the deadline for completion of appraisals has been extended to September 2020 due to Covid-19
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	53.92%	58.67%	59.9%	52.5%	52.5%	47%	Inverclyde ranked in 7 th position out of 32 councils in 2018/19. 2019/20 national data not yet available.
Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs	428,785	671,212	682,714	696,000	250,000	100,000	No comparable benchmarking information.
Number of visits to/usages of council-funded or part funded museums source: Libraries and Museums Records; Inverclyde Performs	57,053	57,076	42,277	43,200	10,000	2,000	No comparable benchmarking information
Number of adult learners achieving core skills qualifications (KPI 17) source: Inverclyde Performs	246	261	314	186	186	140	2019/20 targets have been adjusted to reflect other modes of delivery
Number of adult learners improving their literacies (KPI 18) source: Inverclyde Performs	616	750	421	457	457	380	2019/20 targets have been adjusted to reflect other modes of delivery Performance in 2019/20 was affected by a reduction in staffing.

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
P1 – P4 Free schools meals provision	74.3%		P1 – P3 78% P4 - 76%	75%	Keep target but remove school closure days	70%	* this is the latest available data prior to school closures in March 2020
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73..5%	72.4%	Not yet available	75%	Keep target but no collation of data 19/20	70%	West Partnership Performance 2017/18 75%
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	80%	78.9%	Not yet available	82%	Keep target but no collation of data 19/20	75%	West Partnership Performance 2017/18 81%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	90.5%	91.2%	Not yet available	91%	Keep target but no collation of data 19/20	88%	West Partnership Performance 2017/18 91%
% of S3 pupils achieving third level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	85.6%	91.9%	Not yet available	89%	Keep target but no collation of data 19/20	83%	West Partnership Performance 2017/18 90%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.8%	38%	Not yet available	45%	Keep target but no collation of data 19/20	40%	West Partnership Performance 2017/18 54%
% of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	42.2%	50.3	Not yet available	45%	Keep target but no collation of data 19/20	40%	West Partnership Performance 2017/18 60%

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
% of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	68%	72%	Not yet available	70%	70%	62%	West Partnership Performance 2017/18 65%
% of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Regional Improvement Plan Critical Indicator</i>	35.6%	35.6%	Not yet available	36%	36%	31%	West Partnership Performance 2017/18 33%
% of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	84.9%	84.9%	Not yet available	86%	86%	81%	West Partnership Performance 2017/18 82%
% of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Regional Improvement Plan Critical Indicator</i>	73.5%	73.5%	Not yet available	76%	76%	71%	West Partnership Performance 2017/18 70%
% Attendance rates: <ul style="list-style-type: none"> primary schools secondary schools additional support needs schools source: Inverclyde Performs	93.8% 89.6% 91.8%	94.2% 89.8% 91.5%	Not yet available	95% 92% 92%	90% 85% 80% (of days schools are open)	85% 80% 75%	

Key performance measures	Performance			Target 2020/21	Post Covid – 19 Target	Lower limit/ alarm	2019/20 Rank/national average
	2017/18	2018/19	2019/20				
Exclusion rate per 1,000 pupils:				No targets set			
• primary	5.0	3.2	Not yet available				
• secondary	45.6	40.0					
• additional support needs	12.1	93.0					
• looked after children – primary	10.9						
• looked after children – secondary	126.1						
• looked after children - additional support needs (KPI 48)	55.6						
source: Insight							

*supressed data due to small numbers

Key performance measures	Performance				Target	Post Covid-19 Target	Lower limit/ alarm	Rank/national average
	2017	2018	2019	2020				
Satisfaction with Inverclyde as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	Biennial survey	74%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19
Satisfaction with neighbourhood as a place to live. source: Inverclyde Citizens' Panel (Combined response of very satisfied/satisfied).	Biennial survey	86%	Biennial survey	Not yet available	No target set			Citizens' Panel Survey currently on hold due to Covid-19

7.0 Appendix 1: Inverclyde Council 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

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

8.0 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.