Education, Communities and Organisational Development
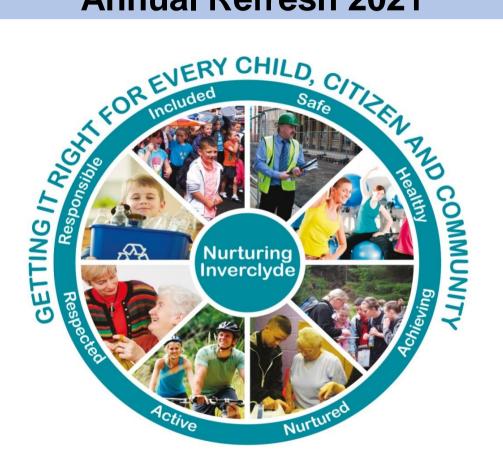
Corporate Directorate Improvement Plan 2019/22

Annual Refresh 2021

Inverclyde council

The Education, Communities and Organisational Development 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 for the third year of the Plan.

Improvement Plan Overview

Education	Corporate Plan Priority
Children's Services Plan (Update)	OP5, OP6, OP9, OP10
Scottish Attainment Challenge	OP1, OP4, OP5, OP9, OP10
Recovery Curriculum	OP1, OP5, OP9, OP10
National ASL Review	OP5, OP6, OP9
1140 hours expansion in early learning and childcare	OP4, OP5, OP6, OP9, OP10
Digital Strategy	OP2, OP3, OP4, OP5
Education Equality Outcomes 2021/25	OP2 OP5, OP9

Culture, Communities and Educational Resources	Corporate Plan Priority
The Community Empowerment (Scotland) Act 2015	OP1 – OP9
Cultural Services – Library Services	OP1, OP2, OP8, OP9, OP10
Child Poverty	OP4, OP6
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
Introduce the food and nutritional guidelines and increase the uptake of free school meals	OP4, OP6
Community Safety and Resilience	OP1. OP2, OP5, OP6, OP7, OP9

Organisational Development, Policy and Communications	Corporate Plan Priority
People and Organisational Development Strategy	OP9, OP10
Fairer Scotland Duty	OP2, OP4, OP9

Improvement Plan Overview	
Health and Safety monitoring system	OP9, OP10
Repopulation and tourism 'place' marketing	OP1, OP9
All Services	**Corporate Plan Priority**
Measuring impact on outcomes	OP1 – OP8
Workforce planning	OP1, OP3, OP9, OP10
The UNCRC Incorporation (Scotland) Bill	OP2, OP5
Corporate Equality Outcomes	OP2, OP5, OP9

Corporate Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
Corporate Improvement Actions								
CA1	**Children's Services Plan: Update**	A Children's Services Plan 2020-23 has been developed and the four strategic priorities agreed. The plan has four elements. Part 1, the strategic overview and part 2, the SNA, are fully complete. The delivery plan (part 3) and KPIs (part 4) are yet to be finalised and may need to adapt as we recover from COVID -19.	Governance framework provides overview of progress and service level accountability. Strategic leads take forward projects and report on progress to the Children's services Partnership The delivery plan and key performance measures are agreed and actioned.	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 will now resume post COVID-19.	KPIs show year on year improvement Increased staff confidence in the implementation of GIRFEC Pathway model. Continued improvement in the quality of GIRFEC pro-forma and documentation. Reduced health and educational inequalities linked to deprivation. Promise Board established Improved outcomes for looked after children. Improvements in support for mental health reported.	Corporate Director ECOD; Head of Education; Children Services Partnership; GIRFEC Strategy Group	Contained within existing resources	OP5 OP6 OP9 OP10

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CA2	Measuring impact on outcomes	The Best Value Assurance Report recommended that the Council and partners strengthen reporting on overall strategic outcomes. Public performance reporting has been strengthened across a range of areas Options are being explored for a new PMS to replace Inverclyde Performs. A review of the SPPMF is planned to coincide with the end of the planning term for strategic plans in 2022.	Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes. Performance reporting is linked to measuring impact on outcomes at all levels. Enhanced performance management across the Council linked to the delivery of outcomes. The Council's SPPMF is streamlined and simplified and more outcome focused.	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. Build on the existing performance reporting arrangements. Identify desired outcomes with key milestones / timescales for all strategic plans. Review concluded March 2022. Proposals agreed August 2022	Positive evaluation from external audit bodies. Performance reporting is outcome focused.	Corporate Policy, Performance and Partnership Manager	Contained within existing resources	OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8
CA3	Workforce Planning	The Corporate Workforce Planning and Development Group has been established to focus on progressing the workforce planning and learning and development agenda	Continue to ensure workforce planning and development is integrated into CDIPs, risk registers and associated plans to address the key workforce challenges arising from Covid-19	Analysis of workforce data and learning needs with a coordinated approach to WP and L&D solutions.	Workforce Planning and Learning & Development activity is prioritised and needs are met through coordinated and cost effective approaches.	Head of OD, Policy and Communications	Contained within existing resources	OP1 OP3 OP9 OP10

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		(WP and L&D) for the Council. Service Workforce Plans have been completed including longer term forecasts of workforce numbers and skills. A workforce refresh scheme, 'Inverclyde Works' was approved in December 2020 to address workforce demographics.	recovery and into the longer term. Continue to ensure Service Workforce Plans are actioned and reviewed. Progress the implementation of the Workforce Refresh Scheme.	Assess future workforce requirements via service workforce plans. Progress will be monitored by the Workforce Planning & Development Group. New job opportunities created for the local community.	Appropriate interventions implemented to address key challenges arising from Covid-19 recovery and beyond. Improved local recruitment			
CA4	People and OD Strategy	The Strategy 2020/23 was approved by Council in February 2020. An update was provided to the P&R Committee on 25 May 2021. The Committee also received an update report on the Health & Wellbeing Strategy was reported to the P&R Committee on 25 May 2021.	The People & OD Strategy Action Plan should meet workforce needs in light of the Covid--19 pandemic and associated recovery plans with a focus on supporting employee mental health and wellbeing.	OD Team to review Action Plan and link with OD, Policy & Communications representatives on Recovery Groups and with Workforce Development Group to determine any new or amended key priorities in terms of the strategy and employee wellbeing. Dec 2021	Develop revised initiatives or actions arising from the Covid-19 pandemic with a focus on supporting employees' mental health and wellbeing.	Head of OD, Policy and Communications	Contained within existing resources	OP9 OP10

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CA5	Fairer Scotland Duty (FSD)	Interim, non-statutory, advisory Guidance on the Duty was published by the Scottish Government in April 2018. The Act has been subject to a 3 year implementation phase. The Duty has been incorporated into the Equality Impact Assessment template used as part of the Council's budget-setting process 2019.	Ensure we are compliant with the Duty, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. Implementation of new guidance.	Utilise the support available from the Improvement Service to develop and share best practice to ensure that services are full able to embrace the Fairer Scotland Duty requirements New guidance is expected September 2021. Training and awareness raising for EM and appropriate officers.	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
CA6	The UNCRC Incorporation (Scotland) Bill	The UNCRC Incorporation (Scotland) Bill is due to become law in October 2021, but is currently subject to a legal challenge in the Supreme Court. Scottish Government guidance is awaited.	All Directorates have an awareness of the UNCRC legislation A council wide strategy is in place to ensure compliance with the change in legislation relating to UNCRC incorporation. Revised governance systems are in place to ensure that all services consider UNCRC as part of their planning and implementation processes.	Establishment of council wide working group to create an action plan. Awareness raising / training rolled out over 2021 and establish Rights Champions. Establish Rights Impact Assessment as part of overall governance process and align with equality impact assessment etc.	Ongoing implementation and monitoring of action plan including implementation of impact assessment process. Evidence of service responses to rights impact assessments where UNCRC has shaped planning and decisions	Head of Education / Legal Services		OP9 OP10

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CA7	The Community Empowerment (Scotland) Act 2015	The Inverclyde BVAR recommended further developing community capacity. A LOIP Annual Report 2020/21 has been published.	The Council and its partners can demonstrate that it is effectively delivering the statutory requirements of the Community Empowerment (S) Act 2015	Continue to develop appropriate, local responses to Scottish Government guidance.	Communities are fully aware of their rights in relation to The Community Empowerment Act 2015	Head of Culture, Communities and Educational Resources	Contained within existing budgets	OP1 OP2 OP3 OP4 OP5 OP6 OP7 OP8
		Locality Action Plans have been developed for all localities. A pilot Locality Planning Group (LPG) in PG has been established.	Roll out the LPGs to all localities	Utilise the learning from the pilot to plan the further roll out. Review the Locality Action Plans.	Communities are involved in setting the priorities for their area.			
		A Communication and Engagement Group has been established in each locality.	The Alliance is investing in building the capacity of communities. Robust and comprehensive community involvement and engagement takes place in each of the 6 localities.	Work with the groups to take action to tackle the issues that they want us to prioritise Support the Communication and Engagement Groups to increase membership, and provision of training and support on digital engagement.	Regular meetings taking place of both LPGs and CEGs.			
		An evaluation of phase 1 of Participatory Budgeting has been carried out and a revised approach agreed.	Communities can influence how budgets can be used to address local priorities.	Implementation of the revised approach as agreed by the Policy and Resources Committee	There is a sustainable model of PB in place which supports local decision making and financial decision making is strengthened.			

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CA8	Volunteering Strategy: 'Inverclyde Volunteers'	'Inverclyde Volunteers', is being co-produced by volunteers involving orgs (VIOs) across Inverclyde. 3 work streams: volunteer consultation; volunteer charter and the strategy are being progressed. Engagement from volunteers and VIOs has been high and positive. It is anticipated that a consultation document will be ready by Autumn 2021	A strategy and volunteer charter is produced Volunteer strategy forms part of the workforce development priority in the CLD 3-Year Plan 2021-24 Action plans are developed to outline key delivery priorities	A volunteer consultation survey carried out to inform the strategy Strategy development events/meeting carried out from April 2021. 3 Working Groups set up: - Volunteer Survey - Volunteer Strategy - Volunteer Charter Impact assessment carried out by Sept 2021 Volunteer Pathways developed by March 2022. Development and delivery of a range of leadership and volunteering opportunities.	Volunteering strategy, charter in place by September 2021 Partnership action plans developed by Dec 2021	CVS Inverclyde Community Learning and Development, Community Safety and Sports Service Manager	No resource implications	OP1 OP2
CA9	Child Poverty	Child poverty levels in Inverclyde are amongst the highest in Scotland. In May 2021 the Policy and Resources Committee approved a series of proposals to tackle poverty locally, The third Inverclyde Local Child Poverty	To reduce child poverty locally and work towards the achievement of national targets.	Implementation of the anti-poverty initiatives. Local and national data will be analysed to evidence local impact on child poverty and on the national targets. Monitor and review the projects in the Inverclyde Child Poverty Action Report	Qualitative and quantitative data will show improvement in child poverty levels in Inverclyde	Corporate Policy, Performance and Partnership Manager	Funded from the anti-poverty budget	OP1 OP4 OP5 OP6

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		Action Report has been completed will be presented to the Alliance Board in October 2021. A multi-Anti-Poverty Steering Group provides strategic leadership, monitoring and guidance on the multifaceted challenges associated with this local priority.						
CA 10	**Corporate Equality Outcomes 2021/25**	The Corporate Equality Outcomes 2021/25 were approved by the Policy and Resources Committee on 23 March 2021	Progress is made with the delivery of the Corporate Equality Outcomes Improvement Plan 2021/25	Devising of an Improvement Plan 2021/25 for submission to the Policy and Resources Committee on 16 November 2021	The Improvement Plan 2021/25 is approved by the Committee and progress is made with the delivery of the improvement actions	Head of Organisational Development, Policy and Comms	Contained within existing resources	OP2 OP5 OP9

Cross-Directorate Improvement Actions

The delivery of these actions will involve more than one service in the Education, Communities and Organisational Development Directorate.

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Cross Directorate Improvement Actions								
CD1	**Implementation of the CLD 3 Year Plan**	Year 2 and 3 of the plan for 18-21 refreshed due to Covid-19 The CLD 3-Year Plan is being developed for 2021-24. To be completed and approved by the Alliance Board / relevant Committee. First 18 months of the new plan will focus on recovery	Plan completed by Sept 2021 Key elements of the plan to include - Involvement - Shared delivery priorities - Unmet need - Planning - Governance - Workforce development	Delivery of the key activities as set out in the 3 year plan. New governance structures and arrangements in place Reporting of progress to the Strategic Implementation Group.	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	OP3 OP4 OP6 OP9 OP10
CD2	**Develop and implement Sport and 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.	Draft Strategy developed and launched by Nov 2021	Strategy working group is established and meeting regularly The action plan is refreshed in light of Covid-19 with an initial focus on recovery	Strategy developed and launched by Nov 2021	Community Learning and Development, Community Safety and Sports Service Manager	Contained within existing resources	OP 6

				Community engagement with regards to Action Plan will follow Strategy launch for completion by March 22	Strategy is endorsed by Education & Communities Committee and the Inverclyde Alliance Board.			
				Establish a reporting mechanism through Inverclyde Alliance Board.				
				Operational group to be established in line with Action Plan Development and other key developments such as Community Sport Hubs.				

Service Improvement Actions

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

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
EDUCATION SERVICES								
ED1	**Scottish Attainment Challenge (SAC)**	Schools continue to make very good use of data to target improvement through initiatives funded by the SAC and Pupil Equity Fund. This has continued as plans and strategies have been developed in response to the pandemic. The decrease in the attainment gap linked to deprivation has been affected by the pandemic but the full extent of this is not yet known.	An increase use of data to set targets and inform next steps and improvement

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 | Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.

Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap. | Further improvements in base line figures in literacy and numeracy. | Head of Education/ Head Teachers | Scottish Government funding of £ 3,470,640 | OP1 OP4 OP5 OP9 OP10 |
| | | Practitioners, assisted by the introduction of a SEEMIS / Data officer are now more skilled in their understanding and use of data. | Increased usage of data to set targets and inform next steps and improvements | Co-ordinated quality programmes are in place with partners which impact on attainment | | | | |
| | | Covid-19 has meant that parents became more involved in their child's learning. Whilst engagement and | Parents are enabled to better support their children in Literacy, Numeracy and Health and Wellbeing | Continue to support and establish on family learning programmes and to support parents. | Parents' capacity to support their children's learning continues to increase. | | | |

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	Scottish Attainment Challenge (SAC) (cont)	levels in online learning improved significantly in the areas of greatest deprivation over lockdown, it has not always translated to progress in learning, reinforcing the importance of pupils physically attending school.

Secondary schools are now embedding collaborative practitioner enquiry in practice in partnership with the Education Psychology team amongst others. Joint working has strengthened.

Models of leadership are now directly impacting on the quality of learning and teaching in the classroom. | Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.

A consistent shared understanding of high –quality learning, teaching and assessment. | Continue collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities. Disseminate effective practice.

Continue to support and develop the leadership programmes that are provided across the authority, through the Regional improvement collaborative and nationally. | Staff feel positive and confident about their Continuing Professional Learning. Ongoing monitoring and evaluation | | | |
| | Scottish Attainment Challenge (SAC) (cont) | The Applying Nurture' as a Whole School Approach across all sectors is being implemented. | Continue to reduce exclusions. | Evidence informed interventions which positively impact on the lives of children and young people. | | | | |

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		A declining trend of exclusions is in place but this needs further refined for ASN and monitored for CEYP. A professional learning programme for teaching staff and support staff is empowering young people to take greater ownership of their learning Developing an exit and continuation plan of strategies for Scottish Attainment Challenge initiatives	Approaches and initiatives which have impacted on attainment are embedded.	Ongoing implementation and evaluation of policies e.g. the Attendance Policy and 'Positive Relationships Positive Behaviour Build practitioner capacity across all sectors via high quality professional learning. Increase the digital literacy of all teachers and practitioners	Improved outcomes in attendance, motivation and attainment. Good practice is shared and effective interventions up scaled where appropriate using research informed by local and national policy			
ED2	**Recovery Curriculum** **Recovery Curriculum (cont.)**	Schools continue to track and monitor performance at all levels Primary schools are using a new progress and achievement tracking system for	Schools use ongoing assessment and tracking to pin-point highly effective targeted intervention alongside QFLT. The school workforce is highly trained and can support pupils as part of QFLT and through effective interventions. Schools continue to develop tracking and monitoring of other aspects of BGE	Updated Attainment Challenge plan for 2021/22 including the introduction of recovery associate roles in primary. Development of plans for SAC 2 for 22/23. revising the Quality Assurance / school improvement Framework across the authority.	A robust and reliable tracking system is in place. Schools can articulate the rationale for their curriculum for all learners through both the BGE and the Senior Phase Set targets and track progress using new	Head of Education	Contained within existing resources e.g. SAC 1.	OP1 OP5 OP9 OP10

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		numeracy and literacy. Additional recovery teaching staff have been deployed to schools alongside existing and revised PEF strategies in each establishment.	curriculum and develop report templates. Tracking and monitoring will increasingly be used to provide effective interventions in learning.		baseline data from 2020/21			
		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.	Schools are accessing information independently and are confident in the use of all measures to remove barriers to learning	Continue to develop the quality assurance framework and SEEMIS reporting and tracking system				
	Recovery Curriculum (cont.)	The newly developed Quality Improvement Framework includes opportunities for all schools to discuss attainment and teacher professional judgement annually. The peer review element has been delayed due to Covid restrictions.	The Quality Improvement Framework (i) is in place and understood by all and (ii) has been adapted for recovery planning	Establish toolkits for schools for recovery curriculum and pedagogy				
		The authority wide data set has been updated to include information on progress and	Following review and evaluation, the data set is consistently used across all establishments.	Ongoing work with SEEMIS				

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		achievement and continues to be developed. Engagement is ongoing with the Glasgow City Regional Education Improvement Plan (West Partnership). Progression frameworks for understanding standards have been developed at Council level.	The Regional Improvement Collaborative Plan is revised and updated Progression frameworks for other areas of the curriculum are beginning to be developed.	Continue to have representation on the RIC working groups and programme board The coaching and modelling officers will continue to work with schools to identify appropriate progression.				
ED3	**National ASL Review** a. Parity of esteem b. Supporting inclusion	The ;Nurturing Inverclyde' ethos is a clear and unambiguous in its ambition that all children and young people in Inverclyde are valued and supported, stressing the importance of equity Inverclyde's educational establishments are committed to	There is parity of esteem for all pupils in marking achievements. The understanding of inclusion and the skills to work in this area will continue to evolve.	Work with Heads of Establishment and Corporate Comms to develop approaches to celebrate success for all. Ongoing work with staff to ensure that there is strength based language throughout GIRFEC Wellbeing Assessments Support for senior leaders. Refresh the Positive Relationships policy in line with the ASL Review.	Written advice is distributed to all Heads of Establishment and is in practice. The ASN Forum will report on developments within the quality aspects of the Wellbeing assessments. Advice distributed to senior leaders. The Positive Relationships policy will include the key	Head of Education Principal Psychologist	Contained within existing resources	OP5 OP6 OP9

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		supporting inclusion and access a wide array of support services to assist them when required.		Develop training and embed into yearly staff updates, the leadership programme and probationer teacher induction. Develop bespoke and ongoing training and coaching for Pupil Support assistants.	elements of the ASL Review. A training programme will have been co-constructed with PSAs and managers.			
ED4	**1140 hours expansion in early learning and childcare**	The statutory duty to provide 1140 hours of childcare has been reinstated, from August 2021. The strategic plan for the expansion of early learning and childcare is being implemented. Engagement with Scottish Govt. in relation to monitoring and implementation is ongoing.	1140 hours offered to all eligible children across Inverclyde. Continue to address the restrictions in choice of establishment / patterns of placement. Delivering provision in line with Scottish Govt. guidance and legislation.	The strategic work group will continue to monitor the implementation of the expansion plan. Monitoring of admissions data and uptake of places. Continue engagement with Scottish Govt. via regular meetings and sharing of information.	Regular monitoring of work plans and risk register. Increase in uptake and number of children receiving 1st, 2nd or 3rd choice placement.			OP4, OP5, OP6, OP9, OP10
ED5	**Digital Strategy**	A Digital Strategy for education is being developed in consultation with Heads of Establishment and Digital Champions from each	Updated and improved key infrastructure across all establishments including improved connectivity, enhanced Wi-Fi and updated hardware.	Implementation of the Education Digital Strategy as part of the overall Council Digital Strategy over the next three years.	Performance monitoring against key milestones and KPIs.	Head of Education / Education officer for digital	TBC	OP2, OP3, OP4, OP5

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		establishment as well as ICT.	Evidence of improved pedagogy utilizing digital approaches including readiness to respond for remote / online learning. Improved access to digital devices for pupils in line with the Scottish Government programme.					
ED6	**Education Equality Outcomes 2021/25**	The Education Equality Outcomes 2021/25 were approved by the Education and Communities Committee on 9 March 2021	Progress is made with the delivery of the Education Outcomes Improvement Plan 2021/25	Devising of an Improvement Plan 2021/25 for submission to the Education and Communities Committee on 2 November 2021	The Improvement Plan 2021/25 is approved by the Committee and progress is made with the delivery of the improvement actions	Head of Education		OP5
CULTURE								

CULTURE, COMMUNITIES AND EDUCTIONAL RESOURCES

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
CCER1	**Cultural Services - Library Services**	The Scottish Government recently published a national strategy for school libraries in Scotland 2018-23: *Vibrant Libraries, Thriving Schools.* There are 3 aspects to our library offer for children and young people: the public library service, individual school	Joined up library services for children and young people, making best use of all available resources across public, school and "pop-up" libraries. The Attainment Challenge work acts as a bridge between school and public libraries with sustainability built into	Review of children and young people's library services across Inverclyde to ensure that public library services, secondary school libraries, and outreach work are operating efficiently, in tandem, and adhering to modern best practice. Review of existing library provision within primary schools.	Increased use of public libraries by children and young people. Increased use of Inverclyde's secondary school libraries. Primary school library provision will be supported.	Libraries, Education Development and Arts Manager; Team Leader – Libraries; Attainment Challenge Library Officer Education staff;	To be contained within current revenue budget.	OP1, OP2, OP8, OP9. OP10

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		libraries within secondary schools; and outreach work carried out by an Outreach Library Officer, funded by the Attainment Challenge. While there is some joint working and linkages between the three, more could be done to streamline, join up and improve the library offer for Inverclyde's children and young people.	resultants linkages, programming etc.	2021/22	The literacy-related attainment gap for children in Attainment Challenge schools will be reduced.	Staff with responsibility for delivering children's and young people's library services.		
CCER2	**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 Disorder'; - Reducing Unintentional Harm; and ' - Promoting Community Resilience'. Currently, the majority of responses to anti-social behaviour and	The introduction of a neighbourhood / community based community safety and resilience initiative in Lower Port Glasgow in a post-Covid restriction period.	Engagement with agencies and services to identify post-Covid resources and current assets within the identified area. Assess post-Covid community engagement responses to identify unmet and changed community need Engagement with communities and the Community Council to encourage participation and ownership 6 month evaluation of the project to identify	Initiative is in place in the Lower Port Glasgow neighbourhood / community. The community and wider public are able to identify improvements in their area. There is a better understanding of issues within the community Improved outcomes for young people and	Community Learning and Development, Community Safety and Sports Service Manager.	Contained within existing resources.	OP1, OP2, OP5, OP6, OP7, OP9,

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		disorder are reactive and police - led with support from the Public Protection Service.		successes/areas for improvement and the opportunity to roll out to other areas. 12 month evaluation of the initiative to identify self-sustaining initiatives, community impact and community perceptions.	communities contributing to a reduction in violence, crime and disorder; reduced unintentional harm and improved community resilience.			
CCE R2	**Introduce the food and nutritional guidelines across all establishments and improve the uptake of free school meals**	The new Food and Drink Regulations have now been implemented across all our establishments. The Scottish Government has recently announced free school meals for primary aged pupils by the end of school session 2021/22. Inverclyde Council already has FSM for P1-P4 and P5 will be implemented from Aug 21 with other years following thereafter.	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
CCE R3	**Youth Consultation & Represen-tation structures**	Whilst structures are in place, there is a need to further develop the Youth Consultation and Representation structures across Inverclyde, ensuring	Community engagement structures enhance the participation levels of our young people.	Review and refresh the Youth Representation structure in light of Covid-19.	Undertake review. New members recruited with regular engagement with local decision makers and networks e.g.	Community Learning and Development, Community Safety and Sports	Contained within existing resources	OP2 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		key community groups of interest are supported.	The voices of our young people have an appropriate platform to be heard.	Review the Youth Participation Strategy. Re-establish LGBT+ provision in Inverclyde following Covid-19 Collaborate with young people and stakeholders to plan and deliver Clyde Conversations 2021. Ensure effective arrangements are in place for the Scottish Youth Parliament (SYP) Elections 2021. Establish a Youth Consultation Group linked to the requirements for UNCRC.	Alliance Board and Locality Groups. A refreshed Youth Participation Strategy is in place to ensure the involvement of young people in service planning and delivery . Clyde Pride group meets regularly with new members recruited. Clyde Conversations 2021 is delivered Increase in the number of election candidates and young people involved in SYP elections.	Service Manager		

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
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. Develop the reporting function to bring additional statistical information to the Corporate Health and Safety Committee as required. March 2022	Auditing and workplace inspection functions are fully implemented.	Head of OD, Policy and Communications	Contained within existing resources	OP9, OP10
ODP &C2	**Population and tourism 'place' marketing linked to overarching council branding exercise**	A coordinated place marketing campaign, involving partners, linked to the work of Tourism Inverclyde and redeveloping the 'discover Inverclyde' brand to promote Inverclyde has been developed. The website launch was postponed due to the Covid-19 crisis but is now live and	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 2021/22 focused on promoting Inverclyde as a place to visit, live and work.	Increased attendance at major events (where directly supported) and visitor numbers to attractions Improvements in population measurements. A new place marketing campaign developed and co-	Comms & Tourism and Health and Safety manager	Funding through existing tourism funding, support sought from external partners and through existing earmarked reserves for	OP1 OP9

Ref no	Area of Directorate activity	Where are we now?	Where do we want to be?	How will we get there (including timescale)?	How will we know we are getting there?	Who is responsible?	How much will it cost?	Link to Corporate Plan priority
		place marketing awaiting lockdown level changes for major launch.			ordinated across a range of on and offline mechanisms		repopulation and events.	

EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT PERFORMANCE INFORMATION

Key performance measures	Performance				Pre-- Covid Target	Post Covid target 2021/22	Lower limit/ alarm	Rank/national average
	2017/18	2018/19	2019/20	2020/21				
The percentage of performance appraisals completed in the year and the individual development plans agreed	94%	97%	92%	Due March 2022	93%	90%	80%	Due to the deadline for the return of 2020/21 appraisals extended to September 2021, 2021/22 appraisals now due March 2022.
Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b)

sources: LGBF Annual Return | 53.92% | 58.67% | 59.9% | 62.4% | 52.5% | 52.5% | 47% | 2020/21 benchmarking data will not be available until January 2022. In 2019/20, Inverclyde had the 8th highest % of females in top 5% of earners. |
| Libraries - total number of visits

source: Libraries and Museums Records; Inverclyde Performs | 428,785 | 671,212 | 682,714 | 529,804 | 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 | 48,146 | 43,200 | 10,000 | 2,000 | No comparable benchmarking information |
| Number of adult learners achieving core skills qualifications (KPI 17)

source: CLD | 246 | 261 | 314 | 64 | 186 | 80 | 65 | Lack of access to IT/ on-line learning has impacted numbers. A new Moodle learning site has now been developed to improve on-line access to accredited learning and face to face support is now being delivered. |
| Number of adult learners improving their literacies (KPI 18)

source: CLD | 616 | 750 | 421 | 148 | 457 | 300 | 250 | As above |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) *West Partnership Critical Indicator* | 73.5% | 75.7% | Not available | 67.9%* | 75% | Keep target | 70% | This is provisional data awaiting verification and so may be subject to change. There was no collation of data in 2019/20 |

EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT PERFORMANCE INFORMATION

Key performance measures	Performance				Pre-- Covid Target	Post Covid target 2021/22	Lower limit/ alarm	Rank/national average
	2017/18	2018/19	2019/20	2020/21				
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy *West Partnership Critical Indicator*	80%	82.2%	Not available	74.5%*	82%	Keep target	75%	This is provisional data awaiting verification and so may be subject to change. There was no collation of data in 2019/20
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) *West Partnership Critical Indicator*	90.5%	91.2%	Not available	Not available	91%	Keep target	88%	There was no collation of data in 2019/20 and 2020/21
% of S3 pupils achieving third level or better in numeracy *West Partnership Critical Indicator*	85.6%	91.9%	Not available	Not available	89%	Keep target	83%	There was no collation of data in 2019/20 and 2020/21
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) *West Partnership Critical Indicator*	42.8%	38%	Not available	Not available	45%	Keep target	40%	There was no collation of data in 2019/20 and 2020/21
% of S3 pupils achieving fourth level or better in numeracy *West Partnership Critical Indicator*	42.2%	50.3	Not available	Not available	45%	Keep target	40%	There was no collation of data in 2019/20 and 2020/21
% of leavers achieving 1 or more awards at SCQF Level 6 or better *West Partnership Critical Indicator*	72%	72.1%	74.7%	Not available	70%	70%	62%	West Partnership 2019/20 70.4% National 2019/20 68.2%
% of leavers achieving 5 or more awards at SCQF Level 6 or better *West Partnership Critical Indicator*	35.6%	36.9%	38.3%	Not available	36%	36%	31%	West Partnership 2019/20 42.1% National 2019/20 40.2%
% of leavers achieving SCQF Level 5 or better in literacy *West Partnership Critical Indicator*	84.9%	86.2%	87.2%	Not available	86%	86%	81%	West Partnership 2019/20 83.1% National 2019/20 81.8%
% of leavers achieving SCQF Level 5 or better in numeracy *West Partnership Critical Indicator*	73.5%	72.7%	75.5%	Not available	76%	76%	71%	West Partnership 2019/20 70.8% National 2019/20 71%

EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT PERFORMANCE INFORMATION

Key performance measures	Performance				Pre-- Covid Target	Post Covid target 2021/22	Lower limit/ alarm	Rank/national average
	2017/18	2018/19	2019/20	2020/21				
% Attendance rates:								
• primary schools	93.8%	94.2%	92.3%	95.0%	95%	90%	85%	National 2018/19 94.5%
• secondary schools	89.6%	89.8%	89.4%	92.9%	92%	85%	80%	National 2018/19 90.7%
• additional support needs schools	91.8%	91.5%	89.2%	91.9%	92% (of days schools are open)	80%	75%	National 2018/19 90.1%
source: SEEMIS								
Exclusion rate per 1,000 pupils:								
• primary	5.0	3.2	0.4	1.1				
• secondary	45.6	40.0	34.6	27.5				
• additional support needs	12.1	93.0	37.2	15.5	No targets set			
• looked after children – primary	11.4	27	0	0				
• looked after children – secondary	207.5	277.2	270.8	89.9				
• looked after children – ASN source: Insight	55.6	166.7	266.7	0				