Education and Communities

COMMITTEE DELIVERY AND IMPROVEMENT PLAN 2023/26

ANNUAL REFRESH 2025/26

Inverclyde
council

Education and Communities Committee Delivery and Improvement Plan 2023/26

In April 2023, Inverclyde Council committed to the delivery of a new, ambitious Council Plan 2023/28. The Council Plan established a number of priorities for the Council.

Theme 1: PEOPLE

- Our young people have the best start in life through high quality support and education;
- Gaps in outcomes linked to poverty are reduced;
- People are supported to improve their health and wellbeing;
- More people will be in employment, with fair pay and conditions; and
- Our most vulnerable families and residents are safeguarded and supported.

Theme 2: PLACE

- Our communities are thriving, growing and sustainable
- Our strategic housing function is robust;
- Our economy and skills base are developed;
- We have a sufficient supply of business premises; and
- Our natural environment is protected.

Theme 3: PERFORMANCE

- High quality and innovative services are provided, giving value for money; and
- Our employees are supported and developed.

Annual Refresh 2025/26

This Committee Delivery and Improvement Plan 2023/26 was developed following an assessment of how the Directorate could support the delivery of Council Plan priorities and the achievement of Best Value. Now entering the final year of its three-year term, the Plan has been reviewed and refreshed to ensure that actions that continue to be priorities carry forward to the next planning year; actions that have been delivered are closed off and new opportunities, challenges and responsibilities are captured.

Directorate Overview

This Plan encompasses Education Services and the Culture, Communities and Educational Resources Service which deliver the key functions of:

Education Services	Early Years, Primary Education, Secondary Education, Curriculum for Excellence, continuous improvement, GIRFEC, Additional Support Needs, educational psychology, child protection (Looked After Children) Services, Attainment Challenge
Culture, Communities and Educational Resources	Facilities management, libraries, museums & archives, arts, culture and music, educational transport and support services, Active schools & sports development, adult learning and literacies, youth work, community capacity building, community safety and resilience, child poverty, community empowerment, asset transfer and locality planning

The Delivery and Improvement Plan sets out how the Directorate will help to deliver the Council Plan priorities through the implementation of the following workstreams:

Delivery and Improvement Plan
PEOPLE

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
1.	Poverty related attainment gap Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	Implementation of the Scottish Attainment Challenge (final year) Refresh and deliver the Scottish Attainment Challenge plan (final year) Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims. **Lead Officer:** Head of Education Services	30/06/26 30/06/26 Ongoing	Educational outcomes for children living in our most deprived communities are improved.	Our young people have the best start in life through high quality support and education. Gaps in outcomes linked to poverty are reduced
2.	Senior Phase Pathways Pathways for Senior Phase pupils will be enhanced.	Implementation of the recommendations of the Senior Phase consultation. Continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school. **Lead Officer:** Head of Education Services	30/06/26 30/06/26	Young people have access to a broader range of progression pathways and a wider range of qualifications Gap between the positive destination of all pupils and those who are ASN, CEYP and pupils from SIMD1 is closing	Our young people have the best start in life through high quality support and education.

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
3.	ASN Provision Enhance Additional Support Needs (ASN) provision.	Continue to review and develop the capacity of ASN provision. This includes the review of related service areas, such as transport. Continue to review ASN holiday provision as well as childcare provision. **Lead Officer:** Head of Education Services	30/06/26	The ASN specialist primary provision capacity will be increased accordingly to best meet pupils' needs Families with young children who have additional support needs feel better supported during the holiday period.	Our young people have the best start in life through high quality support and education.
4.	Health and Wellbeing in Schools Increased support for Health and Wellbeing in schools.	Link with partners and school leaders to refocus on the substance misuse strategy. Initiate a review of the PSE Curriculum. Implementation of the new Attendance Strategy, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance. **Lead Officer:** Head of Education Services	30/06/25 30/06/26 30/06/26	All secondary schools have resources/ materials to support pupils and are using these. PSE curriculum improvements are identified and actioned. Action is clear regarding life skills package and resources for Senior Phase pupils. Attendance is improving for all pupils, particularly for key groups i.e. ASN, CEYP, pupils in SIMD 1&2 and those with low attendance.	Our young people have the best start in life through high quality support and education.
5.	Health Literacy in Libraries Ensure appropriate resources in libraries to support people to self-manage, maintain and improve their health and wellbeing.	Work with partners in health and social care and the third sector, under the Collective Force for Health and Wellbeing initiative, to provide up-to-date health information that empowers people to be leaders in their own health and wellbeing.	31/03/26	Information on health care is easily accessible to the public and available within their community.	People are supported to improve their health and wellbeing.

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
		Branch libraries are promoted as a source of trusted health and wellbeing information, to help support individuals to make informed choices about their health.	31/03/26	Service delivery is tailored to meet the needs of our most vulnerable residents	
		Continued support of the NHS Greater Glasgow and Clyde Realistic Medicine initiative (following a successful pilot), by facilitating access to the Realistic Medicine app and resources through branch libraries.	31/03/26		
		Progress Inverclyde Libraries Service as a Pathfinder for health and wellbeing services.	31/03/26		
		Engage with data to inform Health and Wellbeing programming and development decisions and evaluate impact. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/03/26		
6.	<u>Affordable childcare and Fairer Futures Programme</u> Implement Phase 2 of the Early Adopter Affordable Childcare Programme.	Continue to implement a person-centred programme offering parents on a low income affordable out of school childcare in Port Glasgow.	31/03/26	Financial pressures associated with childcare are reduced and working parents are supported.	Gaps in outcomes linked to poverty are reduced

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
		Lead Officer: Head of Culture, Communities and Educational Resources			
7.	<u>Transition to Inclusive Communities</u> **(New)** Implementation of the recommendations from the Community Learning and Development review, carried out in 2024.	Following the review of the CLD Service, continue the transition from CLD to Inclusive Communities. Implement improved approaches to the gathering and evaluation of performance data in relation to CLD services. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/03/26 31/03/26	The service structure reflects the changing nature of need and service delivery. Efficiencies are achieved and resources are better aligned to the needs of communities.	Our most vulnerable families and residents are safeguarded and supported.

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
8.	Inverclyde Heritage Strategy Deliver the National Lottery Heritage Fund (NLHF) supported 'Connecting Inverclyde Heritage Project'	Undertake a programme of community engagement activities to identify key heritage narratives across Inverclyde. Pilot partnership activity to encourage participation in heritage-based events and activities across Inverclyde. Refresh the Inverclyde Heritage Strategy Action Plan. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/12/25 30/03/26 31/03/27	Support the wider local agenda to increase tourism and visitor numbers to the area. Inverclyde's culture and heritage is preserved.	Communities are thriving, growing and sustainable
9.	Thriving Communities **(NEW)** Support the delivery of the Inverclyde Alliance Thriving Communities thematic group action plan.	Lead on the delivery of key partnership strategies and workstreams including: • The Community Learning and Development Strategic Plan 2024/27. • Active Inverclyde Strategy. • Locality Planning. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/03/26	Partnership working helps to deliver improved outcomes for the residents of Inverclyde.	Communities are thriving, growing and sustainable

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
10.	Asset transfer Continue to lead the Council's approach to community asset transfer	Continue to improve access to information in relation to community asset transfer to encourage groups to consider asset transfer **Lead Officer:** Head of Culture, Communities and Educational Resources	30/03/26	Community empowerment is supported via community asset ownership and management	Communities are thriving, growing and sustainable

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
11.	<u>Continuous improvement in Education Services</u> Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan	Continue to roll out the Literacy and revised Numeracy Strategies with a focus on highly effective pedagogy. Introduce a Curriculum Development Governance Group to oversee various development including the ongoing review of the approach to curriculum design across S1-3 of the BGE, linking our work to the national Curriculum Improvement Cycle. Introduce a revised Establishment Improvement Framework to ensure a proportionate approach to the quality assurance of the quality of education in each establishment, as well as support and promote self-evaluation and improvement. Review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments. **Lead Officer:** Head of Education Services	30/06/26 30/06/26 30/06/25 30/06/26	The needs of children and young people at key developmental stages are better met. Improvement in attainment in BGE listening, talking and writing from June 24 data – linked stretch aims being met. Continuous improvement is supported. Refreshed Digital Strategy 2025/30 supports improvements in learning.	High quality and innovative services are provided, giving value for money
12.	<u>School meal provision</u> Implement the agreed recommendations of the external review of the school catering service	Any significant changes to the delivery of the school meal service to be agreed by the Education and Communities Committee.	31/03/26	Increased uptake in school meals.	

What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
	Lead Officer: Head of Culture, Communities and Educational Resources		Greater value for money is being achieved.	
13. Watt Institution **(NEW)** Undertake a review of the Watt Institution's Audience Development Plan, to improve accessibility, increase visitor numbers, and inform programming.	Via consultation with professional networks and key stakeholders; through review of current visitor evaluations; and with reference to established sector guidance. Submit application to the Scottish Council on Archives for Archive Accreditation. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/03/26 31/03/26	Increase in visitor numbers (physical and virtual). Improvement and development for archive services is supported.	High quality and innovative services are provided, giving value for money
14. Inverclyde Libraries **(NEW)** Evaluation of Inverclyde Libraries service via the refreshed How Good is Our Public Library Service (HGIOPLS) quality framework.	Collate evidence in line with the established HGIOPLS Quality Indicators and submit for peer evaluation. There are three Quality Indicators – these will be approached one-by-one on a rolling basis over the next two years. **Lead Officer:** Head of Culture, Communities and Educational Resources	31/03/27	Continuous improvement in the library services is delivered.	High quality and innovative services are provided, giving value for money

Education and Communities Annual Report Schedule

The following reports will be submitted to Committee on an annual basis.

- Children's Services Plan 2023/26 Annual Report
- Education Standards and Quality Report
- Education Services Improvement Plan
- Annual report on Attainment Challenge
- Community Learning and Development Annual Report
- Regional Improvement Collaborative Plan
- Community Learning & Development (CLD), Community Safety & Resilience, and Sport: Annual Report
- Inverclyde Leisure Annual Report
- Education Authority Equality Mainstreaming Report 2025 and Progress on Education Equality Outcomes Improvement Plan 2021/25 (every two years)

Education and Communities: Policy & Strategy Review Register 2024/26

The policy and strategy review register brings together all the policies and strategies due to be reviewed by Education Services and Culture, Communities and Educational Resources.

The table below shows the status of those policies and strategies that were scheduled for review in 2024 and the date of the next review.

2024

Name of Policy / Strategy	Lead Officer	Service Area	Status	Date of next planned review
Attendance Strategy 2024/26	Depute Principal Educational Psychologist	Education	Reported 05.11.24	November 2026
Community Grants Fund	Service Manager – CLD	Communities	Reported 21.05.24	When changes to the grants criteria are proposed by Elected Members
Promoting Positive Relationships	Principal Educational Psychologist	Education	Awaiting publication of national guidance	
Community Learning and Development Strategy	Service Manager - CLD	Communities	Reported 07.11.24	November 2027
Watt Institution Collection Development Policy	Cultural Services Manager	Cultural Services	Reported 21.01.25	May 2030
Inverclyde Archives and Watt Library Collecting Policy	Cultural Services Manager	Cultural Services	Amalgamated within the Watt Institution Collection Development Policy, reported 21.01.25	This will no longer reported separately but will be reviewed as part of an amalgamated policy noted above.

Name of Policy / Strategy	Lead Officer	Service Area	Status	Date of next planned review
Early Learning Centres - Admissions	Education Manager	Education	Reported 05.11.24	November 2027
School Transport Policy	Head of Culture, Communities & Educational Resources	Educational Resources	Reported 21.01.25	January 2029
Bereavement and loss guidance	Principal Educational Psychologist	Education	Reported 18.03.25	March 2030
Protecting Children and Supporting their Wellbeing (Education Services – Child Protection Guidelines)	Head of Education	Education	Reported 18.03.25	March 2026

2025

Name of Policy / Strategy	Lead Officer	Service Area	Status	Date of next planned review
Bereavement and loss guidance	Principal Educational Psychologist	Education	Reported 18.03.25	March 2030
Protecting Children and Supporting their Wellbeing (Education Services – Child Protection Guidelines)	Head of Education	Education	Reported 18.03.25	March 2026
Anti-Bullying Policy	Principal Educational Psychologist	Education	Reported 20.05.25	March 2029

Name of Policy / Strategy	Lead Officer	Service Area	Status	Date of next planned review
Collections care and conservation policy	Cultural Services Manager	Cultural Services	Due March 2025	
Additional Support for Learning Policy	Education Manager	Education	Due June 2025	
Documentation Policy	Cultural Services Manager	Cultural Services	Due 2025	

2026

Name of Policy / Strategy	Lead Officer	Service Area	Date of next planned review
Schools Financial Scheme of Delegation	Head of Education	Education	March 2026
Community Safety & Resilience Strategy (Alliance)	Service Manager – CLD	Communities	June 2026
Violence against Women and Girls Strategy (Alliance)	Service Manager – CLD	Communities	June 2026
Review of Parental Involvement Strategy	Education Manager	Education	2026

Education and Communities Key Performance Indicators

The Directorate will monitor the performance of these key performance indicators over the lifetime of the Plan. Depending on the data source, new performance data will be provided to the Committee within the performance reports as it becomes available. In the case of national data, this is likely to be annually, however service performance data will be presented to the Committee more frequently.

The latest performance data for reporting year 2024/25 is provided below where data is available. Where data for 2024/25 is not yet available, the 'latest status' icon relates to performance against target for the previous year. Targets for reporting year 2025/26 have also been set.

Key Performance Measures	Performance				Latest status	Target 2025/26	Comment	Frequency of reporting
	2021/22	2022/23	2023/24	2024/25				
% of adults satisfied with libraries (LGBF)	2018/21 76.5%	2019/22 74.3%	2020/23 70%	2021/24 67.7%	🔴	Meet or exceed Scottish average	**2024 target = 73%** Scottish average: 67% Family group average: 61.6%	Annual
% of adults satisfied with museum (LGBF)	2018/21 59.6%	2019/22 59.7%	2020/23 63%	2021/24 61.7%	🔴	Meet or exceed Scottish average	**2024 target = 65%** Scotland - 69.3% Family group - 58%	Annual
% of adults satisfied with leisure (LGBF)	2018/21 78.7%	2019/22 77%	2020/23 75.7%	2021/24 73%	🔴	Meet or exceed Scottish average	**2024 target = 77%** Scotland - 67% Family group - 61.7%	Annual
% adults satisfied with local schools (LGBF)	2018/21 78.7%	2019/22 76.7%	2020/23 73.7%	2021/24 67.7%	🔴	Meet or exceed Scottish average	**2024 target = 75%** Scotland - 70.7% Family group - 70.1%	Annual
% of pupils gaining 5+ awards at level 5 (LGBF)	69%	67%	64%	Due April 2026	🔴	Meet or exceed Scottish average	**2023/24 target = 71%** Scotland = 67% Family group = 64%	Annual

Key Performance Measures	Performance				Latest status	Target 2025/26	Comment	Frequency of reporting
	2021/22	2022/23	2023/24	2024/25				
% of pupils gaining 5+ awards at level 6 (LGBF)	40%	35%	34%	Due April 2026	🔴	Meet or exceed Scottish average	Data lag in the reporting of this data. **2023/24 target = 40%** Scotland - 39% Family group - 34%	Annual
% of pupils from 20% most deprived areas gaining 5+ awards at level 5 (LGBF)	58%	58%	52%	**Due April 2026**	🔴	Meet or exceed Scottish average	**2023/24 target = 61%** Scotland – 50% Family group – 50%	Annual
% of pupils from 20% most deprived areas gaining 5+ awards at level 6 (LGBF)	26%	22%	20%	**Due April 2026**	🔴	Meet or exceed Scottish average	**2023/24 target = 27%** Scotland – 23% Family group – 22%	Annual
Overall average total tariff score (LGBF)	1022	861	862	**Due Nov 2025**	🔴	Meet or exceed Scottish average	**2023/24 target = 950** Scottish average: 917 Family group average: 829	Annual
Average total tariff score in SIMD quintile 1 (LGBF)	810	690	682	**Due Nov 2025**	🔴	Meet or exceed Scottish average	**2023/24 target = 750** Scottish average: 658 Family group average: 660	Annual
Percentage of P1,P4 and P7 pupils combined achieving expected CFE level in literacy	73.7%	76.4%	76.5%	**Due Dec 2025**	🔺	Meet or exceed Scottish average	**2023/24 target = 77%** Scottish average: 74% Family group average: 73%	Annual

Key Performance Measures	Performance				Latest status	Target 2025/26	Comment	Frequency of reporting
	2021/22	2022/23	2023/24	2024/25				
Percentage of P1, P4 and P7 pupils achieving expected CFE level in numeracy	80.2%	83.3%	81.7%	**Due Dec 2025**	🔺	Meet or exceed Scottish average	**2023/24 target = 83.5%** Scottish average – 80.3% Family group average: 78.9%	Annual
Literacy attainment gap (P1, P4 and P7 combined) (LGBF)	20.6%	24.9%	19%	**Due Dec 2025**	✅	Meet or exceed Scottish average	**2023/24 stretch target between 19% - 17.5%** 2023/24 Scottish average: 20.2% Family group average:17.1%	Annual
Numeracy attainment gap (P1, P4 and P7 combined) (LGBF)	17.3%	16.3%	15.8%	**Due Dec 2025**	🔺	Meet or exceed Scottish average	**2023/24 stretch target between 15.5% - 14%** 2023/24 Scottish average: 17.4% Family group average:15%	Annual
Proportion of funded early years provision which is graded good or better (LGBF)	83.3%	93.5%	96.6%	**Due Oct 2025**	🔺	100%	**2023/24 target = 100%** Scottish average: 89.8% Family group average: 91.6%	Annual
School attendance rate (per 100 pupils) (LGBF)	-	90.3%	90.6%	**Due Dec 2025**	🔺	Meet or exceed Scottish average	**2023/24 target = 92%** Scottish average: 90.3% Family group average: 89.4%	Moved from Biennial to Annual in 2023/24.
School attendance rate (per 100 looked after pupils) (LGBF)	-	82.2%	-	**Due Sept 2025**	✅	Meet or exceed Scottish average	**2022/23 target was to meet or exceed family group average.** Scottish average: 84.4% Family group average: 81.5%	Biennial

Key Performance Measures	Performance				Latest status	Target 2025/26	Comment	Frequency of reporting
	2021/22	2022/23	2023/24	2024/25				
Exclusion rate (per 1,000 pupils) (LGBF)	-	15.7	-	Due Jan 2026	📊	📊	2022/23: Scotland: 16.6 Family Group: 17.9 This is a 'data only' KPI. Numbers are monitored, but due to the nature of the KPI, numbers can fluctuate year to year.	Biennial
Exclusion rate (per 1,000 looked after pupils) (LGBF)	-	77.9	-	Due Jan 2026	📊	📊	2022/23 Biennial SG data Scottish average: 96.9 Family group average: 100.2 This is a data only KPI. Numbers are monitored, but due to the nature of the KPI, numbers can fluctuate year to year.	Biennial
% of primary school pupils present taking school meals P1 – P7	Survey not carried out	2022 61.4%	2023 70.9%	2024 73.3%	✅	75%	**2024 target = 70%** This data is sourced from the Schools Healthy Living Survey. Scotland 2024= 63.9%	Annual
% of secondary school pupils present taking school meals (free or paid for)	Survey not carried out	2022 55.8%	2023 44.2%	2024 39.3%	🔴	Meet or exceed Scottish average	**2024 target = 60%** This data is sourced from the Schools Healthy Living Survey. Scotland 2024 = 42.1%.	Annual
Number of organisations involved in the community asset transfer process	8	4	7	6	📊	📊	This is a data only KPI. Whilst numbers are monitored, due to the nature of the KPI, numbers can fluctuate year to year.	Annual

Key Performance Measures	Performance				Latest status	Target 2025/26	Comment	Frequency of reporting
	2021/22	2022/23	2023/24	2024/25				
Number of young people participating in accredited schemes - Duke of Edinburgh	250	300	372	440	✅	350	**2024/25 target = 250**	Annual
% of young people participating in active schools	48%	51%	42%	50%*	⚠️	51%	**2024/25 target = 51%** Data is being verified and relates to school terms 1& 2. Year-end data is likely to be higher.	Annual
Proportion of school pupils entering positive destinations (LGBF)	2021 95.4%	2022 94%	2023 96.4%	**2024** **95.4%**	⚠️	Meet or exceed Scottish average	**2024/25 target = 97.5%** Scotland - 95.7% Family group - 95.6%	Annual
% of 16–19-year-olds participating in learning, training or work (LGBF)	2021 93.3%	2022 93.8%	2023 92.6%	**2024** **93.5%**	⚠️	Meet or exceed Scottish average	**2024 target = 95%** Scotland - 92.7% Family group - 92.3%	Annual
Number of adult learners supported by CLD achieving core skills qualifications	149	126	143	79*	🔴	50	**2024/25 target = 150** * year total may increase to 84, portfolio verification for small number still being carried out.	Quarterly
Library Service Active Borrowers (in person and electronic)	4,265	5,266	5,464	6,342	✅	6,400	**2024/25 target = 6,055**	Quarterly
Total number of in person visits for library purposes	83,860	172,649	184,329	185,819	🔴	198,500	**2024/25 target = 198,500**	Quarterly
Number of in person visits to the Watt Institution	6,440	13,960	16,761	18,199	🔴	19,200	**2024/25 target = 19,200**	Quarterly

PI Status	
🔴	Performance is adrift of target by 5% or more
🔺	Performance is below target, but is within a set tolerance level (between 0%-5%)
✅	Performance is at target level or higher
📈	Performance is being monitored but no target has been set (data only PI)

Education and Communities Risk Management

Risk management is an integral part of corporate governance and sound management. The effective identification, assessment and management of risk is key to helping Inverclyde Council be successful in delivering its objectives, whilst protecting the interests of their stakeholders.

The highest risks to the Committee were reviewed in April 2025 and are presented below:

Risk Title	Risk Owner	Risk Description	Potential Causes	Potential Consequences	Impact	L'hood	Risk Score	Current mitigation	Future mitigation
Significant budgetary pressures	Director of Education, Communities and Organisational development	There is a risk that the service will not have enough funds to deliver statutory and core services, meet the demands of rising needs and contain inflationary pressures	• Increased demand for services e.g. ASN • Changing need and demographics for Early years places • Inability to control costs linked to inflationary pressures • Ringfencing of specific funding does not take into account the holistic needs of the service • Potential closure of services that are valued by the community	• Service is unable to meet statutory requirements for young people • Areas of the service are not able to meet demand from other parts of the service e.g. cleaning, supply cover • Risk of authority being taken to ASN tribunal • Competing priorities for existing staff • Increased dissatisfaction with Council services and reputational risk to the Council	4	4	16	Budget exercise Inflation contingency Monthly budget monitoring Committee reporting on project progress against key milestones Work procurement to ensure Best Value Prioritisation of spend and monitoring of cover budgets Monitoring of teacher numbers Ongoing reviews of services The Committee considers savings proposals to manage the budget	ASN Transport review ASN provision review Catering review

Risk Title	Risk Owner	Risk Description	Potential Causes	Potential Consequences	Impact	L'hood	Risk Score	Current mitigation	Future mitigation
Inability of the service to provide for increasingly complex or growing ASN needs	Director of Education, Communities and Organisational development	There is an increasing risk that service provision cannot support and achieve the outcomes for young people with ASN due to the increase in complexity of needs and numbers	• Inability to identify at an early stage the young people with complex needs who will need ASN support i.e. pre engagement with the service at 3 yrs old • Unexpected or unpredicted increase in the number of young people requiring ASN • Lack of suitably qualified and experienced teachers and PSAs • Central services do not have the capacity to support the growing level of need e.g. ICOS / EAL etc • Competing reactionary priorities (e.g. tribunals) which divert resources away from prioritising ASN / supportive and preventative measures • Capacity in mainstream schools to provide universal or targeted support due to increased costs of staff or need to divert support staff to ASN provision • Pressure to meet statutory obligations versus availability of resources	• Impact on allocation of staffing - including skills and training as well as increased staffing costs • Reduction in PSAs available to support in mainstream settings as more are needed for ASN provision • Financial impact due to increasing costs for educational and transport provision • Capacity stretch within ASN and mainstream schools to meet the increased need • Where needs are not met this can lead to the disengagement and non attendance of pupils, as well as dysregulation and resultant critical incidents • Reputational impact reflecting the level of support including increase in ASN tribunals and potential claims if lost	4	4	16	Ongoing training for staff and increased support from centre e.g. increase in PPB training and number of trainers Regular monitoring of provision including the fortnightly Authority Screening Group (ASG) as well as the ongoing monthly ASN monitoring forum Use of the delivering differently approach to develop the use of existing ASN provision and develop new approaches Networking as part of Regional Improvement Collaborative and linking via ADES to benchmark our practice Ongoing review of ASN provision which includes annual forecasts based on the work of the ASNMF as well as option appraisals when required	Possible increase to central team with ASN development officer role to enhance capacity of current team Review CLPL calendar for 2025/26 and beyond to ensure training is meeting needs - staff questionnaire going out April 25 Review placements for S1 earlier than the Oct of P7 i.e. Summer term P6 to give greater lead in time for planning

Risk Title	Risk Owner	Risk Description	Potential Causes	Potential Consequences	Impact	L'hood	Risk Score	Current mitigation	Future mitigation
			• Lack of training opportunities for teachers and PSAs • Reduction in support provided from partners due to decreasing budget allocation e.g. Strategic Equity funding reducing over time = reduction in support available from Barnardo's • Budget constraints for provision of specialist equipment both in terms of cost of equipment and increased demand for it.						
Difficulty to attract & retain staff	Director of Education, Communities and Organisational development	The risk is that there is a failure to ensure there is an appropriate resourced and resilient workforce in place to meet future organisational needs to effectively execute the Committee Plan	• Lack of appropriately trained personnel applying for posts • Temporary budgets can make it difficult to appoint permanent staff • Competition for workforce with other authorities • Increased workload	• Single points of dependency or failure within workforce • Capacity stretch on existing workforce • Disengagement, morale issues with existing workforce • Impact on quality or continuity of service delivery • Missed regulatory or reporting deadlines • Lack of capacity to develop or improve a new idea / project • Reputational impact • Needs of communities are not being met	3	4	12	Inhouse leadership programmes Mentoring programmes Annual positive Conversations with staff to identify aspirations and training needs Service reviews to identify single points of failure Staff development Succession plans Workforce plan	

Risk Title	Risk Owner	Risk Description	Potential Causes	Potential Consequences	Impact	L'hood	Risk Score	Current mitigation	Future mitigation
								People and Organisational Development Strategy	
Strategic Planning Risk	Director of Education, Communities and Organisational development	There is a risk that outcomes and targets are not achieved due to national reform or changing policy direction, changing Alliance partner strategic direction or reduced Alliance partner resources. For example this could be in relation to the Children's Service Plan, LAC outcomes, Arts/Cultural and Heritage, Community Learning and Development 3 Year plan Child Poverty, Participatory Budgeting and anti-poverty initiatives.	• National reforms • Changing policy direction • Changing Alliance partner strategic direction • Reduced Alliance partner resources • Short term funded projects	• The Council is not meeting local needs as well as intended • Core needs of communities are not being met • Workforce overload • Short term funding linked to additional planning results in competing priorities and core services to communities being affected	4	3	12	Partnership Plan Use of the delivering differently approach Alliance with Memorandum of Understanding Working with the Scottish Government Regular reports and updates to Committee Ongoing work with ADES / COLSA to outline impact on local government Review of progress	
Failure of major supplier or partner	Partnerships	The risk is that external factors outwith the control of the Council impact on the Council's ability to deliver services	• Poor selection process •Poor quality or small pool of suppliers / partner • Services provided are ceased	• Impact on quality and/or resilience of service delivery • Financial impact to source new or more expensive options • Reputational impact	3	3	9	Tender process Major partnership board presence Regular reporting Financial governance reviews Contract Strategy	

<u>Legend</u>

(Red) Requires Active Management

High impact/high likelihood: risk requires active management to manage down and maintain exposure at an acceptable level.

(Amber) Contingency Plans

A robust contingency plan may suffice together with early warning mechanisms to detect any deviation from plan.

(Yellow) Good Housekeeping

May require some risk mitigation to reduce likelihood if this can be done cost effectively, but good housekeeping to ensure the impact remains low should be adequate. Reassess frequently to ensure conditions remain the same.

(Green) Review Periodically

Risks are unlikely to require mitigating actions but status should be reviewed frequently to ensure conditions have not changed.

Monitoring and Reporting

Inverclyde Council is committed to ensuring that accountability, transparency and openness is embedded throughout the organisation and in our public performance reporting.

Progress on the delivery of this Plan is monitored using the Council's performance management system, Ideagen Risk, which monitors Actions, KPIs and Risks. Progress reports will continue to be presented to every second Committee meeting for scrutiny and published on the Council's website.

These reports and a range of other performance information is published here: https://www.inverclyde.gov.uk/council-and-government/performance