

A meeting of the Education & Communities Committee will be held on Tuesday 21 January 2020 at 2pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.

GERARD MALONE
Head of Legal and Property Services

BUSINESS

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ITEMS FOR NOTING		
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13(a)	National Updates Report by Corporate Director Education, Communities & Organisational Development	
13(b)	Updates on the Looked After Children Attainment Fund and the Tier 2 Mental Health Strategy Report by Corporate Director Education, Communities & Organisational Development	p
The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraphs 1 and 6 of Part I of Schedule 7(A) of the Act.		

EDUCATION

NEW BUSINESS

14. **Local Authority Provision of Cleaning and Janitorial Services to Police Scotland**

Report by Head of Organisational Development, Policy & Communications providing an update on the changes to the provision of cleaning and janitorial services by Police Scotland and the employee and financial implications for the Council

p

Enquiries to – **Sharon Lang** – Tel 01475 712112

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/03/20/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2019/20 Revenue Budget Report- Period 7 to 31 October 2019		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position at Period 7 to 31 October 2019.

2.0 SUMMARY

- 2.1 The total Communities Revenue Budget for 2019/20, excluding Earmarked Reserves, is currently £4,531,940. This is an increase of £22,850 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an underspend of £22,000 which is a decrease in expenditure of £50,000 since the last Committee.
- 2.2 The main variances to highlight for the 2019/20 Revenue Budget are –
- (a) Libraries & Museum now projected to be on budget, a decrease in expenditure of £25,000 since the last Committee. A shortfall in Income of £32,000 is offset by an underspend of £32,000 for Property Costs, mostly Non Domestic Rates empty relief for the McLean Museum.
 - (b) Projected overspend of £6,000 for Sports & Leisure. A £16,000 shortfall for Whinhill Golf Course income is partially offset by an £10,000 underspend for Rankin Park mountain bike track maintenance.
 - (c) Projected underspend of £18,000 for Community Safety. Employee Costs are projected to underspend by £11,000 due to vacant posts. The balance is made up of minor variances.
 - (d) Projected underspend of £10,000 for Community Halls due to the over-recovery of Income from School Lets.
- 2.3 Earmarked Reserves for 2019/20 total £359,000 with £176,000 projected to be spent in the current financial year. To date expenditure of £151,000 (86%) has been incurred. The spend to date per profiling was expected to be £245,000 resulting in slippage of £94,000 or 38%.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the current projected underspend of £22,000 for the 2019/20 Communities Revenue Budget as at Period 7 to 31 October 2019.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities
and Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2019/20 Communities Revenue Budget as at Period 7 to 31 October 2019 and highlight the main issues contributing to the projected underspend of £22,000.

5.0 2019/20 PROJECTION

- 5.1 The current Communities Revenue Budget for 2019/20 is £4,531,940. This is an increase of £22,850 from the approved budget. Appendix 1 provides details of the virements responsible for this increase.
- 5.2 The main issues to highlight in relation to the projected underspend of £22,000 (0.5%) for the 2019/20 Communities Revenue Budget are :-

Libraries & Museum: Projected On Budget

Libraries & Museum is projected to be on budget, a decrease in expenditure of £25,000 since last Committee.

Libraries & Museum Property Costs are projected to underspend by £32,000, the majority of which relates to Non-Domestic Rates (NDR) empty relief for the McLean Museum during the refurbishment period.

Libraries & Museum Income is projected to under-recover by £32,000 (Libraries £19,000 and Museum £13,000) the same as reported to last Committee.

Sports & Leisure: Projected Overspend £6,000

Sports & Leisure is projected to overspend by £6,000, a decrease in expenditure of £2,000 since last Committee. Whinhill Golf Income is projected to under recover by £16,000, the same as reported to the last Committee. This projected under recovery of income is partially offset by a projected underspend of £10,000 for Rankin Park mountain bike track maintenance.

Community Safety: Projected Underspend £18,000

Community Safety is projected to underspend by £18,000, a reduction in expenditure of £21,000 since the last Committee. Employee costs, mainly School Crossing Patrollers, are projected to underspend by £11,000 with the balance of the underspend relating to minor variances.

Community Halls: Projected Underspend £10,000

Community Halls are projected to underspend by £10,000, a decrease in expenditure of £2,000 since the last Committee.

Income from School Lets is projected to over-recover by £10,000, the same as previously reported to Committee.

6.0 EARMARKED RESERVES

- 6.1 Earmarked Reserves for 2019/20 total £359,000 with £176,000 projected to be spent in the current financial year. To date, expenditure of £151,000 (86%) has been incurred. The spend to date per profiling was expected to be £245,000 resulting in slippage of £94,000 or 38%.

7.0 VIREMENTS

7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

8.2 Legal

There are no specific legal implications arising from this report.

8.3 Human Resources

There are no specific human resources implications arising from this report.

8.4 Equalities

There are no equalities issues within this report.

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

8.5 Repopulation

There are no repopulation issues within this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Communities Budget Movement - 2019/20**Period 7 - 1st April 2019 to 31st October 2019**

Service	Approved Budget	Inflation £000	Movements			Revised Budget
	2019/20 £000		Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2019/20 £000
Libraries & Museum	1,550	15				1,565
Sport & Leisure	1,171					1,171
Community Safety	552	1				553
Community Halls	984	7				991
Grants to Voluntary Organisations	252					252
Totals	<u>4,509</u>	<u>23</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,532</u>

Movement Details

£000

External ResourcesInflationNDR
Pay & Grading1
2223Virement0Supplementary Budget023

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 7 -1st April 2019 to 31st October 2019**

<u>Out Turn 2018/19 £000</u>	<u>Budget Heading</u>	<u>Budget 2019/20 £000</u>	<u>Proportion of Budget</u>	<u>Actual to 30-Oct-19 £000</u>	<u>Projection 2019/20 £000</u>	<u>(Under)/Over Budget £000</u>	<u>Percentage Over / (Under)</u>
62	Libraries & Museum Non Domestic Rates (NDR)	55	55	22	35	(20)	(36.4%)
Total Material Variances						(20)	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 7 - 1st April 2019 to 31st October 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,715	Employee Costs	1,677	1,727	1,713	(14)	(0.8%)
756	Property Costs	719	720	688	(32)	(4.4%)
1,383	Supplies & Services	1,216	1,215	1,208	(7)	(0.6%)
4	Transport Costs	3	3	3	0	-
79	Administration Costs	73	73	73	0	-
1,270	Other Expenditure	1,113	1,157	1,150	(7)	(0.6%)
(351)	Income	(292)	(363)	(325)	38	(10.5%)
4,856	TOTAL NET EXPENDITURE	4,509	4,532	4,510	(22)	(0.5%)
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	4,509	4,532	4,510	(22)	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,573	Libraries & Museum	1,550	1,565	1,565	0	-
1,475	Sports & Leisure	1,171	1,171	1,177	6	0.5%
552	Community Safety	552	554	536	(18)	(3.2%)
1,005	Community Halls	984	990	980	(10)	(1.0%)
251	Grants to Vol Orgs	252	252	252	0	-
4,856	TOTAL COMMUNITIES	4,509	4,532	4,510	(22)	(0.5%)
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2019/20</u>	<u>Phased Budget Period 7 2019/20</u>	<u>Actual Period 7 2019/20</u>	<u>Projected Spend 2019/20</u>	<u>Amount to be Earmarked for 2021/22 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Community Fund	Tony McEwan	344	245	151	161	183	£113k of the c/f t o 20/21 is currently committed leaving a balance of £70k unallocated at this time. This will be added to Phase 2 of the PB Process.
Gourock Pool Opening Extension	Tony McEwan	15	0	0	15	0	Funding for pool to remain open September 2019, awaiting final invoice from IL. Costs likely to be more than £15k with balance charged to Sports Core Budget
Total		359	245	151	176	183	

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Ruth Binks, Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/05/20/TM
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	715459
Subject:	Communities Capital Programme 2019 - 2023 Progress		

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Communities Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall, the Committee is projecting to contain the costs of the 2019-2023 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.
- 2.4 Expenditure at 5th December 2019 is 62.63% of the 2019/20 approved budget. No slippage is currently being reported.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress with the specific projects as detailed in Appendix 1.

Ruth Binks
Corporate Director Education
Communities & Organisational Development

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Communities Capital Programme reflecting the allocation of resources approved by Inverclyde Council on 21st March 2019.

5.0 INVERKIP COMMUNITY HUB- STORAGE

- 5.1 Provision of £50K was made in the 2018/19 budget to expand/increase the storage provision at the recently completed Inverkip Community Hub facility. Detailed design work was progressed in consultation with the Hub Committee. Works are in progress with the concrete foundations complete and steelwork erected. The Contractor has confirmed that the building will be wind and watertight at the end of December 2019. Contract completion is due early February 2020.

6.0 LADY ALICE BOWLING CLUB

- 6.1 Court authority has now been granted and officers are working closely with the club to agree a lease. This will allow the Club to apply for Lottery or other external funding to supplement the current allocation. The design proposals for the extension have now been completed to allow a formal planning application to be submitted.

7.0 INDOOR SPORTS FACILITY FOR TENNIS

- 7.1 The stage 2 application process is ongoing with positive engagement between IL, sportscotland, the Lawn Tennis Association, and Tennis Scotland. Inverclyde Council has been advised it will receive official notification of the result of the stage 2 application early in 2020. The project is still waiting full planning permission.

8.0 INVERCLYDE LEISURE SPEND TO SAVE

8.1 Lady Octavia Sport Centre Redevelopment

Inverclyde Leisure launched a new low cost gym at Lady Octavia Sports Centre in February 2019. Prior to the refurbishment, the centre had around 100 members. The development was an invest to save scheme funded by Inverclyde Council and in return Inverclyde Leisure's management fee would be reduced accordingly.

The development at this site included the introduction of a large low cost fitness gym, cycling area, full redesign of reception with the installation of fast track turnstiles, LED lighting and changing room upgrades. The total investment for this project was around £470k. Inverclyde Council also contributed towards additional requirements by upgrading the fire alarm system within the site. Inverclyde Leisure also carried out a membership review by reducing financial barriers to fitness.

Part of their vision was to introduce low cost memberships from £9.99 per month to increase activity and help improve the health and wellbeing within the neighbouring community.

A review of the operational hours at the centre was also carried out with the introduction of earlier opening resulting in an additional 35 hours per week. The facility now opens at 5.30am until 11pm Monday to Friday and Saturday and Sunday from 8am until 8pm.

The joint partnership from Inverclyde Council and Inverclyde Leisure has been of great benefit to the communities in the east end of Greenock and the increased usage is assisting the long-term profitability and sustainability of the centre and has also generated employment opportunities due to increase in usage and opening hours.

Below is a breakdown of statistical data before and after project development, demonstrating an increase in usage by 87%. The facility now has around 750 club live members actively using the new service provision at Lady Octavia.

Lady O Refurbishment Comparison				
Month	2018	2019	Difference	Increase %
March	4,741	9,903	5,162	
April	4,958	9,043	4,085	
May	5,165	9,206	4,041	
June	4,260	8,975	4,715	
July	4,031	7,293	3,262	
August	4,464	7,823	3,359	
September	4,403	7,682	3,279	
October	5,029	8,021	2,992	
November	4,001	8,729	4,728	
Total	41,052	76,675	35,623	87%

8.2 Boglestone Activity & Community Centre

Boglestone Activity & Community Centre re-opened its doors on June 2019 after an extensive partnership refurbishment project. The development timescale was 12 weeks.

The improvements at the site included the extension of the low cost gym and re-using the former unused café area. The main hall area was also transformed into a large adventure play area and a 'Proud to Serve Costa Coffee' Café was introduced for customers.

This is another development arrangement under Inverclyde Council's invest to save scheme to enhance the leisure estate and in return Inverclyde Leisure's management fee will be reduced year on year to return the capital investment. The project costs were around £830k totalling both projects to £1.3M.

Additional funds were also allocated from Inverclyde Council for electrical upgrades including consumer boards, LED lighting in the main hall, reception and toilets areas.

The vision for the project was to remodel areas that were previously underutilised within the facility and to maximise services and encourage more activity within the local community.

The Boglestone facility now has a large low cost fitness gym with memberships available from £9.99 to help promote activity, health and wellbeing in the area. The centre is very popular now due to the centre being located in an urban area and attracts young children and families and encouraging them to get active in the large adventure play area. The increase in operating hours and added services to the centre has also led to increased employment within the local area.

Below is a breakdown of usage data before and after the Boglestone development demonstrating an increase in usage by 60%. The facility now has around 1470 club live members actively using the new service provision at Boglestone.

Boglestone Refurbishment Comparison				
Month	2018	2019	Difference	Increase
July	8,497	18,731	10,234	
August	8,401	15,441	7,040	
September	8,668	12,144	3,476	
October	9,710	13,709	3,999	
November	9,159	11,139	1,980	
Total	44,435	71,164	26,729	60%

8.3 The Port Glasgow Swimming Pool project was completed by the end of the December 2019. A further report will be brought to committee later in the year, which will provide usage

data.

9.0 GRIEVE ROAD COMMUNITY CENTRE

9.1 Provision of £200K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Kitchen works complete;
- Corridor ceiling and lighting complete;
- Essential electrical works complete;
- CCTV installation complete;
- External lights complete;
- Electric roller shutter ordered and programmed to be fitted before Christmas;
- Toilet refurbishment including disabled toilet design ongoing;
- Building Warrant to be submitted for structural alterations to windows in main hall; and
- Hall floor to be sanded and sealed on completion of other works.

The scheduled completion date is 31st March 2020.

10.0 YOUTH CONNECTIONS, BURNS SQUARE

10.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Essential electrical works complete;
- Replacement boiler complete;
- New kitchen installation complete; and
- Roof, render, windows and roller shutter tender issued with return date 6th January 2020.

The scheduled completion date is 31st March 2020.

11.0 WEMYSS BAY COMMUNITY CENTRE

11.1 Provision of £100K was made in the 2019/20 budget to address a partial refurbishment / upgrade of the facility. The works are being progressed in phases/trade packages with current progress as follows:

- Kitchen upgrade, corridor ceiling and lighting complete;
- Essential electrical works complete;
- Conversion of reception area to cleaners store complete;
- Roofing works on site with external lighting works to follow-on;
- Building Warrant to be submitted for structural alterations to windows in main hall;
- Toilet upgrade design in progress;
- Concrete base for external storage complete and storage unit installed; and
- Hall floor to be sanded and sealed on completion of other works.

The scheduled completion date is 31st March 2020.

12.0 IMPLICATIONS

Finance

12.1 The expenditure at 5th December 2019 is £930K compared to an approved budget of £1.485m. This is expenditure of 62.63% of the approved budget after 75% of the year. No slippage is currently being reported.

12.2 The current budget is £3.054m for Communities projects. The Current Projection is £3.054m.

12.3	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000	Comments
	Total Communities	3,054	3,054	-	
	Total	3,054	3,054	-	

12.4 **Legal**

There are no legal issues.

12.5 **Human Resources**

There are no human resources issues.

12.6 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

12.7 **Repopulation**

The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

13.0 CONSULTATIONS

- 13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.
- 13.2 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Human Resources and Communications has not been consulted.
- 13.3 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

14.0 BACKGROUND PAPERS

- 14.1 Communities Capital Programme Technical Progress Reports December 2019. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

COMMUNITIES CAPITAL REPORT

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11
	Est Total Cost	Actual to 31/3/19	Approved Budget 2019/20	Revised Est. 2019/20	Actual to 05/12/19	Est 2020/21	Est 2021/22	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000				
Communities											
Inverkip Community Hub Storage	50	7	43	43	11	0	0	0	Aug-19	Jan-20	Feb-20
Lady Alice Bowling Club Toilets	210	14	0	0	0	196	0	0			
Indoor Sports Facility For Tennis	500	0	0	0	0	500	0	0			
Inverclyde Leisure Spend to Save - Boglestone Community Centre	830	115	685	715	715	0	0	0	Mar-19	Jun-19	Jun-19
Leisure Pitches AMP - Lifecycle Fund	601	112	18	0	0	68	280	141			
Grieve Road Community Centre	200	0	175	185	10	15	0	0	Aug-19	Mar-20	Mar-20
Youth Connections Burns Square	100	0	80	90	5	10	0	0	Oct-19	Mar-20	Mar-20
Wemyss Bay Community Centre Refurbishment	100	0	80	90	4	10	0	0	Jul-19	Mar-20	Mar-20
Inverclyde Leisure Spend to Save - Port Glasgow Baths	150	0	130	139	134	11	0	0	Jul-19	Nov-19	Nov-19
Complete On Site - Inverclyde Leisure Spend to Save	40	0	40	40	37	0	0	0			
Complete On Site	273	0	234	183	14	90	0	0			
	3,054	248	1,485	1,485	930	900	280	141			

Report To:	Education and Communities Committee	Date:	21 January 2020
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/03/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 712828
Subject:	A 3 year Plan for Co-ordinating Community Learning & Development (CLD) in Inverclyde 2018 – 2021: Progress Report Year 1		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with a year one progress of the 3 year plan “Co-ordinating Community Learning & Development in Inverclyde 2018 – 2021. This year one report provides progress on CLD delivery by all partners across Inverclyde which was noted by the Alliance Board at its meeting on 9 December 2019.

2.0 SUMMARY

- 2.1 In August 2018, the Education and Communities Committee approved a ‘Strategy and Implementation Plan for Community Learning and Development (CLD) in Inverclyde 2018-2021’, which was endorsed by the Alliance Board. The Community Learning and Development Strategic Implementation Group has the strategic responsibility for the development, monitoring and evaluation of the three year plan.
- 2.2 This report provides information on the progress which has been made across all 5 priorities in year one of the plan. Positive progress has been made across all five priorities with highlights being identified in paragraph 5.2 of this report. A full update on progress of all activity is contained in Appendix 1.
- 2.3 Key actions to be undertaken at the beginning of year two of the plan include:
- an evaluation and planning event being undertaken in January 2020;
 - a review of the current remit of the CLD Strategic Implementation Group and its three Sub Groups;
 - the integration of CLD planning will be integrated within the emerging Local Outcome Improvement Planning infrastructure;
 - a development needs assessment of the CLD workforce; and
 - the continuing identification of unmet need.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the progress made in the implementation of year 1 of the 3 year plan for CLD and
 - notes the actions that will be implemented in year 2 of the 3 year plan for CLD.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 In August 2018, the Education and Communities Committee approved a 'Strategy and Implementation Plan for Community Learning and Development (CLD) in Inverclyde 2018-2021', this was endorsed by the Alliance Board. This updated the existing CLD strategy in line with the 'Strategic Guidance for Community Planning Partnerships' published by the Scottish Government in June 2012 and followed Education Scotland's 'Revised Guidance Note on Community Learning and Development 2018-21'
- 4.2 The 'Revised Guidance Note on Community Learning and Development 2018-21' identified five key themes essential to the CLD 3 Year Plans 2018-21:
- Involvement;
 - Shared CLD Priorities;
 - Planning;
 - Governance; and
 - Workforce Development
- 4.3 The 3 year plan for 2018 – 2021 'Co-ordinating Community Learning and Development in Inverclyde' demonstrates our key objectives and priorities informed by the objectives set out in the recently published Inverclyde Local Outcome Improvement Plan (LOIP) 2017 – 2022 and the Inverclyde Corporate Plan 2018 - 2022.
- 4.4 The following priorities form the key delivery focus of the plan:
- CLD Priority 1 – Raising Attainment & Achievement;
 - CLD Priority 2 – Continue the development of effective partnerships at a local and national level;
 - CLD Priority 3 – Empowering Communities - Continue the development of effective community engagement structures to enhance community participation;
 - CLD Priority 4 – Improving the Health & Wellbeing of our communities; and
 - CLD Priority 5 – Developing the CLD response to tackling poverty, deprivation and inequality in Inverclyde.
- 4.5 The Community Learning and Development Strategic Implementation Group, which is chaired by the Corporate Director Education, Communities and Organisational Development and draws membership from Inverclyde Alliance SOA Delivery Groups, maintains the strategic responsibility for the development, monitoring and evaluation of the 3-year plan.
- 4.6 The CLD Strategic Implementation Group (CLD SIG) is responsible for the monitoring and evaluation of the 3 year plan 'Co-ordinating Community Learning & Development in Inverclyde 2018 – 2021'. The 3 CLD Sub-Groups (Adult Learning and Literacies, the Community Engagement and Capacity Building Network and Youth Work) have a key role in supporting the CLD SIG with this remit.
- 4.7 A range of unmet need was identified in the 3 year plan for 2018 – 2021 "Co-ordinating Community Learning and Development in Inverclyde". These will be monitored across the CLD Partnership on an annual basis.

5.0 OVERVIEW OF PROGRESS

- 5.1 The review of progress in year 1 largely draws on information provided by CLD Partners, for collation and analysis by the CLD Service. Positive progress has been made across all 5 priorities in year one of the plan and this is detailed in Appendix 1.
- 5.2 Highlights in Year 1 include:
- improved outcomes for young people, parents and families as a result of

their participation in CLD programmes.

- Education Scotland endorsement of the CLD 3 Year Plan;
- an increase in the number and range of learning opportunities offered to the community, including accreditation from personal Achievement Awards at SCQF level 2 to a broad range of qualifications at SCQF level 5 and 6;
- an increase in the number of adults and young people gaining qualifications;
- the number of people with improved literacies and ESOL skills has increased;
- learner pathways are incrementally being improved but significant work is still to be done in certain areas to develop this further. Inverclyde Life will have a significant role to play in this as the vehicle which hosts all CLD learning opportunities in Inverclyde;
- continued collaborative working of CLD partners to achieve shared goals, particularly around the development of pathways and locality planning;
- a more systematic approach to community engagement being taken across the partnership;
- improvements to community and youth participation through the provision of a range of community engagement processes and structures;
- a range of innovative health and wellbeing programmes and plans being developed to better meet the needs of young people and adults;
- improved targeting of those most in need leading to an increased number of vulnerable adults and young people receiving vital support and participation rates increasing; and
- a more co-ordinated approach to tackling poverty, deprivation and inequality in Inverclyde.

5.3 There are some key actions to be undertaken at the beginning of year two of the plan as follows:

- an evaluation and planning event being undertaken in January 2020;
- a review of the current remit of the CLD Strategic Implementation Group and its three Sub-Groups;
- the integration of CLD planning will be integrated within the emerging Local Outcome Improvement Planning infrastructure;
- a development needs assessment of the CLD workforce; and the continuing identification of unmet need.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
N/A					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

X

YES

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

X

YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 Ongoing consultation with Community Learning and Development Partners and services users.

8.0 BACKGROUND PAPERS

8.1 N/A.

**Co-ordinating Community Learning & Development in Inverclyde
2018 – 2021**

Progress Report 1st October 2018-30th of September 2019

Community Learning and Development 3-Year Plan 2018 – 2021 Progress Report 2018-19

Key	
Complete	
Showing Progress	
Slippage Identified	

Shared CLD Priorities

CLD Priority 1 – Raising Attainment & Achievement. Reporting lead: Claire Alexander				
LOIP Priority – Inequalities Corporate Plan Priority – To work collaboratively to enable strong, connected, and empowered communities, particularly in areas of deprivation, so that residents have influence and control over things that matter to them National Performance Framework – Outcomes 2, 3, 4, 5, 7, 8, 11 & 16 Link to Local Strategic Plans: Education Strategic Plan, Inverclyde Attainment Challenge, School Improvement Plans, Corporate Directorate Improvement Plans (CDIPS), Joint Children Services Plan, Child Poverty Action Group – Local Action Report (Developing)				
Evidence of Need	Key Actions	Timescale	What success will look like	Progress to date across all key actions
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.	To increase the learning opportunities available to individuals.	Year 1 / 2	Increase in the number of individuals achieving nationally recognised awards.	There is an increase in the range of provision, including accreditation, being delivered across the partnership. <ul style="list-style-type: none"> HSPC's SVQ Centre supported 61 individuals Personal Achievement Awards (SCQF level 2) From April-August 2019 there has been a 17% rise in the number of awards being delivered. Community Achievement Award (SCQF 4 and 5) has been delivered in partnership with Kelvin College.

<p>Scottish Attainment Challenge research stresses the need to close the poverty related attainment gap.</p>	<p>To continue to help individuals to develop the skills, knowledge and attributes to achieve their full potential.</p>	Year 1	<p>Improved range of courses, qualifications and awards available to individuals.</p>	<ul style="list-style-type: none"> • New ICT provision has been developed over the summer aimed at unemployed adults. SQA approval is being sought for Digital Skills (SCQF level 3) and more use of SQA Academy's online learning. • 2 new awards have been piloted and will be rolled out from August 2019 in Adult Learning and Youth Work: The Leadership Award (SCQF level 5 and 6) is jointly certificated by SQA and the Chartered Management Institute which will be of value for employment. Mental Health and Wellbeing Award (SCQF level 4 and 5) is also being rolled out. • PEEP Learning Together. Targets parents and carers to improve their children's life chances, by making the most of everyday learning opportunities; listening, talking, playing, singing and sharing books and stories together. Supports parents and carers to recognise and build on their own learning potential and achievements • Community Achievement Awards 2018/19 SCQF level 4 and 5 for young people. • A range of 1st step adult learning personal development programmes have been developed June/July. • Parents have been at the forefront of developing the programme of learning in the Hive. There has been a significant increase of learning opportunities available to address social, emotional and mental wellbeing. <p>HSPC's Strategic Plan (2019-24) Big Action 1 describes the commitment to improving health literacy through supported self-management.</p>
	<p>To continue to make a significant contribution in the closing of the poverty related attainment gap.</p>	Year 1 & 2	<p>A reduction in the poverty related attainment gap with improved outcomes for young people, parents and families.</p>	
	<p>Continue to provide and enhance high quality learning opportunities to young people, adults and the wider community with a focus of those most in need.</p>	Year 1 / 2	<p>Increase the number of individuals with improved literacies and ESOL skills.</p>	

<p>Feedback from partners shows a need to raise awareness of appropriate pathways for young people and adult learners engaged in CLD activity.</p>	<p>Improve progression pathways for both young people and adult learners.</p>	<p>Year 1 / 2</p>	<p>Increased pathways available to learners.</p>	<p>HSPC is working with the Third Sector to develop social prescribing (Big Action 6)</p>
<p>Lack of co-ordinated progression opportunities for learners in some areas.</p>	<p>Raise awareness to CLD providers of the pathways available on the learner journey.</p>	<p>Year 1</p>	<p>Increase in the number of learners progressing on to a positive destination.</p>	<p>The clearer articulation and strengthening of pathways is a key focus for the Adult Learning and Literacies Sub Group. Approaches are being discussed and piloted, mainly themed, e.g. employability by partners or groups of partners but a more systematic approach, which is partnership-wide is being developed. A number of partnership meetings have been held to develop transitions from community-based adult learning to FE and support the developments of specific pathways. A pilot phase will develop 2 work stream pathways by December 2019 with delivery January to June 2020. To make the general coordination of delivery and articulation of pathways from CBAL to WCS easier there is a proposal to route all requests through the AL and L Sub Group meetings.</p>
<p>Create new progression opportunities for learners and provide additional support at transition points for those most in need.</p>	<p>Work in partnership with wider CLD partners to identify appropriate pathways for learners.</p>	<p>Year 1</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>	<p>The National Lottery Awards for All bid from The Adult Learning and Literacies Sub Group will support the development of early stage pathways.</p>
	<p>Consult with learners on their experience and expectations of their learning pathway.</p>	<p>Year 1</p>		<p>It has been agreed that Inverclyde Life will be the one repository for all service delivery/offers. A guide has been produced and sent to partners and training events delivered August 2019.</p>
	<p>Work across the partnership to identify and target the most vulnerable learners and develop additional support</p>	<p>Year 1/2</p>		<p>An ESOL pathway has been developed from community based to FE by all partners involved in the programmes, which is flexible and better meets the needs of learners. Transition point for learners to move on is once they've achieved National 2 unit: ESOL in Everyday Life: Speaking and Listening. Transitions are from standalone community based ESOL provision to community based literacies for specific learning and teaching i.e. Driving Theory Test. All learners offered opportunity to access West College distance learning as first steps to FE, as an integral part of their learning offer. Exit strategies are designed to ensure that</p>

arrangements where needed.

learners have 1:1 opportunities to discuss next steps, overcoming barriers and support required.

An Adult Learners' Forum has been established which we will work in partnership with to shape CLD Adult learning services across Inverclyde.

The HSPC People Plan and Market Facilitation Plan are in the early stages of being refreshed and will have important links in the ongoing partnership development arrangements with CLD.

CLD Priority 2 – Continue the development of effective partnerships at a local and national level. Reporting lead: Louise McVey

LOIP Priority – All

Corporate Plan Priorities –

- ❖ To work collaboratively to enable strong, connected, and empowered communities, particularly in areas of deprivation, so that residents have influence and control over things that matter to them
- ❖ To deliver services that are responsive to community needs and underpinned by a culture of innovation, continuous improvement and effective management of resources
- ❖ To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs

National Performance Framework – Outcomes 4, 7, 8, 11 & 16

Link to Local Strategic Plans: Local Outcome Improvement Plan 2017-2022, Locality Modelling – Inverclyde HSCP Inverclyde East, Financial Inclusion Partnership Strategy, Education Strategic Plan, Joint Children Services Plan, Pipeline Plan, East and Central Place Plans, School Improvement Plans, Corporate Directorate Improvement Plans (CDIPS), Inverclyde Attainment Challenge

Evidence of Need	Key Actions	Timescale	What success will look like	Progress to date across all key actions
Feedback from partners indicated that improved joined up planning and evaluation to better capture data, identify priorities and share data and information should be a key aspect of the plan.	Improve the data sharing among partners in relation to consultations carried out to improve communication, knowledge and avoid duplication. Make more use of the data that already exists	Year 2	Partners are aware of consultations carried out and the data is fed back to all.	<p>During August and September 6 locality events were held across Inverclyde with a focus on celebrating the present and shaping the future. At each event members of the public were given the opportunity to discuss what is working well within communities and localities across Inverclyde as well as areas for improvement.</p> <p>Partners have created a framework ‘community led action plan’ for each locality where locality groups can identify priorities for their locality which is linked to the Inverclyde Local Outcomes Improvement Plan.</p> <p>It is anticipated that further engagement events will continue during 2019/20 to ensure a wide representation of residents within localities and be coordinated through the Community Engagement and Community Capacity Building Network.</p>
	Develop the CLD SIG and the underpinning sub	Year 1	Partners work better together to plan and deliver services to the community to	

	<p>groups further to ensure partners work collaboratively to achieve shared goals.</p> <p>Support the development of the 3 locality plans to be established as part of the LOIP.</p> <p>Support the CLD SIG, 3 sub-groups and wider partners to undertake self-evaluation.</p>	<p>Year 1</p> <p>Year 1</p>	<p>ensure best value and reduce duplication. Partners are clear on shared goals.</p> <p>Locality Plans are produced to take forward the priorities identified in the LOIP.</p> <p>Partners have a clear understanding of the self - evaluation process and a better understanding of the inspection framework.</p>	<p>An update report regarding activities within localities has been submitted to the Inverclyde Alliance Board.</p> <p>Communities were engaged across Inverclyde's six localities in relation to the HSPC's Strategic Plan. This involved feedback to the community 'You Said-We Did' creating 2-way communication and influencing the final 6 Big Actions of the Plan.</p> <p>Inverclyde Life will be used by partners to coordinate all communication and engagement activities to share knowledge and avoid duplication.</p> <p>The HSPC Communication and Engagement Strategy is being revised and it is proposed this will form the basis of a Strategy to be used by all CPP partners.</p>
Support the involvement of adult learners, young people and communities in the new locality planning groups.	Support the development of the 3 locality groups to ensure adult learners, young people and communities are involved in the	Year 1	There is appropriate representation from the community on the new locality planning groups.	<p>The locality events are still in their infancy and representation to other groups has not been developed yet.</p> <p>A range of partner services engaged in the Locality Planning Events that took place however, there appears to be a requirement for staff awareness and training around the duty of locality planning.</p>

Partners have highlighted the importance of feeding back to the community to ensure greater transparency and accountability	planning and have a meaningful opportunity to engage in the planning process.	Year 1	Young people, adult learners and communities are making a positive contribution to the planning process.	Media and communications will remain a priority for the Community Engagement and Capacity Building Network. The revised HSPC Communication Strategy will inform best practice principles and Statutory Guidance on feedback to local people.
	Develop more robust processes to ensure appropriate feedback is given following any community engagement.			
	Improve the use of social media and local media to feedback more effectively to the wider community.			

CLD Priority 3 – Empowering Communities - Continue the development of effective community engagement structures to enhance community participation. Reporting lead: Hugh Scott

LOIP Priority – Inequalities

Corporate Plan Priority – To work collaboratively to enable strong, connected, and empowered communities, particularly in areas of deprivation, so that residents have influence and control over things that matter to them

National Performance Framework – Outcomes 3,4, 7, 8, 11 & 16

Link to Local Strategic Plans: Local Outcome Improvement Plan 2017-2022, Corporate Plan 2018-2022, Corporate Director Improvement Plans

Child Poverty Action Group – Local Action Report (Developing), Locality Modelling – Inverclyde HSCP Inverclyde East, Locality Plans

Evidence of Need	Key Actions	Timescale	What success will look like	Progress to date across all key actions
<p>There is an ongoing need to ensure community groups are represented at a local level and the community has a clear role in the development of the locality groups due to be developed.</p> <p>In response to the Community Empowerment Act, there is a duty to ensure the community have the capacity to identify, address and influence positive changes in their local areas.</p>	<p>Develop appropriate structures to respond to the Council's decision to allocate a significant budget to Participatory Budgeting (PB) in 2018/19.</p> <p>Review the success of the PB exercise in 2019 and make further developments and improvements in advance of the Scottish Government's decision to allocate 1% of the budget to the wider</p>	<p>Year 1</p> <p>Year 2 / 3</p>	<p>The allocation of the PB budget is distributed in partnership with local community involvement.</p> <p>Inverclyde has developed effective procedures and has allocated 1% of their budget through PB.</p> <p>Locality Groups are created to take forward the priorities</p>	<p>Pilot phase delivered across all wards with an allocation of £50,000 per ward totalling £350,000. £210,000 was allocated with 900 people involved in the community vote. A review of the process/model is currently being carried out</p> <p>Plans are being developed to roll out phase two of PB.</p> <p>Phase 2 plans.</p> <p>The development of appropriate representation is ongoing, e.g. a new Adult Learners Forum has been established</p>

	<p>community by 2020/21.</p> <p>Support the development of the locality groups due to be established to take forward the actions in the Locality Plans. Create effective opportunities for the wider community to get involved.</p> <p>Continue the development of appropriate representation structures including Youth Council, Adult Learners Forum, Community Councils, Task groups and community groups.</p>	<p>Year 1 - 2</p> <p>Ongoing</p>	<p>identified in the Locality Plans.</p> <p>The number of representation structures is at least maintained and the groups feel supported and empowered to take actions forward. There are stronger individuals and communities.</p>	<p>The Aspiring Communities funded Project People, Places and Peers was delivered in Port Glasgow, GREENOCK South and South West and Greenock East and Central.</p>
<p>There is a need to further develop the Youth Consultation and Representation Structures across Inverclyde ensuring key community groups of interest are supported.</p>	<p>Develop a new structure for Youth Representation through the establishment of a Youth Cabinet.</p>	<p>Year 1/2</p>	<p>A new Youth Cabinet is established with increased numbers of young people engaged in youth participation.</p>	<p>Work is ongoing.</p> <p>It was agreed by Education Committee that the young person would become a member of the Alliance Board. The Scottish Youth Parliament representatives will attend the next Alliance</p>

	Develop plans for nominated young people to sit on local council committees to ensure their voices are heard on an appropriate platform.	Year 1	The Education & Communities Committee has a young person on the committee to address issues affecting young people.	<p>Board. Some roles and responsibilities and governance training is required to upskill the young people.</p> <p>The Youth Participation Strategy is on hold at the moment due to a refresh of the National Youth Work Strategy.</p> <p>LGBTi Clyde Pride achieved a bronze Charter Mark and the group is now working towards silver level.</p>
	Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group & create a peer education group to tackle issues affecting young people on a peer level.	Year 2	A new refreshed Youth Participation Strategy is created to ensure young people are involved in service planning and delivery. LGBTi Clyde Pride achieves a bronze Charter Mark.	<p>The legacy funding following the successful Year of Young People programme has been agreed. An additional £100, 00 has been approved over the next 5 years (£20,000 p.a.)</p> <p>The Scottish Youth Parliament Election had 6 young people standing for election across the authority which was an increase from previous years. Youth participation increased by 470% due to online voting across community and school settings. 2,800 young people voted.</p>
	Deliver the Inverclyde YOYP Plan for 2018.	Year 1	The contribution of young people is celebrated and highlighted through the Year of Young People programme.	

Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021.

Year 1 & 3

Increase in the number of candidates standing for election and an increase in the number of young people involved in SYP elections.

CLD Priority 4 – Improving the Health & Wellbeing of our communities. Reporting lead: Claire Alexander

LOIP Priority – Inequalities

Corporate Plan Priority – To improve the health and wellbeing of our residents so that people will live well for longer.

National Performance Framework – Outcomes 6, 7 & 8

Link to Local Strategic Plans: Local Outcome Improvement Plan 2017-2022, Locality Modelling – Inverclyde HSCP, Inverclyde East, Joint Children Services Plan, Inverclyde Health & Social Care Partnership, Inverclyde Mental Health Action 15 Implementation Plan 2018/19, Corporate Director Improvement Plans, Child Poverty Action Group – Local Action Report (Developing)

Evidence of Need	Key Actions	Timescale	What success will look like	Progress to date
<p>Feedback from partners, adults and young people as well as the wider community indicate that there is a need to address the Mental Health agenda.</p> <p>Evidence indicates that those in the highest SIMD areas are likely to experience poor health, wellbeing and lifestyles.</p> <p>Enhance support to the LGBTI community, often disproportionately affected by Mental Health issues</p>	<p>Work in partnership with to examine the possibilities available to help address the rising concern of mental health among individuals.</p> <p>Continue the development of the IDEAS Project in Inverclyde and the Dementia Friendly Inverclyde Approach.</p> <p>Develop Autism Friendly Inverclyde Strategy.</p> <p>Continue to develop and support the LGBTI Community.</p>	<p>Year 1 & 2</p> <p>Year 1</p> <p>Year 1 & 2</p> <p>Year 1 & 2</p>	<p>The development of strategies / plans to address this issue e.g. A Young People’s Mental Health Strategy</p> <p>Partners are working together to address this issue.</p> <p>Increased numbers of people are accessing the support and services available to them to improve</p>	<p>HSPC Strategic Plan-Big Actions 1 and 2</p> <p>An increased range and number of programmes are being delivered to improve people’s health and wellbeing, including Eat Better Feel Better, healthy eating programmes, Bee Active Family Learning, Preventing Diabetes Programme and a new range of confidence building programmes and engagement activities to address social isolation.</p> <p>The Mental Health and Wellbeing Award (SCQF level 4 and 5) is being delivered to a range of people including adults, parents and senior phase pupils.</p> <p>Inverclyde’s LGBTI Group has been delivering information sessions across Inverclyde for other young people and networking with other LGBTI groups in the west of Scotland.</p> <p>Young people have targeted sexual health support through a partnership between CLD Service and Sandyford Clinic in Greenock Health Centre and iYouth Zones.</p> <p>A new engagement and information session has been developed specifically for adults with a focus on developing positive mental health which will be piloted in Sept 19 with CLD/SAMH</p>

<p>particularly in young adulthood.</p> <p>Inverclyde falls below the Scottish average in terms of life expectancy and the gap in both life expectancy and healthy life expectancy is even greater in our most deprived communities.</p>	<p>Develop plans to address the social isolation of residents in Inverclyde using a multi-agency approach.</p>	Year 1	<p>their health and wellbeing.</p>	<p>A Dyslexia Support Group for parents has been established. Support is being provided for parents to build their skills to support their children with learning and includes:</p> <ul style="list-style-type: none"> • Support for parents to help their children with day to day activities • Literacy and numeracy support for parents • Capacity building support <p>The National Lottery Awards for All bid from The Adult Learning and Literacies Sub Group will support new opportunities to uncover need, support an asset based/social practice approach with those most in need and develop early stage pathways</p> <p>Clyde Conversations focussed on mental health and wellbeing, bullying, abuse and hate crime. Feedback from young people to inform service developments.</p> <p>A Mental Health Steering Group is being set up, led by HSPC in line with Scottish Government's investment for school-based services.</p> <p>Dementia Friendly Inverclyde: There is a stakeholder event, Inverclyde Care Co-ordination for People with Dementia, on the 27th of Sept. This event will focus on the national perspective, learning from other areas of excellence, Inverclyde's success to date and mapping of current and future pathways of support.</p> <p>Autism Friendly Inverclyde: Commissioning has taken place. 4 contracts have been considered and approved pending governance arrangements.</p>
	<p>Support the development of targeted sexual health provision to young people and the wider community in Inverclyde in partnership with Sandyford Services.</p>	Year 1	<p>Increase in participation in groups and activities</p>	
	<p>Support the development of groups and services for young people and adults with I disabilities and long term health conditions to reduce isolation and barriers to employment.</p>	Year 1	<p>A reduction in the number of people reporting social isolation.</p>	
	<p>Continue to work alongside relevant partners to target appropriate provision and resources to support our communities most in need and identified groups of interest e.g. Care Experienced Young</p>	Year 1	<p>Sandyford Services are delivered in the heart of the local communities and in the I Youth Zone centres at times appropriate to young people and the community.</p> <p>Formation of a strong community group and development of services to</p>	

	<p>People, Kinship Carers, Disabled young people and adults, adult literacy learners, refugees etc.</p> <p>Continue to develop the range of health education programmes on offer across Inverclyde</p>	<p>Year 1 / 2</p>	<p>reduce social isolation.</p> <p>Increase in the number of residents from targeted areas and groups reporting an improvement in their health and wellbeing.</p>	<p>An Education Prevention and Early Intervention Steering Group has been established to develop a framework for alcohol and drugs prevention and will report back to the ADP Committee</p>
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CLD Priority 5 – Developing the CLD response to tackling poverty, deprivation and inequality in Inverclyde. Reporting lead: Louise McVey

LOIP Priority – Inequalities

Corporate Plan Priority – To reduce the prevalence of poverty in our communities, with a particular focus on reducing child poverty.

National Performance Framework – Outcomes 2, 3, 4, 7, 8, 11 & 16

Link to Local Strategic Plans:

Local Outcome Improvement Plan 2017-2022, Locality Modelling – Inverclyde HSCP Inverclyde East, Joint Children Services Plan, Inverclyde Health & Social Care Partnership, Inverclyde Mental Health Action 15 Implementation Plan 2018/19, Corporate Director Improvement Plans, Child Poverty Action Group – Local Action Report (Developing)

Evidence of Need	Key Actions	Timescale	What success will look like	Progress to date across all key actions
<p>Feedback from partners, consultations and the wider community highlight the need for service providers to address the ongoing issues of poverty and inequalities across Inverclyde.</p>	<p>Contribute to the development of the Local Child Poverty Plan for Inverclyde and identify key priorities for CLD providers.</p>	<p>Year 1</p>	<p>Local Child Poverty Plans created with partners working to identified outcomes and targets.</p>	<p>Year 1 of the Child Poverty Local Action Report was approved by Inverclyde Alliance and submitted to the Scottish Government in June 2019.</p>
<p>Evidence indicates that those in the highest SIMD areas are likely to experience inequality in relation to poverty and deprivation.</p>	<p>Support the establishment of locality partnerships to develop a targeted and coordinated approach to addressing this issue.</p>	<p>Year 1</p>	<p>Locality partnerships created with a multi-agency partnership approach. Increase in joint working. Locality plans in place with measureable outcomes and targets for all</p>	<p>HSPC Strategic Plan-Big Actions 2</p> <p>Partner services and local agencies are contributing to the Inverclyde Child Poverty Action Group (ICPAG) highlighting areas of good practise and discussing opportunities for sharing local and national progress.</p> <p>The ICPAG will continue to develop and monitor the actions of the Child Poverty Local Action Report going into year 2.</p> <p>Work has started with the national partners to establish a “deep dive into data” to collate information and evidence on the prevalence of poverty in Inverclyde. A multi agency workshop will take place during Challenge Poverty Week. (7-12 October)</p>
				<p>Proposed events to take place within the localities to engage families and communities in advice, information and to discuss what poverty means to them. It is likely this there will be one</p>

<p>There are a number of communities in Inverclyde with experience of long standing poverty and disadvantage – more than 1 in 4 of Inverclyde’s children are estimated to be living in poverty, rising to 1 in 3 in some areas.</p>	<p>Support the closing of the poverty related attainment gap through raising attainment and achievements in schools with young people, parents and families.</p>	<p>Year 1 & 2</p>	<p>partners involved.</p>	<p>engagement session in the 3 localities with the greatest inequalities and a media campaign linking to the Get Heard Scotland from the Poverty Alliance.</p>
<p>There is strong correlation between literacies capabilities and low level of income, either from low paid employment or from the benefit system. Develop literacies capabilities to support people into, or back to the labour market in order that they can cope with the demands of the changing skills and knowledge of the working world.</p>	<p>Continue the ongoing development of the IDEAS (Inverclyde Delivering Effective Advice and Support) project to provide families with relevant financial inclusion support and ensure they have the skills and capacity to be able to continue with positive finances through their lives.</p>	<p>Year 1 & 2</p>	<p>A reduction in the poverty related attainment gap with improved outcomes for young people, parents and families.</p>	<p>The IDEAS group, the West College Scotland, Community Learning and Development, Homestart, the Morton Community, the Trust, Inverclyde Foodbank, Branchton Community and Your Voice have agreed to support community events in the localities. Local schools will be included in any of the locality events, to ensure that the services and provision meet the needs of the local community.</p>
	<p>Address the ongoing concern of “<i>In work poverty</i>” and develop provision of services to meet the needs of this targeted group.</p>	<p>Year 1</p>	<p>An increase in the number of residents accessing financial inclusion support.</p>	<p>A discussion has been held with the West College Scotland to ask them to consider what they do as an organisation to mitigate child poverty in Inverclyde. They will provide an overview and update (no date given when).</p>
			<p>Provision is tailored to meet the needs of this group and is delivered at appropriate times.</p>	<p>Two projects that have started as part of the Child Poverty Local Action Report include the pre apprenticeship programme starting 9/9/19 for 10 young people identified by the head teachers in the 6 secondary schools. This is a 40 week course that combines, college, workplace through Morton in the Community and school to increase confidence and self awareness that may assist the young people who complete the course to have better opportunities for employment when the finish S4.</p>
				<p>The second project is the roll out of the Cost of the School day across all primary and secondary schools. 12 teachers have been trained and will support schools to consider methods and develop policies that may reduce the cost of the school day for families, including accessing uniform banks, reducing the number of come as you please days etc.</p>

	<p>Offer literacies learning in an employability context to both those in and out of employment.</p> <p>Work with local employers to identify areas of literacies support that would be beneficial to their workforce.</p> <p>Develop opportunities for workplace literacies provision.</p>	<p>Year 2</p> <p>Year 1</p> <p>Year 1 & 2</p>	<p>Increased number of literacies programmes delivered.</p>	
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Workforce Development

The Strategic Guidance for community planning partnerships on Community Learning and Development published in June 2012 as well as the revised guidance on Community Learning and Development Planning published in 2017, emphasises the importance of how partners will develop workforce development as well as effective leadership over the next 3 years. The plan recognises that CLD is provided in Inverclyde by a range of staff and practitioners including qualified paid staff, unqualified staff, part time staff, and volunteers from both the statutory and voluntary sectors.

Workforce Development Plan

Key Actions	Progress
Develop a training programme to provide more development opportunities to partners, their staff and volunteers and increase the number of opportunities for joint training across the partnership	All national training and new resource or practice developments is disseminated through the Youth Work, Adult Learning and Literacies and Community Engagement and Capacity Building Sub Groups, e.g. YouthLink Scotland has introduced a National Youth Work Induction Training Checklist. This training is offered to all CLD and Voluntary Sector Youth Work Staff and volunteers. The Inverclyde Practitioner Forum has also been developed as one of the main vehicles to develop and drive forward training opportunities across the partnership, joint working initiatives, transitions and pathways across agencies.
Continue to promote the values and ethics for practice as laid out by the CLD Standards Council for Scotland	Inverclyde has a representative on the CLD Standards Council for Scotland who liaises with them and disseminates all relevant information, coordinates training and promotion of the values and ethics across the partnership
Develop appropriate pathways for learning and progression	All staff and volunteers are encouraged to develop their practice to offer the best possible quality service to people in Inverclyde and improve learners' experience. Staff development and progression pathways have been developed, e.g. post -youth work induction /child protection training participants are offered the PDA in Youth Work. After the PDA they are encouraged and supported to apply for the

	Glasgow University Community Development course.
Sharing relevant training opportunities across the CLD Partnership	<p>A range of training was delivered across the CLD Partnership for example:</p> <ul style="list-style-type: none"> • Autism • Mental Health and Wellbeing Award Training delivered August 2019 • CLD Values and Ethics • Preventing Diabetes • Financial capability training: training for staff to support families with financial education and money management. • Family Fortunes programme, a preventative approach that helps parents and children to develop positive money habits. • Inverclyde Life Training • Assessor/Verifier training is being delivered for practitioners to support the development of accreditation across the partnership including Conduct the Assessment Process, Carry Out the Assessment Process and Conduct the Internal Verification Process <p>Staff are part of broader partnerships in Inverclyde, e.g. Criminal Justice as well as national groups e.g. Numeracy Network and cross authority practice exchanges to ensure CLD is linked into a broader agenda and are developing best practice</p>
Promote and encourage staff and partners to attend learning lunches and training opportunities provided by the CLD West Alliance	Staff attended all training opportunities provided by the CLD West Alliance.
Carry out a needs assessment in year 1 of the plan to identify the CPD requirements of the workforce	This will be carried out following an evaluation of year 1 progress in Oct-November 2019
Support the annual CLD West Alliance conference in relation to planning conference, supporting attendance from partners and contributing to workshops as appropriate.	A representative from the CLD Partnership in Inverclyde supports and contributes to The CLD West Alliance
Maintaining protected time for staff for CPD, training and tasks associated with quality assurance and self-evaluation.	Staff attended quality assurance and self-evaluation training and are part of a practice exchange network as well as receiving ongoing CPD.
Continue to support the workforce from across the partnership to register and become members of the CLD Standards Council for Scotland to access	100% of staff are members of the standards council. New case study processes capture the values and competences developed during

information and support in relation to their professional development.	delivery.
Strengthen volunteering opportunities for individuals in our communities to give them the skills, knowledge and experience needed to help in their personal development or to give something back to their local communities.	<p>Volunteers and community members make a significant contribution across all CLD provision in Inverclyde. A range of customised training and support has been delivered for example:</p> <ul style="list-style-type: none"> • Leadership Award for parents and young people • Youth work training for volunteers in DOfE and in I Zones • Literacies training training at SCQF level 6

Governance

The Community Learning and Development Strategic Implementation Group (CLD SIG) maintains the strategic responsibility for the development, monitoring and evaluation of the 3 year plan. A report on progress made on the action contained within the plan will be submitted to the Inverclyde Alliance Board on an annual basis. The CLD SIG will continue to monitor the progress in the implementation of the respective components of the plan. Specific actions will be allocated to the Community Engagement and Capacity Building Network, the Youth Work Sub Group and the Adult Learning and Literacy Sub-Group.

The current remit of the CLD SIG is as follows but will be reviewed at the end of year 1 of the plan as follows:

- to continue to oversee the strategic integration of CLD into community planning on behalf of Inverclyde Alliance.
- To progress the integration of CLD into the work of the LOIP Locality Groups and related partnerships and monitor progress in the implementation of the CLD components of relevant action/delivery plans
- To oversee compliance for the CLD (Scotland) Regulations 2013 through the development, implementation, monitoring and evaluation of the 3 year plan 2018 – 2021.
- To respond appropriately to direct feedback from inspections from Education Scotland and other authorities e.g. Children’s Services Inspection, Best Value reports, SDS review etc.
- To ensure that leadership for CLD is effectively provided by Inverclyde Council’s Directorate of Education, Communities and Organisational Development
To review the quality and effectiveness of CLD activity in line with the HMIE
- self-evaluation framework ‘How Good is the Learning and Development in Our Community?’ as well as ‘How Good is our School 4?’, ‘How Good is our Culture & Sport 2?’ and ‘How Good is our college?’

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/04/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Community Learning and Development Service : Annual Report 2018-19:		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide an annual update to the Education and Communities Committee on progress of the Community Learning and Development (CLD) service's three-year strategic plan.

2.0 SUMMARY

- 2.1 The report provides a summary of Community Learning and Development (CLD) service activities, developments and achievements over the last year up to and including August 2019. A copy of the annual report is provided as an appendix to this report.
- 2.2 The report gives information on the successes in the main areas of the CLD service's activity: adult learning; adult literacies; family learning and work with parents; English for speakers of other languages; youth work (including school-based/community-based programmes) and youth participation; and community engagement.
- 2.3 A report on 2019/20 CLD performance will be brought before the Education and Communities Committee early 2021.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee notes the content of the CLD Annual Report 2018/19.

Ruth Binks

Corporate Director: Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 The CLD three year strategic plan 'Co-ordinating Community Learning and Development' was agreed by the Education and Communities Committee on 4 September 2018. The CLD service leads on the 3 year strategic plan with the support of key partner agencies across the local authority area.

4.2 Community Learning and Development (CLD) in Inverclyde is informed by the National CLD Strategic Guidance (2013), which sets out that CLD should aim to provide:

- improved life chances for people of all ages through learning, personal development and active citizenship; and
- stronger, more resilient, supportive, influential and inclusive communities.

4.3 CLD plays a key role in delivering the outcomes of several national frameworks including the Statement of Ambition for Adult Learning, Adult Literacies in Scotland (2020) the National Youth Work Strategy and the Community Empowerment Act.

4.4 This report provides the Education and Communities Committee with a summary of the annual report of CLD activities, developments and achievements over the last year to September 2019, in relation to the following areas:

- Adult learning;
- Adult literacies;
- Family learning and work with parents;
- English for speakers of other languages (ESOL);
- Youth work including school-based/community-based programmes and youth participation and Community engagement.

4.5 The annual report also gives the service an opportunity to reflect on and celebrate the achievements of the service while informing elected members, stakeholders and participants on impact of CLD's work. Highlights from the report are provided in section 5 below. A full copy of the annual report is available as an appendix to this report.

4.6 This year, the CLD plan was brought into line with the wider partnership CLD strategic plan which resulted in a change to the reporting years. As a result we are unable, for this year only, to provide trends for our performance information.

4.7 Highlights from the report are provided in the sections below.

4.8 Adult learning

Successes include:

- 193 learners, including those on Universal Credit, participated in community based work clubs and developed core employability skills including ICT, literacies, and job seeking skills to support the maintenance of their UC claim and help them find work. This represents an increase of 28.6% from 2017/18;
- 80 learners participated in digital skills programmes and improved their ICT skills and money management;
- 93 learners achieved 113 SQA qualifications in ICT, Communication and Personal Achievement Awards;
- 129 learners attended Eat Better Feel Better programmes to improve their general health. Here, they learned to cook on a budget and how to tackle poverty-related food issues;
- 125 learners participated in a range of health and wellbeing programmes which promoted healthy living and positive mental health;
- The 3 innovative confidence-building groups developed in partnership with communities in 2017/18 have gone from strength to strength. These self-sustaining groups have reduced social isolation and increased the confidence levels of participants; and
- 23 confidence and personal development classes were delivered specifically for very

vulnerable adults who are most in need. 81% of participants were unemployed, in receipt of ESA or a lone parent. 80% had a physical and/or mental health condition. All participants were supported to develop their confidence and health and wellbeing.

4.9 Adult literacies

The Adult Literacies Team developed new community-based learning sessions for our Adult Literacies and ESOL learners including:

- introduction of National 2 qualification in Speaking and Listening in Everyday Contexts for ESOL learners;
- employability programmes to support adults to develop appropriate literacies skills, e.g. work with Enable to support young adults develop the literacies they need to get and sustain a job; and
- Talk Money event with partners round literacies, poverty and homelessness.

Overall:

- 321 adults engaged in programmes to improve their literacy skills;
- 82 learners for whom English was not their first language participated in community based ESOL programmes;
- Targeting those most in need meant that 71.3% of learners were from a priority/vulnerable group. 61.5% were from SIMD 1 and 2;
- 79 learners gained an SQA qualification for the first time;
- 73 families supported with literacies across 4 attainment challenge primary schools.
- customised programmes were developed and co-delivered with Enable, HMP Greenock Jericho Society, Trust Employability and King's Oak PS, All Saints PS and Parklea to meet the needs of the most vulnerable learners.

4.10 Outreach and volunteering for adult learning and literacies

Volunteers are now a vital element in supporting the delivery of programmes. Volunteers have been trained to become tutors in literacy, numeracy and IT however they also support work across the whole service. Successes include:

- 32 volunteers working across CLD to support the delivery of services; and
- 159 awareness raising events being carried out at community and partner events and with local organisations.

4.11 SQA Star Awards

The CLD service is a sector-leading Scottish Qualifications Authority Centre in Inverclyde with good practice highlighted at all recent evaluation visits. We continued to build on our successes with SQA centre awards:

- 2014- Highly Commended - Lifelong Learning Centre of the Year
- 2015- Star Award - Lifelong Learning Centre of the Year
- 2016 - Champion Star Award - a member of the CLD Accreditation Team
- 2017 - Star Award - Partnership of the Year
- 2018 - Star Award - Young Person of the Year for the Youth Team
- 2019 - Champion Star Award - a member of the CLD Accreditation Team

4.12 Scottish attainment challenge in primary schools

The CLD primary attainment team worked in partnership with schools, families and the wider Attainment Challenge team to develop and deliver a range of customised learning opportunities for families. These included:

- Numeracy and literacy workshops for parents - workshops and short courses were delivered within community venues, schools and early years establishments, e.g. Play Along with

Numbers;

- The Digital Literacies Support Group provided ICT and homework/family learning; and
- Families Connect, a family learning programme to develop families' confidence, learning together and relationships.
- 48 learning programmes were delivered to support raising attainment for parents and families;
- Targeted provision at those most in need with over 75% of parents engaged from SIMD areas 1 and 2;
- The engagement of 190 families in family learning opportunities which increased parental engagement in children's learning, improved child and parent relationships and the development literacy and numeracy skills, personal confidence and self-esteem in participants;
- 68 parents engaged in adult learning opportunities and to improve the range of skills and knowledge of participants particularly relating to employability and health and wellbeing;
- 24% of adult participants attended multiple programmes; and
- 76 parents gained SQA accreditation.

4.13 Strong, successful communities – supporting and building community capacity

Support to community members is crucial and training throughout the year included minute taking, speaking in public and specific training around sustainability and funding applications. Participants were also supported with literacy and numeracy skills and IT use. Other successes in community work included:

- 34 community groups supported of which 14 were new to take local action and deliver services including Literacy/Numeracy, IT and a range of adult learning options;
- 256 community members received training and support to enable them to engage with and advocate for their local communities;
- Support for 7 community hubs and surrounding geographical areas: Auchmountain Halls, Clune Park, Paton Street, Gibshill, Branchton Community Centre, Larkfield Youth Connections and Grieve Road;
- 85 women and young people attended International Women's Day; and
- Support to CLD partners and communities in the Council's participatory budgeting process.

4.14 Youth work

Successes include:

- 1 Youth Zones continuing to be utilised by young people and the community with an annual footfall of over 18,000
- Programmes which continue to deliver strong impacts for young people include: drug education programmes for primary and secondary, and Youth Work in schools, including Attainment Challenge schools;
- Following on from Year of the Young People (YOYP) a range of legacy events have taken place to celebrate the achievements and contribution young people take to society;
- 230 young people achieved a Duke of Edinburgh Award: 148 Bronze, 50 Silver and 32 Gold Awards;
- Cyber Safety carried out to all primary 5 to S4 pupils;
- Drug Awareness Sessions provided to all primary 6 and 7 pupils and S1-4 secondary school pupils with more targeted support being delivered to better meet the needs of young people;
- Parent Talks offered to all primary and secondary schools;
- 32 young people achieved a Community Achievement Award at level 4/5;
- 5 young people achieved a Gold Personal Achievement Award; and
- 8 Young People achieved a Leadership Award
- 10 young people from Clydevue Academy won the Greenock Telegraph's Youth Community Champion Award 2019 by raising awareness of the White Ribbon Campaign and work for Compassionate Inverclyde;

4.15 Pupil Equity Fund

PEF (Pupil Equity Fund) has been used to fund CLD staff in Inverclyde Academy and St. Stephen's

High School which is in its second year: Successes to date include:

- Inverclyde Academy: achievements for young people have included 331 SQA wider Achievement Qualifications, 32 Dynamic Youth Awards, 16 John Muir Awards, 31 Bronze DofE Awards, 25 Community Achievement Awards and 74 Saltire Awards; and
- St Stephen's High School: achievements for young people have included 12 SQA wider achievement qualifications, 4 Community Achievement Awards and 16 Saltire Awards. CLD took the lead to develop pupil voice and support to carry out consultations and action planning. Nurture support was also provided for a range of needs and in-class support to help pupil re-engagement as well as P7 transition programmes, lunch time and after school drop-ins.

4.16 Clyde Conversations 4 - took place in September 2019 with over 100 young people coming from each of the local secondary schools discussing issues such as:

- Hate crime;
- Mental health;
- Bullying and abuse; and
- Drugs.

The Youth Council continued to support the planning for the YOYP activities which took place throughout 2019.

4.17 Secondary school attainment and achievement

Inverclyde Council's Duke of Edinburgh Awards programme continues to be noted as one of the most successful in Scotland, particularly the levels of uptake from our most deprived areas. Numbers increased following the extension of delivery of DofE as part of the school curriculum in both St Columba's and St Stephen's High School.

Other successes included:

- 97 pupils were engaged in youth work programmes relating to attainment, health and wellbeing;
- 30 sessions delivered each week, 1,008 over the year;
- 128 dedicated inputs on literacy and numeracy delivered at Port Glasgow High School;
- Over 81 awards achieved including Dynamic Youth Award & SQA Units; and
- 12 young people successfully completed the Ocean Youth Trust Voyage.

5.0 PROPOSALS

5.1 Next steps and main priorities for 2020 include:

- Raising attainment and achievement;
- A continued focus on a social practice approach to adult learning to meet the needs of our most vulnerable learners;
- Engagement and support for those most in need and furthest from the labour market with a focus on ICT, Literacies and health and wellbeing;
- Address social isolation and poor mental health through intensive engagement and support activities, and the building of individual and community capacity and networks and health and wellbeing programmes;
- Mitigate the impact of poverty through engagement activities, and customised programmes of support like literacies, employability, IDEAS etc; and
- Improved engagement structures to enhance community participation.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

6.2 **Legal**

N/A

6.3 **Human Resources**

N/A

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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NO

6.5 Repopulation

N/A

7.0 CONSULTATIONS

7.1 The report has been jointly prepared by the Head of Culture, Communities and Educational Resources

8.0 BACKGROUND PAPERS

8.1 N/A



COMMUNITY LEARNING & DEVELOPMENT

ANNUAL REPORT

2018-2019

CLD ADULT LEARNING STATISTICS AND KEY FACTS

193 learners, including those on Universal Credit, participated in community based work clubs and developed core employability skills including ICT, literacies and job seeking skills to support the maintenance of their UC claim and help them find work.

125 learners participated in a range of health and wellbeing programmes which promoted healthy living and positive mental health.

80 learners participated in digital skills programmes and improved their ICT skills. Learners gained skills in a range of areas such as using the internet and email and developed their knowledge on Microsoft Word, PowerPoint and Excel.

93 learners achieved a total of 113 SQA qualifications in ICT, Communication and Personal Achievement Awards.

129 learners attended Eat Better Feel Better programmes and improved their health, learned to cook on a budget and tackled poverty related food issues. Cooking on a budget is an integral part of these courses.

Families were targeted as part of Health & Wellbeing Week and 188 children took part in short courses aimed at promoting healthy eating and lifestyles.

99 parents and 197 children took part in community based arts, music and health short courses in Summer 2019 and 65 parents participated in community based positive parenting programmes.

23 confidence and personal development classes were developed and delivered specifically for very vulnerable adults who are most in need. 81% were unemployed, in receipt of ESA or a lone parent. 80% had a physical and/or mental health condition. All participants were supported to develop their confidence and health and wellbeing.

The 3 innovative confidence building groups developed in partnership with communities in 2017/18 have gone from strength to strength. These self-sustaining groups have reduced social isolation and increased the confidence levels of participants.

“Adult learning is essential to enable and encourage adults in Scotland to acquire the knowledge, skills and confidence necessary to play an active and productive role, both personally and societally”.

Adult Learning Statement for Ambition 2014

Adult Learning Impact Statements

Eat Wise Drop a Size

“Coming to class each week has motivated me. I have been out walking and eating healthier. I feel better and can feel the difference in my clothes. I have learned lots about the body, sugars etc and have enjoyed this class so much. This time round I have lost 12lbs”

Work Clubs

“You have helped me find work and I am pleased. I hope it continues after Christmas and I will keep coming when I can as I need to learn more to improve my chances of keeping this job or finding another if it ends”
(Learner gained a job in a local packaging firm)

REHIS Food Hygiene & Elementary Cooking Skills

“I really enjoyed the practical side of this course. It was good to actually put into practice what we had just learned with the people who taught it there to guide us and answer questions that came up. The social side of cooking then eating and chatting together was nice. I will use this qualification to volunteer in my community”

Mindfulness

“I really look forward to the class. The meditation is so relaxing, I haven't felt so relaxed in a long time. I have felt pain free for the first time in ages, I'm amazed. I find it very therapeutic”

Food Hygiene and Cooking Skills Pilot

REHIS approved Centre Inverclyde Council has introduced an innovative learning opportunity designed to provide candidates with basic cooking skills and a sound knowledge of food hygiene combining Elementary Food Hygiene and Elementary Cooking Skills courses simultaneously. Having identified the need for this type of training within the local community, a small number of community based learners were identified and the courses piloted in Greenock over a four week period.

The learning outcomes of the course are to increase the basic food preparation, cooking and presentation skills of the candidates whilst ensuring they gain a sound knowledge of food safety and practical awareness of using safe and hygienic practices. The learners commented:

- ◇ “combining the theory with the practical really helped me take in the information better”
- ◇ “it made me look at my own domestic food handling practices”
- ◇ “the certificates should help me gain employment in the future!”

Raymond Hubbocks, REHIS Training Advisor visited one of the food hygiene sessions and was impressed by the enthusiasm displayed by both the presenters and candidates. The plan is to continue this initiative, targeting those who may have been out of the job market for some time or looking to become volunteers in community based enterprises where knowledge of cookery and food hygiene would be important.

Since the achievement of their certificates, all participants continue to be active in their communities, being willing volunteers in schools and other community based ventures. As a result of achieving their awards, each of them has been able to move forward in their personal development. Francesca now attends the local college undertaking a Childhood Practice course, Nicola is fostering children, Alison is a resident cook at various community clubs and Pauline now supports her Development Worker colleagues with practical tasks at events within the community.

Owing to the success of this pilot, CLD will continue to deliver the course within the community and are looking to introduce some other courses in the future, all designed to improve the confidence, skill base and potential employability prospects of people in Inverclyde.



Employability Support and Courses

- Work Clubs were delivered in our most disadvantaged communities across Inverclyde targeted at those most in need. 61% of participants in lived in SIMD 1 and 2 areas within Inverclyde. 92% of learners were unemployed with 5% in part time work looking to change careers or increase their hours of work.
- CLD delivered work clubs in a number of community venues across Inverclyde to ensure local people had weekly access to sessions in their area including Branchton Community Centre, Auchmountain Halls, Larkfield Youth Connections and Central Library.
- Participants developed a range of core employability skills including literacy and numeracy, ICT, job seeking skills.

Support for those on Universal Credit

The Adult Learning Team is part of the partnership responding to the needs of adults on Universal Credit including:

- Intensive and tailored support for those who need to build their computing skills so they can meet their benefit claim commitments and maintain their Universal Credit Journal, a vital element to keep in touch with the DWP, show work related activity and job applications.
- Participation in the Universal Credit Working Group and the DWP Customer Representative Group to ensure we are kept up to date on policy changes and issues affecting those we support.
- Introduction of new intensive support and more flexible model to better meet learners needs.

Development of New Classes and Courses

- 4 staff have undertaken the PEEP Learning Together programme and we have successfully piloted the programme with families to support parents and children to learn together to improve the home learning environment and build positive relationships.
- We have successfully piloted a new intergenerational programme with Barnardo's and Crown Care. This programme used the vehicle of music and personal development activities to bring generations together for a series of workshops and a Christmas celebration.
- We have piloted a new Mindfulness programme which focuses on improving vulnerable learners mental health and wellbeing. CLD is continuing to look at innovative ways to support learners to improve their physical and mental health removing barriers to participation and providing first steps into learning.

CLD ADULT LITERACIES STATISTICS AND KEY FACTS

321 adults improved their literacies through a range of community based programmes. Targeting those most in need was very successful with 65% of learners from SIMD 1 and 2 areas. 83% of literacies learners were registered unemployed. 71% had a disability.

79 learners achieved 110 SQA qualifications in areas such as Core Skills, Personal Achievement Award and ICT.

82 learners for whom English is not their first language participated in community based ESOL programmes, which included New Scots learners.

73 families supported with literacies across four Attainment Challenge primary schools.

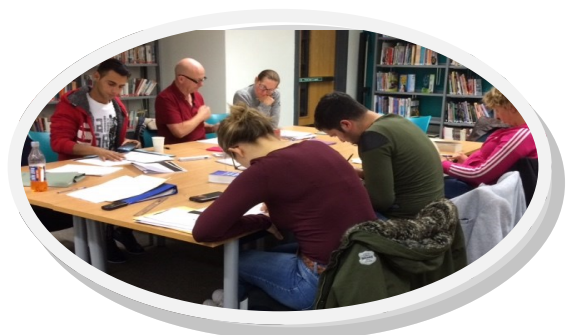
28 prisoners at Gateside Prison received literacies support to build their CV and employability skills.

36 learners completed a range of e-learning programmes in partnership with West College Scotland. Additional literacies support was provided to enable learners to complete these courses.

CLD continued to deliver literacies programmes for learners in Action for Children, HMP Greenock, Jericho Society, Trust Employability and Barnardo's to meet the needs of the most vulnerable learners.

“We want every citizen in Scotland to have the literacies capabilities necessary to bridge the poverty gap, to understand and shape the world they live in, and to enjoy the rich knowledge and benefits that being able to read, write and use numbers can bring”.

Strategic Guidance for Adult Literacies in Scotland 2020



Adult Literacies Impact Statements

"I have been working on my writing, I completed my Level 3 qualification in Communication and started working towards my Level 4 qualification by completing a 300 word story about my past. I also participated in the numeracy challenge to work on my maths skills. I have improved my confidence and want to go to College now to gain more qualifications so I can find work"

"I did this course because I found it a struggle to 'sell' myself at interviews and thought this may give me some pointers I completed the course, got a qualification, and on the back of this I applied for a job. I believe that I got the job because of how confident I was at my interview – this course really did help me to get a job"

"Coming here has increased my confidence in way that it is encouraging me to do more things on my own before asking for help. I have now started a job and it is making me more determined to succeed in life. It has also given me the confidence to retrain and help people who have not got much confidence in themselves"

"When I first started with CLD I wanted to improve my reading and writing to find work. I have built my skills and achieved a Level 4 Core Skills qualification. Since I started here I have found work. This qualification has helped me build my confidence and skills to gain a job and a career that I enjoy"



Developing Literacies Opportunities

The CLD Adult Literacies Team has forged a partnership with Parklea Branching Out to support their vulnerable adults to build their basic literacy and numeracy skills through working towards a John Muir Award whilst undertaking their community gardening activities. Laura Finlay from CLD worked with the staff and participants at Parklea to develop a unique programme of embedded literacy and numeracy tasks which allowed them to develop their skills within the context of their everyday tasks.

The group participated in a range of varied and fun learning activities such as multi-sensory walks which allowed participants to record what they saw, heard, smelled and felt as they explored the wilderness. They also planned a pollinator garden which involved participants reading about pollination and pollinator-friendly plants, measuring proposed sites and selecting suitable plants for sale.

Parklea Branching Out Manager, Sharon Gemmell says: “I see many positive changes in the service users attitudes, they are engaging positively in the group workshops and they are gaining confidence in their learning which enables them to contribute their ideas to future activities”.

The group are working towards creating a legacy of their learning as pebble poetry they have written is being permanently displayed in glass panels at Parklea.



ESOL & Employability

Since 2015, CLD ESOL staff have been working in close partnership with the Refugee Integration Team in supporting the English language needs of refugee families resettled in Inverclyde. A key aspect of the 'New Scots' strategy is facilitating integration into local communities and assisting the families to gain both volunteering opportunities and paid employment.

7 Syrian & Sudanese ESOL learners recently gained access to employment in the hospitality industry, working in local hotels, restaurants and cafés. Increased language skills and confidence in using their English combined with gaining Level 2 qualifications in ESOL, helped them to both apply for and gain employment. Their continued attendance at ESOL learning sessions is supporting them further in improving the language skills needed to assist them in their new employment as well as offering them the opportunity to gain further qualifications to support their career aspirations.

Partnership Working - Homeless Cafe

The Adult Learning and Literacies team has been working in partnership with the Inverclyde Homeless Forum since 2017. This local charity has been established for a number of years, operating a drop-in service (Homeless Café) providing hot meals on Monday and Friday mornings with around 60 people accessing the café each week. Many of those accessing the cafe are vulnerable with multiple issues which sometimes include substance misuse and/or issues with housing, health and family estrangement.

An Adult Learning and Literacies Development Worker provides a weekly literacies session at the Café. This session offers literacies and digital support to anyone in attendance – for example, to access and update their online journal for their Universal Credit claim. Many of those who attended had indicated that managing their finances was an issue for them.

To coincide with #Talk Money Week 2018, CLD Development facilitated an event at the Homeless Café on Monday 12th November, tapping into external resources and social media related to the national #Talk Money Campaign in order to raise awareness of the financial support available locally. Those attending the Homeless Café could access financial support and advice in a safe environment. Of the 30 learners who attended on the day, 30% accessed the agencies for support with 50% of these learners arranging follow-up appointments.

New Learning Opportunities

Speaking confidently is a 6 week short course delivered by CLD. The course is designed to develop confidence in participants communication skills in a variety of settings and breakdown barriers to participation. Over the last year, 17 learners have participated in the courses delivered in partnership with the Senior Family Community Learning & Development Workers in King's Oak and All Saints Primary Schools.

The following was achieved by the learners:

- All learners reported that they had the confidence to engage with and undertake things that they would not have done at the beginning of the short course, ie phoning the energy company to query a bill; tackling rent arrears with different agencies.
- 16 out of the 17 learners achieved a Level 3 Core Skills qualification in Communication - several of the learners reported that this was the first qualification that they had ever achieved.
- 2 learners secured employment as Outreach Workers within King's Oak Primary, after attending competitive interviews.

CLD COMMUNITY WORK STATISTICS AND KEY FACTS

256 community members received training and support to enable them to engage with, and advocate for their local communities.

Supported community groups to engage in the Participatory Budgeting (PB) Pilot.

85 women and young people attended International Women's Day 2019.



34 community groups supported, of which 14 were new, to take local action and deliver services.

Support for 7 community hubs and surrounding geographical areas.

32 volunteers working across CLD to support the delivery of services.

159 adult learning and literacies awareness raising events carried out at community and partner events and with local organisations.

"We want to help communities to do more for themselves and have more say in decisions that affect them".

The Community Empowerment (Scotland) Act 2015

Community Work Highlights

85 women and young people took part in our International Women's Day 2019 event.
#BalanceForChange
#JamesWatt2019
#STEAM

In preparation for Localities Planning, the team were re-assigned to the three priority areas and work is now underway to extend across all six localities.

Our Focus:
Listening, identifying, supporting, encouraging, training, nurturing and growing a new generation of community activists.

Working with Aspiring Communities Project in wider Greenock South West area.

Empowering Communities

Community Voices

We are focussed on engaging with local people and working with them to achieve real change.

CLD was tasked with delivering this Pilot across Inverclyde.

Each Council Ward was allocated a total sum of £50,000 and groups were then encouraged to compete for a share of this funding with a maximum bid of £25,000 available to each group.

The team worked hard to raise awareness of the process at 'Drop In' Information Sessions in each Ward and these were followed with a number of individual support meetings with representatives of groups to guide them through the application process.

Relationships were built with 14 community groups we hadn't been involved with previously, supporting them to apply and compete for votes alongside 8 of our existing groups. For the Community Work team, the process was successful in terms of getting new groups actively involved in the PB process, building trust and awareness for future rounds of funding.

At the end of the process, 25 local groups received more than £250,000 and over 800 residents cast their vote at events in each Ward.

Work is already well underway in planning for the next round and the learning points from the pilot process will inform future PB work.



Family Activities in Port Glasgow

- Inverclyde's A Team continues to go from strength to strength.
- 2 Youth Clubs running - Junior and Senior with social activities and fun days.
- Parents/carers and volunteers actively planning and organising weekly sessions.
- Volunteer base growing in Port Glasgow - participants becoming volunteers and mentors and helping to sustain developments.
- Parents/carers from upper Port Glasgow have set up a Family Club and Pre-5 group in the I Zone.
- Plans for Community Café in coming year and a range of family activities.
- Group now constituted and seeking funding.
- Strong committee - parent/carer led, already looking to expand and seeking premises under Asset Transfer and with real potential to develop over 2020 and beyond.

Inverclyde Men's Shed

- Pilot established by CLD in summer 2016.
- Working with Your Voice, CVS and other partners.
- 2017 group formed with temporary accommodation.
- Funding applied for and premises secured in Greenock.
- Successful funding bids - new equipment, activities and supplies.
- Opened three days a week, interest in opening more sessions.
- AGM saw new committee elected, going from strength to strength.
- Numbers now steadily building and Shed open to the whole community.
- Potential longer term premises options being sought through Asset Transfer process.
- New members actively encouraged, skill sharing and volunteer development opportunities.

Grieve Road Community Hall

- Community Work team working intensively in the Greenock South West area over much of 2018.
- Surveying the area and identifying interest, need and focus for future work in the area.
- Need to rebuild community activism in an area where very few representative groups were active.
- Identified a group of people interested in taking forward developments within the Grieve Road Hall which was largely unused and in danger of being lost to the community.
- Worked with interested people to form a Constituted Committee November 2018 to March 2019
- Committee successfully lobbied local Councillors and Officers for investment in the Centre.
- Supported committee through the refurbishment process.
- Encouraged links with wider community and Council.
- Now working with committee to promote the centre as a learning Hub post renovations.
- Outreach Worker assigned to develop learning within Hub.
- Community Worker to support community and wider community.
- Family fun days and support and promotion of lunch clubs.
- Support to encourage community lets, build usage.
- A real community asset in development.

CLD PRIMARY ATTAINMENT STATISTICS AND KEY FACTS

48 learning programmes delivered. 23 different models of provision developed to better meet the needs of parents and families.

24% of adult participants attended multiple programmes. 76 parents gained SQA accreditation.

Over 75% of parents engaged from SIMD 1 or 2 areas.



Over 133 families attended CLD family fun holiday hubs.

190 families engaged in family learning opportunities.

68 parents engaged in adult learning opportunities.

“Community Learning & Development also offers a range of courses, including those focused on personal development, that have supported a number of parents to successfully move onto college, university and employment’.

Inverclyde Leads the Way in Closing the Attainment Gap

October 2018

Primary Attainment Impact statements

Family Fun Holiday Clubs

"The holidays are difficult, everything is so expensive. These clubs are a life saver. The staff are so friendly, nothing is a bother to them and there is always so much to do I can keep the kids happy and we play things we wouldn't do at home"

Sports T Club

"John came home so proud! He had made muffins, we didn't know he could cook! He has started to cook at home which is a first! He told me that he had sat with them while they read a book each which I didn't believe. John isn't good at reading and has always avoided reading with the kids, I caught him sitting with them and they were telling him about the book"

Steps to School

"I feel it has given me a head start for my child starting school. I now know some of the teaching methods and ways of learning so I will be able to support and encourage my child using some of these techniques. It has given me more information about things happening within the school and people I can contact for more help or information"

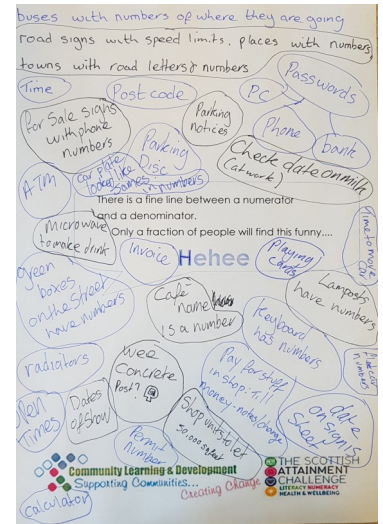
Families Connect

"It was good to be able to listen to other parents, I am not alone! Being shown how to use the activities and then trying it out with other parents before playing them with Jenny gave me confidence to do it with her and play in different ways...I hadn't thought games were part of learning"

Supporting Community

'I have grown more in confidence, and have started to attend Parent Council meetings, offering suggestions and help. I went on to complete the Families Connect Train the Parent Training and can't wait to deliver next year!'

KB came to her first session through a school Parent Drop-In, having moved to the area with her family the month prior. She had felt isolated and unsure of how to get involved and make friends in her community; however she quickly became friends with a number of the group and got involved in several groups and classes. After a few months of participating, KB was keen to take a leading role within the sessions and began to run a group for parents. Additionally, along with the friends she had made in the Parent Drop-In, she became involved in the school's Parent Council. She is a leading member and office bearer within the group now and is looking to take on teacher training next year.



Raising Attainment

Changes Lives

Tanya is a young mum who was socially isolated and had low social self-esteem since having her son and losing her parents. She started to attend a confidence building course with her support worker as she was so lacking in confidence she couldn't attend on her own. Over the weeks her support worker attended less and less and Tanya started to share her experiences and knowledge with the group.

She was surprised at how others respected her and valued her input. Throughout the course, Tanya realised that she had more to offer and that her contribution was valued by others resulting in improved aspirations for herself. She no longer needed the additional support she was receiving from other services, resulting in her moving on to a new chapter of independence. Tanya has gone on to

undertake further learning and training and is now more positive about the future for her and her family and what they can achieve.

Learning for Adults and Families

The Attainment Challenge team offers courses for parents/carers. This allows adults the chance to develop their own knowledge and skills during time dedicated to them alone. Courses such as Steps to Excellence, Eat Better Feel Better and Steps to School give parents the opportunity to increase their own learning, with accreditation and progression opportunities built-in. This has enabled participants to help themselves to better support their families.

In the past year, family learning courses have been developed and delivered by the team across Attainment Challenge Schools. Families are given the chance to develop new skills, spend quality time together and given advice on how to replicate the activities in the home. Courses such as Families Connect, Family Cookery and We Can Do Science, alongside others, have proven to be hugely successful in bringing families together both within the sessions and in the home.

CLD has continued to organise and deliver Holiday Hubs across the authority. Free activities and lunches have been provided to hundreds of families over the past year through Attainment Team led Holiday Hubs, delivered over the Summer, October and Easter breaks.

Partnerships

The Attainment Challenge team continues to develop and expand a number of partnerships with our colleagues. In addition to working closely with our Primary schools and Early Years services, the team have close links with Barnardo's, Active Schools, Libraries Service and West College Scotland. This has created a wider learning offer for our families across Inverclyde. Some examples include:

Sports T Club: Health and Wellbeing course delivered between primary schools, Active Schools, CLD and in some schools, Barnardo's giving families the chance to participate in sporting and healthy eating activities.

Families Connect: Course developed by Save The Children, delivered to families jointly by CLD and primary school staff.

New Learning Opportunities

Parents and carers are often looking for new and bespoke learning opportunities for their own personal development. The Attainment Challenge team has created courses and worked with partners to ensure we adapt and expand our learning offer for our learners. The team recently worked alongside West College Scotland in running a Psychology course for parents, with the opportunity for them to move onto further education afterwards.

CLD YOUTH WORK STATISTICS AND KEY FACTS

1 Youth Zones continue to be utilised by young people and the community with an annual footfall of over 18,000.

Programmes which continue to deliver strong impacts for young people include drug education programmes for primary and secondary and youth work in schools including Attainment Challenge and cyber-safety.

Following on from the success of the Year of the Young People (YOYP), legacy events took place throughout the year to celebrate the achievements and contribution young people make to society.

32 young people achieved a Community Achievement Award at Level 4 and 5.
5 young people achieved a Gold Personal Achievement Award.
8 young people achieved a Leadership Award.

10 young people from Clydeview Academy Senior Phase Group won the Greenock Telegraph's Youth Community Champion Award 2019 by raising awareness of the White Ribbon Campaign and work for Compassionate Inverclyde.

Inverclyde is the 3rd top performing local authority in Scotland for participation in the Duke of Edinburgh's Awards with young people achieving 32 Gold, 50 Silver and 148 Bronze Awards.





I Youth Zone's

Footfall has increased in 2018/2019 with more community groups now accessing both buildings.

Greenock: carried out a consultation which will see a re-brand to be more of a café drop-in space for young people.

Port Glasgow: Membership of over 500 young people.

Senior Phase Accreditation

St Stephens High; Inverclyde Academy; St Columba's High; Clydeview Academy

32 young people gained a Community Achievement Award Level 4/5.

5 young people gained a Gold Personal Achievement Award.

8 young people gained a Leadership Award.

Duke of Edinburgh

3rd top performing local authority in Scotland for participation in the DofE Awards.

32 young people completed their Gold Award.

50 young people completed their Silver Award.

148 young people completed their Bronze Award.

Duke of Edinburgh

The Wilma Bain Award was presented to David Stevens for his resilience and dedication. David completed his Gold Award whilst also supporting his family following the loss of his father.





The Year of the Young People in Inverclyde was planned and organised by the CLD youth Work Team and Inverclyde Youth Council with support from partners in the Youth Work Sub Group. Following the success of this year, a range of legacy events were delivered.

Youth Work Awards Ceremony: Community Learning and Development created this award scheme to recognise individuals and groups of young people who live in Inverclyde who are contributing positively to their communities and this was supported by Inverclyde Youth Council.

The award categories were: Community Hero; Creative Arts; Outstanding Achievement; Unsung Hero; Active Citizenship; Going Green and Young Youth Worker of the Year. Two overall winners were also announced - Outstanding Young Person of the Year and the Outstanding Group of the Year. We had a fantastic response to nominations with a panel of elected members, senior council staff and a young person making the hard decisions to select the winners.



Youth Beatz: Dumfries and Galloway Council held the youth festival over a weekend in June. This Youth Festival had top named acts playing on 2 stages as well as inflatables, fairground rides and much more for young people to take part in. 2 bus loads of young people from Inverclyde got the chance to attend.

Word Up Celebration: to end the Year of the Young People we hosted a disco and band night in Word Up. This event was very well attended with over 150 young people coming from across Inverclyde to join in the celebrations with dancing, face painting and a photo booth as part of the activities.

Cinema/Elev8 Visits: Over 160 young people got the opportunity to attend a free visit to the local trampoline park and the cinema. This opportunity was over the school summer holidays, targeted at young people who may not be able to afford to attend.

SYP & Youth Council

Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events.

MSYP: We have 2 new elected MSYP's, Cameron Noble and Megan Alford. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in'.



Clyde Conversations 4

Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness.

A highlight of the event was the motivational talk by Paula McGuire who shared her inspirational story of battling to overcome her anxiety on a daily basis whilst promoting a story of hope.



www.paulamusttryharder.co.uk

School Inputs

Drugs Education and Prevention Workshops: 16 primary schools have had drugs inputs to P6 & P7 highlighting the risk of drug usage. 5 secondary schools have had drug inputs from S1-S4. Inverclyde Academy attainment groups and CLD girls groups all had additional sessions.

Cyber-safety: 13 primary schools have had inputs to P5 (selected schools)/P6/P7 highlighting how to stay safe online, covering sexting and online gaming. 5 secondary schools have had cyber-safety and sexting inputs to S1-S3. Craigmarloch and Lomond View had input from S1-S6. 11 Attainment groups and 4 Senior Phase groups had inputs on cyber-safety and the White Ribbon Campaign. Input also given to Action for Children boys group.

CLD SECONDARY ATTAINMENT STATISTICS AND KEY FACTS

St Stephens High School:

S1 - 5 x Dynamic Youth Award; S3 – 5 x Bronze Youth Achievement Award

Notre Dame High School:

S1 – 5 x Personal Achievement Award; S2 - 8 x Bronze Youth Achievement Award;
S3 – 9 x Bronze Youth Achievement Award

Port Glasgow High School:

S3 – 13 x SCQF Level 4 Employability Award

St Columba's High School:

S1 Boys Group - 5 young people achieved the Dynamic Youth Award; S2 Mixed Group - 8 young people achieved the Dynamic Youth Award; S3 Mixed Group - 6 young people achieved the Dynamic Youth Award.

Inverclyde Academy:

S3 Girls Group - achieved a Cookery Skills Award alongside the Community Achievement Award due to their hard work and dedication.

Clydeview Academy:

S1 Group - achieved 5 Dynamic Youth Awards whilst working on community issues and also having a strong focus on the White Ribbon Campaign.

Clydeview Academy:

S2 Group - achieved 9 Dynamic Youth Awards whilst working on sectarian projects as a main topic and also attended Finlaystone Country Estate to learn outdoor skills.

Clydeview Academy:

Senior Phase Group - achieved 3 Dynamic Youth Awards focusing on rap and violence in today's culture.



PEF FUNDED PARTNERSHIP WITH SECONDARY SCHOOLS

PEF (Pupil Equity Fund) has been used to fund Community Learning & Development staff in two secondary schools in Inverclyde.

Inverclyde Academy decided to look at a more academic and accreditation led support while St Stephen's High School decided to take a much more overarching health and well-being approach.

The figures below show the difference and additionality that the PEF funded posts brought to the schools in a partnership approach with CLD Youth Services. The Inverclyde Academy post was funded for 2 years (2017-2019) and the figures listed are for both years. The St Stephen's model is now in its second year but still can be used to show the outcomes of the different approach.

Inverclyde Academy

Achievement of 331 wider SQA wider Achievement Qualifications

Achievement of 32 Dynamic Youth Awards

Achievement of 16 John Muir Awards

Achievement of 31 Bronze Duke of Edinburgh Awards

Achievement of 25 Community Achievement Awards

Achievement of 74 Saltire Awards

St Stephen's High School

Achievement of 12 SQA wider Achievement Qualifications

Achievement of 4 Community Achievement Awards

Achievement of 16 Saltire Awards

Lead role on pupil voice within the school, providing support to the pupil voice ambassadors to carry out consultations and action planning for whole school/campus improvement.

One to one nurture support with pupils on co-regulation, emotional literacy, substance misuse and risk-taking behaviours.

Provide in class support with identified pupils where necessary to re-engage them in classroom learning.

Deliver youth work sessions for P7 Transition programme for three cluster primary schools.

Provide lunch time drop-in sessions for pupils and an after school girls drop-in.

CLD PRIORITIES

Next steps and main priorities for 2019/20 include:

Raising attainment and achievement.

A continued focus on a social practice approach to adult learning to meet the needs of our most vulnerable learners.

Engagement and support for those most in need and furthest from the labour market with a focus on ICT, Literacies and Health and Wellbeing.

Address social isolation and poor mental health through intensive engagement and support activities, and the building of individual and community capacity and networks and health and wellbeing programmes.

Mitigate the impact of poverty through engagement activities, and customised programmes of support like literacies, employability, IDEAs etc.

Improved engagement structures to enhance community participation.

For further information on any aspect within this report, please contact:

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Report To:	Education & Communities Committee	Date:	21 January 2019
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisation Development	Report No:	EDUCOM/07/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	5459
Subject:	Indoor Tennis Facility		

1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Education and Communities Committee of the current position regarding the potential development of a 3 Court Tennis Facility at Rankin Park Greenock.

2.0 SUMMARY

- 2.1 The report outlines Inverclyde Council's funding application to the Transforming Indoor Tennis Fund and the formal agreement with Inverclyde Leisure in respect of managing the proposed facility.
- 2.2 A requirement of the national tennis bodies which contribute to the Transforming Indoor Tennis Fund is that Inverclyde Council is the main recipient of the funding. This report seeks delegated authority for the Corporate Director Education, Communities and Organisational Development to receive the funding if the bid is successful.
- 2.3 A formal agreement with Inverclyde Leisure will see it take on the management of the facility with no increased cost to the existing management fee paid by the Council. Inverclyde Leisure's business plan for the site is attached at Appendix 1. It assumes a total project cost of £1.35 million with the Council's contribution of £500K. Inverclyde Leisure will act as the Council's agent in relation to the project build, working to the terms of an Agency Agreement.
- 2.4 Inverclyde Council has worked in partnership with local clubs and Inverclyde Leisure to develop a community tennis network plan to support the funding bid. The Council will work with Inverclyde Leisure to deliver the project and ongoing facilities management. This will be subject to a full funding agreement being established between Inverclyde Council and Inverclyde Leisure.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee:
- notes the progress of the Transforming Scottish Indoor Tennis Fund application;
 - agrees that the Corporate Director Education, Communities & Organisational Development receives the Transforming Scottish Indoor Tennis Fund on behalf of Inverclyde Council in consultation with Head of Legal & Property Services and the Chief Financial Officer; and
 - delegates authority to the Corporate Director Education, Communities & Organisational Development to agree the terms of a Funding Agreement and Agency Agreement with

Inverclyde Leisure in consultation with the Head of Legal & Property Services and the Chief Financial Officer.

Ruth Binks

Corporate Director- Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 The Lawn Tennis Association (LTA,) sportscotland and Tennis Scotland are working together on the Transforming British Tennis Together initiative. This aims to transform the Scottish indoor tennis landscape through a £15 million investment programme. This fund will invest in indoor tennis projects which are supported by a community tennis network. The level of funding given will vary from project to project and will reflect the promise the LTA and sportscotland have given for real transformation in the community through the community tennis network plan. Initial indications are that up to two thirds of the capital investment for a project can be applied for through the national fund with the rest of the funds to be sourced locally.
- 4.2 The Council's budget for 2017-18 included an allocation of £350K to part fund the development of an indoor tennis facility and in 2018-19, as part the Council's budget process, an additional £150K was added to increase the Council's contribution from £350k already agreed to £500k assuming total project costs no more £1.35 million.
- 4.3 There is a two stage application process with two investment rounds per year - March and September to allow applicants to work alongside Tennis Scotland to develop their proposals and community tennis network plan.

CURRENT POSITION

- 4.4 Inverclyde Council's bid refers to the development of a 3 court indoor tennis facility within Inverclyde. A stage 1 and stage 2 application has now been submitted to Transforming Scottish Indoor Tennis Fund. It is anticipated that a decision on the bid will be confirmed in January 2020.
- 4.5 In addition, it is planned to form a Community Tennis Network from the existing local tennis network and produce a Community Tennis Network Plan.
- 4.6 It has been agreed that Inverclyde Leisure takes on the management of the facility with no increased cost to the existing management fee. Inverclyde Leisure's business plan for the site is attached at Appendix 1. It assumes a project with a total project cost of £1.35 million and a Council contribution of £500K.
- 4.7 In terms of the management of the project build, Inverclyde Leisure intends to contract a development partner to carry out the work to an agreed budget through a UK Leisure Framework. Inverclyde Leisure will act as the Council's agent in this process working under an Agency Agreement. Inverclyde Leisure will bear financial risk in excess of £1.35m. The Agreements between the Council and Inverclyde Leisure will mirror those used in previous projects, for example, Ravenscraig Activity Centre.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A	Capital		£1.35m		£500k allocated in Capital Programme, £850k balance funded by external partners

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					IL have confirmed they will run the facility at no net cost to the Council

5.2 Legal

If the proposal was agreed in principle further work will be required on the transfer of the facility to Inverclyde Leisure.

5.3 Human Resources

There are no HR implications.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

5.5 Repopulation

Provision of first class sporting facilities in the Greenock South West Area could continue to increased repopulation in the area.

6.0 CONSULTATIONS

- 6.1 Tennis Scotland, sportscotland, Inverclyde Leisure, Active Schools/Sports Development Team have been consulted.
- 6.2 The CMT has already reviewed the proposal in detail and has fully endorsed the report's recommendations.

7.0 BACKGROUND PAPERS

- 7.1 N/A

Inverclyde Tennis Network & Business Plan



Rankin Park Facility site



For illustration purposes



Inverclyde
council



sportscotland
the national agency for sport



Population of around 80,000 local people.....

Clubs

- 3 Clubs – 400+ Members
- Fort Matilda /Ardgowan/Kilmacolm

Community

- School Programmes – 300 children given tennis taster sessions
- Adult and Junior come and try sessions at local clubs
- One Park Site - Darroch Park in Gourrock, linked to Community Sports Hub

Coaches

- 1 partime time Coach in clubs (Ardgowan/Fort Matilda)
- 4 coaches, Club coaching team working with part time head coach

Education

- 8 Schools with a club link
- 20 schools received kit bag
- Schools taking part in School competition

Activities

- Schools programme, Adult and junior come and try
- TFK delivered at local clubs
- GBTW delivered at local clubs on annual basis
- Mini Tennis Launched GSC



Courts in Inverclyde

Type of Venue	Number of Venues	Total number of courts	Good	Average	Grass	Poor
Clubs	3	11	9	2	0	0
LA Venues	0	0	0	0	0	0
Parks	2	4	0	0	0	4
Indoor	0	0	0	0	0	0
TOTAL	5	15	9	2	0	4

Current Tennis Landscape



Currently no Indoor tennis courts in Inverclyde – Proposed site – Rankin Park Pavilion
Currently no quality public pay and play facilities in Inverclyde

20 primary/6 high schools within 15 minute drive of facility

3 local tennis clubs within 15 minute drive of facility

Football, Cycling activity operating in Rankin Park

Population 80,000
8,000 No. of current IL Leisure members

Potential for usage from residents residing out with Inverclyde, North Ayrshire – population – 138,000

Developing a LA Tennis Network

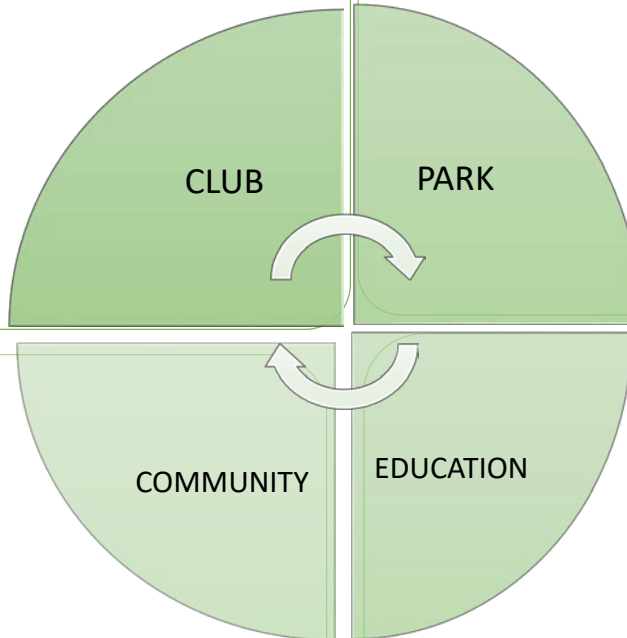


• Clubs

- club support through local tennis development groups.
- Clubspark
- Clubserve
- Develop LA clubs/facilities
- Membership growth
- Offer great customer experience
- Player pathways in place

• Parks

- Identify 1 park site (Gourock Park) offering good facilities on and off court
 - Parks promoted & easily accessible through Clubspark with gate access system
- Coach role to manage community programme



• Community

- LA venues
- Establish 3 court indoor centre
 - (Rankin Park)
- Linking all activity to indoor centre
- Clubs, Education, Park sites.
- Expand workforce with demand

• Education

- Support local colleges with student training for community delivery
- Tennis in all Secondary & Primary schools across LA
 - Establish School of Tennis in 2 schools across LA
 - Each school with a club link in place across LA

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sportscotland
the national agency for sport



Key Objectives

Develop pay and play
model at 2 local tennis
clubs

Funding - Gourock Park

Establish
participation/membership
at Indoor venue

Establish online booking
system across all venues

Marketing and
promotional campaign
across Local Authority



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the national agency for sport



Key Objectives

Develop Network of quality and sustainable clubs

Ensure there is a strong relationship and link between indoor centre and clubs

Increase club membership and use online technology where applicable

Develop player pathways, both for clubs and indoor Centre

Workforce Development



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the national agency for sport



Education - Key Objectives

More students and pupils playing tennis in school, linking to P2

Increase quantity and quality of tennis workforce in schools

Establish Schools leagues

Identify School of Tennis

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council

LTA BRITISH
TENNIS

sportscotland
the national agency for sport

inverclyde
leisure

Tennis
SCOTLAND

COMPETITION- Key Objectives

Increase number of local club teams competing in local and regional competitions junior and senior

Establish indoor leagues, local Tennis Leagues

Create G5 – G4 competition calendar running at indoor facility



Inverclyde
council

LTA BRITISH
TENNIS

sportscotland
the national agency for sport

inverclyde
leisure

Tennis
SCOTLAND

Projected Outcomes – 5 year plan

3 indoor courts
Court income to £35K per
indoor court

Establish coaching
programme 250 players a
week at indoor centre,
players feeding into outdoor
clubs

Disability Tennis Network –
established at indoor centre

Pay and play available at all
tennis clubs, linked to
Clubspark, gate access
system

Increase club membership
400+ to 750

One 3 court park site with
gate access system and
online booking with various
membership options

Recruit strong coaching team
delivering in Inverclyde with
a clear player pathway

Key Competition venue with
offer for all players
Local tennis league across 3
venues

Increased number of club
teams competing in West
of Scotland Junior and
Senior Leagues

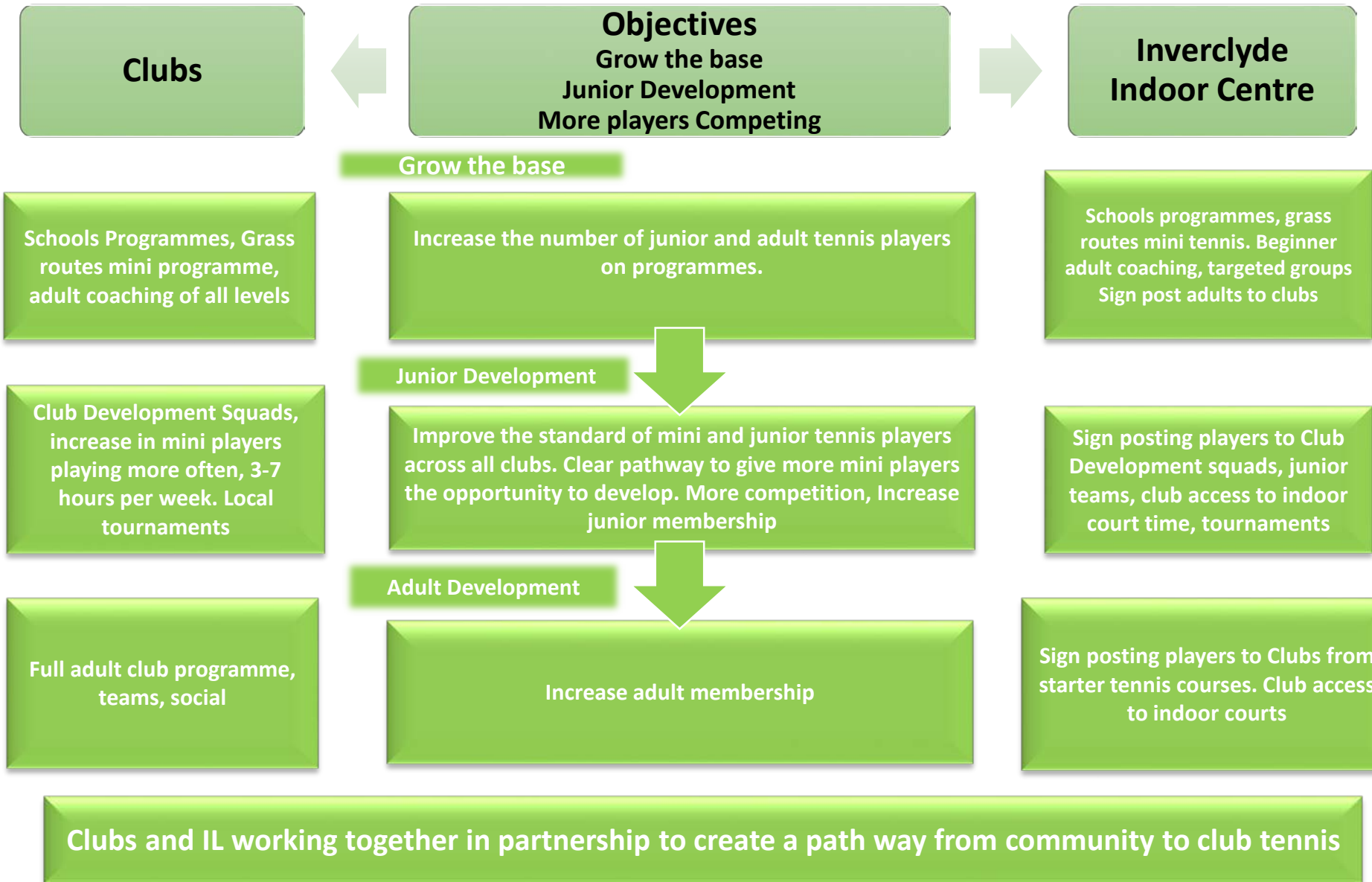
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Development Programme Inverclyde



Workforce Development

Coach CPD Calendar for IL Coaches and local club, School Coaches

Host Coach Education Courses Level 1 and 2 UKCC

Identify key community venues for Workforce to be trained and deliver programmes

Fit For Purpose coaching team in place to deliver and drive IL programmes

Player development coach/coaches to progress talented children from grass roots to programme

Established recruitment programme for coaches i.e. train and mentor within





KEY MEASURES					
Activity	2019	2020	2021	2022	2023
Indoor members	90	170	200	250	270
Tennis Club Membership Numbers	450	550	650	700	750
Primary Schools involved in an organised Tennis Activity	10	12	15	18	20
Players on Programmes at indoor Centre	100	125	150	200	250
Secondary Schools involved in an organised Tennis Activity	4	4	6	6	6
Disability monthly participants	4	8	10	12	12



Inverclyde Business Plan

Partners



3 court state of the art Tennis facility, Fitness area, Café & Toddler Soft play



Indoor Tennis Development Rankin Park



Current Facility Mix – Rankin Park

- Changing Pavilion
- 11s Grass football pitch
- Adventure Downhill Cycle track including practice area for juniors
- Car Park & hard standing surface area



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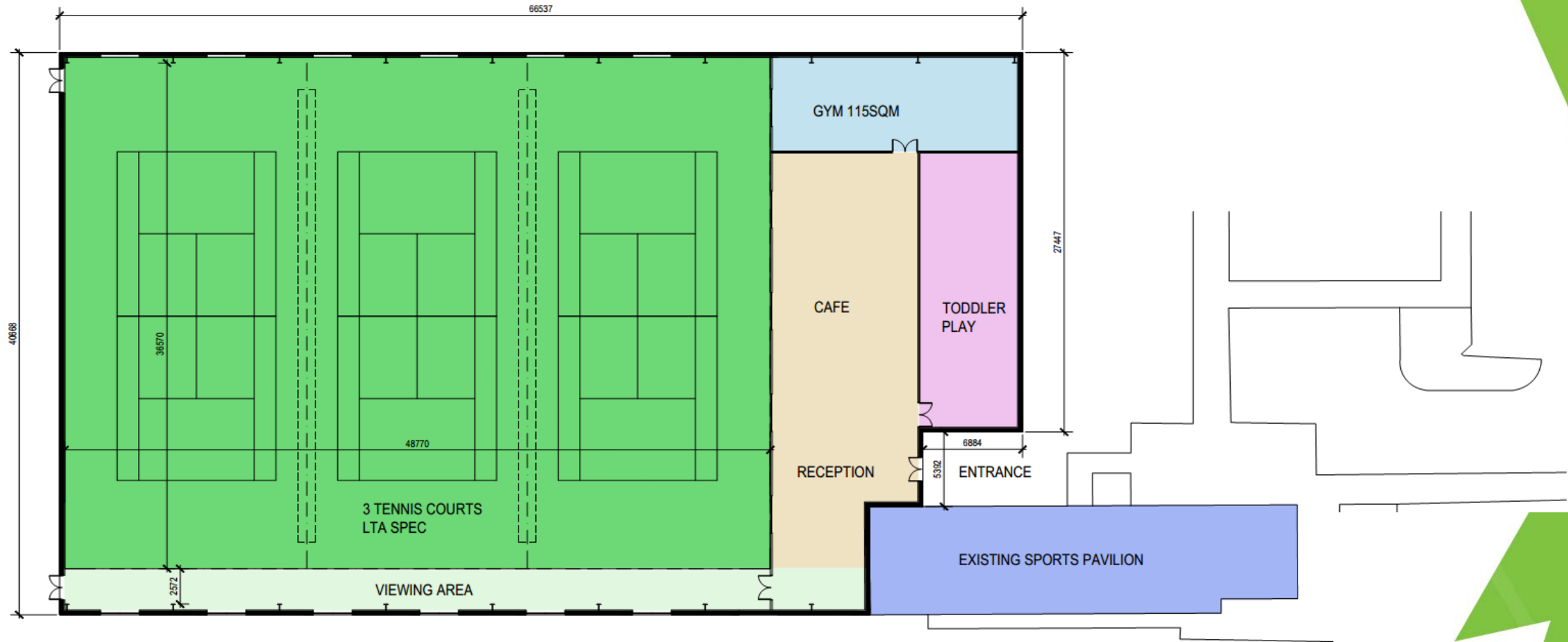
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Tennis
SCOTLAND

Indoor Tennis Development Rankin Park



3 court development
total area 2586 sqm
internal building size for three courts
36.57m x 48.77m

RANKIN PARK

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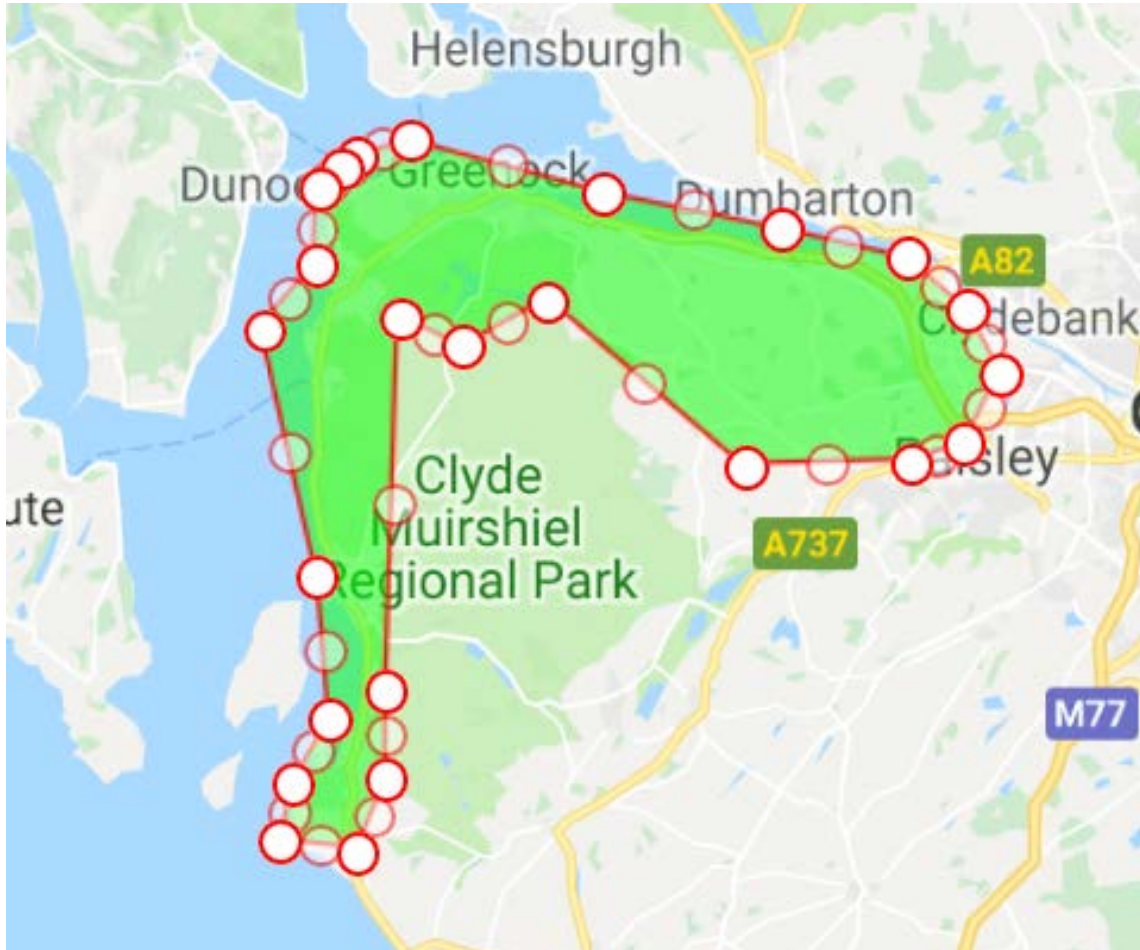
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Market Review Reach

We believe that the population pull for the facility is likely to be around 151,000 this may be seen from the map below:



Inverclyde Leisure Tennis Vision for the new facility

- To drive increased and sustained tennis participation at the centre and in the community through best practise tennis management and tennis innovation.
- Use tennis to improve lives by offering opportunities for all people of all economic & social backgrounds and disabilities to achieve their potential on and off the court.
- To tackle and challenge perceptions of tennis as an exclusive and expensive middle-class pastime and to be the leading driver defining the culture of tennis in the Inverclyde area.
- Demonstrate on court and off court success through sustainable innovative tennis initiatives.
- To unify the Community Tennis Network including key clubs in the community, all functioning with the goal of achieving objectives in the agreed community network tennis plan.
- Within 3 to 5 years to reach tennis programme maturity and achieve a sustainable bottom line with “more people playing more often” in line with the Tennis Scotland and LTA’s participation strategy.

Delivery of Products and Services

Play

For casual participants just wanting to drop in to a session or hire a court at their leisure with no commitment. All activities will be bookable online or at the venue.

Coaching

For customers who have made the decision they or their children would like to learn how to play the game. The programme will typically run all year round. All sessions will be payable by direct debit or in blocks and will be bookable online or at the venue.

Competition

We will have fun competitive competitions for all players who are on the children and adult coaching programme.

Pathway

We will have an agreed pathway from the community to club participation as detailed in Community Network Plan.

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2016 National Benchmarking Survey, Tennis Foundation on Behalf of The LTA

We have used the below information to help project the income at the tennis centre:

- Average income per court £45,000
- Highest income per court £136,850
- Lowest income per court £11,304
- Highest proportion of total income 54% coaching
- 26% pay and play
- Average income pay and play £80,500
- Highest income pay and play £206,822
- Lowest income pay and play £16,447
- Highest income programme. coaching £168,000
- Average income programme. coaching £78,100
- Lowest income programme. coaching £21,710

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Operational Requirements



- We will have a supportive relationship with Scottish Tennis West Regional Tennis Manager and work together to drive the business and participation
- The venue will be a registered “Place to Play” with the LTA and we will encourage players sign up to a British Tennis Membership.
- All our sessions and social/group sessions will be bookable online via Legend online booking system.
- We will have multiple payment options; pay and play, DD’s, annual payments and block payments.
- All of our coaches will have LTA accreditation. We will also deliver first aid and safeguarding courses that meet the LTA’s criteria.

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Operational Model



Hours of Operation

Mon – Friday 7am-9pm (open after for private hires)

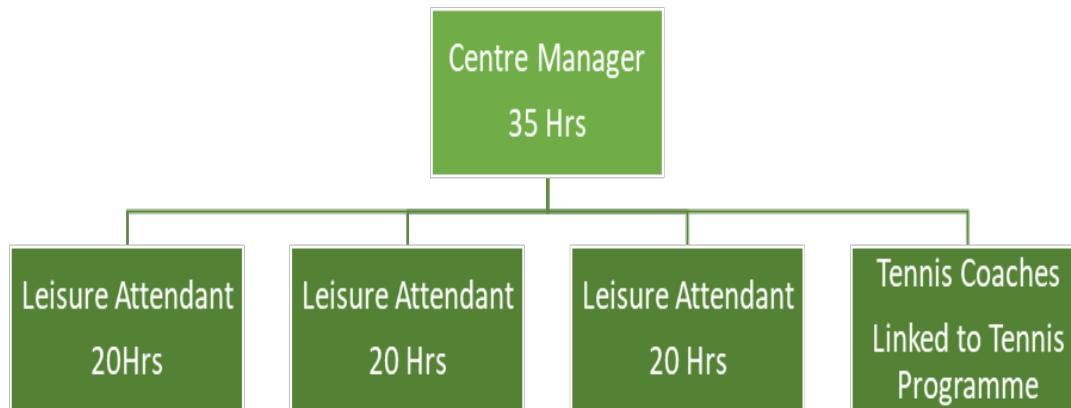
Sat –Sun 9am – 5pm (open after for private hires)

Open 86 hours a week

IL will appoint a Centre Manager, who will have overall responsibility for operations and business growth for the venue.

Key staffing deliverables include:

- Coaching staff will be employed
- The IL Area Operations Manager for leisure facilities will play an active role in developing the centre



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Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/05/20
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Items for Noting (Communities)		

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following report is submitted for the Committee's information:

- Inverclyde Leisure Complaints Procedure

2.0 RECOMMENDATION

2.1 That the above report be noted.

Gerard Malone
Head of Legal & Property Services

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Ruth Binks, Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/12/20/HS
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	712828
Subject:	Inverclyde Leisure Complaints Procedure		

1.0 PURPOSE

1.1 The purpose of this report is to advise the Education and Communities Committee of Inverclyde Leisure's approach to complaints handling.

2.0 SUMMARY

2.1 This report addresses the Committee's outstanding remit to consider Inverclyde Leisure's (IL) Complaints Procedure.

2.2 The Corporate Director and Head of Service from Education and Communities has met with the Chief Executive and Head of Operations from Inverclyde Leisure to discuss its approach to complaints. IL has recently raised awareness of its complaints procedure amongst its staff. A copy of the complaints procedure is attached as Appendix 1 to this report.

2.3 Members should be reassured that the current arrangements in place for IL's complaints closely mirror the Council's 2 stage process and are informed by the most recent guidance on complaints published by the Scottish Public Services Ombudsman.

2.4 IL will continue to report to the Council, on a quarterly basis, the numbers and types of complaints it receives.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- notes this report; and
- notes Inverclyde Leisure's customer complaints policy.

4.0 BACKGROUND

- 4.1 There was an outstanding remit for the Education and Communities Committee to consider a report on the arrangements Inverclyde Leisure has in relation to complaints handling.
- 4.2 Officers from the Council have now met with members of the senior management team at Inverclyde Leisure to discuss its complaints handling model.
- 4.3 Inverclyde Leisure's complaints handling model (detailed at section 5 below) has closely followed the guidance of the Scottish Public Services Ombudsman. Nevertheless, it has taken the opportunity to raise awareness with its managers and front line staff of its complaints procedure, what is considered a complaint, and to train those unfamiliar with the process.
- 4.4 Inverclyde Leisure reports its complaints handling performance to Inverclyde Council on a quarterly basis which informs the Council's overall complaints performance which is reported to the Policy and Resources Committee. Stage 2 complaints are also discussed at the regular client meetings which the Head of Culture, Communities and Educational Resources has with Inverclyde Leisure.

5.0 INVERCLYDE LEISURE'S COMPLAINT HANDLING MODEL

- 5.1 Inverclyde Leisure operates a complaints procedure in line with the Scottish Public Services Ombudsman guidance on complaints handling:

- Customers can complain in person at any Inverclyde Leisure facility, by phone, in writing and email;
- Customers with a complaint are encouraged to make it quickly and directly to the facility concerned. Customers are encouraged to talk to a member of staff at the facility and if possible, try to resolve any problems on the spot; and
- Complaints are logged in a customer complaint log. The relevant facility manager ensures the details of the complaint, including the outcome, are entered onto the log sheet. Information from this is used to report to Inverclyde Council on a quarterly basis.

- 5.2 Stage one (frontline resolution):

- Inverclyde Leisure aims to resolve complaints quickly. This could include an on-the-spot apology and explanation if something has clearly gone wrong and immediate action can be implemented to resolve the problem;
- Inverclyde Leisure will give a decision in stage one within five working days or less, unless there are exceptional circumstances;
- If a complaint can't be resolved at this stage, the customer will be informed of the next steps; and
- If a customer is dissatisfied with a stage 1 response, they can request the complaint is considered at Stage two.

- 5.3 Stage two:

- The complaint is acknowledged within three working days with a decision given as soon as possible;
- Discussion of the complaint with the customer to understand why they remain dissatisfied and establish what outcome they are looking for;
- A full response to the complaint is then provided as soon as possible and within 20 working days, unless there is reason for needing more time;
- If an investigation will take longer than 20 days, the customer is advised. A revised time limit is agreed with the customer and they will be updated on progress;
- Notes are kept for all correspondence in regard to this process;
- After a complaint has been fully investigated and if the customer remains dissatisfied with the outcome or the way the complaint has been handled, they can ask the

- Scottish Public Service Ombudsman to consider it; and
- The customer will be advised as to how to do this when IL sends its final decision.

5.4 Inverclyde Leisure categorises a complaints as:

:

- a failure to provide an advertised service;
- where products and services provided by Inverclyde Leisure are not to an appropriate standard/inadequate (e.g. poor-quality customer service, facility cleanliness or cancellation of a service in error);
- negative treatment by, or attitude of, a member of IL staff;
- when it fails to follow an appropriate administrative process; and
- those matters which relate to Inverclyde Leisure policies where the complaint relates specifically to the way the matter was administered.

5.5 Inverclyde Leisure does not categorise complaints in situations where there is:

- a routine first-time request for a service that has been refused, for example a block booking request, preferred booking time;
- requests for a provision of a specific type of class,
- a request for information or an explanation of a policy or practice;
- requests for compensation (including matters which are in the hands of our insurers);
- issues which are being considered by court, or have already been heard by a court or a tribunal; and
- an attempt to reopen a previously concluded complaint, or to have a complaint reconsidered where IL has already given its final decision.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.

Content:

The following procedure covers:

Plan

- Information available to customers
- Introduction

Do

- Who can complain?
- Getting help to make a complaint
- How long do customers have to make a complaint?
- What is a complaint
- What can customers complain about?
- What can't customers complain about?
- How do customers complain

Measure / Review

Detail:

Plan

Introduction

Inverclyde Leisure is committed to providing high quality customer service. We value complaints and use information from them to help us improve our services. If something goes wrong, or customers are dissatisfied with our services, we should encourage them to tell us.

Not only will we deal with complaints quickly, but when appropriate we will act to improve our service in the future for all our customers.

Complaints are also a useful guide in how we manage our performance. They may highlight areas for improvement within Inverclyde Leisure regarding our facilities and procedures, the more we know about the way customers feel about our service, the better informed we will be to bring about improvements.

Do

Who can complain?

Anyone can make a complaint to us, including representatives of someone (providing they have been given consent to) who is dissatisfied with our service.

Getting help to make a complaint

We understand that some customers may be unable, or reluctant, to make a complaint themselves. We accept complaints from the representative of a person who is dissatisfied with our service. We can take complaints from a friend, relative, or an advocate, if the customer has given them consent to complain on their behalf.

Some customers who may feel they are unable to complain directly can make a complaint using the service below:

Local Advocacy
Circles Network
Advocacy Service Inverclyde
21 Grey Place
Greenock
Inverclyde PA15 1YF

Phone: 01475 730797
Fax: 01475 727407
Info.inverclyde@circlesnetwork.org.uk

How long do customers have to make a complaint?

Normally, they must make the complaint within six months of:

- the event they wish to complain about, or
- finding out that they have a reason to complain, but no longer than 12 months after the event itself.

In exceptional circumstances, we may be able to accept a complaint after the time limit. If a customer feels that the time limit should not apply to their complaint, they must tell us why.

We should then let them know as to whether it is possible to investigate the complaint.

What is a complaint?

We regard a complaint as any expression of dissatisfaction about our action, or lack of action, or about the standard of service provided by us, or on our behalf.

What can customers complain about?

Customers can complain about issues such as:

- Failure to provide an advertised service
- Products and services that were provided by the Trust, but not to an appropriate standard/inadequate (e.g. poor-quality customer service, facility cleanliness or cancellation of a service in error)
- Treatment by, or attitude of, a member of staff
- The Trusts failure to follow an appropriate administrative process
- Matters that relate to the Trust's policies, but only where the complaint relates specifically to the way the matter was administered.

What can't customers complain about?

There are some things customers can't raise as a complaint.

- A routine first-time request for a service that has been refused, for example a block booking request, preferred booking time. Provision of a specific type of class, these are handled as service requests, not complaints
- A request for information or an explanation of a policy or practice, these are handled as enquiries
- Requests for compensation from the Trust (including matters which are in the hands of our insurers)
- Issues that are in court, or have already been heard by a court or a tribunal
- An attempt to reopen a previously concluded complaint, or to have a complaint reconsidered where we have already given our final decision.

If other procedures or rights of appeal can help resolve the concerns of the customer we will give information and advice to assist.

How do customers complain?

In person at any of our facilities, by phone, in writing and email.

By completing the form on the IL Customer complaints page of our Website and emailing to leisure.admin@inverclydeleisure.com or by printing the form and sending by post to:

Jim Lyon
Operations Manager
Waterfront Leisure Complex

Customhouse Way
Greenock
Inverclyde PA15 1EW

We should encourage customers with a complaint to make it quickly and directly to the facility concerned. This will make the complaint easier to resolve, so encourage them to talk to a member of our staff at the facility and if possible, try to resolve any problems on the spot.

When complaining, customers should give us:

- Their full name and address
- Their contact numbers, email address and best times to contact.
- As much information as you can about the complaint
- What has gone wrong
- How they want us to resolve the matter.

Personal details should be recorded and kept in compliance with GDPR.

The Customer Complaints Form must be completed in full.

Measure /Review

What happens when a customer has complained?

Complaints should be logged on the customer complaints log which is situated in the QMS folder on the One Drive. The facility manager must ensure that the details of the complaint including the outcome is entered onto the log sheet.

We should always tell the customer who is dealing with their complaint.

Our complaints procedure has two stages.

Stage One: Frontline Resolution

We should aim to resolve complaints quickly and preferably where the customer is at the time of complaining. This will mean an on-the-spot apology and explanation if something has clearly gone wrong and immediate action to resolve the problem.

If the on the spot apology and resolution is not deemed acceptable by the complainant, then we will follow the Customer Complaint process detailed above / further investigation may be needed.

We will give our decision in stage one in **five working days or less**, unless there are exceptional circumstances.

If we can't resolve the complaint at this stage, we should explain why and inform the customer what we can do next.

We should always try to deal with complaints quickly. If it is clear that the matter will need a detailed investigation, we will tell the customer and keep them updated on progress.

If a customer is dissatisfied with our response, they can request the complaint is taken to Stage two.

They can choose to do this immediately or sometime after the initial decision.

Stage Two: Investigation

Stage two deals with two types of complaint:

- those that have not been resolved at Stage One
- and those that are complex and require detailed investigation, and can't be resolved by Inverclyde Leisure in five working days.

We will look at complaints at this stage if:

- The customer is dissatisfied with our response at Stage one: Frontline resolution
- The customer refuses to co-operate with Stage one: Frontline resolution
- The issue raised is complex and requires detailed investigation
- The complaint has been identified as serious, high risk or high profile

When using stage two we will:

- Acknowledge the complaint within three working days and will give our decision as soon as possible.
- Discuss the complaint with the customer to understand why they remain dissatisfied and establish what outcome they are looking for.

- Give a full response to the complaint as soon as possible and within **20 working days**, unless there is clearly a good reason for needing more time.

If our investigation will take longer than 20 days, we will advise the customer. We should agree revised time limits with the customer and keep them updated on progress

If Customer is still dissatisfied - After we have fully investigated a complaint, and if the customer remains dissatisfied with our decision or the way we have handled the complaint, they can ask the Scottish Public Service Ombudsman (SPSO) to consider it.

We should advise the customer how to do this when we send our final decision.

Contact the SPSO:

In Person
SPSO
4 Melville Street
Edinburgh EH3 7NS

By Post
Freepost SPSO
4 Melville Street
Edinburgh EH3 7NS

Freephone: 0800 377 7330
Online contact: www.spsso.org.uk/contact-us
Website: www.spsso.org.uk
Mobile site: <http://m.spsso>

Associated Forms:

- Complaints Log Spreadsheet
- Customer Complaint Form

Associated Work Instructions:

- Not Applicable

Associated Risk Assessments:

- Not Applicable

Associated Guidance and Legislation:

Date of Next Update:

This procedure is reviewed every two years or updated as and when necessary, the next review is December 2021

Updates of procedure:

Issue No	Description of Revision	Date	Action By
1	None - First Issue	April 2017	
2	Minor updates	Dec 2019	

Training on this procedure is required for the following Staff:

- All Staff

Report To: Education & Communities Committee
Date: 21 January 2020

Report By: Chief Financial Officer and Corporate Director Education, Communities and Organisational Development
Report No: FIN/04/20/AP/IC

Contact Officer: Iain Cameron
Contact No: 01475 712832

Subject: Education 2019/20 Revenue Budget-Period 7 to 31 October 2019

1.0 PURPOSE

1.1 The purpose of this report is to advise the Committee of the 2019/20 Revenue Budget position as at Period 7 to 31 October 2019.

2.0 SUMMARY

2.1 The total Education budget for 2019/20, excluding planned carry forward for Earmarked Reserves is £83,398,970. The School Estate Management Plan accounts for £14,797,000 of the total Education budget. The latest projection is an overspend of £27,000, a decrease in expenditure of £139,000 since the last Committee.

2.2 The main reasons for the 2019/20 projected overspend are –

- (a) Projected overspend of £31,000 for Teachers Employee Costs. This is a decrease in expenditure of £8,000 since the last Committee and equivalent to 0.1% of the Teachers budget.
- (b) Projected underspend of £10,000 for Education Non-Teachers Employee Costs, a decrease in expenditure of £30,000 since the last Committee.
- (c) Projected underspend of £58,000 for Facilities Management Employee Costs, a decrease in expenditure of £13,000 since the last Committee.
- (d) Projected underspend of £87,000 for Non Domestic Rates (NDR)
- (e) Projected overspend of £29,000 for Water.
- (f) Projected underspend of £50,000 for Education Contract Cleaning.
- (g) Projected overspend of £14,000 for Facilities Management Catering Provisions.
- (h) Projected overspend of £24,000 for Internal Transport Maintenance.
- (i) Projected overspend of £49,000 for Pupil Consortium Travel.
- (j) Projected overspend of £20,000 for SPT School Buses Contract.
- (k) Projected overspend of £21,000 for SPT Gaelic Transport.

(l) Projected underspend of £30,000 for Early Years Framework.

(m) Projected over-recovery of income of £20,000 for ASN Income from Other Local Authorities.

- 2.3 Work is currently continuing to try and bring the overall budget back to a break-even position and the projected overspend has been reduced by £139,000 since last Committee. These initiatives include successful NDR appeals, reviewing the current catering provisions spend, delaying the filling of non-business critical posts and stopping discretionary spend.
- 2.4 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £645,000 of which £260,000 is projected to be spent in the current financial year. To date, expenditure of £167,000 (64%) has been incurred. Spend to date per profiling was expected to be £143,000, therefore expenditure is currently £24,000 ahead of plan.

3.0 RECOMMENDATION

- 3.1 That the Committee notes the current projected overspend of £27,000 for the 2019/20 Education Revenue Budget as at Period 7 to 31 October 2019.
- 3.2 That the Committee approves the virements totalling £100,750 as detailed in paragraph 7.1 and Appendix 5.
- 3.3 That the Committee notes the ongoing actions to bring the budget back to a break-even position.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2019/20 Revenue Budget as at Period 7, 31 October 2019 and highlight the main issues contributing to the projected overspend of £27,000 which is a decrease in expenditure of £139,000 since the last Committee.

5.0 2019/20 PROJECTION

- 5.1 The total Education Revenue Budget for 2019/20, excluding planned carry forward for Earmarked Reserves, is currently £83,398,970. This is an increase of £5,449,050 from the approved budget. Appendix 1 gives details of the budget movements responsible for this increase.
- 5.2 The main issues to highlight in relation to the 2019/20 projected overspend of £27,000 (0.03%) are:

Education Employee Costs – Teachers (£31,000 Over)

The total budget for Teachers Employee Costs is £45,840,000 and the latest projection is an overspend of £31,000, a decrease in expenditure of £8,000 since the last Committee. The overspend represents 0.1% of the Teachers budget. Overall Teacher numbers in schools are projected to exceed budget by 1.5fte for this financial year but this is offset by a 1fte Psychological Services post being vacant for part of the year. The number of Teachers employed fluctuates throughout the year and the overall numbers are managed to stay within budget. Teacher staffing numbers were fully reviewed at the start of the new academic year in August 2019 and will continue to be reviewed on a regular basis throughout the year.

Education Employee Costs – Non-Teachers (£10,000 Under)

The total budget for Education Non-Teacher Employee Costs is £18,007,000 and the latest projection is an underspend of £10,000, a decrease in expenditure of £30,000 since the last Committee. An overspend for ASN Employees is offset by an underspend for Early Years Employees.

Employee Costs – Facilities Management (£58,000 Under)

The total budget for Facilities Management Employee Costs is £5,159,000 and the latest projection is an underspend of £58,000, a decrease in expenditure of £13,000 since the last Committee. A £19,000 overspend for Janitors due to under-achievement of Turnover Savings is offset by underspends for Cleaning Staff (£50,000), Catering Staff (£23,000) and Public Conveniences (£4,000) due to vacant posts. There is a corresponding shortfall in Facilities Management Income of £54,000 as a result of this underspend.

Non-Domestic Rates (NDR) (£87,000 Under)

The total budget for Non-Domestic Rates (NDR) is £3,393,000 and the latest projection is an underspend of £87,000. This is £146,000 less expenditure than previously reported to Committee. and is due to a credit being received following successful Rateable Values appeals.

Water (£29,000 Over)

The total budget for Water is £255,000 and the latest projection is an overspend of £29,000. It should be noted that a final invoice for 2018/19 is still under dispute and could increase this projected overspend.

Education Cleaning Contract (£50,000 Under)

The total budget for the Education Cleaning Contract is £1,203,000 and the latest projection is an underspend of £50,000, a decrease in expenditure of £11,000 since the last Committee. This underspend is a result of the Facilities Management Employee Costs underspend reported above.

Facilities Management – Catering Provisions (£14,000 Over)

The budget for Catering Provisions has increased by £30,000 to £980,000 due to additional budget being received from Inflation Contingency. The latest projection is an overspend of £14,000, a decrease of £30,000 since the last Committee. A review of product pricing has been carried out by Scotland Excel and Facilities Management. This highlighted substantial price increases for a number of key provisions such as fish, beef mince, and cooked ham. The majority of the increases can be attributed to changing to better quality products as a result of Food For Life Accreditation. Facilities Management are continuing to look at ways of decreasing this expenditure to bring the budget back in line.

Non-Domestic Rates (NDR) (£87,000 Under)

The total budget for Non-Domestic Rates (NDR) is £3,393,000 and the latest projection is an underspend of £87,000. This is £146,000 less expenditure than previously reported to Committee. and is due to a credit being received following successful Rateable Values appeals.

Internal Transport – Maintenance (£24,000 Over)

The budget for Internal Transport Maintenance is £14,000 and the latest projection is an overspend of £24,000. The majority of these costs relate to vehicles used by ASN Education.

Pupil Consortium Transport (£49,000 Over)

The current budget for Pupil Consortium Transport is £42,000 and the latest projection is an overspend of £49,000, the same as reported to the last Committee.

SPT School Buses (£20,000 Over)

The budget for SPT School Bus Contracts is £1,001,000 and the latest projection is an overspend of £20,000, a reduction in expenditure of £3,000 since the last Committee. A number of contracts have increased in price although the projected outcome is in line with the final outturn for the previous year. It should be noted that this projected overspend relates to buses funded from the Core Education budget and not those funded by SEMP.

SPT Gaelic Transport (£21,000 Over)

The current budget for SPT Gaelic Transport is £19,000 and the latest projection is an overspend of £21,000, a reduction in expenditure of £7,000 since the last Committee. These costs relate to the transportation of Secondary School pupils to the Glasgow Gaelic School. The cost of the contract has increased by approximately 41% since last year.

Early Years Framework Resources (£30,000 Under)

The budget for Early Years Framework expenditure is currently £36,690 and the latest projection is an underspend of £30,000. This is the same as previously reported to Committee.

ASN Income From Other Local Authorities (£20,000 Over Recovery)

The budget for ASN Income from Other Local Authorities is £416,000 and the latest projection is an over-recovery of £20,000, a reduction of £30,000 since the last Committee. This is due to a child no longer requiring the service.

Appendices 2 and 3 provide more details on the projected variances.

6.0 EARMARKED RESERVES

- 6.1 Earmarked Reserves for 2019/20, excluding those for Asset Plans and Strategic Funds, total £645,000 of which £260,000 is projected to be spent in the current financial year. To date, expenditure of £167,000 (64%) has been incurred. Spend to date per profiling was expected to be £143,000, therefore expenditure is currently £24,000 ahead of plan.

7.0 VIREMENTS

- 7.1 The Committee is asked to approve two virements totalling £100,750 as detailed in Appendix 5.

The first virement will transfer £25,750 from the Education & Communities Committee to the Environment & Regeneration Committee due to responsibility for the More Choices More Chances (MCMC) team moving Directorate. This virement reflects the part year Employee Costs budget. The full annual budget will be transferred as part of the 2020/21 budget process. The second virement transfers £75,000 from the ASN Placements budget to the ASN Transport budget and will be effective from 1 April 2020.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

Work is ongoing to review the current spend to bring the overall budget back to a break-even position. These initiatives include awaiting the outcome of the NDR appeals process, reviewing the current catering provision, delaying the filling of non-business critical posts and stopping discretionary spend.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

8.2 Legal

There are no specific legal implications arising from this report

8.3 Human Resources

There are no specific human resources implications arising from this report.

8.4 Equalities

There are no equalities issues with this report.

Equalities

- (a) Has an Equality Impact Assessment been carried out?

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

- (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

- (c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

8.5 Repopulation

There are no repopulation issues with this report.

9.0 CONSULTATION

- 9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

- 10.1 There are no background papers for this report.

Education Budget Movement - 2018/19**Period 7 - 1st April 2019 to 31st October 2019**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget
	2019/20 £000	Inflation £000	Virement £000	Supplementary Budgets £000		2019/20 £000
Corporate Director	143	4				147
Education	70,848	1,193	(81)	3,615	(5,903)	69,672
Inclusive Education	12,755	368		274		13,397
Facilities Management	107	76				183
Totals	83,853	1,641	(81)	3,889	(5,903)	83,399

Movement Detail**External Resources**

Probationer Teachers 718
 Teachers Pay Award 2,048
 Teachers Superannuation 1,043
 Early Learning & Childcare 80

Virements

RHI & FIT From E&R Committee (55)
 MCMC Team to E&R Committee (26)

Inflation

SEMP 168
 Teachers Pay Award 726
 Pay & Grading 377
 NDR 68
 Biomass 9
 Electricity 143
 Gas 64
 HSCP Speech & Language 7
 Microsoft Licences 18
 Catering Provisions 30
 Transport 31

1,641
 5,449

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 7 - 1st April 2019 to 31st October 2019**

<u>Out Turn</u> <u>2018/19</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2019/20</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Oct-19</u> <u>£000</u>	<u>Projection</u> <u>2019/20</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
41,472	ED Employee Costs - Teachers	45,840	24,683	24,587	45,871	31	0.1%
5,282	FM Employee Costs	5,159	2,805	2,744	5,101	(58)	(1.1%)
3,320	Non Domestic Rates (NDR)	3,393	3,393	3,452	3,306	(87)	(2.6%)
251	Water	255	0	3	284	29	11.4%
1,318	Education Cleaning Contract	1,203	702	651	1,153	(50)	(4.2%)
34	Internal Transport - Maintenance	14	14	18	38	24	171.4%
86	Pupil Consortium Travel	42	25	12	91	49	116.7%
34	SPT Gaelic Transport	19	0	0	40	21	110.5%
998	SPT School Buses	1,001	995	989	1,021	20	2.0%
17	Early Years Framework	37	22	1	7	(30)	(81.1%)
Total Material Variances						(51)	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 7 - 1st April 2019 to 31st October 2019**

2018/19 Actual £000	Subjective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
41,472	Employee Costs - Teachers	40,683	45,840	45,871	31	0.1%
23,822	Employee Costs - Non Teachers	21,764	23,166	23,098	(68)	(0.3%)
14,956	Property Costs	7,693	7,986	7,871	(115)	(1.4%)
5,557	Supplies & Services	5,101	5,241	5,285	44	0.8%
2,573	Transport Costs	1,947	1,988	2,125	137	6.9%
691	Administration Costs	717	714	714	0	-
5,333	Other Expenditure	17,985	21,576	21,567	(9)	(0.0%)
(16,550)	Income	(12,037)	(17,209)	(17,202)	7	(0.0%)
77,854	TOTAL NET EXPENDITURE	83,853	89,302	89,329	27	0.0%
	Earmarked Reserves	0	(971)	(971)	0	
	Loan Charges / DMR	0	(4,932)	(4,932)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	83,853	83,399	83,426	27	

2018/19 Actual £000	Objective Heading	Approved Budget 2019/20 £000	Revised Budget 2019/20 £000	Projected Out-turn 2019/20 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
118	Corporate Director	143	147	161	14	9.5%
57,537	Education	56,219	60,778	60,937	159	0.3%
111	Facilities Management	107	183	179	(4)	(2.2%)
7,726	School Estate Management Plan	14,629	14,797	14,797	0	-
65,374	TOTAL EDUCATION SERVICES	70,955	75,758	75,913	155	0.2%
8,867	ASN	9,055	9,628	9,525	(103)	(1.1%)
1,572	Community Learning & Development	1,638	1,645	1,640	(5)	(0.3%)
1,923	Other Inclusive Education	2,062	2,124	2,090	(34)	(1.6%)
12,362	TOTAL INCLUSIVE EDUCATION	12,755	13,397	13,255	(142)	(1.1%)
77,854	TOTAL EDUCATION COMMITTEE	83,853	89,302	89,329	27	0.0%
	Earmarked Reserves	0	(971)	(971)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

Project	Lead Officer/ Responsible Manager	Total Funding 2019/20 £000	Phased Budget To Period 7 2019/20 £000	Actual To Period 7 2019/20 £000	Projected Spend 2019/20 £000	Amount to be Earmarked for 2020/21 & Beyond £000	Lead Officer Update
Beacon Arts	Tony McEwan	205	115	103	103	102	New Funding is £120k from Incerclyde Council and £30k from Creative Scotland. £102k of funding has not been released yet.
Autism Friendly	Tony McEwan	224	0	16	55	169	CVS Employee funded to Sept 2020 at £8k per quarter. £23k of payments to groups will also be made 19/20. £80k of the £169k cf is currently committed and £89k uncommitted.
I-Youth Zones	Tony McEwan	11	11	5	7	4	Legacy costs for Gourrock I-Youth Zone closure
Year of Young People Legacy	Tony McEwan	100	5	3	20	80	Funding is £20k per year for 5 years. First event took place in Summer 2019.
Free Sanitary Products	Tony McEwan	105	12	40	75	30	£30k will be cf at year end
Total		645	143	167	260	385	

EDUCATION COMMITTEE**VIREMENT REQUESTS**

Budget Heading		Increase Budget	(Decrease) Budget
		£	£
Environment & Regeneration Employee Costs Education HQ Employee Costs	1	25,750	25,750
ASN Transport ASN Placements	2	75,000	75,000
		100,750	100,750

Note

1-MCMC team were transferred to Environment & Regeneration on 11/11/19. This virement moves Employee cost budget for remainder of year.

2-£75,000 to be vired from ASN Placements budget to ASN Transport budget. This virement will be effective from 01/04/20

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report	EDUCOM/08/20/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2019 – 2023 Progress		

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.
- 2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the March 2019 Committee and the Capital Programme approved in March 2019. The programme covers the period 2019/23.
- 2.3 Overall, the Committee is projecting to contain the costs of the 2019/23 Capital Programme within available budgets.
- 2.4 Expenditure at 5th December 2019 is 42.42% of the 2019/20 approved budget (54.25% of the revised projection). Net slippage of £2.115m (21.81%) is currently being reported in connection with the pre-construction / design / tender stage delays experienced on the Hillend Refurbishment project / 1140Hrs projects at Larkfield and Park Farm (Rainbow) and the construction stage delays on the Gourrock Primary School extension project which have only partially been offset by projected acceleration of lifecycle expenditure.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the progress on the specific projects detailed in Appendix 1.
- 3.2 That the Committee notes the allocation of lifecycle budget to address the revised cost estimate for the Former Kelly Street Children's Centre demolition and landscaping project outlined in section 7.2.

Ruth Binks
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the annual review of the School Estate Funding Model approved by the Committee at the meeting of 12th March 2019 and the allocation of resources approved by the Inverclyde Council on 21st March 2019.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10th March 2016 will see completion of the current programme and all projects in 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2023.

5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD

- 5.1 The following projects are all being monitored through their respective defects liability periods with work ongoing on agreement of the final accounts. It should be noted that a number of the projects below have passed the original end of defect liability period however remain to be formally concluded due to some outstanding works yet to be completed by the Contractor(s). The Client Services Team continues to work with the Schools/Centres in conjunction with hub West Scotland, Technical Services and Contractors to address snagging and defects utilising out-of-hours working / holiday periods as required.

Project/Establishment Name	Operational Date	End of Defect Liability Period
Moorfoot Primary School Refurbishment	4 th June 2018	May 2019
Glenpark Early Learning Centre New Build	26 th June 2018	June 2019
Glenbrae Children's Centre (Aberfoyle Road Conversion/Refurbishment)	19 th July 2018	July 2019
St Ninian's Primary School New Build	21 st August 2018	August 2019 Ph.1 November 2019 Ph.2

6.0 PROJECTS ON SITE / UNDER CONSTRUCTION

6.1 St Mary's Primary School Refurbishment & Extension:

The Contractor took possession of the site in early November with a formal start date of 19th to originally complete in November 2019. As previously reported to Committee the Contractor has been granted extensions of time resulting in a revised completion date at the end of January 2020 with some further delay intimated by the Contractor and as reported to the last Committee. Progress on the existing building continues with all external façade works complete and scaffolding removed. Internally the focus is on reinstating the finishes within the reconstructed stairwell / circulation spaces with the majority of teaching spaces at an advanced stage. Work is also ongoing within the ground floor forming the kitchen/dining space and installing underground drainage to tie-in to external. External works are progressing mainly in connection with underground drainage. The extension has progressed with internal finishes and services installations at an advanced stage. External cladding and screens will follow in the next period. The Contractors current programme is indicating a completion at the end of March 2020 with the further delay partly in connection with adverse weather and

difficult ground conditions experienced installing underground drainage/services. It is anticipated that the transfer will now be programmed to align with the Easter holiday period with exceptional closure days at the end of that period. Progress is being monitored closely as the project progresses on site. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed towards completion.

6.2 Gourock Primary School Extension:

The Gourock Primary School Extension project is being taken forward with the school in-situ and with the use of temporary modular accommodation to allow access to areas of the building in phases to facilitate the works. As previously reported, the Contractor experienced delay early in the contract due to ground conditions, existing utilities, and delivery of the structural steel frame for the extension. The extension has been progressed with structure complete and external fabric/envelope progressing, however adverse weather has impacted the ability to make the structure fully wind and weathertight which was hoped to be prior to the Christmas holiday period. It should be noted that the Design Team are also currently engaged with Scottish Water regarding a possible diversion of existing water main pipework identified in the earlier phases of the works. As previously advised, an extension of time request was submitted by the Contractor which has been partially awarded with the remainder subject to further assessment. The Contractor's current programme is targeting completion of the extension element by Easter 2020 and full completion of the final phases by the end of May 2020. Engagement with the Head Teacher and wider stakeholders will continue as the project is progressed through the construction stage.

7.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE

7.1 Hillend Children's Centre Refurbishment:

The January 2019 Committee approved the revised scope and proposals for the Hillend project which addresses a comprehensive refurbishment of the existing facility. The decant strategy for the project involves the temporary use of the former Glenbrae Children's Centre building during the construction phase and Hillend are now operating from this location having completed the transfer in early July during the summer holiday period. Planning approval for the main project has been received with building warrant approval imminent. Tenders were returned at the end of November and are currently being evaluated. Site start will be subject to completion of the tender evaluation and formal acceptance of contract. The Committee is requested to note that additional funding may be required based on the current returned tenders and limited number that meet the evaluation criteria. The Client Services Team continue to liaise with the Early Years Service and Centre staff ahead of commencement of the main project.

7.2 Former Kelly Street Children's Centre Demolition:

The Contractor has commenced the internal soft strip works with full demolition planned for early January. The detail design for the outdoor space is currently being progressed to allow tenders to be issued. The budget allocation for this project includes an allowance for the demolition and the follow-on landscaping works. A pre-tender cost check is being prepared on the landscaping scheme and is currently awaited. Given the nature of the site and some specific requirements via Planning to address sensitive boundary treatment, it is anticipated that some additional funding may be required to address the cost of the final scheme. The Committee is requested to note that any additional funding required is proposed to be allocated from the SEMP lifecycle allowances to allow the project to proceed and with a view to aligning completion as closely with the main St Mary's project as possible.

8.0 DEVELOPMENT & IMPLEMENTATION OF 1140 HOURS OF EARLY LEARNING & CHILDCARE

- 8.1 The Scottish Government has announced a plan to increase the entitlement of early learning and childcare from 600 hours to 1140 hours by 2020. The expansion requires substantial levels of investment in workforce and infrastructure which is being phased from 2017/18 onwards to ensure that required capacity is in place by 2020. Inverclyde Council submitted its initial expansion plan to the Scottish Government on 29th September 2017 on how it intended to deliver this expansion and this was reported to the October 2017 Education & Communities Committee. As previously reported, a full reworking of the plan was undertaken with submission of a revised financial template in March 2018 and the revised plan was reported to the special Education & Communities Committee in June 2018. This report covers the infrastructure and capital funded elements of the expansion plan which are summarised in the sections below. As previously noted, further detail on the cost of individual projects will be provided as projects are progressed beyond feasibility to tender return stage.
- 8.2 The Scottish Government confirmed a total Capital grant of £5.98m to Inverclyde Council as part of the overall 1140 hours funding with the annual spend allocation profile outlined in the table below. The actual expenditure profile based on the Council's delivery programme is reflected in Appendix 1. Any annual over or underspends will be contained within the overall £5.98m funding allocation.

	<u>2017/18</u> <u>£000</u>	<u>2018/19</u> <u>£000</u>	<u>2019/20</u> <u>£000</u>	<u>2020/21</u> <u>£000</u>	<u>Total</u> <u>£000</u>
Amount Allocated	£380	£1,900	£2,200	£1,500	£5,980

8.3 REFURBISHMENT PROJECTS

Completed Projects

Project/Establishment Name	Work Completed
Blairmore Nursery Expansion (2-3s)	April 2018
St Joseph's Primary School Nursery Class (2-3s and 3-5s)	December 2018
St Francis Primary School Nursery Class (2-3s and 3-5s)	December 2018

Projects at Briefing/Design/Pre-Construction Stage

Craigmarloch School – The proposals involve minor alterations/adaptation of existing accommodation to provide a Nursery Class. The Client Services Team and Early Years Service have scoped the works with documents prepared to allow pricing by the Council's Building Service Unit. Works will be taken forward and completed during the Easter or Summer 2020 holiday period ahead of the planned operational date is August 2020.

Gourock YAC – The proposals involve the alterations/adaptation of part existing accommodation within the building to provide an early years facility. The Client Services Team and early Years Service have developed proposals through engagement with the building users. Part of the building is currently used by Wellington Children's Centre which provides a registered out of school care service. The Care Inspectorate has now approved the temporary use of the former Gourock I-Youth zone property adjacent to Gamble Halls and part of the Gamble Halls as temporary decant

for the out of school care service during the works with a planned transfer ahead of the Christmas break. Survey works have been completed on the existing building with detail design progressing. Subject to completion of the design and obtaining building warrant it is anticipated that work could commence in January to complete by Spring 2020 ahead of the planned operational date in August 2020.

8.4 NEW BUILD / EXTENSION PROJECTS:

Projects at Briefing/Design/Pre-Construction Stage

Larkfield Children’s Centre – The proposals involve the provision of a new build replacement for an expanded service at Larkfield Children’s Centre which currently operates from a wing of the former Sacred Heart Primary School building scheduled to become surplus following the current use by St Mary’s Primary School. The project is being progressed via hub West Scotland with the design process now being progressed through hub stage 2 and market testing towards financial close. The initial market testing indicated issues with affordability and has required a further value engineering exercise to be undertaken. This process is on-going with final market testing position expected to be concluded early in the new year. The formal Planning application and first stage Building Warrant submissions have been made with formal responses awaited. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020 and commencement of the works on site is also linked with the completion of the St Mary’s Primary School project. Subject to achieving financial close and the ability to commence works circa March 2020, a completion is projected in November/December 2020. The requirement to offer expanded capacity as of August 2020 is planned to be met temporarily through use of the modular accommodation at the former Sacred Heart decant facility until such time as the new Larkfield building is operational. The Care Inspectorate has approved this arrangement subject to formal application for registration and completion of minor works.

Park Farm (Rainbow Family Centre) – The proposals involve the provision of a new build expansion / extension which will operate in tandem with the existing Rainbow Family Centre. The project is being progressed via hub West Scotland with the design process now being progressed through hub stage 2 and market testing towards financial close. The formal Planning application and first stage Building Warrant submissions have been made with formal responses awaited. The demolition of the existing Park Farm Community facility is planned for 1st Quarter 2020 with building warrant submitted and services disconnections being progressed. As previously reported, the current programme will not achieve completion in time to allow operation by August 2020 and it is intended to align completion and site programme with the Larkfield project above as far as is practicable. The requirement to offer expanded capacity as of August 2020 is planned to be met through temporary use of other accommodation within the Centre until such time as the expanded provision / accommodation is available. This Care Inspectorate has approved this arrangement with registration in place.

8.5 OUTDOOR PROJECTS:

Completed Works

Project/Establishment Name	Work Completed
Binnie Street Children’s Centre	June 2019
Kilmacolm Primary School (Nursery Class)	September 2019
Wemyss Bay Primary School (Nursery Class)	September 2019
Blairmore Nursery	October 2019

Rainbow Family Centre – Works commenced mid-October to originally complete by the end of November. The external canopy was completed in November however the outdoor unit has been slightly delayed and is now expected to be complete prior to the Christmas holiday period.

Gibshill Children’s Centre – Works commenced in August with first phase involving outdoor unit which has been completed. The second phase works involves the provision of additional WCs accessed from the existing external play space via a small extension. Work commenced early October to originally complete by mid-November however works have been slightly delayed with completion now expected prior to the Christmas holiday period.

9.0 IMPLICATIONS

Finance

9.1 The expenditure at 5th December 2019 is £4.114m from a budget of £9.698m. This is expenditure of 42.42% of the approved budget (54.25% of the revised projection) after 66.67% of the financial year.

9.2 The Committee is requested to note the net projected slippage of £2.115m (21.81%) in connection with the delays experienced in the pre-construction / design / tender stages of the Hillend Refurbishment project and the 1140Hrs projects at Larkfield and Park Farm (Rainbow); with construction stage delay impact on the Gourrock Primary School extension project which have only been partially offset by projected acceleration of lifecycle expenditure as outlined in Appendix 1.

9.3 The current budget position reflects the following:

- SEMP model approved by Committee in March 2019.
- Capital allocation received in respect of Early Learning and Childcare (ELC) – 1140 Hours Expansion.

The current budget is £26.986m from SEMP Supported Borrowing / Government Grant Funding. The Current Projection is £26.986m.

Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
Total School Estate	26,986	26,986	-
Total Non School Estate	0	0	-
Total	26,986	26,986	-

9.5 Please refer to the status reports for each project contained in Appendix 1.

9.6 Legal

There are no legal issues.

9.7 Human Resources

There are no human resources issues.

9.8 Equalities

(a) Has an Equality Impact Assessment been carried out?

	YES (see attached appendix)
X	NO - This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

9.9 Repopulation

The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

10.0 CONSULTATION

10.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, Policy and Communications has not been consulted.

10.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

11.0 LIST OF BACKGROUND PAPERS

11.1 Education Capital Programme Technical Progress Reports December 2019. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT
COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9	10	11	12
	Est Total Cost	Actual to 31/3/19	Approved Budget 2019/20	Revised Est. 2019/20	Actual to 05/12/19	Est 2020/21	Est 2021/22	Est 2022/23	Future Years	Start Date	Original Completion Date	Current Completion Date
	£000	£000	£000	£000	£000	£000	£000	£000	£000			
SEMP Projects												
Hillend Children's Centre - Refurbishment Lifecycle Fund	1,266	54	927	106	22	1,106	0	0	0	-	-	-
Gourock PS - Extension	10,193	2,981	381	500	359	2,651	1,953	2,108	0	Apr-14	-	Mar-23
St Mary's PS - Refurbishment & Extension	2,056	311	1,581	1,225	632	520	0	0	0	Feb-19	Dec-19	May-20
Demolish Kelly Street CC	6,591	1,800	4,560	4,560	2,535	231	0	0	0	Nov-18	Nov-19	Mar-20
Demolish Sacred Heart PS	80	0	0	40	7	40	0	0	0	-	-	-
Complete on site	266	0	0	0	0	266	0	0	0	-	-	-
	554	0	0	257	61	297	0	0	0			
TOTAL SEMP	21,006	5,146	7,449	6,688	3,616	5,111	1,953	2,108	0			
Early Learning & Childcare Expansion (1140hrs) Projects												
Refurbishment - Craigmarloch/Gourock YAC	252	0	48	48	0	204	0	0	0	-	-	-
New Build - Larkfield CC/Park Farm (Rainbow FC)	4,650	147	1,659	275	51	4,178	50	0	0	-	-	-
Outdoor - Blairmore/Binnie St/Gibshill/Rainbow/Kilmacolm/Wemyss Bay	640	74	542	542	417	24	0	0	0	-	-	-
ELC Complete on site	438	408	0	30	30	0	0	0	0			
TOTAL ELC EXPANSION	5,980	629	2,249	895	498	4,406	50	0	0			
TOTAL ALL PROJECTS	26,986	5,775	9,698	7,583	4,114	9,517	2,003	2,108	0			

Report To: Education and Communities Committee **Date:** 21 January 2020

Report By: Ruth Binks
Corporate Director, Education,
Communities and Organisational
Development **Report No:** EDUCOM/01/20/KM

Contact Officer: Louise McVey, Corporate Policy,
Performance and Partnership
Service Manager **Contact No:** 01475 712042

Subject: Education and Communities Corporate Directorate Improvement Plan
2019/22 Progress Report

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the delivery of improvement actions in the Education, Communities and Organisational Development (ECOD) Corporate Directorate Improvement Plan (CDIP) 2019/22. Details are provided in the Appendices. Appendix 1
Appendix 2
- 1.2 The report focuses on the improvement actions that sit within the Education Service and the Culture, Communities and Educational Resources Service.

2.0 SUMMARY

- 2.1 The ECOD CDIP 2019/22 was approved by the Education and Communities on 7 May 2019. This is the second progress report on the delivery of the year 1 actions within the Plan. Full details of the progress that has been made is provided in Appendix 1. The latest performance information for the CDIP key performance indicators (KPIs) is provided in Appendix 2.
- 2.2 The status of the CDIP’s improvement actions as at the end of December 2019 is shown below:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
December 2019	-	1	3	17

3.0 RECOMMENDATIONS

- 3.1 It is recommended that Committee:
 - a. Notes the progress made in delivering the year one improvement actions contained within the Education, Communities and Organisational Development CDIP 2019/22.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of strategic priorities.
- 4.2 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for the delivery of the organisational priorities in the Corporate Plan 2018/22, as well as the wellbeing outcomes, which are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The three year Education, Communities and Organisational Development CDIP 2019/22 was approved by the Education and Communities Committee on 7 May 2019.
- 4.4 Progress regarding delivery of the CDIP is reported to every second meeting of the relevant service Committee. This report aims to provide Members with a summary of progress with the CDIP's implementation and to give the Committee and officers the opportunity to make an appropriate judgement on where performance is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education Service and the Culture, Communities and Educational Resources Service. The CDIP improvement actions that sit within the Organisational Development, Policy and Communications Service are reported via the Corporate Services Performance Report, which will be considered by the Policy and Resources Committee on 4 February 2020.
- 4.6 As shown in Appendix 1, improvement actions have been allocated a 'BRAG' status, i.e. blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the services within the Directorate contribute to the Council's strategic priorities. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent performance data is provided in Appendix 2.

5.0 YEAR ONE IMPROVEMENT PLAN - PROGRESS 2019/20

- 5.1 This is the second progress report on the ECOD CDIP 2019/20. The status of the improvement actions at the end of December 2019 is summarised below:

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
December 2019	-	1	3	17

Appendix 1 provides further information on each of the improvement actions, together with a commentary from the appropriate Service.

5.2 Improvement actions with green status – on track

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

Annual Participation Measure

The Annual Participation measure for Inverclyde has shown an improvement and partners will continue to build on this. Inverclyde Council supported the School Leaver Destination Results process which was measured on 7 October 2019, the results of which will be published in March 2020.

Implementation of the CLD 3 year plan

Progress has been made across all 5 priorities in year one of the plan. A full progress report on year one activities has been produced by the service and was presented to the Alliance Board at its meeting on 9 December 2019. As part of the review of progress, the service has identified a number of key actions that will be undertaken in year two.

Scottish Attainment Challenge

New teams are in place to take forward this work. High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments. Notable improvements have been achieved in the quality of learning and teaching, matched by improvements in the progress of learners. Data analysis indicates that establishments are having success in tackling the poverty related attainment gap. A full progress report on the Attainment Challenge was considered by the Education and Communities Committee on 5 November 2019.

1140 hours expansion in early learning and childcare

All early phase projects for 2019/20 were implemented between August and October 2019. Significantly more 'early phase' places have been provided than was previously projected. Over 300 children are now benefitting from extended early hours and a free school lunch. In addition, workforce planning continues to be implemented and reviewed.

School transport

Further to committee approval in September 2019, consultation with parent and parent councils has taken place on the issue of equity. The service is exploring options regarding the mechanism for paying for school transport. Meetings with contractors have taken place to establish the viability of proposals and more engagement will be carried out with communities once the council is in a position to phase in the introduction of bus passes.

5.3 Improvement actions with amber status – slight slippage

There has been slight slippage with 3 improvement actions, the details of which are provided below:

Broad General Education

This is specifically linked to the tracking system within the Broad General Education. While the schools are using SEEMIS well, there has been some slippage in this workstream due to vacancies in staffing. A SEEMIS data officer is now in post and a SEEMIS officer is to be appointed which will address the areas of slippage.

Review of Inverclyde GIRFEC model

The GIRFEC sub-group has now reconvened to take forward the associated actions for this workstream. A full update was provided to all Head Teachers at their meeting held in November 2019.

Sport and Physical Activity Strategy

There has been slippage against the original timescale for the launch of the strategy, work however has been progressing including an all Member briefing on the Sport & Physical Activity Strategy that took place 5th December 2019. This involved the delivery of 2 presentations, one from sportscotland on the national sport strategy, 'Sport for Life' and a presentation on the current position in Inverclyde. There has also been consultation with Elected Members on the direction and content of the new strategy.

- 5.4 One improvement action has a red status, indicating significant slippage.

Community Safety and Violence Prevention Initiative

Whilst the Community Engagement Consultant report is now available, areas of weaknesses have been identified, which will be addressed through engagement with some Community Safety Partners, particularly housing based partners. This has resulted in a delay in the public roll out of the Community Safety and Violence Prevention initiative. Closer working with the Inverclyde Community Policing Team has resulted in a draft action plan being prepared for a soft roll-out in 2020.

6.0 IMPLICATIONS

6.1 Financial implications

one-off costs:

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

Annually recurring costs/(savings):

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

6.2 **Legal**

There are no direct legal implications arising from this report.

6.3 **Human Resources**

There are no direct human resources implications arising from this report.

6.4 **Equalities**

Equalities

- (a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
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X

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

--

YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

X

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

--

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

X

NO

6.5 Repopulation

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

7.0 CONSULTATION

7.1 Updates on the progress of the implementation of the improvement actions within the CDIP have been provided by the nominated officer with lead responsibility for each action.

8.0 BACKGROUND PAPERS

8.1 None.

Education and Communities Corporate Directorate Improvement Plan 2019/22 - Progress Report 2019/20

Corporate Improvement Actions

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

Corporate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
1.	<p><u>Autism Strategy</u></p> <p>Implementation of Autism Strategy continues.</p> <p>Autism Strategy Implementation Group (ASIG) framework re-established to overview delivery of outcomes.</p> <p>Commissioning process completed with contracts awarded to 3rd sector partners to deliver stated outcomes:</p> <ol style="list-style-type: none"> 1. Pre- and post-diagnosis support; 2. Transition to Adult Services; and 3. Raising Awareness in the Community <p>Programme of training and awareness raising will be delivered over 2019/20 to provide opportunities for front-facing staff (both Inverclyde and commercial) to participate.</p>	<p>Engage wider Inverclyde commercial organisations through Chamber of Commerce including Oak Mall/Gallagher Centre management, local transport providers, etc.</p> <p>Develop communication strategy to raise awareness of Autism Strategy across Inverclyde.</p> <p>Develop implementation plan to achieve 'Autism Friendly' status,</p> <p>Implement programme of assessment and support for organisations looking to Autism Friendly status.</p> <p>Assessment of Inverclyde Autism Friendly status.</p> <p>Educational establishments continue to work toward autism</p>	<p>●</p>	<p>Green – on track</p>	<p>Responsibility for the chair of this group has transferred to the Head of Health and Community Care.</p> <p>Work is ongoing and external contracts are progressing.</p> <p>The HSCP held an Inverclyde Autism Strategy self-evaluation workshop on 6 December 2019. The purpose of the workshop was to involve the community in evaluations the strategy implementation, identify challenges and gaps and share the learning.</p>	<p>OP5, OP6, OP9</p>

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
	Autism Officer continues to build support network across 3 rd Sector partners, schools and community organisations.	and communication friendly status. Autism Officer co-ordinates implementation of programme to deliver specified outcomes.				
2.	<p><u>Children's Services Plan Update</u></p> <p>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>Year 2 Delivery Plan to be implemented across all children support agencies.</p> <p>Governance framework provides overview of progress and service level accountability.</p> <p>Performance measures agreed across all service partners including Corporate Policy Team (LGBF).</p>	<p>Cross-service working will allow alignment of Children's Services Partnership work with review of GIRFEC Pathway Model to ensure consistency across partner agencies.</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.</p> <p>Performance Management sub-group to link CS measures with service QA groups including Child Protection Committee, HSCP, Education and Corporate Policy Team</p>	●	Green – on track	Governance and reporting is working well. Next steps have been identified and include the development of the year 3 delivery plan and the refresh of the Strategic Needs Assessment.	OP5, OP6, OP9, OP10
3.	<p><u>Review of the Inverclyde GIRFEC model</u></p> <p>Evidence of quality planning both at single agency level and interagency with timely support being given to</p>	Multi-agency review of GIRFEC Pathway model takes account of changing education and HSCP landscape in terms of direct funding, support for mental	●	Amber – slight slippage	The GIRFEC sub-group has now reconvened and an update on this workstream was given to the Head Teachers conference in November 2019.	OP2, OP5, OP6, OP9, OP10

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
	<p>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 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>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 Management sub-group.</p> <p>Education's QA processes to reflect changes in Education Scotland model.</p> <p>Implementation of CSP sub-groups to develop improved outcomes for LAC/CE children and Young People. Alignment with Children Services Performance Management sub-group will ensure consistency across all partner agencies.</p>				

Corporate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
4.	<p><u>Volunteering Strategy</u></p> <p>The quality and quantity of volunteering opportunities is increased.</p> <p>The number of people participating in volunteering is increased.</p> <p>Participation inequalities are addressed</p> <p>The role and contribution volunteers make to community planning, achieving key outcomes and the delivery of services is understood and quantified.</p>	<p>Carry out refreshed survey of volunteering across the directorate and CLD partnership to inform a volunteer action plan by June 2019.</p> <p>Community consultation carried out to inform the plan</p> <p>Draft action plan by end 2019. Final version by March 2020</p> <p>Developing in tandem with CVS Inverclyde. Working group in place and work taking place with HR.</p>	●	Green – on track	<p>The refreshed volunteering survey is complete.</p> <p>The community consultation will be finalised by end of Jan 2020.</p> <p>The draft Action Plan will be available in January 2020 with the final version on schedule for March 2020.</p>	OP1, OP2

Cross-Directorate Improvement Actions 2019/20

These improvement actions are implemented by more than one Council Service

Cross-Directorate Improvement Actions 2019/20						
	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
1.	<p><u>Participation Measure</u></p> <p>The Annual Participation Measure reports on the activity of the wider 16-19 year old cohort, including those at school, and will help to inform policy, planning and service delivery. The Annual Measure takes account of all statuses for individuals over the course of the year, rather than focusing on an individual's status on a single day.</p> <p>The aim is to increase the participating figure, reduce the non-participating figure and reduce the number of 16-19 year olds whose status is unconfirmed.</p>	<p>Inverclyde Offer in school encourages pupils to remain on the school roll until the end of 6th year with the support of curricular PLP's.</p> <p>Inverclyde Offer post school meeting takes place weekly, all 16-24 year olds not currently participating, the partners check if they are or have in the past engaged with their services and the records are updated to reflect this then the appropriate partner is identified to support them.</p> <p>Greater planning and cooperation across the appropriate council services linked to improved partnership working through Inverclyde Regeneration and Employability Partnership to support the YEAP and availability of opportunities for those not participating</p> <p>Use of the 16+ tab, Inverclyde has the highest percentage of</p>	●	Green – on track	<p>The Annual Participation Measure for Inverclyde has shown improvement over the 2018 period and we will continue to build on this.</p> <p>Inverclyde supported the School Leaver Destination Results process which was measured on 7 October and the results will be published in March 2020. The Inverclyde Offer process continues to be developed to support both measures.</p>	OP3, OP4

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
		<p>input to this not only in the West Region but across Scotland as a whole. This information is passed on to the Employability Engagement group and to Inverclyde Regeneration and Employability partnership to allow planning to take place re employment, FE, HE and training for transitions from school.</p> <p>Continue to deliver on Inverclyde's Developing Inverclyde's Young Workforce Strategy and ensure a progression of employability skills.</p>				
2.	<p><u>Raising Attainment and Achievement in Communities</u></p> <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</p>	●	Green – on track	<p>There has been an increase in the range of provision, including accreditation, being delivered:</p> <ul style="list-style-type: none"> • HSPC's SVQ Centre supported 61 individuals • Personal Achievement Awards (SCQF level 2), from April-August 2019 - 17% rise in the number of awards being delivered. • Community Achievement Award (SCQF 4 and 5) delivered in partnership with Kelvin College. 	OP1, OP2, OP3, OP4, OP5, OP9

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
		community with a focus of those most in need. Ongoing over 2019/20			<ul style="list-style-type: none"> • New ICT provision developed aimed at unemployed adults. SQA approval is being sought for Digital Skills (SCQF level 3) and more use of SQA Academy's online learning. • 2 new awards rolled out in adult learning and youth work - The Leadership Award (SCQF level 5 and 6) and Mental Health and Wellbeing Award (SCQF level 4 and 5) • PEEP Learning Together. Targets parents and carers to improve their children's life chances, by making the most of everyday learning opportunities; listening, talking, playing, singing and sharing books and stories together. • Community Achievement Awards 2018/19 SCQF level 4 and 5 for young people. • A range of 1st step adult learning personal development programmes have been developed. • Parents have been at the forefront of developing the programme of learning in the Hive. There has been a significant increase in learning opportunities available to address social, emotional and mental wellbeing. 	
3.	<u>Implementation of the CLD 3 year Plan</u>		●	Green – on track	A year 1 progress report on the CLD 3 year plan was considered by the	OP3, OP4, OP6

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
	<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 engagement structures - Health and Wellbeing - Poverty and deprivation 	<p>Delivery of the key activities as set out in the 3 year plan.</p> <p>Strengthening of partnership working both within and outwith the Council.</p> <p>Reporting of progress to the Strategic Implementation Group.</p> <p>Delivery over the period 2018 / 2021</p>			<p>Alliance Board at its meeting on 9 December 2019.</p> <p>There has been progress made across all 5 priorities in year 1, full details are presented in the progress report.</p> <p>Key actions to be undertaken at the beginning of year 2 of the plan have been identified and include:</p> <ul style="list-style-type: none"> • An evaluation and planning event will be undertaken in November-December 2019. • The current remit of the CLD Strategic Implementation Group and 3 Sub-Groups will be reviewed. • The co-ordination of CLD will be integrated within the emerging Local Outcome Improvement Planning • A needs assessment will be carried out to identify the CPD requirements of the CLD workforce • Identification of unmet need 	OP9, OP10
4.	<p><u>Sport and Physical Activity Strategy</u></p> <p>Strategy developed and launched in 2019</p>	<p>Public consultation</p> <p>Strategy is endorsed by Education & Communities Committee and Inverclyde Alliance Board</p>	●	Amber – slight slippage	<p>An all Member briefing on the Sport & Physical Activity Strategy took place 5th December 2019. This involved the delivery of 2 presentations:</p>	OP6

Cross-Directorate Improvement Actions 2019/20

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
		<p>Publish and launch of the strategy</p> <p>Establish a reporting mechanism through Inverclyde Alliance Board</p> <p>Operational group established.</p>			<p>1. National sport strategy, Sport For Life, from the national agency for sport and our funding partners sportscotland.</p> <p>2. Presentation on current picture in Inverclyde</p> <p>Consultation with Elected Members has been held for the direction / content of the new strategy. The original timeframe for the launch of the strategy has been subject to slippage.</p>	

Service Improvement Actions 2019/20

These improvement actions are implemented by individual Council Services

Education					
	Where do we want to be?	How will we get there?	Status December 2019	Commentary December 2019	Corporate Plan priority
1.	<p><u>Scottish Attainment Challenge</u></p> <p>Attainment gap linked to deprivation has decreased.</p> <p>A skilled understanding and use of data to set targets and inform next steps in improvement.</p> <p>Parents are enabled to better support their children in Literacy, Numeracy and Health & Wellbeing</p> <p>Shared understanding of high – quality learning, teaching and assessment.</p> <p>Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.</p> <p>Continue to reduce exclusions.</p> <p>Approaches and initiatives which have impacted on attainment are embedded.</p>	<p>Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.</p> <p>Continue to ensure that co-ordinated quality programmes are in place with partners which impact on attainment.</p> <p>Continue the culture of collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities.</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>Building practitioners capacity across all sectors by providing high quality professional learning.</p>	<p>●</p> <p>Green – on track</p>	<p>This workstream continues to be on track. New teams are in place to take forward this work. High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments.</p> <p>Notable improvements have been achieved in the quality of learning and teaching, matched by improvements in the progress of learners.</p> <p>Data analysis indicates that establishments are having success in tackling the poverty related attainment gap.</p> <p>A full progress report on the Attainment Challenge was considered by the Education and Communities Committee on 5 November 2019.</p>	<p>OP1, OP4, OP5, OP9, OP10</p>

Education

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
		Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.				
2.	<p><u>Broad General Education</u></p> <p>Schools will continue to develop tracking and monitoring of other aspects of BGE curriculum. Schools also developing report templates.</p> <p>Schools are accessing information independently</p>	<p>Revising the Quality Assurance Framework across the authority.</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> <p>Continue to develop the senior phase through enhanced pupil choice.</p>	●	Amber – slight slippage	The schools are using SEEMIS well. A data officer is now in place and a SEEMIS officer is to be appointed.	OP1, OP5, OP9, OP10
3.	<p><u>Leadership in educational establishments</u></p> <p>Enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that have a positive impact for learners.</p>	<p>Further development of the Leadership Strategy to include a Framework for Early Years.</p> <p>Further develop the Leadership Framework to reflect new opportunities.</p> <p>Work within the RIC workstream Leadership and Succession Planning to share practice with a view to succession planning.</p>	●	Green – on track	This work is now ready to mainstream.	OP10

Education

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
		<p>Continue to roll out Leadership training opportunities across the authority.</p> <p>Interview Leadership: A Practical Guide participants at the end of the training to identify those actively seeking promotion.</p>				
4.	<p><u>Implement the findings from the Additional Support Needs Review</u></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>Three locality ASN forums operating from August 2019. Protocols and procedures will improve direct access to Tier 1 and Tier 2 mental health & wellbeing support.</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>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>Education Service's revised Management restructure will more effectively support work at locality level.</p> <p>Inverclyde ASN Forum will continue to be mechanism for advice and support to locality forum.</p>	●	Green – on track	<p>A revised Inverclyde Attendance policy is currently being written, alongside this, research and development around the introduction of a Virtual School for Inverclyde is underway. Tests of change projects are also underway around addressing the emotional avoidance of education, led by a senior educational psychologist. Work is also being done to consider the introduction of a Virtual School.</p> <p>The capacity of the corporate parenting team is to be enhanced from January to June 2020, to support our most vulnerable learners. Locality ASN Forums are now not being taken forward.</p> <p>The main ASN forum continues to be in place and work is underway to improve and enhance and improve its effectiveness.</p>	OP5, OP6, OP9

Education

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
	<p>Learning from pilot programme disseminated over session 2019/20. 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>Access to support from partner services more readily accessible through locality forum arrangements.</p> <p>Planned programme of capacity building and support developed by ICOS team.</p> <p>Planned programme of capacity building and support developed by LIAM team.</p>			<p>The commissioning of the Tier 2 mental health service is progressing with the HSCP. Extra funding to extend the offer to 5 to 10 year olds is in place.</p> <p>ICOS support for the Let's Introduce Anxiety Management (LIAM) projects is in place and working well.</p>	
5.	<p><u>1140 hours expansion in early learning and childcare</u></p> <p>By August 2020, Inverclyde Council will be offering the entitlement of 1140 hours of early learning and childcare</p>	<p>The strategic work group will continue to monitor the implementation of the expansion plan.</p>	●	Green – on track	<p>Relationships with funded providers have remained positive and productive. Early phase projects have been developed with all funded providers including a number of childminders.</p> <p>All early phase projects for 2019 / 20 have been approved at committee and were implemented between August and October 2019. Significantly more 'early phase' places have been provided than previously projected.</p> <p>2018/19 early phase projects are complete and operational. 2019/20 projects and at various stages of progression. 2020/21 projects being progressed but behind programme at the present time.</p>	OP4, OP5, OP9, OP10

Education

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
					<p>Workforce plan continues to be implemented and reviewed.</p> <p>Bespoke course (1) has 15 participants and is scheduled to finish in May 2020. Bespoke course (2) has 20 participants and is scheduled to finish in April 2021. There are currently 9 modern apprentices across the service, with an additional 10 places available from December 2019 with one reserved for LAC.</p> <p>Training / work placements for internal staff with a qualification is underway. Successful recruitment of staff for early phase projects was undertaken over the summer period with staff given option to increase hours/weeks. Work has started to complete vacancy paperwork to allow interviews in January 2020 for remaining early years posts to complete targets for the Early Years 1140 workforce plan.</p>	

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019	Commentary December 2019	Corporate Plan priority
1.	<p><u>Culture & Heritage</u></p> <p>The Watt Institution to be recognised as the key heritage asset in Inverclyde.</p> <p>Heritage services to be operating efficiently and adhering to modern best practice.</p> <p>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.</p>	<p>Full service review including: staffing structure, opening hours, services offered, and income generation opportunities.</p> <p>Service review to take account of emerging themes and priorities from the Heritage Strategy consultation.</p> <p>Subsequent Watt Institution service improvement plans to include aspects of the Heritage Strategy Action Plan.</p> <p>Timescale: 2019/20</p>	<p>●</p> <p>Green – on track</p>	<p>The Heritage Strategy was approved by the Inverclyde Alliance in June 2019.</p>	<p>OP1, OP8, OP9, OP10</p>
2.	<p><u>Library Services for Children and Young People</u></p> <p>Joined up library services for children and young people, making best use of all available resources across public, school and “pop-up” libraries.</p> <p>Implementing the recommendations and action plan of the National Strategy for School Libraries and ensuring that Inverclyde’s schools are in a good position to apply for School Library Improvement Funding from the Scottish Government.</p>	<p>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.</p> <p>Review of existing library provision within primary schools.</p> <p>Timescale: 2020/21</p>	<p>●</p> <p>Green – on track</p>	<p>This workstream is now underway and on track.</p>	<p>OP1, OP2, OP8, OP9, OP10</p>


Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
3.	<p><u>Facilities Management</u></p> <p>To promote and increase the level of free school meal provision to increase levels to 80%.</p>	<p>Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.</p> <p>Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school.</p>	●	Green – on track	Free school meal provision has been extended to P4. Latest figures show that they uptake for P1 – P3 has risen to 78%, whilst the uptake from P4 pupils is currently 76%.	OP4, OP6, OP9
4.	<p><u>School Transport</u></p> <p>Work with school communities to implement changes to school transport provision over session 2019/20.</p> <p>Revised arrangements ready for implementation August 2020.</p>	<p>Consultation with secondary school Parent Councils and wider school community on equity of provision.</p> <p>ParentPay arrangements to be put in place for those young people accessing transport provided by Inverclyde Council.</p> <p>Partnership working with transport providers.</p> <p>Work with communities to support implementation of revised arrangements.</p>	●	Green – on track	<p>Further to committee approval in September 2019, consultation with parents and parent councils has taken place on the issue of equity.</p> <p>The service is exploring options regarding the mechanisms for paying for school transport.</p> <p>Meetings with contractors have already taken place to establish whether or not the proposals are viable.</p> <p>Work will continue with communities once we are in a position to phase in the introduction of bus passes.</p>	OP9
5.	<p><u>Develop and improve Adult Learning Pathways</u></p>	<p>Improve progression pathways for both young people and adult learners.</p>	●	Green – on track	<p>The clearer articulation and strengthening of pathways is a key focus for the Adult Learning and Literacies Sub Group.</p>	OP1, OP2, OP3, OP4, OP5, OP9

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
	<p>All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning.</p> <p>There is a better awareness of appropriate pathways for learners.</p> <p>There are new progression opportunities for learners and additional support at transition points for those most in need.</p>	<p>Raise awareness to CLD providers of the pathways available on the learner journey.</p> <p>Work in partnership with wider CLD partners to identify appropriate pathways for learners.</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>			<p>Partnership meetings have focused on developing transitions from community-based adult learning to further education and support the developments of specific pathways.</p> <p>Inverclyde Life is the repository for all service delivery/offers.</p> <p>An ESOL pathway has been developed from community based to FE by all partners involved in the programmes, which is flexible and better meets the needs of learners.</p> <p>Transitions are from standalone community based ESOL provision to community based literacies for specific learning and teaching. All learners are offered the opportunity to access West College distance learning as first steps to FE, as an integral part of their learning offer. Exit strategies are designed to ensure that learners have 1:1 opportunity to discuss next steps, barriers and support required.</p> <p>An Adult Learners' Forum has been established which will shape CLD Adult learning services across Inverclyde.</p>	

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
6.	<p><u>Youth Consultation and Representation Structures</u></p> <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>Develop plans for nominated young people to sit on local committees to ensure their voices are heard on an appropriate platform.</p> <p>Carry out a review of the Youth Participation Strategy, achieve our LGBT Charter Mark from LGBT Youth Scotland for our Clyde Pride Group & create a peer education group to tackle issues affecting young people on a peer level.</p> <p>Deliver the Inverclyde YOYP Plan for 2018.</p> <p>Ensure effective arrangements are in place for the Scottish Youth Parliament Elections in 2019 and 2021.</p> <p>Carry out a young person's Health and Wellbeing Survey in 2019.</p> <p>Ongoing until 2021</p>		Green – on track	<p>This work is ongoing. Progress includes: It has been agreed that a young person would join the Alliance Board. Roles, responsibilities and governance training is required to upskill the young people.</p> <p>The Youth Participation Strategy is on hold at the moment due to a refresh of the National Youth Work Strategy.</p> <p>LGBTi Clyde Pride has achieved a bronze Charter Mark and is now working towards silver level.</p> <p>The legacy funding following the successful Year of Young People programme has been agreed. An additional £100,000 has been approved over the next 5 years (£20,000 p.a.)</p> <p>The Scottish Youth Parliament Election had 6 young people standing for election across the authority which was an increase from previous years. Youth participation increased by 470% due to online voting across community and school settings. 2,800 young people voted.</p>	OP2, OP9

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
7.	<p><u>Community Safety and Violence Prevention Initiative</u></p> <p>The introduction of a locality/community based community safety and violence prevention initiative.</p>	<p>The creation of a profile to identify the most appropriate locality/community for delivery of the pilot by summer 2019.</p> <p>The creation of a community consultation document to highlight the views of the chosen locality/community (existing and new consultations).</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>	●	Red – significant slippage	<p>The Community Engagement Consultant report is now available, however it has a number of areas of weakness, which require to be addressed through engagement with some CSP partners, particularly housing based partners.</p> <p>This has led to a delay in the public role out of the initiative. Closer working with the Inverclyde Community Policing Team has resulted in a draft action plan being prepared for soft roll-out in late 2019/20.</p>	OP1, OP2, OP5, OP6, OP7, OP9
8.	<p><u>Community Safety and Engagement</u></p> <p>Community engagement structures are in place that maintain high feelings of safety and low experiences of antisocial behaviour in Inverclyde.</p>	<p>During the period the department will identify a range of community safety engagement messages that supports the reduction of violence, crime and disorder in our communities, the reduction of unintentional harm in our communities and promotes community resilience.</p>	●	Green – on track	<p>The Community Safety Data Analyst provides regular reports to Officers, partner agencies and the community on community safety based issues which fit within the Community Safety Partnership overarching themes.</p> <p>Promotion of community safety activities are scheduled in our social media outputs which includes thematic promotion of Inverclyde issues and promotion of national campaigns both by</p>	OP1, OP2, OP5, OP6, OP7, OP9,

Culture, Communities and Educational Resources

	Where do we want to be?	How will we get there?	Status December 2019		Commentary December 2019	Corporate Plan priority
					Inverclyde Council and Community Safety Partnership members.	

Education and Communities Corporate Directorate Improvement Plan 2019/22 - Progress Report 2019/20
Performance Indicators

The Council's key performance indicators help demonstrate performance against strategic objectives. These indicators include statutory performance indicators and local performance indicators. Full year performance figures for 2016/17, 2017/18 and 2018/19 are shown below along with data on the second financial quarter in 2019/20, where this information is available.

Key Performance Indicators							
KPI	Performance 2016/17	Performance 2017/18	Performance 2018/19	Financial quarter 2 2019/20	Financial quarter 3 2019/20	Target 2019/20	Commentary
Culture, Communities and Educational Resources							
Libraries: total number of visits	418,079	428,785	671,212	N/A	N/A	423,000	This performance data is calculated on an annual basis.
McLean Museum: number of visits to/usages of the Museum	70,256	57,053	57,076	N/A	N/A	70,000	This performance data is calculated on an annual basis. The museum was closed during 2017/18 and 2018/19 therefore the performance information presented here is for online visits to the museum database <i>Collections Online</i> . These figures represent the number of times that the database was accessed over the year. The physical visits to the Heritage Hub were included within library visitor figures during the period August 2017 – December 2018 and are not represented in the museum figures,

Key Performance Indicators							
KPI	Performance 2016/17	Performance 2017/18	Performance 2018/19	Financial quarter 2 2019/20	Financial quarter 3 2019/20	Target 2019/20	Commentary
							therefore eliminating the possibility of double counting.
Adult learners:							2019/20 targets have been adjusted to reflect other modes of delivery.
<ul style="list-style-type: none"> the number achieving qualifications 	250	246	261	34	Data not yet available	186	
<ul style="list-style-type: none"> the number improving their literacies 	601	616	750	128	Data not yet available	457	

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
Education Services					
The proportion of 16-19 year olds that are participating in education, training or employment between 1 April 2018- 31 March 2019	91.9%	91.6%	91.8%	92%	Performance for this measure is reported nationally through the LGBF. The participation rate in Inverclyde in 2018/19 was 0.2% higher than the Scottish average at 91.6%.
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	-	73.5%	72.4%	75%	There was a small decline in the percentage of primary pupils that achieved the expected levels or better in literacy.
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	-	80%	78.9%	82%	There was a small decline in the percentage of primary pupils that achieved the expected levels or better in numeracy.
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	-	90.5%	91.2%	91%	There was a small improvement in the percentage of S3 pupils that achieved third level or better in literacy.
% of S3 pupils achieving third level or better in numeracy	-	85.6%	91.9%	89%	There was an improvement in the percentage of S3 pupils that achieved third level or better in numeracy.
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	-	42.8%	38%	45%	There was a decrease in the percentage of S3 pupils achieving fourth level or better in literacy. This data is based on Teachers Professional Judgement, and as such there may be fluctuations in

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
					data. Further work on the moderation of teacher judgement is required to identify if the drop in performance at fourth level in literacy overall is an accurate reflection of performance.
% of S3 pupils achieving fourth level or better in numeracy		42.2%	50.3%	45%	There was an improvement in the percentage of S3 pupils that achieved fourth level or better in numeracy.
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.8%	68%	72%	70%	There was an improvement in the percentage of leavers achieving 1 or more awards at SCQF level 6 or better
% of leavers achieving 5 or more awards at SCQF Level 6 or better	32.5%	35.6%	35.6%	36%	The percentage of leavers achieving 5 or more awards as SCQF level 6 or better remained at 35.6%
% of leavers achieving SCQF Level 5 or better in literacy		83.2%	84.9%	86%	There was an improvement in the percentage leavers achieving SCQF level 5 or better in literacy
% of leavers achieving SCQF Level 5 or better in numeracy		73.9%	73.5%	76%	There was a small decline in the percentage leavers achieving SCQF level 5 or better in numeracy
Exclusions from school per 1,000 pupils:					
• primary	2.7	5.0	3.2	No target set	Whilst no target has been set, the aim is to keep the rate of exclusions as low as possible. There has been a decline in the exclusion rate in the primary sector, representing a positive trend.
• secondary	35.8	45.6	40.0	No target set	Whilst no target has been set, the aim is to keep the rate of exclusions as low as possible. There has been a decline in

Key Performance Indicators					
Key performance measure	Performance 2016/17	Performance 2017/18	Performance 2018/19	Target 2019/20	Commentary
					the exclusion rate in the secondary sector, representing a positive trend.
<ul style="list-style-type: none"> additional support needs 	12.7	12.1	93	No target set	There appears to have been a large increase in the exclusion rate of pupils with additional support needs. This is attributable to a change in methodology for this reporting year e.g. previous years not taking into account informal exclusions.

Report To:	Education and Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/11/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Outcome of pre-consultation in relation to the admission policy for village schools and the future need for denominational education in the west of Inverclyde		

1.0 PURPOSE

1.1 The purpose of this report is to inform the Education and Communities Committee about the outcome of the pre-consultation exercise which took place in December 2019 in relation to the admission policy for village schools and the future need for denominational education in the west of Inverclyde. The report also outlines the proposed next steps to manage the current pressure on St. Columba's High School.

2.0 SUMMARY

2.1 There is currently pressure on St. Columba's High School and, after the Council's decision to refuse placing requests was upheld by the Sheriff Court in summer 2019, officers were asked to progress proposals to alleviate the current pressure on the school.

2.2 A pre-consultation exercise was agreed by the Education and Communities Committee in November 2019 in relation to the admission policy for village schools and the future need for denominational education in the west of Inverclyde.

2.3 A pre-consultation exercise was carried out between 18th November and 5th December 2019. This included an online survey, 6 public meetings and a specific questionnaire about future choices of those currently attending village schools. The outcome of the online survey is attached as appendix 1.

2.4 The paper considers all of the issues raised during the pre-consultation exercise and recommends that the option in relation to the wording of the current policy for village schools is progressed to statutory consultation.

3.0 RECOMMENDATIONS

3.1 The Education and Communities Committee is asked to note the outcome of the pre-consultation exercise in relation to the admission policy for village schools and the future need for denominational education in the west of Inverclyde.

3.2 The Education and Communities Committee is asked to:

- approve that a statutory consultation takes place to change the wording of the current policy for admission and pupil placement in mainstream schools in relation to village schools as outlined in paragraphs 5.1.2 and 5.1.3 and summarised in appendix 5 of this report and;
- approve the proposed transition arrangements that will be set out in the statutory consultation as outlined in paragraphs 5.1.4 and 5.1.5 and summarised in appendix 5 of this report

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 In January 2017, after statutory consultation, the Education and Communities Committee agreed the Policy on Admissions and Placing Requests for Inverclyde Council. In November 2016, the Committee also agreed a consistent method of identifying the maximum yearly intake for secondary schools in Inverclyde.
- 4.2 In August 2019, Inverclyde Council's decision to refuse placing requests to St. Columba's High School, Gourock, was appealed at the Sheriff Court. The Council's position was upheld by the Sheriff because the school was full and could not accept placing requests.
- 4.3 In November 2019, in the context of a continuing pressure on St. Columba's High School, Gourock, the Education and Communities Committee agreed to undertake a pre-consultation exercise on the following:
 - to examine a change to the admission policy which allows pupils from the village schools of Wemyss Bay, Inverkip and Kilmacolm to choose denomination at the point of transfer to secondary education;
 - ascertain the possible future need for Roman Catholic education in the west of Inverclyde.
- 4.4 A pre-consultation exercise was held from 18th November 2019 to 5th December 2019. This process included an online survey, 6 public meetings and a specific questionnaire about future choices for those attending village schools.

5.0 OUTCOME OF CONSULTATION

This section outlines each of the options considered during the pre-consultation. It takes into account the online survey and comments as well as information taken from the public meetings. The results of the survey are attached as appendix 1. 432 surveys were completed and, although nobody attended the public meetings for Kilmacolm and St. Stephen's, over 100 people attended the public meetings relating to the west of Inverclyde.

5.1 Consideration of the right of those attending village schools to choose denomination on transfer to secondary school.

- 5.1.1 We asked two questions about the wording of the current policy in relation to the right of those attending village schools to choose denomination at the point of transfer to secondary school. The full current policy is included in Appendix 2. The first question was about the current wording of the policy and the second was about a potential change to the policy to state that only those with a certificate of Baptism into the Roman Catholic Faith would have the right to choose a denominational school at the point of transfer to secondary school. The survey shows an almost equal but polarised split on the issue. The answers to this issue seemed to very much depend on the individual circumstances of the respondent; however, the comments in the survey and at the meetings have helped officers to consider the views of all and to identify issues that may arise. The bullet points below are a summary of the points raised. Whilst many comments were raised through the survey about denominational schooling, this is not being considered as part of this consultation process.
 - Whilst this consultation included Kilmacolm Primary School because it is classed as a village school, nobody from the school attended public meetings and the response to the specific questionnaire sent out to pupils was very low (less than 5). The numbers changing denomination attending Kilmacolm Primary School are in all reality very small and it is felt that any change to policy would not have a significant impact.
 - Parents at the Roman Catholic schools feeding into St. Columba's felt that the village school option is unfair. This is because in the event of St. Columba's being oversubscribed, pupils in village schools with siblings already in St Columba's but without a Certificate of Baptism could get a place above pupils who were also within the catchment area who had attended a Roman Catholic Primary. A child from

Inverkipp or Wemyss Bay who chose to attend St. Ninian's Primary School would not have a choice of denomination at the point of transition i.e. they can only choose St. Columba's whilst a child in the village schools would have a choice.

- Parents at the Roman Catholic feeder schools felt that some parents in the village schools are exploiting a "loophole". It was felt that some families were making choices about the school, less on faith grounds but more on perception of the quality of different schools. Having said this, pupils from the villages who attended Inverclyde Academy made a point of being represented at one of the meetings to ensure that those present were aware of the high quality education they receive and just how proud they are of their school. Much was made at the meetings about "perception" of schools rather than the reality and officers challenged those present to choose a school based on experience rather than perception.
- Parents at the village schools whose children have Certificates of Baptism were concerned that they could be disadvantaged. They reported that having been given the choice of schools at P1, they had made the choice to stay at the village schools with every intention of pursuing a denominational secondary education and have ensured that their children regularly attend church and have taken sacraments. Had the choice of a village school not been available to them, these parents report that they would have chosen St. Ninian's from the outset.
- Parents of children who attend the village schools but did not have a Certificate of Baptism felt that there was an unfairness about the process. This is because they could have chosen to send their children to a Roman Catholic school at P1 and, providing there was space, would have been allocated a place. They felt that any change in policy could put them at a disadvantage.
- Parents of children who attend the village schools but did not have a Certificate of Baptism were also concerned about a potential "cut-off date" being used by which a Certificate of Baptism would be accepted. Some parents commented that if the policy was going to change then they would want to get their child baptised.
- Parents of children at the village schools who already have siblings at St. Columba's, but no Certificate of Baptism were concerned that they may end up with two children at different schools. They report that had they known that the policy may change then they would have made a different choice as to secondary school.

5.1.2 Taking into account all of the issues raised and in the context of a pressure on St. Columba's High School the following is proposed:

That a statutory consultation takes place on the wording of the current policy to amend the wording in section B paragraph 2.4 to:

There are no denominational primary schools in Quarriers Village, Kilmacollm, Inverkipp and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- **Only those children *who have a certificate of baptism before entry to primary school*** whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

This will mean that parents enrolling pupils into village schools from P1 with a Certificate of Baptism will be asked if they are choosing a denominational or non-denominational education for their child. They will, of course, have the right to make an alternative choice at a later stage of the pupil's primary education, but any such change will be dealt with through the placing request process. St. Ninian's will remain the catchment denominational school for the villages.

5.1.3 Whilst it is extremely rare, there may be occasions when a school cannot meet the requirements of its catchment area. If this is the case, then places will be allocated on a priority basis. The current policy allows for this and places pupils on a priority basis. It is

proposed to change the priority basis to the following:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. **In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.**
5. Distance of home address from the chosen school.

5.1.4 If the change to wording in paragraph 5.1.2 is accepted then arrangements for transition will have to be put into place. It is proposed that those pupils at the village schools with siblings already at St. Columba's be allocated a place at St. Columba's regardless of whether or not they have a Certificate of Baptism, providing the pupil's older sibling will be a pupil of St Columba's at the time of the pupil's entrance to S1. It is suggested that there does need to be a cut-off date for Certificates of Baptism for village schools and that it is reasonable for this to be prior to the date the child started school. This is because a Certificate of Baptism is viewed by the Catholic Church as showing a recognised and accepted testament of belonging to the Catholic Church.

5.1.5 If the change to the wording in 5.1.3 is agreed then any child who currently attends the school who had a Certificate of Baptism prior to enrolment will be treated as attending an associated denominational school. This is because the parents who chose to send their child to a village school rather than the catchment denominational school, did so in the expectation that they would have equal rights to a denominational secondary education. The Education Service will remain sensitive to the concerns parents may have during the transition period and will make every effort to ensure that those with Certificate of Baptism who live within the catchment area can access the school.

5.1.6 The consultation will propose that the change in policy would be agreed in May 2020 and implemented from August 2020. All pupils allocated a place for affected schools starting in August 2020 would be as a result of the previous policy (because places and placing requests are considered prior to April 2020). Thereafter, if agreed, the new policy would apply.

5.2 The option of changing the village schools to be feeder schools for the non-denominational secondary school only.

5.2.1 Again, this section mainly explores the outcome of the pre-consultation for village schools in the west of Inverclyde but if any changes were to be made in relation to this option this could have some impact on Kilmacolm Primary and St. Francis Primary Schools.

5.2.2 There was a stronger agreement with this option than to the question about choice of denomination at the point of transfer. During the consultation and through comments on the survey, the issue of distance was raised by some parents. Whilst some parents from Wemyss Bay and Inverkip opt to send their children to St. Ninian's there are others who feel that the distance is still too great for younger pupils to travel. Consideration also has to be given to the capacity of St. Ninian's if this option were to be taken forward, especially in light of potential building through the local development plan. Appendix 3 gives a comprehensive overview of the impact of any policy change and also how any building development might affect this in the future. The report concludes that if all things remained equal i.e. no major building development were to take place, a change in policy allocating St. Ninian's as the only feeder primary in the catchment area for St. Columba's could impact on the working capacity of the school and lead to pressure on St. Ninian's. This pressure could be alleviated to some extent by managing placing requests into the school from outside the area but this

cannot be guaranteed. Also if no building development takes place, Wemyss Bay could end up with a very low capacity.

- 5.2.3 It is recommended that at this stage no further work can be taken to progress this proposal because there is a significant risk to the Council if building work takes place. This option is significantly affected by any proposed building development. If major proposed developments go ahead then St. Ninian's is unlikely to have the capacity to cope with a change of policy. School rolls and trends will continue to be monitored. Although it is not recommended to take this option forward at this time, there could be the potential of this option being taken forward in future years. This being the case, the intention would be for the authority to write to parents seeking entry to the village schools from 2020 onwards to alert them to the fact that this option may be considered in the future. This may affect parental choice on entry to village schools.

5.3 The option to create an annex to St. Ninian's Primary School in Wemyss Bay Primary School.

- 5.3.1 This proposal had less support from the consultation responses and through the consultation events. Parents were concerned that it could create a division in the school and asked whether or not pupils could remain at Wemyss Bay but have the religious part of their education overseen by St. Ninian's. This proposal would not be acceptable to the Roman Catholic Church who stipulate that a Roman Catholic school should have its own identity. Parents were also concerned that the classes would be multi-composite and they were not keen on this idea.

- 5.3.2 A limiting factor to this proposal remains the status of any building development in the area. Whilst Wemyss Bay would currently have the capacity to accommodate 2 classes, if building work goes ahead then this may not always be the case. It is therefore not recommended to take forward this proposal at this point in time.

5.4 The option to change one of the schools in Inverkip or Wemyss Bay into a denominational school.

- 5.4.1 This proposal had strong opposition through the survey and consultation meetings. The rationale behind the proposal was that if there continues to be a high demand for a denominational education from the villages for secondary schools (over 50%), then a similar demand could be assumed for primary schools. This proposal would have the advantage of removing the issue of distance from the villages to Gourrock limiting the choices that parents made. As well as through the survey, this proposal was the most unpopular choice of the pre-consultation events. Strong concerns were raised about village identities linked to the school, pupils being separated and previously non-denominational schools being converted to denominational schools. Those who supported the idea mentioned that the traditional villages of Inverkip and Wemyss Bay are expanding and wondered about the term "village schools" being still relevant. Some parents asked if another Catholic primary school could be built in the area but it would be difficult to justify the expense of building another school in the area if adjacent schools are under capacity i.e. Wemyss Bay.

- 5.4.2 Because of the strong opposition to this proposal through the pre-consultation process, it is not recommended to pursue this proposal at this point in time.

5.5 The option to re-align the catchment area of a feeder school to St. Columba's to Notre Dame High School

- 5.5.1 This proposal had broad support through the survey and through the meetings. There are many factors the Council needs to take into consideration before this can be taken forward. If proposed building work takes place then there will inevitably be pressure on St. Columba's regardless of any changes to primary transition. If this is the case then a re-alignment of a feeder school catchment area may be necessary in the future. Whilst there is a perceived pressure on Notre Dame High School, the yearly intake is currently made up of high numbers

of placing requests from within and outwith the catchment area (some pupils attend a non-denominational primary and put a placing request in for Notre Dame High School). Additionally, the effect of any building work within the catchment area, such as at Ravenscraig could increase the numbers attending Notre Dame and could affect the future school roll. An issue raised during the consultation process was that of proximity of current catchment areas to schools. Some areas of the St. Columba's catchment area are geographically closer to Notre Dame High School and some comments in the survey said this change would be welcomed. However, to change the catchment area for a whole school would cause major disruption and would require a long lead in process. If the pressure on St. Columba's can be managed through a change to admissions policy as outlined in 5.1.2, this change may not be necessary and would only be needed if future building development takes place. In addition, the current pressure on St. Columba's, all things being equal, is projected to last for the next 5 years but then will alleviate.

5.5.2 It is recommended that this proposal is not taken forward at this time, but it remains a consideration for the future once there is further and more definite information on about proposed building development.

5.6 Outcome of the specific questionnaire in relation to future intentions of schooling for those in village schools.

5.6.1 Not all of those families from the village schools who were asked to fill in a specific questionnaire returned their forms. Appendix 4 gives information on the returns and trends.

6.0 Proposed timescale and consultation

6.1 It is proposed to undertake a statutory consultation on the proposals outlined in 5.1.2, 5.1.3 and 5.1.4.

6.2 If the consultation is agreed then the timescale would be as follows:

20 Jan – 31 st January Prepare Consultation paperwork	
13 th February 2020	Start of statutory consultation
20 th March 2020	End of statutory Consultation period
25 th March 2020	Paper work sent to Education Scotland (3 week consultation period for Education Scotland – this overlaps the Easter holidays so may require longer and could affect overall timeline)
21 st April 2020	Feedback from Education Scotland considered in final submission. (Because the final submission needs to be available to the public 3 weeks before a decision is made this may result in a delay to the timeline. If this is the case then a request will be made for a special meeting of the Education Committee).
12 th May 2020	Education and Communities Committee meeting.
August 2020	Decision implemented

7.0 IMPLICATIONS

7.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

7.2 Legal

The changes proposed must be subject to a statutory consultation in line with the Schools Consultation Act

7.3 Human Resources

N/A

7.4 Equalities

Equalities

- (a) Has an Equality Impact Assessment been carried out? Before any change to policy is taken forward a full equality assessment will be carried out.

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

- (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

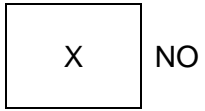
Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

- (c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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7.5 **Repopulation**

This paper outlines how the learning estate will meet the requirements for future educational provision.

8.0 **CONSULTATIONS**

8.1 This report has been prepared after a pre-consultation process and any change will be subject to a statutory consultation process.

9.0 **BACKGROUND PAPERS**

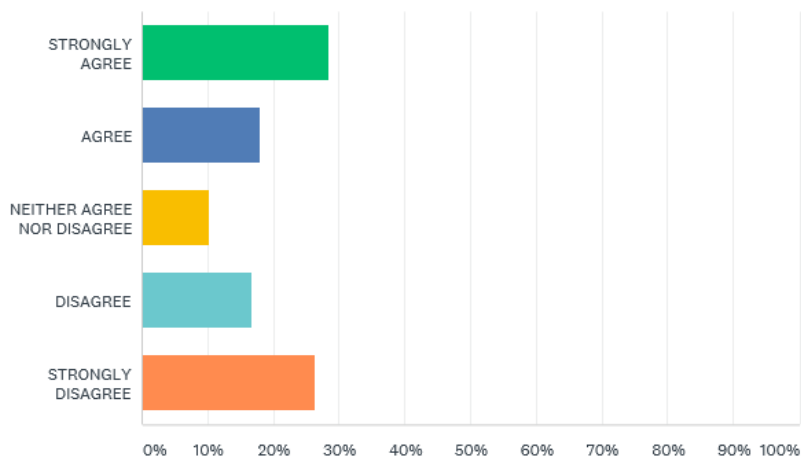
9.1 N/A.

Appendix 1 Survey Results

Question 1

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents in these areas can and often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances parents have the choice, at the end of P7, to seek admission for their child to either a non-denominational or denominational secondary school in their catchment area. To what extent do you agree or disagree with this part of the policy (please tick one box only)

Answered: 428 Skipped: 4

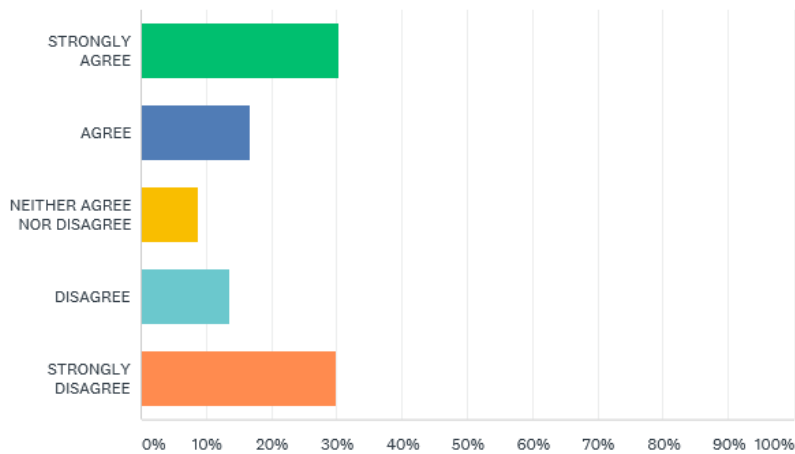


ANSWER CHOICES	RESPONSES
▼ STRONGLY AGREE	28.50% 122
▼ AGREE	17.99% 77
▼ NEITHER AGREE NOR DISAGREE	10.28% 44
▼ DISAGREE	16.82% 72
▼ STRONGLY DISAGREE	26.40% 113
TOTAL	428

Question 2

To what extent do you agree or disagree if the following change to the policy was proposed. 'Only children who have a baptismal certificate into the Roman Catholic faith whose parents have selected to send their child to the non-denominational catchment primary school, will have the choice to seek admission to either the non-denominational catchment primary school, or denominational school assigned to their address'. Please tick one box only

Answered: 428 Skipped: 4

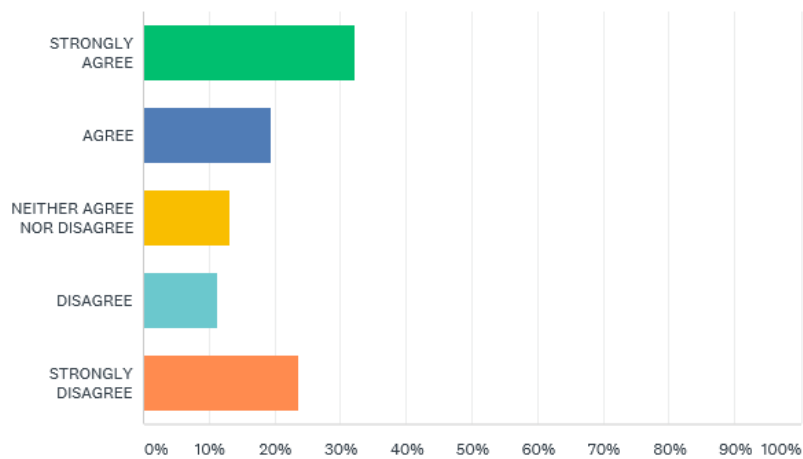


ANSWER CHOICES	RESPONSES
STRONGLY AGREE	30.37% 130
AGREE	16.82% 72
NEITHER AGREE NOR DISAGREE	8.88% 38
DISAGREE	13.55% 58
STRONGLY DISAGREE	29.91% 128
TOTAL	428

Question 3

We would like to know your opinion on the possibility of changing the village schools of Kilmacolm, Inverkip and Wemyss Bay as associated primary schools for denominational secondary schools. This would mean that that:1) St. Ninian's Primary School would be the only catchment school for those pupils choosing a denominational education who live in the villages of Inverkip or Wemyss Bay.2) St. Francis Primary School would be the only catchment school for those pupils choosing a denominational education who live in the villages of Kilmacolm or Quarrier's Village.

Answered: 427 Skipped: 5

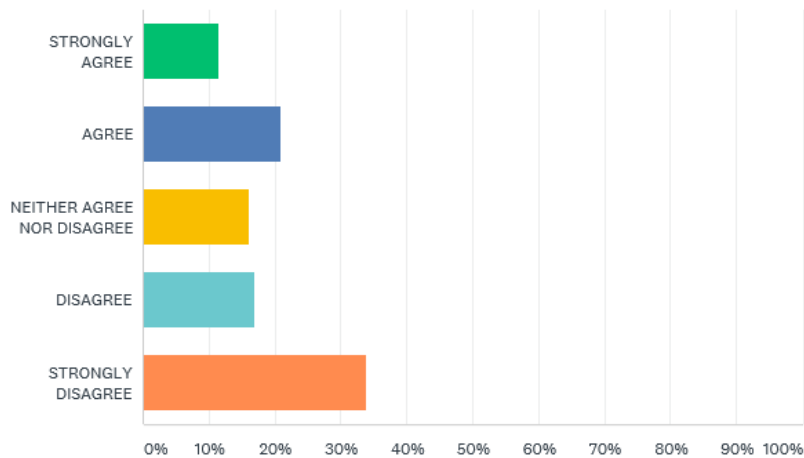


ANSWER CHOICES	RESPONSES
STRONGLY AGREE	32.32% 138
AGREE	19.44% 83
NEITHER AGREE NOR DISAGREE	13.11% 56
DISAGREE	11.24% 48
STRONGLY DISAGREE	23.65% 101
TOTAL	427

Question 4

We would like to know your opinion about how the Council could manage provision if there is a continued pressure on places for Roman Catholic Education at St Columba's High School (and in the West of Inverclyde). One idea is the creation of a joint denominational and non-denominational campus at Wemyss Bay Primary School. This would essentially create an annex to St. Ninian's Primary School but be based at Wemyss Bay Primary School. Please tick one box only.

Answered: 429 Skipped: 3

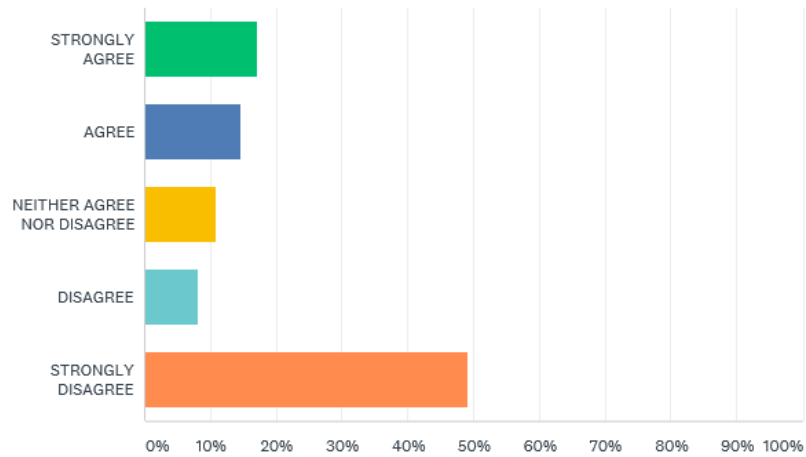


ANSWER CHOICES	RESPONSES
STRONGLY AGREE	11.42% 49
AGREE	20.98% 90
NEITHER AGREE NOR DISAGREE	16.08% 69
DISAGREE	17.02% 73
STRONGLY DISAGREE	33.80% 145
TOTAL	429

Question 5

Another idea is changing one of the primary schools in either Wemyss Bay or Inverkip to be a denominational school if there is significant demand for a Roman Catholic education in those two villages. Please tick one box only.

Answered: 430 Skipped: 2

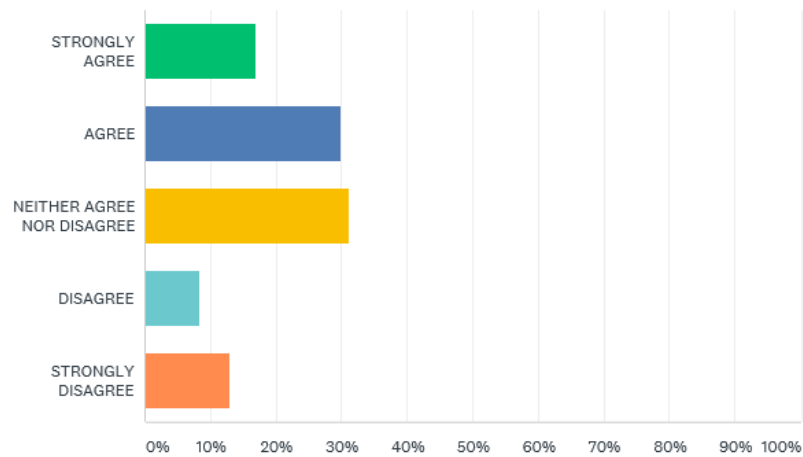


ANSWER CHOICES	RESPONSES
▼ STRONGLY AGREE	17.21% 74
▼ AGREE	14.65% 63
▼ NEITHER AGREE NOR DISAGREE	10.93% 47
▼ DISAGREE	8.14% 35
▼ STRONGLY DISAGREE	49.07% 211
TOTAL	430

Question 6

In the future, there may be a need to review the catchment areas for both Notre Dame High School in Greenock and St. Columba's High School in Gourock. This may mean that the schools currently associated with each of these schools may have to change. We would be interested in your opinions on the possible re-alignment of catchment areas to denominational schools in the West of Inverclyde. This might mean, for example that one of the primary schools currently associated with St. Columba's High School becomes associated with Notre Dame High School. To what extent do you agree with this? Please tick one box only.

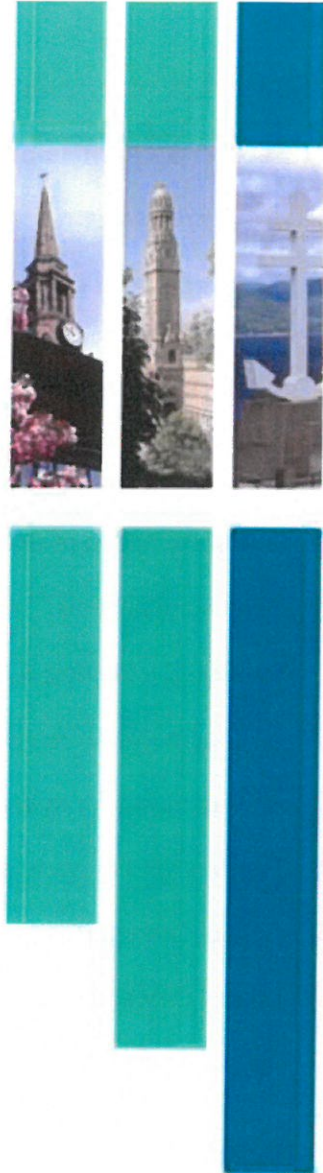
Answered: 429 Skipped: 3



ANSWER CHOICES	RESPONSES
STRONGLY AGREE	17.02% 73
AGREE	29.84% 128
NEITHER AGREE NOR DISAGREE	31.24% 134
DISAGREE	8.39% 36
STRONGLY DISAGREE	13.05% 56
TOTAL	429

Education Services

Inverclyde Policy on Admissions
and Pupil Placement in Mainstream Schools
revised January 2017



Getting it Right for Me

Date of issue	01 February 2017
Date of review	01 February 2022

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Section A - Core Principles

- 1.0 The Admissions and Pupil Placement Policy is applicable to all **mainstream schools** in Inverclyde.
- 1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their **placing request** granted.
- 1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical **catchment areas**. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (**non-denominational** or **denominational**) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (**denominational** or **non-denominational**) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.4 All of the **denominational** schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a **denominational school** is oversubscribed, either for within the **catchment** area pupils or through **placing requests** then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith and a supporting letter from the Church. (see sections C and D)
- 1.5 There are no **denominational** primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - children whose parents have selected to send their child to the **non-denominational** school serving their defined **catchment area** assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. The Council's policy in respect of school transport will apply.
- 1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a **placing request**. Gaelic Secondary education is accessed in Glasgow. Transport is provided.
- 1.7 Each secondary school has a list of **associated primary schools**. This means that pupils who live within the geographical **catchment area** and of the chosen sector (**denominational** or **non-denominational**) would normally transfer to the secondary school without the need for a **placing request**.
- 1.8 Attendance at an **associated primary school**, either through a **placing request** or the submission of a request to remain if a family have moved house does not guarantee a place at the **associated secondary school** and a **placing request** should be submitted.
- 1.9 A **Pupil Placement Panel** will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.

The **Pupil Placement Panel** will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

- 1.10 The **Pupil Placement Panel** will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
- 1.11 Where documentation such as **proof of residence**, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of an documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.

Section B – Admissions Procedures

1.0 Arrangements for registering a pupil in P1.

- 1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
- 1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
- 1.3 The process for enrolling is as follows:

On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:

1. Have attained the age of 5 years before that date
 2. Will attain the age of 5 years on or before the last day of February of the following year
- 1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
- 1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a **placing request** should they decide not to send their child to their catchment school.
- 1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's **deferred entry** procedures.
- 1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical **catchment area** and of their chosen denomination unless they have been granted a placing request to another secondary school.
- 2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.
- 2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their

children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.

*
Change
1.

2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. Inverclyde Council's policy in respect of school transport will apply.

3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

- 3.1 This applies to pupils moving into the **catchment area** of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
- 3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
- 3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.

Section C - Oversubscription of catchment area schools and the capping of schools

1.0 Oversubscription of Schools

Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the **catchment area** of the school. In these circumstances, the **Pupil Placement Panel** should convene to determine the allocation of places.

Applications for all other stages of schooling for pupils within the **catchment area** of the chosen denomination should be dealt with by Head Teachers.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non-catchment school.

*
Change
2

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.

3. In the case of denominational schools: pupils **within the catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.
 4. Distance of home address from chosen school.
- 1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school out with the **catchment area** or chosen denomination the following should be borne in mind:
 - Transport will only be made available for that academic year
 - The pupil may have to submit a placing request to their chosen secondary school
 - 1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the **appeals process**.

2.0 Capping of schools

- 2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is “capping”). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.
- 2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).
- 2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.

For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.

Inverclyde Council will not employ an extra teacher or create another class due to placing requests.

Section D - Making a Placing request

1.0 Arrangements for making a placing request at the beginning of an academic year

- 1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a **placing request** for the school of their choice.
- 1.2 Information on how to make a **placing request** is distributed to parents/carers by Head Teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
- 1.3 Parents/carers may make only one **placing request** at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
- 1.4 Where applications are being made for the start of a new session these should be submitted to

Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.

- 1.5 Applications will be acknowledged within 5 working days of receipt of each application.
- 1.6 Parents/Carers will be advised in writing of the decision made in respect of their application no later than 30 April.
- 1.7 Late applications may be considered at the discretion of the Head of Education.
- 1.8 If a **placing request** is submitted then the **catchment area** place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
- 1.9 While every effort is made to grant **placing requests**, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:
 1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In secondary schools: children who attend a primary school **associated** with the secondary school as a result of a placing request or a request to remain according to the length of time at the **associated primary school**. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of **associated school groups**.
 4. In the case of denominational schools: pupils within the **catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.
 5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
 6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
 7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
 8. Children of school age residing out with Inverclyde according to distance of home address from chosen school.
- 1.10 When a **placing request** is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
- 1.11 The **Pupil Placement Panel** should convene to determine the allocation of places. It will be the role of the **Pupil Placement Panel** to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 Parents who wish to make a **placing request** during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
- 2.2 **Placing request** applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).
- 2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.

3.0 Families who move to a new address

- 3.1 Where a family moves to a new address which is out with the catchment area of the school their child currently attends, they have two options:
 - Enrol their child in the school serving their new defined **catchment area** for their chosen denomination.
 - Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check which the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.

4.0 School Transport

- 4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.
- 4.2 Children who attend a school as a result of a **placing request** are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.

5.0 Appeal procedures if a placing request is refused

- 5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.
- 5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the **Education Appeal Committee** set up by Inverclyde Council.
- 5.3 The **Education Appeal Committee** hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:
 - Parents of children of school age.

- Persons who in the opinion of the Authority have experience in education.
- Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.

Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.

- 5.4 The ***Education Appeal Committee*** shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.
- 5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

6.0 Policy Review

- 6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.

Glossary of terms

Catchment Areas	The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.
Mainstream School	A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs
Denominational School	The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.
Non-Denominational Schools	A non-denominational school is one that does not cater for a specific faith.
Placing Request	This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school out with their geographical catchment area or if a change of denominational sector is required.
Associated School (either primary or secondary)	A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.
Pupil Placement Panel	The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
Proof of Residence	Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.
Deferred Entry	All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born out with January / February is discretionary and is granted by the Additional Support Needs Forum.
Appeals Process	This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.
Education Appeal Committee	The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three, one Councillor and two lay members.
Parent Forum	A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

- a) If placing the child in the specified school (that is, the school specified in the application), would:
 - i. Make it necessary for the Authority to take an additional teacher into employment
 - ii. Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
 - iii. Be seriously detrimental to the continuity of the child's education
 - iv. Be likely to be seriously detrimental to order and discipline in the school
 - v. Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
 - vi. Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
 - vii. Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers
- b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
- c) If the education authority has already required the child to discontinue his attendance at the specified school
- d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school.
- e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school
- f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

Associated School Groups and Catchment Areas

Pupils who live in the catchment area for:

Ardgowan Primary School
Gourock Primary School
Moorfoot Primary School
TRANSFER TO Clydeview Academy

Pupils who live in the catchment area for:

Aileymill Primary School
Kings Oak Primary School
Lady Alice Primary School
Whinhill Primary School
TRANSFER TO Inverclyde Academy

Pupils who live in the catchment area for:

Inverkip Primary School
Wemyss Bay Primary School
TRANSFER TO Inverclyde Academy OR St Columba's High School

Pupils who live in the catchment area for:

All Saints Primary School
St Mary's Primary School
St Patrick's Primary School
TRANSFER TO Notre Dame High School

Pupils who live in the catchment area for:

Newark Primary School
TRANSFER TO Port Glasgow High School

Pupils who live in the catchment area for:

Kilmacolm Primary School
TRANSFER TO Port Glasgow High School OR St Stephen's High School

Pupils who live in the catchment area for:

St Andrew's Primary School
St Joseph's Primary School
St Ninian's Primary School
TRANSFER TO St Columba's High School

Pupils who live in the catchment area for:

St Francis' Primary School
St John's Primary School
St Michael's Primary School
TRANSFER TO St Stephen's High School

Report to assess the potential change to primary school roll projections resulting from proposal to remove Inverkip and Wemyss Bay primaries as feeder schools to St Columba's High School. There has been an assumption that changes to primary school P1 intake will begin in 2020/21.

1.1 St. Ninian's Primary

St Ninian's Primary School is situated in the west of Inverclyde, within the central Gourock area. The school catchment area covers the town of Gourock and the villages of Inverkip and Wemyss Bay (see Appendix I). It is bordered by the catchments of St Mary's, St Joseph's, St Andrew's, and St Patrick's.

As pupils in the villages of Inverkip and Wemyss Bay have the automatic right to choose a Roman Catholic education at point of transfer to secondary school there is an established trend of lower admissions from this area to St. Ninian's.

In 2019 there were approximately 8,000 residential properties within the catchment area.

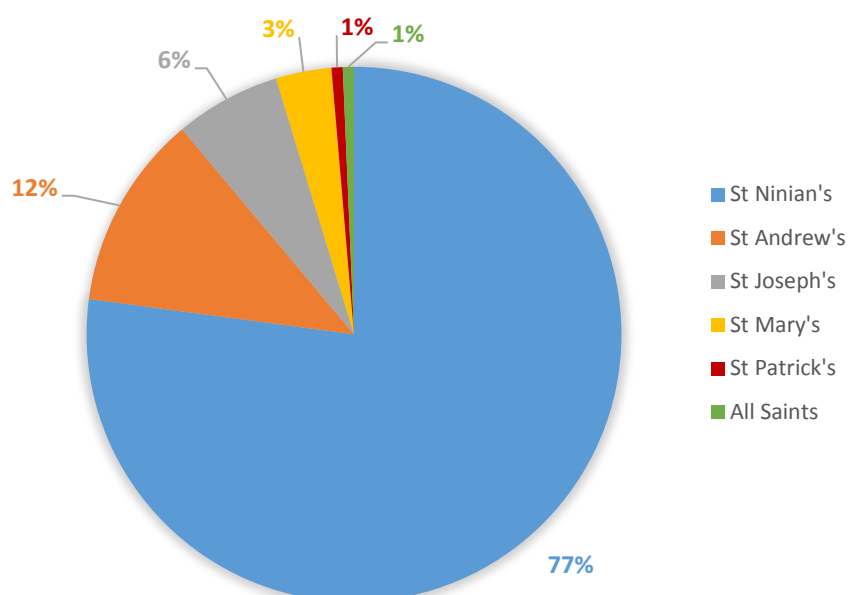
Table 1. St Ninian's accommodation schedule

Accommodation category	Number	Comment
Classroom (general)	13	12 in use
Classroom (specialist use)	0	
Flexible area	3	Nurture, library/ICT, and music
Non-teaching area	0	

1.1.1 Current and historic roll analysis

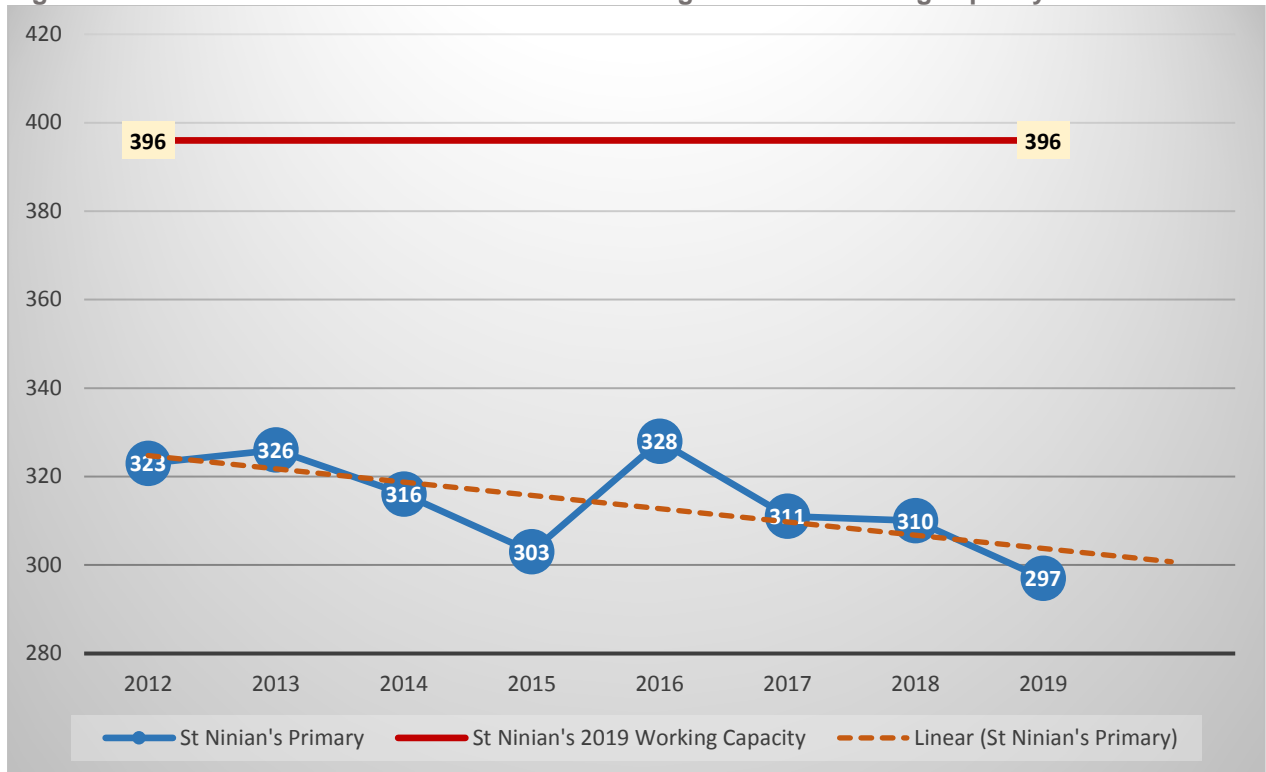
At September 2019 the total school roll for St Ninian's was 297, indicating an occupancy of 75% against a current working capacity of 396. Figure below shows the breakdown of school roll by the pupil catchment location which illustrates that approximately 23% of the school population reside outside the St Ninian's catchment area. There may also be non-denominational placing requests from within the catchment but that number is unknown as the data was not available at this time.

Figure 1. Approximate school roll breakdown by pupil catchment location



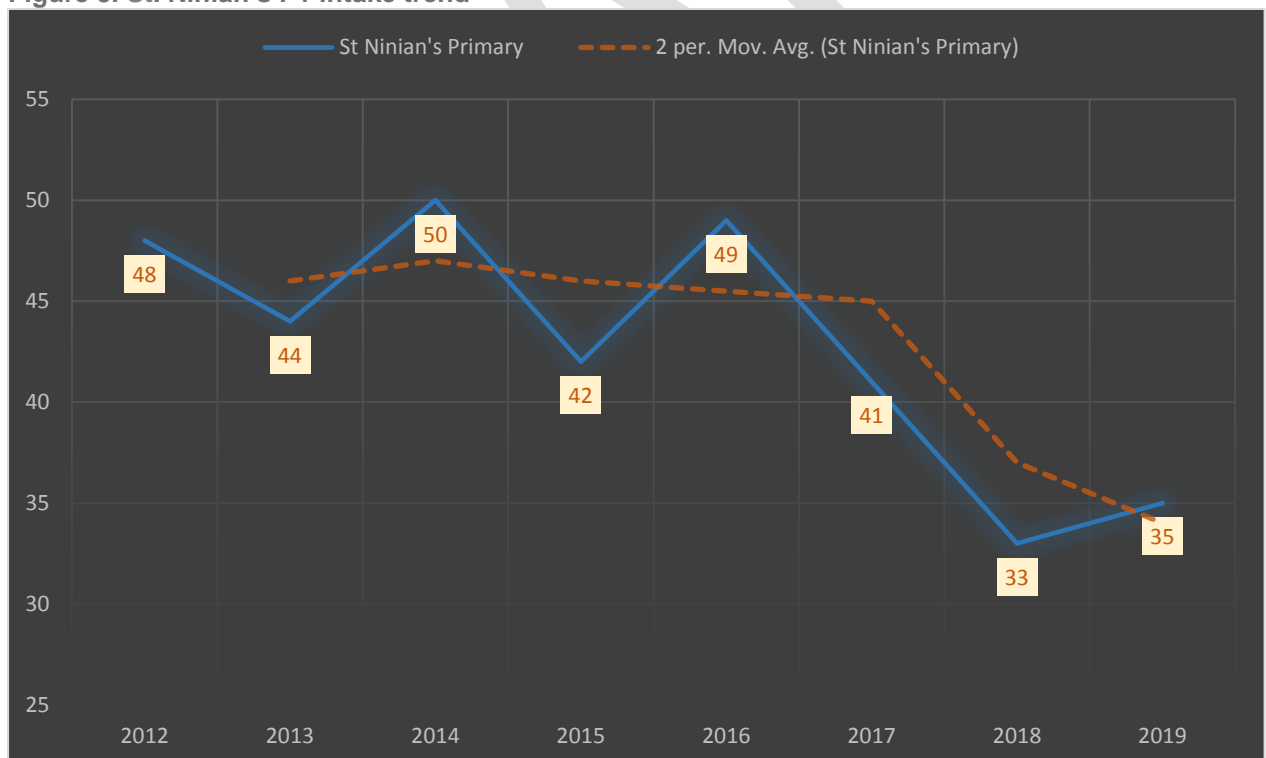
Historically there has been a decreasing trend in St Ninian's school population with a 6% decrease in school roll over the five-year period from 2014 to 2019. A downward linear trend is visible in figure below.

Figure 2. St. Ninian's total school roll historic trend against 2019 working capacity



Average primary 1 intake has shown an overall decreasing trend which was particularly evident between 2016 and 2018. This may be attributable to the school decant at that time and the small increase in 2019 may signal an increase in school roll in the short term.

Figure 3. St. Ninian's P1 intake trend



1.1.2 Local Development Plan / Housing Land Audit

Seven development sites have been included within the LDP roll projection model. Only three of these sites are marked as completed/committed with site works commenced at both the Kempock House and Glebe sites. The Cowal View development is set to begin in the near future. The remaining sites are either potential private developments or private developments with planning consent. There are no known start dates for these sites.

St Ninian's receives a lower allocation of additional CHR pupils from developments in the villages of Inverkip and Wemyss Bay as there is an established trend of pupils from these settlements choosing their local non-denominational school. Current admissions policy allows primary pupils to choose a denominational school at point of transfer to secondary.

Table 2. St Ninian's catchment current and potential housing developments

LDP Site	Units	HLA Status	Commenced	Comment
Inverkip Power Station (Wemyss Bay)	670	Private potential	No	St Ninian's only receives 15% allocation from housing in Inverkip / Wemyss Bay
The Glebe (Inverkip)	25	Private committed	Yes	<i>Included in 2019 roll projection model.</i> St Ninian's only receives 15% allocation from housing in Inverkip / Wemyss Bay
Kempock House (Gourock)	25	Private committed	Yes	<i>Included in 2019 roll projection model.</i>
Cowal View (Gourock)	16	Private committed		
Levan Farm Phase 3 (Gourock)	150	Private consent	No	
1 Ashton Road (Gourock)	11	Private consent	No	
Upper Kirn Drive	110	Private potential	No	

Other potential housing sites which may be relevant in future assessments if planned site start dates enter the seven-year HLA period:

- Pierhead
- Cove Road
- Riverside Marina (Chalmers Street)
- The Meadows (phase 2)
- Bridgend

Scenario 1. Roll Projections – Existing policy

The base model projection and 2019 projection model follow a similar decreasing trend which indicates a decline in overall school roll over the ten-year time period. However, the LDP roll projection model forecasts an increasing trend which could see school roll rise to over 300. This would be dependent on the larger-scale developments at Levan Farm, Kirn Drive, and the former power station going ahead at projected unit numbers and timescales.

Figure 4. St Ninian's school roll projections – base, 2019 projections, and potential LDP



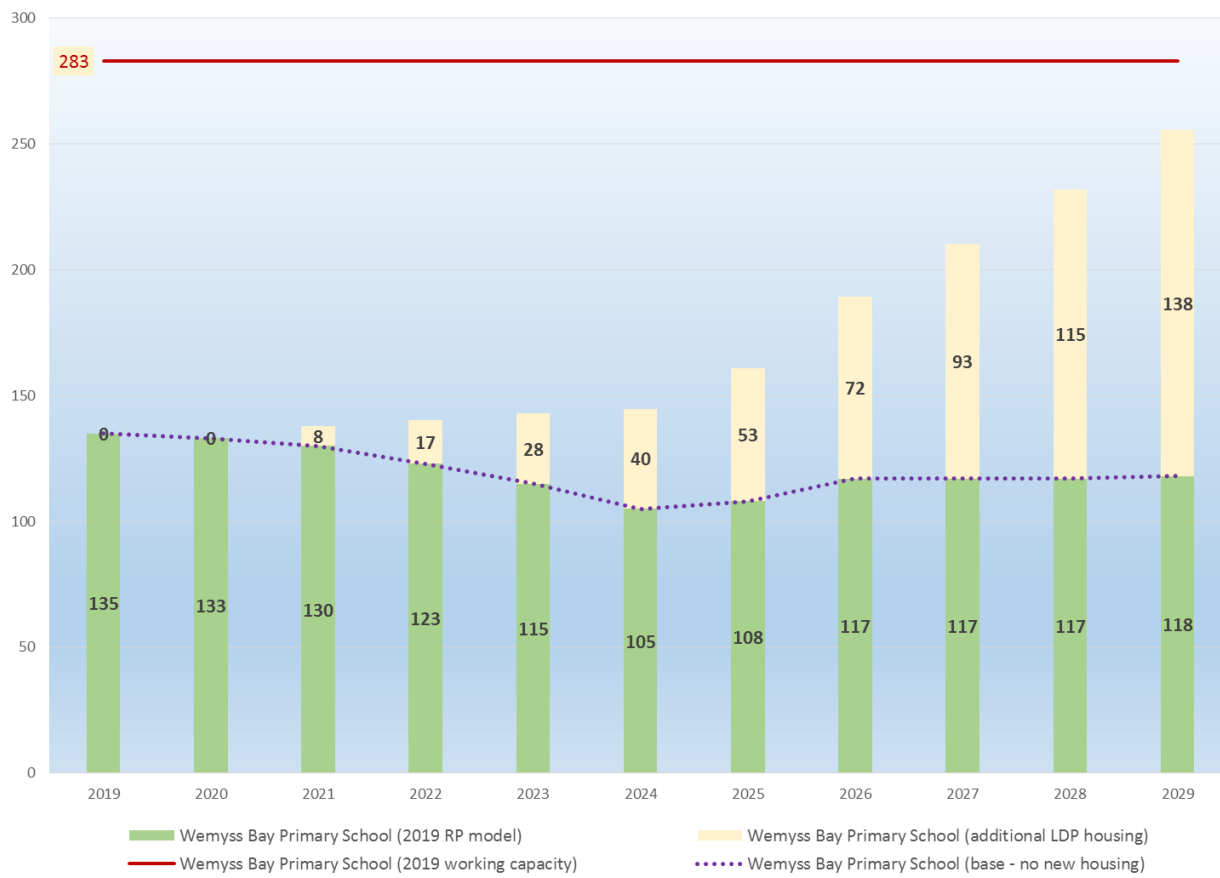
School	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
2019 roll projections											
Inverkip	94%	93%	92%	88%	82%	82%	82%	82%	82%	82%	83%
St Ninian's	75%	73%	70%	67%	64%	62%	62%	62%	62%	63%	63%
Wemyss Bay	48%	47%	46%	43%	41%	37%	38%	41%	41%	41%	42%
LDP projections											
Inverkip	94%	93%	92%	88%	82%	82%	82%	82%	82%	82%	83%
St Ninian's	75%	74%	72%	71%	70%	70%	73%	75%	77%	79%	81%
Wemyss Bay	48%	47%	49%	50%	50%	51%	57%	67%	74%	82%	90%

Roll projections for Inverkip and Wemyss Bay primaries shown below.

Figure 4. Inverkip school roll projections – base, 2019 projections, and potential LDP



Figure 5. Wemyss Bay school roll projections – base, 2019 projections, and potential LDP

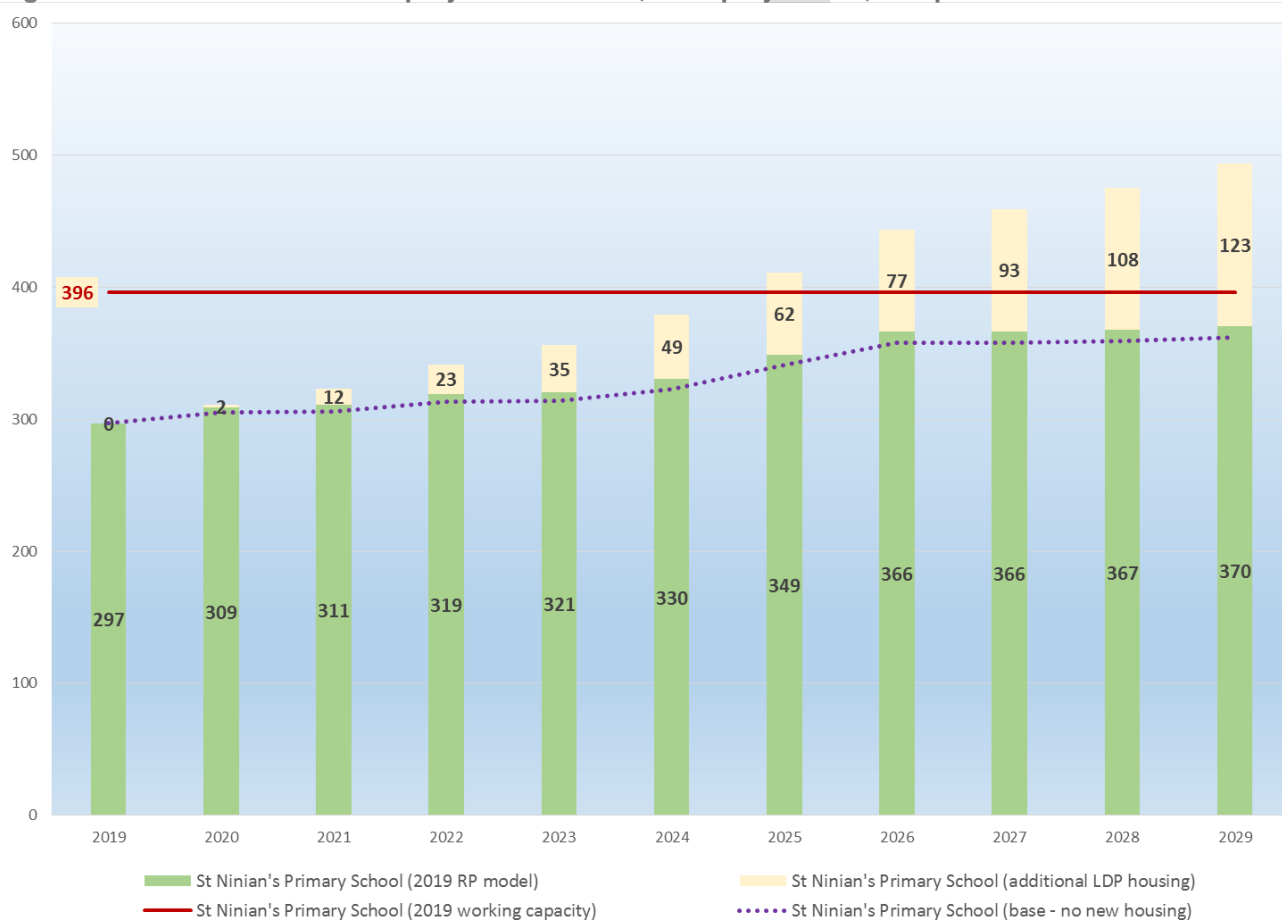


Scenario 2. Roll Projections – Removal of Inverkip and Wemyss Bay as feeder primaries from St Columba’s

To assess the possible impact of the policy change the average expected P1 intake and new housing allocation percentage has been increased for St. Ninian’s to model an expected change of village pupils’ behaviour. The model now assumes an almost 50% allocation between the denominational and non-denominational primaries, whereas under the existing policy St Ninian’s receives a much lower allocation from these villages.

The base model projection and 2019 projection model follow a similar increasing trend which indicates an increase in overall school roll over the ten-year time period, with the school nearing current working capacity (94%). However, with the addition of all the included LDP housing the LDP model forecasts an increasing trend which could see school roll rise to almost 500. This would be dependent on the larger-scale developments at Levan Farm, Kirn Drive, and the former power station going ahead at projected unit numbers and timescales.

Figure 6. St Ninian’s school roll projections – base, 2019 projections, and potential LDP



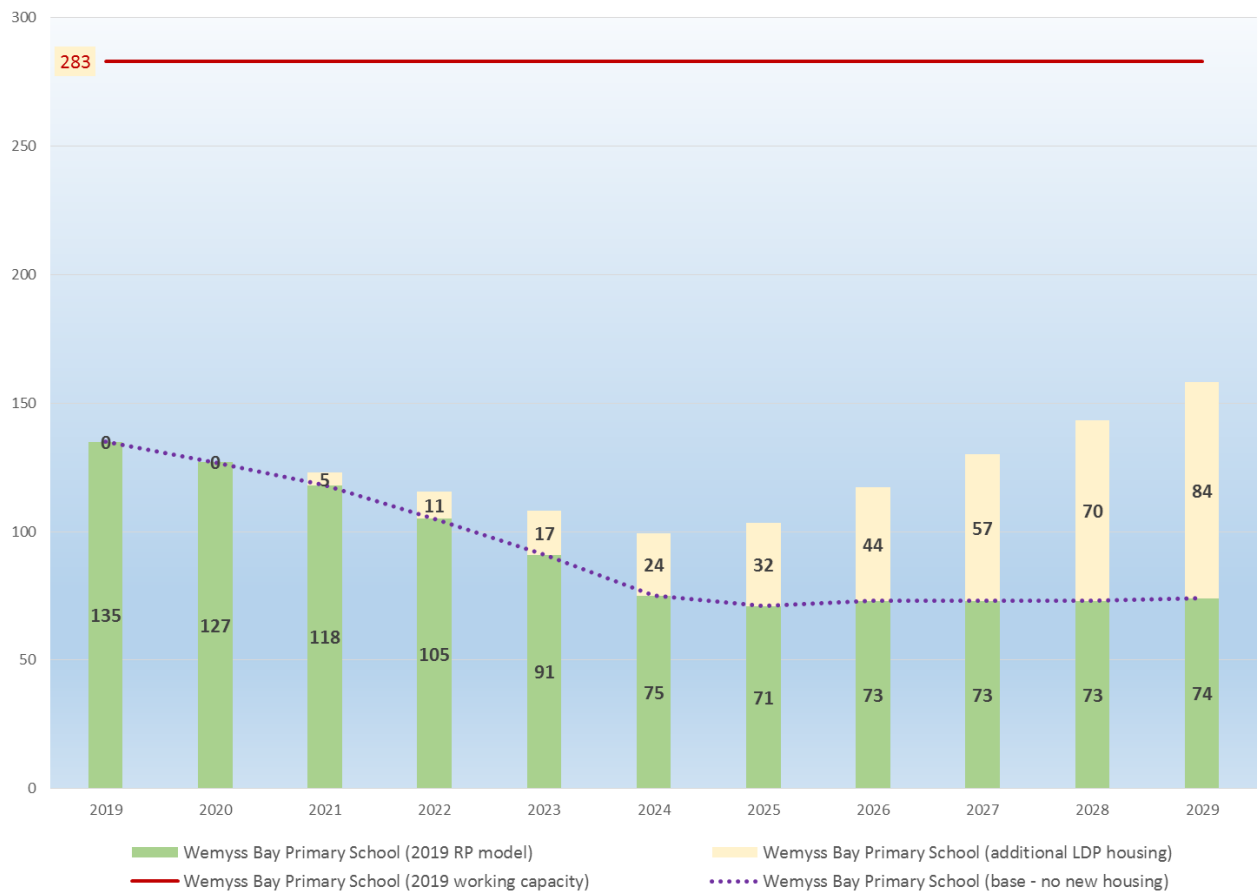
School	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
2019 roll projections											
Inverkip	94%	89%	84%	76%	66%	62%	58%	54%	55%	55%	55%
St Ninian's	75%	78%	79%	81%	81%	83%	88%	93%	93%	93%	94%
Wemyss Bay	48%	45%	42%	37%	32%	27%	25%	26%	26%	26%	26%
LDP projections											
Inverkip	94%	89%	84%	76%	66%	62%	58%	54%	55%	55%	55%
St Ninian's	75%	78%	82%	86%	90%	96%	104%	112%	116%	120%	125%
Wemyss Bay	48%	45%	43%	41%	38%	35%	37%	41%	46%	51%	56%

Roll projections for Inverkip and Wemyss Bay primaries shown below.

Figure 7. Inverkip school roll projections – base, 2019 projections, and potential LDP



Figure 8. Wemyss Bay school roll projections – base, 2019 projections, and potential LDP



1.1.3 Future considerations

Under the existing policy the school looks to have sufficient capacity to cope with the forecasted school roll over the next ten years. However, a change in policy which results in a higher allocation of pupils from the villages of Inverkip and Wemyss Bay could lead to pressure on the school's current working capacity. If major proposed developments within the catchment went ahead at forecasted timescales and numbers then the school is unlikely to have capacity to accommodate these additional pupils.

The school may be able to alleviate some of this pressure by considering:

- Existing accommodation – change designation of flexible areas to classrooms.
- Admissions policy – considering the current school comprises at least 23% placing requests there may be an opportunity to alleviate future pressure by application of admissions policy.
- Catchment area – there may be scope to transfer areas into surrounding catchments but this would require further detailed analysis to identify suitable areas and assess impact of change on St Ninian's and neighbouring schools.

The change in policy could also result in a drop in the school roll of both Inverkip and Wemyss Bay primaries. The fall in Wemyss Bay could lead to very low occupancy if the proposed development at the former power station does not go ahead.

Recommended Action

If admissions policy for the village school changes then the catchment areas for these three schools would need to be closely monitored for significant developments going ahead and also monitor school roll for any indicators of significant changes in trend which could lead to under/over occupancy.

Current trends for village schools to St. Columba's High School

This paragraph outlines the situation as of December 2019 for P7s attending village schools. This is before placing requests so the number will change.

In relation to Inverkip Primary School. 53% of current P7 pupils intend to go to Inverclyde Academy. 47% intend to go St. Columba's. Of those intending to attend St. Columba's 70% have Certificates of Baptism* and 30% have siblings at the school but no Certificate of Baptism.

In relation to Wemyss Bay Primary School. 53% of current P7 pupils intend to go to Inverclyde Academy. 47% intend to go St. Columba's. Of those intending to attend St. Columba's 80% have Certificates of Baptism and none have siblings at the school but no Certificate of Baptism.

In relation to the specific questions asked of pupils in P1-6 of Inverkip and Wemyss Bay Primary Schools.

In relation to Inverkip Primary School 54% responded to the survey. Of those pupils who responded 17% had a Certificate of Baptism. 20% had a sibling at St. Columba's but no Certificate of Baptism.

Of those who responded 19% said that they intended to send their child to Inverclyde Academy and 36% said that they intended to send their child to St. Columba's. 14% were undecided 29% said they would put placing requests into Clydeview Academy or lived outwith the Authority.

In relation to Wemyss Bay Primary School 44% responded to the survey. Of those pupils who responded 18% had a Certificate of Baptism. 16% had a sibling at St. Columba's but no Certificate of Baptism.

Of those who responded 50% said that they intended to send their child to Inverclyde Academy and 30% said that they intended to send their child to St. Columba's. 8% were undecided 12% said they would put placing requests into Clydeview Academy or lived outwith the Authority.

*Certificate of Baptism into the Roman Catholic faith.

Appendix 5

Proposed changes to the Policy on Admission and Pupil Placement in Mainstream Schools to be taken forward to statutory consultation.

Inverclyde Council propose to consult on 2 changes to the Policy on Admission and Pupil Placement in Mainstream Schools

Change 1 is a change to the wording of Section B paragraph 2.4 (page 4) of the current policy in relation to arrangements for transferring from primary to secondary school.

The policy currently reads:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

It is proposed to change the policy to:

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Only those children ***who have a certificate of baptism before entry to primary school*** whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.

Change 2 is a change to the wording of Section C paragraph 1 (page 4/5) of the current policy in relation to the oversubscription of schools

The policy currently reads:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. Distance of home address from the chosen school.

It is proposed to change the policy to:

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the session.
3. In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a Certificate of Baptism into the Roman Catholic faith.
4. **In the case of a denominational secondary school which has Kilmacolm, Inverkip and Wemyss Bay (village schools) as an associated school: priority will be given to those who have attended the denominational school associated with the secondary school.**
5. Distance of home address from the chosen school.

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/09/20/KW
Contact Officer:	Kate Watson Principal Educational Psychologist	Contact No:	01475 715430
Subject:	Bereavement, Loss and Change Policy		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with an overview of the Bereavement, Loss and Change Policy in the Appendix and to seek the Committee's approval of this Policy.

2.0 SUMMARY

- 2.1 Data from a cross section of staff indicated that there is a great deal of change/loss and bereavement within the authority.
- 2.2 Data from this cross section of staff indicated that there was room to develop teachers' confidence in supporting children who were affected by bereavement, change and loss at a universal and targeted intervention level.
- 2.3 Clarity around support for children who were affected by bereavement, change and loss had been identified as an area for development within the senior management teams.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee approves the Bereavement, Loss and Change Policy.

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

4.0 BACKGROUND

- 4.1 Within Scotland, the Education (Additional Support for Learning) (Scotland) Act 2009, acknowledges the additional support needs of children suffering loss. Curriculum for Excellence (CfE) identifies health and wellbeing as one of 8 curricular areas, central to effective learning and preparation for successful independent living. Of the many CfE experiences and outcomes detailed, it is the responsibility of all to ensure children are learning skills and strategies which will support them in challenging times, particularly in relation to change and loss.
- 4.2 NICE guidelines on primary school age children's social and emotional wellbeing, highlight a need to normalise mental health issues. Perhaps in response to the NICE directive, recent CfE guidance suggests teachers and early years staff establish positive and supportive relationships across the school community where children and young people feel secure in their ability to discuss sensitive aspects of their lives. In HGIOS4 quality indicator (QI) 3.1, the features of an inclusive and equal school are well set out. In line with our authority Positive Relationships Policy the whole learning community has a shared understanding of wellbeing and all stakeholders promote a climate where children and young people feel safe and secure.
- 4.3 The Policy is designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss, are identified. Within caring educational environments our staff will work together in partnership to support children and young people, their families and staff through periods of loss and change.
- 4.4 Our communication is open and honest with children, young people and their families and we use age appropriate language. Appropriate strategies are identified and implemented to support bereaved children and young people for as long as they need. We understand that change and loss is pervasive and therefore we take a proactive approach to support the development of resilience in our children. We are aware of staff support needs before, during and after periods of bereavement, change and loss.

5.0 PROPOSALS

- 5.1 The Policy acknowledges the role for all in supporting each other in times of bereavement, loss and change. It acknowledges and defines change in its widest sense and acknowledges how loss and change is ubiquitous. Therefore, it is necessary to be proactive in developing resilience for change while also providing appropriate support where bereavement, loss and change has occurred.
- 5.2 The significance of the loss to the child is key to grief reactions. This will be different for different children and different situations.
- 5.3 The Policy provides guidance on the use of unambiguous language when speaking to children who have experienced bereavement, change and loss.
- 5.4 The Policy defines and highlights the impact of anticipatory loss. Anticipatory Grief refers to the emotions and feelings experienced when a loss is imminent or anticipated.
- 5.5 The Policy outlines how to support children who have experienced bereavement, change and loss. This is in line with Inverclyde's GIRFEC pathways.
- 5.6 The importance of linking with pupils' families is highlighted throughout the Policy.
- 5.7 Further signposting and details of relevant online resources are given.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

6.2 Legal

N/A.

6.3 Human Resources

N/A.

6.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
✓	NO

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 Partners' consultation took place on 12 August 2019 with representatives from: Cruse-SFAD-Scottish Families Affected by Alcohol & Drugs, Children & Families, Area Teams & Quality & Improvement Team, Area Teams & Children with Additional Support Needs, Care Experienced Children & Young People, Through Care Young People & Youth Justice, Child & Family Support, Ardgowan Hospice, Breathing Space and Child Bereavement being invited. The need and usefulness of the Policy was agreed. All agreed that in general teachers have the skills but lack the confidence when dealing with bereavement, loss and change. Within the policy positive recognition was given to:

- The planning section as it was deemed as especially helpful
- The fact that all change was recognised
- The section on what language should be used
- The recognition of individual differences
- The universal resilience building approach
- The measured approach so that supports are implemented as required and not going from one extreme (e.g. of no supports) to very targeted supports (e.g. counselling or Seasons for Growth groups) with nothing in between
- It was considered useful to have a section on anticipatory grief
- It was good to articulate the need people have to recognise their loss
- Recognition that while the child may need support from the teacher, the teacher may need support from the Head Teacher, who in turn may need support from their line manager.

7.2 Teachers consultation took place in two establishments. Both were positive regarding the Policy and felt that the document was reassuring. Some wording has been altered based upon this feedback.

7.3 All school pupil council representatives were approached to ask them to facilitate pupil consultations. Six schools undertook pupil consultation and feedback has been positive. Some wording has been altered based upon this feedback.

7.4 The Policy has been circulated amongst Head Teachers to offer comment. They have been offered further opportunities to have more staff or pupil consultations to help the development of the Policy.

8.0 BACKGROUND PAPERS

8.1 N/A.

Inverclyde council

Bereavement, change and loss authority policy:

Supporting our children, young people, staff and the wider school
community



This resource was created in 2019 to develop staffs knowledge and understanding of bereavement, change and loss and how they can effectively support children when managing these difficult transition times. The critical incidents policy (under review) should be used alongside it where necessary.

Authority Guidance on bereavement, change and loss

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DRAFT

Foreword

Corporate Director of Education, Communities and Organisational
Development

Contributors

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Introduction

Within Scotland, the Education (Additional Support for Learning) (Scotland) Act 2009, acknowledges the additional support needs of children suffering loss. A Curriculum for Excellence (CfE) identifies health and wellbeing as one of 8 curricular areas, central to effective learning and preparation for successful independent living. Of the many CfE experiences and outcomes detailed, it is the responsibility of all to ensure children are learning skills and strategies which will support them in challenging times, particularly in relation to change and loss. Where appropriate the authority's Critical Incidents Policy, which is currently being reviewed, should be used alongside this policy.

NICE guidelines¹ on primary school age children's social and emotional well-being, highlight a need to normalise mental health issues. Perhaps in response to the NICE directive, recent CfE guidance² suggests teachers and early years staff establish positive and supportive relationships across the school community where children and young people feel secure in their ability to discuss sensitive aspects of their lives. In HGIOS4 quality indicator (QI) 3.1, the features of an inclusive and equal school are well set out. In line with our authority Positive Relationships, Positive Behaviour (PRPB) Policy the whole learning community has a shared understanding of wellbeing and all stakeholders promote a climate where children and young people feel safe and secure.

The extent of loss is great with it being estimated that there are around 26,000 school age children in Scotland who have been bereaved of a parent or sibling at some point in their childhood. In 2014, around 2,390 parents died in Scotland, leaving around 3,920 dependent children³. Change and loss is not unique to bereavement but can come in a variety of forms both within the school and home settings. For example, within school all children experience a variety of teacher changes while at home, most UK marriages end within the first ten years and half involve children⁴. When parents' divorce, research suggests that most children have difficulty adjusting during the following two years⁵. The significance of the loss to the child is key to grief reactions – a young child whose pet

¹ National Institute for Health and Clinical Excellence. (2008). Promoting children's social and emotional wellbeing in primary education, NICE public health guidance, 12.

² SEED. (2009). Health and Wellbeing Principals and Practice. Retrieved October 13 2010, from <http://www.ltscotland.org.uk>

³ NHS Education for Scotland

⁴ Greene, S., Anderson, E., Hetherington, E., Foragan, M. & De Garnio, D.(2003). Risk and Resilience after divorce. In F.Walsh (Ed.)*Normal Family Processes*. Third Edition. (pp 96-120). New York : Guilford

⁵ Amato, P. (2000). The consequences of divorce for adults and children. *Journal of Marriage and the Family*, 6, 1269 – 1287.

rabbit dies will grieve just as they would if their grand-parent dies but the level and intensity of grief may be different.

Whilst bereavement and family breakdown affect some children, many more children experience changes that accompany loss in its widest sense. Children may have to change their home, school, and lose contact with friends and other family members. Some children lose parents or carers due to substance misuse, mental illness, imprisonment. It is also possible for children to experience a change of family dynamic e.g. becoming a young carer.

Change and loss are ubiquitous, parents may be absent, all children lose teachers as they make transitions through school and whilst there is great variability in the changes that children face, their immediate reactions to loss and the changes that follow, can impact upon their ability to cope socially, emotionally and academically. A large percentage of children who experience loss also experience a decrease in their academic performance⁶. The more knowledge adults have of children's developmental concepts and potential reactions to loss, the more empowered they are to better support the child. ⁷ See Appendix 1 for more information on responses to grief, stages of grief, signs of distress and the adult role.

When adults provide a caring and empathetic relationship, insight and understanding children cope better with loss. Emotional coping can be stimulated by teachers or early years staff who make themselves available for children to talk about a loss and enable them to express their vulnerability and grief-related emotions⁸.

Our Vision

This policy is designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss are identified. Within caring educational environments our staff will work together in partnership to support children and young people, their families and staff through periods of loss and change.

Our communication is open and honest with children, young people and their families and we use age appropriate language. Appropriate strategies are identified and implemented to support bereaved children and young people for as long as they need. We understand that change and loss is pervasive and therefore we take a proactive approach to support the development of resilience in our children. We are aware of staff support needs before, during and after periods of bereavement, change and loss.

⁶ Worden, W.(1996). *Children and grief: When a parent dies*. London: Guilford Press

⁷ Long, R. & Fogell, J. (1999). *Supporting Pupils with Emotional Difficulties – Creating a Caring Environment for All*. London : David Fulton Publishers

⁸ Dyregrov, A.(1990). *Grief in Children : A handbook for Adults*. London : Jessica Kingsley Publishers.

Our Children's Rights

The United Nations Convention on the Rights of the Child places duties on adults to help children to realise their rights. This guidance on Bereavement, Loss and Change will ensure children's rights are at the centre of our approach and in particular around the following articles:

Article 3: Adults must do what's best for me. Adults should think about the best interests of children and young people when making choices that affect them.

Article 12: I have the right to be listened to, and taken seriously. The opinions of children and young people should be considered when people make decisions about things that involve them and young people should be given the information they need to make good decisions.

Article 13: I have the right to find out and share information. As part of the right to freedom of expression, this involves being able to find out information for yourself so you're able to share it in the way you want.

Article 16: I have the right to keep some things private. Children and young people have the right to privacy, just like adults do.

Article 39: I have the right to get help if I have been hurt, neglected or badly treated. Children and young people have the right to recover from difficult things that happen to them, and that they can expect to receive the help that allows them to do so.

Bereavement, change and loss and the role of all

In the recent consultation draft of the Supporting Children's Learning Draft Code of Practice (Third Edition) 2017 the Scottish Government state:

"Generally, children and young people are keen to be seen as being no different to their peers. Throughout, the requirement should be to view children and young people as individuals and to tailor support, positively and sensitively, to their individual needs and circumstances, considering all aspects of wellbeing."

The CfE highlights the need for children to learn skills and strategies which will support them in challenging times, particularly in relation to change and loss (HWB 0-07a, HWB 1-07a, HWB 2-07a, HWB 3-07a, HWB 4-07a). Preventative interventions are required to give children psychosocial competence and reactive interventions are required to enable schools to support grieving children.

Anticipatory Grief

In some cases grief can be felt before the loss has even occurred. Anticipatory Grief refers to the emotions and feelings experienced when a loss is imminent or anticipated. Anticipatory Grief can begin as soon as loss becomes a likelihood such as in the case of a

terminal illness or a friend moving house. It shares many symptoms of regular grief - sadness, anger, isolation⁹. But the awareness of the looming death may also bring anxiety, restlessness and hopelessness.

The child or young person may not be directly experiencing the loss of the person at this time but there may be resulting loss and change with regards to their lifestyle, care arrangements, everyday activities and connectedness with others. They may also be observing deteriorating health, and be directly involved in the increased care needs of a loved one which can be exhausting both emotionally and physically. Other feelings such as resentment or relief when a loss eventually occurs are common and completely normal but are confusing for a child or young person and can lead to feelings of guilt and shame¹⁰.

Helping those who are hurting from bereavement change and loss or anticipating grief

Given the complex and varied needs of children and young people, it is difficult to gauge how the loss will affect them as individuals. However, the developmental age of a child does have a direct impact on their level of understanding, see Appendix 1 for details. Their response is also influenced by the behaviour and support of the adults around them. Teachers can help a child cope with the loss by having several simple, direct conversations and supporting the child or young person to express his or her feelings in a healthy way. Please see Appendix 1 for more information regarding responses to grief, stages of grief, signs of distress and the adults role.

We all grieve differently. Children may show their sadness only occasionally and for brief periods, or may complain of physical discomfort, such as having a sore tummy or head, rather than expressing sadness¹¹. A child's grief comes and goes, and a child may experience it in a new way as he or she grows older or passes a developmental milestone, such as starting school. Even into adulthood, events such as graduating from university may trigger renewed grief¹².

A child's school often provides a safe place to discuss, grieve and explore feelings of loss but staff may be reluctant to engage in these conversations due to a lack of confidence. They may be concerned about making the situation worse or saying the wrong thing.

Child Bereavement UK suggest the following principles should be embedded to aid the thinking of staff when supporting bereaved pupils:

Normality

For the majority of children or young people suffering a significant change in their life, the routines of school life can give a sense of normality. The familiarity of attending school

⁹ Goldsworthy, K.K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change, *Australian Social Work*. 58(2) 167-178

¹⁰ Dyregrov, A. & Dyregrov, K. (2013). Complicated Grief in Children—The Perspectives of Experienced Professionals." *OMEGA — Journal of Death and Dying* 67(3) 291-303.

¹¹ Dyregrov, A. (2008). *Grief in Children : A Handbook for Adults* Second Edition. London: Jessica Kingsley Publishers, 2nd ed p.39

¹² Schmidt, M., Naylor, P.E., Cohen, D., Gomez, R., Moses, J.A., Rappoport, M. & Packman, W. (2018). Pet loss and continuing bonds in children and adolescents, *Death Studies*, 5 (4) 361-395,

or nursery with trusted individuals offers a sense of security and continuity. Maintain routines and timetable but allow for flexibility.

Relief from Grief

For children and young people, school or nursery can provide relief from a tense and emotionally charged atmosphere at home. There may be a constant stream of visitors expressing their own grief. Children and young people can find this difficult to deal with.

An Outlet for Grief

When a parent or sibling has died, children and young people can try to protect their surviving parent by hiding their own grief and pretending to cope. School is often seen as somewhere safe to express this grief.

A Listening Ear

Family members struggling to deal with their own grief can find it difficult to support their child's grief. For a child who wishes to, school staff can provide an opportunity to talk about what has happened with a familiar and trusted adult in relative peace and calm.

The Opportunity to be a Child

Children often take on more adult responsibilities in the house so school offers the chance to play, laugh, sing and generally just be a child without feeling guilty. Evidence suggests that play allows a child to express, understand and process emotions and is, therefore, a vital activity for bereaved children to help them cope with loss¹³.

Home-School Communication

Processes should be in place to maintain regular contact with home as appropriate. Discuss plans for returning to school or nursery and keep in touch about progress and supports. Grieving children and young people can present differently across settings. Good communication will ensure a more realistic picture of how the child is coping.

Resources

It may be useful to have a selection of resources on the subject in the school or nursery. Books, poems, pictures and websites are an effective way to gently introduce the concept of death or use as a starter for discussions.

Developing Resilience

Create opportunities through the Health and Wellbeing curriculum or at more informal times to discuss issues surrounding bereavement, change and loss. It is not possible to fully prepare children and young people the impact that bereavement, change and loss. However, children can develop resilience and coping strategies through activities and discussions.

Taking Care of Yourself

Talking to a child or young person about the loss may be one of the hardest things an individual will ever have to do. Staff should do what they can to support the child, without expecting too much from themselves and should talk to someone if they need support. Someone within the school (e.g. HT or DHT) should take responsibility to ensure that

¹³ Saracho, O. N., & Spodek, B. (1995). Children's play and early childhood education: Insights from history and theory. *Journal of education*, 177(3), 129-148.

those individuals supporting children or young people receive the support they need. In addition HTs and DHTs can receive support from their line management and/or other supporting agencies.

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Supporting children returning

Preparing for a child returning to school:

A telephone discussion should take place between the child and/or their parent or main carer and the HT/DHT or responsible staff member prior to the date of the child's return to school. It is hoped that there would be a meeting convened to establish the child/parent/carers wishes and plan and confirm arrangements for a return to nursery/school. The template in Appendix 2 can be used to support this conversation. This meeting could take place either at the nursery/school or home wherever is most convenient and comfortable for the family. If a meeting is not possible, other communication (email or telephone) should be attempted. The meeting should consider:

- Which member of staff will meet the child/family member on their return to school/nursery in order to acknowledge what has happened and discuss confirm/adapt/amend the support plan in place for the child/YP. If the class teacher is identified cover should be arranged for their classroom in advance to facilitate this.
- If the child/YP wishes the school to explain to their peer or year group what has happened before they return to school.
- Emergency contact details should be updated as appropriate to establish who should be contacted in the event that the child/YP becomes overwhelmed during the school day and to avoid any accidental correspondence going forward.
- Normal routines should be established as quickly as possible however specific supports should be discussed and agreed within this plan. Appendix 2 will record the details and may include:
 - How the child will communicate that time out is required during class time, and who they would link with.
 - Access to a quiet space when time out is required.
 - Regular support arrangements/ check ins from an identified member of staff (see guidance for the key principles of active listening).
 - Adapting timetables on a temporary basis if necessary.

Other tasks to complete

- If appropriate a letter of condolence is sent to the family.
- Relevant staff are kept informed and expected to be mindful of the loss and act according to the child/YP's wishes. If appropriate the child/YP's class or group of friends might have an additional session focusing on feelings connected with loss. Staff can be given the "Tips" (Appendix 3).
- In line with this plan, if considered appropriate, a letter is produced for the class/everyone in the school to take home to their parents, outlining what has happened along with additional information on some possible reactions and responses that children may show. The tips sheet (Appendix 3) may help structure any conversations needed with parents/carers.

- Appendix 4 details some suggested answers for when children ask difficult questions when somebody dies and Appendix 5 details some suggested answers for when children ask difficult questions when there are changes at home and can be used as needed.

On the day of the child/YP's return

The adult who is to meet the child does so as arranged. Together they revisit the plan and make any necessary adjustments or amendments. The plan is implemented and is reviewed and evaluated as necessary.

As time passes...

A child's plan should be developed as supports are identified.

- Give the child/YP time. Remember that they will be grieving for life and the loss will always be with them.
- If appropriate offer tailor made support, for example, Seasons for Growth or by referring into a local service provider. However this should be child/YP led, and not forced.
- Be aware of important dates such as the anniversary of the event, Mother's Day, Father's Day, and so on.

Interventions

Interventions are in line with Inverclyde's GIRFEC pathways and can be described as being at universal, enhanced universal, collaborative or enhanced collaborative levels. Universal approaches include developing resilience through emotional literacy training and with reference to the Positive Relationships Policy and PATHS programme. Wellbeing assessments should be completed with reference to the SHANNARRI indicators and the National Practice Model. See <https://www.inverclyde.gov.uk/education-and-learning/girfec> for more information on GIRFEC in Inverclyde.

Children with already identified Additional Support Needs

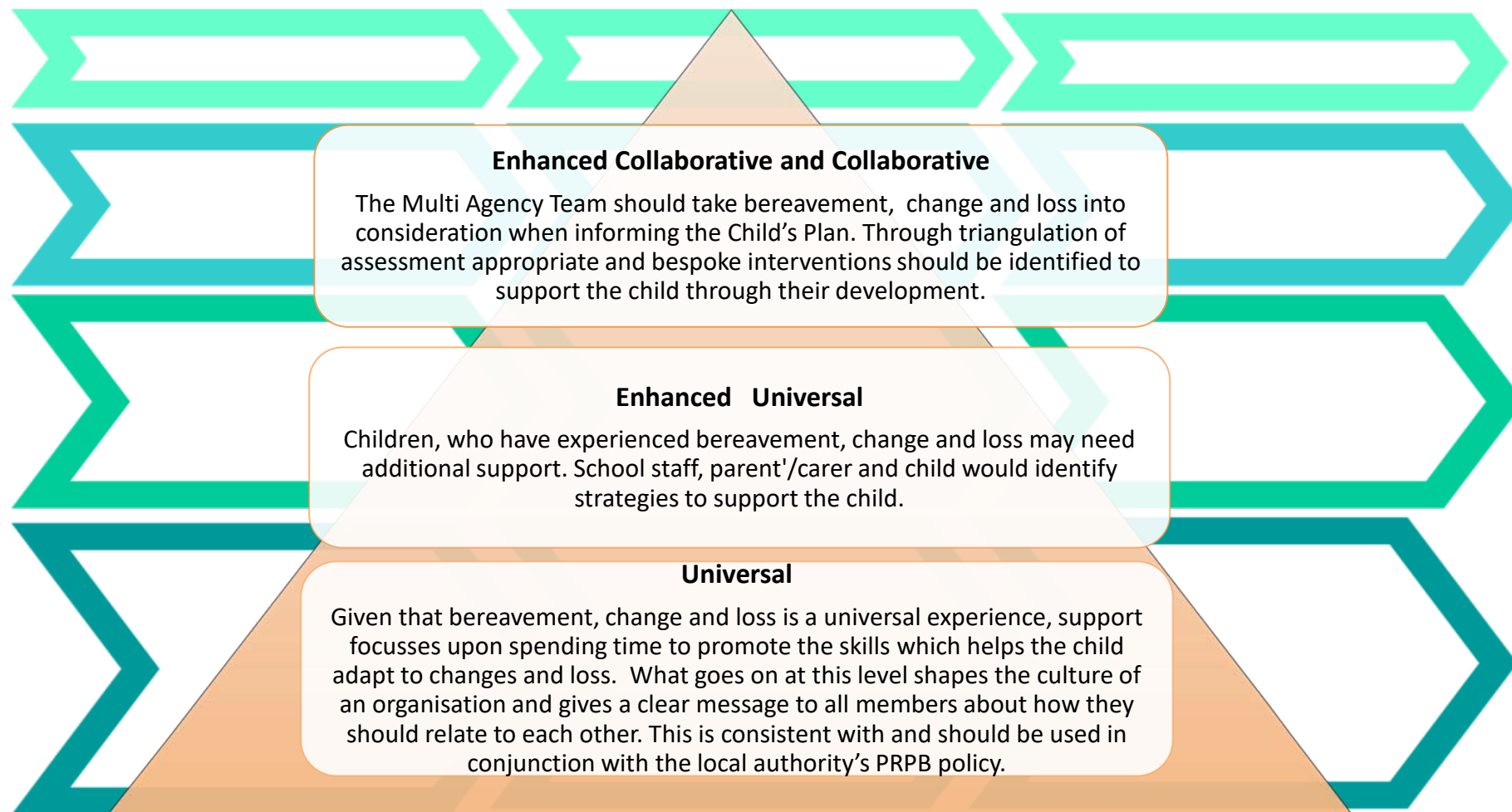
Children and young people with Additional Support Needs are sometimes assumed to need protection from loss more than most or not have the capacity to understand. It can be easy to underestimate their ability to cope with difficult situations. The challenge is finding creative ways to communicate when words are sometimes not appropriate.

Other support

Please see Appendix 6 for a case study/example of good practice and Appendix 7 for Online Bereavement & Loss Resources for Children & Young People.

Interventions and GIRFEC

Interventions are in line with Inverclyde's GIRFEC pathways and can be described as being at universal, enhanced universal, collaborative or enhanced collaborative levels.



Appendix 1 – How Might Grief Present?

**** It is important to note that any/all/none of these indicators may be present at any time in any individual regardless of age ****

Birth – 2 years	2-4 years	4 – 7 years	7 years to adolescence
<ul style="list-style-type: none"> • May not understand death or appreciate significance of the loss • May sense changes in the home • May display separation distress – persistent crying • May become detached/withdrawn • Detachment 	<ul style="list-style-type: none"> • May see death as abandonment/punishment • May see death as reversible or not permanent • May connect unrelated events to death • May look for who is no longer there 	<ul style="list-style-type: none"> • May display conflicted emotions • May feel responsible for the death • May see death as contagious • ‘Magical thinking’ – may believe their actions can make the dead person come alive again • Can understand symbolic acts like laying flowers 	<ul style="list-style-type: none"> • Starting to understand the permanence of loss • May be able to verbalise emotions • May recognise others’ pain and loss • May see death as a punishment • Fear of bodily harm for themselves and others

Indicators of Grief	Responses to Grief	Potential Behaviours	Adult Role
Shock	Irritability	Regression – immature behaviour	Re-establish routines
Denial/Belief	Responds/reacts to emotions of adults	Change in sleeping or eating pattern	Comfort
Yearning/searching	Very present oriented	Bedwetting/insecurity	Drawing/playing
Sadness	Aware of change	Separation anxiety	Acknowledge grief as normal
Anger	Repetitive questioning	Nightmares	Allow/encourage expression of feelings
Anxiety	Irrational feelings of guilt	Violent play	Answer questions openly when asked
Guilt/Bargaining	May re-enact death/funeral during play	Problems in school	Demonstrate care and concern
Acceptance	Asks about loved one’s return	Tiredness	Allow alone time but be available
	Questions about specific details	Poor concentration	
	Concerns about normality of the grieving process	Less social interaction	
	Some understanding of mourning		
	Fear loss of other loved ones		

Appendix 2 – Bereavement, change and loss support action plan for a Children and Young Person.

Under no circumstances would a child be given this document to complete individually. This document is intended to guide discussion to facilitate the creation of a plan. The document is optional and can be used by the identified school staff member to plan with families and outline the steps the school will take to support the child's return to school. Relevant information in the plan will be shared with key school staff members to ensure that they are aware of the arrangements that will support the child or address any difficulties that the child may experience.

Name:	
<p>What would help the child feel supported with their return to school? What can the child do to stay emotionally healthy? What can the school do to support the child? <i>For example the child asking for help when they need it, who could be available for the child to check in with, what can we communicate to your peers regarding what will help the child, how will the child communicate that they need timeout from class, can the school provide a quiet space for the child if needed, how will the child manage break times etc.</i></p>	
<p>Is there anything that the school should avoid doing? Is there anything that the child's friends/peers should avoid doing? <i>For example asking if the child is ok</i></p>	
<p>What temporary adjustments could we put in place to support the child? <i>For example timetable adjustments</i></p>	

If the child becomes distressed what should the school staff do? *For example give the child space and time or stay with them?*

Who should school staff contact if needed? Do emergency contacts need updated?

What information does the child want school staff to share with the child's friends or peers?

When will we discuss this plan again?

Date:

Signature of staff member :

Appendix 3 – Tips for supporting children experiencing bereavement, change & loss.

For all

Ask how they are feeling and give them permission to express how they feel. Listen:

A caring empathic relationship is key for the child. Make eye contact with the child, sit near to them at their level, allow them to talk, nod in response to their words and acknowledge the situation "I can see that you are sad." Sometimes, rather than asking direct questions, children will try and gauge your views via statements like 'Can I tell you something?' or 'Did you know that?' It is important at this time to recognise subtle changes in their tone of voice or body language can be a clue that they want to talk with you

Let them know they don't have to react like an adult and try to accept whatever they are feeling:

Accept children's play, it is normal for children to act out at times. Allow questions and conversations. Look at photographs. Your child is more likely to share his/her thoughts and feelings if he/she feels safe and accepted. "It's OK not to be sad all the time; it's OK to have fun".

Be patient:

Be prepared to answer the same questions over and over, this can be your child's way of making sense of the situation.

Normalise their reaction:

The way that you are feeling is normal, this has happened to other people too and this feeling will change."

Use clear language:

"I am sorry that your granny died."

"I miss your mum."

Avoid evasive terms like "she went to sleep," "she's in the sky," "we lost your granny" or "she left us."

If asked "Where have they gone?" or "Where are they now?" take account or consider the child's religion/cultural background when responding.

Do not be afraid to use the words dead or death "I was very sorry to hear of the death of your..."

Children and young people need honesty. Although sometimes difficult, it is better to answer awkward questions truthfully.

Recognise the full tragedy for the child. Do not try to comfort with comments such as "at least it is not as bad as..." You might think this is helpful, it is not.

Reassure them that they are not responsible. If this is an issue (it may not be for all children and young people), reassure them that what has happened is not their fault.

Remind them that things will get better:

Acknowledge that the event was distressing but balance with re-assurance that the world is usually reliable, predictable and dependable

Acknowledge your own feelings about change and loss and take care of yourself:

Do not hide your feelings. It is OK that we are not always calm and consistent in everything we do. Take time to yourself. Pay attention to what you need and then do what you have the energy and resources to do. The most important thing is taking care of yourself and your children.

Acknowledge that a child's behaviour may change:

Be understanding and accept the child's reactions to the circumstances

Answer questions honestly at the time when asked (where possible):

Your child may have lots of questions. If they ask a question to which you are not sure how to respond, ask them to think about the issue. Don't be afraid to say you don't know but you will try to find out for them. "That's an interesting question, let me think about that and get back to you" - gives you thinking time. See appendix 6 for information on how to answer difficult questions when someone dies and appendix 7 information on how to answer difficult questions when there are changes.

For Parents

Remember children cope best when they feel included:

If bereaved, experts suggest it is helpful and can support the grieving process if you let your child attend the funeral. Avoid unnecessary separation.

Consider how you are linking with the school:

Good communication with school stimulates emotional coping. Check out with the school if any areas of difficulty have arisen and try to work out strategies with your child and the school to make life easier.

Remember what you say can have a lasting effect on children.

Talk with your child about their worries; they can be worrying that something could happen to you or them. Talk with your child and explore what may be on their mind. Offer them reassurance.

For Teachers

Routines:

Sticking to routines as far as possible as they retain a sense of stability when things are changing. Sensitively maintain the usual boundaries and expectations of behaviour. Try to be consistent, clear and patient in what you say.

Consider how you are linking with parents:

Good communication with home stimulates emotional coping. Help parents give adequate information, check what the family has told the child, check out where areas of difficulty lie and try to work out strategies with the children and their family to make life easier

Remember what you say can have a lasting effect on children

When the time is right, consider how to address change with the whole class. Education about bereavement, change and loss supports an easier adjustment process.

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Appendix 4 – Difficult Questions children may ask when someone dies

Give responses which take account of poignancy of separation through death but remaining honest about what they can and cannot accept about the idea of being reunited, on some level, with the dead person.

Difficult Questions

It is essential to explain clearly to the child that the dead person is not cold, or in pain and does not need food anymore.

Young children are often curious about what happens to the body and it is quite acceptable to give information on different procedures for burial or cremation.

1. What's it like to be dead?

No-one is sure but we know it doesn't hurt, we don't feel cold or hungry.

2. Are they asleep?

Death is not sleep; the body has stopped working and cannot start up again.

3. Why didn't the hospital/doctor make them better?

Usually people get a little bit ill and then they can get better, like a skinned knee when the skin mends. Sometimes, usually when we are very old, our body gets ill and it can't be made better, no matter how hard the doctors try.

*Children whose sibling died in hospital need to be reassured that they were cared for; no one let them die.

4. Was it my fault? Did I say something to make them die?

It wasn't your fault - words don't kill people and death is never a punishment.

*Young children are not logical and often believe they can 'wish' something to happen.

5. It's not fair -why was it him/her?

We don't always understand why one person gets ill and dies and another doesn't.

*On one level, there is no answer to this.

6. Where have they gone? Where are they now?

No 'answers' - take account or consider the child's religion/cultural background when responding.

Sometimes, rather than asking direct questions, children will try and gauge your views via statements like '*Can I tell you something?*' or '*Did you know that?*' It is important at this time to recognise subtle changes in their tone of voice or body language can be a clue that they want to talk with you.

Appendix 5 – Questions children/YP may ask when relationships at home change

It is important to explain clearly to the child/YP that nothing they said, did or thought has caused the change. Give responses which take account of the difficulty of change but remain honest - if a child/YP asks a question you don't have the answers to, a possible response could be "That's a good question. Unfortunately, I can't answer that. I know it's hard to feel the way you are feeling but I know that you'll be OK."

Don't be caught up in the 'who, what, when...' you are there to support the child. If you have any concerns about the child's wellbeing, consult your Management Team or Child Protection Officer as necessary.

Difficult questions and possible responses.

- 1. Why did they fight?**
I don't know for sure, but it doesn't mean they don't love you.
- 2. Why can't they just get along?**
Give an answer that avoids speculation and try to reassure the child.
- 3. Why do I feel unhappy/sad?**
Lots of things might have changed...you might feel different and find things hard to talk about, like lots of other children you might not see one of your parents as much as you used to or want to, you might be worried mum and dad won't work things out.
- 4. Is it my fault?**
Definitely not. It's not your fault things change at home.
- 5. Whose side am I on?**
You don't have to be on anyone's side. There might be times when you are angry with one or both of them and that's normal. Remember that although adults may say things about each other that can upset you, they still love you very much.
- 6. How can I fix it?**
You can't but there's nothing you have done to make it happen. It's OK to ask them questions and tell them things that worry you. Remember I am here to listen if you want to talk.
- 7. Do I have to like their new friends?**
That's up to you. It's OK to like them. Decide how you feel about their new friends by what they do and say to you.

Appendix 6 – Case Study/Example of good practice

School Response: Katy's Story (adapted from Winston's Wish)

The following takes the hypothesis of a primary school setting, a sudden unexpected death of a parent (we'll make it her father) at the weekend, and a young person (we'll call her Katy) aged around 10. It raises some of the stages and issues that may prove helpful in managing the impact of the death on your school or community setting. It makes some assumptions, (for example, that Katy returns to school after a few days rather than the same morning) and may need some adaptation depending on who has died and the age of the child/children involved. This was one school's response, your journey will be your own but there will be some similarities and some useful things to consider.

Short Term

- The school is informed of the death on Monday morning. The school liaise with Katy and her family to decide how the rest of the school will learn about the death.
- The head refers to **this document**. Katy's class teacher, Mr Sharples is informed.
- The family are invited to meet to plan Katy's return to school
- As per Katy and her families wishes the rest of the staff are informed.
- Informed by discussions with the family it is discussed whether each class teacher will tell their class or if the head teacher will visit all the classes to tell what has happened to Katy's family. This is determined by who actually knows Katy in the other classes or if she has relatives attending the school – it may not be appropriate for the whole school to know about Katy's situation, a decision like this should be made by the school's own Senior Management Team as informed by Katy and her families wishes.
- A quick reminder of any other child in the school who has been previously bereaved is given to teachers to prepare them to offer additional support if required.
- In this case it was not considered appropriate for a letter to be produced for the class/everyone in the school to take home to their parents. If this had been the case a letter would have been sent outlining what has happened along with additional information on some possible reactions and responses that children may show.
- A letter of condolence is sent to Katy's family.

Medium Term – before Katy's return to school

- The school stays in touch with the family to find out what Katy wants to happen on her return to school. It may be that Katy wants to tell the whole class what has happened or that she would prefer Mr Sharples to say something simple to acknowledge her return. Katy decides she wants to say something herself.
- In partnership with the family, it is agreed how the school will mark the funeral. It may be that some staff attend and some friends of Katy's. Other members of the school may wish to contribute memories of Katy's father.
- Staff are kept informed and encouraged to acknowledge the death to and with Katy.

- They are encouraged to talk with their class about how Katy and her family may be feeling and how they will support her on her return. A simple form of words such as 'I am really sorry to hear about your father's death, Katy' is suggested for those who are unsure of what to say.
- In this case Katy's own class and group of friends had an additional session focusing on feelings connected with loss and grief.
- A member of staff identified who will meet Katy and her family on her return to school. Katy requested that her class teacher Mr Sharples meet her, therefore cover is arranged for their classroom in advance to facilitate this.

Medium term – when Katy returns to school

- Mr Sharples is waiting when Katie arrives and they have some time together. During this time, he checks that Katy is still happy with their plans for her return to class.
- Katy and her teacher identify a classroom teacher Ms Jones who she can seek out if needed and Mr Sharples is not available.
- Katy and Mr Sharples go to her class for her to re-join it. Katy said that she wants to tell people what has happened. Therefore she is given this opportunity to do this. As per agreed if Katy gets upset her teacher gently finishes the account. This gives the class as much information as is known that Katy's family are comfortable with being shared about the death.
- Both Katy and Mr Sharples make the point that she wants people to talk to her about what has happened and to understand that she will cry sometimes.
- Time is set aside at the end of the day for Katy to spend a little time with Mr Sharples checking out how things have been during the day, any changes she would like to make to the next day (where possible) and agreeing a plan for the following morning. They agree that a group of Katy's friends could wait outside and walk in with her instead of Mr Sharples.

Longer term

- Mr Sharples, in agreement with the rest of the staff, arranges a system for Katy whenever the pressure of grief builds up. She may be allowed "time out" or to seek out her supporter.
- The school ensures that Katy's family knows about any local child bereavement service and also provides information on national services. This may involve making a referral/working in partnership with a service for example, Inverclyde Psychological Services or local Inverclyde based organisations.
- Mr Sharples compiles a 'calendar of memories' – noting any dates that will be especially sensitive for Katy – the anniversary of the death, her father's birthday, Father's Day, and so on. This calendar can follow her through the school and a note is made that this information will pass at transition to the secondary school next year.
- All those who teach Katy have a heightened sensitivity to issues that may affect her – for example, consider the circumstances around the death, and the nature of proposed learning contexts to ensure Katy is not unnecessarily upset.

Appendix 7: Online Bereavement & Loss Resources for Children & Young People

Topic	Online Resources: Pre 5	Online Resources: Primary	Online Resources: Secondary	Online Resources: SEN
School Bereavement Policy	childbereavementuk.org	childbereavementuk.org	childbereavementuk.org	childbereavementuk.org
Views of young people on how best to meet their needs in times of loss/ bereavement		childhoodbereavementuk.org cruse.org.uk	childhoodbereavementuk.org cruse.org.uk	childhoodbereavementuk.org
Good practice on child returning to school after a bereavement	winstonswish.org	winstonswish.org goodlifedeathgrief.org.uk cruse.org.uk seesaw.org.uk childbereavementuk.org	winstonswish.org goodlifedeathgrief.org.uk cruse.org.uk seesaw.org.uk childbereavementuk.org	winstonswish.org childbereavementuk.org
Suggestions for continuous support	childbereavementuk.org	childhoodbereavementuk.org winstonswish.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childhoodbereavementuk.org winstonswish.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childbereavementuk.org
Resources for children at times of loss	childbereavementuk.org	childbereavementuk.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childbereavementuk.org cruse.org.uk https://www.ataloss.org/resources	childbereavementuk.org
Resources for parents	childbereavementuk.org	childbereavementuk.org cruse.org.uk seesaw.org.uk https://www.ataloss.org/resources	childbereavementuk.org cruse.org.uk seesaw.org.uk https://www.ataloss.org/resources	childbereavementuk.org seesaw.org.uk

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Environment, Regeneration & Resources	Report No:	SL/LP/06/20
Contact Officer:	Sharon Lang	Contact No:	01475 712112
Subject:	Items for Noting (Education)		

1.0 PURPOSE

1.1 The purpose of this report is to present items for noting only and the following reports are submitted for the Committee's information:

- National Updates
- Updates on the Looked After Children Attainment Fund and the Tier 2 Mental Health Strategy

2.0 RECOMMENDATION

2.1 That the above report be noted.

Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/02/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	National Updates		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with an overview and summary of national updates.

2.0 SUMMARY

- 2.1 The paper contains updates on the following national initiatives, consultations and reviews:

- ASL Review
- Out of school care
- Learner journey review
- Senior phase review
- College improvement project
- Review of home education guidance
- Learning for sustainability
- PISA
- GIRFEC
- Age of criminal responsibility
- National thematic inspection: family learning
- Chief Education Officer

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the updates contained in this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 UPDATES

- 4.1 **ASL Review:** A review of the implementation of additional support for learning (ASL) in schools was announced in January 2019. The review is founded on a continued commitment to a presumption to mainstreaming and on the need to ensure that children and young people's additional support needs are met. This will enable them to reach their full potential, with learning provision that best suits their needs.

The review will consider current evidence, and engagement will be undertaken with a range of people and groups to identify good practice and areas for further improvement in the ways that children and young people with additional support needs progress in their learning. The review is being led by Angela Morgan. As part of the review process a survey has been issued.

The review will consider:

- how ASL works in practice, across early learning and childcare centres, primary, secondary and special schools (including enhanced provision, services and units);
- where children and young people learn within the balance of the provision set out above, recognising that not all authority areas have all of those provisions;
- the quality of learning and support, including overall achievement and positive destinations achieved post-school;
- the different approaches to planning and assessment to meet the needs of children and young people;
- the roles and responsibilities of support staff, teaching staff, leadership roles, education authorities and national agencies
- the areas of practice which could be further enhanced through better use of current resources to support practice, staffing or other aspects of provision.

Angela will gather views and experiences from October to December 2019. It is anticipated that a report with recommendations for next steps will be available in spring 2020.

- 4.2 **Out of School Care:** The Scottish Government has a draft framework on Out of School Care which sets out what they know about the out of school care sector in Scotland and asks questions about what the Scottish Government can do to support families in accessing high quality, flexible and affordable services which benefit children and parents and carers. They want future policies on Out of School Care to be shaped by the people who would benefit from them. They want to understand what children, parents and carers, professionals and experts think about the ways in which Out of School Care can give children opportunities to play and access life-enhancing experiences and support parents to work, train or study. The draft framework can be accessed at the following link and schools have raised awareness of this consultation with parents.

<https://www.gov.scot/binaries/content/documents/govscot/publications/consultation-paper/2019/08/out-school-care-scotland-draft-framework-2019/documents/out-school-care-scotland-executive-summary/out-school-care-scotland-executive-summary/govscot%3Adocument/out-school-care-scotland-executive-summary.pdf>

- 4.3 **Learner Journey Review:** The Scottish Government continues to take forward the Education Delivery Plan and Enterprise and Skills Review commitment to "review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective as possible and provides more stepping stones for those needing most support." A copy of the report can be found at <http://www.gov.scot/Publications/2018/05/4774>.

17 recommendations have been set out and are being taken forward by the Learning Directorate, the Advanced Learning and Science Directorate and the Fair Work Employability and Skills Directorate.

- 4.4 **Senior Phase Review:** The Scottish Government will be conducting an independent review of the senior phase of Curriculum for Excellence. The review will explore how Curriculum for Excellence is being implemented for young people in S4 – S6. The Scottish Government has asked the OECD to lead this review to ensure that it is independent, however a practitioner forum will also be convened alongside the OECD team. It is proposed that the forum will be led by Tony McDaid, Executive Director of Education Resources, South Lanarkshire Council.
- 4.5 **The College Improvement Project (CIP):** This is using quality improvement methodology to target improvements for the learner where they are most needed in order to increase retention and attainment. Work is underway in 5 colleges (Dundee and Angus, Edinburgh, Inverness, New College Lanarkshire and West College Scotland). Staff and students in each college have formed local improvement teams.
- 4.6 **Review of Home Education Guidance:** A review of the current Home Education guidance is underway with a discussion paper issued to interested parties in July. Revised guidance will be prepared for a formal consultation with the aim of publishing updated guidance in summer 2020. It should be noted that no changes to the legislation is being proposed.
- 4.7 **Learning for Sustainability:** On 19 June 2019 the Scottish Government launched the Learning for Sustainability Action Plan which sets out how the Scottish Government will implement the recommendations of the Vision 2030+ report over the next 3-5 years. To aid the delivery of the action plan a Learning for Sustainability Policy and Stakeholder Network has been convened.
- 4.8 **PISA – The Programme for International Student Assessments (PISA) results were published on 3 December 2019.** A sample of 15-year-old students in Scotland took the assessments in reading, mathematics and science. Scotland's scores in the 2018 PISA assessments were above the OECD average in reading and similar to the OECD average in maths and science. In the previous survey in 2015, Scotland was similar to the OECD average in reading, maths and science.
- Scotland's own overall performance compared to 2015 improved in reading and was similar in maths and science.
 - Scotland's relative performance compared to other countries, including UK administrations, improved in reading, stayed similar in science and declined in maths when measured by the number of comparator countries that were above and below Scotland.
 - The proportion of pupils performing at highest levels of achievement ("Level 5 and above") was higher in Scotland than the OECD average in reading and similar in maths and science. The proportion of pupils performing at the lowest levels of achievement ("below Level 2") were lower in Scotland than the OECD average in reading and similar in maths and science.
 - The gradient and strength of relationship between performance and social background was similar to 2015. However, despite an improvement in reading performance, the gradient and strength of relationship remained below the OECD average. The strength of relationship between performance and social background in maths was lower than the OECD average in 2018.
- 4.9 **GIRFEC – The Scottish Government has confirmed that it will no longer pursue legislation to underpin the named person and child's plan; and, has reaffirmed its commitment to getting it right for every child (GIRFEC) as Scotland's approach to helping children get the right support at the right time.** An open letter was issued by senior leaders confirming Scotland's commitment to key messages of GIRFEC. The open letter is attached to this paper as Appendix 1.
- 4.10 **Age of Criminal Responsibility – As of 29 November 2019, children under 12 cannot be referred on offence grounds to a children's hearing by the Principal Reporter.** This will mean that from this date onwards there will be no new convictions or criminal records for children under 12.

4.11 National Thematic Inspection: Family Learning

Education Scotland are taking forward a national thematic inspection of family learning as part of their Annual Programme of Scrutiny. HM Inspectors will visit a sample of early learning and childcare settings, primary, special, and secondary schools, and community settings between 13 January and 28 February 2020. Each authority has been asked to nominate 3 educational establishments and Education Scotland will use these visits to gather more in depth evidence around approaches to family learning. Each visit will last a day and will include a maximum of two HM Inspectors.

This thematic inspection will focus on exploring two key questions:

1. How schools/settings engage families in family learning activities?
2. How are approaches to family learning leading towards positive outcomes?

4.12 **Chief Education Officer:** Although the Education Governance review – next steps document indicated the direction of travel to ensure that each local authority had a Chief Education Officer, this aspect of the governance review was not taken forward in legislation. In November 2019, the Deputy First Minister announced at the ADES conference that this role would be taken forward through legislation.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.2 Legal

N/A.

5.3 Human Resources

N/A.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
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NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

5.5 Repopulation

N/A.

6.0 CONSULTATIONS

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.



16 October 2019

Colleagues,

This is an open letter to managers, headteachers and practitioners in children's services, from senior leaders responsible for standards and practice in health, social work, social care and education. We come together to reaffirm our commitment to Getting it right for every child (GIRFEC). We want Scotland's children to grow up loved, safe and respected, so that they can reach their full potential.

GIRFEC is special and world leading, in being a long lasting multi-disciplinary strategy for enhancing the wellbeing of a nation's children. It has the support of successive Government administrations, both in local and national Government, and of professional bodies across the range of disciplines, as reflected in the signatories to this letter.

Most of the time, most children get all of the support they need from their family, with help from universal health and education services. But many children and families look for advice or extra support at some time. The GIRFEC approach should make that easy to access, ensuring a prompt and proportionate response to meeting needs.

You will be aware that the Deputy First Minister has recently agreed the recommendations of the GIRFEC Practice Development Panel, which had been established to develop an authoritative Code of Practice for information sharing. The Panel concluded that while it was possible to produce a code of practice that properly reflects the relevant legal requirements, the detail that such a code would require means it would not be user friendly in practice and would not be helpful. Moreover, the Panel indicated that the likely unintended consequence would be to stifle the consideration and process of necessary and proportionate information sharing, which would lead to reduced opportunities to offer support to children and families.

On behalf of the Government, Mr Swinney endorsed the Panel's conclusion that practical guidance can best support and sustain the GIRFEC approach under existing legislation. Accordingly, while parts of the Children and Young People (Scotland) Act 2014 will not now come into force, the Government remains fully committed to Getting it right for every child, and this support should be available to all children and families.

This was made clear in the letter of 19 September from Michael Chalmers, Director for Children & Families, where he stated that "our primary consideration going forward is to support practitioners to confidently handle information in a way that respects the rights of the individual and ensures that children, young people, and families get access to the right support at the right time in line with the GIRFEC approach."

We welcome that assurance. GIRFEC means that more children and families are getting earlier support, that fewer children require compulsory measures, and also that better co-ordinated planning and support is in place for those who need it.

As the DFM acknowledged, most Community Planning Partnerships have already embedded many elements of the GIRFEC practice model, and are using the wellbeing indicators, My World Triangle, single planning process, lead professional and named person roles, and other tools to provide easy access and support for families.

We need to ensure that consistent good practice is sustained across all of our agencies. The implementation of GIRFEC is dependent on professionals working in partnership with children and families, and with each other. There is a responsibility on all partners, managers, headteachers and practitioners to ensure that this is in place.

The refresh of the practice guidance has commenced, and consultation with professional groups will follow in coming months. This refresh will incorporate current best practice and the work and findings of the Practice Development Panel. It will reaffirm GIRFEC as a rights-based strategy. Effective, early intervention should be based on a consensual approach, and easy access to advice and further support. This means good engagement with children and families about any concerns, and it involves families and practitioners working together to address those concerns.

Practitioners should be assured that if they have a genuine concern about a child's wellbeing, provided it is lawful and proportionate in the individual circumstances, they can share necessary information to support children and families to get the right help, from the right service at the right time.

Of course, where there is reasonable concern that a child may be at risk of harm, we all have a responsibility to act to make sure that they are safe and protected, and relevant information can be shared without consent, provided it is proportionate, necessary and lawful to do so. In such circumstances, practitioners should follow local inter-agency child protection guidance.

We believe in Getting it right for every child, because it works. GIRFEC has succeeded, where similar strategies elsewhere have not, because it has been built from the bottom-up. It has been developed and delivered by practitioners who want to make a difference in the lives of children and families, and who understand the value and importance of partnership working.

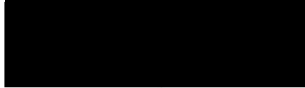
As professional and senior policy leads in Government and across the sector, we are fully committed to the delivery and continued development of GIRFEC and the national practice model. We look forward to engaging with stakeholders in the policy and guidance refresh, to make sure that we are Getting it right for every child for many years to come.



Catherine Calderwood, Chief Medical Officer, Scottish Government



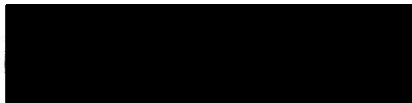
Iona Colvin, Chief Social Work Advisor, Scottish Government



Gayle Gorman, Chief Executive, Education Scotland



Ben Farrugia, Director, Social Work Scotland



Maureen McKenna, President, Association of Directors of Education in Scotland



Fiona McQueen, Chief Nursing Officer, Scottish Government

c.c. Sally Loudon, Chief Executive, COSLA

Angela Leitch, Society of Local Authority Chief Executives, SOLACE

Report To:	Education and Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/10/20/MR
Contact Officer:	Michael Roach	Contact No:	01475 712824
Subject:	Updates on the Looked after Children Attainment Fund and the Tier 2 Mental Health Strategy		

1.0 PURPOSE

- 1.1 The purpose of this report is to outline updates in the Looked After Attainment Fund and the Tier 2 Children and Young People's Mental Health Service.

2.0 SUMMARY

- 2.1 There are currently 213 looked after children in Inverclyde all of whom require to have their child's plan reviewed on a recurring 12 week cycle. Of these there are currently 41 looked after pupils (LAC) in the S4 cohort of 2019/20. Of these, more than half are looked after at home. This is double the number of pupils we have had in S4 in recent times. Nationally research is highlighting that it is these children who are more likely to experience the poorest outcomes of all looked after children who as a group experience poorer outcomes of all children.
- 2.1.1 In order to fully meet the needs of this cohort and ensure that they make maximum progress and achieve as they should, it is proposed to increase the capacity of the Corporate Parenting Team on a temporary basis. The previously agreed direction of travel for this funding stream has been to allocate funding on a self-directed support model. There is currently an underspend in this budget in 2019/20 that can support the proposals contained in this report. The Health & Social Care Committee of 9 January 2020 will be asked to agree to the proposal to allocate a portion of the underspend in this budget to facilitate the temporary appointment of an additional LAC teacher and child's planning reviewing officer for a six month period.
- 2.2 Inverclyde HSCP and Education Services have committed to improve Children and Young People's Tier 2 Mental Health in Inverclyde based on a collaborative model. This will be via the development of a quality 3rd sector commissioned service for 5-18 year olds. It will be funded jointly through the Scottish Government Programme for change monies to be awarded from 2019-2023 for access to counselling services through schools and supplementary funding from the Inverclyde IJB.
- 2.2.2 The tender for the provision of a Tier 2 Children and Young People's Mental Health Service in Inverclyde is being prepared for advertising. As in all cases with Social Care service provision, the quality of the care service is of paramount importance. In light of this, it is recommended that the Tier 2 Children and Young People's Mental Health Service contract is awarded on a 60% Quality and 40% Cost of Service weighting split to help ensure the required quality of service and best value cost of service can be procured. This is a reversal of the weighting split in Contract Standing Order 13.2.

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to note that the Health & Social Care Committee on 9 January 2020 will be asked to allocate a portion of the underspend in the Looked After Children Attainment Fund to facilitate the temporary appointment of an additional LAC teacher and child's planning reviewing officer for a six month period.
- 3.2 The Committee is asked to note that the Health & Social Care Committee on 9 January 2020 will be asked to approve the use of a 60% Quality and 40% cost of service weighting in the forthcoming tender for the Tier 2 Children and Young People's Mental Health Service, requiring the suspension of Contract Standing Order 13.2.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND - LOOKED AFTER ATTAINMENT FUND

- 4.1 The Corporate Parenting Team has a total teaching complement of 3.6FTE. This includes a full time Principal Teacher.
- 4.2 The current Corporate Parenting Team are already stretched with a total cohort of 163 across P1 – S6. Having triaged the 41 S4 LAC pupils, it is clear that the majority have a level of need which means that they need the input of a LAC teacher and so the team are stretched to meet these needs based on their current staffing. Within the cohort the attendance of a number of pupils is lower than we would hope and whilst this is being addressed, the Corporate Parenting Team play a significant role in supporting these pupils to keep abreast of their learning.
- 4.3 Similarly across the population of children looked after , children looked after at home are least likely to have a robust care plan developed and reviewed at regular intervals In particular they are less likely to have a focus on the health and wellbeing elements of the broader wellbeing dimensions.
- 4.4 The Head of Education and Head of Service for Social Work, have discussed the matter and it is proposed following CMT agreement that a temporary teacher will be funded on a full- time basis for 6 months to boost capacity. Similarly the temporary appointment of a reviewing officer for a period of 6 months will facilitate the development of full robust care plans for all children looked after at home bringing them into line with their counterparts who are looked after away from home. Both posts will be funded from the underspend in the 2019/20 Looked after Children's Attainment Fund
- 4.5 The Corporate Parenting Team provide both direct teaching support / 1:1 tuition for these pupils, as well as a level of pastoral support. This includes liaising with the child's family or care team as well as the staff linked to their school.
- 4.6 It is already known that in 2018/19 the percentage of LAC pupils achieving in line with their non-LAC peers was below average, thus a significant gap exists.
- 4.7 Within the 2018/19 S4 LAC cohort (23 pupils), the % of LAC pupils cared for at home achieving a level 4 SCQF was well below that of their peers cared for either in foster care or residential placements i.e. 53% vs 100%. At SCQF level 5 the picture was starker with 0% of pupils cared for at home achieving this standard vs 55% of those cared for in residential placements or foster care.
- 4.8 The need to reduce this gap is urgent and given the number of pupils in the cohort the Corporate Parenting Team will struggle to meet need and hence have an impact on closing the gap.
- 4.9 Children looked after at home are less likely to have a robust care plan and the plan is less likely to have been reviewed at the agreed frequency. Notably this group of children are more likely to have missed annual health assessments and to have less parental involvement in the care plan overall. A dedicated focus on this group will support a reduction in this gap for these children.

5.0 BACKGROUND TIER 2 MENTAL HEALTH SERVICES

- 5.1 Inverclyde HSCP and Education Services have committed to improve Children and Young People's Tier 2 Mental Health in Inverclyde based on a collaborative model. This will be via the development of a quality 3rd sector commissioned service for 5-18 year olds. This will be funded jointly through Scottish Government Programme for change monies awarded 2019-2023 for access to counselling services through schools and supplementary funding from the Inverclyde IJB.

- 5.2 The service to be commissioned is to address the Tier 2 service gap locally and align with the Mental Health Strategy for early help and prevention in respect of children and young people.
- 5.3 Initially the project was named Children and Young People Early Help and Wellbeing Service and was approved to commence in March 2019 by the Senior Management Team. This was to address the Tier 2 service gap locally and align with Mental Health Strategy for early help and prevention in respect of the young people concerned. Transformation Board funding for £150,000 for 3 years was approved in March 2019. Following on from this the plan was presented to the IJB in June 2019 which took the decision to increase the award to £300,000. The IJB agreed these plans to align with the pending announcement and subsequent confirmation in September 2019 which details Inverclyde's allocation of the funding award notice for school-based counselling services for 10-18 year olds.
- 5.4 Joint funding from the IJB and Scottish Government will ultimately fund the new service over a four year period and will allow a 3rd sector commissioned service to be tendered.
- 5.5 The funding is being made available to enable the ambitions of the Scottish Government programme for 350 additional counsellors to be available across Scotland by September 2020. The Inverclyde model incorporates the theme of "Nurturing Inverclyde" and focus on early help and prevention as well as providing a quality assured single point of access, needs lead Tier 2 Mental Health Service for 5-18 year olds in Inverclyde that is child focused and community based.
- 5.6 A tender process is about to commence for the procurement of this new service which will be in place for the start of the new school year 2020. The Health & Social Care Committee will be asked to agree a 60% quality 40% cost weighting change which will ensure a quality service provision in a cost effective manner.
- 5.7 The service to be commissioned will include the provision of an integrated Tier 2 Mental Health Service for Children and Young People inclusive of counselling services in Schools supporting children and young people aged 5 and over, their parents, families, carers and teachers.
- 5.8 Tier 2 is illustrated in the diagram below



The commissioning of the service will involve a tender exercise as the initial scoping of the market has identified that there is potentially more than one provider interested and which could deliver the service. The Strategic Commissioning Team, Procurement and Legal Services are currently working with the Service to progress and prepare the Service Specification and timelines which are required for the tender exercise.

- 5.9 It is anticipated that the contract will be initially for a 2 year period with an option to extend one year and one year providing a 4 year option creating flexibility to update after a 2 year period (if required) and this will be in place in line with the Scottish Government timeline for the start of the new 2020 school year or sooner.

6.0 PROPOSALS

- 6.1 The Health & Social Care Committee will be asked to agree to the temporary increase in the capacity of the LAAC teaching and review teams. The cost of a full time teacher on a temporary basis from January to June would cost from £21.6k (SP1) to £27.3k (SP5). The cost of a review coordinator for the same period would be £28.8k. The Committee will be asked to note that this funding stream is being awarded on an annual basis and must therefore be considered as non-recurring. There is however an acceptance by the Scottish Government that funding will require to be planned spend across the academic year and therefore it is possible to phase this spend to June 2020.
- 6.2 The tender for the provision of the Tier 2 Children and Young People's Mental Health Service will be published in early 2020. As in all cases with social care services, the quality of the care service is of paramount importance and Health & Social Care Committee will be asked to agree a 60% quality 40% cost weighting for procuring this provision.

7.0 Finance

7.1 Financial Implications:

All costs are contained within the HSCP Committee budget

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Education LAAC	Employee costs	2019/20	27		1 LAAC Teaching post SCP5 for 6 months
Social Care	Employee Costs	2019/20	29		1 Grade 10 (SCP80) for 6 months. Funded from attainment fund.

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

Legal

- 7.2 N/A

Human Resources

- 7.3 This proposal recommends creating two temporary posts.

Equalities

- 7.4 Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – looked after children have much lower outcomes in term of attainment and this has a long term impact. Narrowing the gap between looked after and non looked after children seeks to address current and future inequalities
	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES –
x	NO

Repopulation

7.5 N/A

8.0 CONSULTATIONS

8.1 The proposals in this report are supported by the CMT.

9.0 BACKGROUND PAPERS

9.1 None